SELF-STUDY REPORT
FOR ACCREDITATION IN JOURNALISM AND MASS COMMUNICATIONS

Undergraduate site visit during 2017-2018

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

Name of Institution:
University of Oregon

Name of Journalism/Mass Communications Unit:
School of Journalism and Communication

Address: 1275 University of Oregon, Eugene, OR 97403-1275

Date of Scheduled Accrediting Visit:
February 4–7, 2018

We hereby submit the following report as required by the Accrediting Council on Education in Journalism and Mass Communications for the purpose of an accreditation review.

Journalism/mass communications administrator:
Name: Juan-Carlos Molleda, PhD
Title: Edwin L. Artzt Dean and Professor

Signature: [Signature]

Administrator to whom journalism/mass communications administrator reports:
Name: Jayanth Banavar, PhD
Title: Provost and Senior Vice President

Signature: [Signature]
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PART I: GENERAL INFORMATION
PART I: General Information

**Name of Institution:** University of Oregon  
**Name of Unit:** School of Journalism and Communication  
**Year of Visit:** 2018

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  
   - [X] Northwest Association of Schools and Colleges  
   - [ ] Southern Association of Colleges and Schools  
   - [ ] Western Association of Schools and Colleges

2. **Indicate the institution's type of control; check more than one if necessary.**  
   - [ ] Private  
   - [X] Public  
   - [ ] Other (specify)

3. **Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.**  
   The University of Oregon was founded in 1876 by an act of the Oregon State Legislature. It is governed by an institutional Board of Trustees, which is granted all necessary and proper authority by the laws of the State of Oregon. (See Oregon Revised Statutes Chapter 352 et. seq.)

4. **Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?**  
   Yes — February 12-15, 2012

5. **When was the unit or sequences within the unit first accredited by ACEJMC?**  
   The school received accreditation in 1947.
6. **Provide 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 School of Journalism and Communication (SOJC) is a community of media scholars and professionals dedicated to teaching, research, and creative projects that champion freedom of expression, dialogue, and democracy in service to future generations.

   Our home in the Pacific Northwest and the opportunities of our location are reflected in our explorations of media, technology, and the human condition.

   Through our undergraduate and graduate programs in media studies, journalism, public relations, and advertising, we conduct research and craft nonfiction stories on such critical and global subjects as the environment, diverse cultures, and international issues. We facilitate relationship building that entails respect for consumer advocacy, transparency, and civic engagement.

   By integrating theory and practice, we advance media scholarship and prepare students to become professional communicators, critical thinkers, and responsible citizens in a global society.

   Come to Oregon and change the world.

   Revised May 29, 2015

7. **What are the type and length of terms?**

   Three 10-week quarters
   One 10-week summer session

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

   - [X] Bachelor’s degree
   - [X] Master’s degree
   - [X] Ph.D. degree

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

   *Indicate online degrees.*

   Journalism: BA, BS
   Journalism: advertising: BA, BS
   Journalism: public relations: BA, BS

10. **Credit hours required by the university for an undergraduate degree:**

    180 credits on a quarter system

    **Credits hours required for a professional master’s degree:** N/A
11. **Give the number of credit hours students may earn for internship experience.**

SOJC majors may earn up to nine total credits of J404 Internships.

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

<table>
<thead>
<tr>
<th>Name of Sequence or Specialty</th>
<th>Area Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>Deborah Morrison</td>
</tr>
<tr>
<td>Journalism</td>
<td>Julianne Newton (interim)</td>
</tr>
<tr>
<td>Public Relations</td>
<td>Donnalyn Pompper</td>
</tr>
<tr>
<td>Media Studies</td>
<td>Janet Wasko</td>
</tr>
</tbody>
</table>

13. **Number of full-time students enrolled in the institution:** 23,634 (as of 11/02/17)

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)**

Note: Totals include 193 students with SOJC double-majors.

Source: Student Data Warehouse, registered students for at least one credit, beginning week seven, fall 2017. Totals include 12 students with SOJC as third or fourth major.

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>1ST MAJOR</th>
<th>2ND MAJOR</th>
<th>TOTAL*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>510</td>
<td>65</td>
<td>576</td>
</tr>
<tr>
<td>Public Relations</td>
<td>372</td>
<td>42</td>
<td>415</td>
</tr>
<tr>
<td>Journalism</td>
<td>363</td>
<td>27</td>
<td>396</td>
</tr>
<tr>
<td>Media Studies</td>
<td>39</td>
<td>37</td>
<td>78</td>
</tr>
<tr>
<td>Pre-majors</td>
<td>824</td>
<td>65</td>
<td>891</td>
</tr>
<tr>
<td>Totals</td>
<td>2,108</td>
<td>236</td>
<td>2,356</td>
</tr>
</tbody>
</table>

15. **Number of graduate students enrolled**

- MA: 72
- PhD: 50
- Total: 122
- Online: N/A

Source: Cognos, end of week six, fall 2017
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.)

<table>
<thead>
<tr>
<th>NO.</th>
<th>CRN</th>
<th>Course Title</th>
<th>Instructor Name</th>
<th>Credits</th>
<th>Enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>J205</td>
<td>13165</td>
<td>Gateway to Media I</td>
<td>Heyamoto, Lisa</td>
<td>4</td>
<td>143</td>
</tr>
<tr>
<td>J206</td>
<td>13167</td>
<td>Gateway to Media II</td>
<td>Heyamoto, Lisa</td>
<td>4</td>
<td>143</td>
</tr>
<tr>
<td>J206</td>
<td>13172</td>
<td>Gateway to Media II</td>
<td>Milbourn, Mark</td>
<td>4</td>
<td>144</td>
</tr>
<tr>
<td>J206</td>
<td>13180</td>
<td>Gateway II lab</td>
<td>Barreto, Andrea</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>J206</td>
<td>13181</td>
<td>Gateway II lab</td>
<td>Barreto, Andrea</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>J206</td>
<td>13178</td>
<td>Gateway II lab</td>
<td>Biswas, Indraneil</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>J206</td>
<td>13179</td>
<td>Gateway II lab</td>
<td>Biswas, Indraneil</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>J206</td>
<td>13173</td>
<td>Gateway II lab</td>
<td>Deitz, Charles</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>J206</td>
<td>13174</td>
<td>Gateway II lab</td>
<td>Deitz, Charles</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>J206</td>
<td>13175</td>
<td>Gateway II lab</td>
<td>Diop, Layire</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>J206</td>
<td>13184</td>
<td>Gateway II lab</td>
<td>Diop, Layire</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>J206</td>
<td>13171</td>
<td>Gateway II lab</td>
<td>Francese, Justin</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>J206</td>
<td>13182</td>
<td>Gateway II lab</td>
<td>Francese, Justin</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>J206</td>
<td>13176</td>
<td>Gateway II lab</td>
<td>Harris, Brandon</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>J206</td>
<td>13177</td>
<td>Gateway II lab</td>
<td>Harris, Brandon</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>J206</td>
<td>13183</td>
<td>Gateway II lab</td>
<td>Howe, Barton</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>J206</td>
<td>13186</td>
<td>Gateway II lab</td>
<td>Howe, Barton</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>J206</td>
<td>13185</td>
<td>Gateway II lab</td>
<td>Moon, Young Eun</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>J206</td>
<td>13168</td>
<td>Gateway II lab</td>
<td>Rahman, Md Waseq Ur</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>J206</td>
<td>13169</td>
<td>Gateway II lab</td>
<td>Rahman, Md Waseq Ur</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>J206</td>
<td>13170</td>
<td>Gateway II lab</td>
<td>Stanovsek, Shelby</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>J331</td>
<td>13199</td>
<td>Digital Video Production</td>
<td>Force, Rebecca</td>
<td>4</td>
<td>35</td>
</tr>
<tr>
<td>J331</td>
<td>13201</td>
<td>Digital Video Prod lab</td>
<td>Bane, Kaitlin</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>J331</td>
<td>13200</td>
<td>Digital Video Prod lab</td>
<td>Bane, Kaitlin</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>J352</td>
<td>13209</td>
<td>Strat. Writing and Media Relations</td>
<td>Harwood, Joseph</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>J352</td>
<td>13206</td>
<td>Strat. Writing and Media Relations</td>
<td>Mitchell, John</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>J352</td>
<td>13208</td>
<td>Strat. Writing and Media Relations</td>
<td>Mitchell, John</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>J352</td>
<td>13210</td>
<td>Strat. Writing and Media Relations</td>
<td>Mundy, Dean</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>J352</td>
<td>13207</td>
<td>Strat. Writing and Media Relations</td>
<td>Munther, Courtney</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>J361</td>
<td>13214</td>
<td>Reporting I</td>
<td>Blaine, Marquis</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>J361</td>
<td>13213</td>
<td>Reporting I</td>
<td>Butler, Charles</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>J361</td>
<td>13212</td>
<td>Reporting I</td>
<td>Milbourn, Mark</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>J361</td>
<td>17215</td>
<td>Reporting I</td>
<td>Shontz, Lori</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>J365</td>
<td>13217</td>
<td>Photojournalism</td>
<td>Kjellstrand, Torsten</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>J365</td>
<td>13215</td>
<td>Photoj lab</td>
<td>Morris, D</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>J365</td>
<td>13216</td>
<td>Photoj lab</td>
<td>Morris, D</td>
<td>0</td>
<td>15</td>
</tr>
</tbody>
</table>
17. **Total expenditures from all sources planned by the unit for the 2017 – 2018 academic year:**
$17,401,824

Give percentage increase or decrease in three years:
14.63 percent increase

Amount expected to be spent this year on full-time faculty salaries:
Wages: $5,040,517
OPE: $2,325,358
Total: $7,365,875

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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom Bivins</td>
<td>Professor, Hulteng Chair in Media Ethics</td>
</tr>
<tr>
<td>Patricia Curtin</td>
<td>Professor, Associate Dean for Undergraduate Affairs</td>
</tr>
<tr>
<td>Timothy Gleason</td>
<td>Professor, UO Faculty Athletics Representative</td>
</tr>
<tr>
<td>Peter Laufer</td>
<td>Professor, Wallace Chair of Journalism</td>
</tr>
<tr>
<td>Regina Lawrence</td>
<td>Professor, Executive Director, Turnbull/Agora Centers</td>
</tr>
<tr>
<td>Scott Maier</td>
<td>Professor (sabbatical)</td>
</tr>
<tr>
<td>Debra Merskin</td>
<td>Professor, (Tenure Reduction Program)</td>
</tr>
<tr>
<td>Juan-Carlos Molleda</td>
<td>Professor, Edwin L. Artzt Dean</td>
</tr>
<tr>
<td>Deborah Morrison</td>
<td>Professor, Chambers Distinguished Prof, Advertising Area Director</td>
</tr>
<tr>
<td>Seungahn Nah</td>
<td>Professor, Associate Dean for Grad Affairs</td>
</tr>
<tr>
<td>Julianne Newton</td>
<td>Professor, Journalism Area Director (Fall/winter)</td>
</tr>
<tr>
<td>Donnalyn Pompper</td>
<td>Professor, Chair in Public Relations, Public Relations Area Director</td>
</tr>
<tr>
<td>Kim Sheehan</td>
<td>Professor, Honors Program Director</td>
</tr>
<tr>
<td>Leslie Steeves</td>
<td>Professor, Senior Associate Dean</td>
</tr>
</tbody>
</table>

**FALL TERM 2017**
Janet Wasko  
Professor  
Knight Chair, Media Studies Area Director

Thomas Wheeler  
Professor  
Marshall First Amendment Chair

Kyu Youm  
Professor  
Shirley Papé Chair in Emerging Media

Carl Bybee  
Associate Professor

Christopher Chavez  
Associate Professor

Nicole Dahmen  
Associate Professor

Seth Lewis  
Associate Professor

Gabriela Martinez  
Associate Professor

Daniel Miller  
Associate Professor

John Russial  
Associate Professor

Biswarup Sen  
Associate Professor

Gretchen Soderlund  
Associate Professor

Jesse Abdenour  
Assistant Professor

Peter Alllunas  
Assistant Professor

Donna Davis  
Assistant Professor

Troy Elias  
Assistant Professor

Erin Hanna  
Assistant Professor

Taeho Lee  
Assistant Professor

Ed Madison  
Assistant Professor

Dean Mundy  
Assistant Professor

SenyoOfori-Parku  
Assistant Professor

HyeRyoung Ok  
Pro Tem Instructor  
(Full-Time 17–18 AY)

Wesley Pope  
Assistant Professor

Autumn Shafer  
Assistant Professor

Heather Shoenberger  
Assistant Professor

Daniel Steinhart  
Assistant Professor

Brent Walth  
Assistant Professor

Andrew DeVigal  
Professor of Practice

Torsten Kjellstrand  
Professor of Practice

Damian Radcliffe  
Professor of Practice

Marquis Blaine  
Sr. Instructor II

Dave Koranda  
Sr. Instructor II

Rebecca Force  
Sr. Instructor I

Lisa Heyamoto  
Sr. Instructor I

Kelli Matthews  
Sr. Instructor I

Daniel Morrison  
Sr. Instructor I

Sung Park  
Sr. Instructor I

Shannon Anderson  
Instructor

Steven Asbury  
Instructor

Charlie Butler  
Instructor

Constance Chandler  
Instructor

Kathryn Kuttis  
Instructor

Tom McDonnell  
Instructor

Mark Todd Milbourn  
Instructor

Courtney Munther  
Instructor

Paul Swangard  
Pro Tem Instructor

Lori Shontz  
Instructor

Kathryn Thier  
Instructor

Coordinator, Gateway

Co-Director, Multimedia Journalism Master’s Program

Director, SOJC Academic Residential Community

Co-Director, Writing Central

Coordinator, Snowden Program
19. List names of part-time/adjunct faculty teaching at least one course in spring 2017 and fall 2017. (If your school has its accreditation visit in spring 2018, provide this faculty list at time of visit.)

Kyle McDaniel  Postdoctoral Scholar  Spring 2017
Jeremy Swartz  Postdoctoral Scholar  Spring/Fall 2017
Derek Brandow  Pro Tem Instructor  Spring/Fall 2017
Amanda Drakeford  Pro Tem Instructor  Spring/Fall 2017
Susanne Gorham  Pro Tem Instructor  Spring 2017
Leigh-Anne Jasheway  Pro Tem Instructor  Spring 2017
Chris Pryor  Pro Tem Instructor  Spring 2017
Margaret Parker  Instructor  Spring/Fall 2017
Joseph Harwood  Instructor  Spring/Fall 2017
John Mitchell  Instructor  Spring/Fall 2017
Leonard Henderson  Instructor  Spring/Fall 2017
Robert Rickert  Instructor  Spring/Fall 2017
Lance Robertson  Instructor  Spring/Fall 2017

20. Schools on the semester system: N/A

21. Schools on the quarter system:
For each of the last two academic years, please give the number and percentage of graduates who earned 104 or more quarter hours outside of journalism and mass communications.

<table>
<thead>
<tr>
<th></th>
<th>TOTAL GRADUATES</th>
<th>NUMBER</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>530</td>
<td>529</td>
<td>99.8%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>545</td>
<td>545</td>
<td>100%</td>
</tr>
</tbody>
</table>
PART II: SUPPLEMENTAL INFORMATION
PART II: Supplemental Information

1. Complete and attach here in the main body of the self-study report the following tables:
   Table 1, “Students”
   Table 2, “Full-time Faculty”
   Table 3, “Part-time Faculty”

TABLE 1. STUDENTS
Fall 2017-18 Academic Year

<table>
<thead>
<tr>
<th>Undergraduate Programs of Study</th>
<th>Number of Students</th>
<th>Degrees Conferred 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FR</td>
<td>SO</td>
</tr>
<tr>
<td>Pre-majors, if any*</td>
<td>393</td>
<td>436</td>
</tr>
<tr>
<td>1. J: Advertising</td>
<td>5</td>
<td>78</td>
</tr>
<tr>
<td>2. J: Journalism</td>
<td>6</td>
<td>90</td>
</tr>
<tr>
<td>4. J: Media Studies</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Total students (majors)</td>
<td>410</td>
<td>693</td>
</tr>
<tr>
<td>Total Head Count</td>
<td>409</td>
<td>672</td>
</tr>
<tr>
<td>Total students (majors)</td>
<td>285</td>
<td>651</td>
</tr>
<tr>
<td>Total students</td>
<td>284</td>
<td>621</td>
</tr>
</tbody>
</table>

* Students who have declared their intention but have not completed the requirements for admission to the major.
**Number of Students Fall 2017, Student Data Warehouse, 11/7/17
***Number of degrees conferred F16, W17, S17, U17, Student Data Warehouse 11/7/17
(Degrees: J may include a few degrees awarded under previous JNE, JEM, J MAG majors. J MS may include former J COM majors)
## TABLE 2. FULL-TIME FACULTY: FALL 2017

<table>
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*SOJC Portland  **On Sabbatical or study abroad  ***Term off for Research  ****Family leave
## TABLE 3. PART-TIME FACULTY

List names of part-time faculty paid from journalism and mass communications funds and provide requested information. List should include personnel, including laboratory instructors and teaching assistants, who taught any regular course during the two quarters before the accreditation visit. Present the names in groups by quarter. Put an X under the appropriate teaching responsibility. Add or delete lines as needed.

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

The School of Journalism and Communication is the only accredited comprehensive journalism program in the State of Oregon. The school offers three professional undergraduate majors—advertising, journalism, and public relations—and a major and a minor in Media Studies. The school also participates in several interdisciplinary programs: a major in cinema studies, a major in general social science, a certificate in film studies, a minor in Native American studies, and a minor in multimedia. At the graduate level, the school offers professional master's degree programs in journalism and (beginning in fall 2018) advertising and brand responsibility on the Eugene campus, and in both strategic communication and multimedia journalism in Portland, and master's and doctoral degree programs in media studies in Eugene.

The University of Oregon first offered a journalism course in 1901 and became a freestanding School of Journalism in 1916. It expanded to become the School of Journalism and Communication (SOJC) following the closure of the Department of Speech in the College of Arts and Sciences in 1991. The school celebrated its 100th anniversary in 2016.

In 2006, the school launched the George S. Turnbull Portland Center, first in the University of Oregon Portland's Willamette Block Building and later, in 2009, in the White Stag Building. The Turnbull Center is the central location for SOJC programs in Portland (SOJC Portland). It is the home of the Agora Journalism Center, an initiative focused on innovation in communication and civic engagement; the Portland Experience internship program; the NextGen Media/Northwest Scholastic Press program; and master's degree programs in strategic communication and in multimedia journalism. In addition, the Turnbull Center hosts events designed to engage the academic and professional journalism and communication communities and the broader community.

The “Journalism building” was built in the heart of the UO campus in 1922. A major expansion in 1954 added a wing and named the building Allen Hall. In the late 1990s and early 2000s, the SOJC expanded into the ground level and renovated portions of the second and third floors. The 2013 Allen Hall Transformation project, “Allen Hall 3.0,” expanded the building by 14,000 sq. ft. and transformed the historic building. This renovation created extraordinary spaces, but they immediately were filled to capacity as the result of greater-than-projected growth in student, faculty, and staff. The SOJC is now in three locations on campus, with hopes to secure additional space in a building close to Allen Hall in the near future.

The school’s Hall of Achievement, established in 1998, honors more than seventy-five SOJC alumni and faculty. The 2017 inductees included Eric Allen Jr, '55, a legendary community newspaper editor; award-winning author and professor emeritus Lauren Kessler, MS ’75; and Tracy Wong, ’81, the chairman and executive creative director of Wongdoody, one of the leading independent advertising agencies in the world. In 2009, the school created the Eric Allen Award to honor accomplished alumni under the age of 40. The 2017 Eric Allen Award winner was Tricia Duryee, formerly a senior editor at AllThingsDigital, who is currently focusing on raising her two young boys.

More than 2,000 current SOJC students follow in the footsteps of the school’s more than 13,000 alumni, who live and work around the world.
3. **Describe the environment in which the unit operates, its goals and plans, budgetary considerations, and the nature of the parent university.**

The University of Oregon is a member of the Association of American Universities (AAU) and is the state's flagship institution. Following a fundamental restructuring of higher education governance in Oregon in 2012, the university now has its own board of trustees and greater control of its destiny. The board and the administration have identified enhanced research productivity as a primary goal, while maintaining the university's long tradition of high-quality undergraduate education. One indicator of institutional priorities is the recent $500 million gift for the Phil and Penny Knight Campus for Accelerating Scientific Impact. It is a game changer for the university that is having an impact across campus.

There have been substantial changes in university academic leadership since President Michael Schill assumed office in 2015. A new provost joined the faculty in July 2017. By the end of 2017-18, the senior dean on campus will have been in office for fewer than five years. This team is in the process of implementing a new tenure-track faculty hiring policy and a new budget model to replace a relatively new responsibility centered model (RCM). All the schools and colleges are evaluating their current programs to better align with the university priorities.

The SOJC is well positioned for success in this new environment. Its strengths include:

- A highly productive and committed faculty and staff that continue to provide high-quality advertising, journalism, media, and public relations education while improving research productivity during a period of significant enrollment growth.
- A strong regional and a growing national undergraduate student recruiting profile. The SOJC attracts students from across the region and to a lesser extent, the country, and internationally. Examples of new undergraduate initiatives include opening the SOJC’s Media and Social Action Academic Residential Community in fall 2017 and the initiation of new courses such as iPhone photography.
- A doctoral program in Media Studies has strong potential for enrollment growth and an expectation to move into the top tier of graduate programs.
- An expanded and transformed Allen Hall that supports innovative, collaborative teaching, and learning, and invites engagement across traditional academic and professional lines.
- A 101-year tradition of excellence. The SOJC is highly regarded in the state, the region, and beyond.
- SOJC Portland and the Agora Journalism Center have created opportunities for the school to expand its presence in the state's largest media market and a platform for raising its national profile.
- An effective development program that funded the expansion of Allen Hall and supports a number of faculty positions, student scholarships, and SOJC initiatives.

At the same time, the school faces challenges:

- Supporting innovation in research and teaching with inadequate state funding for higher education.
- Sustaining and growing the current culture of innovative undergraduate and professional master's teaching while building greater research capacity.
• Building a stronger support structure to encourage and sustain funded research. Sustaining the upward trajectory in successful grant making by faculty will require in-house grant research and writing support. Meanwhile, faculty are encouraged to use the grant services offered by the university’s Office of Research and Innovation.

• Finding additional space in proximity to Allen Hall. Currently some faculty and staff offices are on the edge of campus, approximately one-half mile from Allen Hall. The dean is in conversation with university officials to explore the potential expansion of Allen Hall to a nearby building that the College of Arts and Sciences (CAS) will vacate as soon as its new building project on campus is finalized. Moreover, the provost recently approved the use of a portion of the school’s carryforward funds for the remodeling of the first floor of Allen Hall. The memo request also addressed a long-term plan that included the potential investment in Friendly Hall (currently occupied by CAS) to expand the capacity of the SOJC in terms of faculty offices and research facilities.

The SOJC has a clear understanding of its mission and of the school’s place—both literally and figuratively—in the heart of the UO campus. It continues to build its national and international profile. Academic excellence in undergraduate and graduate education, research, and professional outreach remain central to its mission. Programming at SOJC Portland and its Agora Journalism Center will grow and the city campus will become a major regional hub for journalism, media, and strategic communications.

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

The SOJC’s mission is unique on the UO campus. For more than 100 years its faculty, staff, and students have upheld the school’s commitment to freedom of expression, public service, professional education, critical thinking, and democracy. As the university adapts to meet new priorities, this mission continues to guide the school’s thinking and action.

In 2016, a new dean arrived in Allen Hall. His appointment followed three years of steady leadership under an interim dean who was appointed from the faculty to head the school after two failed searches to replace a 16-year dean who stepped down in 2013. During this transition period, the school maintained momentum on many fronts. The faculty developed a new honors curriculum, adopted a revised assessment plan, appointed a new assessment coordinator, implemented the new faculty collective bargaining agreement (CBA), approved and filled numerous new faculty positions, and launched the Agora Journalism Center in Portland.

The current dean arrived in a period of significant re-focusing of university priorities and the adopting of a new budget model. In this climate, the school has acted aggressively to address budget model changes while continuing to build and support existing and new innovative programs. Efficient delivery of the curriculum; increasing enrollment in professional master’s programs; reducing the number of part-time faculty; increasing the standard teaching load for non-tenure track faculty (NTTF); and reducing NTTF non-credit producing assignments are among the tactics being considered to create budget efficiencies. These efforts cannot diminish the school’s ability to achieve its educational goals. The expansion of experiential learning programs such as the Science and Memory program, and the creation of new programs such as the Media Center for Science and Technology, and the profile of newly created faculty positions with searches currently underway, are examples of ongoing and new initiatives.
Student engagement, improving undergraduate four-year graduation rates, and recruiting and retaining a more diverse student body are additional university priorities embraced by the SOJC.

The Cinema Studies (CINE) program, which began as an interdisciplinary major collaborative between the College of Arts and Sciences (CAS), the SOJC, and School of Architecture and Allied Arts (now the College of Design) in fall 2010, became a department in the College of Arts and Sciences in fall 2017. With that move, three Media Studies faculty—one of them with joint appointments in the SOJC and CAS—will transition to the CINE program in the 2018-19 academic year. The ongoing faculty searches include three Media Studies positions that will allow the school to maintain teaching capacity and add emerging areas of research specializations. The school’s Media Studies undergraduate and graduate programs have a one-time opportunity to enhance curricular quality and the size of the major, which, in turn, will provide additional revenue to the SOJC.

5. If the unit was previously accredited, summarize each deficiency noted in the most recent accreditation report that the site team said should be addressed (Part 3 of site team report), followed by a response to each, explaining actions taken to address the problems and the results. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify these standard(s), the reasons cited, and how these problems have been addressed.

The 2012 site team listed one weakness in Part III (3) and found the school to be out of compliance on Standard 9:

- The school needs to adopt an assessment plan with direct and indirect measures. Some of those elements are now in place, but they need to be applied across all majors, directly linked to the ACEJMC professional values and competencies, and be transparent throughout courses.

In the summary section of Part III, the team expanded on its concerns about the school’s assessment efforts:

- Assessment remains an area of concern. SOJC was found out of compliance in 2005-06. The team concluded that the plan was “less a concrete, detailed plan of action than a descriptive statement of what assessment may involve.” Following that visit, the school embarked on a curriculum revision that took four years to design and implement. The dean said curriculum was the top priority and the school did not want to create a detailed assessment plan before installing a new curriculum. Progress has been made on assessment, but many of the measures are relatively new, and significantly, the overall assessment plan remains the 2005 plan that was found in non-compliance. The school said the “next step” is to “incorporate new direct and indirect measures.” The dean wrote in 2011: “We have made progress, but do not have a fully realized assessment scheme in place.”

During the period under review the school has renewed its assessment effort. Actions taken include:

- Created an assessment director position and appointed a senior faculty leader to the position.
- Approved an updated assessment plan (Appendix II.9.A). Assessment of the professional undergraduate majors is guided by the ACEJMC core competencies.
- Made substantial curricular revisions informed by ongoing assessment activities throughout the review period.
Based on these competencies, ongoing curriculum mapping and measurement is used to guide curricular change as needed. Learning outcomes are standardized across sections of the same course and are designed to help students achieve the competencies.

- The assessment director makes periodic reports to the dean and to the Undergraduate Affairs Committee.
- An effective feedback loop has resulted in significant curricular change at the course and curricular level and the establishing of innovative teaching initiatives.

The site team listed one other “weakness” in the summary section of Part III that addressed the then new introductory Gateway courses and the teaching of writing, law, and ethics.

The new curriculum is listed here as both a strength and weakness. It aggressively tackles the multimedia world, plunging students early into multiplatform storytelling. But the early reviews on the 12-credit “Gateway” package of courses are mixed, with significant concerns over how to effectively deliver the lab-based elements of the courses. The flexibility of the new curriculum, an advantage on many levels, also gives students the opportunity to graduate with limited writing and no measurable knowledge of media law or ethics.

Over the past six years, the Gateway series has undergone significant changes in the curriculum informed by assessment data and ongoing formal and informal faculty and student feedback. Concerns about students’ writing abilities resulted in a faculty decision to introduce a new writing course in place of the third Gateway course.

The teaching of law and ethics has always been a high priority in the school with the best strategy for teaching these areas a subject of ongoing debate and assessment. As part of curriculum revisions in spring 2017, Communication Law and Media Ethics will be required courses for students entering the SOJC beginning fall 2018.

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

Early in 2017, the dean appointed a former SOJC dean and an experienced writer/editor to coordinate the writing of the self-study. That team worked with the school’s leadership team and SOJC faculty and staff to develop a draft report. Drafts were posted on a secure SOJC website for review and comment over the summer and into fall 2017. The self-study was a topic of discussion at the school’s annual fall retreat, and a final draft was posted for faculty and staff review and comment prior to final submission of the self-study to ACEJMC.

The self-study highlighted known strengths and weaknesses. Among the strengths are the greatly expanded and improved facilities in the newly renovated Allen Hall, a consistent focus on improving curriculum and engaging professionals in all of the majors, a strong upward trend in faculty research productivity in both the number of publications and the level of grant funding, continued strong enrollment across the majors, a substantial increase in the diversity of the student population, and the appointment of an assessment coordinator who has led the implementation of a revised assessment plan.
Weaknesses include the need for additional space in proximity to Allen Hall, the need to build a sustainable budget, student/faculty and student/adviser ratios that remain higher than national benchmarks, and a lack of consistent assessment portfolio reviews across all majors.

The dean continues productive discussions with the provost concerning space needs, the school has a clear plan in place to address the budget deficit, student ratios have been reduced in recent year; however additional progress is needed. In the last academic year the assessment coordinator launched a school-wide portfolio review process. While logistical issues concerning student privacy delayed implementation, the new review process is now in place with an initial set of reviews completed.

7. Provide the web links to undergraduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative, and graduation requirements.

SOJC website (journalism.uoregon.edu)
About the SOJC (journalism.uoregon.edu/about)
Undergraduate Programs (journalism.uoregon.edu/academics/ugrad)
Undergraduate Catalog (uocatalog.uoregon.edu/journalism_comm)
Undergraduate Program Requirements (journalism.uoregon.edu/students/undergrad/academic-requirements)
Part II: Standard 1
MISSION, GOVERNANCE AND ADMINISTRATION

Highlights:

- The University of Oregon is one of two AAU research universities in the Northwest.
- The University’s Academic Plan and the president’s “priorities and initiatives” statement are the primary strategic planning documents for the University and the School of Journalism and Communication.
- The School of Journalism and Communication has a robust committee structure and active faculty governance.
PART II: STANDARD 1
MISSION, GOVERNANCE, AND ADMINISTRATION

EXECUTIVE SUMMARY

The University of Oregon is one of two AAU research universities in the Northwest. The School of Journalism and Communication is one of seven professional schools and colleges at the university. The dean reports to the provost and senior vice president and is a member of the council of deans. The University's Academic Plan and the president’s “priorities and initiatives” statement are the primary strategic planning documents for the university and they guide the school’s planning as well. The plan emphasizes the quest for academic excellence by building tenure-related faculty and promoting research, student access and success, and an excellent educational experience for all students within an inclusive and welcoming environment. The school has a robust committee structure and active faculty governance.

During the period under review, the school’s administrative structure grew substantially in response to the demands of enrollment and faculty growth, the complexity of administering the faculty collective bargaining agreement, and a university-wide effort to adopt Research I best practices.

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

   The chief executive officer of the University of Oregon is President Michael Schill, who is beginning his third year at the university. The deans of the seven colleges and schools, the dean of the Graduate School, the dean of the Robert D. Clark Honors College, and the dean of Libraries report to the Senior Vice President and Provost, Jayanth R. Banavar, who arrived on campus in July 2017. A University of Oregon organizational chart is available as Appendix II.1.A.

   University governance is open, collegial, and consultative. The SOJC dean sits on the council of deans and the university leadership council, which meet regularly with the president and the provost. In addition, each dean meets with the senior vice provost for academic affairs and with the provost on a regular basis.

   The SOJC’s governance is similar to that of the rest of the university—a flat hierarchical structure, in which all faculty and/or administrators and staff (depending on the situation) are encouraged to have an open line of communication with the dean and/or associate deans and to be active, engaged members of the faculty or administration, including participating in decision-making processes as relevant or appropriate. The school’s organizational chart (Appendix II.1.B) reflects the formal structure.

   The school has three associate deans with academic appointments and one associate dean who is an officer of administration: a senior associate dean who oversees academic affairs and faculty personnel; an associate dean for graduate affairs and research; an associate dean for undergraduate affairs; and an associate dean for administration and finance. An executive director is the chief academic and administrative officer for the SOJC’s Portland-based George S. Turnbull Center and the Agora Journalism Center.
Faculty program directors and area directors oversee each of the professional master’s programs and undergraduate majors. The associate dean for graduate affairs and research oversees the master’s and doctoral programs in media studies.

The school’s administrative team meets on a regular basis (every other week). In these meetings, the team reviews the ongoing operation of the school, shares reports of activities in each area, and recommends (and where appropriate, establishes) operational policies for the school. Each member of the administrative team meets with the dean or an associate dean and with other team members as needed; there is a regular flow of email among team members and with faculty and staff. Internal email lists facilitate the speedy distribution of information. The list of executive leadership team members and duties is below. A comprehensive list of administrators and staff is available as Appendix II.1.C.

EXECUTIVE LEADERSHIP TEAM

Edwin L. Artzt Dean: Professor Juan-Carlos Molleda
The dean is the school’s chief academic and fiscal officer. He is responsible for all aspects of the school’s operation. Chief responsibilities include overseeing all instructional programs, faculty and staff, budget management, development, communication, and external relations. The dean spearheads the school’s fundraising efforts and alumni relations programs. The dean serves on the university-wide academic leadership team and multiple university-wide committees, serves as liaison with other UO units, and represents the school in university-wide and external events. Associate deans, the senior director of development, the director of communication, the executive director of SOJC Portland, and faculty committees report to the dean. The dean reports to the provost and senior vice president. This position is an officer of administration on a 12-month appointment.

Senior Associate Dean for Academic Affairs: Professor Leslie Steeves
The senior associate dean for academic affairs oversees academic affairs of the school and faculty personnel matters. She works closely with the associate deans and the dean’s office to coordinate affairs of the school. The senior associate dean reviews travel and research requests, coordinates tenure and promotion (along with the dean), assists the dean’s office with annual reviews, resolves faculty concerns related to academic affairs, and undertakes special projects as assigned, including the coordination of internal self-studies for program review in collaboration with others. She serves as liaison with other UO units as appropriate. The senior associate dean serves on a 12-month appointment unless otherwise indicated, reports to the dean and remains involved in research, and teaching and advising undergraduate and graduate students. The Senior Associate dean serves on the executive leadership team, and serves ex officio on the Undergraduate and Graduate Affairs Committees.

Associate Dean for Graduate Affairs and Research: Professor Seungahn Nah
The associate dean for graduate affairs and research promotes and enhances the research mission and productivity of the SOJC. This includes grant funding in alignment with UO priorities, building the national and international profiles of our doctoral program, and of the Eugene- and Portland-based master’s programs. He supports the implementation of new and existing graduate initiatives, including new professional master’s and online or hybrid programs, with the goal of increasing graduate enrollment.
and revenue. The associate dean provides oversight and coordination of the SOJC’s master’s and doctoral programs in Eugene and Portland and chairs the SOJC Graduate Affairs Committee. The associate dean provides oversight and coordination of the SOJC’s master’s and doctoral programs in Eugene and Portland, chairs the SOJC Graduate Affairs Committee, serves on the executive leadership team, and serves ex officio on the Undergraduate Affairs Committee. This position is an officer of administration on a 12-month appointment.

**Associate Dean for Undergraduate Affairs: Professor Pat Curtin**

The associate dean manages undergraduate affairs and supervises the assistant dean for student operations, director of student services, coordinator of instructional technology, visual production coordinator, and the instructional services manager. She supervises the undergraduate curriculum, hires adjunct faculty, and makes decisions relating to enrollment management, course scheduling, student grade appeals, student petitions, and admission to the major, program development, and articulation with other institutions. The associate dean chairs the Undergraduate Affairs Committee, serves on the executive leadership team, serves ex officio on the Graduate Affairs Committee, and works with the dean, senior associate dean, and associate dean for graduate affairs and research to coordinate affairs of the school. The associate dean reports to the dean, undertakes special projects as assigned, and serves on a 12-month appointment. The associate dean also teaches and advises theses and dissertations.

**Associate Dean for Administration and Finance: Ray Sykes**

The associate dean for administration and finance serves as the school’s principal business officer, managing administrative, financial, and human resource functions for the school. He serves as a strategic adviser on matters involving deployment of SOJC resources. He supervises directors and lead staff for finance, human resources, information technologies, administrative operations, and facilities strategic planning in those areas. The associate dean reviews, develops, and implements SOJC business and HR policies and is called upon to serve as the dean’s designee for policy development and execution of faculty and staff collective bargaining related policies. As a member of the dean’s leadership team, the associate dean is charged with authority to accomplish broad goals and objectives set by the SOJC dean and/or central administration.

**Executive Director, George S. Turnbull Portland Center and Agora Journalism Center: Regina Lawrence**

The director serves as the chief administrator and strategic leader of the SOJC Portland, including the Turnbull Center and the Agora Journalism Center. The director reports directly to the SOJC dean, supervises three resident faculty and four full-time staff, and works in collaboration with appropriate SOJC administrative personnel to oversee SOJC Portland-based outreach and programming. Responsibilities include managing the SOJC’s Portland budget and seeking external funding for Turnbull and Agora Centers’ programming; overseeing curriculum, course scheduling, and hiring of pro tem instructors; coordinating Turnbull and Agora Center activities; representing the SOJC in diverse public and professional communities; developing recruitment, marketing and branding strategies for the Turnbull and Agora Centers and their programs; serving as the SOJC’s liaison to the University of Oregon Portland management team and related committees; and serving as the Turnbull and Agora Centers’ lead liaison to the Eugene campus. The Portland Executive Director serves on the executive leadership team, and serves ex officio on the Graduate Affairs Committee.
Undergraduate Area Directors (formerly area coordinators)

Advertising: Chambers Distinguished Professor Deborah Morrison
Journalism: Professor Julianne Newton (interim)
Public Relations: Chair in Public Relations and Professor Donnalyn Pompper
Media Studies: Philip Knight Chair and Professor Janet Wasko

Undergraduate area directors oversee instructional and related activities in the undergraduate majors (advertising, journalism, media studies, and public relations). Duties include:

- Manage curricular and extracurricular activities in the major
- Develop and manage the schedule of classes in the major in consultation with the associate dean for undergraduate affairs and the instructional services manager
- Coordinate course assignments in consultation with the dean and associate deans
- Recruit adjunct faculty in consultation with the associate dean for undergraduate affairs
- Manage budget for visitors, events, and programmatic activities in the major
- Work with student services to coordinate faculty advising, mentoring and internship activities specific to the majors
- Develop and implement assessment activities in the major consistent with SOJC and university assessment plans
- Serve on the Undergraduate Affairs Committee

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

The SOJC faculty adopted its current strategic plan in November 2015. An annotated version of that plan with implementation updates as of July 2016 is attached as Appendix II.1.D. The arrival of a new dean, president, and provost within the past three years, the implementation of a new budget model, and a reordering of university priorities limits the utility of the existing plan; however, it provides a solid foundation as the school addresses changing conditions on campus and in the communication professions.

At a time of unprecedented change in the media industries, the SOJC is entering its second century with a renewed focus on communication research, media innovation, storytelling, and strategy. Now more than ever, it is critical to generate research and teach journalists, media specialists, and strategic communicators how to produce engaging stories that inform and inspire. Our intellectually rigorous and professionally relevant programs prepare students to think critically and act creatively—crucial skills that will help them excel in their careers and make a difference in the world.
Over the next three years, the overarching goal is to establish the SOJC as an international leader in the above areas. Three priorities that guide our strategy for achieving this goal include:

1. Attracting top undergraduate and graduate talent, with an emphasis on underrepresented populations
2. Ensuring all students have access to high-quality experiential learning opportunities
3. Increasing our academic excellence and research contributions

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

The University of Oregon has a long and rich tradition of strong faculty governance. In keeping with the 1879 Charter establishing the University of Oregon, which gives the faculty the “power...to prescribe the course of study to be pursued in the university, and the text books to be used,” the faculty of the School of Journalism and Communication determines the educational policies of the unit. This includes defining curriculum, admission and graduation standards, and related policies.

The adoption of a collective bargaining agreement (CBA) with United Academics (UA), the new faculty union, added an additional level of faculty governance that allowed for the conversion of part-time instructors and adjuncts to non-tenured track faculty (NTTF) with one-year or multiple-year contracts. The salary and benefits of the newly appointed NTTFs improved their employment conditions, while significantly increasing expenses for the school. This presents a challenge in times when the university president has mandated the elimination of deficits and balance of the general fund (mainly state allocation and tuition). Conversely, NTTFs have positively impacted the character of the school, strengthened professional skills of students through experiential learning programs, introduced a competitive environment for cutting-edge practices and instruction, and allowed the SOJC to stay relevant vis-à-vis the dramatic changes in the professions we serve and the nature of empowered audiences through technological innovations.

SOJC faculty committees are a critical part of shared governance. In consultation with the faculty, the dean makes committee assignments. Several committees, most notably the Undergraduate Affairs Committee, the Graduate Affairs Committee, the Faculty Personnel Committee, the Diversity Committee, and the Technology Committee shape and direct the educational policies of the unit. The Dean’s Advisory Council (DAC) is the elected committee in the school with a mandate to represent the faculty in discussions with the dean. The six members of the DAC are elected from the full-time teaching faculty and serve two-year non-renewable terms.

A list of committee assignments is included as Appendix II.1.E.

Although these committees report to the dean, all educational policy decisions are reviewed and approved by the full faculty.
Faculty governance is an integral part of the school’s culture and tradition. Effective faculty engagement in shaping the future of the SOJC is essential to continued success. Enrollment, faculty and staff growth, program expansion in Eugene and Portland, implementation of the faculty CBA and the introduction of a new budget model are just some of the factors challenging the school’s traditional practice of faculty governance. At the most basic level, the challenge of filling all the required committee positions, finding times for committees to meet, and completing a substantially increased number of required faculty peer reviews is placing great stress on faculty time and energy.

Governing documents for the school are available online: academicaffairs.uoregon.edu/content/school-journalism-and-communication

The 2015-18 United Academics faculty contract is available online: uauoregon.org/cba.

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

The SOJC held seven faculty meetings in the 2016-17 academic year.

5. List faculty committees and chairs. List any ad hoc committees in operation at the time of the self-study.

A complete list of current committees and members follows this section as Appendix II.1.E.

The school has five standing appointed committees and two standing elected committees. They are:

The Undergraduate Affairs Committee (UAC) (Pat Curtin, chair) and Graduate Affairs Committee (Seunghahn Nah, chair) have primary oversight responsibility for the undergraduate and graduate programs, respectively, including curriculum, admission, and graduation requirements. The UAC has primary responsibility for the ongoing technical review and revision of courses. Professor Tom Bivins serves as the school’s liaison to the university curriculum committee.

The Diversity & Inclusion Committee (Donnalyn Pompper, Chair) oversees the school’s implementation of its diversity plan. The university asked units to identify tactics, measures, resources, and lead personnel for a three-year period starting in 2017–18. The plans identified specific target groups, such as students, faculty, staff, administrators, and alumni for each tactic. To work on their individual plans, each unit, school, or college received a template and had opportunities to engage with consultants at a campus leadership workshop and in one-on-one sessions. The Division of Equity and Inclusion also provided units with access to online resources, workshops, and training opportunities, and other assistance. Implementation and public sharing of individual plans with the university are happening during the 2017–18 academic year. The UO’s Diversity Action Plan can be found online at inclusion.uoregon.edu/diversity-action-plans-dap.
The school’s **Faculty Personnel Committee (FPC)** (Julianne Newton, chair) is responsible for the review of all tenure-related and career NTTF faculty. The committee conducts formal third-year reviews and sixth-year reviews of faculty being considered for tenure and/or promotion, three-year and promotion reviews for instructors, contract renewal reviews for professors of practice, and post-tenure and peer-teaching reviews. The FPC consists of all tenure-related faculty, professors of practice and career NTTF faculty at the rank of senior instructor or higher. A subcommittee comprising all associate and full professors reviews all candidates for tenure and promotion to the associate professor rank; an additional subcommittee of all full professors reviews all candidates for promotion to full professor.

The **Academic Technology Committee** (Torsten Kjellstrand, chair), appointed by the dean, facilitates the effective acquisition, use and conceptualization of technology in the SOJC to promote research/creative/professional work, teaching, and learning in line with the school’s mission, as well as communication about the school and publication of the SOJC community’s work. Ideally, the committee consists of five or six people, including the IT director and the committee chair. Members will ideally include at least one research faculty member, one professional faculty member, and one member from the Turnbull Center.

The **Dean’s Advisory Council (DAC)** is the elected committee in the school with a mandate to represent the faculty in discussions with the dean. The six members of the DAC are elected from the full-time teaching faculty and serve two-year non-renewable terms. It regularly meets once a term and on an as needed basis. The DAC last met in November 2017.

The **Faculty Assessment Committee** meets as required by the faculty contract to review the dean’s salary increase proposals as part of the merit review process. The committee last met in November 2017.

The dean appoints ad hoc committees to address specific needs in the school. Some of these committees operate for a limited period of time within a given year, e.g. search committees, while others have been in place for several years. In the 2017-18 AY, the following ad hoc committees are operating: International Studies/Study Away; Internal Relations; Experiences Hub Task Force; and the Academic Misconduct Work Group, as well as several search committees. These search committees are:

- **Assistant, Associate or Full Professor of Science/Environment Communication**  
  *Chair: Kim Sheehan*

- **Assistant Professor of Media and Intersectionality**  
  *Co-chairs: Gretchen Soderlund and Dean Mundy*

- **Assistant Professor of Media Studies—Game Studies**  
  *Chair: Seth Lewis*

- **Assistant Professor of Media Studies—Global Media, Technology, and Social Justice**  
  *Co-Chairs: Bish Sen and Chris Chavez*

- **Assistant Professor of Social Media Data Analytics**  
  *Chair: Nicole Dahmen*
6. **Describe the faculty’s contributions to the administration and governance of the university.**

The SOJC faculty are engaged in the life of the university. During the period under review, faculty with full or joint appointments have chaired major interdisciplinary programs on campus, served on a number of search committees for senior administrators, and served on elected and appointed administrative and faculty committees. Currently, SOJC faculty serve on more than twenty-five university committees, including as stewards to United Academics. These are reflected in Appendix II.1.E.

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

The dean of the SOJC is appointed by the president and provost following a national search process that includes consultation with the school’s faculty and staff. Search committees for the position of dean generally are chaired by a dean or former dean from another school or college in the university and include faculty, students, and (in some instances) representatives of a school or college’s professional constituents. The dean serves two-year renewable terms. The current dean joined the UO faculty and administration in July 2016 following a national search.

Until the recent hiring of a new associate dean for graduate affairs and research, who was recruited in a national search, the school’s practice had been for the dean to appoint academic associate deans from the faculty. They serve one-year terms, renewable at the discretion of the dean.

Area and program coordinators and directors as well as all other faculty with administrative responsibilities are appointed by the dean after a process of nominations (including self-nominations) and evaluation. They serve renewable three-year terms. All appointments require approval by the Office of the Provost and Academic Affairs.

Faculty and staff holding administrative appointments are classified as officers of administration (OA). They are hired by the dean following regional or national searches and serve on renewable one-year contracts.

The dean is scheduled for a university-level evaluation on a five-year schedule and/or a school-level evaluation on an alternate five-year schedule.

The dean meets annually with the provost and senior vice president for academic affairs to discuss his performance over the year.

The associate deans’ annual reviews are incorporated into the school’s annual portfolio review process for all teaching faculty, as well as in the annual review of officers of administration.

All officers of administration are scheduled for annual review as prescribed by university policy.
8. **Describe the unit’s process for timely and equitable resolution of complaints and concerns expressed by faculty, staff or students.**

The SOJC’s internal process for addressing complaints is designed to resolve problems at the earliest possible moment. Complaint processes are available online and in print materials given to faculty, staff and students during orientations to the university and SOJC policies or are provided when issues arise. Complainants are encouraged to take concerns directly to the appropriate faculty, staff member or administrator, depending on the nature of the complaint. Faculty, staff and administrators are encouraged to be accessible and to respond promptly to complaints. Where possible, the first person approached with a complaint should resolve it. If necessary, that person will consult an associate dean or the dean via email or informal conference. Should the complaint not be resolved at the point of origin, the individual is referred to the appropriate associate dean. Should the complaint remain unresolved, the individual is referred to the dean.

For example, a faculty member who has a complaint about Instructional Technology services would first go to the IT coordinator, then to the associate dean for undergraduate affairs, then to the dean. An undergraduate student who has a complaint about a grade should first go to the faculty member issuing the grade, then to the associate dean for undergraduate affairs, then to the dean. Ultimately, the dean, senior associate dean, associate dean for undergraduate affairs, and/or associate dean for graduate affairs are responsible for handling student complaints.

In instances where a complaint is not resolved by the dean, the student, staff or faculty member making the complaint is informed of appropriate university processes beyond the school and referred to the appropriate body.

University of Oregon Grievance Policies are available online: [journalism.uoregon.edu/students/undergrad/undergraduate-faq/](journalism.uoregon.edu/students/undergrad/undergraduate-faq/)

School policies for handling student complaints are available in the “I Need Help!” section of the Undergraduate FAQ page on the school’s website: [journalism.uoregon.edu/students/undergrad/undergraduate-faq/](journalism.uoregon.edu/students/undergrad/undergraduate-faq/)

In instances where the complaint may concern discrimination or harassment, individuals are instructed to notify the university’s Office of Affirmative Action & Equal Opportunity: [aaeo.uoregon.edu/content/student-information](aaeo.uoregon.edu/content/student-information)  
[aaeo.uoregon.edu/content/raise-concern](aaeo.uoregon.edu/content/raise-concern)
Part II: Standard 2
CURRICULUM AND INSTRUCTION

Highlights:

• The SOJC offers four undergraduate majors and one minor—advertising (major), journalism (major), public relations (major), and media studies (major and minor).
• SOJC undergraduate students receive a solid liberal arts education integrated with a curriculum designed to develop multimedia professional storytellers who are critical and creative thinkers.
• The courses within each major provide the skills, concepts, and experiential learning relevant to each profession within the guidelines of ACEJMC’s broader framework.
PART II: STANDARD 2
CURRICULUM AND INSTRUCTION

EXECUTIVE SUMMARY

The University of Oregon School of Journalism and Communication (SOJC) is committed to providing undergraduate students a solid liberal arts education integrated with a curriculum designed to develop multimedia professional storytellers who are critical and creative thinkers. The SOJC’s tagline of “Ethics. Innovation. Action.” speaks to the school’s emphasis on communication and social justice, keeping at the forefront of changing industries, and making experiential learning an integral part of the curriculum.

The SOJC offers four majors and one minor—advertising (major), journalism (major), public relations (major), and media studies (major and minor). The media studies area is not subject to ACEJMC accreditation; this report addresses the other three majors.

The curriculum within the SOJC comprises four parts. The pre-major core emphasizes the roles and scope of media professionals; the need for clear, concise, and correct writing; and critical thinking concerning the role of media institutions in society. The Gateway to Media series develops multimedia storytelling skills. The core context courses provide conceptual depth and breadth in areas outlined by ACEJMC’s 12 professional values and core competencies. The courses within each major provide the skills, concepts, and experiential learning relevant to each profession within the guidelines of ACEJMC’s broader framework.

Since the last site-team visit, three major changes have affected curriculum and instruction. In 2012, the faculty added an SOJC Honors Program, which gives our top students the opportunity to develop analytical, critical thinking, and research skills in a small-group, discussion-oriented setting. The creation at the university level of a Professor of Practice rank has allowed the SOJC to more easily pursue top professional hires who bring national and international expertise in their fields, such as a National Press Photographer of the Year, the former multimedia editor for the New York Times, and a fellow of Columbia University’s Tow Center for Digital Journalism. Finally, we have expanded experiential learning opportunities for students with annual trips to Ghana, New York City, and Chicago, a multi-year project covering climate change in Alaska, and trips to changing destinations outside the US such as Vietnam, Cuba, Argentina, and Sri Lanka.

Based on curriculum mapping and assessment data, the faculty voted in June 2017 to revise the curriculum to better address the future of the profession and help ensure mastery of ACEJMC’s 12 professional values and core competencies. After completing the university approval process, the new curriculum will be implemented for incoming majors in fall 2018. The new curriculum is outlined in the information below following the current curriculum description.
1. Use the following format to provide an outline of the curriculum required for the major and for each of the unit’s specializations. Add lines for courses and categories as needed.

Number of hours/units required for graduation: All students must have a minimum of 180 quarter credit hours to graduate from the University of Oregon.

Number of hours/units required for major degree: Students must take a minimum of 60 quarter credit hours within the SOJC (64 for the journalism major) to graduate and may take up to 76 quarter credit hours.

CORE COURSES FOR ALL STUDENTS IN PROGRAM (36 CREDITS EARNED)

Pre-major Core: (8 credit hours)
- J100 Media Professions (2 credit hours)
- J101 Grammar for Communicators (2 credit hours)
- J201 Media and Society (4 credit hours)

Gateway to Media series (12 credit hours)
- Gateway I (4 credits; must be taken concurrently with Gateway II)
- Gateway II (4 credits; must be taken concurrently with Gateway I)
- Gateway III (4 credits; must be taken the term following Gateway I & II)

Core Context courses (16 credits; students choose two from List A and two from List B)

List A (8 credit hours total)
- J320 Gender, Media, Diversity (4 credits)
- J385 Communication Law (4 credits)
- J387 Media History (4 credits)
- J396 International Communication (4 credits)
- J397 Media Ethics (4 credits)

List B (8 credit hours total; most are topics classes, with changing topics offered)
- J412 Issues in Communication Studies (4 credits; topics)
- J467 Issues in International Communication (4 credits; topics)
- J494 Strategic Communication Research Methods (4 credits; required for Public Relations majors)
- J495 Research Methods (4 credits; topics)
- J496 Issues in Communication Ethics & Law (4 credits; topics)
ADDITIONAL REQUIRED COURSES IN THE MAJOR FOR ALL ADVERTISING STUDENTS (20 CREDITS):

1. J342 Creative Strategist (4 credits)
2. J448 Advertising Campaigns (4 credits; capstone)

Three from the list of courses number 1–5:
(1) J443 Advertising Media Planning (4 credits)
(2) J444 Advertising Account Management (4 credits)
(3) J457 Curiosity for Strategists (4 credits)
(4) J458 Writing Design Concepts (4 credits)
(5) J460 Brand Development (4 credits; topics)

Elective course or courses that must be taken within Advertising: None

Elective courses that must be taken within the program
(1) 4 credits of any J elective

Required outside of the accredited unit
(1) 16 credits of Literature
(2) 8 credits of History
(3) 8 credits of Economics
(4) 8 credits in each of three additional subject areas in the College of Arts and Sciences

ADDITIONAL REQUIRED COURSES IN THE MAJOR FOR ALL JOURNALISM STUDENTS (24 CREDITS):

1. J361 Reporting I (4 credits)
2. J462 Reporting II (4 credits)

One from the following four courses, in consultation with a faculty adviser
- J331 Digital Video Production (4 credits)
- J365 Photojournalism (4 credits)
- J371 Feature Writing I (4 credits)
- J461 Newspaper Editing (4 credits)

Three from the list of courses number 1–12:
(1) J421 Documentary Production (4 credits)
(2) J432 Reporting for Electronic Media (4 credits)
(3) J434 Advanced TV News (4 credits; capstone)
(4) J436 Media Design (4 credits; topics)
(5) J463 Specialized Reporting (4 credits; topics)
(6) J466 Advanced Photojournalism (4 credits; topics; capstone)
(7) J468 Advanced Newspaper Editing (4 credits; capstone)
(8) J472 Feature Article Writing II (4 credits)
(9) J473 Feature Editing (4 credits)
(10) J474 Magazine Industry and Strategies (4 credits)
(11) J475 FLUX Production (4 credits; capstone)
(12) J483 Journalistic Interview (4 credits)
Elective course or courses that must be taken within Journalism: None

Elective courses that must be taken within the program: None

Required outside of the accredited unit:
(1) 16 credits of Literature
(2) 8 credits of History
(3) 8 credits of Economics
(4) 8 credits in each of three additional subject areas in the College of Arts and Sciences

ADDITIONAL REQUIRED COURSES IN THE MAJOR FOR ALL PUBLIC RELATIONS STUDENTS (20 CREDITS):

(1) J350 Principles of Public Relations (4 credits)
(2) J352 Strategic Writing and Media Relations (4 credits)
(3) J452 Strategic Public Relations Communication (4 credits)
(4) J453 Strategic Planning and Cases (4 credits)
(5) J454 Public Relations Campaigns (4 credits; capstone)

Elective course or courses that must be taken within Public Relations:
All public relations majors must take J494 Strategic Communication Research Methods as one of their core context B courses.

Elective courses that must be taken within the program:
(1) 4 credits of any J elective

Required outside of the accredited unit:
(1) 16 credits of Literature
(2) 8 credits of History
(3) 8 credits of Economics
(4) 8 credits in each of three additional subject areas in the College of Arts and Sciences

ADDITIONAL REQUIRED COURSES FOR ALL SOJC HONORS PROGRAM STUDENTS (ONE CREDIT):

Students in the SOJC Honors Program use the following courses as three of their core context courses:

(1) J315H Media Theory and Research (4 credits)
(2) J424H Issues in Media Theory & Research (4 credits; topics)
(3) J424H Issues in Media Theory & Research (4 credits; topics)

Elective course or courses that must be taken within the SOJC Honors Program:
All SOJC Honors students must take J408 Thesis Prospectus Workshop (1 credit)

Elective courses that must be taken within the program:
(1) 3 credits of any J elective
Required outside of the accredited unit:

(1) 16 credits of Literature
(2) 8 credits of History
(3) 8 credits of Economics
(4) 8 credits in each of three additional subject areas in the College of Arts and Sciences

APPROVED CURRICULUM REVISION—FALL 2018

The faculty approved a curriculum revision to be implemented in fall 2018. These revisions are based on our curriculum mapping exercises and our assessment data, outlined in Standard 9. The new curriculum, briefly, will be as follows.

Premajor Core: no changes (8 credits)
J100 Media Professions
J101 Grammar for Communicators
J201 Media and Society

Gateway to the Media (16 credits)

• J2XX Writing for Communicators—to address basic writing issues we are increasingly seeing in our incoming students. This course is under development.
• J2XX Fact or Fiction (tentative title)—to help students critically look at information—written, numeric, graphic—to determine its accuracy. A trial version of this class will be taught each term during the 2017-2018 AY.
• J205/206 Gateway to Media I and II—this keeps our multimedia storytelling class sequence but drops the third class in the sequence. Assessment did not demonstrate a measurable improvement in necessary skills or concepts from the third class.

Core Context A (16 credits)

J320 Gender, Media, and Diversity
J385 Communication Law
J397 Media Ethics
J396 International Communication OR J387 Media History

Core Context B (4 credits) Choose one from the following:

J412 Issues in Communication Studies—topics
J467 Issues in International Communication—topics
J494 Strategic Communication Research (required for PR majors)
J495 Research Methods—topics
J496 Issues in Communication Ethics & Law

Additionally, the Advertising and Public Relations majors will each add one required course within the major. The total credit hours within the SOJC required to graduate will increase from 60–64 to 72 quarter credit hours.
2. Explain how requirements for the major do not exceed the maximum credit hours allowable under the 72-credit hour rule and how students comply with the minimum of 72 hours they must take outside journalism and mass communications. If a minor is required, include these details.

Approximately two-thirds of students’ required credit hours are taken outside the SOJC. As noted above, all SOJC majors are required to take four literature courses, two history courses, two economics courses, and a total of six courses in three additional subject areas within the College of Arts and Sciences, providing them with a solid liberal arts background.

Additionally, students must complete the university’s general education requirements, which are as follows.

1. Writing Composition (2 courses, 8 credits)
2. Multicultural Requirement (2 courses, 8 credits)
3. Foreign Language (3 courses, 12 credits—for B.A. degree only)
4. Math and/or Computer Science (3 courses, 12 credits—for B.S. degree only)
5. Arts and Letters group (4-5 courses, 15 credits minimum)*
6. Social Sciences group (4-5 courses, 15 credits minimum)*
7. Science group (4-5 courses, 15 credits minimum)*

* Students must have at least two courses from the same department in each group. They may not have more than three courses from the same department in each group or all the groups combined. They may not use more than one course from the SOJC in all three groups combined. Second-year foreign language courses may not be used for the BA and arts and letters group. Math and computer science courses cannot be used for the BS and science group.

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

The curriculum is mapped annually to determine how the twelve ACEJMC professional values and competencies are incorporated into the curriculum. The following table provides the current map. Standard 9 details how we assess those values and competencies. The core curriculum provides a basis in each, which is then reinforced throughout each major’s coursework.

As noted above, the faculty has voted to implement a revised curriculum beginning in fall 2018 to strengthen and reinforce these values and competencies.

The following table summarizes how the ACEJMC competencies are reflected in syllabi for required courses, focusing on directly expressed learning objectives but also drawing from course descriptions and content. Only courses required of all majors are in the table. As a result, it does not capture courses with values and competency content that meet major requirements but are not required for all students. For example, Communication Law and Media Ethics are not listed because they were not required for all students in 2016–17.
<table>
<thead>
<tr>
<th>Professional Value/Competency No.</th>
<th>Brief description</th>
<th>Class No.</th>
<th>Class Name</th>
<th>Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Law; freedom of expression</td>
<td>J201</td>
<td>Media &amp; Society</td>
<td>All majors</td>
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<td>J350</td>
<td>Principles of Public Relations</td>
<td>PR majors</td>
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<td>J361</td>
<td>Reporting I</td>
<td>J majors</td>
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<td>2</td>
<td>History; institutions shape</td>
<td>J201</td>
<td>Media &amp; Society</td>
<td>All majors</td>
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<td>J350</td>
<td>Principles of Public Relations</td>
<td>PR majors</td>
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<td>3–4</td>
<td>Diversity; domestic and global</td>
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<td>UO multi-cultural requirement</td>
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<td>J350</td>
<td>Principles of Public Relations</td>
<td>PR majors</td>
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<td>J453</td>
<td>Strategic Planning and Cases</td>
<td>PR majors</td>
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<td>5</td>
<td>Visual literacy</td>
<td>J205/206/207</td>
<td>Gateway to Media series</td>
<td>All majors</td>
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<td>J452</td>
<td>Strategic Public Relations Communication</td>
<td>PR majors</td>
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<td>6</td>
<td>Ethics</td>
<td>varies</td>
<td>Core Context</td>
<td>All majors</td>
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<td>J350</td>
<td>Principles of Public Relations</td>
<td>PR majors</td>
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<td>J352</td>
<td>Strategic Writing &amp; Media Relations</td>
<td>PR majors</td>
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<td>J361</td>
<td>Reporting I</td>
<td>J majors</td>
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<td>J452</td>
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<td>Strategic Planning and Cases</td>
<td>PR majors</td>
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<td>J454</td>
<td>Public Relations Campaigns</td>
<td>PR majors</td>
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<tr>
<td>7</td>
<td>Thinking, creative and critical</td>
<td>J201</td>
<td>Media &amp; Society</td>
<td>All majors</td>
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<td>J342</td>
<td>Creative Strategist</td>
<td>Ad majors</td>
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<td>J352</td>
<td>Strategic Writing &amp; Media Relations</td>
<td>PR majors</td>
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<td>J361</td>
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<td>J majors</td>
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<td>J453</td>
<td>Strategic Planning and Cases</td>
<td>PR majors</td>
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<td>8</td>
<td>Research; evaluate information</td>
<td>J205/206/207</td>
<td>Gateway to Media series</td>
<td>All majors</td>
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<td>J352</td>
<td>Strategic Writing &amp; Media Relations</td>
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<td>J454</td>
<td>Public Relations Campaigns</td>
<td>PR majors</td>
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<td>J462</td>
<td>Reporting II</td>
<td>J majors</td>
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<td>J494</td>
<td>Strategic Comm Research Methods</td>
<td>PR majors</td>
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<td>9</td>
<td>Write correctly and clearly</td>
<td>J101</td>
<td>Grammar for Communicators</td>
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<td></td>
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<td>J205/206/207</td>
<td>Gateway to Media series</td>
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<td>J462</td>
<td>Reporting II</td>
<td>J majors</td>
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<td>10</td>
<td>Edit; evaluate own and other</td>
<td>J352</td>
<td>Strategic Writing &amp; Media Relations</td>
<td>PR majors</td>
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<td>for accuracy, clarity</td>
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<td>Numeracy</td>
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<td>J494</td>
<td>Strategic Comm Research Methods</td>
<td>PR majors</td>
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<td>12</td>
<td>Tools and technology</td>
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<td>Media Professions</td>
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<td>J352</td>
<td>Strategic Writing &amp; Media Relations</td>
<td>PR majors</td>
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</tbody>
</table>
4. **Explain how instruction, whether onsite or online, responds to professional expectations of current digital, technological, and multimedia competencies.**

The Undergraduate Affairs Committee (UAC) serves as the curriculum committee and ensures that course content and the curriculum are updated regularly to match and, in some cases, get in front of the fast pace of industry change and provide students with the technology skills they need to be competitive on the job market. Pre-major students are introduced to the basics of strategic social media use in the J100 Media Professions class. Upon entry to the major, all students take the Gateway to Media series, which teaches basic multimedia storytelling skills using up-to-date hardware and software. Students then expand their skills in major-specific courses, gaining mastery of appropriate software and tools, such as Adobe InDesign, Illustrator, Premier, Cision, basic web coding, and Google Analytics. Capstone and experiential learning courses, such as the national award-winning multimedia magazines *Flux* and *OR magazine* (tablet-based news magazine), and Duck TV, and the student agencies Allen Hall Studios, Allen Hall Advertising, and Allen Hall PR allow students to reinforce their work in these areas and develop professional-level skills and materials.

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

The area directors for each major oversee the development of common learning outcomes and standards for courses with multiple sections. The Gateway for Media series also has a coordinator, who ensures common learning outcomes and workloads, with standard grading rubrics used for all assignments. Dropbox often is used as a repository for sharing assignments.

The associate dean for undergraduate affairs, who also oversees assessment, reviews all syllabi twice a year to ensure consistency and that ACEJMC core competencies are addressed. She provides a list to area directors of any syllabi found out of compliance and rechecks the next term to ensure any issues have been corrected. The associate dean also provides training sessions for pro tem (adjunct) faculty and graduate employees each year on syllabus and learning outcome construction. The senior associate dean reviews student evaluations of instructors and courses to identify and correct any systemic issues.

6. **Describe the methods used to select sites for internships for credit in the major; to supervise internship and work experience programs; to evaluate and grade students' performance in these programs; and to award credit for internships or work experiences. Provide online the unit's internship policy, questionnaires, and other instruments used to monitor and evaluate internships and work experiences. Provide examples of recent internship sites.**

Internships are encouraged, but not required. Partly for this reason we stress experiential learning in the classroom and beyond to ensure all our students have access to professional work environments and experience.

Placements may be selected by the student or by established relationships with internship providers, but all are vetted by the SOJC internship director in the student advising office and by the student’s faculty adviser. All sites are checked to ensure that the student will be doing professional work with adequate
guidance and supervision. The internship director keeps an updated list of internship opportunities, which are promoted via email blasts and Twitter. Students can also access an online database of available internships.

Students may take up to nine elective internship credits as J404. The amount of credit awarded for any internship is based on the number of hours worked: every 30 hours equals one credit. Student work is evaluated by the faculty adviser based on criteria established prior to the start of the internship.

The SOJC regularly places students in national competitive advertising internship programs, such as the Dow Jones News Fund internship programs and the American Association of Advertising Agencies Multicultural Advertising Intern Program, and in four specialized internship programs available to SOJC students on an application basis.

1. **The Portland Experience**: All majors are eligible to apply for the program, which helps them obtain an advanced internship with a Portland professional corporation, agency, media outlet, government, nonprofit, or sports team.

2. **The Charles Snowden Program for Excellence in Journalism**: Undergraduates at colleges and universities around Oregon may apply for intensive summer internships at Oregon newspapers, with a focus on developing professional skills and reflecting on the ethical issues involved.

3. **The Ghana Media Program**: All majors are eligible to apply for this six-week program in which students live in Ghana and intern with Ghana media.

4. **The Pensiero Internship Program**: Journalism students compete nationally for an internship at the *Wall Street Journal*; SOJC applicants have priority.
Part II: Standard 3
DIVERSITY AND INCLUSIVENESS

Highlights:

• In 2015, the SOJC was awarded the university’s Institutional Equity and Inclusion Award, recognizing the school’s commitment to strengthening its diversity efforts.
• In the past three years, three members of the SOJC faculty and an SOJC doctoral student received the university’s Martin Luther King, Jr. Award for their outstanding contributions to the equity, inclusion, and diversity efforts at Oregon.
• In fall 2016, students of color constituted 27 percent of the SOJC student population and 28 percent of the university student body.
PART II: STANDARD 3
DIVERSITY AND INCLUSIVENESS

EXECUTIVE SUMMARY

The SOJC developed its first plan for equity and inclusion in 1993; it was most recently updated in March 2017. The school’s Diversity Committee engages in regular reviews of the school’s progress toward the goals outlined in its diversity plan and works closely with the university’s Division of Equity and Inclusion to advance institutional goals. In 2015, the SOJC was awarded the university’s Institutional Equity and Inclusion Award, recognizing the school’s commitment to strengthening its diversity efforts. In the past three years, three members of the SOJC faculty and an SOJC doctoral student received the university’s Martin Luther King, Jr. Award for their outstanding contributions to the equity, inclusion, and diversity efforts at Oregon. In addition, an SOJC undergraduate student won an equity and inclusion award for his essay, The Voice of a Zapotec Indian. In 2015, another SOJC faculty member won the AEJMC-Knudson Latin America Prize for his award-winning book on the Chilean mine disaster.

In fall 2016, students of color constituted 27 percent of the SOJC student population and 28 percent of the university student body. This represented an 11 percent increase since the last review period; given the overall enrollment increase in the school, this means the number of students of color in the SOJC more than doubled from fall 2010 to fall 2016.

The number of full-time female faculty members also more than doubled during the review period, from 12 in 2011–12 to 25 in 2016–17. The percentage of female full-time faculty remained essentially unchanged at 41 percent. The number of tenure-related minority faculty (US citizens who are faculty of color) increased from six in 2011–12 to 17 in 2016–17, with the percentage increasing to 28 percent. The number of international faculty decreased from two in 2011-12 to none in 2016-17. Two international faculty joined the school in 2017-18.

SOJC faculty members are engaged in interdisciplinary efforts focused on diversity and a multicultural world across the campus and in the school. A survey of syllabi indicated that while the school encourages faculty to include affirmative language concerning equity and inclusion in every syllabus, faculty adoption of this policy has been uneven. At the same time, reported examples of relevant course content and assignments and student-produced work highlight the centrality of equity and inclusion to the mission and the actions of students, faculty, and staff.
1. **Complete and attach the following tables:**
   - Table 4, “Area Population”
   - Table 5, “Student Populations”
   - Table 6, “Faculty Populations”
   - Table 7, “Full-time Faculty Recruitment”
   - Table 8, “Part-time/Adjunct Faculty Recruitment”

   The requested tables are included at the end of this report as Appendices II.3.A through II.3.E.

2. **Attach a copy of the unit’s written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit’s definition of diversity and the under-represented groups identified by the unit. Describe how the unit assesses its progress toward achieving the plan’s objectives.**

   The School of Journalism and Communication’s mission statement (Appendix II.3.F) defines the school as “a community of scholars and professionals dedicated to freedom of expression and public service.” The goal of building greater social, political, cultural, economic, and intellectual diversity among students and members of the faculty and staff as well as in our curriculum, public scholarship, and communities is central to the school’s mission: to prepare professional communicators, critical thinkers, and responsible citizens for a global society.

   The school first adopted a diversity plan in 1993. That plan, which called for “an active program of recruitment and retention for minority and female students, staff, and faculty” and for “an active program of enhancing the opportunities, participation and representation of females and minorities in all aspects of the school’s structure, pedagogy, and operation,” remained in place until the faculty approved a major revision in 2005. It was revised and updated in 2006, 2007, 2011, and most recently in March 2017.

   The original plan, which drew on the university’s five-year plan, was structured to achieve six diversity goals: develop a culturally responsive community; improve campus climate; build critical mass; expand and fill the pipeline, develop and strengthen community linkages; and develop and reinforce diversity infrastructures. The plan also established a standing Diversity Committee at the SOJC and required that a detailed action plan be developed and reviewed every year. In Fall 2011, the faculty approved a revision of the diversity plan that established a focused roadmap for assessing objectives and evaluating progress. Periodic progress reports have been created by the school’s diversity committee and reviewed by the faculty. In fall 2016, with the introduction of the 2017–2020 UO Diversity Action Plan, the university launched a new equity and inclusion initiative. In March 2017, the SOJC faculty approved a new diversity plan developed by the Diversity Committee. The current plan, which establishes goals, strategies, tactics, and assigns lead responsibilities and accountability metrics, is included as Appendix II.3.G.
3. **Describe the unit’s curricular efforts to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.**

The University of Oregon places great emphasis on interdisciplinary centers and on collaboration across its schools and colleges. SOJC faculty members participate in a number of interdisciplinary programs on campus. An SOJC faculty member is one of two UO faculty who lead the Latino Roots project, a groundbreaking effort that has developed university classes, museum exhibits, and a video documentary on the history of Latino/a immigrants in Lane County. That faculty member has also served as the director of the Center for Latino/a And Latin American Studies (CLLAS) program and is joined on the CLLAS executive committee by another SOJC faculty member.

Between 2011 and 2016, the director of the university’s Center for the Study of Women and Society (CSWS) was an SOJC faculty member. Nine SOJC faculty members are CSWS faculty affiliates, with two also being women of color affiliates. Another faculty member is an affiliated faculty member in the women, gender and sexuality studies program.

SOJC faculty research reflects the school’s commitment to equity and inclusion. Recent research grants and publications have addressed a wide range of relevant topics. The following list of titles represents the scope of faculty work:

- “Selling Subversion: An African City and the Promise of Online Television”
- “Disney XD: Boyhood and the Racial Politics of Market Segmentation”
- “Constructing nationhood in emerging democracies: Public interest, public relations, and articulation theory”
- “Collaborative Research: The Role of People with Disability in the Innovation of Online Technology”
- “Ethnic Identity as a Predictor of Microaggressive Behavior Towards Blacks, Whites, and Hispanic LGxBs by Blacks, Whites, and Hispanics”
- “Unvanished, seeing American Indians in the 21st Century”
- “Immigration and the Law: Race, Citizenship, and Social Control Over Time”
- “Reversing declines in minority journalists: A community-based approach to journalism education”
- “Independent Filmmaking in the Peruvian Context”
- “The S-word: Texts and media coverage related to the movement to eradicate ‘squaw’”
- “Representations of American Indians in media”
- “Sonita: A Transnational Film by Women, About Women, for Women and Girls, Making an Impact”
- “Online Media and Platforms Aid a Dying Democracy in Latin America: The Case of Venezuela”
- “Diversity 2.0: How the public relations function can take the lead in a new generation of diversity and inclusion”
- “A New Kind of Radio: FM Broadcasting in India”
- “It’s a Mad, Mad, Mad Ad World: A feminist critique of Mad Men”
- “Women’s Studies International Forum”
- “Cartographies of Communication & Critique: Forging a Dialogue on Africa, Media and Globalization”
The faculty have made a concerted effort to infuse the curriculum with content that prepares students for success in a multicultural world. The SOJC offers one course that fulfills the university's multicultural requirement: J320: Gender, Media, and Diversity. It is offered four times per year and is designed to highlight media issues of gender, race and ethnicity. This course will be a required course for all SOJC majors entering the school beginning fall 2018.

Other courses with rich domestic diversity content, such as J 427/428M Latino Roots I and II, serve students from across the SOJC and the university. Diversity and inclusion topics are an integral part of many other courses offered in the school. A number of examples are listed below.

**Advertising Media Planning**, J443/543, includes discussion of ethnic and sexual orientation in media and the importance of understanding diverse audiences.

**Media History**, J387, presents material on pioneering women and minority journalists, as well as on TV coverage of the Civil Rights Movement.

**Communication Law**, J385, covers a range of diversity issues through the use of case law to illustrate legal issues. In some instances, for example, hate speech, the legal issue is directly related to diversity, while in others, for example, libel and privacy, efforts are made to use cases that reflect the diversity of society to illustrate the legal issue.

In **Reporting for the Electronic Media**, J432/532, and **Advanced Television News**, J434/534, students are encouraged to expand their understanding of diverse communities and to understand the importance of bringing “the other” into the everyday assumptions and routines of reporting. The classes discuss the changing uses of language to refer to race, sex, sexual orientation, disabilities, and ethnic groups.

**Grammar for Journalists**, J101, includes emphasis upon sensitivity in language and equal treatment in language, as it applies to gender, race, sexual orientation, age, and ability.

**Mass Media & Society**, J201, includes discussion of media effects theories that deal with how television portrayal of minority characters affect societal perceptions of minorities.

**Principles of Advertising**, J340, includes a lecture on advertising agencies that specialize in communication to minority groups.

In **Brand Development: Advertising and Culture**, J460, students are required to research, design and present two advertising campaigns, one targeted at underserved populations and the other at a minority demographic.

In the spring 2017 term, students in a **Reporting II**, J462, class produced “Unvanished: Seeing American Indians in the 21st Century.” The initiative includes a photojournalism exhibit featuring portraits of Native people working, raising families, playing, and inhabiting diverse places throughout the country.

**Issues in International Communication**, J467: Latin@ Media traces the historical development of US Latina/o media from the early Spanish-language press to a global industry with trans-national connections. It examines how US Latinas/os have been constructed as markets and audiences by different media institutions and how current developments within the media industries have created new opportunities for inclusion and democratic participation.
Feature Writing, J 371: The class-wide assignment for final projects were stories about housing. Work ranged from an interrogation of who chooses to live in gated Eugene communities—who are they fencing themselves off from and why?— to more traditional studies of marginalized communities living on the streets and in sub-standard housing.

Public Relations Campaigns, J454: In winter 2016, a PR campaigns class had the Youth Movement Field Day as a client. Native American tribes and schools throughout Oregon participate in the event. The event aims to create positive community identity among Native American youth and to celebrate their cultural heritage. The organizers also seek to create a strong understanding among Native American youth of the importance of a college education.

In recent years, SOJC faculty have also organized a number of panels and discussions to address current issues. Examples include:

SOJC Town Hall on Immigration | October 12, 2015
This panel was hosted to provide context on important issues facing migrants in the news media. The topics covered were the representation and misrepresentation in the media, the reemergence of nativists sentiments, and the promise and failure of journalist to critique these discourses

#OscarsSoWhite Panel | February 24, 2016
This event was hosted by the diversity committee in an effort to create meaningful conversations around the Oscars and the whitewashing of Hollywood. The panel included faculty and student experts and allowed for open discussion in our larger campus community.

Ready for Hillary? Gender and Media in the Presidential Campaigns | October 25, 2016
This event featured Regina Lawrence, nationally recognized authority on political communication, civic engagement, gender and politics, and the role of media in public discourse about politics and policy. Lawrence is the author of *Hillary Clinton’s Race for the White House: Gender Politics and the Media on the Campaign Trail* and *When the Press Fails: Political Power and the News Media from Iraq to Katrina*.

SOJC Town Hall | November 16, 2016
In response to a tense campus climate after the presidential elections, the SOJC hosted a town hall with faculty and the dean who spoke about pressing issues that faced the field of journalism but also provided a forum for students to voice their concerns and have a visible presence of solidarity from the SOJC.

Gay Storytelling Started Here: Memories of Randy Shilts | January 25, 2017
The SOJC hosted an event to pay tribute to alumnus Randy Shilts, a member of the SOJC’s Hall of Achievement. After graduating in 1977, Shilts worked for The Advocate and as a broadcast reporter in San Francisco. In 1982, he became the first openly gay reporter for a major newspaper when he got a job with the San Francisco Chronicle, where he covered the LGBTQ community and the impact of the AIDS crisis.
Sports, Journalism and the Politics of Race | October 11, 2017
Sports have become a window into racial inequalities in the larger social space, raising new challenges for athletes, the sports organizations for which they play, and the news organizations that cover them. The panel addressed this issue from a variety of perspectives, including the role of sports journalism, the business of sports, and the responsibility of sports figures to address social issues.

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

SOJC faculty are increasingly expanding the boundaries of our classrooms to engage our students across the world. Class content reflects a global perspective; visitors come into our classrooms from around the world both in-person and virtually, and students travel across borders on school-sponsored trips on a regular basis.

On campus, SOJC faculty participate in a number of interdisciplinary initiatives and programs including African studies, Asian studies, Latin American studies, European studies and international studies.

Two SOJC faculty lead study abroad programs on a regular basis. One leads the Media in Ghana program, now in its 22nd year; and the other has led study abroad program teaching courses on cross-language and cross-culture story development, the cross-language and cross-culture interview in Austria, Argentina, and Spain, and has taken students to annual World Press Freedom conferences in Jakarta, Finland and Costa Rica. Faculty have also led trips to Cuba, Sri Lanka, and Vietnam that have produced award-winning journalism.

The SOJC is also a sponsoring partner in the UNESCO Crossings Institute for Conflict-Sensitive Reporting and Intercultural Dialogue that is housed at the UO with an SOJC faculty member as its co-director.

Courses with a primary focus on international diversity include:

J396. International Communication. 4 Credits. National and cultural differences in media and information systems, global news and information flows, implications of rapid technological change, and communication and information policies.

J408. Media in Ghana, A study-abroad program offering students the extraordinary opportunity to spend a summer living in Ghana, while completing an internship with local media. Examples of the students’ accounts of their experiences are available at http://jcomm.uoregon.edu/ghana/.

J467. Issues in International Communication [Topic]. Recent topics include: Transnational Asian Film and Media, New Media in Asia, Global Mobile Media, Communication for Development & Social Change in the Developing World, Latin American Cinema and Society, and Topics in International Human Rights and Documentary Cinema.

International diversity is incorporated across the curriculum in content and assignments. For example, in a J463 Specialized Reporting class and J371 Feature Writing class, one faculty member has an assignment requiring students to interview someone from a different culture and write about what food from their homeland means to them and how they cope when they’re no longer home. Students have written about people from Africa, Asia, South America, Mexico, as well as island and Mediterranean cultures.
Other examples include:

In **J342, Creative Strategist**, students develop ideabooks, in which one component is an assignment that asks them to draw a map with the center perspective of somewhere else in the world. Example: draw a map with Aleppo or Caracas or Accra as center. Who lives there? How would you travel from Eugene to that place? Why is it important to know about the people of that city? What is their story the world should know? Students find news stories, demographics, and human connection to write about.

In **J452, Strategic Public Relations Communication**, students are asked to create infographics addressing cross-cultural communication.

**J412 Issues in Communication Studies: Reality Television.** The final project in the class requires students to work in teams of five students to present a case study on the state of reality television in a particular region of the world.

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

The University of Oregon has well-established, published policies for dealing with instances of sexual harassment and for accommodating the needs of those with disabilities. The SOJC maintains strict adherence to the university’s policies.

The University’s policy and grievance procedure for sexual harassment are published on the Office of Affirmative Action and Equity website, [aaeo.uoregon.edu](http://aaeo.uoregon.edu). Representatives of the OAAE meet with the SOJC faculty and staff to discuss University policies and to discuss student faculty interactions and strategies for handling challenging situations.

Students with disabilities are encouraged to self-identify and to seek support in the Accessible Education Center (AEC) ([aec.uoregon.edu](http://aec.uoregon.edu)). The SOJC works closely with the staff in AEC to provide access to all students and to provide them with the facilities, equipment and other accommodations needed to succeed.

Information about university policies and resources for addressing sexual harassment and disability issues is available on the university’s Help of Victims and Survivors page ([safe.uoregon.edu](http://safe.uoregon.edu)). The school provides a link to this site in the I Need Help! section of the Undergraduate FAQ page ([journalism.uoregon.edu/students/undergrad/undergraduate-faq](http://journalism.uoregon.edu/students/undergrad/undergraduate-faq)). Faculty are encouraged to include information about these topics in all syllabi and to follow best practices from the UO Teaching Effectiveness Program (See Appendix II.3.H for diversity guidelines provided to faculty).
6. **Describe the unit's efforts to recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.**

The school’s student population has grown in number and diversity since the last accreditation self-study. In fall 2016, students of color constituted 27 percent of the SOJC student population and 28 percent of the university student body. This represented an 11 percent increase in the SOJC since the last review period, which given the overall enrollment increase in the school means that in fall 2016 the number of students of color in the SOJC has more than doubled since fall 2010.

Female enrollment follows the national trend. The SOJC student population is 68 percent female, which is a five percent increase since the last review period.

The school’s recruitment and retention commitment is driven by the conviction that diversity is key to excellence. The school’s strategy has three components:

- increase awareness of SOJC among diverse high school populations
- increase diversity among faculty and staff
- make diversity issues core to curriculum, research and programming

**HIGH SCHOOL OUTREACH**

The school is committed to building a more diverse student body and recognizes that strengthening our connection to Oregon high schools must be a priority. In 2012, the school reconnected with the Oregon student press association, Northwest Scholastic Press, and developed the Scholastic Journalism Office (now named NextGen Media) based at the Turnbull Center in Portland. The current NextGen Media Outreach Coordinator is a former national award-winning high school yearbook and newspaper adviser from Virginia. He and a program assistant lead efforts to build a stronger statewide and national pipeline to the SOJC.

Programmatic and outreach efforts to middle school and high school teachers and students include:

**Press Days:** The SOJC hosts two statewide journalism conferences, offering middle and high school students and teachers a series of workshops, panel discussions and forums led by SOJC faculty and area media professionals. Fall Press Day, which has attracted as many as 800 participants, occurs in Eugene. In 2017, the NextGen Media Office recreated the experience in Portland at the White Stag Building. At the inaugural event, 200 participants from the Portland metro area and southern Washington attended.

**Summer Experience:** In 2017, the NextGen Media/Northwest Scholastic Press office developed a week-long residential experience on the Eugene Campus. At “Next Generation Storytelling” high school students further develop their critical thinking, leadership and entrepreneurial skills while building stronger voices as effective communicators. With a focus on emerging technology and media, this program represents the best of advertising, journalism, media studies and public relations education at the School of Journalism and Communication. The first class includes a diverse group of 28 students from five states: Oregon (11), California (13), Arizona (2), Illinois (1), and Texas (1).

**Programming Support:** Based out of the Turnbull Center, NextGen Media/Northwest Scholastic Press runs additional programming for high school teachers and students. Beginning in 2016, NextGen Media
developed an adviser in-service for middle and high school journalism teachers and advisers. Each year around a dozen teachers attend the event to better develop their journalism and advising skills. This program partners with the Journalism Education Association. For students, NextGen Media/Northwest Scholastic Press began a biannual Editorial Leadership Summit. Aimed at students serving as editor-in-chief of their publications or media, the program works to develop stronger leadership in scholastic journalism. Each session has garnered attendance from a dozen student leaders.

**SOJC Representation:** Twice a year, NextGen Media/Northwest Scholastic Press travels to the JEA/NSPA National High School convention to represent the SOJC at the trade show. In addition to the booth, the SOJC sponsors the event. During the 2016–2017 school year, NextGen Media/Northwest Scholastic Press visited 22 classrooms across Oregon and northern California to speak about the SOJC. In addition to classroom visits, NextGen Media attends Portland Public Schools career and education days and participates in the NW Youth Career Expo.

From 2012–2015, a former Florida Scholastic Journalism Association’s Journalism Teacher of the Year served as the school’s first outreach coordinator. The initial coordinator launched a number of initiatives focused on supporting scholastic journalism in high schools with highly diverse populations. Successful initiatives include:

- Reinvigorated Fall Press Day for middle and senior high school students.
- Through a grant from UO’s Office of Equity and Inclusion and the SOJC, reestablished the high school print newspapers at Portland’s Roosevelt and Jefferson high schools, which have large populations of multitalented students of color. The grant supported mentoring and training advisers, purchasing software and hardware, and subsidizing the cost of printing each school’s newspaper.
- Journalism Jumpstart: crafted a two-week intensive journalism skills workshop based in the Turnbull Center for high school students. The program focused on attracting students of color in the Portland metro area.
- Worked with SOJC faculty to run the Digital Skills Workshop in Roosevelt High School. The workshop was supported by a grant from UO’s Wayne Morse Center. (See digitalskillworkshop.com)
- Worked with the Oregon Journalism Educators Association and Northwest Scholastic Press Association to redefine the mission of high school journalism education and boost membership.
- Connected students with professional organizations and employers throughout Oregon, focusing on the African-American community in Portland.
- Assisted with the five-year report on The State of Black Oregon.

Currently, the NextGen Media/Northwest Scholastic Press program is broadening its focus to better reflect the SOJC student profile. NextGen Media/Northwest Scholastic Press plans to first adopt a new name that features more of the advertising, media studies and public relations program areas of the SOJC. The office is also working with each program area to develop a program area-specific high school event to attract diverse talent. Including these new programming opportunities, the office goals for this year include doubling the enrollment of Next Generation Storytelling for 2018 and continuing to grow middle school and high school participation in NWSP.
In addition, SOJC faculty and staff regularly work as teachers, mentors and advisers in university programs designed to encourage students from underrepresented populations to attend college and the University of Oregon. The school participates in programs sponsored by the Office of Equity and Inclusion, Center for Multicultural Academic Excellence, Center on Diversity and Community, and the Admissions Office, among others. These programs include:

- **Reach for Success**, which brings middle school students to campus, [inclusion.uoregon.edu/reach-success](inclusion.uoregon.edu/reach-success);
- **Oregon Young Scholars Program**, which provides a summer residential experience for high school freshmen of color, students from families with limited income and potential first-generation college students, [inclusion.uoregon.edu/content/oregon-young-scholars-program](inclusion.uoregon.edu/content/oregon-young-scholars-program);
- **Bridge of the Gods Summer Academy**, a joint program supporting Native American high school students; the SOJC has provided lab space as well as staff support for the video production component, [inclusion.uoregon.edu/BOGSA](inclusion.uoregon.edu/BOGSA);
- **UO Connections Program**, through which ethnically diverse, first-generation, and economically disadvantaged high school students visit campus and receive college prep information, [visit.uoregon.edu/connections](visit.uoregon.edu/connections);
- **SAIL, the Summer Academy to Inspire Learning**, which brings lower-income, high-achieving students from the Eugene/Springfield area to campus for a week-long camp, [sail.uoregon.edu/resources/about-sail/about/](sail.uoregon.edu/resources/about-sail/about/)

Several SOJC faculty members participate in recruiting efforts in the athletic department, where many of the recruits are students of color. In addition, the school’s annual Sports Media Workshop introduces athletes to multimedia journalism by pairing student-athletes and student-journalists in intensive multimedia training.

SOJC uses its scholarship funds in combination with university scholarships and other aid to create competitive recruiting offers, in collaboration with the UO admissions office. Diversity is a primary goal of this effort. A small but innovative diversity effort is the Caldera scholars program, funded by an SOJC alumnus. Caldera, an organization whose mission is to be a catalyst for transformation through innovative art and environmental programs, works with ten middle schools in Portland and Central Oregon with a high percentage of low-income students. The Caldera Scholars program identifies students who would otherwise not be able to attend the University of Oregon and provides a scholarship that covers all costs not covered by financial aid. The student is mentored in the University’s Pathway program and by SOJC faculty. In addition, SOJC faculty and UO staff participate in Caldera workshops designed to prepare students for college. To date only one student has been admitted and graduated under this program, but we expect to see more students and to build on the model.

**INCREASE DIVERSITY IN FACULTY AND STAFF**

In pursuit of both excellence and recruiting/retaining students from underrepresented populations, as well as better serve the media professions, the school has worked hard to enhance the diversity of faculty and staff through new hires. After one major hiring initiative in 2014, SOJC received the university’s first institutional Award for Equity and Inclusion. In the period under review, the number of full-time female
faculty members more than doubled from 12 in the 2011–12 AY to 25 in 2016–17, with the percentage of female full-time faculty remaining essentially unchanged at 41 percent. The number of tenure-related minority faculty (US citizens who are faculty of color) increased from six in 2011–12 to 17 in 2016–17, with the percentage increasing to 28 percent. The number of international faculty members increased in 2017–18 with the addition of two new faculty members. The school also has strong cores of LGBTQ and first-generation faculty and staff.

Students notice. Course evaluations, for example, include comments that indicate students of color appreciate having mentors with whom they identify. Other evidence of the effectiveness of faculty and staff are frequent recognitions of their contributions to equity and inclusion through service, research and teaching with such awards as the Martin Luther King Jr. Award and the AEJMC-Knudson Latin America Prize.

During the past three years, three members of the SOJC faculty and an SOJC doctoral student received the university’s Martin Luther King, Jr. Award for their outstanding contributions to the equity, inclusion, and diversity efforts at Oregon. In addition, an SOJC undergraduate student won an equity and inclusion award for his essay, *The Voice of a Zapotec Indian*. In 2015, another SOJC faculty member won the AEJMC-Knudson Latin America Prize, for his award-winning book on the Chilean mine disaster.

**MAKE DIVERSITY ISSUES CORE TO CURRICULUM, RESEARCH AND PROGRAMMING**

A core value in the school is the belief that diversity priorities must not only be the focus of specific initiatives but also run solidly throughout all curricular, research and programming initiatives. This belief is supported by faculty and staff review policies, which require evaluation of contributions to equity and inclusion.

Since the last self-study, the faculty added several regularly offered courses that enhance the school’s focus on equity and inclusion. These courses are in addition to existing courses: Gender, Media, and Diversity, Latino Roots, and Issues in International Communication [Topics], which includes Latin American Cinema, Ghana Research, and International Communication. New topics offerings include Latinos and Media, Media Sexualities, Native Americans in Media, Arab World and Media, Advertising Across Culture, and LGBTQ Issues in Media.

Regular offerings also have focused on specific issues related to equity and diversity. Partnering with SOJC’s Agora Journalism Center, SOJC’s award-winning *Flux* magazine (which focused on “race on campus” in its first issue in 1994) hosted a community engagement event to identify stories related to issues of race, diversity, equity and inclusion. Resulting perspectives formed the basis of the 2015–16 issue of *Flux* titled “Together and Apart: How race and identity (still) unite and divide us.” The issue won *Flux* another Pacemaker Award from the Associate Collegiate Press. *Ethos*, another student magazine sponsored by the SOJC until 2015 (now under the auspices of the Emerald Media Group) began and continues as a student-driven publication focused on multicultural issues and also won a Pacemaker Award for its 2015–16 issues.

*Science & Memory* (journalism.uoregon.edu/science-and-memory/), our project to tell complex stories of climate and environment, emphasizes effects on people, especially Indigenous and Native peoples. Students in *Science & Memory*—approximately three dozen over three years—have visited tribal gatherings, witnessed tribal ceremonies, and written and designed stories focused on the concerns of Native peoples.
Other examples of programming aimed at supporting students of diverse backgrounds include the #OscarsSoWhite Town Hall, a Bias Response Team Panel Discussion, the WordsWorth writing program that brought in authors whose work focused on Mexico-U.S. border issues and on the homeless, bringing in such speakers as Ta-Nehisi Coates and Eric Liu, and co-sponsoring events across campus, such as the Asian Film Festival.

Faculty and graduate student award-winning research and popular scholarship examines a full range of diversity issues, including minorities and media, sexism, sexual orientation bias, intersectionality, economic and socio-cultural power and classism.

Support for students from underrepresented populations continues to grow and expand. Recent examples of this support include:

- The SOJC student chapter of National Association of Black Journalists (NABJ) has been revitalized with the support of an SOJC advertising professor after several years of inactivity. In fall 2017 it elected officers and currently has about 15 members. The chapter has an Instagram account and a Facebook page. Three SOJC NABJ students attended the 2017 NABJ convention.

- The SOJC chapter of the National Lesbian and Gay Journalists Association (NLGJA) entered its third year in fall 2017. It was the first university NLGJA chapter established on the West Coast. For two springs, the chapter has sponsored a “life beyond the ivory tower” panel, discussing what it’s like to be a member or ally of the LGBTQ community in professional settings. In addition, the chapter leader has regularly represented the SOJC at the national NLGJA conference. The chapter is currently working with the School’s diversity committee to identify ways to honor SOJC alum and author of the iconic book-turned movie, And the Band Played On, Randy Shilts. In 2017–2018, NLGJA is hosting bi-monthly LGBTQ focus nights, where key LGBTQ media professionals teleconference with groups of students. Also, NLGJA is piloting the Randy Shilts Mentoring Experience, where LGBTQ and other alumni from diverse backgrounds are paired with students.

- In 2015, the SOJC established the SOJC chapter of the Association for Women in Sports Media (AWSM), a national professional organization that supports and advocates for women in sports writing, editing, broadcast, production, public relations, and media relations. Its goal is to promote and increase diversity in sports media. Our student chapter, like the national organization, welcomes members of any gender.

- The school’s advertising program participates annually in the American Association of Advertising Agencies (4 A’s) Multicultural Advertising Intern Program (MAIP) and in the Most Promising Multicultural Student award and experience. Each year the school nominates a number of students and sends at least two to the MPMS conference in New York. In addition, 39 SOJC students have been selected to participate in the MAIP program and nine SOJC students have received the Most Promising Multicultural Student award in the past six years. The school has recently been named to a select group of eight advertising creative programs in the Bill Bernbach Diversity Scholarship Program.

- Combined Culture (CC) is an informal recruiting activity supported by SOJC faculty. CC is a group of 20-30 predominantly African-American men from across the university who meet Friday afternoons in Allen Hall to craft short films and projects. Many become advertising majors and are on a path
to continue creating interesting and important work about social issues. In 2017, CC met with Ruhl Lecturer Ta-Nehisi Coates and presented him with some of their work.

- **Advertising New York Experience:** Each year the advertising faculty take 100 students to Creative Week in New York City, with a goal of having at least one-third of those participating to be students of color. Scholarships are available for students with demonstrated need. Visits to multicultural agencies and with multicultural leaders are an integral part of the experience.

- **ADCOLOR programs:** The SOJC participates in AdColor, a program designed to increase diversity in the industry, by nominating SOJC students and alumni for awards and helping to identify talented advertising professionals of color in the industry.

- In 2017–18 two School of Journalism and Communication students, one a Public Relations major and the other a master’s student, won $3,500 scholarships from The LAGRANT Foundation. The organization supports ethnic minority students studying in communication fields. Five SOJC students received LAGRANT Foundation scholarships during the period under review.

- Supporting students with limited incomes with travel scholarships so they can attend SOJC programs in Ghana, New York, Chicago, Alaska, Cuba, Sri Lanka, Argentina, Jakarta, and Finland.

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

The SOJC admission to major requirements are selective and present a challenge to all pre-majors seeking admission. The school has no evidence that the admission requirements represent a greater barrier to minority students than to the general student population.

All students must meet the course requirements for admission (C or better in J100 Media Professions, J101 Grammar for Communicators, J201 Media & Society, and completion of the university’s writing composition requirement). Students in the Clark Honors College are exempt from the writing requirement. Currently, a 2.90 cumulative GPA is also required. Students who do not meet the GPA requirement may petition for admission. The petition includes a personal statement of interest in the school, work samples, record of achievement related to journalism and communication, and letters of recommendation evaluating likelihood of success in the school. The associate dean for undergraduate affairs, the professional advisers (team advising) and area directors counsel students applying for admission. Petitions are reviewed by the director of student services, the associate dean for undergraduate affairs, and the Undergraduate Affairs Committee. While we are unable to provide an exact number, we do know that minority students are among the students admitted to the school through the petition process.

The SOJC participates in the university’s Freshman Interest Group (FIG) program and funds a Transfer Seminar program. FIGs and Transfer Seminars are among the most effective retention programs developed at the university.

In fall 2017, the SOJC launched its first Academic Residential Community (“Media and Social Action”). The first cohort has 35 first-year students. The SOJC plans to eventually offer up to 200 ARC openings per year.
8. Assess the unit’s effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit in the retention of minority students. Note the role of advising in this process.

SOJC undergraduate retention data for first-time freshmen cohorts from 2007–2015 was provided by the Office of Resource Management. All data are IPEDS first-time, full-time freshmen cohorts based on retention and graduation status as of UO’s fall fourth-week census date.

Analysis of the data shows a positive retention trend across all student populations, with self-identified students of color in the SOJC persisted at a similar or better rate to those of all SOJC students.


<table>
<thead>
<tr>
<th>TABLE 1.1</th>
<th>TWO-YEAR RETENTION RATE, FIRST-TIME FULL TIME FRESHMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students of Color</td>
<td>80.0</td>
</tr>
<tr>
<td>All SOJC Students</td>
<td>85.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TABLE 1.2</th>
<th>FOUR-YEAR RETENTION RATE, FIRST-TIME FULL TIME FRESHMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006</td>
</tr>
<tr>
<td>Students of Color</td>
<td>75.0</td>
</tr>
<tr>
<td>All SOJC Students</td>
<td>75.5</td>
</tr>
</tbody>
</table>
Tables 1.3 and 1.4 below shows a graphical representation of these same cohorts’ graduation rates. After four years of college, white SOJC students in these cohorts graduated at a slightly higher rate than their self-identified students of color counterparts. However, by the end of the sixth year the graduation rates of students of color is slightly higher.

<table>
<thead>
<tr>
<th>TABLE 1.3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOUR-YEAR GRADUATION RATE, FIRST-TIME FULL-TIME FRESHMEN</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Students of Color</td>
</tr>
<tr>
<td>All SOJC Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TABLE 1.4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SIX-YEAR GRADUATION RATE, FIRST-TIME FULL TIME FRESHMEN</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Students of Color</td>
</tr>
<tr>
<td>All SOJC Students</td>
</tr>
</tbody>
</table>
FIGs and TRIGs
Since fall 1998, the SOJC has been an active participant in the University's first-year programs. There is a program for freshmen (a “College Connections” Freshman Interest Group, or “FIG”) and for transfer students (“Transfer Seminar”).

A FIG is a group of 25 freshmen who take two general education courses together in the fall. All 25 students also meet once a week in a one-credit college connections course. This one-credit class gives the students a chance to become better acquainted with each other, the faculty and the campus resources.

Every fall, the SOJC offers between two and five College Connections (FIG) classes and at least two Transfer Seminars. The SOJC has participated in the FIG program since its inception in 1999. Studies show that students who participate in a FIG have a higher persistence rate than those who do not. This program attracts students from all backgrounds. In an effort to promote international and multicultural education, journalism FIGs often pair J201 Mass Media and Society with courses such as HIST 190 Foundations of East Asian Civilizations, ES 101 Introduction to Ethnic Studies, and WGS 101 Women, Difference, Power.

Transfer Seminars are similar to a FIG, but this program is for students who transfer in at least 45 credits from another institution. The school has been active in this program since fall 1999. The school pays close attention to transfer students, who transfer to the UO specifically for our program.

Like the FIG class, the one-credit Transfer Seminar orients new transfer students to the major and to the campus. Transfer Seminar students meet journalism faculty and learn about resources that can add benefit to their education (introduction to the library, career services, study abroad, academic learning services, etc.)

However, since the Transfer Seminar is made up of exclusively pre-journalism majors, there is more focus on major-related discussions, resources, and academic advising. All Transfer Seminar students complete a “graduation plan” in order to earn credit for the course. Since 1999, more than two-thirds of each TRIG class graduates from this program. The School continues to fund two TRIG classes each fall term.

Outreach and retention
Although not restricted to underrepresented students, the Student Services office launched a targeted outreach program in fall 2010. Its purpose was to reach out to premajors who do not have the GPA needed for admission. This often includes students who are on academic warning and academic probation. It encouraged the students to come in to speak with an adviser to discuss the situation and generate ideas for improvement.

In the first term of the program, the school achieved a 55 percent response rate overall. Students with GPAs below the minimum required for admission responded very well to the outreach. The “carrot” in this particular case was the offer to help them work on their admission petitions. This response rate has kept fairly consistent. In spring 2017, this program was incorporated into the university’s Student Success Collaborative platform.

Partnerships with other campus offices
In the past several years, Student Services has formed partnerships with several support services offices on campus including the Teaching and Learning Center (TLC), Center for Multicultural Academic Excellence (CMAE), and Services for Student Athletes.
TLC houses several support programs for low-income, first generation, and underrepresented student populations, including the university’s PathwayOregon program. TLC/Pathway advisers and SOJC professional advisers work together throughout the school year on both individual and group advising efforts for these students.

There is a similar arrangement with the UO Services for Student Athletes office. Professional advisers in both departments collaborate to provide support to student athletes (some of whom are from underrepresented populations) and ensure they are compliant with NCAA academic requirements for progress in their degree.

SOJC faculty have offered a week-long “Sports Media” workshop that partners journalism students with student athletes, including several students of color. This workshop has served as an unexpected recruiting tool for the school; the ability to work with journalism students and faculty in such a short, intense experience has resulted in several student athletes from the workshop expressing interest in becoming an SOJC major.

9. Describe the unit’s efforts to recruit women and minority faculty and professional staff (as enumerated in Table 7, “Full-time Faculty Recruitment”).

The university and the school are committed to building a diverse faculty. All full-time faculty positions are advertised nationally using search strategies reviewed and approved by the university. All search committee members are required to participate in training designed to prepare them to assist in running searches with diverse applicant pools and to conduct review processes that will result in hiring the best qualified faculty. A list of advertising placements and mailing lists for job announcements is located at the end of Section II, 4: Faculty as Appendix II.4.H.

The number of full-time female faculty members also more than doubled during the review period, from 12 in 2011–12 to 25 in 2016–17. The percentage of female full-time faculty remained essentially unchanged at 41 percent. The number of tenure-related minority faculty (US citizens who are faculty of color) increased from six in 2011–12 to 17 in 2016–17, with the percentage increasing to 28 percent. The two foreign-born U.S. citizens in this category have been U.S. residents for more than 15 years. The number of international faculty decreased from two in 2011-12 to none in 2016-17. Two international faculty joined the school in 2017-18.

The school made significant progress in strengthening diversity among the faculty during an intensive hiring initiative, with phase one starting with postings in summer 2013 and phase two completed in July 2015. The initial phase of this initiative is not captured in Table 7.

In response to the requirements of the new collective bargaining agreement and our unsustainable student-to-faculty ratio, the school launched an aggressive plan to restructure many part-time adjunct faculty positions into full-time, tenure-track and non-tenure-track positions that would enhance research and creative activity while decreasing the student-faculty ratio.

The school took advantage of UO hiring resources: attending workshops, posting positions far and wide to diverse audiences, inviting university leaders to advise us about UO hiring initiatives, holding faculty discussions about best practices for increasing diversity through active recruiting and new hires, and stressing the vital importance of fairness and inclusion during search processes. The result was that
in 2013–14 the SOJC hired seven new tenure-track faculty members, four visiting assistant professors, eight non-tenure track faculty members, two postdoctoral fellows, and an endowed Chair in Journalism Innovation and Civic Engagement. Those hired added five faculty of color, ten female faculty, two LGBTQ faculty and three international faculty.

Officers of Administration (OAs) are generally, but not always, recruited in regional searches. A search committee comprised of SOJC administrative staff and faculty is appointed by the dean. The search committee makes a recommendation to the dean. The committees are expected to follow the same protocol as faculty search committees.

In the past three years, the school conducted searches for thirteen OA positions. Of the searches successfully completed nine of the new OAs are female and two are minorities. On the classified staff, the school filled nineteen positions—twelve are female and two are minorities.

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

The school fully participates in the university’s Underrepresented Minorities Recruitment Plan (UMRP), which provides funding to support the hiring of faculty who are underrepresented and to support equity and inclusion efforts in the school. This program has supported the hiring of faculty in the last six years. In addition, the university will provide supplemental funding to support retention of underrepresented faculty who are being recruited elsewhere.

In the school, all untenured members of the faculty are assigned a senior faculty mentor, who is charged with helping the new faculty member develop a research plan and strategies for addressing the competing pressures inherent in faculty life.

Untenured faculty members are encouraged to become involved in service to the school and the university; however, they are counseled to focus on research and teaching. This is a special challenge for minority and female faculty, who are in great demand for committee and other service work on campus. The school attempts to “protect” female and minority faculty from some of these demands.

All staff are encouraged to participate in professional development both on campus and off-campus and efforts are made to accommodate schedules.

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

Adjunct faculty members are hired from a standing pool of applicants primarily drawn from the Eugene-Springfield area. Newspaper advertisements are placed every fall. Applications are accepted throughout the year. In order to attract a more diverse pool of applicants, advertisements are placed in The Oregonian to draw on the more diverse population in Portland, Oregon, even though it is a two-hour drive from Eugene. The dean and the associate deans informally solicit applications for adjunct faculty when meeting with working professionals in the area. A special effort is made to identify and recruit minority professionals.
The school is successful in recruiting female adjunct faculty and continues to work to hire a more diverse adjunct faculty; however, the small number of qualified minority media professionals in the Eugene-Springfield metropolitan area or within convenient commuting distance of the UO campus presents a challenge. Because adjunct faculty are hired out of a pool that is refreshed on an annual basis, with faculty being hired on a term-by-term basis, the school does not have good data on the candidate profile for each individual position. See Appendix II.3.E, Table 8, “Part-Time/Adjunct Faculty Recruitment” for details.

**Female and Minority Part-Time Faculty 16–17 AY**

- Granholm, Gudrun K—Career Instructor
- Kessler, Lauren J—Retired Professor
- Parker, Margaret P—Career Instructor
- Rossetti, Denise C—Career Instructor
- Drakeford, Amanda—Pro Tem Instructor
- Gorham, Suzanne M—Pro Tem Instructor
- Greene, Carlnita P—Visiting Assistant Professor
- O Connor, Maureen—Pro Tem Instructor
- Schwartz, Jennifer T—Visiting Assistant Professor
- Ok, HyeRyoung—Pro Tem Instructor
- Henderson, Leonard—Career Instructor

12. Provide examples of professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives. (Five examples a year is sufficient, but the unit has the option of providing a complete list online.)

The SOJC places great emphasis on connecting students with the professional community. In recent years, programs such as the Demystifying Media Series, PageTurners, and the Richard Ward, Frazier and Public Relations visiting professional programs, have added to the diversity of visitors engaging with SOJC students on a daily basis.

**SOJC VISITORS: 2014–15 TO 2016–17**

**2016–17**

2. Ta-Nehisi Coates, Author of *Between the World and Me*, national correspondent for *The Atlantic* (Ruhl Lecurer)
3. Ira Glass, producer, *This American Life*
4. Julie DiCaro, Chicago-based sports radio host and columnist (Association for Women in Sports Media)
5. Hannah Dreier, *Associated Press* reporter (Payne Award)
6. Danielle York, chief operating officer, Edelman—US Western Region
7. Javier Borelli, president, *Tiempo Argentino* (Crossings Institute)
8. Josh Trujillo, creative, Starbucks’ Upstanders web series
9. Eduardo Sguiglia, author, *Fordlandia*
10. Stefanie Loh, SOJC graduate, sports reporter, *San Diego Union*
2015–16

1. Genny Beemyn, *The Lives of Transgender People*, (Beemyn Webinar)
3. Tracie Powell, John S. Knight Journalism Fellow, *How to Reach Under-Represented Communities*, (BE series)
4. Kate Fagan, ESPN reporter, (Hearst Lecturer) (AWSM)
5. Yvonne Leow, President AAJA, senior Snapchat editor, Vox (Demystifying Media Series)
6. Martha Mendoza, *Associated Press* reporter (Payne Award)
7. Anika Anand, engagement editor for *The Seattle Times* Education Lab project
8. Sara Briscoe Moseley, talent director, Grey Advertising
9. Pepe Mujica, immediate past president, Uruguay
10. Sally Bergesen, founder and CEO, Oiselle: 2016

2014–15

3. Ellie Boggs, senior legislative assistant, Oregon State Legislature
4. Tracy Wong, chairman, Wongdoody
5. Heather Daniel, senior producer, Second Story
6. Gini Dietrich, CEO, Arment Dietrich
7. Ali AAsum, communications director, Ninkasi Brewing
8. Beth Nakamura, multimedia journalist, *The Oregonian* (Frazier Journalist in Residence)
9. Leslie Bee, director of talent, Goodby, Silverstein & Partners
10. Melissa Dahl, senior editor, *New York magazine*
Part II: Standard 4
FULL-TIME AND PART-TIME FACULTY

Highlights:

• The School of Journalism and Communication’s faculty has grown from 37 full-time faculty members in 2011–12 to 63 in 2017–18.
• United Academics (UA) was voluntarily recognized by the university and certified as the exclusive representative of the faculty bargaining unit in April 2012.
PART II: STANDARD 4
FULL-TIME AND PART-TIME FACULTY

EXECUTIVE SUMMARY

The School of Journalism and Communication’s faculty has grown since the 2011 self study, from 37 full-time faculty members in 2011–12 to 63 in the current academic year. Currently the tenure-track (TTF) and non-tenure-track (NTTF) faculty includes 17 full professors, nine associate professors, 14 assistant professors, three professors of practice, 17 senior instructors or instructors, and two pro tem instructors. The faculty has considerable breadth and depth of professional experience in diverse areas. As well, the school employs a number of local and regional professionals as part-time adjunct NTTF faculty. The teaching, research, creative and professional activity, and service responsibilities of each full-time faculty member vary based on the talents and interests of the faculty member and the requirements of the unit. Teaching assignments currently range from four to six courses depending on the faculty member’s research, administrative and service activities. The standard teaching assignment for NTTF is expected to increase to eight courses in 2018–19. All classes are evaluated for instructional quality using an online system. Promotion and tenure cases are reviewed by the school’s promotion and tenure committee, which consists of all tenured faculty members at the appropriate rank, before a final review by the university tenure and promotion committee and approval by the provost and president.

United Academics (UA) was voluntarily recognized by the university and certified as the exclusive representative of the faculty bargaining unit in April 2012. The union represents tenured, tenure track, non-tenure track and adjunct faculty members, in addition to research assistants, librarians, and other academic employees. The bargaining unit does not include law school faculty, faculty who are administrators and faculty who are supervisors. In 2013, the university came to its first collective bargaining agreement with UA; a second one was reached in 2015. This agreement runs through June 30, 2018. Details of the agreement are available here: uauoregon.org/cba. Separate documents outlining review and promotion procedures and professional responsibilities for both TTF and NTTF faculty are available online at academicaffairs.uoregon.edu/content/school-journalism-and-communication and included as appendices to this document. A faculty merit and equity salary allocation policy for the School of Journalism and Communication was approved by the Office of Academic Affairs in August 2016.

There is a long tradition of university service in the school. SOJC faculty serve on many of the university’s major committees and are involved at all levels on campus.
1. **Describe faculty balance in terms of degrees, professional experience, gender, race and rank**

The data below include all full-time tenure-related and career NTTF faculty in the 2017–18 academic year (it does not include visiting or pro tem faculty). For comparison purposes, the data from the past two self-studies are provided.

### Formal Education

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<thead>
<tr>
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<tbody>
<tr>
<td>PhD</td>
<td>20</td>
<td>25</td>
<td>36</td>
</tr>
<tr>
<td>EdD</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>JD</td>
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<td>1</td>
<td>1</td>
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<tr>
<td>Master’s</td>
<td>6</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>Bachelors</td>
<td>2</td>
<td>1</td>
<td>6</td>
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### Professional Experience

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<tr>
<th></th>
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<tbody>
<tr>
<td>15 or more years</td>
<td>9</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>10 to 14 years</td>
<td>7</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>5 to 9 years</td>
<td>9</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Fewer than 5 years</td>
<td>5</td>
<td>7</td>
<td>14</td>
</tr>
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</table>

### Gender

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<tr>
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</thead>
<tbody>
<tr>
<td>Female</td>
<td>12</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>Male</td>
<td>18</td>
<td>19</td>
<td>37</td>
</tr>
</tbody>
</table>

### Race

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>White, Non-Hispanic*</td>
<td>26</td>
<td>27*</td>
<td>41</td>
</tr>
<tr>
<td>Black/African American</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Native American</td>
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<td>1</td>
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<td>Asian</td>
<td>2</td>
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<td>8</td>
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<td>1</td>
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</tr>
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<td>Two or more races</td>
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<td>Other race</td>
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<td></td>
<td>4</td>
</tr>
<tr>
<td>International</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

*Includes faculty who declared as white, non-Hispanic and faculty members who did not declare an ethnic identity.
2. Describe how the unit selects full-time and part-time faculty and instructional staff.

Under a new institutional hiring plan, the decision to hire new full-time faculty is made by the provost in a process that begins with faculty, involves discussion between the provost and individual deans, and concludes with review by two collective advisory groups: the dean’s council and a group of senior faculty members. At this moment, the expectation is that there will be 50 searches for new hires across campus in 2018–19. Schools and colleges will make proposals to the provost after consultation with faculty.

Selection criteria will include:

- Searches that leverage and expand on demonstrated research excellence
- Searches that will help create research excellence in new areas or areas on the cusp of excellence
- Growth of successful graduate programs, especially doctoral programs
- Searches with active recruitment plans that have the potential to contribute to the diversity of the faculty and their academic disciplines
- Searches that can be demonstrated to support student success

When a search is authorized, the senior associate dean for academic affairs appoints a faculty search committee and a chair of the committee. Typically, search committees will include a non-voting graduate student representative. Print advertising, direct mail, the internet, and personal contact are used to recruit applicants. The search committee fully vets the candidate pool and recommends a short list of candidates to be invited to campus. That recommendation is reviewed and voted on by the faculty, who make a recommendation to the dean. Typically, two or three candidates are invited to campus for interviews with the full faculty. After meeting with the candidates, the search committee makes its recommendation to the faculty, which then votes its preference and makes a recommendation to the dean. The dean reviews the recommendations and selects a candidate, giving great weight to the faculty recommendation. The dean then contacts the chosen candidate with an offer. When an agreement on an offer to hire is reached, the senior associate dean for academic affairs sends a recommendation to the provost, who retains the authority to make faculty appointments.
Adjunct non-tenure track faculty teaching less than full-time are hired from a pool of academics and professionals. Prior to the beginning of each academic year, advertisements for adjunct faculty are placed in Portland and Eugene newspapers as well as on the University of Oregon website. In addition, faculty are encouraged to identify and recruit professionals who could strengthen and diversify the pool. New applicants responding to the annual advertisements and those applying throughout the year are, if qualified, added to the existing pool of part-time teachers. The pool is reconstituted each year with recent or active files carried forward from one year to the next.

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

Published advertisements and position announcements for tenure-related, fixed-term and adjunct faculty openings in the past six years, as well as a list of placements, will be available in the site team work room.

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

The school's expectations of faculty are defined in its TTF review and promotion policy and TTF Professional Responsibilities Policies (Appendix II.4.A) as well as NTTF Review and Promotion and NTTF Professional Responsibilities Policies (Appendix II.4.B).

The teaching, research, creative and professional activity, and service responsibilities of each faculty member will vary based on the talents and interests of the faculty member and the requirements of the unit. The UO's collective bargaining agreement does not require that a specific percentage of each activity be assigned to each faculty member annually.

The current teaching assignment for tenured faculty and fixed term appointment faculty is determined in the portfolio review process. Generally, assignments will range from four to six courses depending on the faculty member’s research, teaching, and service activities for a given year. The default teaching load for full-time TTF faculty is five courses per academic year. Currently, NTTF faculty carry a six-course teaching load. The teaching schedules for fall 2017 and the draft schedule for winter 2018 terms are found in Appendix II.4.C.

Each tenure-related faculty member is expected to engage in ongoing and productive research activities. These may take the form of traditional scholarly research and publication, or they may involve other kinds of creative activities. The school’s expansive definition of research is described in detail in the Review and Promotion Policies for both TTF and NTTF faculty members (See Appendices II.4.A and Appendix II.4.B). Career NTTF faculty members are expected to pursue research that enhances their teaching and contributes to the professional dialogue. A complete listing of each faculty member’s research activity can be found in the curriculum vitae and in Appendix II.5.C.

Public service is expected of each faculty member, with differing expectations for tenured and NTTF faculty. All SOJC faculty members participate in the life of the school through service on school committees. There is also a tradition of university service in the school. SOJC faculty members serve on many of the university’s major committees. (A list of SOJC committee assignments for 2017-18 can be found in Appendix II.1.E).
Committee work for faculty is significant. Given the size of the SOJC faculty, many faculty members have multiple committee assignments in the school as well as assignments on university committees. While the size of the faculty has increased since the last self-study, concerns addressed in that report about the challenge of balancing committee work with teaching and research demands remain. The university’s efforts to regularize faculty review processes and the requirements of the faculty union contract have increased the need for faculty committee work in the school.

Service to the professional communication fields and constituent industries is also part of each faculty member’s obligation. The level and the nature of involvement in this activity varies across the faculty, depending on faculty interests. Many faculty members are active participants in professional organizations in journalism, advertising and other constituent professions. For a complete list of faculty service see Appendix II.8.A or the faculty vitae in the accompanying material.

Members of the school’s faculty are also active in academic and scholarly organizations, holding committee or division assignments in organizations such as the Association for Education in Journalism and Mass Communication, the American Academy of Advertising, and the International Association for Mass Communication Research.

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

Faculty Workload polices are defined in two policy documents: Tenure-Track Faculty Professional Responsibilities and Assignment of Professional Responsibilities for Non-Tenure-Track Faculty, included as II.4.A and II.4.B.

Each year, all instructional staff submit to the dean a portfolio that includes teaching requests for the following year. Those same requests are submitted to the area directors (undergraduate and graduate), who then make final assignments based on need, capabilities, and requests. The senior associate dean for academic affairs assigns each faculty member’s annual course load. The associate dean for graduate studies and research and the associate dean for undergraduate studies oversee and approve the assignments. The associate dean for graduate studies and research oversees the assignment of graduate employees to lab sections and teaching assignments in consultation with the instructor, if a lab section, or associate dean for undergraduate affairs and relevant area director, if a class. In all cases, regular instructional staff have priority for teaching classes within the constraints of the workloads established by the collective bargaining agreement and SOJC workload policy.

Portfolio requests are generally made in the spring because they are intended to collect information for annual review as well as for teaching assignments. As planning the next academic year’s schedule begins much sooner than spring, we implemented a new process of seeking faculty input on teaching assignments in December preceding the 2015–16 academic year. This has improved our ability to plan ahead.

The SOJC workload policy gives untenured faculty a four-course load each academic year. This relatively light load maximizes their time for research. Tenured faculty have a five-course load, with course releases for major administrative responsibilities such as directing an undergraduate major or chairing the Faculty
Personnel Committee. Up through the 2017–18 academic year, the standard load for a career instructor has been six courses per year, and the load for a professor of practice has been five. At the direction of the provost, the policy was revisited and the load beginning in 2018–19 will be 7 or 8 courses for career instructors and 6 courses for professor of practice.

Faculty members have been granted teaching load reductions of one or more courses for such reasons as major research projects; administrative responsibilities; executive service to a professional organization; chairing a major university committee; and teaching grants to develop courses or revise curricula. In other cases, faculty coming off reduced loads for one of these reasons may assume heavier teaching loads for the following academic year. The Portfolio Process and Workload Policies for Tenure Track and non-tenure track faculty can be found in Appendices II.4.A and B.

The senior associate dean, associate dean for undergraduate affairs, and the associate dean for graduate studies and research each have reduced teaching loads. The school is in the process of developing course release guidelines for both tenure-track and non-tenure track faculty so that criteria and decisions are more fair and transparent.

On occasion, a faculty member will request to teach an additional course over and above his or her assignment. Such requests may be honored with the faculty member receiving an additional “overload” or “out-load” teaching stipend. For example, several faculty members have taught freshman seminar courses or workshops at the Turnbull Center on an “out-load” basis. In lieu of a stipend, a faculty member teaching an overload may opt to “bank” a course release for the following academic year.

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

Every class, whether taught by full- or part-time faculty or graduate students, is evaluated for instructional quality. Graduate employees (GE) who lead discussion sections or laboratories are also evaluated. The UO’s student evaluation process is online with students receiving electronic notice each term when the evaluation system is live. Faculty may access evaluations for their courses once grades are posted. Copies of the two electronic forms used for evaluation are included following this section as Appendix II.4.D.

Form A is a mark-sense form that includes standard evaluation questions. Form B is an open-ended questionnaire that asks students for expanded comments on their experiences in the course. The student evaluation forms and scores are shared with the faculty member involved. Scores from form A are considered public records and are made available to students in both printed and online versions at various locations. Copies of form B that are signed by students are kept on file by the school as long as the instructor remains on the faculty.

The dean and senior associate dean reviews the evaluations. When problems are indicated, the dean or an associate dean consults with the instructor, offering counsel or referrals to additional support. Faculty members in recent years, for example, have been referred to the university’s Teaching Effectiveness Program.

In addition, assessment of teaching is part of promotion and tenure reviews, and pre- and post-tenure reviews (scheduled three years before tenure evaluation and three years after the granting of tenure
or promotion. Faculty committees conduct comprehensive reviews of teaching, research and service performance, with suggestions for areas of improvement. Peer review of teaching is a university-mandated part of the tenure and promotion review process and the post-tenure review process.

Faculty members evaluate their own teaching performance as part of the annual portfolio review. This self-assessment includes an account of teaching activity, highlighting course development, instructional technology, and innovative teaching techniques adopted.

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

Separate documents outlining review and promotion procedures and professional responsibilities for both TTF and NTTF faculty are available online at academicaffairs.uoregon.edu/content/school-journalism-and-communication. Copies of these policies appear at the end of this section as Appendices II.4.A and II.4.B, respectively.

Recommendations on tenure and promotion and on NTTF promotion cases are made by the Faculty Personnel Committee, which in tenure-related cases consists of all tenured members of the faculty with one exception: Only full professors participate in decisions concerning promotion to full professor. NTTF are included on the promotion committee in NTTF cases. The chair of the school's Faculty Personnel Committee, in consultation with the dean, appoints a faculty committee to prepare the candidates' tenure and promotion files. Following a preliminary review of the candidate's file, outside reviews are requested. Following a review of the complete file in the fall term, the Faculty Personnel Committee's recommendations and the dean's recommendation are then forwarded to the provost by the dean. The provost refers the material to an all-university tenure and promotion committee, which then makes a recommendation to the provost, who makes the promotion or tenure decision.

The merit and equity salary increase policy is defined in the School's Faculty Merit And Equity Salary Allocation Policy, adopted in 2016. It is included here as Appendix II.4.F. TTF and NTTF faculty members are asked to submit to the dean a review of the past year's activity in teaching, service and research. A numerical rating created from these reports guides the dean's assigning of merit and equity raises within the limits and standards set by the Office of Academic Affairs. The dean's recommendations are reviewed by an elected Ad Hoc Faculty Assessment Committee and ultimately approved and implemented by Academic Affairs.

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

SOJC faculty and staff are actively involved in service at every level from serving on presidential and provostial search committees and the university tenure and promotion committee to volunteering to plant flowers and rake gardens during the annual "University Day" in the spring.

SOJC faculty members play prominent roles in many interdisciplinary areas. In recent years, SOJC faculty have held leadership roles in the Latin American Studies Program, the Center for Latino and Latin American Studies (CLLAS), the Center for Study of Women in Society (CSWS), African Studies and the UNESCO Crossings Institute for Intercultural Dialogue.
During the period under review, SOJC faculty have served on (and in several instances chaired) elected and appointed committees across the campus. Their level of engagement in campus governance and service is substantial, especially given the relatively small size of the school. A list of university committees on which SOJC faculty served or are serving follows:

- Academic Requirements
- Center for Latino and Latin American Studies (CLLAS)
- Committee on Sexual and Gender-Based Violence
- EMU Board
- Equity, Inclusion and Diversity
- Faculty Advisory Committee
- Faculty Personnel Committee
- Non-Tenure Track Faculty Committee
- Graduate Council
- Intercollegiate Athletics Advisory Committee
- Senate Executive Committee
- Stamps Scholarship Selection Committee
- Student Health Advisory
- Study Abroad Programs
- Senate Transparency Committee
- Undergraduate Council
- Undergraduate Research Awards Subcommittee
- University Senate
- Wayne Morse Center Steering Committee
- First-Year Programs Advisory Board
- Academic Advisory Group for Undergraduate Admissions
- Committee for LGBTQ Concerns
- Emerald Media Group Board of Directors
- University Scholarship Committee
- Education Technology Committee
- Promotion, Tenure, Retention, Appeals Committee
- Presidential Advisory Group on Intercollegiate Athletics.

A complete list of faculty university and campus service activities can be found in Appendix II.8.A and in the faculty Curriculum Vitae.
9. Units should demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of courses for the three years before the site visit.

The following charts report the percentages of courses taught by full-time faculty using the following categories:

**FULL-TIME FACULTY**

- **TTF**—Tenured faculty and untenured faculty on the tenure-track. Faculty who are ABD and are holding fixed-term “acting” appointments pending completion of the dissertation are included in this category.
- **NTTF**—Faculty holding appointments as career non-tenure track faculty. Instructors and Senior Instructors hold renewable term appointments with the expectation of renewal.
- **Visiting**—Faculty holding one-year non-renewable term appointments at the ranks of instructor or assistant professor. They are teaching full-time.
- **Varies**—Includes individual study courses (Research, Thesis, Internships, Reading and Conference, Special Problems and Project).

**PART-TIME FACULTY**

- **Adjunct**—Faculty hired on a per-course and per-term basis. Several adjunct faculty members teach multiple courses across the year and have a long-term relationship with the school.
- **Graduate Employees (GEs)**—Doctoral students with significant professional experience and/or academic expertise are instructors of record in a small percentage of courses.
- **Officer of Administration (OA)**—The school’s academic advisers teach sections of Freshman Interest Groups (FIGS) and Transfer Interest Groups (TRIGS) which are designed to provide students with cohort and advising support.

### Percentage of courses taught by full-time faculty

<table>
<thead>
<tr>
<th>Faculty Status</th>
<th>Total Classes</th>
<th>Total Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTTF FT Career</td>
<td>137</td>
<td>26.4%</td>
</tr>
<tr>
<td>TTF</td>
<td>163</td>
<td>31.4%</td>
</tr>
<tr>
<td>Varies</td>
<td>46</td>
<td>8.9%</td>
</tr>
<tr>
<td>Visiting</td>
<td>11</td>
<td>2.1%</td>
</tr>
<tr>
<td>Total Full-Time</td>
<td>357</td>
<td>68.8%</td>
</tr>
<tr>
<td>CNTTF PT Career</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>GE Inst of Rec</td>
<td>23</td>
<td>4.4%</td>
</tr>
<tr>
<td>OA</td>
<td>4</td>
<td>0.8%</td>
</tr>
<tr>
<td>PostDoc</td>
<td>10</td>
<td>1.9%</td>
</tr>
<tr>
<td>ProTem</td>
<td>125</td>
<td>24.1%</td>
</tr>
<tr>
<td>Total</td>
<td>519</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Percentage of courses taught by full-time faculty

#### 2015–2016

<table>
<thead>
<tr>
<th>Faculty Status</th>
<th>Total Classes</th>
<th>TotalPercent</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTTF FT Career</td>
<td>137</td>
<td>28.1%</td>
</tr>
<tr>
<td>TTF</td>
<td>166</td>
<td>34.0%</td>
</tr>
<tr>
<td>Varies</td>
<td>47</td>
<td>9.6%</td>
</tr>
<tr>
<td>Visiting</td>
<td>13</td>
<td>2.7%</td>
</tr>
<tr>
<td><strong>Total Full-Time</strong></td>
<td><strong>363</strong></td>
<td><strong>74.4%</strong></td>
</tr>
<tr>
<td>CNTTF PT Career</td>
<td>37</td>
<td>7.6%</td>
</tr>
<tr>
<td>GE Inst of Rec</td>
<td>27</td>
<td>5.5%</td>
</tr>
<tr>
<td>OA</td>
<td>4</td>
<td>0.8%</td>
</tr>
<tr>
<td>PostDoc</td>
<td>5</td>
<td>1.0%</td>
</tr>
<tr>
<td>ProTem</td>
<td>52</td>
<td>10.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>488</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

#### 2016–2017

<table>
<thead>
<tr>
<th>Faculty Status</th>
<th>Total Classes</th>
<th>TotalPercent</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTTF FT Career</td>
<td>137</td>
<td>29.7%</td>
</tr>
<tr>
<td>TTF</td>
<td>144</td>
<td>31.2%</td>
</tr>
<tr>
<td>Varies</td>
<td>43</td>
<td>9.3%</td>
</tr>
<tr>
<td>Visiting</td>
<td>16</td>
<td>3.5%</td>
</tr>
<tr>
<td><strong>Total Full-Time</strong></td>
<td><strong>340</strong></td>
<td><strong>73.6%</strong></td>
</tr>
<tr>
<td>CNTTF PT Career</td>
<td>42</td>
<td>9.1%</td>
</tr>
<tr>
<td>GE Inst of Rec</td>
<td>27</td>
<td>5.8%</td>
</tr>
<tr>
<td>OA</td>
<td>11</td>
<td>2.4%</td>
</tr>
<tr>
<td>PostDoc</td>
<td>9</td>
<td>1.9%</td>
</tr>
<tr>
<td>ProTem</td>
<td>33</td>
<td>7.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>462</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>
10. In cases where full-time tenured, tenure-track and fixed-term professional faculty are not teaching the majority of courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

At no time in the period under review did the percentage of courses taught by full-time faculty fall below 50 percent. Instead, the percentage of courses taught by full-time tenured, tenure-track, and fixed-term professional faculty rose, levelling off around 75 percent (see table above). Two factors contributed to the increase in the percentage of classes taught by full-time faculty: The first collective bargaining agreement (2013–2015), which reduced the number of adjunct faculty across the university; and (2) The need to standardize teaching across the curriculum. The CBA required a significant reduction in part-time faculty. This led to a comprehensive assessment in the SOJC and a recognition that reducing part-time assignments would result in more consistent course offerings.

In the past year, the university has launched an initiative to increase the number of tenure-track faculty in all areas. For the SOJC, this translates to our current search to fill five tenure-track positions, including one at open rank. Given this initiative, and the fact that student enrollment has remained consistent during the past three years, the percentage of courses taught by full-time faculty is expected to increase.
Part II: Standard 5
SCHOLARSHIP, RESEARCH, CREATIVE, AND PROFESSIONAL ACTIVITY

Highlights:

- The School of Journalism and Communication at the University of Oregon is a professional school in an Association of American Universities (AAU) research university.
- In the current review period, the faculty earned 93 internal and external grants with the largest grant valued above $200,000, three additional grants valued above $100,000, and at least six additional grants valued at more than $20,000.
- The faculty increased academic journal publications by 57 percent and refereed conference papers by 81 percent in the review period.
PART II: STANDARD 5
SCHOLARSHIP, RESEARCH, CREATIVE, AND PROFESSIONAL ACTIVITY

EXECUTIVE SUMMARY

The School of Journalism and Communication at the University of Oregon is a professional school in an Association of American Universities (AAU) research university. The faculty is fully engaged in the research and creative activity that is central to the mission of the school and the university. During the period under review, the faculty produced an impressive body of scholarship and creative work that integrates theory and practice to the benefit of students, the professions, and our communities. Of special note is the significant and substantial increase in funded research activity. In the last self-study the school reported more than 70 internal and external grants with the dollar value less than $10,000 for most of the grants and the largest grant being a multi-year grant of less than $100,000. In the current review period, the faculty earned 93 internal and external grants with the largest grant valued above $200,000, three additional grants valued above $100,000, and at least six additional grants valued at more than $20,000. This increased activity reflects a stronger focus on grant making, and the great potential of both long-term and recently hired faculty to successfully seek external funding and take advantage of enhanced endowment-supported internal research support.

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

The University of Oregon is a comprehensive research university and a member of the AAU. It is the flagship research institution in the State of Oregon. Its mission statement places great value on scholarship. See Appendix II.5.A.

The UO boasts nearly 300 comprehensive academic programs and more than 35 research centers and institutes, including many units that are ranked at or near the top of their field. Expectations for full-time tenure-track faculty at the University of Oregon include “sustained high-quality, innovative scholarship in faculty member’s discipline, demonstrated through a record of concrete, accumulated research or creative accomplishment.” Non-tenure-track faculty (NTTF) are expected to demonstrate “enduring and progressive excellence in the performance of the faculty member’s designated responsibilities, whether in the area of teaching, research, or service.” Teaching is the primary responsibility for most NTTF at the SOJC, with the expectation that all NTTF faculty will be engaged in research and/or creative activity that informs and enriches their work in the classroom. Starting in the 2018–19 academic year, the research and creative activity expectations will be reduced substantially for all NTTF, except professors of practice, to reflect an increase in teaching responsibility. See Appendices II.4.A and B.

The SOJC has a successful history of supporting both traditional academic research and applied scholarship and creative work. Faculty are encouraged to be engaged in the intellectual life of the university and are expected to be active researchers or creative professionals (or some combination
of the two). The school’s Tenure and Promotion Policy (included as Appendix II.5.B) was reviewed most recently by a faculty committee in spring 2014, when equity/inclusion and service components were added in keeping with the faculty collective bargaining agreement (CBA). The tenure and promotion policy sets forth all policies and procedures for tenure and promotion of tenure-track faculty (TTF) in the School of Journalism and Communication (SOJC) in keeping with the CBA. It was approved by the UO Office of the Provost and Academic Affairs on May 2, 2017.

The school’s tenure and promotion policy does not prescribe one tenure track in regards to scholarship, but honors the diversity of our faculty (and students) by outlining several potential routes to tenure. More detail on this policy as it relates to scholarship, research, and professional activity is included in question 5 below.

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

The faculty members included in this section are current full-time TTF and career NTTF employed by the school between the academic years of 2012–13 and the beginning of 2017–18. Faculty joining the school in the current academic year as well as visiting, adjunct, tenure reduction program faculty, and faculty who retired, died or left the university for other positions during the period under review are not included in the report. Research, creative and professional activity included in the grid in Question 3 was completed and/or published during the period under review. For tenure-related faculty who were hired during the review period, work completed while employed elsewhere is included where the work is considered relevant to hiring, tenure or promotion decisions.
3. Using the grid that follows, provide counts of the unit’s productivity in scholarship for the past six years by activity, first for the unit as a whole and then for individuals broken down by academic rank. The grid should capture relevant activity by all full-time faculty. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.

<table>
<thead>
<tr>
<th>Scholarship, Research, Creative and Professional Activities</th>
<th>Total from Unit</th>
<th>Full Professors (15)</th>
<th>Associate Professors (6)</th>
<th>Assistant Professors (15)</th>
<th>NTTF Faculty (22)</th>
<th>Total (58)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awards and Honors</td>
<td>32</td>
<td>9</td>
<td>6</td>
<td>16</td>
<td>8</td>
<td>39</td>
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<tr>
<td>Grants Received Internal</td>
<td>58</td>
<td>11</td>
<td>7</td>
<td>36</td>
<td>13</td>
<td>67</td>
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<tr>
<td>Grants Received External</td>
<td>24</td>
<td>5</td>
<td>1</td>
<td>10</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>Scholarly &amp; Trade Books, Sole- or Co-authored*</td>
<td>18</td>
<td>6</td>
<td>2</td>
<td>9</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>Textbooks, Sole- or Co-authored*</td>
<td>15</td>
<td>11</td>
<td>0</td>
<td>2</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>Books Edited</td>
<td>8</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Book Chapters</td>
<td>127</td>
<td>62</td>
<td>21</td>
<td>31</td>
<td>17</td>
<td>131</td>
</tr>
<tr>
<td>Monographs</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Articles in Refereed Journals</td>
<td>125</td>
<td>37</td>
<td>23</td>
<td>72</td>
<td>5</td>
<td>137</td>
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<tr>
<td>Refereed Conference Papers</td>
<td>179</td>
<td>58</td>
<td>33</td>
<td>91</td>
<td>16</td>
<td>198</td>
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<tr>
<td>Invited Academic Papers</td>
<td>50</td>
<td>34</td>
<td>14</td>
<td>2</td>
<td>3</td>
<td>53</td>
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<tr>
<td>Encyclopedia Entries</td>
<td>18</td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>0</td>
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<tr>
<td>Book Reviews</td>
<td>22</td>
<td>11</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>22</td>
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<tr>
<td>Articles in Non-refereed Publications</td>
<td>191</td>
<td>52</td>
<td>13</td>
<td>37</td>
<td>101</td>
<td>203</td>
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<tr>
<td>Juried Creative Works</td>
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<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>5</td>
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<tr>
<td>Non-juried Creative Works</td>
<td>19</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>Other: video project; bibliography; journal editors, special editions</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>

*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.

**Teaching is the primary assignment for most NTTF faculty. They are expected to engage in scholarship, research or creative activity that enriches their work in the classroom.
The report above highlights the productivity and the scope of work accomplished by a faculty that carries substantial teaching and service assignments. One of the most encouraging trends is an increase in the number of grants received and, most impressively, the dramatic increase in the value of these grants. For the first time in the school's history, the faculty generated more than $1 million in grant funding during an accreditation review period. More encouraging is the distribution of funded grant activity across the faculty, with wide faculty participation in the grant process and both tenure-track and non-tenure-track faculty winning grants with values above $100,000.

Also noteworthy is an increase in academic journal publications (57 percent increase over the study period) and in refereed conference papers (81 percent increase). The journal publication production over the last three years, most notably by assistant professors, is especially encouraging in light of a 2015 Academic Analytics data report that identified it as an area for improvement.

In a professional school where many of our faculty continue to produce nationally recognized journalism and other creative work and where many faculty participate in the national and international conversations about the future of the communication fields and the broader public discourse, the increase from 82 non-referred articles in 2011 to 203 articles in 2017 is a powerful statement of their engagement. This count does not include the work of one recently retired emeritus faculty member who authored three well-regarded nonfiction books during the period under review; the work of a recently deceased Pulitzer Prize-winning faculty member whose last piece of journalism was a cover story in The Atlantic and whose last book was a highly regarded memoir; or the work of a faculty member who left the SOJC for a tenured position at the University of California, Irvine at the end of the 2016-17 academic year. He is a New York Times contributing op-ed writer and the author of the best selling book, Deep Down Dark, about the Chilean mine disaster. The book has been made into a movie.

4. List online the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Limit to 10 per faculty member through the six-year period. The unit has the option of providing a complete list online. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note. Professional service activities will be reported in Standard 8.

The requested list is found online and included as Appendix II.5.C.

5. Describe the institution's policy regarding sabbaticals, leaves of absence with or without pay, etc. List faculty who have taken sabbaticals or leaves during the past six years. Give one-sentence descriptions detailing the academic achievements of each sabbatical.

Sabbatical leave at the University of Oregon is governed by Article 33 of the UA CBA for represented faculty. Sabbatical leave is granted to faculty for research, writing, advanced study, travel undertaken for observation and study of conditions in our own or in other countries affecting the applicant's field or related scholarly or professional activities. Both TTF and NTTF appointed at .50 FTE or more with the requisite rank, duration of service, and prior service may be considered for a sabbatical leave, provided that they first demonstrate they have satisfied all eligibility requirements. Only the provost or designee can approve applications for sabbatical leave, which are typically granted after six years of service.
SABBATICALS/LEAVES 2011–12 AY TO 2017–18 AY

The list below includes information about all sabbaticals or leaves taken during the self-study period.

2011–12

Carl Bybee, associate professor, fall/winter
Revised and updated the following course in terms of content and pedagogical form: J412/512 Media and Democracy and J412/512 Consumer Culture: Kids, Marketing and the Politics of Consumption; and J412/512 Critical Media Literacy. Explored Bauman’s concept of “liquid modernity” in relationship to Gidden’s concept of “high modernity” and Habermas’s concept of modernity as an incomplete project.

2012–13

Gabriela Martinez, associate professor, winter/spring
Sabbatical to conduct research on transitional justice and historical memory in post conflict societies in Guatemala and Peru. Research focused on the role of the state and media as players of memory building in processes of national reconciliation and justice processes and culminated in the production of the documentary film “Keep Your Eyes on Guatemala” and a new line of research culminating in the production of book chapters/conference papers.

John Palframan, professor, academic year

2013–14

Sung Park, instructor, academic year
Fulbright leave to Ghana: teaching/research(creative) with the University of Ghana School of Communication Studies to modernize and update curriculum to reflect contemporary online journalism practice. Presented seminars and workshops on multimedia journalism to local media organizations that publish online.

Tim Gleason, professor, July–December 2014
Prepared to return to teaching and research in communication law and communication ethics after serving as dean for 16 years. Prepared for the role of Faculty Athletics Representative.

2014–15

Kyo Ho Youm, professor, academic year
Endowed visiting professorship at Nanyang Technological University (NTU) in Singapore. Presented workshops and consulted for PhD students and junior scholars on research at the NTU Wee Kim Wee School of Communication and Information. Published op-ed pieces on communication law issues in the Straits Times, the leading newspaper in Singapore.
2015–16

**Deb Merskin, professor, academic year**

**Kim Sheehan, professor, winter**
Completed three books, two chapters, and four journal articles that have all been published. Research and publication in two areas: Crowdsourcing (Agora funded projects) focusing on creative crowdsourcing and MTurk for academic research; and the ‘transfer/translate’ problem in brand communication (whether consumers interpret scientific terminology used in ad messages in the way that advertisers intended).

2016–17

**Peter Laufer, professor, winter/spring**
Completed the research, reporting, and writing of book on global turtle poaching and smuggling in the context of the turtle as an indicator species and a human icon across time and cultures. The book, *Dreaming in Turtle*, under contract to St. Martin’s Press, is already lauded in pre-publication notices such as the one by USC Anthropology and Biological Sciences Professor Craig Stanford, co-director of the USC Jane Goodall Research Center and author of the Harvard University Press book *The Last Tortoise*, who calls it “a masterpiece of nature writing.” While finishing the book, he worked with Discovery Channel producers who optioned the book for a documentary, made presentations on Slow News and the journalistic interview at conferences in Vienna and Perugia, led journalistic interview seminars in Berlin and developed further contacts at UNESCO in Paris for future Global Education Oregon work in Strasbourg.

**Daniel Miller, associate professor, fall/winter**
Sabatical to focus on scholarly and creative research efforts in the areas of US civil right history. He filmed interviews for film and book projects with leading civil and human rights practitioners, innovators, professors, and scholars, and directed and edited *Citizen Blue*, a documentary that premiered at the UO’s Jordan Schnitzer Museum of Art in 2017.

**Julianne Newton, professor, academic year**
Sabbatical to conduct research for a book developing a theory of visual ethics and to update knowledge of literature in visual theory and ethics. Results included two juried research presentations at international conferences, an accepted proposal for a juried journal article, a grant proposal, substantial progress on a co-authored annotated bibliography of photojournalism, agreements to update two book chapters, and work on the proposal for a second edition of *Visual Communication: Integrating Media, Art and Science*, co-authored with Rick Williams.

**Gretchen Soderlund, associate professor, winter/spring**
Made final revisions on an accepted publication called “The Conspiratorial Mode in American Television: Politics, Public Relations, and Journalism in House of Cards and Scandal,” (co-authored with Patrick Jones) which will be published in the December issue of *American Quarterly*. Completed, submitted, and revised a second peer-reviewed article, “Futures of Journalisms Past (or, Pasts of Journalism’s Future),” which will be published next month in *Boundary 2.0*. Also drafted the introduction to a larger book project on the history of sensationalism and wrote four chapters of a book on the 1970s counter culture that is based on personal memory, historical research, and interviews.
Scott Maier, professor, fall
Visiting Research Fellow at Oxford University. Dual appointment with the Reuters Institute for the Study of Journalism and with the Oxford Department of Politics and International Relations. Research focusing on a transatlantic comparative study of media coverage of human rights violations, building on a previous study: “Which Atrocities Matter: Investigating Determinants of News Coverage of Human Rights Abuses.” Also contributing to the European Journalism Observatory, a research consortium based at the Reuters Institute.

6. Describe travel funding, grant support, or other methods or programs the unit uses to encourage scholarship, research, and creative and professional activity.

As a professional school in a comprehensive liberal arts university, the SOJC strives to maintain a culture that places a high value on and encourages and rewards professional activity, scholarship and research.

The school provides full computer and network support for faculty research and teaching with special attention to the specific technology needs of both research and creative faculty.

Each term, graduate employees (GEs) are available to faculty to serve as research assistants. Faculty members request a research assistant, and the director of graduate studies makes assignments based on availability and matching interests. In addition, research support is provided to each endowed professorship and chair, as well as to the dean.

Travel support of $2,500 per faculty member not holding endowed chairs or professorships is available each academic year to attend professional and academic conferences. Requests for additional funding are considered and filled based on the significance of the opportunity and the availability of funds. In recent years, using both state and private funding sources, the school has been able to provide the majority of funds requested for faculty to attend conferences. Faculty holding the school’s endowed chairs and professorships have individual budgets for travel and research.

The school also encourages faculty to apply for and attend professional development meetings. In recent years, faculty have attended meetings at the Practicing Law Institute, the Poynter Institute, and sessions sponsored by organizations such as the American Copy Editors Society, the Corporate Communication Institute, the Account Planning Group and the American Society for News Design.

In addition, the school provides a $1,500 academic support account (ASA) for each faculty member that may be used to support teaching, research, and creative activities.

As a result of private giving, the school has several grant programs available to SOJC faculty. These include Faculty Fighting Fund Grants, Petrone Fellowships, Dean’s Excellence Fund Grants, SOJC Travel Fund Grants and Agora Faculty Fellowships. These grants are designed to provide seed money for research, creative activity and innovative teaching initiatives. During the period under review the school awarded 75 grants ranging from $500 to $43,455.

The SOJC’s Philip H. Knight Chair in Communication Research is also designed to encourage faculty research. The Knight Chair organizes research presentations and encourages collaborative research,
in addition to conducting an ambitious research agenda. The current SOJC Knight Chair in Communication Research is president of the International Association for Media and Communication Research (IAMCR), which will meet at the University of Oregon in June 2018, bringing more than 1,000 international media and communication scholars to campus.

All members of the SOJC faculty are engaged in an ongoing conversation about scholarship. Notices of research and funding opportunities are circulated on a regular basis to mailboxes and via e-mail. Faculty publications and other creative efforts are noted and publicized on the school’s website, in the alumni newsletter, and in the dean’s updates sent by email. Informal and formal research presentation sessions are scheduled regularly during each term. Now organized and scheduled by the associate dean for graduate affairs and research, the research sessions were run by the Knight Chair for many years. These and other efforts keep the conversation about research at the top of the school’s agenda.

The University of Oregon and the School of Journalism and Communication are committed to academic freedom and the fostering of critical thinking and robust debate. Information about the university’s policy on academic freedom is available in the University of Oregon Policy Library.

The language of the First Amendment is etched in the awning over the main entrance to Allen Hall, which is located off the First Amendment Plaza, and the SOJC mission statement also speaks to the school’s commitment to freedom of expression. First Amendment principles are integrated into the curriculum through specific courses in communication law and related subjects and through the teaching and content in all courses taught in the SOJC.

SOJC faculty are frequent speakers at events on campus, in the community and beyond on a range of issues concerning freedom of expression in a democratic society. The school’s First Amendment chair and a former dean have been nationally recognized for their work on First Amendment issues. Several faculty members contribute op-ed pieces on related issues to newspapers and are regularly quoted in the media.

In the 2017–18 academic year, the SOJC and the School of Law are working together at the request of the university president to develop programming encouraging productive discussion about the importance and value of freedom of expression.

Perhaps most important, the faculty work to create a learning environment in Allen Hall that encourages students to question and to think critically.

7. **List faculty who have taken advantage of those programs during the past six years.**

The following list includes grants from the following grant programs: Faculty Fighting Fund Grants, Petrone Fellowships, Dean’s Excellence Fund Grants, SOJC Travel Fund Grants and Agora Faculty Fellowships. It does not include travel funded through faculty members’ annual travel fund or ASA allocations.

In many instances it is difficult to draw a bright line between “teaching” and “research” activities. Grants given for projects with teaching innovation as a primary focus are identified with a “(teaching)” designation.
2011–12

Dave & Nancy Petrone Faculty Fellowship
John Russial, Petrone Grant, in support of research on “the value of newspaper web content.” $5,000
Deborah Morrison, in support of development of an SOJC Brand Book and development of a student module for creating brand books. Project will also offer a workshop on brand platforms and content for advertising students. $5,000 (teaching)

Fighting Fund Research Grants
Scott Maier, in support of research for “Social Psychology Applied: A NYT columnist’s strategy to overcome psychic numbing in coverage of genocide and other disaster.” $4,000
Bish Sen, in support of research for book project on the “rise of global digital culture in India.” $5,000
Kim Sheehan, Dave Koranda, Harsha Gangadharbatla, in support of teaching proposal for the J448 Advertising Campaigns Workbook project. $2,300 (teaching)
Leslie Steeves, Janet Kwami, Brenna Wolf-Monteiro, in support of ongoing research and publication on the One Laptop per Child project in Ghana. Matching a CSWS grant. $3,500
Tom Bivins, Tiffany Gallicano, Yoon Y. Cho, in support of “A Survey of Readers to Determine Ethical Guidelines Regarding Ghost Blogging.” Matching a Page Society grant. $3,000

2012–13

Dave & Nancy Petrone Faculty Fellowship
Kim Sheehan, investigating the use and misuse of the term “chemical free.” $4,000

Fighting Fund Research Grants
Dave Koranda, book project on Advertising in the era of the “Mad Men.” $2,500
Tiffany Gallicano, “Does Ghost Blogging Increase Reader Engagement?” $2,000
Carol Ann Bassett, “Environmental Writing...in Uruguay Study Abroad Program.” $3,000 (teaching)
Leslie Steeves, Janet Kwami, Brenna Wolf-Monteiro, in support ongoing research and publication on the One Laptop per Child project in Ghana. Matching a CSWS grant. $2,000
Deb Merskin, develop EcoFeminism and Media graduate course. $2,500 (teaching)
Gabriela Martinez, develop Journalism and Human Rights honors course. $3,000 (teaching)
Scott Maier, Peter Laufer, collaboration with European Journalism Observatory. $2,500
Harsha Gangadharbatla, Media Lab for Effects Research. $8,000
Dan Morrison, “Crisis Reporting in the Field: Evolution of Technique and Technology.” $2,000
2013–14

**Fighting Fund Research Grants**
Bish Sen, research on “Politics in the Digital Age: The Indian Experience.” $5,000
Alex Tizon, support final revision of “Big Little Man” book project. $5,000
Ed Madison, “Explaining the Inexplicable: The Rise in Journalism and Communication School Enrollments as Media Employment Declines.” $5,000
Carl Bybee / Deb Merskin, developing a “think piece” on media education. $5,000
Deb Merskin, developing a “media reference guide for reporting on animals.” $4,000
Ed Madison, “PDX Arts Journalism Workshops” $4,000 (teaching)
Sung Park, “Portland Summer Multimedia Workshop” $2,900 (teaching)
Leslie Steeves, “Hegemonic Globalization meets Interlocalization in Jungle Gold” $4,000

**Dave & Nancy Petrone Faculty Fellowship**
Donna Davis, study on “the effects of avatar performance on individuals diagnosed with Parkinson’s disease.” $5,000

2014–15

**Dave & Nancy Petrone Faculty Fellowship**
Dan Morrison, “Innovative Visual Reporting in a Remote Location.” $4,500 (teaching)

**Agora Faculty Innovation Fellowship**
Donna Davis, “A Study of Gamification in a Social Virtual World To Engage Disabled Individuals in Support Communications.” $28,000
Ed Madison, “Northwest Stories.” $17,678
Wes Pope, “News Video Analytics Lab.” $6,461

**Faculty Fighting Fund**
Scott Maier, “So sorry, did the media overlook yet another holocaust?” $5,000
Kim Sheehan, “Consumers, Brands and Electronic Devices: Do Apple Users Really Think Different?” $5,000
Dan Morrison, support for “Copper River Delta Alaska Climate Change Reporting Project” to design guidebooks and a website for remote visual reporting. $5,000 (teaching)

2015–16

**Dave & Nancy Petrone Faculty Fellowship**
Torsten Kjellstrand, Science and Memory Project. $2,250
Deborah Merskin, “Voiceless: Animals in Media.” $2,250
Agora Faculty Fellowship
Nicole Dahmen, “Restorative Narratives: Building Community in the Wake of Tragedy.” $21,342
Deborah Morrison, “Epoch: A New Era for Ideas & Idea People Built with Courage and Conscience.” $31,375
Kim Sheehan, “The Ethics of Crowdsourcing” $43,455

Agora Seed Grant
Kathryn Thier, Solutions Journalism. $10,000

Faculty Fighting Fund
Peter Alilunas, Adult Film History Archive. $2,000
Mark Blaine, Science and Memory Project. $5,000 (teaching)
Carl Bybee, Civic Media Report Project. $2,000 (teaching)
Torsten Kjellstrand, Science and Memory Project. $2,000 (teaching)
Ed Madison, Booklandia Project. $500 (teaching)
Dan Morrison, Science and Memory Project. $2,000 (teaching)
Dean Mundy, LGBTQ Advocacy Research. $2,000
Dave Remund, PR Management Curriculum Development. $2,000 (teaching)
John Russial, “Editing and Design Centers—Is Domestic Outsourcing a Good Idea for the Newspaper Industry?” $3,000

Dixon Writing Fund
Lori Shontz and Courtney Munther, Writing Central Project. $10,000 (teaching)

SOJC Travel Fund
Leslie Steeves, Ebola Coverage in Ghana. $3,000

2016–17

Dave & Nancy Petrone Faculty Fellowship
Carl Bybee, “From Journalism to Civic Media Repair: Public Knowledge for Thriving Democratic Communities.” $5,000 + $2,500

Agora Faculty Fellowship
Damian Radcliffe, “Understanding Media Innovation and Civic Engagement in Local Journalism.” $20,107
Lori Shontz, “Reporting Roseburg and Beyond: An Exploration of the Relationship between Journalists and Communities During Mass Shootings—and Ways to Improve Coverage.” $20,440

Agora Seed Grant
NextGen Media Program, George S. Turnbull Portland Center
Ed Madison, “Reclaiming the ‘J-word’: How Journalism Became A Dirty Word and What it Will Take to Disinfect It.” $7,500

Faculty Fighting Fund
Peter Alilunas, Adult Film History Project. $2,500
Deb Morrison, Portfolio Ethics Project. $5,000 (teaching)
Kim Sheehan, Undergraduate Research Project. $5,000
Daniel Steinhart, “Runaway Hollywood: Internationalizing Postwar Production and Location Shooting,” Book Project research. $1,000 + $4,000 SOJC Travel Fund
Brent Walth, Investigative Journalism Program. $5,000 (teaching)
Tom Wheeler, Creative Website Project. $1,500

Dean’s Excellence Fund Grants
Donna Davis, Heather Shoenberger, and Wes Pope, 360-Degree Video Engagement Project. $15,000
Ed Madison, Digital Skills Workshop Research in Ghana. $500, + $2,800 from SOJC Travel Fund
Gabriela Martinez, Transitional Justice Documentary Project in Peru. $1,350 + $3,600 from SOJC Travel Fund
Kim Sheehan, “Television in the New Media Environment.” $2,500 + $1,500 Grad Res Assistant

General Fund
Lori Shontz and Courtney Munther, Writing Central Project. $32,240 (teaching)

2017–18

Dave and Nancy Petrone Faculty Fellowship
Ed Madison: Journalistic Learning Initiative. $3,000
Nicole Dahmen, Kathryn Thier, Brent Walth: Catalyst Journalism Project. $2,000

Fighting Fund
Heather Shoenberger: Reaching Parents at Risk for Child Maltreatment: An Interdisciplinary Experimental Investigation of PSA Type and Level of Self-Regulation. $5,000
Charlie Butler: The Media and Social Action ARC. $4,000 (teaching)
Troy Elias and Mark Blaine: Latitudes, Attitudes & Climate Change Agency. $5,000
Jesse Abdenour and Nicole Dahmen: Reporting Tragedy in Context. $2,000
Torsten Kjellstrand and Mark Blaine: “The Kayak That Would Carry Them.” $4,000

Agora Journalism Center Fellowships
Todd Milbourn and Lisa Heyamoto: Breaking through the BS: How real people engage with journalism in the age of misinformation. $25,000
Part II: Standard 6
STUDENT SERVICES

Highlights:

- The SOJC’s Student Services Center provides comprehensive academic and career advising and is recognized for its commitment to advising and student success.
- Advising is at the forefront of the student experience at the SOJC, beginning when professional advisers participate in campus-wide and individual recruiting activities even before formal admission.
- Students are encouraged to participate in professional organizations, student-run agencies and publications, and other extracurricular activities, including internships.
PART II: STANDARD 6
STUDENT SERVICES

EXECUTIVE SUMMARY

The SOJC’s Student Services Center (“Team Advising”) provides comprehensive academic and career advising and is recognized for its commitment to advising and student success. The hybrid mission of the center is based on a premise that student development and academic goal-setting are interlinked with career development and career goals. The impact of having a hybrid academic and career advising center in one location is a tremendous service to our students. The professional advisers seamlessly meld career development and academic advising, guiding students to see the connection between day-to-day (short-term) decisions and long-term academic and career goals. Team Advising works closely with other campus advising offices and support centers. Examples include:

- Collaborating with PathwayOregon, Student Support for Student Athletes, other departmental advisers, and/or the Center for Multicultural Academic Excellence to co-advice and support shared students;
- Coordinating with the Office of Academic Advising to provide advising for incoming students at new student orientation;
- Serving on campus-wide student success and retention committees convened by the Associate Vice Provost for Student Success.

Advising is at the forefront of the student experience at the SOJC, beginning when professional advisers participate in campus-wide and individual recruiting activities even before formal admission. Students participate in orientation before they may register for their first term, and a part of that orientation is devoted to academic advising. Team Advising does not operate on a caseload basis. Students may choose whomever they wish to work with and can see different advisers each time. A centralized, electronic note-taking system is used to document visits, email communication, forms and, if any, petitions.

Based on NACADA 2011 National Survey of Academic Advising, the median caseload for advisers at a public doctorate institution should be 285. On the surface, the SOJC ratio is 1:440. However, because the team provides both academic and career advising, the ratio is more accurately noted as 1:977. The school’s professional advisers include a director of student services, an associate director of student services, an assistant director of student services, and two career and academic advisers. Their efforts are complemented by that of a student’s assigned SOJC faculty adviser as well as other University of Oregon resources and online advising resources. On average, the faculty adviser ratio is 1:43. However, as faculty advisers are assigned by major, the ratio can range from 1:3 (media studies) to 1:85 (advertising).

The school communicates frequently with students regarding activities, requirements and policies through a number of channels and holds orientation sessions each fall for students in each of our major areas. Students are encouraged to participate in professional organizations, student-run agencies and publications, and other extracurricular activities. Internships play an important role in the student experience. The center maintains a robust job/internship database and @SOJCCareers twitter feed.
1. **Complete and attach Table 9, “Student Aid.”**

   Table 9, Student Aid is attached as Appendix II.6.A.

2. **Describe how the unit informs students of the requirements of the degree and the major, advises them on effective and timely ways to meet the requirements, and monitors their compliance with the requirements, including the 72-hour rule. Provide online and in the workroom advising guides, manuals, newsletters or other internal communication with students.**

**DESCRIBE AVAILABILITY AND ACCESSIBILITY OF FACULTY TO STUDENTS**

Students are provided with a variety of printed and web-based information by the university and the school. At the university-level this includes the catalog, the orientation handbook, and materials provided on the university, Office of Academic Advising, and Office of the Registrar websites.

Through a web-based system (DuckWeb), students have direct access to their academic records, including transcripts, transfer work, and progress reports. This progress report (Degree Guide) helps both students and advisers see where the students stand in relation to both major requirements and the requirements for all declared majors and minors. DuckWeb now has the ability to run “What if?” reports so both students and advisers can track students’ progress if they choose add a major, drop a minor, etc.

The university participates in EAB’s Student Success Collaborative (SSC). The SSC platform allows for advising notes to be shared campus-wide. The campus has not yet tapped into the platform’s predictive analytics. At this point, in addition to note-taking and calendaring, the SOJC is using SSC for an outreach campaign for students in the pre-major whose GPAs are not high enough for admission.

Many of the school’s advising resources are posted on the SOJC website, although registration tools such as “Suggested [term and year] Courses for Students in School of Journalism and Communication” are printed every term to guide students through the quarterly course selection process.

In addition to advising materials, the professional advisers often do advising presentations and workshops. Every fall, each of the journalism-themed Freshman Interest Group (FIG) classes devote at least one class time to academic advising, course planning and winter term registration. Advisers are also on hand at the “sequence information meeting” held by the faculty to provide information to SOJC students on the respective majors. The students in the school’s Academic Residential Community (ARC) receive comprehensive academic advising support throughout their time in the residential program.

Students are assigned a faculty adviser upon admission into the school as a full major. They are encouraged to consult with faculty advisers in regard to upper division requirements, electives, internships and extracurricular professional activities.

The coordination between Team Advising and faculty advisers in supporting students runs the gamut between generalist and specialist. With academic advising, the professional advisers provide comprehensive service; they advise on both major and general education requirements, including compliance with the 72-hour rule (104 quarter credits at our institution). Faculty advisers provide major/sequence-specific nuanced guidance.
With career advising, professional advisers begin the process with early career development conversations, job/internship search strategies and résumé/cover letter assistance. Faculty advisers complement with industry-specific knowledge, nuances and connections.

Both advisers work together to support students in crisis. Faculty are often the first to notice behavioral changes or learn about something that is negatively impacting a student’s ability to succeed in the classroom. The school cultivates a high culture of care; professional advisers often help the faculty connect the students to the support system on campus: Dean of Students office, Counseling Center, etc.

As a unit, the professional advisers share responsibility for developing advising materials and forms, conducting group advising, and providing individual advising by appointment and on a drop-in basis to all current and prospective students. They are also responsible for certifying student records for graduation.

The undergraduate program coordinator provides support to the unit. While technically not an adviser, the position handles student inquiries, distributes advising materials and information about requirements, and makes referrals to other support services on campus.

DESCRIBE AVAILABILITY AND ACCESSIBILITY OF FACULTY TO STUDENTS

Every undergraduate full major student is assigned a faculty adviser. Faculty members are available to students actually and virtually. All faculty hold regular office hours each week; times are listed on course syllabi and on office doors. In addition to email, some of our faculty are also active on social media outlets: Facebook, Twitter, etc.

Not all students are required to meet with faculty advisers, although some majors have instituted mandatory advising within the major. For example, all public relations students have to meet with their PR faculty adviser as part of a class assignment in J352 Strategic Writing. This is strictly monitored by the PR area director. Student who don’t comply risk being administratively dropped from future PR courses. Journalism has tried to institute something similar in J361 Reporting I, but consistency has been an issue. While students are strongly encouraged to meet with their J faculty adviser before choosing their “pathway” courses, there is no penalty for non-compliance. Neither advertising nor media studies has a mandatory faculty adviser meeting requirement built into the major.

While student feedback about faculty advising is positive, student contact with faculty advisers is uneven. Some students see their advisers on a regular basis, while others may graduate having experienced little or no meaningful contact with an assigned faculty adviser. The rise in the number of undergraduate majors and pre-majors is straining the school’s capacity to provide substantive one-on-one faculty advising. As noted above, the student-to-faculty adviser ratios are not equal among the four majors.
3. Describe the unit’s process for evaluating its advising and counseling services. Include measurements of the accuracy of academic advising, student and faculty opinion of the quality of advising, or other indices of the effectiveness of advising. Discuss the results of these assessments.

Academic and counseling services are assessed in several ways. Annually, the services are evaluated in the senior exit survey. Every 5–6 years, the unit conducts a comprehensive advising survey of its current students. In 2017, with the adoption a mandatory commencement RSVP program, career advising evaluation questions were built into the RSVP form.

One measure of the unit’s accuracy in academic advising could be in counting the number of petitions a student has to submit to the school’s Undergraduate Affairs Committee (UAC) because a student was misadvised by an SOJC adviser and was in danger of not graduating. In the last academic year, out of approximately 700 degree applications, only one student submitted a UAC petition claiming misadvising. In the most recent academic advising survey, 98.5 percent of respondents reported they received accurate academic advising from their SOJC adviser.

Some other key student feedback from the survey:

- 77 percent of the 2016 senior exit survey respondents reported they “received excellent advising and mentoring” during their time in the SOJC.
- 95 percent of the 2017 academic advising survey respondents reported that generally, all advising questions and concerns were addressed.
- 86 percent of the 2017 academic advising survey respondents strongly or somewhat agreed that the professional advising they received contributed to their success at the UO.

Qualitative feedback from the 2017 academic advising assessment included these statements:

- All my advisers were so helpful! They really helped me graduate on time and always were encouraging every time I went in. Thanks SOJC!
- I have always felt very welcomed in the student center—it’s a safe place for students.
- The SOJC advising services are awesome. They really care about your future and they provide many opportunities.
- I am also a Spanish major and in the Clark Honors College. The SOJC advising is by far the most helpful. They knew things about my other major and the CHC, which was really helpful!
- I came from a school where it was really hard to get anyone to help or listen. It has been really nice having people who not only help and listen but also reach out and care about my success.
- I have been receiving advice from the team of advisers since before I started at UO and they have been more than helpful, always going above and beyond, greatly contributing to my success.

Regionally and nationally, the school’s professional advisers have been recognized for their excellence in academic advising, hold leadership positions within NACADA (the professional organization for academic advising), and routinely present at regional and national conferences. See journalism.uoregon.edu/teamadvising for a complete list of presentations, awards and leadership positions.
4. Describe student media, student professional organizations or other extra-curricular activities and opportunities provided by the unit or the institution that are relevant to the curriculum and develop students' professional and intellectual abilities and interests.

SOJC students have the opportunity to get involved in a wide range of student groups, student media and professional organizations.

STUDENT GROUPS AND ORGANIZATIONS (SOJC)

Ad Society—Ad Society is a nationally affiliated organization that actively promotes the advertising profession through sponsorship of lectures, panel discussions and other opportunities for interaction.

Allen Hall Advertising (AHA)—AHA is a student-run advertising agency composed of roughly 60 advertising students. Students oversee projects from start to finish. They offer a full range of advertising services to local and international clients. AHA produces professional level work while providing students with hands-on experience in the advertising field.

Allen Hall Public Relations (AHPR)—AHPR is an in-house, student-run and student-managed public relations firm. Its employees provide strong diversity within the agency, with specialties in public relations, marketing, advertising, electronic media, and graphic design.

Allen Hall Studios—Students interested in short documentary/multimedia storytelling collaborate to produce award-winning work. Past projects include:

- dontwaitforthequake.com
- booklandia.tv

Association for Women in Sports Media (AWSM)—The AWSM is a national professional organization, open to both women and men, that supports the advancement and growth of women in all areas of sports media: print, web, public relations, marketing, broadcasting, etc.

Duck TV—Duck TV is the University of Oregon’s student-run television program. Students at the University of Oregon run every aspect of the production, from the music to the costumes. Participants in Duck TV will gain valuable portfolio work and receive hands-on training from other students in a cooperative environment.

National Association of Black Journalists (NABJ)—NABJ is an organization of journalists, students and media-related professionals that provides quality programs and services to and advocates on behalf of black journalists worldwide. It is the largest organization of journalists of color in the nation.

National Broadcasting Society (NBS)—NBS is a national professional honor society dedicated to enhancing the development of students and entry-level professionals involved in the telecommunications and electronic media industries. It involves career preparation, exposure to electronic media industries and other career opportunities. NBS co-sponsors a student Film Festival every year.

National Press Photographers Association (NPPA)—NPPA student chapter is dedicated to the advancement of visual journalism, its creation, practice, training, editing and distribution, in all news media and works to promote its role as a vital public service. The student chapter hosts workshops and events (on and off campus) focusing on building skills in visual journalism.
IR Futures—IR Futures investigates emerging trends in corporate and financial public relations, investor relations, issues management, and crisis communication.

Oregon Documentary Project—Oregon Documentary Project is dedicated to quality education through the production and broadcast of documentaries regarding Oregon’s history, society and culture. J421 Documentary Production is a class in preparation, shooting, and postproduction of the short documentary.

Public Relations Student Society of America (PRSSA)—PRSSA is the preeminent pre-professional organization for students pursuing careers in public relations and related fields. PRSSA comprises nearly 11,000 students and advisers at colleges and universities across the nation and abroad.

Social Media Club—The Social Media Club is a non-profit club for the purpose of promoting media literacy and more. It works toward helping individuals and organizations explore key issues facing our society as technologies transform the way we connect, communicate, collaborate and relate to each other.

Society of Professional Journalists (SPJ)—SPJ is a national organization, which promotes professional journalism through the sponsorship of various campus and school programs. It emphasizes professional development, freedom of information, ethics and diversity.

MEDIA-RELATED STUDENT GROUPS AND ORGANIZATIONS (UO)

Envision—Envision magazine focuses on environmental journalism through the efforts of its team of talented students who hail from an array of disciplines including journalism, environmental studies, and political science, just to name a few. Website content using written, photographic, and multimedia storytelling techniques is used to raise environmental awareness, with the hope of opening a meaningful dialogue with its audience and inspire readers to participate in resolving environmental issues that are important to them.

Her Campus Oregon—Hercampus.com is the #1 global online community for college women. The Her Campus Oregon chapter is a student-run online magazine that focuses on topics such as health, beauty, and fashion.

Oregon Commentator—Oregon Commentator is an independent journal of opinion published at the University of Oregon for the campus community. During its twenty-six year existence, it has enabled university students to hear multiple sides of issues.

Oregon Fifth Year—Oregon Fifth Year is a student-run group that manages, produces and writes for the University of Oregon’s premiere comedy site. Oregon Fifth Year is an outlet for aspiring comedians to be silly, creative, and provide funny people a place to be published.

Oregon Pit Crew—Pit Crew is the student section for the University of Oregon. In 2013, the Pit Crew launched a media team that offers UO students hands-on experience with sports as well as insight into the thriving athletics community on this campus. Opportunities include social media management, editing, writing, design, photography, videography, marketing, fundraising, and in-game operations.

Oregon Voice—Oregon Voice publishes magazine-style interviews, articles, reviews, photography, poetry, drawings, short fiction, cartoons, essays, and satire. Every issue of Oregon Voice is sprinkled with a sarcastic charm that is sure to leave no page unturned and no voice unheard. Oregon Voice was born in 1989 and is entirely student-run.
Student Event Planners Association (SEPA)—SEPA is a professional organization that caters to students pursuing a career in the event planning and hospitality industry. SEPA is an outlet for future event planners to gain knowledge and experience, develop skills, and network.

Student Insurgent—The Student Insurgent is a consensus-organized journalistic endeavor based at the University of Oregon that publishes a periodical magazine, a weekly newsletter, a blog and a series of bulletins and special issues pertinent to immediate struggles. It is a radical publication that seeks to deconstruct the existing social order and facilitate its replacement with one that is ecologically sound and functions on egalitarian lines.

This Oregon Life—This Oregon Life is a biweekly campus radio show featuring a series of stories contributed by University of Oregon students and community members that center around a theme.

UO Hack—UO Hack is a group for students who are interested in learning more about web technologies.

INDEPENDENT MEDIA-RELATED ORGANIZATIONS ON CAMPUS

The Emerald Media Group

Oregon Daily Emerald—The Emerald publishes two high-quality news magazines each week with a focus on investigative, features, and real-time 24/7 news online. The newsroom employs about 100 student reporters, editors, designers, photographers and developers.

Emerald Advertising—Emerald Advertising produces more than $600,000 in sales through print and digital advertising and other marketing services for Emerald Media Group. Account executives work with clients to build media plans and get paid commission on sales.

Emerald PhotoBooth—Emerald PhotoBooth is an event photography service used by Greek houses, student groups, and UO departments. The Emerald PhotoBooth is an opportunity for SOJC students to increase their photography skills.

Emerald Presents—Emerald Presents manages marketing campaigns to build the Emerald brand on campus through events and promotional activities.

Ethos—Ethos is a nationally recognized, award-winning student publication. Since inception in 2006 (as Korean Ducks Magazine), Ethos has shared a multicultural spirit with its readership throughout the university and Eugene community. Ethos is, after all, defined as the fundamental characteristic of a spirit, people or culture.

KWVA Campus Radio 88.1FM—KWVA is a campus radio station that produces news packages and broadcasts live on air. Students gain broadcasting experience, including news and sports reporting and audio production.
5. Describe the unit’s career counseling and placement strategy for assistance in students’ searches for employment. List placement statistics for the three most recent years before the self-study year for which accurate information is available.

SOJC students place in both traditional and non-traditional media careers where they can employ the communication skills they gained from their degrees. Recent alumni routinely report gainful employment within six months of obtaining their degrees.

The unit assists in placement by providing career development training through professional advisers (Team Advising) and faculty mentors. The faculty mentors, in particular, have established connections with alumni and industry professionals who become an important part of job placement for students.

To further assist students in professional development and job placement, the SOJC maintains student chapters of professional organizations (e.g., Public Relations Student Society of America, Society of Professional Journalists, National Association of Black Journalists, National Broadcasting Society, National Press Photographers Association, etc.). Each chapter is advised by an SOJC faculty member. All these student organizations provide an avenue for students to meet one-on-one with professionals in their fields. The PRSSA chapter organizes an annual Portland Paddle where students can meet one-on-one with PR professionals in the Portland area.

While the SOJC routinely brings professionals into the classroom, the school also takes students to the professionals. The advertising major routinely take about 100 students to New York City every spring for Creative Week. The students visit agencies, network and showcase their work. Following their model, the journalism major has launched a “SuperJ (the major’s nickname) in NYC” program. “Windy City Ducks” is the public relations major’s annual trip to Chicago.

The professional advisers in Team Advising coordinate with SOJC faculty on two internally run internship programs: the Charles Snowden Program for Excellence in Journalism and the Portland Senior Experience (PDXSX). Both programs provide students with invaluable real-world experience. PDXSX boasts an impressive more than 60 percent internship extension/job offer rate. The national average is about 30 percent. The Snowden Program has placed 254 students in internships at 26 Oregon news organizations since its inception in 1998. Between 1998 and 2014, an average of 80 percent of Snowdens found full-time work in the media after they graduated.

Team Advising facilitates smaller internship pipelines for local and state-wide organizations such as the Register-Guard, Oregon Public Broadcasting, and Oakshire Brewing. The unit also maintains a job and internship database visible to students and alumni and runs a robust @SOJCcareers Twitter feed.

SOJC’s chapter of the Public Relations Student Society of America (PRSSA) coordinates one of the unit’s most successful career-related events each year, the Portland Paddle. This daylong event, held at the Turnbull Center in Portland, allows students to do a practice one-on-one interview and portfolio review with a public relations practitioner.

In Spring 2016, the SOJC held its first joint-career event, a networking fair, with the Lundquist College of Business. As the university restructures its central Career Center, the school hopes to develop more campus partnerships of this nature.
6. Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major and in comparison with university rates. Discuss the findings of the analysis. Provide the Web link where the unit shares its most recent retention and graduation data with the public.

Enrollment, retention and graduation rates within the major (and how they compare to the university's rates) are collected, maintained and analyzed by the Office of Institutional Research. The School's public report on retention rates are posted online: journalism.uoregon.edu/wp-content/uploads/2015/01/SOJC-RetGradAccountability20170721.pdf

As noted in the latest public report, the SOJC's retention to second-year, third-year and fourth-year have been higher than the university's rates over the last five years. In the same time period, SOJC graduation rates have also been higher than the university's.

The SOJC is a “found” major. While the incoming class has remained consistent in the last ten years (approximately 200–250 students per year), the graduation class has steadily increased in the same time period. The school awarded 545 undergraduate degrees in 2015–16 and 530 in 2016–17. More than 50 percent of the respondents indicated they started at UO as a non-SOJC major. The two largest “feeder” majors are “pre-business administration” and “undeclared.”

As with other “gated” majors on campus, students are more likely to graduate in four years or less if students are accepted into the major in a timely manner. Students who are not admitted into the school by their junior year risk not graduating in four years. To mitigate that, the Team Advising has an aggressive outreach program in place to reach out to students whose GPAs are below the 2.90 required for admission.

Every term the GPA is below 2.90, students receive an email at least twice per term offering support and guidance regarding improving grades. It encourages students to meet with an adviser one-on-one. These conversations take a non-judgmental approach to uncover the student's goals and reason behind the GPA struggle. The advisers then collaborate with the students to establish goals that overcome barriers in the way of the students’ goals. Components of motivational interviewing are used in these conversations and are included in adviser training.

Retention and graduation is one of the university's top priorities. In 2016, an associate vice provost for student success, a new position on campus, was charged with raising UO's graduation rates by 10 percent by 2020. The associate vice provost for student success has taken on this charge in several ways, including creating several task forces and committees with varying stakeholders. The SOJC’s senior associate dean sits on the Student Success Leadership Council, the director of student services is on the Student Success Advisory Council and the Meta Majors subcommittee, and the associate director of student services serves on the Advisers Cabinet.

The SOJC’s Undergraduate Affairs Committee (UAC) administers the school's undergraduate program. Among other duties, this committee of faculty leaders and SOJC administrators (including the director of student services) focuses on the efficient delivery of classes and ensuring we meet our stated commitment to students that they will have access to all the courses they need for their degree within six terms (two years) after completion of the Gateway series.
Part II: Standard 7
RESOURCES, FACILITIES, AND BUDGET

Highlights:

- The University of Oregon School of Journalism and Communication (SOJC) serves more than 2,100 undergraduate students and more than 100 doctoral and master’s students.
- In 2013, the SOJC moved back into an expanded and transformed Allen Hall.
- The SOJC is housed in three different buildings on the main Eugene campus and in the UO Portland’s White Stag Block.
- Donors have funded ten endowed faculty positions in the SOJC.
PART II: STANDARD 7
RESOURCES, FACILITIES, AND BUDGET

EXECUTIVE SUMMARY
The University of Oregon School of Journalism and Communication (SOJC) serves more than 2,100 undergraduate students and more than 100 doctoral and master’s students. In addition to SOJC majors, the school also serves students in the interdisciplinary cinema studies and general social sciences majors, minors in media studies and Native American studies, students in the interdisciplinary multimedia minor, and non-majors seeking general education courses such as Media and Society. SOJC students benefit from a wide range of experiential-learning opportunities through the national award-winning Flux, Ethos, and OR Magazine; student agencies Allen Hall Advertising, Allen Hall Public Relations, and Allen Hall Studios/OR Media; and internship/study abroad programs such as the Charles Snowden Program for Excellence in Journalism, Media in Ghana, Austria Interviewing, GEO Rosario in Argentina, Sri Lanka Experience, and Cuba Project.

The SOJC is now housed in four locations: Allen Hall, 1715 Franklin, the Ford Alumni Center, and the George S. Turnbull Center in the UO Portland White Stag Building. There is an urgent need to bring SOJC faculty, students, and staff together on the Eugene campus and to meet the growing demand for additional creative and production space. The SOJC is working with the central administration to develop a plan to allocate SOJC more space in proximity to Allen Hall.

The university is developing a new budget model to replace the Responsibility Centered Management (RCM) model introduced several years ago. This new model is requiring all the UO schools and colleges to make significant budget adjustments. The SOJC is considering a number of tactics to achieve savings and revenue increases, such as additional revenue through increased professional masters’ enrollment, an expanded number of summer classes and a summer camp, a more efficient curriculum, and private philanthropy.

1. Complete and attach Table 10, “Budget.” If necessary, provide a supplementary explanation.

   Table 10 is included as Appendix II.7.1. This table includes all funding sources for the SOJC. It does not include scholarships or any type of direct student support for travel and research. The majority of the SOJC budget is general fund. Funding for the fiscal year (FY) 2017–2018 projected budget includes:

   - 87% General Funds
   - 12% Restricted Gifts (Foundation Funds)
   - 1% Other funds such as grants, Continuing Ed

   FY 2014–2015 through FY 2016–17 numbers are final budgets. The FY 2017–18 budget is a projected budget. Due to a shift in the university’s Other Payroll Expenses (OPE) structure, some employee costs have been moved to a centrally controlled funding source, with a higher OPE percentage charged to each category. As a result, the dollars in certain wage categories decreased while OPE are expected to increase by approximately $480,000.
Donor funds enhance faculty salaries and provide research, travel, and teaching support, as well as funding several travel and research funds that are available to all faculty. SOJC donors have also created ten endowed faculty positions, listed below:

1. Edwin L. Artzt Dean
2. Carolyn Silva Chambers Distinguished Professor of Advertising
3. John L. Hulteng Chair in Media Ethics and Responsibility
4. Chair in Journalism Innovation and Civic Engagement
5. Carolyn S. Chambers Distinguished Professor in Journalism
6. Philip H. Knight Chair in Communication Research
7. Jonathan Marshall First Amendment Chair
8. Shirley Papé Chair in Emerging Media
9. Endowed Chair in Public Relations
10. James N. Wallace Chair of Journalism

In addition, the SOJC awards approximately $600,000 in scholarships and other student support annually.

2. **Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of faculty in the process.**

The University of Oregon is in the midst of significant revision of its budget process. At the time of the last accreditation review, the university had instituted a highly decentralized RCM budget model. With the establishment of a faculty union, as well as the recognition of the need to better focus budget priorities to advance strategic goals, the central administration now plays a more significant role in the operational budget process at the school and college level. The new model will use past budgets as a starting point but shift to a metrics-based model to ensure funds are distributed in accordance with strategic priorities. Fiscal year 2017–18 is a transition year during which the final metrics will be determined.

The hiring of tenure-track faculty is another area where university policy is changing. Personnel expenses represent approximately 93 percent of the SOJC’s general fund budget. While university hiring policy continues to evolve, tenure-related faculty hiring is centrally managed by the Provost’s Office under a university-wide hiring plan. The school presents hiring proposals to the Provost for review and approval. The Provost determines hiring across campus in consultation with other administrators and a university-wide faculty task force. In 2017–18, the Provost approved searches for five positions in the SOJC, which are listed below with brief descriptions.

**Tenure-Track Professor of Science/Environment Communication (Open Rank)**
The SOJC seeks a researcher and teacher with professional experience in science communication to help lead the school’s efforts to increase the public’s understanding of science through research, teaching, and experiential learning.

**Assistant Professor of Social Media Data Analytics**
The ideal candidate will have professional experience in public relations, advertising, or strategic communication, and will be poised to help position the SOJC at the forefront of research in social media analysis and digital strategy.
Assistant Professor of Media and Intersectionality
The SOJC is looking for a candidate with a well-defined research agenda and published work on the intersections of diversity and inclusion—how media and communication influence and are influenced by such factors as ethnicity, class, gender, and identity.

Assistant Professor of Media Studies—Game Studies
The SOJC is seeking tenure-track applicants in media studies with an emphasis in game studies and issues related to digital media and society. The ideal candidate will be poised to help position the SOJC at the forefront of game and digital studies research.

Assistant Professor of Media Studies—Global Media, Technology, and Social Justice
The SOJC seeks an expert in global media and technology studies with an emphasis on social justice. The ideal candidate will have experience in securing grants from government and private sources and in teaching undergraduate courses in global media studies and social justice topics.

The hiring of NTTF faculty and school staff and management of all other aspects of the budget continue to be the dean’s responsibility in consultation with the unit’s administrative staff.

Typically, budgets for the following fiscal year are developed during the months of March, April, and May by budget holders (e.g., Associate Deans, Area Directors, Unit Directors/Managers, and other administrative leads). Permanent, recurring budgets are reviewed based on past spending trends, effective use of funds, documented impact, and/or new initiatives that align resources across the SOJC. The Dean reviews and approves budget requests. In September, after the previous fiscal year has been closed, temporary and one-time requests are evaluated and approved by the Dean based on available resources. There is no tradition of instructional faculty having formal involvement in the budget development process.

3. **Describe the adequacy of resources for the unit and the sources of revenue for those resources (university funds, fees, private funding, other). Describe how the unit will supplement its annual budget from other sources or reallocate resources to reach its strategic goals.**

The university general fund makes up approximately 87 percent of the school’s budget, with foundation endowment and grant funding comprising about 13 percent. Over the past five years, SOJC faculty have substantially increased grant activity, led by a more than $100,000 National Science Foundation grant and a $221,000 Knight Foundation grant, which is the SOJC’s largest grant during this review period.

Along with all UO schools and colleges, the SOJC is in the midst of budget adjustments to align with the university’s budget priorities. While current budget resources are sufficient to support the school’s mission, adjustments are required for long-term sustainability.

Reaching and maintaining appropriate student/faculty ratios is an ongoing challenge. In an 11-year period beginning in 2005, undergraduate enrollment increased by more than 45 percent, with the majority of the increase in place by 2011 (undergraduate enrollment grew by nearly 18 percent between 2011 and 2016). Hiring of full-time TTF and NTTF did not keep pace with enrollment trends and as a result the ratio of undergraduate students to full-time faculty reached more than 50-to-one by 2013, which was substantially higher than the ratios at peer journalism programs and an unsustainable level at a university with an average 17-to-1 faculty-to-student ratio.
The implementation of the United Academics Collective Bargaining Agreement (CBA) in 2014 required the reclassification of faculty and resulted in a reduction in the use of part-time adjunct (pro tem) faculty and an increase in NTTF salary and benefits expense. SOJC expenditures grew more than 50 percent since 2013 while student credit hours (SCH) remained relatively flat. The pace of SOJC expenditures exceeded enrollment growth and revenue. At the same time, unanticipated adjustments to the university’s budget model reduced the amount of general fund revenue allotted to the SOJC, leading to a deficit in following years. Currently, the school is operating with a budget deficit. While the school has sufficient reserves to cover the operating deficit for several years, the provost has directed the SOJC to close an approximately $1.9 million operating deficit by 2020. The school has a plan and is committed to reducing general fund operating expenses.

**Key elements of the plan include:**
- Expanding professional master’s program enrollment.
- Managing summer programs more strategically.
- More efficiently delivering instruction.
- Reducing NTTF faculty.
- Reviewing and revising NTTF workloads.
- Reviewing and reducing staff and administrative expenses.
- Meeting and exceeding a $35 million fund raising goal.

4. **Describe how the resources provided by the institution compare with the resources for similar units on your campus.**

The UO is moving from an RCM to a metric-based allocation model. Preliminary numbers on potential metrics such as cost per student credit hour, student credit hours per faculty personnel and/or cost, and student credit hours per administrative personnel and/or cost place the SOJC at or slightly above other units on campus. For the SOJC, the expectation is that costs will be lower than the university’s average (e.g., SOJC faculty salaries are lower than salaries in higher cost units such as Law, Business, and the Sciences). All units on campus are engaged in this process.

5. **Describe the unit’s classrooms, offices, computer labs, or other building spaces, as well as technology support services. If the unit administers university media or student publications, include a description of equipment and facilities devoted to those operations.**

At the time of the last site-team visit, the SOJC had moved out of Allen Hall for a major renovation and expansion. Faculty and students returned to a more than 59,000 square foot facility in December 2012. “Allen Hall 3.0” created a beautiful space with state-of-the-art labs, classrooms, and seminar rooms. When design for the new building was completed, the SOJC enrolled 1,500 undergraduate students and 100 graduate students, with 31 full-time faculty, 23 adjuncts, 36 graduate teaching fellows (GTFs), and 20 administrative and support staff.

By spring 2014, the SOJC had 39 full-time faculty, 49 adjunct faculty, 47 GTFs, 30 administrative and classified staff, and more than 2,100 undergraduate, 100 graduate students, and more than 500 students enrolled in the Media Studies minor, the interdisciplinary Cinema Studies major, and multimedia minor.
With this growth, the school had effectively outgrown Allen Hall shortly after it was reopened. According to the Annual Surveys of Journalism and Mass Communication conducted by the Association of Schools of Journalism and Mass Communication, the SOJC’s student-to-faculty ratio was the highest in the nation among accredited schools of journalism and communication in 2014.

In June 2015, the SOJC was allocated additional space at 1715 Franklin and SOJC development staff moved to the Ford Alumni Center. The SOJC is now in four locations: Allen Hall, 1715 Franklin, Ford Alumni Center, and Portland White Stag Block, with SOJC faculty and students also in the SOJC’s inaugural Academic Residential Community (ARC) in Kalapuya Ilihi, the university’s newest residence hall. Brief descriptions are below.

**Allen Hall**
Located in the heart of campus, Allen Hall serves as the SOJC’s primary location. In addition to four university classrooms, the 59,000 square-foot facility houses faculty offices, seminar rooms, computer labs, collaboration spaces, conferences rooms, administrative offices, and a multimedia center, including a fully functional broadcast studio. With its writing walls, open design, and welcoming atmosphere, Allen Hall is a lively building bursting with activity.

**1715 Franklin**
Located on Franklin Boulevard and about a 15-minute walk from Allen Hall, this location provides additional offices for SOJC faculty, administrative support, and graduate employees. It also houses a computer lab and research lab to support students and facilitate research. Franklin is an adequate short-term solution, but it is not viable for the long-term. The school is working with central administration to find additional space in central campus with close proximity to Allen Hall.

**Portland White Stag Block, SOJC Portland**
This location provides the SOJC with a vital connection to the state’s largest city and media hub at the UO’s Portland home. The SOJC, along with the College of Design, the School of Law, and the Lunquist College of Business, offer a range of centers, degree programs, courses, internship programs, lectures, workshops and public events. As programs and faculty in SOJC Portland continue to grow, the current space in the George S. Turnbull Center will need to expand.

**Ford Alumni Center**
University Advancement has partnered with the SOJC to provide temporary office space for development staff in the central advancement offices. Development staff are expected to return to Allen Hall or nearby space as soon as possible.

**Academic Residential Community (ARC)**
The SOJC’s Media and Social Action Academic Residential Community is a new physical and intellectual space, launched in fall 2017, for first-year students who are interested in communication and are passionate about social issues. Housed in Kalapuya Ilihi, the university’s newest residence hall, SOJC ARC students and faculty have the use of a 90-seat classroom, a 28-seat seminar room, and a “maker-hacker” space for 35 students, as well as five conference/study spaces. The SOJC also has an equipment check-out room for cameras and audio recorders. Twenty-eight students are in the SOJC’s first ARC cohort.
All Allen Hall teaching spaces are equipped with current technology. There are eight classrooms and five computer labs in a “digital commons,” one large university-controlled classroom, a media production studio, an audio recording studio, and an equipment check-out room. Five collaboration/conference rooms holding about 10 people each are spread throughout the building. They are open for student use when not scheduled for meetings or classes.

Links to classroom and lab capacity and equipment are listed below:
- Media Production Studio: journalism.uoregon.edu/support/studios/#1442007476080-0d129ca8-49be
- Audio Recording Studio: journalism.uoregon.edu/support/studios/#1442007476081-4359081a-72ea
- Equipment checkout: journalism.uoregon.edu/support/cage/
- Digital Commons: journalism.uoregon.edu/support/labs/
- Teaching Spaces, Computer Labs, Meeting/Office Spaces: journalism.uoregon.edu/rooms/list/

TECHNOLOGY SUPPORT

A full list of SOJC Instructional Technology (IT) services can be found at journalism.uoregon.edu/support. The SOJC technology support staff include the following six positions: Director Technology Services (shared with the College of Design), Digital Equipment Consultant, Academic IT Manager, User Support Specialist, IT Operations Manager, and Web Administrator. The university currently is implementing an initiative to consolidate IT staff and services. This is a critical moment for the SOJC. Given the crucial role of IT support in SOJC teaching and research, any realignment must recognize and serve the needs of SOJC students, faculty, and staff.

Below is a high-level overview of the two primary areas of IT support in the SOJC:

**Academic IT**

SOJC Academic IT supports SOJC faculty (and their students) with the tools and workspaces needed for instruction. This group oversees the ongoing maintenance and support of SOJC digital commons, studios, equipment checkout, classrooms, and collaborative spaces.

**Operational IT**

SOJC IT Operations is responsible for most computing within the SOJC, from the computers on the desks of faculty/staff offices to the lab computers in the Digital Commons to the network servers driving all computing activity. Based in Allen 319, this group serves as the primary support contact for all computing-related issues for all SOJC faculty, staff, and students. Operational IT staff also coordinates efforts with Central Information Services (McKenzie 151).

6. **Describe the unit's most urgent needs for resources, if any, and the plan to address these needs.**

A balanced operating budget by 2020 is a primary challenge. As described above, the SOJC plans to maintain or slightly increase the number of undergraduate majors, structure the curriculum to maximize student engagement within the school, and increase graduate enrollment at both the master’s and doctoral levels. Achieving these goals will require an increase in tenure-track faculty, ongoing curriculum review and revision, and maintaining an appropriate level of staff support.
In the current academic year, the SOJC is conducting searches to fill five TTF positions with a focus on strengthening the school’s research profile and its recently announced Media Center for Science and Technology. These positions align with the university’s strategic priorities. The school also needs to remain focused on maintaining a healthy mix of professional and research faculty to support its long tradition of high-level undergraduate and master’s professional education.

At the graduate level, a new professional master’s program in Advertising and Brand Responsibility will welcome its first class in fall 2018. It joins existing professional master’s programs and is part of a strategy to increase enrollment at the professional master’s level both in Eugene and in Portland. Ongoing funding for a graduate recruitment manager and administrative support for the professional master’s programs are important components of the school’s budget strategy for self-sustaining long-term program growth.

Budget realignment also presents challenges for important programs that currently don’t generate SCH or grant-funded revenue, such as OR Media and NextGen Media/Northwest Scholastic Press. The school is in the process of developing alternative funding strategies to support these programs.

Grant funding and private philanthropy are critical for the school’s success. Additional development staff and in-house grant writing support for faculty would greatly enhance the school’s ability to raise funds.

Space is a primary need for the school.

The school currently has faculty and staff housed in three locations on campus in Eugene and one in Portland. In addition, due to demand and a classroom shortage across campus it is increasingly difficult to schedule classes in appropriate rooms at desirable times. The lack of space in Allen Hall also presents serious obstacles for launching new programs and initiatives such as the Media Center for Science and Technology, a proposed “Experience Hub” remodel of the Allen Hall first floor, and a proposed media effects and audience behavior lab. With the completion of a new building housing College of Arts and Sciences administration, which is currently under construction, space will become available in Friendly Hall, the building just south of Allen Hall. Allocation of this space to the SOJC would address many of the school’s space needs in the mid-term. The long-term solution will be the construction of an integrated, multi-media, multi-discipline building no more than a five to seven minute walk from Allen Hall.

**SOJC Portland**

The growth of programs operating in the SOJC’s Turnbull Center is stretching the available space. As expansion continues it will be necessary for the school to occupy additional space in the White Stag Building.
Part II: Standard 8
PROFESSIONAL AND PUBLIC SERVICE

Highlights:

- Three of the more prominent and recognized events hosted by the school are the annual Ruhl Lecture, the Richard W. and Laurie Johnston Lecture, and the Ancil Payne Awards for Ethics in Journalism.
- The Agora Journalism Center, housed at the SOJC Portland Turnbull (Portland) Center, is a hub for innovation and civic engagement devoted to creating and supporting transformational advancements in journalism and communication to enhance public knowledge and enrich civic life for all community members.
PART II: STANDARD 8
PROFESSIONAL AND PUBLIC SERVICE

EXECUTIVE SUMMARY

The School of Journalism and Communication as well as individual faculty members are engaged in many public service activities throughout each year. Three of the more prominent and recognized events hosted by the school are the annual Ruhl Lecture, the Richard W. and Laurie Johnston Lecture, and the Ancil Payne Awards for Ethics in Journalism. The impact of these events extends far beyond the university community.

Several of the school’s endowed chairs have organized and partially funded important academic conferences in the areas of communications law, film, television, and advertising. The SOJC’s George S. Turnbull Portland Center, established in 2006, continues to expand the school’s public service reach throughout Oregon. In addition to hosting the annual What Is? conference, the school’s Portland location houses NextGen Media/Northwest Scholastic Press, which links the school with Northwest high schools and community colleges through outreach and several events, including two annual press days for local high school students and the NextGen Storytelling summer residential camp. The Agora Journalism Center, also housed at the Turnbull Portland Center, is a hub for innovation and civic engagement devoted to creating and supporting transformational advancements in journalism and communication to enhance public knowledge and enrich civic life for all community members. The center holds numerous public events and professional workshops, engages in applied research, and provides funding for important research focused on building community and reinventing journalism.

SOJC students in Eugene also participate in public service activities. Student-run advertising and public relations agencies contribute to the efforts of a number of area nonprofits each year, and journalism programs take students around the globe to communicate about environmental issues, report on challenges citizens face in developing nations, and represent UNESCO at World Press Freedom Day.

More than 300 professionals visit the school as guest speakers or portfolio reviewers each year. Formal “in-residence” programs—the Frazier Journalist in Residence, PR Professional in Residence, and the Richard Ward Executive in Residence for advertising—bring industry leaders to campus for several days at a time to visit classrooms, present to the public, and work with students to critique portfolios or present career information. The school’s faculty members also participate in relevant professional organizations and engage with industry professionals at conferences and in workshops, at the SOJC and offsite. Informal feedback is sought from alumni and professionals who visit the school whenever possible. The school’s Journalism Advancement Council (JAC), whose members include alumni and friends of the school, reviews aspects of SOJC programs and consults with student and faculty throughout the year.

The school maintains contact with more than 13,000 alumni through a quarterly e-newsletter and an annual yearbook. Members of the JAC and other alumni assist in the school’s fundraising efforts, and a significant percentage of alumni are contributors to the school. Since 1998, the school has inducted 76 alumni and former faculty members into its Hall of Achievement, and since 2009, it has honored eight young alumni with the Eric Allen Outstanding Young Alumnus Award.
1. **Summarize the professional and public service activities undertaken by the unit. Include operation of campus media if under control of the unit; short courses, continuing education, institutes, high school and college press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concern; and similar activities.**

The School of Journalism and Communication (SOJC) engages in a number of public service activities throughout each year. Some of the more prominent and recognized events hosted by the school are the annual Ruhl and Johnston lectures, the Ancil Payne Awards for Ethics in Journalism, the annual Fall Press Day that brings more than 800 Oregon high school journalists to Eugene and, starting in 2017, a Portland Press Day at the SOJC’s Portland location. The impact of these events extends far beyond the university community. They are well attended by media professionals, alumni, scholars, educators, and community members and are covered on the school’s website, journalism.uoregon.edu.

The SOJC’s annual Ruhl Lecture, made possible by the family of Pulitzer Prize-winning editor Robert Ruhl, has brought prominent speakers to campus to discuss current issues of ethical concern to journalists since 1974. In 2017, the school partnered with the Office of the President and the UO’s Common Reading program to bring Ta-Nehisi Coates to campus as the Ruhl lecturer and a speaker in the UO African American Workshop and Lecture Series. Coates’ book, *Between the World and Me*, was the 2016–17 UO Common Reading book selection. Other recent Ruhl lecturers are Stephen Engelberg of ProPublica (2016); Karen Penserio of the *Wall Street Journal* (2015); Eric Liu, author of *The Accidental Asian* and *Guiding Lights* (2014); former NBC correspondent Ann Curry, BA ’78 (2013); and author and columnist Anand Giridharadas (2012).

The annual Richard W. and Laurie Johnston Lecture brings professional writers to the UO for lectures, workshops, and discussions with students, faculty members, and members of the community. In recent years the lecture has hosted author and writer Ted Conover (2016); *New York Times* senior writer Jon Markoff, MS ’76 (2016); news industry analyst Ken Doctor, MA ’79 (2015); Fox2 News radio host and journalist Charles Jaco (2014); Alex Kotlowitz, author of *There are No Children Here* (2012); and food critic Jonathon Gold (2011). In addition to delivering a public lecture, these authors meet with students in the school’s undergraduate and graduate programs and teach a weekend graduate writing workshop at the school. In 2017, the Johnston lecture with Ted Conover doubled as a WordsWorth common reads event organized by Professor Emerita Lauren Kessler. Students in J101, the school’s introductory grammar course, read Conover’s immersion journalism book *Coyotes: A Journey Across Borders with America’s Illegal Aliens*.

The SOJC also co-sponsors numerous interdisciplinary events and speaker series on campus, including the African Studies speaker series, Latin American studies events, and many more.

Since 1999, the SOJC has been the home of the Ancil Payne Awards for Ethics in Journalism. The Payne Awards were established by the late Ancil Payne, former CEO of KING broadcasting in Seattle, to honor journalists of integrity and character who report with insight and clarity in the face of political or economic pressures. The Payne Awards criteria are courage, accuracy, and fairness, and they are intended to reward performance that encourages public trust in the media. These awards have gained national recognition. The 2016 winners were Associated Press reporter Hannah Dreier and her editors for “A Child’s Scraped Knee,” one part of the AP’s “Venezuela Undone” series. In 2015, Associated Press reporters Margie

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**Note:** The text continues beyond the visible portion of the document.
Mason, Robin McDowell, Martha Mendoza, and Esther Htu San earned a Payne Award for the Pulitzer Prize–winning “Seafood from Slaves” series, which investigated the alleged human trafficking in Thailand’s $7 billion seafood industry. Also in 2015, the Payne Award was given to journalists of the Las Vegas Review-Journal, including James G. Wright, James DeHaven, Howard Stutz, Jennifer Robison, Eric Hartley, John L. Smith, and Glenn Cook, who fought for transparency by reporting the secret sale of their newspaper despite management’s warnings to ignore the story. The Payne Awards are presented in a ceremony on the UO campus each spring, and winners participate in a public panel and visit classrooms and student groups during their visits to campus. More information about the Payne Awards for Ethics in Journalism can be found at payneawards.uoregon.edu.

The school participates in or hosts a number of other lectures, symposia, and workshops. Since 2016, the Demystifying Media seminar series, coordinated by the school’s Carolyn S. Chambers Professor in Journalism, has explored the impact of change across the communications landscape as well as new ways to navigate forward. Each term, two to three experts—media practitioners, academics, and researchers working on the cutting edge of these global changes—visit campus to discuss the impact of the 21st-century media revolution with students, faculty, and staff. In spring 2017, the seminar hosted Stacy-Marie Ishmael, Knight Fellow and former managing editor of BuzzFeed News, and C. W. Anderson, author of Rebuilding the News: Metropolitan Journalism in the Digital Age (co-authored with former Washington Post Executive Editor Len Downie and sociologist Michael Schudson), which has been described as “an accessible, sweeping survey of the past, present, and future of journalism.” More information about the series is available at journalism.uoregon.edu/demystifyingmedia.

In addition to SOJC-sponsored events, the school regularly co-hosts events on behalf of professional organizations such as the Society for Professional Journalists (SPJ), the National Press Photographers Association (NPPA), and the Investigative Reporters and Editors (IRE). Since 2005, the Oregon Newspaper Publishers Association Hall of Fame display has been located in Allen Hall; one new member has been inducted since its last update in 2013.

In Portland, a number of Turnbull Center initiatives contribute to the school’s professional and public service outreach efforts. The Agora Journalism Center, launched at the Turnbull Center in 2014, is devoted to its mission of “creating and supporting transformational advancements in journalism and communication to enhance public knowledge and enrich civic life for all community members.” The center energizes research, teaching, and learning at the SOJC by fostering a culture of meaningful innovation and diverse collaboration to serve the public good. The center’s annual Faculty Innovation Fellowship funds support projects that meet these aims. In 2017–18, two SOJC instructors will receive $25,000 for a project exploring what drives and disrupts trust in communities across the nation and what journalists can learn from those insights. Other projects supported by the Agora Center include:

- Gather, a community platform for engaged journalism that supports journalists and other citizens working at the intersection of news, information, and civic engagement, launched in fall 2017. Thanks to John S. and James L. Knight Foundation’s $221,000 grant, this platform will also enable the school to contribute to and use a central, organized, and growing body of knowledge of best practices about community engagement. Find out more about Gather here: www.letsgather.in.
• Experience Engagement, a conference held in October 2015 hosted by the Agora Journalism Center and the nonprofit group Journalism That Matters, asked the question: “What is possible when the public and journalists engage to support communities to thrive?” Every activity during the conference modeled a practice that can be used for community engagement. Conference attendees employed an evaluation practice called developmental evaluation, which supports innovation, adaptation, and systems change. This conference was attended by journalists, community activists, students, educators, researchers, funders, artists, social entrepreneurs, librarians, technologists, and other pioneers in engagement.

The Turnbull Portland Center has been a resource for the region’s emerging independent-media sector, hosting meetings and advising news nonprofits. SOJC faculty in Portland have hosted (and served as instructors for) professional meetings and workshops by organizations such as the Society for Professional Journalists, the National Press Photographers Association, the Oregon Association of Broadcasters, and the regional competition of the American Advertising Federation National Student Advertising Competition. SOJC Portland regularly sponsors speakers (at the Turnbull Center and in partnership with other organizations in Portland) on enduring and emerging issues of communication. Prominent speakers, whose appearances are free and open to the public, have included bestselling author Beth Macy, author of *New York Times* bestsellers *Factory Man* and *Truevine*; Jose Antonio Vargas, Pulitzer Prize-winning journalist, filmmaker, and media entrepreneur and the founder and CEO of Define American; and George Packer, author of *The Unwinding: An Inner History of the New America*.

The SOJC’s Phillip H. Knight Chair in Communication Research has hosted an annual What Is? conference at the Turnbull Center since 2009. This three-day conference began as a way for professionals, scholars, and students to explore various topics—film, radio, documentary, television, print journalism, and other media—and has expanded to include government and community officials, scientists, artists, filmmakers, grassroots community organizations, and the public. Each year the conference explores a different area. In 2016, the What Is Media? conference launched a collaboration with scholars from the natural sciences and the arts, expanding a transdisciplinary notion of medium/media with special attention to its material, historical, and ecological ramifications. In 2017, the conference changed its focus to What is Life? to engage communication, media, and nature by examining everyday life—our lifeworks and lifestyles—emphasizing the lifeworlds we live in. It investigated how communication/media constitute and permeate all avenues and forms of life, from scale, pace, and pattern to the public, private, and organic. By building bridges through multidisciplinary networks, the event emphasized how communication is instrumental in and for living systems. The eighth annual University of Oregon What Is? conference—experience, What is Universe? (2018), marks the third collaboration with scholars from the natural sciences (physical and life sciences), social sciences, art, and design. More information about the conference is available at journalism.uoregon.edu/whatis.

Our students are also actively engaged in public service. One example of this is service to the nonprofit community by public relations campaigns classes and the school’s student-run public relations agency, Allen Hall Public Relations. Recent clients have included:

Ashton Eaton and Brianne Theisen-Eaton
Constellation Brands
Cowbucker
Fred Meyer
Another example of SOJC students’ service to the community is the list of clients served by the school’s student-run advertising agency, Allen Hall Advertising. Recent clients include:

- UO Baseball
- City of Cottage Grove
- Lord Leebrick Theater
- The Landscape Architecture Program
- The Sustainable Cities Initiative
- UO Sustainability Program
- Oregon Daily Emerald
- Balance the Buzz
- UO Women’s Basketball

Service is an integral part of the portfolio of every faculty member, although there are fewer expectations for junior faculty. At the university level, the SOJC is regularly represented on major university committees, such as the Faculty Senate, the Faculty Personnel Committee, and the Graduate and Undergraduate Councils. SOJC faculty members also contribute to university communication efforts, such as advising UO marketing campaigns and training athletes on social media use. Several faculty members have also served on the boards or led committees for professional organizations including the International Association for Media and Communication Research, The One Club for Art + Copy, the editorial boards of New Media & Society, and the editorial board of Journalism & Mass Communication Quarterly.

Another way SOJC faculty members serve is by contributing their time to nonprofit organizations, such as Volunteers in Medicine Clinic, March of Dimes, Big Brothers and Big Sisters/Committed Partners for Youth, Planned Parenthood, and United Way of Lane County. While not technically consulting work, our faculty members offer their considerable expertise to these organizations on a volunteer basis, most often as board members.

Campus media are not under the SOJC’s control. The daily student newspaper, several other student periodicals, and a radio station are independent organizations. Faculty members serve as advisers or provide advice and counsel when requested. The school’s greatest involvement is with the Emerald Media Group (EMG), the publisher of the Oregon Daily Emerald (ODE), the independent campus daily newspaper,
and with Ethos, a student-run magazine that has an affiliated relationship with the school. In addition, EMG offers a variety of creative services to the campus and broader community. An SOJC faculty member has traditionally served as the faculty representative on the EMG’s corporate board of directors; Senior Instructor Lisa Heyamoto is the current representative. SOJC faculty members present workshops for the paper’s staff each year. The school also has a memorandum of understanding with the staff of Ethos that gives the staff access to school labs and computing resources. A faculty member serves as a liaison to the publication.

2. Provide brochures and other publications that describe the unit’s professional and public service activities.

Information about SOJC events is available on the school’s website, journalism.uoregon.edu. Available copies of brochures and publications for events and other service activities will be available in the site team work room.

3. Describe the unit’s contact with alumni, professionals, and professional organizations to keep curriculum and instruction current and to promote the exchange of ideas.

The SOJC consults regularly with alumni and industry professionals to ensure that SOJC curriculum is aligned with current industry best practices and students are receiving the best preparation for employment after graduation. Students graduate ready to enter the job market with hands-on experience they gain through several avenues, including visits to agencies around the nation and internships at leading media outlets. For example, students in the Charles Snowden Program for Excellence in Journalism work at media publications throughout the state, and approximately 80 percent of those students have a journalism job waiting for them after college. Likewise, the Portland Senior Experience has a better-than-60-percent post-graduation job placement rate.

The SOJC provides hands-on learning opportunities right in Allen Hall. The Sports Media Workshop held during the week between commencement and summer term allows students to learn best practices from industry professionals, such as Barbara Blangiardi, BS ’79, of Fox Sports and Neil Everett, BS ’84, of ESPN’s Sports Center. Public relations students participate in portfolio reviews every term, including summer, with regional professionals volunteering to review these student pieces. Student-run media and agencies, including FLUX, DuckTV (broadcast from Allen Hall in the Carolyn S. Chambers Electronic Media Center), Allen Hall Advertising, and Allen Hall Public Relations, also provide students with opportunities to garner real-world skills.

These industry and alumni connections enable the SOJC to give students access to industry leaders. For example, Carolyn Silva Chambers Distinguished Professor of Advertising Deborah Morrison invites 72andSunny owners and UO alumni Glenn Cole, BA ’94, and John Boiler, BA ’87, to speak in her Creative Strategist class at least once a year. Pat Hellberg, BA ’76, former journalist, NIKE employee, and entrepreneur, has shared his journey since graduation with many J-100 classes. Former Senior VP of Starbucks Corey duBrowa, BA ’88, has worked with both advertising and public relations students through class presentations and smaller group visits.
In addition to these classroom opportunities, SOJC students learn from professionals through school-wide lectures and events, described in more detail above. The Ancil Payne Awards for Ethics in Journalism, the Robert and Mabel Ruhl Lecture, and the Demystifying Media seminar series all have a teaching component under the “Journalist in Residence” umbrella. The advertising program also brings in professionals for its Richard Ward Executive in Residence program, and the public relations area started its own PR in Residence program in 2011.

The school’s Journalism Advancement Council (described in question 8 below) dedicates a portion of its biannual meeting to SOJC students and faculty, who present their creative projects, work from their experiential learning trips, and agency work. This allows the students to receive feedback from some of the industry’s top leaders.

4. **List professional and public service activities undertaken by each member of the faculty in the past six years (prior to the self-study year). Please provide a full list; do not refer team members to faculty vitae for this information.**

SOJC faculty are engaged in a wide range of professional and public service activities, and many have leadership roles. For example, at one point during the period under review, SOJC faculty members held the top leadership position in the Association for Education in Journalism and Mass Communication, the American Academy of Advertising, and the International Association for Media & Communication Research. The School’s Knight Chair in Communication Research continues to lead IAMCR, and the organization will hold its international conference on the UO campus in summer 2018. One faculty member is the co-director of the European Journalism Observatory, and another chairs the national education committee for the One Club for Creativity. SOJC faculty have served on the ACEJMC Strategic Plan Implementation Committee and chaired the AEJMC Standing Committee on Research.

Closer to home, SOJC faculty are fully engaged in university service and regularly serve on both elected and appointed committees. A list of faculty professional and public service activities appears in Appendix II.8.A.

5. **Describe the role of professional and public service in promotion and tenure decisions. Describe travel funding or other support by the unit for faculty involvement in academic and professional associations and related activities.**

The school’s Review and Promotion Policies (see Appendix II.4.A and B) describe the role of public service, particularly activities linked to professional constituencies, in promotion and tenure decisions:

Because close ties to the media community are not only desirable but indispensable to a professional school, service takes on a special importance beyond the normal expectation of a liberal arts department. The faculty are regularly called upon to share their knowledge and expertise with media groups and to organize and conduct professional development programs. These time-consuming demands enrich the school in many ways. They provide contacts with potential funding sources, enrich teaching through first-hand experiences, and often-present research opportunities. However, they place considerable time demands on the faculty over and above the normal expectation of school/university and scholarly service.
There are fewer service expectations at the untenured assistant level than at the tenured associate or full professor levels. Candidates for promotion to full professor are expected “to have demonstrated leadership in academic and administrative service (at the school and/or university level), and to have exhibited a broader dedication to activities on behalf of the larger community, both academic and professional.”

6. Describe the unit’s support of scholastic journalism, including workshops, visiting lectures, critiques of student work, etc.

The Northwest Scholastic Press Association (NWSP), a nonprofit 503(c)(3) and public charity 509(a)(2), partnered with the SOJC in 2012. The SOJC NextGen Outreach Coordinator is the executive director of NWSP and also supports the activities of the Oregon Journalism Education Association. Based at SOJC Portland, the NWSP hosts a variety of events, workshops, contests, and school visits for middle and high school journalism students. Among the activities of the NWSP are:

**Fall Press Day**

This annual event encompasses a series of workshops, panel discussions, and forums aimed at enriching middle and high school journalists. Based at the Eugene campus, this special event affords young journalists across Oregon the opportunity to interact with professional journalists and college professors. It is a day filled with instruction, practice, and skill-building. Fall Press Day is NWSP’s largest event, bringing in over 700 students each year.

**Portland Press Day**

In March 2017 NWSP launched a second annual press day for high school students similar in structure to Fall Press Day, but based at SOJC Portland.

**Student Media Olympics**

Student Media Olympics is an opportunity for high school students to have their work objectively evaluated and rated by media professionals and to receive statewide recognition for their work and recognition for their schools’ journalism programs. Entries in 33 categories include web-based journalism; video-based journalism; audio-based journalism; and print-based journalism, including news, feature, sports, opinion, photography, design, advertising, art, and single issues.

**High School Visits**

The NextGen Media Outreach Coordinator travels throughout Oregon to visit high schools to promote NWSP programs and events; teach intermediate journalism skills; and assist in newspaper, yearbook, and multimedia program planning and production.

NWSP co-sponsors three annual awards with the Oregon Journalism Education Association (OJECA):

- **Mary Hartman Oregon Journalism Teacher of the Year:** This award is open to any active journalism teacher and/or publications adviser in an Oregon public or private high school. The award is named for Mary Hartman, a former SOJC faculty member and director of Oregon Scholastic Press. The winner receives a $500 cash award, paid by an endowment from the Hartman family.
• **Oregon Rookie Journalism Teacher of the Year:** This award is open to any active journalism teacher and/or publications adviser in an Oregon public or private high school with less than two years experience. The winner receives a $250 cash award.

• **Oregon Student Journalist of the Year:** This award is open to any active newspaper, yearbook, or broadcast/radio student at an Oregon public or private high school. The winner of the Oregon competition is automatically entered to win National Journalist of the Year, sponsored by the Journalism Education Association. The winner receives the Alyce Sheetz Memorial Scholarship for $1,000.

Journalism Education Association/National Scholastic Press Association fall and spring High School Journalism Conventions: The National High School Journalism Convention is a semiannual gathering of high school journalist and advisers co-sponsored by the Journalism Education Association and the National Scholastic Press Association. With typical attendance of more than 4,000 delegates, the JEA/NSPA convention is the largest gathering of student journalists in the country.

The goal at these conventions is to recruit and promote for the SOJC and the UO, as well as NWSP programs and events.

The Payne Awards for Ethics in Journalism, which includes collegiate and high school media, is another way the school supports student journalists.

The Charles Snowden Program for Excellence in Journalism is open to students in community college journalism programs as well as other colleges and universities in Oregon. The school works closely with faculty and advisers at several community colleges to assist in the development of coursework that will help students who transfer to the University of Oregon. In 2005, the faculty approved an articulation policy to govern the transfer of credits from certain Oregon community colleges that offer pre-major journalism courses developed in consultation with the school. The community college articulation policy follows this section as Appendix II.8.B.

7. **Describe the unit’s methods for communicating with alumni, such as newsletters or other publications. Provide copies of publications issued during the previous academic year.**

As of spring 2017, there are an estimated 13,632 living alumni of the School of Journalism and Communication at the University of Oregon.

The school distributes a quarterly e-newsletter to approximately 6,000 alumni for whom e-mail addresses are known. Stories include alumni profiles, student features, event summaries, and updates on faculty research. Previous copies of the newsletter are available at journalism.uoregon.edu/about/sojc-publications. Printed copies are available in Binder III. The SOJC Communications Team is in the process of re-designing and relaunching the newsletter in January 2018, after a brief hiatus caused by staff transition.

The SOJC also has a robust social media presence on Facebook, Twitter, and Instagram. These channels feature new content almost daily (fb.com/UOsojc and @UOsojc). To date we have 3,678 followers on Facebook, 8,322 followers on Twitter, and 2,325 followers on Instagram. Alumni make up a large portion of this audience.
The dean sends a variety of communications to alumni, including periodic updates to the Journalism Advancement Council, ensuring they are up to date on strategic priorities and new programs. The dean and the senior director of development also send occasional thank-you notes and letters about school affairs to alumni who are financial supporters of the school.

Approximately 1,000 alumni, donors, and friends receive an annual yearbook each fall that provides a comprehensive report on the prior year’s activities. The yearbook is also be available on the SOJC website and distributed to alumni via email.

8. Describe the involvement of alumni in the unit’s educational and public service programs (placement, internships, fund-raising, curriculum development, etc.) and in advisory or visitors’ boards.

The school’s Journalism Advancement Council (JAC), which includes as many as 25 prominent alumni and friends of the school, was created to support the mission and goals of the School of Journalism and Communication, providing advice, advocacy, and financial support to the school. JAC members are selected for their professional expertise and ability to promote and personally participate in the ongoing improvement of the school. Members of the JAC and other alumni contribute to and assist in the school’s fundraising efforts, and a significant percentage of our alumni (18.5 percent) are contributors to the school, contributing $1,609,622 in the 2016–17 fiscal year.

Many alumni contact the school with internship and placement opportunities. The five academic and career advisers in student services assist employers seeking interns and students seeking internships.

Since 1998, the school has inducted 77 alumni and former faculty members into its Hall of Achievement. The Hall of Achievement is an important part of our alumni outreach program. In 2009, we created the Eric Allen Outstanding Young Alumnus Award to honor alumni under 40 who have made a difference in their fields. A "virtual" Hall of Achievement is on the school’s website at journalism.uoregon.edu/events/hoa. A program from the 2017 Hall of Achievement will be available in the site team work room.
Part II: Standard 9
ASSESSMENT OF LEARNING OUTCOMES

Highlights:

- In 2014, the SOJC appointed a senior faculty member to a new assessment coordinator position.
- The SOJC assessment plan calls for two direct and three indirect measures of student learning, with the majority including professional review.
- Assessment has informed significant change and innovation over the last six years. The most recent curricular revision ensures that all majors will take the following three courses: Communication Law; Media Ethics; and Gender, Media & Diversity; and strengthens the teaching of media literacy and writing in the Gateway courses.
PART II: STANDARD 9
ASSESSMENT OF LEARNING OUTCOMES

EXECUTIVE SUMMARY

The SOJC launched a systematic program of direct and indirect assessment of learning outcomes in 2003. In 2005, the plan was revised; however, a 2006 ACEJMC site team found both the plan and its implementation fell short of compliance. In 2011, a second site team, while noting that progress had been made, found that the school’s assessment efforts again fell short, citing a need for additional revision of the assessment plan and better implementation across the curriculum. The faculty continued efforts to improve the assessment program, resulting in a comprehensive revision of the plan in 2014 and the appointment of a senior faculty member to a new assessment coordinator position, with a mandate to markedly improve the school’s assessment efforts. The December 2014 comprehensive revision of the SOJC assessment plan better captures data concerning student learning as well as mastery of the twelve professional values and competencies, thus giving the faculty the data needed to enhance our curriculum. The knowledge gained from the assessment data gathered under the 2014 plan and previous plans has resulted in significant curricular reforms and innovation in each of the majors and in the school’s lower-division Gateway courses and upper-division core context courses. The following list highlights some of the faculty actions taken that were informed by assessment during the period under review:

Creation and adoption of “Creative Strategist” curricular model by Advertising faculty (2012)
Revisions to Reporting I and Reporting II courses (2013)
Adoption of Journalism Sequence Writing Objectives (2013)
Adoption of Reporting I Learning Objectives (2013)
Revision of learning outcomes and objectives in Photojournalism (2015)
Revision to the Gateway courses (2015)
Creation of a Confidence workshop (2015)
Require all students in J342 Creative Strategist to develop professional portfolios (2015)
Revision of Public Relations courses to improve editing skills and use of traditional media (2015)
Launch of Public Relations “Windy City” professional development trips (2015)
Creation of Writing Central, a peer-coaching writing initiative (2015)
Adoption of Reporting II Learning Objectives (2016)
Creation of a Social Media Content class (2016)
Establish Advertising and Culture as a class (2017)
Revision of Gateway courses (2017)
Require J385 Communication Law; J397Media Ethics; and J320 Gender, Media, and Diversity (2017)

The plan calls for two direct and three indirect measures of student learning, all but one of which (Student Exit Survey) include professional input.

Direct:
• Portfolio Reviews
• Internship Supervisor Survey
Indirect:
• Student Exit Survey
• Alumni Survey
• Student Awards and Honors

With the exception of Student Awards and Honors, all data are collected using Qualtrics and are analyzed using SPSS for numerical data and thematic analysis for open-ended questions. In response to assessment data, for example, we have added more advanced courses in multimedia production, provided more instruction in data analytics and data presentation, strengthened the emphasis on diversity across the curriculum, launched a peer-teaching writing initiative, and made significant revisions to the required Gateway series of courses that serve as the entry courses for all majors. The most recent curricular revision ensures that all majors take the following three courses: Communication Law; Media Ethics; and Gender, Media, and Diversity. The Gateway revisions provide a stronger foundation and balance of critical thinking (J212 Fact or Fiction), writing (J211 Writing for Communicators), and multimedia skills (J205/06 Gateway I/II). At a more basic level, keeping assessment issues top of mind through presentations at retreats and meetings has led to numerous formal and informal faculty discussions about learning outcomes, consistency across sections of the same course, and progression through the majors that have served to invest instructional personnel in the larger curricular structure of the SOJC and keep instruction current with the industries.

1. Provide a copy of the unit’s written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.

In fall 2014, to better address growing assessment priorities, the SOJC created the position of assessment director and appointed a senior faculty member holding an endowed chair to the position. As of spring 2017, that faculty member has moved into the Associate Dean for Undergraduate Affairs position, where she continues to serve as the assessment director. The assessment director’s annual reports are in Appendix II.9.B.

The SOJC’s revised assessment plan was approved in December 2014 (Appendix II.9.A). The curriculum is designed to introduce students early in their program of study to the twelve competencies and to reinforce them throughout their studies. Based on these competencies, ongoing curriculum mapping and measurement is used to guide curricular change as needed. Learning outcomes are standardized across sections of the same course and are designed to help students achieve the competencies.

Rather than rely on measures such as a single grade on an exam, paper, or a class to assess learning, the plan calls for a more holistic assessment of student learning. More focused measures are undertaken as deemed helpful in addition to those spelled out in the plan. For example, in 2015, several years after the Gateway series of classes (J205/206/J207) was established as a key part of the core curriculum, holistic assessment suggested that changes might need to be made to those classes. Pre- and post-course assessment measures of the Gateway series determined areas needing to be refined. In response, several changes took place, such as creating online videos for equipment instruction, freeing up class time for more conceptual work, and increasing the emphasis on visual theory and principles in lecture and labs. Subsequent assessment has shown improvement in students’ mastery of the desired course learning outcomes.
Assessment data drove a vote in spring 2017 for a curriculum revision that changed the upper division core context requirements to include the following three courses: Communication Law; Media Ethics; and Gender, Media, and Diversity. In addition, it revised the Gateway courses, eliminating Gateway III, and creating a new writing course to provide more writing training early in the program, as well as a new course designed to improve numeracy and research skills.

Implementation of assessment measures has focused on full engagement across the school with all majors engaged in assessment activities and in using assessment data to inform curricular change.

**Portfolio reviews:** The public relations major successfully launched its assessment level portfolio review in 2007. The advertising and journalism majors conduct professional portfolio reviews of select students each year. The faculty in each major place a great deal of weight on the feedback received and have adjusted their curricula and teaching strategies accordingly. For example, the advertising faculty completed a substantial restructuring of its curriculum in 2012 based in part on professional feedback. However, it became clear that the school needed to revise its portfolio review process to make sure that all three majors are using portfolio review measures that are closely aligned with ACEJMC’s values and competencies.

The assessment director began the process of building a new portfolio review process directly tied to ACEJMC’s values and competencies using student work collected in Canvas, the university’s learning management system, with the expectation that the program would be in operation during the 2016-17 academic year. Implementation was delayed due to university FERPA requirements until the beginning of the fall 2017 term. At that time, a pilot portfolio review process was launched, with fifteen professionals across the country invited to review the accumulated work of a randomly chosen seven (7) percent of all 2016–2017 graduates, stratified by major. Professionals accessed the materials using Dropbox and recorded their responses in a Qualtrics survey form. Reviewers included the senior manager for corporate communications at Salesforce, a digital strategist whose clients include Nike and NBC, and a former executive editor of the *Seattle Times*.

In general, the reviews were positive, with only two of 33 measures being at the mean and the rest being mainly well above. A strength noted across the majors was in addressing diverse audiences and issues—a notable finding, given that it stands in direct contrast to student exit survey data, in which students state they have not particularly increased their knowledge of diversity while at the SOJC. The biggest weakness noted across sequences was numeracy skills, which a new course piloted in fall 2017 (and will be required beginning fall 2018), is designed to strengthen.

Other relative strengths and weaknesses were idiosyncratic to each major and are being addressed at the major level. In advertising, for example, student work was praised for compelling arguments that were well-substantiated by research, but work is needed to strengthen the clarity of client perspective and use of data presentation tools. In journalism, reviewers praised the in-depth research evident, students’ strong global perspective, and the use of digital technologies. Weaknesses noted were in students’ lack of a variety of sources in their stories and their lack of ability to step outside their own perspectives. In public relations, reviewers praised students’ strategic thinking and use of infographics but wanted more multimedia work and clearer campaign metrics.
One issue that needs to be addressed moving forward is that most video pieces contained students’ names in the credits that could not be redacted. Thus, many video pieces could not be included in the portfolios for review because of FERPA restrictions. However, the process worked well overall. With the necessary clearances now in place at the university level, these portfolio reviews will take place every summer, using a random sample of 20 percent of all graduating seniors stratified by major and approximately 25 professional reviewers.

Data from the first set of reviews is included as Appendix II.9.B. Additionally, the public relations major conducts professional portfolio reviews of all students in the capstone J454 Public Relations Campaigns class, and full data are available for the 6-year study period.

Journalism faculty have experimented with several professional portfolio review processes, particularly in visual and multimedia journalism (bringing in professionals to evaluate and give feedback on student work) and leading workshop courses on portfolio building. Those processes have complemented regular review of student work across all journalism courses and in students’ applications for journalism capstone courses, including FLUX, OR Magazine, Allen Hall Studios/OR Media, Oregon News, Newsroom, and for internship programs such as the Charles Snowden Program for Excellence in Journalism and the Portland Experience. A report on the Journalism major’s assessment activities is in Appendix II.9.B.

The SOJC Advertising major also employs multiple approaches to portfolio review. There are two types of review: review by faculty and peers throughout the program in classes, workshops, and informal meetings; and review and feedback by professionals in a specific area of expertise.

Advertising has a robust approach to professionals and portfolio review. From the first introductory class in the major, J342 The Creative Strategist, through J448 Advertising Campaigns and other capstone experiences, students build their portfolios in each advertising area of specialization. In 2016–2017, professionals reviewed in person or digitally more than 450 portfolios of seniors and juniors. Their feedback leads to change. For example, professionals said students needed more opportunities for production of social content. Advertising now offers Social Media Content, a topics course for art directors, strategists, and producers exploring social films, Instagram, and Facebook campaigns. A report on the Advertising major’s assessment activities is in Appendix II.9.B.

**Internship supervisor survey:** All active internship supervisors are asked to fill out the assessment survey, including open- and closed-ended questions, at the end of each term. Data are available from May 2015 to present. Overall, interns are praised for being visual, creative problem solvers who know how to gather information. A total of 97.5 percent of internship supervisors say their interns were ready for entry-level work. Any weaknesses noted appear to be confined to a few individual students and not representative of systematic weaknesses in students’ training or preparation. The internship supervisor survey is included as Appendix II.9.C. Because internships are not required, the school recognizes that this measure as currently constructed provides a less than full picture of student competencies. The Student Services Center currently is working to develop a system that could make it possible to include the significant percentage of students who complete non-credit internships in this measure.

**Student Exit Survey:** The survey is conducted once each year at the end of spring term, and the most recent survey had a response rate of 60.8 percent. Data are available for the 6-year study period. Most questions use a 5–point Likert scale, with 5 equaling strongly agree. Students left the SOJC in the 2016–2017 AY believing they had improved their mastery of all of the professional values and competencies,
although to varying degrees. Students felt most confident of their mastery of digital tools and technology (M=4.48), visual communication skills (M=4.39), research skills (M=4.38), and writing (M=4.38). Students were less confident of the facility with numerical data (M=3.71), knowledge of legal issues apt to their field (M=3.73), and knowledge of global and local diversity (M=3.94). The Student Exit Survey and Data from 2017 are included as Appendix II.9.D; previous years will be available in the site team work room.

Of note are several areas demonstrating improvement from 2015 to 2017 as a result of curricular changes. For example, a peer-led writing coaching initiative begun in 2015 helped move the mean on writing skills from 4.18 to 4.38. A greater emphasis on client research and statistical skills in public relations and advertising campaigns classes and work with basic numeracy in Reporting 1 classes moved the mean on numeracy mastery from 3.47 to 3.71. Legal issues received greater attention in the Gateway series, increasing the mean score for legal knowledge from 3.47 to 3.73. No measures recorded significant dips during this same time period.

Alumni survey: The alumni survey is conducted at least every three years, and occasionally more frequently depending on specific needs as indicated by other assessment measures. Surveys were completed in 2012, 2015, and 2017, with response rates averaging about 33 percent. Data from the 2015 and 2017 surveys are included with this report as Appendix II.9.E. Historical data are also available.

The Alumni Survey and data from 2017 are included as Appendix II.9.E; data from previous years will be available in the site team work room.

Some sample findings are that recent graduates are significantly more likely to have studied abroad (p=.000) and to have had at least one internship (p=.000) than are less recent graduates. Recent graduates rate their training in digital tools and technology (p=.000), visual communication (p=.000), creative problem solving (p = .04), and presentation skills (p=.000) more highly than those who graduated in earlier years.

More recent graduates were also significantly more likely to state they had gained an understanding of domestic diversity issues (p=.000), global diversity issues (p=.000), and group dynamics (p=.000) than were less recent graduates. Conversely, less recent graduates were significantly more likely to state that they had gained more of an understanding of legal issues (p=.000) than were recent alumni.

These findings indicate that the SOJC curriculum has adapted to keep pace with industry and global changes. The decrease in understanding of legal issues helped drive the faculty vote to require Communication Law of all students beginning in Fall 2018.

Student Awards and Honors: The SOJC supports and encourages student participation in a range of award competitions with a major focus on national competitions including the American Advertising Federation National Student Advertising Competition, the AAF Most Promising Multicultural Student Award, the Associated Collegiate Press awards, the Columbia Scholastic Press Association, Hearst Intercollegiate Journalism Awards, NATAS Northwest Regional College Student Awards for Excellence, and the SPJ Mark of Excellence. While the faculty is very clear that the school does not educate to win competitions, student performance in these national arenas is used as an indicator of strengths and areas where improvement is needed. An abbreviated list of SOJC Student Awards is included as Appendix II.9.F.
2. Provide the unit's definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.

The SOJC definition of learning outcomes is found on page two of the assessment plan:

In line with the school's mission and ACEJMC curricular guidelines, eleven student learning outcomes guide our assessment measures for the undergraduate advertising, journalism, and public relations majors. The eleven outcomes are based on the ACEJMC professional values and competencies, while recognizing that each specialty may require specific knowledge in one or more of the eleven areas specified.

All SOJC graduates of the advertising, journalism, and public relations majors should be able to:
1. Understand the range of freedom of expression around the world and apply the principles and laws of freedom of speech to their profession/field.
2. Demonstrate an understanding of how professionals and institutions shaped communications relevant to their profession/field.
3. Demonstrate an understanding of diversity in domestic and global society and its impact as relevant to their profession/field.
4. Demonstrate a conceptual understanding of the use and presentation of images and information and apply them to their profession/field.
5. Understand and apply ethical principles appropriate to their profession/field.
6. Think critically, creatively and independently.
7. Conduct research and evaluate information by methods appropriate to their profession/field.
8. Write correctly and clearly in forms and styles appropriate to their profession/field.
9. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness.
10. Apply basic numerical and statistical concepts.
11. Apply tools and technologies appropriate to their profession/field, including verbal and visual presentation as apt.

3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide copies of any end-of-year assessment reports. If there are multiple reports from the six-year period, summarize the findings and make the reports available online.

DIRECT MEASURES

Portfolio Reviews: As noted above, while all three majors have made extensive use of portfolio reviews to evaluate student work and to engage professionals, the process has been uneven across the majors. Throughout the review period public relations had a well-designed assessment portfolio review process in place. The journalism and advertising majors engaged professionals to review student portfolios and made curricular changes as a result of professional feedback; however, their process was not as organized and was not focused exclusively on assessment.

Under the recently implemented portfolio review system, academic portfolios containing all SOJC student work completed within the SOJC are reviewed once a year. A stratified random sample, based on major,
is pulled from all students who are classified as seniors, for a current total of 30 portfolios from the three professional majors. These students’ academic work is then gathered through the Canvas course management system, names are redacted, and the subsequent academic portfolios of work are reviewed by a team of professionals in the students’ area of interest. Professionals are recruited nationally and portfolios are distributed using Dropbox. Work is assessed both quantitatively (see Appendix II.9.G) and qualitatively. Systematic strengths and weaknesses are noted and reported to Area Directors. As noted, this is the first year we have been able to perform academic portfolio reviews on a random sample of our students because of delays in FERPA clearance and access to student materials through the UO’s course management system. Now that clearances have been granted and the process is established, future reviews will examine a random sample of 20–25 percent of all graduating senior portfolios.

**Internship Surveys:** At the end of each term, a survey link is sent to internship supervisors. The survey contains both closed- and open-ended questions (See Appendix II.9.C). These surveys are kept short to help increase the response rate, and we continue to experiment with different incentives to increase the number of completed surveys. In the past three years, supervisors have generally praised their student interns, giving their writing, information gathering, and professional ethics particularly high marks. A few have expressed a desire for students to have more experience with particular software programs or with deadline pressure. The latter has resulted in J361 Reporting I and J352 Strategic Writing and Media Relations classes placing more emphasis on deadline writing during in-class exercises; the software requests have been taken up on a case-by-case basis. In some cases, fuller training on commonly used packages, such as Adobe Creative Suite in advertising and Excel in public relations, has been instituted. In other cases, where the program is not one commonly used by the industry, we have relied on Lynda.com training for the one or two students who might require specialized knowledge for their internship.

The assessment director analyzes the data from these measures each summer and writes a report that is shared with the administration and area directors of the school. The assessment director also collaborates with the majors, as requested, to go over specific data and areas of strength and weakness. An annual presentation is also made each fall at a regularly scheduled faculty meeting to share the results.

**INDIRECT MEASURES**

**Exit Survey:** Toward the end of spring term, a link to an exit survey is sent to each undergraduate student who has graduated or will graduate that academic year (See Appendix II.9.D). An incentive is provided, and response rates for the past three years have ranged from 43–60.8 percent. In 2015, students believed they had improved their knowledge in each of the core competency areas, with the exception of two areas: numeracy (M = 3.47 on a 5-point scale) and legal issues (M = 3.47 on a 5-point scale). In response, the faculty worked to increase inclusion of these concepts across the curriculum. For example, J361 Reporting I classes put more emphasis on necessary basic math skills, such as percentage change. Digital copyright issues were stressed in the Gateway series of classes required of all students. Two years later, improvement is noted across the board on these measures. Numeracy has risen from a mean of 3.47 to 3.71 and understanding of legal issues has risen from 3.47 to 3.73. These increases, while promising, are not enough, however, to demonstrate competency in the majority of our students, which is part of the impetus behind the 2018 curriculum change, which will require every student to take Communication Law (J385) and a new course designed to teach numerical literacy skills. In addition, the advertising sequence will be requiring all of its majors to take the J494 Strategic Communication Research Methods class, which
currently is required only of public relations majors. Another finding from the last three years of exit
survey data is that graduating students do not see the value of a broad liberal arts background or the more
conceptual courses they are required to take. Our student-run advertising agency, Allen Hall Advertising,
is developing a campaign that launched in fall 2017 to help students recognize the value these classes
provide as they prepare for careers in the industry.

**Alumni Survey:** A link to the alumni survey goes out at least every three years to those alumni for whom
we have email addresses, which is approximately 6,500 recipients. Response rates for recent surveys have
ranged from 25.6 to 30.7 percent of all recipients who opened the email. Similar to previous years, results
from the 2017 survey praised the knowledge of the faculty (M = 4.47 on a 5-point scale) and reinforced
that the SOJC’s emphasis on ethics is conveyed to its graduates (M = 4.25 on a 5-point scale).

Examining significant differences by year of graduation, more recent alumni believe they were more
respected by faculty; received more training in visual communication, media technologies, and
presentation skills; and were more exposed to issues of domestic and global diversity, and group dynamics.
These findings suggest that the SOJC’s curriculum is evolving to keep current with industry practices and issues.

An area of concern that emerged was that recent graduates did not feel as well prepared concerning
media law as did older alumni. This finding, along with similar findings from other assessment measures,
has helped drive the requirement that all students take J385 Communication Law beginning in fall 2018.

Also of note is that significantly more younger alumni report having participated in study abroad,
internships, and student groups than do older alumni.

**Student Awards and Honors:** This list has been compiled by the SOJC Communications Office and is
shared as needed with the assessment director to aid in data analysis and reporting. Because of recent
changes in the overall structure of the communications function at UO, it has been difficult for this office
to maintain the list for the last year and a half. Consequently, we have added duplication to the system,
with faculty services personnel also keeping a list, to ensure our data are complete. The awards help guide
the assessment process, such as demonstrating an increase in multimedia awards won following curricular
change to enhance multimedia education through the Gateway series and the addition of more advanced
courses in multimedia. An abbreviated list of awards is included as Appendix II.9.F; a complete list will be
available in the site team work room.

As with the direct assessment measures, the assessment director analyzes the data from the indirect
measures each summer and writes a report that is shared with the administration and area directors of
the school. The assessment director also works with the majors, as requested, to review specific data and
areas of strength and weakness. An annual presentation is made each fall at a regularly scheduled faculty
meeting to share the results.

4. **Describe the involvement of journalism and mass communication professionals, including alumni,
in the assessment process.**

Professional involvement is a hallmark of all assessment activities, with the exception of the Student
Exit Survey. Portfolio reviews are conducted by teams of professionals recruited nationally and discussed
with instructional personnel, allowing not just for quantitative scoring but for fruitful discussion of
issues as they arise and more detailed feedback. Offsite internship supervisors regularly evaluate and provide feedback to the SOJC on student work. Work by journalism students and faculty receives regular evaluation through professional review in courses; capstone interactions; student groups; competitions such as Ad Team, Bateman, Associated Collegiate Press, Columbia Scholastic Press Association, and the Hearst Foundation; and participation in national conferences such as the Society of Professional Journalists, Public Relations Student Society of America, and SXSW. Current professional involvement centers on members of our Journalism Advisory Council, who are highly regarded national and international members of their respective fields. The internship supervisor survey is sent to all professionals who supervise for-credit internships. The majority of these professionals are located on the West Coast, but some are in other US major-media markets, such as Chicago and New York, and still others are international, particularly London and cities in Australia. Approximately two-thirds of our alumni survey respondents are working media professionals or have retired from media positions. Most of these professionals are also based on the West coast. The respondents to the alumni survey tend to be those who retain close ties to the SOJC and are eager to share their experiences and expertise to help guide curriculum development. Professionals judge the majority of the competitions our undergraduate students enter, and the Student Awards and Honors list demonstrates how professionals across the country judge the quality of our students’ work.

5. **List online the major awards won by the unit’s students in local, regional, or national competitions in the past six years. Limit to five a year period.**

The abbreviated list of major awards is in Appendix II.9.F and a complete list will be available in the site-team workroom. During the review period SOJC students won one national championship in the AAF National Student Advertising Competition, seven Pacemakers, six Gold Crowns, one Silver Crown, four “regional emmys,” two Hearst top 10 overall and 11 Top Ten awards in the Multimedia, Writing, and Photojournalism categories, and two SPJ National Marks of Excellence.

6. **List online by specialty each member of the graduating class of 2014 and those graduates’ current jobs. If practical, please give a total number of “unknowns” rather than including them in the list. Describe the program used to track graduates to assess their experience in the professions and to improve curriculum and instruction.**

The Class of 2014 list includes 78 percent (416 of 531) of the graduates. The school contacted the graduates via email and social media in late summer 2017. The results of the data gathering were discussed using preliminary data at the school’s annual beginning-of-the-year retreat and in more detail at a meeting of the Undergraduate Affairs Committee in fall 2017. The report detailed the class profile by major, identified current employers and the number of graduates working at individual companies, the geographic locations of the graduates, and the listed job titles.

Certain categories were predictable:

1. The majority of SOJC graduates remain on the West Coast with the largest concentrations in the states of Oregon and California, with Portland and San Francisco leading the list of cities;
2. Nike and 72andSunny, two companies with close ties to the SOJC and the UO, had the largest concentration of graduates working for them.
Other findings were encouraging or raised important questions:

(1) A significant number of graduates are in New York City. This may be evidence that the annual trips to visit New York agencies started by the advertising major and the more recent trips organized by journalism are having an impact on students’ career choices;

(2) The number of journalism graduates in the class is additional evidence of the continued strength of the major in the SOJC.

Perhaps the most significant finding is the more than 250 job titles reported. While the majority of the graduates are working in communication-related fields, the range of positions suggests the challenge faced in journalism education: Are we considering this broad range of career paths as we design curriculum? And, the range of job titles held by journalism graduates mirrors the flux in the industry, requiring that we keep our curriculum flexible enough to respond quickly to industry changes. These questions and other raised by the survey currently are being discussed in the school.
2017-2018

SELF-STUDY REPORT APPENDIX
FOR ACCREDITATION IN JOURNALISM AND MASS COMMUNICATIONS

Submitted to the Accrediting Council on Education in Journalism and Mass Communications
by the University of Oregon School of Journalism and Communication
November, 2017
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Appendix II.1.A

UO ORGANIZATIONAL CHART

University of Oregon School of Journalism and Communication Self-Study Report

University of Oregon Leadership Organizational Chart
(Updated 07/01/17)
Appendix II.1.B
SOJC ORGANIZATIONAL CHART

[Organizational chart diagram]

*Dual reports to Associate Dean of Graduate Affairs & Research
Appendix II.1.C
SOJC ADMINISTRATIVE POSITION DESCRIPTIONS

EXECUTIVE LEADERSHIP TEAM

EDWIN L. ARTZT DEAN—Professor Juan-Carlos Molleda
The dean is the school’s chief academic and fiscal officer. He is responsible for all aspects of the school’s operation. Chief responsibilities include overseeing all instructional programs, faculty and staff, budget management, development, and external relations. The dean spearheads the School’s fundraising goals and serves on the university-wide Academic Leadership Team. Faculty committees report to the dean. The dean reports to the provost and senior vice president. This position is an officer of administration on a 12-month appointment.

SENIOR ASSOCIATE DEAN—Professor Leslie Steeves
The Senior Associate Dean for Academic Affairs oversees academic affairs of the school, oversees faculty personnel matters, and supervises or co-supervises supporting staff. The Senior Associate Dean for Academic Affairs works closely with the Associate Deans for Undergraduate and Graduate Affairs, the Associate Dean for Operations, the Director of Communications and the Dean’s office to coordinate affairs of the school and strategic academic initiatives, and with Undergraduate and Graduate Affairs Committees and others to facilitate ongoing curriculum review and improvement. The Senior Associate Dean for Academic Affairs reviews travel and research requests, coordinates tenure and promotion (along with the dean), assists the dean’s office with academic searches and with annual review, resolves faculty, student and staff concerns related to academic affairs, and undertakes special projects as assigned, including strategic academic initiatives and the coordination of self-studies for program review and accreditation in collaboration with others. The Senior Associate Dean serves as liaison with other UO units as appropriate. The Senior Associate Dean serves on a 12-month appointment unless otherwise indicated, reports to the Dean and remains involved in research, teaching and advising undergraduate and graduate students. This position reports to the Dean.

ASSOCIATE DEAN FOR GRADUATE AFFAIRS AND RESEARCH—Professor Seungahn Nah
The Associate Dean for Graduate Affairs and Research is charged with promoting and enhancing the research mission and productivity of the SOJC, including grant funding, in alignment with UO priorities; and with building the national and international profile of our doctoral program, and of SOJC Eugene- and Portland-based master’s programs, while supporting existing and implementing new graduate initiatives, including new professional master’s and online or hybrid programs, with the goal of increasing graduate enrollment and revenue. The associate dean provides oversight and coordination of the SOJC’s master’s and doctoral programs in Eugene and Portland and chairs the SOJC Graduate Affairs Committee.

ASSOCIATE DEAN FOR UNDERGRADUATE AFFAIRS—Professor Pat Curtin
The associate dean manages undergraduate affairs and supervises the Assistant Dean for Student Operations, Director of Student Services, Coordinator of Instructional Technology, Visual Production Coordinator and the Instructional Services Manager. The associate dean supervises the undergraduate curriculum, hires adjunct faculty and makes decisions relating to enrollment management, course scheduling, student grade appeals, student petitions and admission to the major, program development, and articulation with other institutions.
The associate dean chairs the Undergraduate Affairs Committee, serves on the Executive Leadership Team, serves ex officio on the Graduate Affairs Committee, and works with the Dean, Senior Associate Dean and Associate Dean for Graduate Affairs to coordinate affairs of the school. The associate dean reports to the Dean, undertakes special projects as assigned and serves on a 12-month appointment. The associate dean also teaches and advises theses and dissertations.

ASSOCIATE DEAN FOR ADMINISTRATION AND FINANCE—Ray Sykes

The SOJC Associate Dean for Administration and Finance (ADAF) serves as the school’s principal business officer, managing administrative, financial, and human resource functions for the school. The ADAF serves as a strategic adviser on matters involving deployment of SOJC resources. The ADAF supervises directors and lead staff for Finance, Human Resources, Information Technologies, Administrative Operations, and Facilities, and facilitates strategic planning in those areas.

The ADAF is responsible for reviewing, developing and implementing SOJC business and HR policies, and is called upon to serve as the Dean’s designee for policy development and execution of faculty and staff collective bargaining related policies. As a member of the Dean’s leadership team, the ADAF is charged with authority to accomplish broad goals and objectives set by the SOJC Dean and/or central administration.

EXECUTIVE DIRECTOR, GEORGE S. TURNBULL PORTLAND CENTER AND AGORA JOURNALISM CENTER—Regina Lawrence

The Director serves as the chief administrator and strategic leader of the Turnbull Center and the Agora Journalism Center. The Director reports directly to the SOJC dean, supervises three resident faculty and four full-time staff, and works in collaboration with appropriate SOJC administrative personnel to oversee SOJC Portland-based outreach and programming. Responsibilities include managing the SOJC’s Portland budget and seeking external funding for Turnbull and Agora Centers’ programming; overseeing curriculum, course scheduling, and hiring of pro tem instructors; coordinating Turnbull and Agora Center activities; representing the SOJC in diverse public and professional communities; developing recruitment, marketing and branding strategies for the Turnbull and Agora Centers and their programs; serving as the SOJC’s liaison to the University of Oregon Portland management team and related committees; and serving as the Turnbull and Agora Centers’ lead liaison to the Eugene campus.

UNDERGRADUATE AREA DIRECTORS (FORMERLY AREA COORDINATORS)

Advertising: Chambers Distinguished Professor Deborah Morrison
Journalism: Professor Julianne Newton (interim)
Public Relations: Chair in Public Relations and Professor Donnalyn Pompper
Media Studies: Philip Knight Chair and Professor Janet Wasko

Undergraduate Area Directors oversee instructional and related activities in the undergraduate majors (Advertising, Journalism, Media Studies and Public Relations). Duties include:

- Manage curricular and extracurricular activities in the major
- Develop and manage the schedule of classes in the major in consultation with the associate dean for undergraduate affairs and the instructional services manager
- Coordinate course assignments in consultation with the dean and associate deans
- Recruit adjunct faculty in consultation with the associate dean for undergraduate affairs
• Manage budget for visitors, events and programmatic activities in the major. The budget will be assigned as a line in the Instructional Budget overseen by the associate dean for undergraduate affairs.

• Work with Student Services to coordinate faculty advising, mentoring and internship activities specific to the majors

• Develop and implement assessment activities in the major consistent with SOJC and University assessment plans

• Serve on the Undergraduate Affairs Committee

GRADUATE AREA DIRECTORS

Journalism Master's: Instructors Sung Park and Todd Milbourn
Multimedia Journalism Master's: Assistant Professor Wes Pope and Senior Instructor Sung Park
Strategic Communication Master's: Assistant Professor Donna Davis
Advertising and Brand Management Master's: Professors Deborah Morrison and Kim Sheehan

Graduate area directors oversee instructional and related activities in the professional master's degree programs. Duties include:

• Develop and manage curricular and extracurricular activities in the program

• Develop and manage the schedule of classes in the program in consultation with the dean, associate dean for graduate affairs, Turnbull director and graduate programs manager

• Coordinate course assignments in consultation with the associate dean for graduate affairs and the Turnbull director

• Recruit adjunct faculty in consultation with the associate dean for graduate affairs and Turnbull director

• Recruit top applicants to the program, in collaboration with the associate dean for graduate affairs, graduate programs manager, graduate recruitment manager, and communications director.

• Oversee application review

• Manage budget for visitors, events and programmatic activities in the major. The budget will be assigned as a line overseen by the associate dean for graduate affairs and/or Turnbull director.

• Coordinate faculty advising, mentoring and internship activities specific to each degree in consultation with the Graduate Affairs office

• Develop and implement assessment activities in the program consistent with SOJC and University assessment plans

Directors are appointed by the dean in consultation with the associate deans, Turnbull director, and area faculty. Directors typically serve for three years, with reviews conducted as part of the annual faculty portfolio process. The dean considers faculty and staff input regarding renewal decisions. Directors’ salaries are based on a ten-month contract (adds an additional month of salary) with the understanding that some responsibilities require attention over the summer. Directors receive a $10,000 stipend and a one-course release from the standard 5-course (TTF) or 6-course (NTTF) teaching assignment while serving as directors. Requests for additional course releases are determined as part of the annual faculty portfolio review in consultation with associate deans and in consideration of curricular needs.
HONORS PROGRAM AND GATEWAY COORDINATORS

HONORS PROGRAM COORDINATOR—Professor Kim Sheehan
Honors Program coordinator is responsible for overseeing instructional activities in the program. Duties include:

- Develop and manage curricular and extracurricular activities in the Honors Program
- Call for and review course proposals
- Select and coordinate course offerings in consultation with the associate dean for undergraduate affairs and the Media Studies area director
- Recruit students into the SOJC Honors Program
- Supervise the application and selection process in coordination with the associate dean for undergraduate affairs
- Work with Student Services to coordinate faculty advising specific to the Honors Program
- Develop and implement assessment activities in the Honors Program consistent with SOJC and University assessment plans

GATEWAY COORDINATOR—Sr. Instructor Lisa Heyamoto
Gateway Coordinator oversees the Gateway to Media module. Duties include:

- Develop and manage the schedule of classes in consultation with associate dean for undergraduate affairs and the instructional services manager
- Coordinate course assignments in consultation with the associate dean for graduate affairs
- Coordinate the work of faculty and GTF’s in the Gateway course series
- Develop and implement consistent coursework, labs and student experiences across the Gateway sections
- Work with the area directors and associate dean for undergraduate affairs to coordinate curricular flow from the pre-major core to Gateway and from Gateway to the majors
- Work with Student Services to coordinate faculty advising related to Gateway
- Develop and implement assessment activities in Gateway consistent with SOJC and UO assessment plans

Coordinators are appointed by the dean in consultation with the associate deans and appropriate faculty. Coordinators typically serve for three years, with reviews conducted as part of the annual faculty portfolio process. The dean considers faculty and staff input regarding renewal decisions. Coordinators’ salaries are based on a ten-month contract (i.e., an additional month of salary) with the understanding that some administrative work requires attention over the summer. Coordinators receive a $7,500 stipend and a one-course release from the standard 5-course (TTF) or 6-course (NTTF) teaching assignment while serving as a coordinator. Requests for additional course releases are determined as part of the annual portfolio review in consultation with the associate deans and in consideration of curricular needs.
INSTRUCTIONAL TECHNOLOGY

DIRECTOR OF INFORMATION TECHNOLOGY—Gary Sullivan
The Director of Information Technology is responsible for the service and project portfolio management across IT working with School leadership ensuring alignment with strategic priorities. Responsible for Strategic Planning within the School and participates in strategic initiatives across IT at the University. Furthermore, this role partners with the Faculty Technology Committee chair in developing technology governance for technology purchases, policies and projects but also works to evaluate new technology that potentially advances teaching and research. Finally, this role is responsible for the structure and financial management of the technology budget.

ACADEMIC IT MANAGER—Matt Schmidt
The Academic IT Manager oversees the instructional and academic technology services for the SOJC. Broadly this includes SOJC course support including the learning management system, video conferencing, distance/online learning, instructional facilities and equipment for academic technologies, and student groups. The Academic IT Manager is responsible for managing (planning, resourcing, execution and closing) technology projects that are undertaken by SOJC IT. The Academic IT Manager also serves as the technology purchaser (computer hardware, software and peripherals, classroom AV technology and production and photographic equipment) for the SOJC.

DIGITAL EQUIPMENT CONSULTANT—Tom Lundberg
The Digital Equipment Consultant oversees the inventory, maintenance, storage, documentation and dispersal (averaging 2,000 transactions per term) of the J-school’s extensive library of production equipment to student patrons and faculty. Consults with faculty helping them integrate production equipment into their courses. Trains faculty, students and student employees in the proper use and care of high-end production equipment.

IT OPERATIONS MANAGER—Ryan Stasel
The SOJC IT Operations Manager is responsible for the management of the SOJC ITOps group. This not only means the day to day running of the ITOps group, but also the longer term planning and implementation of service changes (including computing lab upgrades, server upgrades, Office computer upgrades, etc), updates, budgeting, and managing ITOps projects. The ITOps Manager is also responsible for the continual process of ITSM implementation and continual improvement to the processes that have already been implemented. The ITOps Manager also serves as the end of the support chain for SOJC related ITOps Incidents (Something is broken…) and Requests (I need...).

WEB ADMINISTRATOR—Louie Vidmar
The SOJC Web Admin’s primary responsibility is developing and maintaining all technical aspects of the school’s online presence and serve as the subject matter expert for all SOJC web technologies. The Web Admin works within the SOJC IT Operations team, performing project management, programming, database administration, and other tasks required for the ongoing maintenance and enhancement of the SOJC web presence. The SOJC Web Admin also serves as the primary Systems Admin for Requests and Incidents relating to SOJC File servers, and local support for Central Information Services hosted Microsoft Exchange.
USER SUPPORT SPECIALIST—Cameron Shultz
The User Support Specialist provides first- and second-tier direct technical support and technology recommendations to the SOJC community that enhance technology for academic, research and administrative computing. This position works closely with a team of services staff, full-time and student employees, and other IT professionals. This position coordinates the day-to-day operations of the Tech Desk within the SOJC Operational IT group. This includes assisting customers in solving a broad range of software and hardware computer problems, lab and classroom tier 1 AV issues, training student employees, and contributing to the evaluation and management of services provided to the campus community.

DEVELOPMENT

SR. DIRECTOR OF DEVELOPMENT—Lauren Wilcox
The Senior Director of Development (Sr DOD) serves as the chief development officer for the School of Journalism and Communication and works closely with the dean to support priorities of the school. The Sr DOD is responsible for the overall fundraising strategy and is tasked with the identification, qualification, cultivation, and solicitation of prospects with the capacity to make gifts of $100K or more. The Sr DOD manages the SOJC development team, creates strategies around fundraising priorities, staffs the dean on donor visits and is responsible for meeting annual fundraising goals. The Sr DOD travels frequently and is responsible for creating and implementing a fundraising travel schedule and hosting key donor events.
Meeting frequency: The Sr DOD and the Dean meet weekly unless one of them is traveling.

ASSISTANT DIRECTOR OF DEVELOPMENT, DONOR RELATIONS & STEWARDSHIP—Katie Underwood
The Assistant Director of Development, Donor Relations, and Stewardship is responsible for managing a variety of complex stewardship programs, directly contacting donors in relation to existing gifts, and helping the SOJC meet its fundraising goals through support of donor cultivation and stewardship events. Stewardship is the process of how we maintain our relationship and report back to donors about the impact their gift had on the SOJC. The position is integral to the fundraising process, and is often what helps secure new additional gifts from donors. The Assistant Director works directly with donors of endowed and current use funds, coordinates the school’s annual fundraising program in cooperation with Annual Funds in central advancement, plans and implements the SOJC’s endowment reports and personalized donor stewardship, supports external donor events, and major gift donor campus visits. The ADD is responsible for updating and distributing the named positions, spaces, and program list, and supports all questions related to donor protocol. The ADD meets quarterly with the dean about specific stewardship topics.

DEVELOPMENT PROGRAM ASSISTANT—Thanha Schafer
The Development Program Assistant (DPA) coordinates the effective and efficient operation of the Development Programs of the SOJC. The DPA manages the Director of Development’s calendar and coordinates travel to visit major donors and prospects. Before the visits, the DPA does research for the DOD on visits, and after these visits, the DPA will follow up on donor requests, enter contact reports, etc. The position will process financial transactions and work with the the Development Officer and UO foundation to create gift agreements. After the gift agreement is created, the DPA tracks the gift agreement to ensure timely processing. The DPA assists the Assistant Director of Development, Donor Relations and Stewardship in their donor relations role. The DPA will prepare thank you notes, coordinate development related campus visits and prepare Major Gift Donor Briefs for events, phone calls and donor visits.
COMMUNICATION AND EVENTS

DIRECTOR OF COMMUNICATIONS—Melissa Antaya
The director of communications is responsible for all aspects of communications and marketing for the UO School of Journalism and Communication. This includes traditional media, interactive media, and social media for diverse audiences. She manages and coordinates the SOJC branding, marketing, public relations, media relations, and print publications, and the school’s digital footprint. Finally, this role is responsible for the structure and financial management of the communications and events budgets.

SENIOR GRAPHIC DESIGNER—vacant
The senior graphic designer ensures that the production of publications and graphic work portrays an accurate and favorable image of the SOJC and follows the university’s graphic identity standards. The senior graphic designer supports all communications efforts for marketing and events, and has decision-making authority concerning publication projects and graphic identity policy. The SGD also manages the flow of projects through all aspects of creative services and works with SOJC clients to ensure a high level of customer service. The SGD may also oversee purchases related to design and editing services.

MANAGING EDITOR OF DIGITAL AND EDITORIAL CONTENT—Andra Brichacek
Reporting to the Director of Communication in the SOJC, the managing editor creates written content and provides editorial support for publications, both print and digital, distributed from the SOJC. This includes but is not limited to writing for outside media outlets, the SOJC website, social media, newsletters, press releases, media alerts, marketing materials, and calendar postings.

The managing editor works closely with the Director of Communication to develop editorial and digital strategy, seek out and develop story ideas, and foster relationships with UO and alumni sources. The managing editor takes the lead in the planning, coordination, writing, and editing of SOJC news stories and marketing communications, copyediting and proofreading, and social media, and performs other duties as a creative contributor to the SOJC Communications and Events office.

The managing editor, with direction from the Director of Communication, writes stories featuring the SOJC to pitch to external industry sources, such as MediaShift and HuffPost Education, and gives SOJC faculty guidance and assistance in pitching stories under their bylines.

In addition, the managing editor acts as supervisor for editorial student interns, which includes working with them to plan and produce all text, photographic, video, and designed content for the SOJC website, student blog, and social media channels. The managing editor is also the student interns’ point of contact for matters related to their employment, such as scheduling, time cards, and internship requirements.

EVENT MANAGER—Emma Oravecz
The events manager is the primary project manager for external and internal events in Eugene housed in the SOJC. This position is responsible for sharing the SOJC’s story by developed strategic events and programming that align with the SOJC’s priorities, as identified by the dean’s office. In conjunction with the SOJC communications staff, the events manager helps to conceptualize and implement communication strategies for each event. This position also leads projects from inception to completion and is responsible for managing key relationships with administration, campus stakeholders, and outside vendors.
ACADEMIC SUPPORT

INSTRUCTIONAL SERVICES MANAGER—Sue Varani
This position manages and supervises all services provided by Faculty Services. This position reports to Associate Dean for Undergraduate Affairs. This position is responsible for planning and scheduling the SOJC undergraduate instructional curricular program, working closely with the Associate Dean for Undergraduate Affairs and the Associate Dean for Graduate Affairs, the area directors (Journalism, Public Relations, Advertising, Media Studies), and the Gateway Coordinator. This position provides enrollment management for capturing and increasing student credit hours (SCH), tracks faculty workloads, and identifies and coordinates course and curricular needs for scheduling. This position works with the the Office of the Registrar, coordinating the department scheduling needs for maximum utilization of classrooms in both the general classroom pool and SOJC departmental controlled seminars, classrooms, and computer labs. SOJC curricular scheduling needs follow the academic calendar adhering to the Registrar scheduling rules, production dates and deadlines.
This position serves as one of the SOJC departmental CourseLeaf representatives and is responsible for all undergraduate changes to the departmental catalog. This includes curricular changes to either SOJC majors or minors, and any program or certificate modifications or additions.

CURRICULUM AND STUDENT GROUP COORDINATOR—Melody Olmsted
This position provides support for curriculum and scheduling needs for the department, manages a variety of term-by-term report tracking and term deadlines in partnership with the Instructional Services Manager and the Office of the Registrar. In addition, this position serves as the primary support services coordinator for all SOJC student groups (30+) and their faculty advisers, including: logistical support for student group requests (within Allen Hall and elsewhere on campus); communicating student group policies and procedures; tracking and monitoring student group office space; and maintaining and updating the student group resource web page. This position provides administrative support for record-keeping logistics and scholarship applications for the Assistant Dean of Student Operations.

FACULTY SERVICES COORDINATOR—Tami Oar
This position is responsible for all support functions of the school’s faculty services office, providing instructional support for SOJC in both Allen Hall and the Franklin Building. It oversees the full range of support to the academic mission of the SOJC. It supports faculty and staff by planning, organizing, and conducting administrative, instructional, and technical work in the day-to-day operation of the faculty services office. This position has responsibility for design and maintains the faculty services web page. Key services provided are: telecommunication support, key and prox access, instructional printing requests, parking permits, mailing services, meeting reservations, copier management, and supply and stationery purchases. This position leads the hiring, scheduling, training, and supervision of two student employees.

ASSISTANT DEAN FOR STUDENT OPERATIONS—Greg Kerber
The Assistant Dean for Student Operations provides support to the associate dean for undergraduate affairs in the areas of scholarships, budgetary planning, enrollment management, data management, curriculum implementation, schedule review, and related areas. The assistant dean works closely with the Instructional Services Manager and reports to the Associate Dean for Undergraduate Affairs, is an officer of administration and serves on a half-time 12-month appointment.
GRADUATE PROGRAM OFFICE

GRADUATE PROGRAMS MANAGER—Jered Nagel
This position reports to the Associate Dean for Graduate Affairs and Research. The Graduate Programs Manager is responsible for the day-to-day operations of the Graduate Programs Office, including overseeing the admissions process, reviewing students’ progress toward graduation, working with the Journalism Graduate Student Association (JGSA) to plan events, providing general advising, representing the SOJC at various recruitment events, maintaining the graduate student handbook, assisting with budget tracking, coordinating Graduate Employee (GE) assignments each term, resolving student issues, supporting the Graduate Committee.

GRADUATE PROGRAMS ASSISTANT—Maria Heider
This is a half-time classified position that assists with the administration of the SOJC graduate programs, including: maintaining graduate student files, responding to inquiries about the programs, preparing admissions files for review, managing course preauthorizations, coordinating comprehensive exams, scheduling thesis/project defenses, preparing Graduate Employee (GE) contracts, coordinating orientation and other events, and otherwise providing general office support for the Graduate Programs Office.

ADMINISTRATION AND FINANCE

HUMAN RESOURCE MANAGER—Jessica Marquez
The HR Manager oversees all employment activities for the SOJC. This includes recruitment, selection process, and student employment; employee relations; HR data management, payroll, and reporting; employee onboarding and exiting; and other employee related training and projects.

The HR Manager is the primary contact for SOJC faculty and staff regarding university HR programs, benefits, and leaves. In addition, the HR Manager is a liaison to Central HR as part of the HR Partners Network and sits on several committees. This position reports to the Associate Dean for Administration and Finance, who provides oversight and strategic direction.

OPERATIONS COORDINATOR—Gail Tinkham
The Operations Coordinator serves as the initial point of contact for the operations and business office. This position assists the Associate Dean for Finance and Administration with scheduling and administrative tasks as well as provides back-up support to faculty services, Dean’s office, and other operation units during the absence of primary staff or times of heavy workload. In addition, the Operations Coordinator assists the Finance, HR, and IT managers and the Communication Director with administrative duties including data entry and tracking, supports committees and meetings within the SOJC Operations realm, and assists faculty and staff with the completion of forms and HR/Business office documentation. The OC is also the P-Card Holder, and Duck Depot Buyer and facilitates all the airfare authorizations, and conference registrations.

MANAGER OF FINANCIAL PLANNING AND ANALYSIS—Josh Buetow
The Manager of Financial Planning and Analysis (MFPA) is responsible for building, managing, and implementing SOJC’s budgeting and analytical reporting systems. In this role, the MFPA will deal with confidential information, and will make recommendations regarding a variety of high level financial and operational initiatives that may include budget reductions, chart of accounts, position transfers and/or eliminations, resource realignments and policy interpretation.
The MFPA reports to the Associate Dean for Administration and Finance, and works directly with senior management, academic leadership, and unit directors and managers to help them understand and manage their budgetary expenditures. The MFPA may periodically lead or direct the work of the SOJC/Central Business Services Office (CBFO) accountants as needed. Examples include transactional execution, expenditure policy interpretation, documentation requests and reporting. The MFPA is responsible for designing and managing workflows for business processes within SOJC, establishing and maintaining proper internal controls for SOJC business operations, and approving invoices for SOJC. This position serves as the budget authority-designee for procurement card statement reconciliation.

The MFPA also serves as the lead technical staff member with respect to financial and operational systems. In that capacity, this position is required to maintain expert-level familiarity with all UO financial systems, including but not limited to Banner, IDR, and Data Warehouse. The MFPA builds and maintains budget collection tools and budget reports for the school.

ACCOUNTING TECHNICIAN—Brian Conley
The Accounting Technician provides accounting support to the SOJC. This position primarily supports accounts payable, travel reimbursements and deposits, although other receivables and fiscal tasks are assigned as needed.

BUILDING SERVICES COORDINATOR—Tom Rozinski
This position is responsible for managing and coordinating all aspect of building services and maintenance needs (inside and outside) of Allen Hall, which is approximately 59,000 sq. ft. This position also is responsible for conducting and coordinating all building services requests for SOJC’s second location at 1715 Franklin Blvd. and providing support to the Portland White Stag facility. This position is also responsible for large and small project management, and coordinating student display projects. This position is also responsible for management of the emergency preparedness and business continuity plan. This position is also responsible for tracking, inventory and archival of historical documents and art, provides logistical support for relocating offices, coordinates furniture purchases/repair/replacement, furniture maintenance, oversees key control, lock control, and coordinates inventory. This position represents Allen Hall to internal and external audiences, including law enforcement for internal incident and security issues, as well as interacting daily with a variety of campus operations constituents. This position coordinates, schedules, and tracks space utilization and classification within SOJC and with campus entities. The position works closely with various leadership groups, and uses decision- making and supervisory skills to organize, support and orchestrate the flow of building activities, work requests/reviews, schedules, and calendar of events. This position leads the hiring, scheduling, training and supervision of a team of 1-3 student building monitors.

GEORGE S. TURNBULL PORTLAND CENTER AND AGORA JOURNALISM CENTER

EXECUTIVE ASSISTANT—Andrea McFarlane
The Executive Assistant provides administrative support in daily operation and management of SOJC Portland. This position reports to the Executive Director of the Turnbull Center and Agora Journalism Center. Responsibilities include monitoring SOJC’s Portland budget and approving expenses; providing executive support to the director, such as calendar scheduling and travel assistance; hiring, training, and supervising student support; managing the MMJ equipment checkout operation; managing the course schedule and
classroom scheduling; coordinating hiring of pro tem instructors; supporting faculty teaching in Portland, whether resident, visiting from Eugene, pro tem, or part-time NTTFs; supporting current students; and coordinating special projects and auxiliary services.

OUTREACH AND EVENTS PROJECT MANAGER—Erika Vogt
The Communication and Events Project Manager, reporting to the Director of the Turnbull Center, has primary responsibility for the external and internal events and accompanying communication plans at SOJC in Portland. This position is responsible for SOJC’s story in Portland by developing and supporting signature external and internal events that fit within the mission of SOJC in Portland, helping to conceptualize a communication strategy/plan for each event, and leading projects from start to finish in coordination with the communications staff, leadership, and stakeholders. This position works closely with the SOJC Communication and Events Office in Eugene.

NEXTGEN MEDIA OUTREACH COORDINATOR—Anthony Whitten
The NextGen Media Outreach Coordinator reports to the Executive Director of the Turnbull Center and supervises one Education Program Assistant. The Coordinator is responsible, in consultation with the Turnbull Director, for managing the budgets of the SOJC Scholastic Journalism program and the Northwest Scholastic Press Association (NWSP), as well as serving as the executive director of NWSP. Other responsibilities include organizing the annual Fall Press Day on the UO campus; maintaining relationship and collaboration with NWSP and Oregon Journalism Education Association (OJEA); creating workshops for high school students and journalism advisers; and building SOJC’s recruitment efforts with special emphasis on increasing the diversity of the SOJC student body.

GRADUATE RECRUITMENT MANAGER—Stacy Bazzana
The Graduate Recruitment Manager is responsible for creating, coordinating, managing, and evaluating marketing, recruitment and enrollment for the SOJC’s three professional Master’s programs. This position reports to the Executive Director of the George S. Turnbull Portland Center and the Associate Dean for Graduate Affairs. Responsibilities include developing and executing a recruitment and marketing strategy for the SOJC’s three professional Masters programs; managing short- and long-term plans for MA program recruitment and enrollment targets; developing student leads for SOJC professional MA programs through a variety of outreach initiatives, including face-to-face, phone, online and on- and off- campus events and meetings; creating and coordinating communications to new student leads, prospective students and admitted students and providing counseling on program attributes to potential applicants; providing ongoing interface with potential students through the selection and admission process of the three programs; and working with other offices in SOJC and the UO to ensure a high quality experience for incoming and current professional MA students.

EDUCATION PROGRAM ASSISTANT—Simone Myers
The Education Program Assistant supports the SOJC’s outreach and educational programs for Oregon high schools and the SOJC’s work in partnership with NWSP. This position reports to the Scholastic Journalism Outreach Coordinator and works with the Coordinator, Turnbull Director, and NWSP leadership to plan and execute education outreach and events. The Education Program Assistant is responsible for assisting with Fall Press Day, Student Media Olympics, journalism workshops, and adviser trainings; traveling with the Coordinator on local, statewide, and national recruiting trips; working at recruitment booths; supporting office organization and record-keeping processes; and helping maintain recruitment and workshop materials and supplies.
STUDENT SERVICES

DIRECTOR OF STUDENT SERVICES—Sally Garner
The Director reports to the Associate Dean for Undergraduate Affairs and provides academic and career advising for undergraduates in SOJC. The position is responsible for the undergraduate leadership, administration and student services provided to the School. This includes providing leadership to improve retention and academic advising, managing School processes related to undergraduate programs, and providing undergraduate student services. In collaboration with a faculty director, this position handles the administrative aspect of the SOJC honors program.

ASSOCIATE DIRECTOR OF STUDENT SERVICES—Miranda Atkinson
This position reports to the Director of Student Services and provides academic and career advising for undergraduates in SOJC. The position is the unit’s chief career adviser and provides strategic planning, assessment and long term/short term goals for career services within the SOJC. As chief career adviser, the associate director is the unit’s liaison to UO’s Career Center and other career advising units within academic departments, and collaborates with these campus partners on campus-wide career advising initiatives.

ASSISTANT DIRECTOR OF STUDENT SERVICES—Rachel Allen
This position reports to the Director of Student Services and provides academic advising for undergraduates in the SOJC; coordinates with other UO student services; assists with student recruiting, orientation sessions and commencement activities; assists the Director of Student Services in enrollment and registration management activities. This position also advises SOJC students seeking internships and jobs and coordinates internship/job search databases and/or announcements. In collaboration with other Career and Academic Advisers, this position handles the administrative aspect of the school’s Snowden Internship Program.

CAREER AND ACADEMIC ADVISER—Julia Morrill
This position reports to the Director of Student Services and provides academic advising for undergraduates in the SOJC; coordinates with other UO student services; assists with student recruiting, orientation sessions and commencement activities; assists the Director of Student Services in enrollment and registration management activities. This position also advises SOJC students seeking internships and jobs and coordinates internship/job search databases and/or announcements. In collaboration with other Career and Academic Advisers, this position handles the administrative aspect of the school’s Portland Paddle (a partnership with PRSSA).

CAREER AND ACADEMIC ADVISER—Stephanie Heffner
This position reports to the Director of Student Services and provides academic advising for undergraduates in the SOJC; coordinates with other UO student services; assists with student recruiting, orientation sessions and commencement activities; assists the Director of Student Services in enrollment and registration management activities. This position also advises SOJC students seeking internships and jobs and coordinates internship/job search databases and/or announcements. In collaboration with other Career and Academic Advisers, this position handles coordination of career advising workshops.

UNDERGRADUATE PROGRAM COORDINATOR—Joan Stempniak
This position manages the Student Services office, including the hiring, training and supervision of student employee front desk employees and student ambassadors. This position is the chief record keeper of SOJC student records and provides administrative registration support (course preauthorizations, overrides, etc.). This position provides programming support to the Director of Student Services, and the other advisers in the unit. This position also coordinates with the Building Manager and the Faculty Services Coordinator in the facilities maintenance for the ground floor of Allen Hall.
EXECUTIVE ASSISTANTS TO DEAN AND SENIOR ASSOCIATE DEAN

EXECUTIVE ASSISTANT TO THE DEAN—Laura Bottem
The Executive Assistant to the Dean provides confidential, administrative, calendar, travel, and financial management support to the Dean, including prioritizing tasks and responding to requests on behalf of the Dean. The EA manages the Dean’s travel and conference presentation logistics, processes invoices and expense reimbursements, and manages the Dean’s budgets for various support functions. The EA supports the school’s advancement council, manages council meetings, council relations, and collaborates with the development and stewardship teams to effectively manage and build donor relations. The EA manages all faculty and staff meetings, supports leadership committees and internal groups by taking minutes, providing action items, drafting ballots and supporting materials. The EA manages the school’s faculty grants nomination and awarding process and collaborates with the Executive Assistant to the Senior Associate Dean in archive management, faculty and legacy files. The EA serves as liaison between human resources and operations for all faculty job searches, onboarding, capital projects, and presentations to University and external stakeholders. The EA drafts copy and distributes communications to large internal and external audiences. The EA manages the Dean’s Suite, including supervising student workers and project-managing requests from the Dean and senior leadership.

EXECUTIVE ASSISTANT TO THE SENIOR ASSOCIATE DEAN—Brad Lowary
The Executive Assistant provides confidential administrative support, calendar and project management to the Senior Associate Dean of academic affairs. The EA is an ex-officio member of the Faculty Personnel Committee, takes minutes and manages the full-cycle process for promotion and tenure, mid-term review, and post-tenure review cases for all faculty members, and manages the annual review process. The EA provides logistic and data support to program events and conferences, manages visiting courtesy appointments, digital policy library, and faculty files. The EA works in collaboration with operations, human resources and faculty support personnel for data requests, faculty onboarding, and preparing presentations for internal and external audiences. The EA provides back-up support to the Dean’s Executive Assistant, the Dean, and Associate Deans. The EA manages the school’s digital records and works in collaboration with the University’s Records Manager for archiving. The EA processes faculty and student travel requests, processes invoices and expense reimbursements, and supervises student workers.
Appendix II.1.D
SOJC STRATEGIC PLAN

Endorsed by faculty/staff vote, December 4, 2015, updated July 25, 2015

Aspiration: Be the best journalism and communication program in the world.

Mission: Adopted May 29, 2015, to replace 2004 statement

The School of Journalism and Communication (SOJC) is a community of media scholars and professionals dedicated to teaching, research, and creative projects that champion freedom of expression, dialogue, and democracy in service to future generations.

Our home in the Pacific Northwest and the opportunities of our location are reflected in our explorations of media, technology, and the human condition.

Through our undergraduate and graduate programs in media studies, journalism, public relations, and advertising, we conduct research and craft nonfiction stories on such critical and global subjects as the environment, diverse cultures, and international issues. We facilitate relationship building that entails respect for consumer advocacy, transparency, and civic engagement.

By integrating theory and practice, we advance media scholarship and prepare students to become professional communicators, critical thinkers, and responsible citizens in a global society.

Come to Oregon and change the world.

Vision: Lead the field in transformative media scholarship/creative/professional work and education.

Values:
- Ethics
- Collegiality and civility
- Creativity, innovation, teamwork
- Shared knowledge
- Enthusiasm
- Authenticity
- Diversity
- Relationships
- Respect
- Pursuing truth and the public Interest
- Fostering a culture of constant, meaningful innovation
Overview: Updated 2/1/16

The School is one of six professional schools and colleges in the University, which is one of two AAU research universities in the Northwest. The SOJC is the only comprehensive, accredited school of journalism and communication in the Pacific Northwest. The first journalism course at UO was taught in 1901. The University created the Department of Journalism in 1912. The School of Journalism began in 1916 and became the School of Journalism and Communication in 1992. The School was one of the first journalism schools to be accredited by the Accrediting Council on Education in Journalism and Mass Communication. Accreditation requires regular self-assessment and external review of programs in order to assure quality and standards of excellence. The School has been accredited continuously on six-year review cycles since 1947.

The SOJC has more than 2,100 undergraduates with majors in Advertising, Journalism, Media Studies and Public Relations. About 30 percent of SOJC students self-identify in underrepresented ethnic or racial groups; 69 percent are female; 46 percent are nonresident. The School also serves more than 300 students in the Media Studies Minor, which is open to majors from outside the SOJC, and supports the interdisciplinary Cinema Studies major (with the College of Arts and Sciences and the School of Architecture and Allied Arts) and General Social Science major, as well as the interdisciplinary Multimedia Minor (with the School of Architecture and Allied Arts, School of Music and Department of Computer Science) and Native American Studies Minor (with the College of Arts and Sciences). The School serves close to 3,000 additional students a year from across the university through general education and elective courses. Three-fourths of SOJC students either seek dual degrees (223) or minors (1,465) outside the School.

The SOJC enrolls more than 100 graduate students with 48 doctoral students in Media Studies and 74 master’s students in Advertising, Journalism, Multimedia Journalism and Strategic Communication. The School also supports a Graduate Certificate in Communication Ethics and the interdisciplinary New Media and Culture Certificate (with the College of Arts and Sciences and the School of Architecture and Allied Arts).

Some 60 full-time faculty, including tenure-track, non-tenure-track, visiting, adjunct and post-doctoral members; 29 part-time faculty; 33 full-time (20 officers of administration and 13 classified staff) and 4 part-time staff (2 OAs and 2 classified) serve the School.

The School has facilities in Allen Hall and at 1715 Franklin Ave on the Eugene campus and in the White Stag Building in Portland. The newly remodeled and expanded Allen Hall, near the intersection of University Avenue and 13th Street, houses the Digital Commons; Chambers Electronic Media Center; classrooms; collaborative working spaces; IT and central administration offices; and office space for faculty, staff, graduate teaching fellows and student groups. The Franklin Avenue facility houses research and digital labs, seminar and collaboration spaces, and office space for faculty, graduate teaching fellows and staff. The SOJC’s Turnbull Portland Center, housed in the White Stag Building at 70 NW Couch Street, is home to the Agora Journalism Center, the gathering place for innovation in communication and civic engagement; Portland Senior Experience Program; Scholastic Journalism Program; Northwest Scholastic Press Association; Multimedia Journalism and Strategic Communication master’s programs; and the Crossings Institute.
Planning Context

This plan reflects the input of faculty, staff, alumni and community members through multiple meetings and data-gathering activities over the course of two years. The School is adapting to major transitions brought about by rapid growth in both the School and University student populations, by growth in faculty numbers and by leadership changes at both School and University levels. SOJC faculty/staff retreats in fall 2013 and 2014 and a mini-retreat in January 2015 focused on vision, goals and strategic planning. Faculty and staff devoted a great deal of time and energy during the 2014-15 academic year to assessing strengths and challenges, discussing the environment we create for one another, working through internal governance policies, and gathering data and gaining clarity as part of the process for developing a strategic plan. The fall 2015 retreat focused on developing understanding of the eclectic nature of faculty and staff individual backgrounds and on goals of the various areas and units in the SOJC.

Strengths include a vibrant student population; a $50 million endowment; financial reserves; exceptional facilities; award-winning faculty, staff, students and alumni; a reputation for excellence in ethics, innovation and action; a 100-year legacy; a cutting-edge and evolving curriculum; ongoing fund-raising to increase resources supporting faculty research and creative work, student scholarships and experiential learning; and a remarkably spirited, innovative and hard-working culture within the School.

Challenges include the need to use reserve and increase funds for essential recurring expenses, a shifting University budget model base that unexpectedly diminished SOJC reserves in 2014 and is currently based primarily on student credit hours, the need for additional permanent space closer to Allen Hall, transitions in campus and School leadership, University-wide needs for additional facilities (classrooms, offices and resident halls), University needs for operational and strategic initiative funds as well as for additional faculty and staff and undated digital infrastructure, and disruptions in both media and higher education.

Timeline: Plans from academic, administrative and operational units in the SOJC are attached. Unit-specific goals focus on objectives for the 2015-16 academic year, laying the foundation for advancing the School over the next three years. The expectation is that this plan will be reviewed and revised each year.

The core of the strategic plan is to cultivate an environment in which ongoing strategic thinking, evaluation and adaptation are “the plan.” √ = Accomplished

Goals:
• Strengthen infrastructure
• Increase diversity, equity and inclusion
• Strengthen research/creative work/professional work
• Strengthen curriculum
• Prepare for the SOJC’s next 100 years
GOAL 1: STRENGTHEN INFRASTRUCTURE

OBJECTIVE 1: LIVE A CULTURE OF RESPECT AND TRUST AS BASIS FOR STRENGTHENING SCHOOL

Action

- Clarify roles and protocols √
- Faculty and staff position descriptions updated/completed
- Faculty responsibility policies completed
- Com, IT, Accounting and Student Services protocols improved
- Create quick-start guide/FAQ web page (partially completed)
  - journalism.uoregon.edu/quick-links/ √
- Web site substantially revised √
- Schedule informal social events √
- Internal relations committee expanded events
- Strengthen internal communication across units and locations √

Summary: We made significant progress in all of the above areas. We began the year with a faculty/staff retreat focused on strengthening a respectful, caring work environment and on clarifying roles, protocols and goals throughout the school. At the same time, transitions in staff and administration, onboarding new faculty and staff, locating some 20 faculty in the Franklin facility, several personnel and student issues, and major changes in university priorities, processes and protocols led to increasing feelings of anxiety and uncertainty across the school as the year came to a close.

OBJECTIVE 2: SHIFT PUT-OUT-FIRE CULTURE TO PLAN-AHEAD CULTURE

Action

- Align priorities in academic areas and administrative units √
- Each unit develops strategic plan for the year √
  - Three goals
  - Steps to accomplish goals
  - Metrics for determining success
- Distribute and invite input √
- Adopt at December 4 faculty/staff meeting √

Summary: In support of the University’s Strategic Goals and the SOJC’s Strategic Plan, directors and heads developed strategic goals for each area and unit in the school. See appendices. My intention for 2016-17 was to ask each area and unit to report by September 1 on its success in achieving its goals as the basis for goals for the coming academic year.
OBJECTIVE 3: IMPROVE ORGANIZATIONAL STRUCTURE

Action

• Assess administrative unit functions √
• Review position descriptions and revise as needed √
• Review reporting lines (partially completed)
• Post structure on web site (presented to faculty/staff)

Summary: The non-academic areas made significant progress toward assessing unit functions, reviewing and revising position descriptions and clarifying reporting lines. We also made good progress toward assessing the curriculum. Improvements to academic reporting lines are needed. The forthcoming University program review and accreditation review are well timed for assessing all academic areas in the school.

Action

• Revise meeting and decision-making structure √
• Reduce number of whole-school faculty/staff meetings √
• Increase number of area faculty meetings √
• Review committee structure and revise as needed √
• Clarify decision-making processes √
• Post processes on web site

Summary: We shifted twice-monthly all-school faculty/staff meetings, which were necessary to implement the CBA, to once-a-month in January and focused decision making where appropriate at area faculty levels. Internal governance processes were clarified, with a blend of complying with the CBA and SOJC’s egalitarian tradition.

Action

• Review faculty leadership structure
• Adjust area director and program coordinator positions as needed √
• Adjust associate/assistant dean positions as needed √

Summary: Adjustments are needed in the leadership structure. Moving, as we did, to an AD for undergrad, AD for grad, senior AD for overall academic affairs and more autonomy for the Turnbull/Agora centers director was a major improvement. Roles and reporting lines need increased clarification, particularly in regard to area directors.

Action

• Search for/hire dean √
• Provost-directed process √
• Prepare playbook describing structure and protocols √

Summary: Done.
OBJECTIVE 4: ALIGN PRIORITIES WITH RESOURCES

Action
- Complete inventory of human, financial, facilities resources ✓
- Use unit and area plans/priorities to allocate available resources ✓
- Determine additional resource needs ✓

Summary: The shift in SOJC Accounting from a long-time financial manager to a new manager, along with the loss of two accountants due to illness-related causes and major changes in accounting procedures in both the university and foundation, resulted in a challenging year for resource evaluation and reallocation. Nevertheless, both were accomplished. For example, Dean's Excellence Fund resources that had been allocated to the four primary undergraduate areas were reallocated to Dean's Grants to promote faculty research and innovation. More work is needed to align resources and priorities.

OBJECTIVE 5: INCREASE RESOURCES (SEE ALSO GOAL 5)

Action
- Hire Development Director

Summary: This hire was not approved, which meant the school continued to operate without a full-time development director.

Action
Strengthen outreach of SOJC Development Office and dean

Summary: The dean increased visits and calls but received minimal support through a make-do plan of a .25 FTE development officer + support from stewardship staff and occasional support from central development.

Action
Meet or exceed SOJC campaign goal of $35 million

Summary: Although the school garnered close to $8 million in foundation funds during the interim dean’s tenure, the school raised less than one third of the 2014 and 2015 donations, ending the fiscal year with $19 million, or 56 percent of the $35 million campaign goal, raised.

Action
Increase professional masters’ student enrollment

Summary: We conducted a comprehensive review of the professional masters programs. All three professional masters’ programs increased application pools and it is anticipated all three will see increased enrollments in Fall 2016.

Action
Strengthen grant culture

Summary: Faculty brought in more than $350,000 in grants, the most ever in the SOJC. In a research culture that traditionally has not been support by external grants, this is extraordinary growth.
OBJECTIVE 6: CULTIVATE A SUSTAINABLE CULTURE THAT CAN ADAPT AS NEEDED

**Action**
- Align SOJC strategic plan with UO strategic plan √
- Build effective protocols √
- Build in recognition that regular review and adaptability is essential in the changing environments of today’s media and higher education √
- Build in regular processes for reviewing protocols and goals √

**Summary:** We made strong progress shifting the culture of the school from one focused on “this is the way we’ve always done it” and a reactive mindset to a strategic mindset and a “how can we do this more efficiently and with better results” approach.

GOAL 2: INCREASE DIVERSITY, EQUITY AND INCLUSION

**Action**
- Increase awareness of implicit as well as explicit bias √

**Summary:** Senior administrators took implicit bias training, a representative of UO’s Bias Response Team met with faculty, Diversity Committee sponsored virtual workshop on transgender identity and planned implicit bias workshop, SOJC sponsored open discussion of BRT and implicit + explicit bias.

**Action**
- Strengthen hiring processes √
- Engage in more aggressive outreach √

**Summary:** The searches for Papé Chair, dean and assistant/associate professor of advertising were proactive through advertising and committee outreach in seeking diverse candidate pools.

**Action**
- Strengthen process for bringing new faculty & staff on board √
- Strengthen mentoring system for faculty
- Develop support and retention programs √

**Summary:** We strengthened the on-boarding processes for both faculty and staff through workshops and clearer communication of processes. The faculty mentoring system suffered with transitions in Faculty Personnel Committee leadership and the overwhelming number of mid-term, contract and T&P reviews that had to be done. Faculty mentoring needs to be strengthened.

**Action**
- Strengthen process for increasing diversity in student populations √
- Create support systems for students from diverse backgrounds √

**Summary:** Significant activity. FLUX Magazine hosted a race-relations discussion that led to its 2016 issue focus on race. Faculty and staff attended the National Association of Black Journalists and Society for Journalism Education conferences, with specific focus on reaching out to potential students from diverse populations. We started the first West-Coast chapter of the Association of LGBTQ Journalists, a chapter of
Women in Sports Media and a new Black Student Group; co-sponsored the Black History Month banquet, which was attended by four SOJC faculty and four SOJC students of color; co-sponsored multiple speaker events enriching campus discussion of diversity issues; and successfully contracted with Ta-Nehisi Coates to speak at UO in 2017 during Black History Month; adapted student awards to be gender inclusive; and hosted several events to facilitate discussion of equity and inclusion issues.

Action
- Enhance incentives for curricula that both focus on and embed content related to diversity, equity and inclusion
- Enhance incentives for research/creative/professional work that both focuses on and embeds content about diversity, equity and inclusion

Summary: SOJC faculty have a long commitment to inclusive curricula and research. The school implemented one of UO’s first Diversity Plans and supports a faculty/staff Diversity Committee that leads initiatives throughout the year and across the school. More work needed to build incentives.

GOAL 3: BALANCE RESEARCH AND CREATIVE/PROFESSIONAL AGENDA

OBJECTIVE 1: STRENGTHEN RESEARCH

Action
- Inventory strengths and challenges of research program (partially achieved)

Summary: Strengths are the study of diversity in media, sustainability, development communication, transdisciplinary research. Challenges are need for additional funding and research assistant support.

Action
- Determine priorities (partially achieved)

Summary: Faculty interests are coalescing around environmental sustainability, diversity, and social justice issues.

Action
- Develop long-term strategy for enhancing research

Summary: This is a core SOJC Strategic Campaign goal: raising funds for faculty research.

Action
- Develop criteria and metrics for measuring research excellence
- Assess excellence and improve programs

Summary: The dean and senior associate dean took the Academic Analytics training and began gathering data on faculty publishing. This proved problematic, given AA gathers limited data related to fields in journalism and communication. We began developing our own metrics: books published, peer-reviewed articles published, creative works produced and reviewed/presented, awards, research grants, doctoral placements, national/ international attention to SOJC research/creative/professional work. This objective must be a focus in 2016-17. The self-study will help with this objective.
OBJECTIVE 2: STRENGTHEN CREATIVE WORK/PROFESSIONAL WORK

Action
• Inventory strengths and challenges of creative/professional work
• Determine priorities
• Develop long-term strategy for enhancing creative/professional work
• Develop criteria for evaluating creative/professional quality
• Assess excellence, use assessment results to improve program

Summary: Similarly to above. This objective must be a focus in 2016-17.

OBJECTIVE 3: ALIGN PRIORITIES TO MAXIMIZE BENEFITS OF AVAILABLE RESOURCES

Action
• Strengthen collaborative opportunities across school and campus ✓

Summary: Faculty are increasingly working in teams across areas of the school to maximize resources, expertise and impact. For example, the Science and Memory Project draws on both Journalism and Advertising faculty to support student and faculty research, creative and professional development. A faculty team composed of Public Relations and Advertising faculty secured a grant to research communication strategies for urban transportation in Portland. Another team composed of Advertising, Journalism and Public Relations faculty is conducting research on 360-degree technology as a means of enriching audience engagement.

OBJECTIVE 4: ENHANCE RESOURCES SUPPORTING RESEARCH AND CREATIVE/PROFESSIONAL WORK

Action
• Increase funding for research and creative/professional work ✓

Summary: In addition to the $25,000 regularly given to faculty for competitive Dean’s Grants, $50,000 from the Dean’s Excellence Fund went to faculty research and creative/professional projects for the coming year.

Action
• Clarify and increase GTF, RA and staff support ✓

Summary: Clear protocols for requesting RA’s and staff support were developed. Protocols for assigning GTFs are in progress.
GOAL 4: STRENGTHEN CURRICULUM

OBJECTIVE 1: FULFILL ASSESSMENT PLAN

Action

- Continue to implement undergraduate assessment plan √
- UAC develops plan to apply assessment feedback √
- Areas implement UAC recommendations √
- Set deadlines for specific steps
- Reassess

Summary: We made excellent progress in implementing the assessment plan, particularly in regard to standardizing syllabi to include learning objectives and to reporting assessment information to faculty.

Action

- Complete graduate section of assessment plan
- Implement plan and obtain feedback
- GAC develops plan to apply assessment feedback
- Areas implement GAC recommendations
- Set deadlines for specific steps
- Reassess

Summary: A dean-appointed Ad Hoc Committee on Professional Masters Programs conducted an intensive examination of SOJC’s professional masters programs. The committee reported to faculty, recommending curricular revisions, integration of programs and stronger recruiting. The PhD program continued to evolve its core curriculum revision begun in 2014.

OBJECTIVE 2: ALIGN OVERALL ASSESSMENT AND WRITING ASSESSMENT

Action

- Map writing objectives throughout both grad and undergrad curricula √
- Determine metrics for measuring writing ability √
- Strengthen word-based writing- and editing- focused curricula √
- Obtain and apply feedback √
- Reassess

Summary: In 2014-15, the Writing Initiative Coordinator conducted a comprehensive review of writing issues in the school and made recommendations for strengthening curricula and school programs. Assessment coordinator mapped writing objectives across curriculum. The information was used to implement changes in 2015-16.

Action

- Implement WordsWorth reading program √

Summary: We held the first WordsWorth reading program, bringing in Steve Lopez, author of The Soloist, to talk to students are the importance of good writing to good storytelling and giving copies of the book to some 350 students. The program was quite successful in stimulating student engagement with reading and good writing.
Action
- Create and pilot test writing clinic/center √

Summary: With the support of donor funds ($12,000) administered through a competitive process by the dean, faculty developed and started Writing Central, a peer-tutoring program for SOJC students. The program was so successful that it is being enlarged for 2016-17.

Action
- Better coordinate with university resources in writing pedagogy √

Summary: As part of the Writing Central program, faculty are working with the TLC’s writing center and with the AEI programs.

Action
- Develop programs that strengthen both faculty and GTF abilities to teach and evaluate writing and editing √

Summary: The Writing Initiative has spurred faculty interest in improving the teaching of writing and editing in the school in several ways:
  • building a culture that acknowledges and works to meet the challenges students face in learning to write well
  • clarifying assessment strategies and learning objectives across the curriculum
  • developing the WordsWorth reading program to foster good writing through reading well-written books and engaging with authors
  • continuing PageTurners, which fosters good writing and cultural competence through engagement with authors investigating diversity issues
  • starting and continuing Writing Central, a student tutoring program

GOAL 5: PREPARE FOR THE SOJC’S NEXT 100 YEARS

OBJECTIVE 1: STRENGTHEN RECOGNITION OF SOJC’S STATE, NATIONAL AND GLOBAL LEADERSHIP EXCELLENCE IN MEDIA RESEARCH AND PEDAGOGY

Action
- Create and adopt Centennial identity √
- Contract with design firm for logo and media materials √
- Plan and execute Centennial Celebration √

Summary: We launched the Centennial Celebration in January and have hosted a number of events and activities, which will culminate in the October Hall of Achievement banquet honoring 20 years of SOJC star inductees. The logo and media materials are outstanding.
OBJECTIVE 2: TELL OUR STORY

Action
• Plan and implement media strategy √
• Internally, University wide, statewide, regionally, nationally, globally √

Summary: In addition to the above activities, the SOJC story is spreading through faculty and student awards and publications, and through feature articles in Media Shift and other national and international venues.

OBJECTIVE 3: BUILD COMMUNITY

Action
• Develop strategies for each constituency √
  • Students, Faculty, Staff
  • Alumni
  • Professional partners
  • University administration and community
• Determine metrics of success
• Assess success
• Apply feedback
• Reassess

Summary: Major progress was made with external constituencies through Centennial Celebration activities. The SOJC Internal Relations Committee also expanded its activities through such events as a rafting trip and luncheons. More work needed.

OBJECTIVE 4: REACH $35 MILLION FUND-RAISING CAMPAIGN GOAL

Action
• Focus on doubling scholarships and experiential learning funds, funds for faculty research/creative/professional work, Agora Center endowment
• Increase dean’s time for fund-raising √

Summary: Raised $956,000 in 2015-16, In spite of having a quarter-time development officer, the interim dean used every event as an opportunity to connect with donors, potential donors and alumni to continue building the fund-raising base for the school. School is 56 percent toward $35 million Campaign goal.

Action
• Fully staff the SOJC Development Office

Summary: This did not happen.

Action
• Journalism Advancement Council develops plan

Summary: Seven members were added to the JAC, which was instrumental in developing the school’s plan the Centennial Celebration. The board was quite supportive but expressed concern about developing a long-term plan until a permanent dean and full-time development director were named.
SOJC ACADEMIC AREA STRATEGIC GOALS V.1 11/20/15

2015-16 GATEWAY STRATEGIC PLAN

Goal 1: Formalize assessment plan

Objective: Improve current assessment
  • Rewrite learning outcomes
  • Combine the current two assessment tests to more strategically capture learning outcomes
  • Analyze the data to see where we’re falling short
  • Use that information to improve the teaching and curriculum

Objective: Initiate additional assessments
  • Create qualitative report of student experiences
  • Work with graduate student to see how media production affects media literacy
  • Explore other assessment options
  • Further examine how Gateway can best fit into overall curriculum

Goal 2: Improve student writing

Objective: Provide more out-of-class guidance
  • Begin to compile a Gateway reading packet to supplement course material and demonstrate good writing
  • Strongly encourage students to use the SOJC writing center

Objective: Set even clearer grading standards
  • Provide writing training to GTFs in much the same way we provide multimedia training
  • Continue to work with GTFs to provide the most useful feedback to students

Goal 3: Refine Gateway curriculum

Objective: Improve experience for Gateway 3 clients
  • Create externally facing client website to explain process, show examples, outline best practices etc.
  • Find a better way to share student work with clients

Objective: Lessen story fatigue in community
  • Gateway 1&2: Tweak assignments and requirements to put less pressure on the community
  • Gateway 1&2: Work with popular organizations, such as Greenhill and Food for Lane County, to manage student requests
  • Gateway 1&2: Compile a database of student’s Gateway issues and sources to better understand the pressure areas
  • Gateway 3: Expand from nonprofits to the business community
  • Gateway 3: Experiment with clients that can handle more students
ADVERTISING PROGRAM STRATEGIC GOALS 2015-2018

1. Continue to develop and graduate critical, conceptual, and creative thinkers who solve problems responsibly for people and brands in a global economy.

2. Develop strong national and international presence through faculty and student engagement with advisory positions, competitions, awards, trade publications, academic conferences and organizations, and leadership on social media.

3. Build and nurture a strong faculty cohort of scholars and professionals to teach and mentor students.

4. Develop and support new areas for research and creative activity for our TTF and NTTF faculty.

5. Leverage our faculty expertise and undergraduate program strengths to build a robust Master’s program around Brand Responsibility.

JOURNALISM STRATEGIC OBJECTIVES

OBJECTIVE NO. 1: IMPROVE CURRENT ASSESSMENT.

Implementation
• Identify focal points in the curriculum in which we can sample student work.
• Draft common learning outcomes for those courses.
• Identify common exercises that will show evidence of those learning outcomes. Draft rubrics for questions that we want to ask about the journalism curriculum. Build a system for collecting exercises over time and keeping them for the period of accreditation review.
• Identify external reviewers to apply the rubrics and have them review sampled student work.

OBJECTIVE NO. 2: IMPROVE ACADEMIC ADVISING BY MEMBERS OF FACULTY WITHIN THE MAJOR.

Implementation
• Publish an internal catalog for students in which each course offered for each term has a brief description, learning outcomes, and short bio of each faculty member assigned to teach the course.
• Get the plan for course assignments in the coming year to 80 percent confidence and offer that plan publicly in April before the coming academic year so students can make a plan for the course of the coming year with better information.
• Develop an online survey tool to help guide students in their choice of focus within the major.
• Identify checkpoints within the major in which faculty and professional advisers team to help students make appropriate academic and career choices. Pilot implementation of the advising plan.

OBJECTIVE NO. 3: MAKE A COMPREHENSIVE PROFESSIONAL PORTFOLIO PROGRAM WITHIN THE MAJOR.

Implementation
• Pilot workshops to help students develop professional portfolio materials. Recruit mentors and reviewers of student professional portfolios.
• Provide a web-based resource for student portfolio development.
OBJECTIVE NO 4: DEVELOP AND ADAPT COURSEWORK IN RESPONSE TO THE ONGOING CONVERSATION STARTED THROUGH THE ASSESSMENT PROCESS.

Implementation
Create working groups to develop specific new course offerings in data journalism, in-depth reporting, editing, the business of media and documentary production. Write proposals for course offerings in those areas in which faculty agree to need.

MEDIA STUDIES STRATEGIC OBJECTIVES

Goal 1: Redefine the area as more than just a “service” function

Objective: Raise awareness among SOJC faculty and staff
- Action 1: Create informational pieces (digital and print) for distribution among faculty and staff, especially for advising purposes, outlining the major and its contribution to the SOJC aside from the teaching of context courses.
- Action 2: Revise catalog copy to clarify the role of MS as an area of concentration within the school.
- Action 3: Ensure that internal/external Communications understands the role of MS so that our major is portrayed accurately.
- Action 4: Develop internal “events” highlighting faculty accomplishments in research, teaching, and outreach.
- Action 5: Track students who have already graduated and interview them. It could be useful information to refine our program and also promote the program to prospective students.
- Action 6: Redesign area course requirements to better differentiate MS from other areas in the SOJC.

Goal 2: Increase enrollment in the major

Objective 1: Encourage SOJC students in other areas to consider MS as a second major.
- Action 1: Advertise the major heavily (digital and print) as a viable and useful second major.
- Action 2: Emphasize the expanded knowledge base that can lead to an expanded employment landscape.
- Action 3: Emphasize the ease of attaining a double major in MS since most students are only 12 credits short of the necessary classes for the MS major by the time they are seniors.
- Action 4: Create a MS-produced product created by students (i.e., online scholarly journal for undergraduates, best paper competition for all students enrolled in any context course, etc.)

Objective 2: Attract students outside the SOJC.
- Action 1: Advertise the major heavily (digital and print) to targeted departments around campus, especially in the liberal arts areas.
- Action 2: Use J201 (which is taken as a general education course by students outside of the SOJC) as a pitch for the MS major.
- Action 3: Use J209 (which can only be taken by non-majors) the same way.
Goal 3: Redesign core context curriculum to better meet assessment standards

Objective 1: Redesign J201 as a critical/cultural exploration of communication within modern society.
- Action 1: Move the industry history focus to a required course in media history.
- Action 2: Select an approach, a common text, and a unified syllabus.
- Action 3: Publicize as a general education satisfying course with potential as an entrée into the SOJC.

Objective 2: Move to require ethics, law, history, and diversity of all students
- Action 1: Convince faculty of the necessity of providing these competencies to the ENTIRE student body.
- Action 2: Convince faculty of the need for requiring four primary competency courses of all students (an additional 4-credit requirement).
- Action 3: Redesign J320 and J396 as a broad, diversity oriented course.
- Develop a number of course options at the 300- and 400-level for help in fulfilling this new requirement.

Goal 4: Connect and work with other units on campus

Objective 1: Make alliances with other units on campus to enhance our visibility as a major and a school.
- Action 1: Further cement our already strong relationship with Cinema Studies by continuing to support jointly sponsored programs.
- Action 2: Investigate alliances with other compatible programs across campus (i.e., Comic Studies, English, History, Philosophy, Law, etc.).
- Action 3: Increase the MS budget in order to support efforts by other departments with common interests (speakers, screenings, etc.).

Goal 5: Connect with the community at large, both on and off campus

Objective 1: Create awareness of the importance of Media Studies to everyday life and functioning in a communication rich society.
- Action 1: Attach ourselves to industry/non-profits as relevant by suggesting programs that may benefit/enlighten them (presentations, town-hall meetings, etc.)
- Action 2: Require community internships of all our majors.

PUBLIC RELATIONS STRATEGIC PLAN DRAFT

Objective: To expand and enhance national and international reputation of public relations sequence among prospective undergraduate and graduate students, alumni, donors and the academy.

Actions
- Highlight depth and breadth of faculty expertise.
- Increase the diversity of topics classes and workshops
- Establish sustainable topics that are consistently an enrollment draw and seek additional topics based on faculty expertise.
- Increase graduate course offerings, drawing public relations-focused scholars to the SOJC to study and engage in instruction for undergrad curriculum.
- Actively pursue funded research and grant opportunities for PR faculty.
- Improve tracking to facilitate better sharing for job placement and career successes of PR alumni.
SOJC Goal Areas: Strengthen infrastructure; increase diversity, equity and inclusion; strengthen research/creative work/professional work.

Objective: To establish sustainable funding for student experiences.

Actions
• Seek donor(s) for executive-in-residence program
• Identify funding opportunities for PR-in-Chicago program, including sponsored travel or activities.
• Establish PR-focused scholarships.
• Continue to build relationships with key donors
• Seek small-scale or “crowd” funding opportunities with alumni who graduated 8 - 12 years ago

SOJC Goal Areas: Strengthen infrastructure; increase diversity, equity and inclusion; strengthen research/creative work/professional work.

Objective: To conduct a comprehensive review of public relations curriculum

Actions
• Conduct a peer institution comparison review
• Review all learning outcomes
• Add/reconfigure courses and curriculum as necessary based on the review
• Review portfolio review process as a function of assessment to determine sustainability and feasibility of the model for increased student population.

SOJC Goal Areas: Strengthen curriculum; increase diversity, equity and inclusion

SOJC HONORS PROGRAM STRATEGIC PLAN

SOJC Goal: Strengthen research/creative work/professional work

Objective: Increase visibility of undergraduate Honors Research

Action
• Require all SOJC Honors students to submit abstract to Undergraduate Research Symposium
• Promote SOJC Honors student work at the URS to SOJC and beyond
• Develop webpage with abstracts of recent Honors work

Objective: Improve quality of undergraduate Honors Research

Action
• Encourage students to apply for UROP mini grants
• Propose SOJC research grant program
• Oversee faculty adviser work more closely
PROFESSIONAL JOURNALISM MASTER PROGRAM, EUGENE

The program, created about 15 years ago or more, offers a professional degree to be obtained in 12 months. Students start the program with a summer preparatory experience (sessions 1 and 2=8 summer weeks) and finish the program by the end of spring quarter or the first summer session in the following year.

The target for recruitment is people with no background in journalism and/or media or with basic skills and knowledge of the field. This presents two problems:

1) 12-months is not enough time to provide a substantial education in journalism to those earning a MA. 12-months gives students an introduction to basic skills and some aspects of the field, at best; but by no means it provides them with the sharp and refined technical skills and critical thinking abilities that a professional journalist should have.

2) MA students, many times, get to be placed in classes along with undergraduate upper division students who have been in the journalism program for 3 or more years. This creates an imbalance and discomfort in the learning experience since usually graduate students should be more advanced than undergraduate. However, under the current model it occurs the reverse, presenting a challenge for both students and teachers.

The program has been designed for a career path in journalism privileging the craft of writing for print media. This model is no longer viable given the rapid changes in the journalism/media landscape experienced in the past 10-15 years. In addition, the new generation of students that we are recruiting is expecting (even demanding) a more holistic education. Students want to be prepared to work in a variety of platforms, requiring not only strong writing skills, but also strong visual and audio skills in order to produce news and other type of stories that would be delivered through print, multimedia or trans-media environments.

Strategic Plan: The strategic plan for this program is also a proposal for modifying the current model, the curricula, and the length of residency of MA students in the program. Some of the proposed strategic ideas in this plan would have to be consulted with the faculty before changes are made. Other strategic action plans are underway or will be implemented in the upcoming AY.

Goal 1: Redefine the Journalism MA Program

Objective: Rethink the program to strengthen the quality of the program, to attract stronger applicants, and to graduate better professionals.

• Action 1: Rethink and revise the original concept of the program as primarily a writing program to bring it more up to date, taking into account the realities of the industry, the job market, and what applicants are currently seeking in a MA program in journalism.
• Action 2: Revise the curricula to expand the range of courses students should take.
• Action 3: Rethink the length of residency for students, and possibly make it a two-year program. First year for skills building and second year for specialization and/or strengthening of skills.
• Action 4: Develop areas of expertise/specialization both in terms of skills craft (i.e. feature writing/magazine, photojournalism, videography) and conceptual interests (i.e. environment/science, human rights, sports).
Goal 2: Increase enrollment in the program

Objective 1: Encourage UO non-journalism graduating seniors to consider a MA in Journalism at the SOJC.
  • Action 1: Advertise the program heavily (digital, print, and in person) as a good opportunity to obtain professional media skills and a possible path to a career in journalism or media related fields.
  • Action 2: Emphasize the wide variety of employment beyond a traditional journalism career for those with a strong professional media background.
  • Action 3: Emphasize the ability to gain new professional skills while obtaining an advanced degree in a short period of time.

Objective 2: Attract students outside the UO.
  • Action 1: Advertise the program heavily (digital and print) to targeted colleges around the state and nationally.
  • Action 2: Create a digital presence that better showcase the program along with other SOJC professional programs.

Goal 3: Connect and work with the other SOJC professional programs

Objective: Have a stronger connection and interaction with the professional programs in Portland, particularly with the MMJ.
  • Action 1: Further strengthen our relationship with the MMJ by collaborating in the design of common courses that would benefit both programs/students in Eugene and in Portland.
  • Action 2: Create opportunities for the journalism MA students to have learning experiences in Portland (i.e. professional workshops, symposiums).
  • Action 3: Create networking opportunities for the journalism students through a closer relation with the MMJ, Turnbull Center, and Agora.

Goal 4: Connect with local/state media outlets and other organizations

Objective: Connect the Journalism MA program with media outlets and other organizations (non-profit and government) that may require media professionals.
  • Action 1: Seek the possibility of creating internship opportunities for the Masters students.
  • Action 2: Create a professional network between the Masters students and professional media outlets and other organizations with needs of media professionals (non-profit or government).

GOALS FOR MEDIA STUDIES MASTER'S AND PHD PROGRAMS

Goal 1: Promotion

Objective: Gain more visibility and recruit better students

Actions
  • Place ads in professional organizations’ conference programs
  • Prepare brochure
  • Increase visibility on SOJC website
Goal 2: Communication

Objective: Improve communication with students and faculty about programs

Actions
• Provide more information, more often, to students about program requirements, activities
• Provide faculty (especially new faculty) with information about program requirements, activities
• Organize information sessions and discussions about specific issues with graduate students, with faculty, with graduate students & faculty
• Organize social activities with graduate students & faculty

Goal 3: Quality

Objective: Improve quality of programs

Actions
• GAC assessment of curriculum and dissertation standards
• Develop recruiting strategy
• Develop strategy for improving graduate research & publication possibilities Assist with efforts to increase research & GTF funding (see SOJC Goal 3: Balance research and creative/professional work)

SOJC HUMAN RESOURCES/OPERATIONS/INSTRUCTIONAL SUPPORT

Goal 1: Revise meeting and decision-making structure

Actions
• Work with stakeholder to determine what should be included List of all meetings to include
• Compile a list of committees, members, functions, and authority
• Vet current structure with stakeholders (leadership, faculty, and staff)
• Make necessary changes
• If necessary, make process maps to accompany completed decision-making structures
• Publish list of committees, members, functions, and authority

Goal 2: Post structure on web site

Actions
• Assess SOJC org structure including leadership
• Finalize any org changes
• Publish SOJC structure to the website

Goal 3: Prepare playbook describing structure and protocols

Actions
• Work with stakeholder to determine what should be included
• Collect agreed upon information from stakeholders
• Compile and present - ideally in an intranet
Goal 4: Review position descriptions and revise as needed

Actions
- Collect positions descriptions from every OA/Classified position
- Develop criteria for reviewing position descriptions
- Consult with managers on criteria for PDs
- Review position descriptions
- Discuss potential changes and updates with managers
- Update position descriptions as necessary

Goal 5: Build in regular processes for reviewing protocols and goals

Actions
- Refine the performance management process to include individual employee goal setting, alignment, and accountability
- Develop a yearly calendar for performance reviews, reviewing procedures, protocols, and goals.
- Celebrate accomplishments in recognition events, newsletters or meetings

Goal 6: Strengthen process for bringing new faculty & staff on board

Actions
- Review onboarding process
- Consult with stakeholders to determine needs
- Develop a clear process flow assigning roles and responsibilities
- Consult with stakeholders for buy-in
- Make changes to procedure and process as needed
- Implement the vetted and agreed upon onboarding process
- Develop material to support process as needed
- Communicate process to the SOJC community

Goal 7: Develop an SOJC Exit process

Actions
- Review necessary component of an exit process
- Consult with stakeholders to determine needs
- Develop a clear process flow assigning roles and responsibilities
- Consult with stakeholders for buy-in
- Make changes to procedure and process as needed
- Implement the vetted and agreed upon exit process
- Develop material to support process as needed
- Communicate process to the SOJC community
SOJC FINANCE

Goal 1: Develop process to track business office documents (e.g., invoices, POs, personnel service contracts, reimbursements, etc.)

Actions
- Establish internal time/date stamp or logging process
- Track document flow through the process
- Publish workflow for transparency

Goal 2: Incorporate comprehensive foundation reports with monthly reports

Actions
- Complete individual fund analysis reports
- Work with foundation to reconcile discrepancies
- Partner with SOJC Development on gift projections
- Budget foundation funds fully and sustainably within the budget
- Set target reserves on account where appropriate fund analysis reports
- Incorporate foundation accounts into the access database
- Develop reports to provide transparency to accompany monthly report
- Develop a written process to do this with each new endowment

Goal 3: Establish internal business procedure and processes for budget holders (e.g., develop trainings, create budget literacy, and enhance process understanding).

Actions
- Review internal business procedure and process for budgeting
- Consult with stakeholders to determine needs
- Develop a cyclical calendar for transparency
- Make changes to internal procedure and process as needed
- Develop trainings on budget for budget holders (yearly meetings, onboarding new employees, etc.)
- Foster budget literacy with better training, transparency and reports
- Enhance process by providing resources to foster understanding

STRATEGIC PRIORITIES FOR THE TURNBULL & AGORA CENTERS
(includes both operational and academic goals)

Through a series of intensive discussions, the faculty and staff of the Turnbull & Agora Centers have identified the following top goals for the next 1 – 2 years:

- Solidify and align the Agora and Turnbull missions and priorities so that the two entities support one another more directly and effectively and projects are pursued deliberately toward our strategic priorities.
- Grow more and better relationships and collaborations with SOJC faculty and students to enhance both research and creative/professional work.
• Evaluate and improve our Master’s degree programs by increasing the number and quality of student applicants; enhancing the classroom and experiential learning happening here; fostering greater recognition for our programs; and integrating more student work, as possible, with the mission and projects of the Agora Journalism Center.

• Scholastic Press: Identify how best to move forward to continue supporting and improving their work.

SOJC Goals and Objectives Aligned with Turnbull & Agora Goals

Goal 1 Strengthen infrastructure

Objective 5: Increase resources
• The Turnbull & Agora Centers are a focal point for increasing SOJC resources.
• Our events and projects will be designed with an eye toward:
• Bringing increased positive exposure to SOJC among key target groups, including current and potential donors and supporters.
• Attracting new students and enhancing student placement.
• Fostering greater interdisciplinary effort across industry/professions, academy, and community.

Specifically, this year we plan to:
• Build and strengthen relationships with the other UO Portland programs.
• Identify best ways to serve and capitalize on new UO MA programs (specifically sports marketing).
• Increase communication and transparency among our faculty and staff (within Portland and with Eugene) so that we are all better informed about projects, initiatives, and opportunities for collaboration.
• PDXSX: work to leverage relationships created through Portland Student Experience to feed back into our MA programs: program design/curriculum; recruitment of masters students, and advancing the Agora mission.
• Tech Lab: Build better infrastructure for teaching tech skills, advancing research and teaching and creative work; work toward funding a new Virtual Reality “sandbox” that would enrich teaching, research, and creative work.

Goal 2 Increase diversity, equity and inclusion

The Agora Center’s mission of civic engagement will enhance the SOJC’s goal of increasing diversity, equity and inclusion. In every project and event Agora pursues, we seek to be inclusive.

Specific diversity-related projects this year include:
• One Issue, Many Perspectives – a collaborative project bringing together a wide range of views on issues such as public housing from across diverse media and communities. This project will provide a model of innovation in how various legacy and community media can address vexing community issues in an inclusive way.
Goal 3 Strengthen research/creative work/professional work

Objective 1: Strengthen research
Objective 2: Strengthen creative work/professional work
Objective 3: Align priorities to maximize benefits of available resources
Objective 4: Enhance resources supporting research and creative/professional work

• The Agora Center’s mission is inherently collaborative, and the Turnbull Center is the key connecting point between the Eugene campus and Portland’s thriving communications industries.
• In every project we pursue, we will look for opportunities to include and enhance both research and professional/creative work.

Specifically, our goals for this year include:
• Increasing faculty and student involvement in our events and projects.
• Increasing the number of students coming to Portland from Eugene for classes/events/projects.

Goal 4 Strengthen curriculum

One of our major goals for the coming two years is to assess and improve the Master’s degree programs offered in Portland. Specifically, we will:
• After careful evaluation of enrollment trends, industry needs, and other SOJC MA programs, revise and rebrand our Portland MA programs.
• Increase Eugene faculty and student involvement in our MA programs.
• Insure technology is in place for more seamless classes and meetings between Portland and Eugene.
• Find effective ways to offset the costs and inconvenience of transportation between Eugene and Portland.
• Explore creation of courses that Eugene and Portland students can take together.
• Proactively recruit more Portland-area professionals to teach as adjuncts in Portland programs.
• Increase opportunities for project collaboration with Eugene faculty and students.
• Streamline and intensify our recruitment efforts.

Goal 5 Prepare for the SOJC’s next 100 years

Objective 1: Strengthen recognition of SOJC’s state, national and global leadership excellence in media research and pedagogy
Objective 2: Tell our story
Objective 3: Build community
Objective 4: Reach $35million fund-raising campaign goal

• The Agora and Turnbull Centers are a focal point for increasing recognition of SOJC and driving SOJC into the next century.
• The Agora mission is to reimagine the future of journalism and catalyze media innovation for the public good. The Turnbull mission is to be a dynamic hub for the study, teaching, discussion and development of innovative ideas and practices in the field of communications.

Specifically, this year we plan to:
• Develop materials and strategies to “tell the story” more effectively of Turnbull/Agora and how they are vital to the future of SOJC.
• (Agora) Develop an Interactive Engagement Field Guide as a resource that connects various constituencies and collaborators working at the nexus of media innovation and civic engagement.
• (Agora) Seek to establish a Creative Engagement fellowship to bring in national thought leaders and practitioners in media innovation and civic engagement.
• (Turnbull) Work diligently to make sure our MA programs are at the leading edge.
• Host the What Is Media conference and help shape it in ways that highlight our mission of reimagining the future of journalism and media.

**SOJC STUDENT SERVICES STRATEGIC GOALS**

**Overarching vision:** Team Advising provides efficient, high quality, innovative and comprehensive academic and career advising for undergraduates in the School of Journalism and Communication at the University of Oregon. The hybrid mission of the center is based on a premise that holistic student development and academic goal-setting are interlinked with career development and career goals. The professional advisers meld career development and academic advising, guiding students to see the connection between day-to-day (short-term) decisions and long-term academic and career goals.

**Unit goals for 2015-16:**

1. To log at least 6,000 student visits by the end of Summer 2016. [All advisers; Miranda Atkinson will be on leave Fall 2015.]

2. To teach at least two transfer seminar courses, two job/internship search strategies courses and four career workshops. All classes and workshops will incorporate pre- and post-assessment to measure against the established learning outcomes. [All advisers. Teaching assignments will be assigned before Fall 2015 begins.]

3. To increase the application pools by five percent for three faculty-collaboration programs (Snowden, Portland Experience, Honors Program) by coordinating with the programs’ faculty member on outreach, promotion and stewardship. Application deadlines will vary depending on program.
   - Snowden = January 2016 [Rachel Allen/Kathryn Thier]
   - Portland Experience = October 2015 and February 2016 [Miranda Atkinson & Jimmy Grabow/Josh Netzer]
   - Honors Program = April 2016 [Sally Garner & Julia Morrill/Kim Sheehan]

4. To create an assessment plan for 2015-16 that includes a school-wide assessment of Team Advising’s academic advising services to be launched in Winter 2016. By Summer 2016, an assessment report will be delivered to the Dean and Associate Dean and will include an outline for the career advising services assessment plan for 2016-17. [Sally]

**COLLABORATIVE MODEL FOR UNDERGRADUATE STUDENT SERVICES IN THE SCHOOL OF JOURNALISM AND COMMUNICATION (Fall 2015)**

**Vision:** The University of Oregon (UO) School of Journalism and Communication (SOJC) aspires to be recognized for our collaborative, coordinated and student-centered advising program (“Team Advising”).

**Mission:** Team Advising provides efficient, high quality, innovative and comprehensive academic and career advising for undergraduates in the SOJC. The hybrid mission of the center is based on a premise that holistic student development and academic goal-setting are interlinked with career development and career goals. The professional advisers meld career development and academic advising, guiding students to see the connection between day-to-day (short-term) decisions and long-term academic and career goals.
Goals
• Engage students in learning
• Promote students’ academic successes and encourage timely progress toward graduation
• Foster students’ personal and intellectual growth
• Prepare students to be professionals
• Support collaboration between the Team Advising’s academic and career advising with other initiatives within the department (study abroad, faculty advising/mentoring, etc.).
• Ensure the integrity of the degree programs

Outcomes

A COLLABORATIVE APPROACH TO ADVISING

Advising is an integrative and collaborative process. It involves professional advisers, students and other stakeholders who share the vision, mission and goals of supporting students throughout their educational experience and development as professionals in the SOJC. As such, the SOJC’s student services are organized as one part of a student-centered, collaborative model that includes partnerships both within and outside of the SOJC. This 360-degree view of the student provides the most supportive and comprehensive approach to advising. It also acknowledges that ultimately it is the student’s responsibility to access the support and services needed for him/her to be successful in reaching his/her academic goal.

Examples of SOJC Resources:
• Faculty Mentors/Advisers
• Faculty Leadership (Area Directors, Associate Dean, Dean)
• Student Services (Team Advising)
• Computing Helpdesk
• Writing Lab (still in development)

Examples of University Resources:
• Knight Library
• Career Center
• Accessible Education Center
• Student Health Center
• Counseling Center
• Teaching & Learning Center
• CMAE
• University Housing
• Services for Student Athletes
• Other Academic Departments (double majors/minors, etc.)
• Office of Academic Advising

Recognizing the interconnectedness of the SOJC resources and UO resources, care will be taken to maintain clear communication and to engage in collaborative decision-making when the outcome will affect multiple units.
## Advising Human Resources Allocations & Organizational Chart

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>OUTCOMES</th>
<th>MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop intentional partnerships among professional advisors, faculty mentors and students</td>
<td>Advisors are appropriately accessible</td>
<td>□ Student opinion (survey)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Data from appointment system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Data from student contact tracking process</td>
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<tr>
<td></td>
<td>Advisors are knowledgeable about the specific majors that they advise while being able to provide general information on all majors within the SOJC</td>
<td>□ Cross-training activities</td>
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<tr>
<td></td>
<td></td>
<td>□ Professional development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Performance evaluation</td>
</tr>
<tr>
<td></td>
<td>Students identify that Team Advising is a key support unit in the SOJC and feel comfortable accessing that resource</td>
<td>□ Student opinion (survey)</td>
</tr>
<tr>
<td>To offer a collective and collaborative process that makes appropriate use of SOJC and UO resources to support students' learning and success</td>
<td>Advisors will provide students with timely and accurate information related to SOJC and UO resources and services, as well as engage in initiatives that support student success</td>
<td>□ Referrals</td>
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<tr>
<td></td>
<td></td>
<td>□ Engagement with university resources and programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Collaboration with faculty advisors/mentors on</td>
</tr>
<tr>
<td></td>
<td></td>
<td>development and use of resources</td>
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<tr>
<td></td>
<td></td>
<td>□ Execute an outreach program that targets students with 2.09 (and lower) GPAs</td>
</tr>
<tr>
<td>To support professional development for professional advisors, faculty mentors and students</td>
<td>Team Advising will have regular opportunities to engage in college-supported professional development activities</td>
<td>□ Advisory-reported activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Allocation of funds</td>
</tr>
<tr>
<td></td>
<td>Advisors will collaborate with Area Directors to provide opportunities for development to faculty advisors/mentors</td>
<td>□ Report on activities</td>
</tr>
<tr>
<td></td>
<td>Advisors will facilitate introductions between students and faculty members for potential mentorship</td>
<td>□ Advisor-reported activities</td>
</tr>
<tr>
<td>Regularly assess the overall effectiveness of the advising program with the purpose of continual improvement</td>
<td>Team Advising will engage in a full cycle assessment process, alternating annually between assessing academic advising and career advising</td>
<td>□ Annual survey of student satisfaction</td>
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<tr>
<td></td>
<td></td>
<td>□ Advisor performance evaluations</td>
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<tr>
<td></td>
<td></td>
<td>□ Annual Report from Director of Student Services</td>
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<tr>
<td></td>
<td></td>
<td>(including enrollment, retention, and graduation</td>
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<tr>
<td></td>
<td></td>
<td>data as well as adviser-reported activities and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>achievements)</td>
</tr>
<tr>
<td>Ensure the integrity of the degree programs</td>
<td>Director of Student Services will serve on an ex-officio position on the Undergraduate Affairs Committee</td>
<td>□ Advisor-reported activities</td>
</tr>
</tbody>
</table>
Team Advising is ultimately accountable to the Dean and are managed by the Senior Associate Dean for Academic Affairs. Budget and budgetary authority for advising are centralized at the level of the Director of Student Services. Team Advising is centrally located in an office that is visible and easily accessible by students (134 Allen Hall).

Team Advising’s professional advisers report directly to the Director of Student Services for daily tasks, regular supervision and annual performance evaluations. A dual-report structure exists with the Assistant Director of Student Services in matters pertaining directly to career advising.

Annual performance evaluations are initiated by the Director of Student Services (at the request of the Senior Director of Operations). Hiring/firing, and contractual decision for each adviser resides with the Director of Student Services (who will consult with the Senior Director of Operations, the Senior Associate Dean for Academic Affairs and the Dean, if appropriate, on the matter). When necessary, personnel issues will be referred to the UO’s centralized human resources department.

Professional advisers are expected to employ a developmental advising philosophy. They mentor students, connect them to faculty, and are expected to be familiar with the SOJC and UO curriculum (in addition to knowing practical information such as course selection and academic policies).

Team Advising does not operate on a caseload basis. Students may choose whomever they wish to work with and can see different advisers each time. A centralized, electronic note-taking system is used to document visits, email communication, forms and, if applicable, petitions. Based on NACADA 2011 National Survey of Academic Advising, the median caseload for advisers at a public doctorate institution should be 285. Currently, the SOJC ratio is 1:500.

All adviser position descriptions include a portion of FTE dedicated to service/other duties as assigned/approved by the Director of Student Services. This allows the time necessary for advisers to pursue professional development to enhance their work, to participate in activities that keep them well connected to the different SOJC majors and the curriculum (e.g. participation in curriculum committees, search committees, etc.) and to participate in university initiatives related to academic success. Priority is given to advising activities, service to the SOJC or activities that enhance the SOJC’s engagement with stakeholders.
Evaluation & Assessment Of Advising
Evaluation and assessment of advising in the SOJC occurs on two levels: programmatic and individual.

Starting 2015–16, programmatic assessment is conducted annually, gathering student input from the SOJC Undergraduate Advising Survey. This survey is conducted every winter term, alternating in topic annually from academic advising to career advising. Feedback is sought from the Senior Exit Survey (conducted every spring). Data about number of advising appointments, peak times, etc. is gathered annually from the online appointment and note-taking system. Information from the programmatic assessment will be included in the Director of Student Services’ annual report to the Dean and Senior Associate Dean.

Evaluation of individual advisers takes place during their annual performance reviews with the Director of Student Services. This is intended to be an opportunity for advisers to reflect on their strengths, areas for growth, and goals for the coming year. Evaluations also include the updating and maintenance of individual adviser’s professional development plans. Evaluations are generally conducted in May, and official copies of the final evaluations are provided to the Senior Director of Operations for inclusion in the adviser’s personnel file.

The Senior Associate Dean for Academic Affairs evaluates the Director of Student Services. The Senior Associate Dean is encouraged to make this a 360-degree review to allow for input from those supervised by the Director, those collaborating with the Director and those affected by the Director’s decision-making.
Professional Development
Standards for Academic Advising and Career Services set by the Council for the Advancement of Standards in Higher Education (CAS) include a strong recommendation that programs “provide access to continuing and advanced education and appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.” The SOJC provides support for ongoing training and professional development activities for Team Advising. Professional development funds are budgeted annually and advisers will have the opportunity to request use of those funds to support expenditures such as NACADA membership, conference attendance, webinars, workshops, literature, or other materials/activities that will enhance and improve the ability to serve SOJC students. Effort will be made to find and engage in low-cost (or no-cost) professional development activities available locally, capitalizing on resources and expertise available in the UO community.

Faculty Mentorship Program
The success of the Collaborative Model for Student Services in the SOJC relies, in part, on continued opportunities for undergraduate students to engage with faculty members for mentorship.

Examples of student engagement with faculty mentors include (but are not limited to):
- Meeting with faculty for discussion and development of a portfolio
- Completing a mentored work experience with a faculty member (e.g. experiential learning project like News Lab, Science/Memory)
- Completing a research experience with a faculty member
- Meeting with a faculty member for guidance related to career exploration and industry-specific advice
- Doing a study abroad experience with a faculty member

Faculty mentorship programs reside in individual majors and should be coordinated as part of faculty workloads. The Area Directors will identify faculty mentors and communicate their names to advisers for student referral.

Changes To This Document
This Collaborative Model for Student Services represents the core vision, goals and objectives that guide our work. It also outlines the structure which allows the SOJC to provide outstanding student-centered academic advising which, in turn, promotes student success, retention and graduation. Changes to this document, or to the structure and processes outlined herein, will require input and approval from:
- Professional Advisers on Team Advising
- Director of Student Services
- Senior Associate Dean for Academic Affairs
- Dean
INFORMATION TECHNOLOGY

Goal 1: Define services and structure roles that improves organizational structure and long-term planning.

Current State: Currently everyone at the SOJC has a general blurred understanding of SOJC IT services; however, there remains a lot of confusion from the organic growth and the innovative nature of the school. Furthermore, in the wake of organic growth there has been a lot of restructuring and blurred lines on the team when it comes to determining who does what.

Steps to Accomplish the Goal
1. Define core IT services and service description that helps customers know what is available and what the scope of the service is.
2. Identify a primary and secondary leads for each service to establish common internal awareness across the IT department and clarifies responsibility across the IT department.
3. Overhaul the IT website improving awareness of services, spaces and equipment leveraging the website as a critical tool highlighting all the innovative IT features and services available to faculty, staff and students.
4. Update management position descriptions and work through Central HR process to promote staff.

Metrics for determining Success
1. Hold a comprehensive list of IT Services is the metric of success.
2. Identify a primary and secondary lead for all IT services is the metric of success.
3. Secure successful promotion of formal leadership to Academic IT and Operational IT for long-term planning.

Goal 2: Develop strategic governance that compliments the SOJC’s strategic planning by building in foundational structure into the Technology Committee to help make decisions on Instructional Technology for the SOJC.

Current State: Currently with the organic and rapid growth of the SOJC there has not been key components to help align priorities and decisions. There are currently a lot of critical conversations however without a process the critical conversations lack critical decisions.

Steps to Accomplish the Goal
1. Update the charge of the SOJC Faculty Technology Committee to be more prescriptive in addressing current state needs.
2. Draft a process for setting technology standards and policies.
3. Create a template to document proposals, feedback and final decisions.
4. Develop a tool to help the school effectively score projects that advances the strategic mission of the school.

Metrics for determining Success
1. An updated, reviewed and approved new Technology Committee charge.
2. An approved governance process that includes inputs and is upheld as the standard process.
3. An approved template that compliments the governance process with documentation, acknowledgments and considerations.
4. An approved project priority matrix that has fixed weights that are associated with the different goals and objectives to the Dean’s strategic plan.
Goal 3: Garner an official commitment to funding and scheduled improvements for the priority classrooms for the SOJC.

Current State: The current state of the SOJC classrooms have been an on-going issue that SOJC IT has worked for the past 2 years to address with the party responsible for the Classroom equipment CMET. The classrooms are critical and yet this problem has persisted.

Steps to Accomplish the Goal
1. Conduct meetings with CMET leadership and project team
2. Provide supporting documentation to the history of issues
3. Develop a comprehensive list of needs in the classroom spaces

Metrics for determining Success
1. Obtain formal financial commitments to the SOJC classrooms
2. Obtain formal time schedule to address the issues in the classroom

SOJC COMMUNICATIONS OFFICE STRATEGIC PLAN FOR 2015-16

Executive Summary: One of the college’s strategic goals is to better tell our story. The following document provides a plan to do this. It should be viewed as an initial point of reference. The SOJC faculty and staff must remember that the communications office is here to tell our story, but if we are not made aware of the story components (faculty and student successes, new programs and initiatives, etc), we don’t have a story to tell.

How to better tell our story?
We need to focus our storytelling around our current positioning of “Ethics, Innovation, and Action.” Although these concepts don’t differentiate us from other journalism schools, these are strong attributes that we have aligned ourselves with.

Additionally, as we move toward our centennial year, the focus of our communications needs to be on engagement and building/rebuilding genuine relationships with our key audiences based on personal experiences and trust.

In January 2015, the University of Oregon launched a new brand campaign that the SOJC communications office is working to align itself with. The benefit for the SOJC in this alignment is the positive brand recognition of the UO, which will help us as we improve our communications efforts and work to engage our target audiences.

The communications efforts for the SOJC to this point have been mixed and unfocused due to the lack of a school strategic plan. Ideally, this plan will set the school on the path to setting academic and administrative priorities that the communications office can support. Until those priorities are set, we will try to focus the communications for the school based on this initial plan.

The major components of this communications strategic plan are:
1. Objectives
2. Messaging
3. Audiences
4. Strategies
5. Channels
6. Tactics
Objectives
Distribution of clear, consistent and integrated messages focused on increasing awareness and the reputation of the SOJC, while articulating our mission, vision and goals:
• demonstrating the value of the SOJC to all of our stakeholders;
• advancing the perception that programs and services offered by the SOJC are of high quality and are accessible to all students;
• fostering a culture of transparent communications as viewed by internal and external audiences;
• increasing faculty, student and alumni involvement and engagement in SOJC activities;
• increasing recognition of SOJC’s distinctive excellence (once priorities are set)

What is integration?
Integrated marketing is basically starting with the end in mind, then involving the whole organization in pursuit of that end. Imagine a Viking boat filled with people and oars – you row harder and more purposefully, and more in sync, if you know where you’re going and collectively are invested in reaching your destination. Finding agreement among the SOJC faculty and staff on where we’re headed will help to more clearly define our communications efforts.

SOJC Key Messaging — What are the things that make us unique?
The recommended key messaging for the SOJC is grounded in the shared perception of who we are, centered around our values of ethics, innovation and action. Figure 1 shows a word cloud formed from the combined self-descriptions of the SOJC from faculty, staff, students and our advisory council. It reveals the heart of how we see ourselves and is a cornerstone for the proposed core messages.

Figure 1 gives us the basis for which to create a brand for the SOJC, which will help support our key messaging and branding.

Branding is not a gimmick; it is a narrative. It must be based in fact and be believable. Like all good stories, it is conveyed via shared themes and memorable messages.

Why should the faculty and staff of the SOJC embrace these messages? Because everyone benefits directly and collectively. Directly by working in a nurturing climate that aims to retain and celebrate individual’s contributions and successes; collectively by generous alumni and benefactors who want to support the environment we created: welcoming, inclusive, rigorous programs that challenge both undergraduate and graduate students.
Primary Key SOJC Messages for 2015-16
In aligning with the new UO president's vision for the university and with the capital campaign, and looking forward toward the SOJC Centennial, the SOJC will focus on three primary key messages:

1. Academic Excellence surrounding access, excellence and experience.
2. The SOJC is creating/inventing/defining the future of journalism.
3. Creativity, innovation and collaboration are at the heart of all that we do from professional practice to media research.
4. The SOJC contributes to a culture of ethics and integrity at the University of Oregon and provides ethical leadership to the profession.

These messages will reinforce a focus on student engagement; diversity and demographics; excellence; student career success and economic development; accessibility; and technology.

Secondary SOJC Core Messages
In addition to the three primary key messages, there are several secondary core messages that will help to give structure to the SOJC narrative.

1. We provide an accessible and superior education at one of the best journalism and communication schools in the country.
2. Our innovative and collaborative culture delivers a second-to-none personal adventure, providing students a curriculum grounded in real-world experiences that prepare them for careers that are in constant evolution.
3. We are a vital academic resource to the UO, the State of Oregon and, the world.
4. We are committed to advancing diversity and justice in educational and social systems, starting with our own.
5. We are a passionate, creative community driven to make the world a better place.
6. We have a dynamic and adaptive curriculum that embraces new technologies and explores the latest trends and methods.

Primary Key Agora Journalism Center Key Messages for 2015-16
The Agora Journalism Center key messages all tie back and align with the SOJC messages, yet focus on the mission of: Agora catalyzes collaborative media innovations that promotes citizen engagement, because meaningful engagement is vital to the future of journalism and the communications professions.

1. The Agora Journalism Center is leading the conversation around communication for the social good.
2. The Agora Journalism Center is forming strategic partnerships that allow them to explore new and innovative communications models surrounding civic engagement.
3. The Agora Journalism Center fosters a culture of continual innovation and diverse collaboration to facilitate positive citizen involvement.

Core Audiences (in order of strategic importance)
1. Prospective undergraduate students and their families
2. Prospective graduate students
3. Current students
4. Donors
5. Alumni
6. UO community (incl. SOJC fac/staff and Johnson Hall administrators)
7. Communications professional/media
8. Academic peers across the nation and throughout the world

General Strategies by Audience

Prospective undergraduate students and their families.
• Work closely with the SOJC student services office to share important messaging to this group and engage through internal and social media channels.
• Understand the composition and attitudes of this audience.
• Make sure students and parents understand the future of journalism and career opportunities in the evolving media landscape.

Prospective graduate students.
• Provide high quality recruitment materials to help recruitment efforts for the graduate programs.
• Create a process for immediate and direct outreach and follow-up with prospective graduate students.
• Create graduate student profiles that show the versatility of our graduate programs and allow prospective students to see themselves as part of our school.

Current undergraduate and graduate students.
• Continue to leverage internal communications channels (weekly events email, digital displays) to encourage awareness and participation in SOJC events.
• Leverage affinity for the SOJC by including students in the telling of the SOJC story.
• Promote student research as part of the SOJC story.
• Create undergraduate student profiles that show the vast experiential opportunities available to SOJC students.

Donors.
• Simplify messages as much as possible and tailor them to donors.
• Lean newsletter and yearbook content in their direction.
• Make it easy for them to learn about our needs and outcomes.
• Be transparent.
• Show efficiency and good stewardship of resources, without appearing cheap.
• Create donor profiles/spotlights.

Alumni.
• Make it easy to determine their class year and note it where appropriate.
• Strengthen their relationship to the SOJC.
• Ask their opinion. Use their ideas.
• Work in concert with the UOAA.
• Invite them to events. Give them opportunities to interact with and help, or at least influence, current students.

UO community.
• Continue to promote content via internal channels.
• Be present at UO events.
• Make it easy for people to purchase and wear SOJC gear.
Communications professionals/Media.
• Create relationships with local and regional media, especially in Portland, demonstrating our crucial role in preparing the next generation of smart, skilled, ethical communicators.
• Be responsive and available to media looking for academic experts.
• Work with faculty who are interested in becoming regular contributors to national media outlets (MediaShift, HuffPo, etc).

Academic peers across the nation and throughout the world.
• Pitch stories about the SOJC and/or journalism issues that put the SOJC in the positive light to external media sources and journalism trade publications
• Advertise and promote the SOJC at academic conferences, bringing more attention to the SOJC and the faculty members

SOJC Communication Goals for 2015-16

1. Increase awareness of SOJC academic excellence among UO community.
   a. In 2014-15, there were 10 stories about the SOJC in Around the O, the UO’s primary new communications channel. In 2015-16 we will try to increase this to 15.
   b. Spread the word of the SOJC Centennial by inviting the campus community to our centennial events.

2. Increase awareness of SOJC academic excellence and build brand as leading school of journalism with national audience
   a. In 2014-15, there were on 10 stories about the SOJC in national media outlets and 7 stories about the Ancil Payne Award for Ethics in Journalism. In 2015-16 we will try to increase this to 15 stories about the SOJC in national media and 10 stories about the Ancil Payne Award.
   b. Work with UO central communications to get SOJC faculty featured in local, regional and national media as experts. In 2014-15, the SOJC was mentioned, or had a faculty member quoted, in 51 local, regional and national media stories. In 2015-16, we’ll work to increase this to 60-65.

3. Better serve the communication needs of the SOJC by creating processes, workflow and better office organization, creating efficiencies and being proactive for items we’re aware of, allowing us to better react to unexpected opportunities.

4. Engage all SOJC audiences in the SOJC Centennial story through various communications channels and events.

Channels

Electronic
• SOJC & Agora Journalism Center websites
• UO websites
• Earned media
• Social media: Facebook, Twitter, Flickr, Instagram, LinkedIn, Video/YouTube
• Newsletters (DuckTales, Research, weekly events for Eugene and Portland, donor)
• Focused e-mail marketing to prospective graduate students.
• Networked digital displays.
Print

- SOJC publications (e.g. viewbook, yearbook)
- Program-specific brochures, flyers, etc.
- Event-specific materials (e.g. posters, postcards, program books, invitations)
- Donor-focused materials
- Traditional print advertising
- SOJC merchandise, including donor gifts
- Posters/sandwich boards
- Other large formats (e.g. vinyl banners at events, wall displays)

All SOJC messaging will contribute to upholding the SOJC mission statement, vision, aspiration and core values.
Appendix II.1.E
COMMITTEE ASSIGNMENTS

2017-2018 SOJC AND UO COMMITTEE/SERVICE APPOINTMENTS

STANDING COMMITTEES

Undergraduate Affairs: Curtin, chair; Pompper, Deb Morrison, Wasko; Newton/Maier; Ex Officio: Garner, Kerber, Sullivan, Varani, Nah, Steeves

Graduate Affairs: Nah, chair; Davis, Park, Sheehan, Chávez, Lewis, Soderlund. Ex Officio: Lawrence, Curtin, Nagel, Wasko, Steeves, Banks or Bane (grad rep)

Faculty Personnel: Newton, chair; see Appendix A.

Diversity, Equity & Inclusion: Pompper, chair; Sen, Bybee, Shafer, Mundy, Ofori-Parku, Howe (graduate student member)

Technology Committee: Kjellstrand, chair; Anderson, Shoenberger, DeVigal, Stasel, Sullivan, Kuttis, Schmidt

ELECTED COMMITTEES

Dean's Advisory Council: Elias, Chavez, Dahmen, Heyamoto, Blaine (chair, TBD)

Faculty Assessment Committee (See Appendix B): Mundy, Force, Newton, Russial, Matthews

AD HOC COMMITTEES/GROUPS

Faculty Search Committees
  Game studies. Lewis, chair, Wasko, Davis, Silva (external member), Bane
  Science Comm: Sheehan, chair, Blaine, Pompper, Vandegrift (external member), Duncan
  Intersectionality: Soderlund & Mundy, co-chairs, Martinez, Strait
  Tech & Social Justice: Sen & Chavez, co-chairs, Newton, Cordes
  Social Media/Data Analytics: Dahmen, chair; Shoenberger, Matthews, Banks

International Studies/Study Away: Steeves, chair, Madison, Laufer, Martinez, Deb Morrison, Lee

Internal Relations: Olmstead, chair; Chandler, Butler, Oravecz, Oar

Experiences Hub Task Force

Technical Group: Rozinski, Schmidt, Atkinson, Lazaro, Sykes

Advisory Group: Anderson, Blaine, DeVigal, Abdenour, Matthews, Radcliffe, Sheehan, Martinez, Morrison


Speaker Selection Committee: Elias, Heyamoto, Blaine, Radcliffe, Kjellstrand
AREA DIRECTORS & PROGRAM COORDINATORS

Undergraduate Area Directors
Advertising: Deb Morrison
Journalism: Newton/Maier
Media Studies: Wasko
Public Relations: Pompper

Graduate Area Directors
Journalism Master’s: Park/Milbourn
Multimedia Journalism Master’s: Pope/Devigal
Strategic Communication Master’s: Davis
Brand Responsibility: Sheehan

Gateway Coordinator: Heyamoto

Graduate Certificate Program in Communications Ethics: Bivins

Honors Program Coordinator: Sheehan

Media Partnership Coordinator: Madison

Scholarship Coordinator: Kerber

Writing Central Coordinators: Shontz, Munther

NextGen Media Outreach Coordinator: Whitten, Myers

Academic Residential Community Director: Butler

INTERNSHIP PROGRAM COORDINATORS/MANAGERS:
Charles Snowden Internship Program: Thier
Dow Jones Copy Editing Internships: Russial
Media in Ghana: Steeves
Portland Experience: Matthews

STUDENT GROUP ADVISERS
AAJA: Park
Ad Society: Anderson
IR Futures: Kuttis
NLGJA: Mundy; Howe (graduate adviser)
NABJ: Elias
NAHJ: Chavez
NAJA: Kjellstrand
NPPA: Park
PRSSA: Chandler / Mitchell
Combined Cultures Student Association: Deb Morrison/Elias
SPJ: Shontz
Social Media Club: Matthews
Student Advisory Board: TBD
Women in Sports: Shontz

STUDENT COMPETITION ADVISERS
AAF Competition (Ad Team): Koranda
Bateman Competition: Matthews
Hearst Competition Coordinators: Park, Photo & Multimedia; Heyamoto, Writing; Force, Broadcasting
New Venture Championship: Koranda

FUNDED ONGOING STUDENT PROJECTS
Balance the Buzz: Koranda
New Venture Champions: Koranda
UO Baseball: Koranda and McDonnell

STUDENT AGENCIES
Allen Hall Advertising: McDonnell
Allen Hall Public Relations: Matthews
Allen Hall Studios: Madison

STUDENT PUBLICATIONS/PRODUCTIONS (SOJC AND INDEPENDENT)
Duck TV: Force
Ethos Liaison: Blaine
Flux Adviser: Milbourn
Newslab: Dan Morrison
Newsroom: Walth/Milbourn
OR Magazine: Dahmen
Oregon Daily Emerald Board: Lisa Heyamoto
Oregon Documentary Project: Miller
Oregon News: Force

STUDENT HONORS
KTA Adviser: Martinez
Phi Beta Kappa Liaison: Russial

JOURNALISM GRADUATE STUDENT ASSOCIATION
JCGSA Becky Banks, president; Kaitlin Bane, president
JCGSA Portland: Whitney Gomes and Victoria (Viktoriia) Haiboniuk (MMJ); Erin Stutesman and Laura Haney-Jackson (Strat Comm)

SOJC RESEARCH SEMINAR (SRS) SERIES
Nah, chair; Pompper, Lawrence, Chavez, Shoenberger, Elim Hernandez
TEACHING PRESENTATIONS

TBD

UNIVERSITY COMMITTEES AND OTHER UNIVERSITY-LEVEL POSITIONS
(BOTH ELECTED AND APPOINTED)

Academic Requirements: Garner
All-Campus Advisory Council: Atkinson
Center for Latino and Latin American Studies, Director: Martinez
Center for the Study of Women in Society Advisory Board: Martinez
Committee on Sexual and Gender-Based Violence: Shafer
Curriculum Liaison for Courseleaf and UO Curriculum Committee: Bivins
Environmental Issues Committee: Anderson
Faculty Advisory Committee: Koranda
Faculty Athletics Representative: Gleason
Faculty Personnel Committee: Pompper
Faculty Research Awards Committee: Lewis
Graduate Council: Lewis
Intercollegiate Athletics: Anderson, Matthews, Gleason
Library Liaison: Sen
IRB Representative: Maier
Intercollegiate Athletics Committee: Matthews
Non-Tenure Track Faculty Committee: Newton
Presidential Data Initiative: Lewis
Research Advisory Board: Chavez
Scholastic Review Committee: Dahmen
Student Health Advisory: Maier
Student Success Advisory Council: Garner, Steeves, Curtin
Undergraduate Affairs Council: Matthews, Wheeler
Undergraduate Research Opportunity Program award committee: Sheehan
University Scholarships Committee: Koranda
University Senate: Chavez
UO Advising Cabinet: Atkinson
Wayne Morse Center Steering Committee: Chavez, Martinez
Wayne Morse Center advisory board: Martinez
Williams Council: Bivins

UNITED ACADEMICS

SOJC Steward: N/A
Assembly Representatives: Bybee (TTF); Robertson (NTTF)
Appendix A. Faculty Personnel Committee

FACULTY PERSONNEL COMMITTEE POLICY

From UO School of Journalism And Communication Internal Governance Policy
(as revised after Provost/United Academics review and faculty-approved changes to TTF Policies 10-30-15)
Appendix A. Faculty Personnel Committee
The SOJC Faculty Personnel Committee includes all tenure-related and career non-tenure-track faculty with appointments of at least .5 FTE (see Voting Procedures above for rationale regarding FTE eligibility). The committee is responsible for midterm and promotion review of all tenure-related (TTF) and 3rd-year and promotion review of career non-tenure-track (NTTF). In consultation with senior faculty and associate dean for academic affairs, the dean appoints the chair of SOJC’s FPC.

The FPC monitors policies regarding evaluation, promotion and tenure. When changes to such policies are needed, the FPC reviews concerns and recommends revisions to the faculty as a whole and to the Dean.

Rank-appropriate subcommittees conduct formal reviews of TT and Career NTT faculty.

- For third-year and promotion reviews of career non-tenure-track faculty, all senior instructors, professors of practice, and tenured faculty participate.

- For midterm reviews of assistant professors, and for tenure and/or promotion to associate professor cases, all tenured faculty members participate.

- For mid-term review of associate professors, post tenure reviews for professors, and for tenure and/or promotion to full professor cases, only tenured full professors participate.

Appendix B. Ad Hoc Faculty Assessment Committee
When merit or equity salary adjustments have been approved by UO Academic Affairs, an ad hoc Faculty Assessment Committee consisting of five faculty members -- one from each rank of professor, associate professor, assistant professor, and two from the ranks of senior instructor, instructor, and professor of practice – will be elected by majority vote of eligible voting faculty. The committee will serve for one specific salary review period with dates designated by UO Academic Affairs. Should a majority of eligible voting faculty fail to vote, the dean will work with the current Dean’s Advisory Council to review merit ratings.

Following the SOJC Merit and Equity Allocation Policy, the ad hoc Faculty Assessment Committee will work with the dean by reviewing the dean’s report of merit ratings and/or equity increases. The committee’s role in the process will be advisory only and will involve review of worksheets and relevant data provided by the dean. Each committee member will work in good faith and will adhere to the guiding principles of equity, parity, and inclusiveness. Members of the committee will provide guidance and recommendations without regard to the personal financial implications of that guidance or recommendation.

The dean will make and document final decisions and make final recommendations to the Provost regarding merit raise allocations.
Appendix II.3.A

TABLE 4—AREA POPULATION

Service Area: Describe here the unit’s geographic service area as far as student enrollment is concerned (region, states, state, counties, etc.).

The University of Oregon is the state’s flagship public university, with the state of Oregon as its primary geographic service area. State residents constitute more than 50 percent of the student body. The university enrolls students from all 50 of the United States, the District of Columbia, two U.S. territories, and 101 countries. The top 15 most represented states in the student body are Arizona, California, Colorado, Florida, Hawaii, Idaho, Illinois, Michigan, Minnesota, Nevada, New York, Oregon, Texas, Utah, Washington.

Based on the most recent Census figures, what percentages do the following groups represent of the population of the unit’s geographic service area as described above?

<table>
<thead>
<tr>
<th>Group</th>
<th>% of population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>1.8%</td>
</tr>
<tr>
<td>White</td>
<td>85.1%</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>1.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>4.0%</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>12.3%</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>0.4%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>4.1%</td>
</tr>
<tr>
<td>Other race</td>
<td>3.4%</td>
</tr>
</tbody>
</table>
Appendix II.3.B

TABLE 5—STUDENT POPULATIONS

Show numbers of male, female, minority, white, and international students enrolled in the unit, the percentages they represent of total journalism and mass communications enrollment, and the percentages these racial/ethnic groups represent of the total institutional enrollment.

Use figures from the most recent academic year for which complete data are available.

Schools located outside of the US should adjust the list below to best represent racial/ethnic/socio economic groups presented in Table 4.

<table>
<thead>
<tr>
<th>Group</th>
<th>Male</th>
<th>Female</th>
<th>% of total in unit</th>
<th>% of total in institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>27</td>
<td>22</td>
<td>2.3%</td>
<td>2.1%</td>
</tr>
<tr>
<td>White</td>
<td>463</td>
<td>937</td>
<td>66.0%</td>
<td>59.9%</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>4</td>
<td>9</td>
<td>0.6%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>28</td>
<td>61</td>
<td>4.2%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>72</td>
<td>178</td>
<td>11.8%</td>
<td>10.4%</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>2</td>
<td>6</td>
<td>0.4%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>41</td>
<td>102</td>
<td>6.7%</td>
<td>6.2%</td>
</tr>
<tr>
<td>International</td>
<td>41</td>
<td>109</td>
<td>7.1%</td>
<td>12.7%</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>5</td>
<td>15</td>
<td>0.9%</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

Source: UO Office of Institutional Research, 4th-week census fall term 2016-17
Appendix II.3.C
TABLE 6—FACULTY POPULATIONS

ACADEMIC YEAR: 2016 – 2017 FULL-TIME FACULTY

<table>
<thead>
<tr>
<th>Group</th>
<th>Female</th>
<th>% of total faculty</th>
<th>Male</th>
<th>% of total faculty</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>3%</td>
<td>2</td>
</tr>
<tr>
<td>White</td>
<td>20</td>
<td>33%</td>
<td>22</td>
<td>36%</td>
<td>42</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>2%</td>
<td>5</td>
<td>8%</td>
<td>6</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>1</td>
<td>2%</td>
<td>3</td>
<td>5%</td>
<td>4</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Two or more races</td>
<td>1</td>
<td>2%</td>
<td>0</td>
<td>0%</td>
<td>1</td>
</tr>
<tr>
<td>Other race</td>
<td>2</td>
<td>3%</td>
<td>2</td>
<td>3%</td>
<td>4</td>
</tr>
<tr>
<td>International (any race)</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>3%</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Full-Time Faculty</strong></td>
<td>25</td>
<td>41%</td>
<td>36</td>
<td>59%</td>
<td>61</td>
</tr>
</tbody>
</table>

ACADEMIC YEAR: 2016 – 2017 PART-TIME/ADJUNCT FACULTY

<table>
<thead>
<tr>
<th>Group</th>
<th>Female</th>
<th>% of total faculty</th>
<th>Male</th>
<th>% of total faculty</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>1</td>
<td>1%</td>
<td>1</td>
<td>1%</td>
<td>2</td>
</tr>
<tr>
<td>White</td>
<td>11</td>
<td>13%</td>
<td>9</td>
<td>10%</td>
<td>20</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>1%</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>2%</td>
<td>0</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Other race</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>1%</td>
<td>1</td>
</tr>
<tr>
<td>International (any race)</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Part-Time/Adjunct Faculty</strong></td>
<td>14</td>
<td>16%</td>
<td>12</td>
<td>14%</td>
<td>26</td>
</tr>
</tbody>
</table>

**GRAND TOTAL, ALL FACULTY**

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>% of total faculty</th>
<th>Male</th>
<th>% of total faculty</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>39</td>
<td>45%</td>
<td>48</td>
<td>55%</td>
<td>87</td>
</tr>
</tbody>
</table>

Source: School of Journalism and Communication; UO Office of Affirmative Action and Equal Opportunity; UO Office of Human Resources.
## Appendix II.3.D
### TABLE 7—FULL-TIME FACULTY RECRUITMENT

Provide the following information for any searches for full-time faculty members conducted by the unit within the past three years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Openings</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Total applicants in hiring pool</td>
<td>164</td>
<td>18</td>
<td>83</td>
</tr>
<tr>
<td>Females in hiring pool</td>
<td>64</td>
<td>3</td>
<td>35</td>
</tr>
<tr>
<td>Female finalists considered</td>
<td>6</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Offers made to females</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Offers accepted by females</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Minorities in hiring pool</td>
<td>42</td>
<td>9</td>
<td>41</td>
</tr>
<tr>
<td>Minority finalists considered</td>
<td>3</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Offers made to minorities</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Offers accepted by minorities</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International faculty in hiring pool</td>
<td>NA^</td>
<td>NA^</td>
<td>NA^</td>
</tr>
<tr>
<td>International faculty considered</td>
<td>NA^</td>
<td>NA^</td>
<td>NA^</td>
</tr>
<tr>
<td>Offers made to international faculty</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Offers accepted by international faculty</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

*Dean Search is not included since 100 percent administrative position.

^International Status is not known until a candidate is hired.

Source: School of Journalism and Communication; UO Office of Affirmative Action and Equal Opportunity; UO Office of Human Resources.
Appendix II.3.E

TABLE 8—PART-TIME FACULTY RECRUITMENT

Provide the following information for any searches for part-time or adjunct faculty members conducted by the unit within the past three years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Openings</td>
<td>8</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Total applicants in hiring pool*</td>
<td>25</td>
<td>36</td>
<td>33</td>
</tr>
<tr>
<td>Females in hiring pool</td>
<td>16</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Female finalists considered</td>
<td>UK**</td>
<td>UK</td>
<td>UK</td>
</tr>
<tr>
<td>Offers made to females</td>
<td>UK</td>
<td>UK</td>
<td>UK</td>
</tr>
<tr>
<td>Offers accepted by females</td>
<td>6</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Minorities in hiring pool</td>
<td>1/14***</td>
<td>4/17</td>
<td>3/16</td>
</tr>
<tr>
<td>Minority finalists considered</td>
<td>UK</td>
<td>UK</td>
<td>UK</td>
</tr>
<tr>
<td>Offers made to minorities</td>
<td>UK</td>
<td>UK</td>
<td>UK</td>
</tr>
<tr>
<td>Offers accepted by minorities</td>
<td>0</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>International faculty in hiring pool</td>
<td>UK</td>
<td>UK</td>
<td>UK</td>
</tr>
<tr>
<td>International faculty considered</td>
<td>UK</td>
<td>UK</td>
<td>UK</td>
</tr>
<tr>
<td>Offers made to international faculty</td>
<td>UK</td>
<td>UK</td>
<td>UK</td>
</tr>
<tr>
<td>Offers accepted by international faculty</td>
<td>UK</td>
<td>UK</td>
<td>UK</td>
</tr>
</tbody>
</table>

^Adjunct faculty are hired out of a common pool that is updated on an annual basis.
*reporting qualified applicants only.
**Unknown." International status is not known until after applicant is hired. Human Resources does not maintain data on the number of international adjunct faculty hires.
***Denominator indicates number of applicants who self-identified.

Source: School of Journalism and Communication; UO Office of Affirmative Action and Equal Opportunity; UO Office of Human Resources.
Appendix II.3.F

SOJC MISSION STATEMENT

The School of Journalism and Communication (SOJC) is a community of media scholars and professionals dedicated to teaching, research, and creative projects that champion freedom of expression, dialogue, and democracy in service to future generations.

Our home in the Pacific Northwest and the opportunities of our location are reflected in our explorations of media, technology, and the human condition.

Through our undergraduate and graduate programs in media studies, journalism, public relations, and advertising, we conduct research and craft nonfiction stories on such critical and global subjects as the environment, diverse cultures, and international issues. We facilitate relationship building that entails respect for consumer advocacy, transparency, and civic engagement.

By integrating theory and practice, we advance media scholarship and prepare students to become professional communicators, critical thinkers, and responsible citizens in a global society.

Come to Oregon and change the world.

Revised May 29, 2015
Appendix II.3.G

SOJC DIVERSITY PLAN

Adopted: March 2017

EXECUTIVE SUMMARY

The School of Journalism and Communication at the University of Oregon finds itself at a key moment in its history. Our journalism, public relations, advertising and media studies students will begin their careers in an increasingly diverse country. A more profound knowledge of issues of social and cultural complexity, and a deeper comfort with diversity in their working environments will only aid them in their goals. For our students and for our faculty, embracing diversity is not just a matter of achieving the noble aims of equity, inclusion and fairness: it’s also central to their effectiveness as professionals and scholars.

The SOJC has been working for almost a quarter century on questions of diversity, beginning with a 1993 plan that was drafted with the intention of increasing the presence of women and members of ethnic minorities among the School’s students and faculty. In the years since, the SOJC has made important strides in those areas. Among other things, Latino representation among our student body has increased dramatically. Latino students make up 11.7 percent of our undergraduate students, Asians 4.2 percent and African Americans 4.2 percent. The number of tenure-track faculty from groups “of color” is 29 percent, though the number is lower among non-tenure-track faculty. Topics of cultural diversity are now routinely taken up in SOJC-sponsored public events, including the 2017 “Gay Storytelling Started Here,” a tribute to alumnus Randy Shilts; and the 2017 Ruhl Lecture with Ta-Nehisi Coates. The School’s curriculum includes several courses that take up diversity and inclusion, addressing topics such as Oregon’s “Latino roots,” hate speech, and transnational Asian media; and the School organizes a yearly summer program in Ghana. But women remain underrepresented among faculty, and the school has lagged in its recruitment of African-American students. What’s more, issues of diversity have become significantly more complex in the United States and Oregon, especially in relation to gender identity and sexuality: Our faculty and staff face challenges and demands that were unimaginable in 1993. Much work remains to be done.

One critical lesson to have emerged from the SOJC’s twenty-four years of efforts to promote diversity and inclusion is that success in those efforts is not a mere question of monitoring demographics and percentages. Rather, it is a concern that requires a holistic approach that touches on nearly every aspect of student life and administration. Today, in 2017, the diversity committee is proposing a series of measures that will impact everything from classroom pedagogy, to our efforts to retain underrepresented students, and the community and culture we help create for our students in Eugene, Portland and elsewhere. We propose changes to syllabi, the creation of new institutional structures that will give greater momentum to our diversity efforts, and also new metrics that will more aggressively track the School’s progress in these matters. The SOJC should consider hiring a “diversity officer” or “diversity champion.” We further believe the SOJC should make efforts to increase the graduation rate of underrepresented students, and make better use of the university’s digital and media resources to support recruitment efforts and to link underrepresented students to the resources that can help them to be successful.
Among the most urgent goals and tasks the SOJC faces are these: increasing African-American representation at all levels of the school; creating a mandatory course on Diversity for all majors; establishing feedback channels from students on issues of diversity; ensuring that international students obtain proper mentoring and advising so they feel more “at home,” and finally, setting up a stronger institutional presence by creating a Dean’s Diversity Council which will have more authority than the current Diversity Committee.

Our students and faculty long ago discovered that their work takes them into an increasingly diverse state and country. We believe the SOJC has been, and can continue to be, a campus leader in efforts of diversity and inclusion.

2017 - 2020 UO DIVERSITY ACTION PLAN TEMPLATE

GOAL #1 (I: Inclusion): Create an inclusive and welcoming environment for all.
Strategy 1: SOJC - Create a more welcoming, respectful and inclusive climate for all.

<table>
<thead>
<tr>
<th>Tactics</th>
<th>Resources to be used for this tactic</th>
<th>Name and title of lead personnel</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Create Dean’s Council on Diversity</td>
<td>Meet quarterly w/ Dean to discuss needs and grievances. Report to faculty and staff as needed.</td>
<td>Dean’s office, Meeting space, Reporting tools.</td>
<td>Launching Winter 2017</td>
</tr>
<tr>
<td>1.2 Create student-focused mentorship program to support holistic student development and increase community membership</td>
<td>Mentor program in year 1 to recruit and manage at least 10 mentor/mentee pairs</td>
<td>Leveraging PRISA student mentorship program, VP of Equity and Inclusion resources as needed.</td>
<td>Launching during AY 2017-18</td>
</tr>
<tr>
<td>1.3 Require syllabi to contain course material on issues of cultural diversity and a section highlighting the importance of an inclusive environment.</td>
<td>Sample and distribute “best practices” sections from current syllabi. Report percentage of syllabi containing the inclusion statement at end of year.</td>
<td>Dean of Student’s Office</td>
<td>Beginning Fall 2017</td>
</tr>
<tr>
<td>1.4 Annual diversity town hall that promotes current and relevant topics on diversity and inclusion.</td>
<td>One town hall annually scheduled depending on current events and needs.</td>
<td>Event planning staff and budget.</td>
<td>Modeled from events in AY 2015-16, Goals begin fall 2017</td>
</tr>
<tr>
<td>1.5 Reach out to the Black Student Union and other diversity-oriented groups on campus to solicit input as to what kinds of actions SOJC could take on a one time or a recurring basis that they would find supportive of their groups and organizations.</td>
<td>One “listening” town hall open to campus.</td>
<td>Event planning staff and budget.</td>
<td>Modeled on 2016 FLUX “listening” forum for special diversity issues.</td>
</tr>
<tr>
<td>1.6 Reach out to the NAACP and other diversity-oriented community groups to solicit input as to what kinds of actions SOJC could take on a one time or a recurring basis that they would find supportive of their groups and organizations.</td>
<td>One community “listening” town hall to be held off campus, for instance the Eugene and/or Springfield Public Libraries.</td>
<td>Event planning staff and budget.</td>
<td>Modeled on 2016 FLUX “listening” forum for special diversity issues.</td>
</tr>
</tbody>
</table>

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
Qualitative survey of syllabi, follow-up conversations with Black Student Union leaders and other diversity-related groups, elicit quantitative and qualitative feedback on Diversity Council and town hall meetings.
GOAL #1 (I: Inclusion): Create an inclusive and welcoming environment for all.
Strategy 2: SOJC - Incorporate promising practices that eliminate implicit bias and combat racism as well as other forms of discrimination. Incorporate promising practices to increase equity, inclusion and intercultural understanding in onboarding, performance evaluations, tenure and promotion, and other unit processes and policies in ways that allow all members of the unit to thrive and succeed.

<table>
<thead>
<tr>
<th>Tactics</th>
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<tbody>
<tr>
<td>2.1 Produce annual SOJC diversity and inclusion report, pulling from individual faculty and staff reports to report SOJC progress.</td>
<td>Identity trends, gaps, and best practices. Report submitted to SOJC community</td>
<td>Dean's office (compiling); Diversity committee (analyzing and reporting)</td>
<td>Dean's office and Diversity Committee</td>
<td>Pilot test at end of AY 2016-17 - report Fall 2017.</td>
</tr>
<tr>
<td>2.2 Establish recurring diversity-focused forum across faculty to discuss best practices for how DEI is taught across the curriculum.</td>
<td>Hold at least one forum in year one, and based on outcomes, possibly extend to one per quarter in year two.</td>
<td>Diversity Committee</td>
<td>Diversity Committee and SOJC Communication office events coordinator</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>2.3 Create a faculty and staff driven scholarship committee with clearly articulated policy with regard to diversity.</td>
<td>Faculty and staff involvement in scholarship awards.</td>
<td>Faculty and staff.</td>
<td>SOJC Diversity Officers, Diversity Committee and SOJC Communication office events coordinator</td>
<td>Fall 2017</td>
</tr>
</tbody>
</table>

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
Diversity Committee analysis of annual report, faculty feedback, end-year report from Diversity Committee confirming the staging of diversity focused forums and creation of scholarship committee, further the Diversity Committee will determine to what extent these measures succeeded (by means of surveys) in the second year of the plan.
GOAL #2 (D: Diversity): Increase the representation of diverse students, faculty, staff, and community partners at all levels of the university.

Strategy 1: SOJC - Incorporate active recruitment strategies, processes to eliminate conscious and unconscious bias, and other promising practices to recruit diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally under-represented communities.

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<tbody>
<tr>
<td>1.1 Increase recruitment of under-represented students (URS) in the SOJC through participation in professional and personal development programs targeted at secondary URS.</td>
<td>Recruiting URS at a level exceeding UO as a whole by comparing enrollment statistics with annual measurement.</td>
<td>Continued financial and personnel support of the scholastic J outreach program</td>
<td>Anthony Whitten, Scholastic Journalism Outreach Coordinator</td>
<td>Begin Fall 2017 and continue all terms over the next three years.</td>
</tr>
<tr>
<td>1.2 Review SOJC job search committee guidelines on the importance of diversity on search committees and develop a plan that ensures that diversity.</td>
<td>Establish an SOJC policy by end of spring 2018 term. Track diversity within search committees after spring 2018.</td>
<td>Establish a sub-committee of SOJC faculty to develop and present the policy. Track diversity among search committee members as they are appointed.</td>
<td>Leslie Steeves, Senior Associate Dean for Academic Affairs</td>
<td>Begin Winter 2019 and continue all terms over the next three years.</td>
</tr>
<tr>
<td>1.3 Require all SOJC search committee members to complete the UO implicit bias training within the term of their service. Training will be valid for three years.</td>
<td>Track implicit bias training completion with UO records.</td>
<td>This is already strongly encouraged and would now be required. Contingent on UO offering this training at regular intervals.</td>
<td>Each search committee chair</td>
<td>Begin Fall 2017 and continue all terms over the next three years.</td>
</tr>
</tbody>
</table>

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Compile metrics that will show yearly trends in student enrollment during the whole three-year Plan period, review search committee guidelines for searches starting Fall 2017 to ensure they meet up to these recommendations, conduct census and interviews with all search committee members to verify their participation in the implicit bias training and to determine the usefulness of such training.
GOAL #2 (D: Diversity): Increase the representation of diverse students, faculty, staff, and community partners at all levels of the university.

Strategy 2: SOJC - Use promising practices and effective strategies to retain diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally-underrepresented communities.

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<tr>
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<tr>
<td>2.1 Support recruitment efforts and generally promote involvement opportunities for students, with student groups focused on supporting underrepresented populations, such as National Association of Black Journalists or NLGJA.</td>
<td>Increase promotion messaging via Allen Hall digital signage, classroom announcements, and invitations to these groups to promote membership. Try to ensure some group is promoted via these methods at least once a month.</td>
<td>SOJC communication office (digital signage and PowerPoint slides for classroom announcements. Ask faculty in each faculty meeting to identify student groups we could omit to request they send us a promotional message that could be shared with students.</td>
<td>SOJC Communications Director, Faculty Student Group Advisors, Student Services, Diversity Heads</td>
<td>Begin Fall 2017 and continue all terms over the next three years.</td>
</tr>
<tr>
<td>2.2 Revise the structure of the Journalism Advisory Council to include faculty in the selection and review of Council members and develop clearly articulated diversity guidelines for representation and action.</td>
<td>Increase diversity of alumni and community viewpoints on SOJC activities and initiatives.</td>
<td>SOJC Faculty.</td>
<td>Diversity Committee and Ad Hoc Task Force</td>
<td>Develop and implement 2017-2018 academic year.</td>
</tr>
</tbody>
</table>

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Diversity Committee will conduct end-year investigation to measure progress on the support for recruitment efforts and to track progress on the revision of the Journalism Advisory Council.

GOAL #3 (A: Achievement): Facilitate access to achievement, success, and recognition for underrepresented students, (URS) faculty, staff, and alumni.

Strategy 1: SOJC - Eradicate any existing gaps in achievement between majority and underrepresented students, faculty and staff in graduation rates, tenure and promotion, professional opportunities, leadership opportunities and recognition.

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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>1.1 Increase graduation rates of URS undergraduate. Establish high achievement programs targeted at URS available at enrollment.</td>
<td>Graduating URS at a level exceeding UO as a whole by comparing graduation statistics with annual measurement.</td>
<td>Research-supported best practices involving URS as defined by the SOJC &amp; DEI.</td>
<td>Pat Clurin, Associate Dean</td>
<td>Begin tracking Spring 2018, but not expecting increases until Spring 2019</td>
</tr>
<tr>
<td>1.2 Expand SOJC website to highlight diversity related programs, faculty, research, and community service.</td>
<td>Conduct usability review of websites with the newly formed SOJC Student Advisory Council on Diversity for feedback and approval of content.</td>
<td>Research-supported best practices involving URS as defined by the SOJC &amp; DEI.</td>
<td>SOJC Communications Director and SOJC Student Advisory Council on Diversity</td>
<td>Winter 2018</td>
</tr>
<tr>
<td>1.3 Initiate faculty-student and peer-to-peer mentorship program for URS undergraduates.</td>
<td>Evaluation of retention and graduation rates.</td>
<td>Research-supported best practices involving URS as defined by the SOJC &amp; DEI.</td>
<td>SOJC Student Services, SOJC Diversity Committee</td>
<td>Develop during 2017-2018, implement Fall 2018.</td>
</tr>
</tbody>
</table>

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

All of the aforementioned measures can be evaluated with quantitative data. 1.1 & 1.2: demographics. 1.3: Creation of direct active links on the SOJC website (research, teaching, community engagement, and awards and other exemplars).
GOAL #3 (A: Achievement): Facilitate access to achievement, success, and recognition for underrepresented students, (URS) faculty, staff, and alumni.

Strategy 2: SOJC - School, College, Research, and Administration - Increase faculty, student, staff, and alumni participation (with special focus on groups that are currently underrepresented) in global leadership experiences, research, professional development opportunities, and scholarships (e.g. Rhodes Scholar and Marshall Scholar competitions) as well as other prestigious awards and recognitions.

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

All of the aforementioned measures can be evaluated with quantitative data. 2.1: Number of and financial compensation from URS-based scholarships. 2.2 & 2.3: Track demographics of participants, as well as changes in financial support for relevant programs.
GOAL #4 (L: Leadership): Leadership will prioritize and incorporate diversity, equity, and inclusion in plans and actions.

Strategy 1: SOJC - Develop and promote programs that support, mentor and prepare members of underrepresented groups for leadership opportunities (i.e. department heads, directorships, deanships, vice presidencies, etc.) at the UO.

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</thead>
<tbody>
<tr>
<td>1.1 Identify those faculty and staff involved with D&amp;I-related research, teaching and/or service. Make a resource for SOJC.</td>
<td>Database of available faculty to speak on specific topics - modeled after the UO’s “experts list” for media</td>
<td>Literature the compiled annual report (See Goal 1, strategy 2) and reach out to faculty via listserv.</td>
<td>Diversity Committee, Dean’s Office, and SOJC faculty/staff</td>
<td>Begin compiling list of “experts” in fall 2017 and formalize as a resource to begin fall 2018.</td>
</tr>
<tr>
<td>1.2 Determine “best practices” in composition of diversity committees to ensure best structure to support SOJC D&amp;I work.</td>
<td>Develop specific rubric regarding membership and responsibilities of the SOJC diversity committees. Possible measures include national and regional diversity directors, faculty and staff diversity leaders, and program leaders</td>
<td>Conversations with leadership throughout SOJC.</td>
<td>Dean’s Office, Diversity Committee Chair</td>
<td>Begin discussions fall 2017.</td>
</tr>
<tr>
<td>1.3 Long-term vision: hire a Diversity Champion (a Chief Diversity Officer for the SOJC)</td>
<td>Determine extent of need and availability of resources</td>
<td>Dean’s Office, Development Office</td>
<td>Dean’s Office, Diversity Committee, Ad Hoc Task Force</td>
<td>Investigation to begin spring 2017.</td>
</tr>
</tbody>
</table>

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

In its end-year report for the period 2017-18 the Diversity Committee will be responsible for evaluating the state of progress on all three tactics and will call a faculty meeting in case sufficient progress has not been made.

GOAL #4 (L: Leadership): Leadership will prioritize and incorporate diversity, equity, and inclusion in plans and actions.

Strategy 2: SOJC - Utilize philanthropy and other resources to advance the work of diversity, equity, and inclusion in your unit and across the University.

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<tbody>
<tr>
<td>2.1 Establish undergraduate and graduate awards for research and creative work dedicated to D&amp;I topics</td>
<td>One award at each level by end of three-year plan</td>
<td>Outreach to donors regarding possible funding possibilities</td>
<td>Development Office</td>
<td>Fall 2017-18 - outreach to donors. AY 2018-19 first year with award.</td>
</tr>
<tr>
<td>2.2 Refocus the Randy Shiltz Scholarship</td>
<td>Redefine the purpose and criteria for the Shiltz scholarship</td>
<td>Research regarding history and funding source. Possible outreach to donors</td>
<td>Diversity Committee sub-committee</td>
<td>Evaluate and address by end of AY 2017-18</td>
</tr>
<tr>
<td>2.3 Establish SOJC Alumni Center that will generate data about post-graduation achievements of diverse students. Once established, it may eventually be used as a resource to connect new diverse alumni with employers.</td>
<td>Measure center’s creation and data tracking annually through a report to the Dean’s office.</td>
<td>Collaboration among Student Services, Development, Diversity Committee, and Dean of Students resources</td>
<td>Sally Garner, Director of Student Services; Pat Curtin, SOJC Dean of Students; Development Office</td>
<td>Begin investigation and of AY 2017-18, groundwork to begin by AY 2019-2020.</td>
</tr>
</tbody>
</table>
Describe the evaluation tool that you will utilize to measure progress and ensure accountability. In each case, the Diversity Committee will evaluate and make recommendations to the Dean.

Foundational Questions to Consider:

The following questions will assist in developing unit plans. Please note that you are not required to answer these questions or submit a separate document addressing them.

School, college, and research units will likely find all questions helpful, while administrative units should focus on questions 1 and 6-9.

1. What steps will you take, in the next few months, to assess and improve the unit’s “climate” and demographic context as it relates to faculty, students and staff who are from underrepresented groups such as people of color, women, and people with disabilities, international students and faculty, and people who identify as LGBTQIA? Consider evaluating your unit’s mission, vision, values and data points as part of your assessment and planning processes.

2. What steps will you take, over the next year (short-range) and three years (long-range), to foster inclusion and equity among diverse student populations? How will you promote their academic achievement(s) and success(es), including timely graduation? For example, how does your unit plan to incorporate best practices in inclusive pedagogy to ensure that the needs of diverse students are being met? How will your unit use curricular and co-curricular resources to provide students with an understanding of the unique experiences faced by minorities in the US context in ways that sharpen critical thinking and encourage an inclusively vibrant intellectual community? What efforts will be engaged to ensure that students from diverse backgrounds are being prepared to pursue such highly competitive scholarships and/or professional opportunities as Fulbright, Rhodes and other scholarship programs?

3. What categories of excellent faculty are needed most to improve the diversity of the school’s faculty? What efforts will the school take, in the next year and three years, to increase the diversity of its faculty (e.g. active recruitment processes, implicit bias training, targeted hiring, cluster hiring, visiting professorships, pre-doctoral/post-doctoral programs, recruitment from Minority Serving Institutions, including Historically-Black Colleges and University, Hispanic Serving Institutions, Tribal Colleges and Women’s Colleges)?

4. How will your unit support faculty, including faculty of color, women, international faculty, faculty with disabilities, and faculty who identify as LGTBQIA, as they move toward tenure, into full professorships, and into the positions of academic leadership? For example, how will your unit use best practices in mentoring, onboarding, professional development, coaching, and other resources to support, retain, and advance faculty? What current practices, policies, and processes related to teaching, research, and service need to be examined to ensure that all faculty members have an equitable opportunity to succeed? What opportunities exist for partnering with other schools and colleges in meeting the needs of diverse faculty?

5. How will the unit allocate resources to achieve the diversity and inclusion goals, strategies, or tactics that require resources? If fundraising is required, please indicate how the leader of your unit will identify sources of funds.
6. What categories of staff and administrative support are needed most to improve the diversity of the unit's staff? What efforts will the school take, in the next year and three years, to increase the diversity of its staff (e.g. active recruitment processes, implicit bias training, targeted hiring, cluster hiring, visiting professors, pre-doctoral/post-doctoral programs, recruitment from Minority-Serving Institutions, Hispanic-Serving Institutions, Historically-Black Colleges and University (HBCU), Tribal Colleges, and Women's Colleges? 

7. How will your unit support the retention and advancement of staff, including staff of color, women, international staff and staff with disabilities, and staff that identify as LGTBQA as they advance through the organization? For example, how will your unit use best practices in mentoring as well as onboarding, professional development, coaching, and other resources to support, retain and advance staff? How will current evaluative processes be examined to insure that they are inclusive? What steps will your unit take to provide these staff employees with the skills that are needed to be become candidates for leadership either here or at other universities? 

8. How is your unit working to support the recruitment and retention of diverse graduate and undergraduate students? For example, what training is being offered about issues of implicit bias, equity in evaluations and cross-cultural understanding? How are expectations in this regard being generally communicated? How is achievement in these areas being encouraged, rewarded, and incorporated into evaluative and salary processes? 

9. How will your unit communicate its plan to internal and external stakeholders? What aspects of communication and marketing are you envisioning? What steps will your unit take to ensure accountability and transparency?
Appendix II.3.H

SOJC DIVERSITY GUIDELINES FOR SYLLABI

From: Leslie Steeves <lesliesteeves@gmail.com>
Date: Tue, 16 Sep 2014 06:13:12 -0700
Subject: Syllabus checklist and learning outcomes
To: everyone <everyone@jcomm.uoregon.edu>

Dear Colleagues,

I’m attaching two documents that may help as you construct fall syllabi.

The first is a syllabus checklist. Tom Bivins and I adapted it for the SOJC from one that Tom received at a workshop introducing an online system that will soon be deployed for proposing new courses (more that later). This edited version represents the information that we are mandated to supply in all course syllabi. Note that much more can be said about each component, particularly the policies, and more policies could be added. I’m sure we will revisit several of these components in more detail later. This attachment is intended simply to serve as a reminder and basic checklist of requirements.

The second attachment is on writing expected ‘learning outcomes,’ item number III on the checklist (see: http://sa-assessment.uoregon.edu/ResourcesandTraining/WritingStudentLearningOutcomes.aspx).

As most of you know, the UO’s accreditation by the Northwest Commission on Colleges and Universities now requires that we include learning outcomes in every syllabus for every course, both undergraduate and graduate. So please do make sure to include them.

Again, I hope these documents are helpful. And thanks very much to Tom for passing both of them along and helping create the template. Thanks also to Sally Garner for editing and fact-checking, and Julie Newton for information and suggestions on the policies.

See you all very soon!

Best,
Leslie

9-15-14
SOJC SYLLABUS CHECKLIST

For all course syllabi the following elements must be included, although not necessarily in this order. Supporting material beyond the list below may also be desirable.

I. Course identity, teaching staff, and logistics
II. Course description
III. Expected learning outcomes
IV. Estimated student workload
V. How grades will be determined
VI. Course schedule and assignments
VII. Course policies: especially, attendance, inclusiveness, accessibility and academic integrity.

Further instructions, including the desired level of detail, are given below for each of the elements.

You are free to construct a syllabus that is appropriate for your field and that suits your pedagogical style; however, information should be presented in a clear form. This will allow students of varied backgrounds to understand the content of a course, its place in the curriculum, and its workload and grading expectations—both in a general sense and on a weekly basis.

DETAILS

I. Course Identity, Teaching Staff, and Logistics
   • Subject code, course number, and course title
   • Instructor and GTF names
     • Contact information
     • Office hours information (time and place)
   • Classroom and section/lab information (meeting times and locations)
   • Required course materials (e.g., books, course packets) and where to obtain them (Duck Store, Blackboard, Library reserves)
   • Course website (if applicable).

Note that details on GTFs, sections/labs, and required course materials may be placed in a later section if necessary to keep the course description (below) on the first page of the syllabus.

II. Course Description

Provide a description that is long enough (typically 100 - 250 words) and sufficiently specific to make your course appealing and accessible to its target student audience. Please take care to use language that is meaningful to students with a range of expertise.

III. Expected Learning Outcomes

You must devote a section of your syllabus to a list of expected learning outcomes—that is, the major skills, abilities, and concepts a student is expected to acquire from your course. The point is to make your expectations more transparent by articulating academic objectives that may be only implicit in the course description and workload design. Three to six short sentences or bullet points will suffice.

For more information, see the accompanying document on writing student learning outcomes.
If multiple instructors will teach the course at different times, focus on the learning outcomes that are likely to be expected by all of them.

**IV. Estimated Student Workload**
In a paragraph or so, succinctly describe the kinds of work students will do in your course (e.g., reading, writing papers, creating portfolios, preparing/giving presentations, attending lectures, taking tests, doing field work). If appropriate, you should also indicate what students will do in discussion sections or laboratories.

The narrative description you provide here for students should delineate the difference between graduate and undergraduate workloads in 4xx/5xx courses. (Bear in mind that one undergraduate term credit hour equals roughly 30 real hours of student work, typically 10 hours in class and 20 hours outside of class. For graduate students, it’s 40 hours per credit. This means that graduate students in 4xx/5xx courses are expected to perform roughly a third more work than their undergraduate counterparts. Be specific about what additional work graduate students will be required to do in 5xx courses; grading them more stringently is not enough.)

**V. How Grades Will Be Determined**
List the required assignments (e.g., papers, exams, projects) and how much weight each will carry in the final grade. Describe each in enough detail (e.g., provide page length for written assignments) that a student can understand what will be required. It’s probably obvious, but perhaps still worth noting, that your assessments of student achievement should be clearly related to the learning outcomes you’ve articulated.

Also indicate what distinguishes A, B, C, D, and F level work for the major types of assignments—and include your policy on A+. Here, the idea is to go beyond the point ranges corresponding to particular grades, and explain qualitatively the type of achievement each grade represents. (Again, for 4xx/5xx courses: Describe what additional work will be expected of graduate students and how it will be graded.)

**VI. Course Schedule and Assignments**
The format for the course schedule is flexible. Some instructors use grids while others use lists or even short paragraphs to describe the content that will be covered in the course. Grids and minimalist lists often omit key detail, however, while paragraphs can be hard to assimilate quickly. So strike a balance between clarity and detail.

Whatever format you choose, please include all of the elements below:

- Topics/titles for all individual lectures, sections, labs, and other class meetings
- Titles of conceptual units within the course (if applicable)
- Readings assigned—with indications of when they are to be completed*
- Due dates for all major assignments, including papers, presentations, portfolios, midterms, etc.
- Final exam date, time, and location

*Complete citation information including page numbers (not merely chapter numbers, or book and article titles) is important. Note that page numbers help students evaluate workload expectations. Different types of material require differing amounts of time to read. Providing as much detail as possible will help students understand these differences and plan their time.
VI. Course Policies
You must spell out your expectations with respect to behavior and individual responsibility for students in your course. The SOJC expects that syllabi will include policies on attendance, inclusiveness, accessibility, and academic integrity (see the links). Policies on the remaining items are strongly recommended.

- **Attendance.** SOJC mandatory attendance policy: [journalism.uoregon.edu/students/survivalguide/attendance](journalism.uoregon.edu/students/survivalguide/attendance)
- **Classroom inclusiveness, prohibited discrimination, and etiquette.** For instance, see: [tep.uoregon.edu/resources/universaldesign/environment.html](tep.uoregon.edu/resources/universaldesign/environment.html)
- **Accessibility and disability accommodation.** The above link on inclusiveness provides helpful language: [tep.uoregon.edu/resources/universaldesign/environment.html](tep.uoregon.edu/resources/universaldesign/environment.html). See also: [aec.uoregon.edu](aec.uoregon.edu)
- **Academic integrity, including citation of all sources.** For UO suggested statement on academic misconduct see (scroll down on site): [tep.uoregon.edu/resources/faqs/preparingtoteach/buildsyllabus.html](tep.uoregon.edu/resources/faqs/preparingtoteach/buildsyllabus.html)
- **Technology needed for the course and related policies.** SOJC laptop policy: [journalism.uoregon.edu/students/survivalguide/laptop](journalism.uoregon.edu/students/survivalguide/laptop)
- **Make up for missed work**
- **Opportunities for extra credit work, if allowed**
- **Need for examination booklets or other materials, and where to buy them**
- **Formatting of papers (single or double spacing, point size, etc.)**
- **Recording of lectures and sharing of notes among students**

VII. Supporting Material [Optional]
Expanded descriptions of course assignments may be placed here.

Other material that supplements your syllabus in someway (e.g., a full bibliography of course readings) may also be placed here, if desired.

How can I make the classroom accessible and inviting?
Creating an accessible and inclusive classroom environment is important for student accessibility, comfort, and learning. Accessibility in architectural spaces is usually identified with the important ADA (Americans with Disabilities Act) standards. Applied to creating learning communities, the underlying connection between Universal Design and disability accommodations is that both encourage accessibility to more diverse groups of people. When considering the classroom environment the two important areas for creating an inclusive classroom environment include 1) class climate and 2) physical environment of the classroom.

**Class Climate**
Your actions, words, and written information should reflect diversity and inclusiveness in the classroom environment. This includes conveying high expectations both for you as instructor and for your students to be respectful and inclusive of all students in the class community. For example, consider how contentious content can lead to uncomfortable discussions where disrespect overshadows academic discourse, or the ways in which certain instructional delivery methods of complex content can leave some students behind. Explore ways in which learning community expectations can be built into your course planning and explored with your students starting on the first day.
Examples
Include a statement on the syllabus inviting individual appointments and discussion with students who might encounter barriers to learning. For example, from The Teaching and Learning Center:

The University of Oregon is working to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your participation, please notify me as soon as possible. You are also welcome to contact the Accessible Education Center in 164 Oregon Hall at (541) 346-1155 or uoaec@uoregon.edu. If you are not a student with a documented disability through Disability Services, but you would like for me to know about class issues that will impact your ability to learn, I encourage you to come visit with me during my office hours so that we can strategize how you can get the most out of this course.

Establish clear guidelines for open discussion and cultural sensitivity, which addresses the importance of academic discourse and the consideration of other student perspectives.

Provide a variety of learning opportunities and experiences during the class. For example, include small group activities, individual reflection, and lecture to encourage participation and reflection from students in different ways.

Form student groups that allow everyone to feel welcomed and participate in class. Change student groups throughout the term using the random group assignment feature of Blackboard.

Include a diversity statement on your syllabus. For example, from The Teaching and Learning Center:

Open inquiry, freedom of expression, and respect for difference are fundamental to a comprehensive and dynamic education. The University Teaching and Learning Center is committed to upholding these ideals by encouraging the exploration, engagement, and expression of divergent perspectives and diverse identities.

Physical Environment of the Classroom
Even though you do not always have the luxury of selecting a classroom for your course, there are steps that every faculty member can take to make the physical environment of the classroom more accessible to all students.

Examples
Preview your classroom before class begins to become familiar with the seating set-up, available technology, and other space considerations. This can be done by contacting the Center for Media and Educational Technologies (CMET), or using the CMET Classroom Equipment Tutorials and Instructions or viewing images of your classroom online at the CMET Classroom Equipment page before the start of the term.(these links open in a new browser window).

Create an environment with high quality lighting where students can see you, information on the chalkboard/whiteboard, and information on the projector screen while still being able to take notes during class. You may want to dim the lights rather than turning them completely off, or allow time during the class when the lights are on so students can catch up on their notes.

Use sound amplification with a microphone that reaches the back of the classroom in a large classroom even if you have a “loud projecting voice.”
Allow preferential seating for students who would like to sit (or stand) in a specific region of the class. Request (if possible) a classroom with movable chairs to allow for different classroom configurations. Provide electronic copies of your PowerPoint presentations (or other course outlines) before class.

Consciously move around the classroom so that all students can still see and hear you from every location.

If you use the chalkboard/whiteboard, write large enough so your words can be seen from the back of the room.
Appendix II.4.A

TTF REVIEW AND PROMOTION AND TTF PROFESSIONAL RESPONSIBILITIES POLICIES

PREAMBLE

Tenure-track faculty (TTF) contribute to the mission of the School of Journalism and Communication (SOJC) as scholars and professionals dedicated to free expression, public service, and preparation of future professionals and scholars. TTF are vital to achieving a balance of scholarship and practice that is essential to a School committed to both creating knowledge and strengthening media practice through research, creative and professional work, and education. SOJC TTF teach, create, research, administer programs, develop and oversee undergraduate and graduate curricula, advise and mentor students, participate in School and University governance, and serve public and professional communities outside the University. TTF are expected to attain—and maintain—a full spectrum of accomplishment in research, teaching, and service. They are evaluated according to rigorous academic standards typical of other major American research universities. The occupational security and flexibility that TTF enjoy reflect the combination of sustained, disciplined effort and intellectual freedom indispensable to the creation and dissemination of new knowledge, which are cardinal missions of any research university.

TTF professional responsibilities emphasize a balance of productivity in research and/or creative/professional work, teaching, and service. Individual assignments will vary, depending on a faculty member’s abilities and interests, School and University needs, and opportunities for leadership and research/creative/professional work.

The School of Journalism and Communication at the University of Oregon requires excellence in teaching, research/creative/professional work and service. This policy recognizes that the members of a diverse faculty bring different strengths and interests to the School and that over the life of a career, a faculty member’s activities will change. This policy recognizes that specializations in the fields of journalism, advertising, public relations, and media studies have variable standards for determining excellence in scholarly and professional activity as well as in teaching and service. This policy recognizes the School’s role in the intellectual life of the University, as well as the important role the School plays in the liberal arts and research missions of the University and in service to the University. TTF are expected to pursue an active program of research, scholarship, and/or creative activity appropriate to their professional qualifications, expertise, and evolving professional interests; and to disseminate the fruits of this effort to appropriate scholarly and lay audiences through publication and other forms of presentation. Individual faculty research programs are monitored, evaluated, and rewarded through established contract review, promotion and tenure, post-tenure review, and merit review processes and, through peer review, held to the national and international standards of the relevant scholarly disciplines.

All faculty are expected to contribute to the promotion of equity and inclusion in the SOJC and the University and in a manner consistent with these policies.

This document should be read and applied in conjunction with the document titled Policies Regarding Evaluation and Promotion of Tenure-Track Faculty (TTF).
In accordance with the CBA between the University of Oregon and United Academics, this policy describes the assignment of professional responsibilities for TTF in the UO School of Journalism and Communication. All TTF are expected to be familiar with and adhere to Article 17 of the CBA, as well as this document, which offers guidelines for practices specific to the SOJC. Should discrepancies exist between SOJC’s Assignment of Professional Responsibilities for Tenure-Track Faculty Policy and the CBA, the CBA supersedes the SOJC policy. The CBA is available at this UO website link: https://academicaffairs.uoregon.edu/sites/academicaffairs2.uoregon.edu/files/final_collective_bargaining_agreement1.pdf

In keeping with the CBA Article 17: “Each bargaining unit faculty member has the obligation to devote his or her best efforts to the University, and particularly to students; to perform all duties with professionalism and diligence and in accordance with the standards appropriate in AAU institutions; to act ethically and in compliance with the accepted professional standards; to account for all money or property received; to use money and property only for lawful purposes and in accordance with policy; to treat confidential information as confidential; to cooperate with the University with regard to investigations, audits, and legal proceedings; and to represent the University with professionalism.”

Professional responsibilities are assigned by the Dean, or designee, based on the full curricular, research/creative/professional, and service needs of the School, and also based on input from the individual faculty member. This is a two-part process: (1) General expectations are addressed in initial contract discussions with the faculty member; (2) then, as part of the annual review process, workloads are reviewed or updated based on School and Area needs and the faculty member’s program of work, and with the faculty member’s input, as described in Article 17 of the CBA. Faculty members may request consideration of adjustment of schedules or assignments.

All TTF members are expected to devote their full efforts to any and all assignments of duties they perform for the SOJC and University. Should a faculty member become either inactive or ineffective in assigned research/creative/professional or service roles, he or she may be reassigned an equivalent amount of additional teaching or service responsibilities to ensure full engagement in accordance with his or her contract. This is discussed further below.

The Dean recognizes the necessity to honor the trust and authority placed in them by operating in good faith and in a collegial manner, and adhering to the guiding principles of equity, parity, and inclusiveness in making all assignments. Similarly, TTF recognize the necessity to honor the trust and authority placed in them by performing their responsibilities in good faith and in a collegial manner, and adhering to the guiding principles of equity, parity, and inclusiveness.

The performance of each TTF member is evaluated annually under the criteria specified in the document titled Policies Regarding Evaluation and Promotion of Tenure Track Faculty.

**Section 1. Professional Responsibility Assignment Categories**

Assignment of professional responsibilities may consist of some combination of instructional activities (including class preparation, classroom teaching, evaluation of student work, advising and mentoring, and various forms of communication with students); research, scholarship, creative and/or professional activity; and service to the School, the University, external organizations, and communities.
Faculty are also expected to contribute to the University’s goals regarding equity and inclusion. These contributions may consist of research, teaching and service activities as appropriate, as well as involvement with academic and professional associations, and non-profit, governmental, and/or private sector organizations. Guidelines are found in a document titled Equity and Inclusion in Personal Statements, appended to the SOJC Policies Regarding Evaluation and Promotion of Tenure-Track Faculty document.

Section 2. Developing Policy

Policies regarding the assignment of professional responsibilities, stipends, or academic support resources for TTF may be amended or further developed as follows: The Dean, Vice President, Provost, or designee may initiate the process by informing appropriate faculty of proposals. After considering such input, all SOJC TTF may participate in discussions regarding amending or further developing policy. Faculty will submit recommendations to the Dean or designee for review. The Dean or designee will document and discuss with faculty any revisions before submitting his or her recommendations to the Provost or designee. The Provost or designee will have final authority to establish policy for the School. If the Provost or designee materially alters the Dean’s recommended policy, they will provide a written explanation to faculty.

Section 3. Standard Workload Percentages and Descriptions

Prior to receiving tenure, it is expected that faculty member efforts will focus primarily on excellence in research/creative/professional work and teaching, with less effort devoted to service. As individual faculty members’ careers evolve, shifts may occur in the proportion of a faculty member’s efforts devoted to these three components, capitalizing on the individual faculty member’s strengths at any particular time to fulfill the teaching, research, and service needs of the School or the University.

Individual workload assignments should reflect a realistic balance of duties consistent with the criteria for review. Approximate recommended percentages of effort on research, teaching and service for the TTF of different rank are provided in a subsequent section of this document.

Regardless of how a faculty member’s responsibilities are distributed, the faculty member is expected to perform those responsibilities to a high standard of excellence. Any adjustments to workload are implemented only after discussion with the faculty member.

Teaching Norm

Standard Load. The standard teaching load for SOJC TTF is five, four- or five-credit, courses each academic year, regardless of class size. However, assistant professors will typically have a standard teaching load of four, four or five credit courses, unless they do not receive a satisfactory mid-term review, or a positive promotion and tenure review, in which case they will have a five course load during their terminal contract year.

Course Revision. TTF are expected to revise their courses as needed to incorporate advances in academic content and pedagogy, and to ensure that their courses continue to promote the learning outcomes of the sequences of which they are a part.

Independent study courses. In addition to the standard course load, TTF often supervise students, both graduate and undergraduate, in independent study courses. In these courses, faculty members are expected to maintain standards of student work and student-instructor engagement appropriate to the awarding of academic credit.
Course releases for major School service (aside from the headship) and for other approved reasons shall be allocated in compliance with the course release policy described in the section below.

Additional occasions for course release are described in sections A and B below.

**A. Reduction from the norm may be granted in the following instances:**

- To advance the research/creative/professional program of work of an untenured tenure-related faculty member. The faculty member must demonstrate potential for research productivity at or above the research productivity norm for the SOJC; show evidence (e.g. a clear program of research supported by conference papers and initial publications) that the reduction will result in the publishing of research in distinguished publications.

- To accommodate the research/creative/professional program of work of a tenured faculty member for a specific period of time. The faculty member must demonstrate research productivity above the research productivity norm for the SOJC and show evidence (e.g. a book contract and partially completed manuscript) that the reduction will result in the publishing of research in distinguished publications.

- For occasional courses requiring extraordinary commitments. Examples of this might include Flux and Ad Team, where the course assignment absent relief from other obligations might have an adverse effect on the faculty member's advancement to tenure or promotion.

- To allow time for the development of curricula.

- To assist a faculty member whose service commitments to the School, University, or Professional communities are substantially above the School's norm.

**B. Team-teaching.** A course team-taught by two faculty members will typically count as half a course for each unless both contribute nearly full effort as part of a special educational opportunity for students. In the latter case, a team-taught course may count as a full course for each faculty member with the approval of the unit or program head(s), and so long as the unit can meet its curricular and enrollment needs with existing resources. Generally, the faculty members’ other teaching assignments should generate sufficient enrollments to compensate for any loss created by the team-teaching arrangement.

Course load increase for unsatisfactory research productivity. UO aspires to be a preeminent and innovative public research university. In order to fulfill this aspiration, all our tenured faculty members must be actively engaged in research and scholarship throughout their careers. This policy is intended to address concerns about research productivity after tenure, and the resultant workload equity issues, by providing support for faculty and guidance for addressing unsatisfactory research productivity.

If concerns about research productivity arise or persist during any three- or six-year post-tenure review, and the Provost or their designee concludes that the faculty member’s research productivity is unsatisfactory, the department or unit head will consult with the faculty member and recommend to the Provost a development plan for demonstrable improvement. The development plan can include mentoring or other support and suggest directions for research. It should include time lines and measurable goals for improved research productivity. The faculty member is responsible for regularly consulting with their department or unit head, who will provide guidance for the faculty member’s efforts to attain development plan goals. Upon approval by the Provost or designee, the development plan will be implemented as soon as possible with the goal of reaching satisfactory performance by the next scheduled post-tenure review.
Should the Provost or designee conclude that the faculty member’s research productivity remains unsatisfactory at the post-tenure review following the implementation of the development plan, the faculty member’s standard workload may be adjusted to increase teaching and/or service. This gives the faculty member an opportunity to continue making a full-time contribution to the department’s mission. The faculty member’s workload reallocation should be recognized in the merit raise process with appropriate adjustments to the percentage of the merit raise determined by teaching and/or service. The department head will remain open to discussions with the faculty member about ways to support the faculty member in achieving their research goals, which may include future changes to teaching and service loads.

**Research Norm.** All tenure-related faculty are expected to maintain a productive program of research/creative/professional work as defined in the School’s tenure and promotion policy. Untenured tenure-related faculty are expected to maintain a research/creative/professional program consistent with advancement to tenure and/or promotion. Tenured faculty are expected to maintain a research/creative/professional program within a balanced academic portfolio that reflects articulated career goals consistent with the School’s mission.

**Service Norm:** All tenure-related faculty are expected to be involved in service activities in the SOJC, the University and in the professional community. The service expectation for untenured tenure-related faculty is less than for tenured faculty. All faculty are expected to serve on SOJC committees and to participate fully in SOJC faculty governance. Untenured tenure-related faculty should participate in University committees where such activity is consistent with advancement to tenure and promotion. Tenured faculty are expected to actively participate in university governance and where appropriate to take leadership roles.

**Assistant Professors and Associate Professors without Tenure.** Although associate professors typically are tenured, appointments at the associate professor rank may, in rare situations, be made for new faculty when a faculty member’s credentials warrant an advanced appointment. Standard workload percentages for 1.0 FTE assistant professors and associate professors without tenure are 50 percent research/creative/professional productivity; 40 percent teaching, communication, advising and mentoring of students; and 10 percent service. In the unusual circumstance that an assistant professor is asked to contribute SOJC service or other activities — such as directing an academic area — appropriate course release from regular teaching assignments or an overload stipend may be granted on an individual basis. Variation in assignments or compensation entails consultation with the SOJC Dean or designee.

**Associate Professors and Professors with Tenure.** Standard workload percentages for 1.0 FTE associate professors with tenure are a balance totaling 100 percent based on 40-50 percent research/creative/professional productivity; 40-50 percent teaching, communication, advising and mentoring of students; and 10-20 percent service to the School and/or University. Percentages of teaching and research assignments also may vary, depending on the faculty member’s and School’s needs in any given academic year.

**Section 4. Definitions and Clarifications**

Professional responsibility assignments will take into consideration individual faculty needs and evolving interests, qualifications, and expertise, as well as the needs of the School, generally accepted practices in the field, and the goal of achieving a “realistic balance of duties consistent with the criteria for review” [CBA Article 17]. Factors to consider include, but are not limited to: course preparations; balance of workload components based on faculty review; agenda for research, creative and professional activity; administrative
duties; timing of activities (e.g., publication and grant deadlines, course load in given terms, and promotion review dates); and job description. Policy with respect to revising courses or creating new ones needs to take into account the nature of course design in different SOJC areas. Typically, creating and revising courses is an inherent part of teaching them responsibly and is therefore an expected part of the job.

Each TTF member must be fully engaged in his or her professional responsibilities for the SOJC to the extent of his or her appointment, and must be engaged in work or reasonably available for work for the entirety of the term for which he or she is employed unless on approved leave.

(a) Courses. Although courses vary in size, format and level, the general practice will be to consider all 4- and 5-credit courses equivalent. In the case of team teaching, the general practice will be to prorate teaching credit. For example, two TTF assigned to one 4-credit course would receive 2 credits each toward overall teaching assignment for the academic year. Giving them different weights should be the exception and would need a compelling justification.

(b) Teaching and Service Assignment Process. TTF course and service assignments are made by the Dean or designee in consultation with area directors with primary consideration for University and SOJC curricular, research/creative/professional and service needs, and secondary consideration of individual faculty interests. This is a two-part process — entailing initial contract discussions as well as annual reviews — as detailed in this document’s preamble.

Refusal to accept an assignment that is appropriately aligned with an active contract (i.e. not considered overload) may jeopardize a TTF member’s status. The needs of the University occasionally require temporary assignment of TTF effort outside the SOJC (e.g. in First-Year Programs and interdisciplinary, enrichment, or honors programs). Such reassignments, and the compensation that accompanies them, if any, are at the discretion of the Dean or designee. An individual TTF member may be offered a course release from regular teaching assignments and/or a stipend to teach a course in another University unit, or to perform administrative service outside the SOJC, at the discretion of the Dean or designee in consultation with the appropriate area director.

(c) Course Cancellation. If a course is cancelled for any reason, a TTF may be asked to teach the same course, or an alternative course, in a subsequent term. If scheduling or curricular reasons make this impossible or inadvisable, the TTF will be required to teach the course or an alternative course in the following academic year in addition to the regular course load. The faculty member may also agree to give up a previously banked course release to compensate for a course cancellation. Whatever the case, the TTF is expected to rebalance research, teaching, and service duties, across academic years if needed, so as to remain fully engaged at the appointed FTE.

(d) Banking of Course Reductions. A TTF member may request to “bank” a course reduction (i.e., defer its redemption beyond the term in which the Dean or designee offers it). The Dean or designee will give due consideration to both personal and professional reasons for the requested deferral. However, it is understood that where the request conflicts with SOJC limitations and/or needs, SOJC limitations and/or needs are given priority. Faculty may bank a maximum of one course reduction at any given time.
(e) **Advising and Student Contact.** Regular academic and/or career advising of, and contact with, students is considered a normal part of TTF members' teaching assignments, undergraduate and graduate communication, and mentoring.

This includes being accessible to students, holding regular office hours and communicating with students via phone, email and/or course sites.

Small or irregular advising expectations beyond the routine may be considered service. When such expectations are more substantial and more formal aspects of a TTF member's duties, they may be considered an additional professional responsibility with possible course release and/or compensation. Variation in assignments or compensation entails consultation with the SOJC Dean or designee.

1. **General advising expectations.** TTF are expected to advise and mentor students who take their courses insofar as this is considered a normal part of teaching any course. They may also be called upon to provide academic advising for students they have not taught in courses but who are enrolled in the degree programs for which they serve as faculty. They should be willing to write recommendation letters and serve as references for students whom they are qualified to evaluate on the basis of coursework or other contact.

2. **Office hours and student contact.** TTF should hold at least two office hours a week and be available by appointment during the terms in which they teach. They should also make themselves available to students via email and/or other appropriate online media. If faculty have been given time off from teaching, they still have a responsibility to make themselves available to students and advisees during that period of time.

3. **Thesis, project, and dissertation committees.** TTF should expect to serve as chairs or members of both undergraduate and graduate thesis, project, and dissertation committees, as appropriate to their expertise, the nature of their academic unit, and the needs and interests of their students.

4. **Graduate education.** Extensive advising and mentoring of graduate students, both inside and outside of formal coursework, are a particular responsibility of TTF, and often inseparable from a TTF’s own research program. In addition to writing recommendation letters and serving as references, TTF customarily help their graduate students secure postgraduate positions and connect them to appropriate professional development opportunities and networks in their fields.

(f) **Service.** All faculty are expected to contribute to the service needs of the SOJC, University, and their professional fields. Assignments will vary by individual faculty member.

1. **Shared governance.** TTF bear significant responsibility for shared governance and are therefore expected to serve actively on School and university committees and in other roles in service to the institution. Assistant professors are expected to perform some service, typically within the School, though less than associate and especially full professors, for whom service expectations both inside and outside the School rise substantially over the course of a career.

2. **SOJC service.** TTF are expected to take part in the normal service workload of the School. This includes participation in standing and ad hoc committees work as spelled out in the SOJC’s internal governance document, any regular work needed (in the judgment of the Dean) beyond that, and any other service work that may happen irregularly (for example, curricular review and program review).
3. Professional service. TTF often serve as members or officers of professional organizations, editorial boards, and conference and prize committees for their disciplines at the national and international levels. They are also called upon to lend expert evaluations in the peer review of academic publications, grants and fellowships, and promotion and tenure cases for colleagues at other institutions.

(g) Research/Creative/Professional work. Research, creative and/or professional productivity is expected of all TTF and will vary by individual faculty member.

(h) Major administrative expectations. Major administrative assignments are distinguished from the service described above by their duration and level of responsibility. Overall FTE will be adjusted accordingly in consultation with the Dean or designee.

(i) Scheduling and Assignments. Except as determined otherwise by the Provost, the Dean or designee shall be responsible for the scheduling and assignment of all TTF members’ professional responsibilities. A faculty member may submit in writing, as part of the annual report process, his or her preferences regarding allotment of time for teaching, research/creative/professional work, service, and other professional responsibilities as set forth in this policy; and for his or her preferences regarding anticipated resource needs. The faculty member shall be afforded the opportunity to meet with the Dean or designee at least annually, before responsibilities are assigned, to discuss the member’s preferences regarding assignments, time allotment, and anticipated resource needs.

The Provost, Dean or designee may modify scheduled assignments, provided that the changes have been discussed with the faculty member beforehand and are not made for arbitrary or capricious reasons. Although faculty may request adjustments of schedules or assignments, such adjustments will depend on University and SOJC curricular and operational needs.

(j) Overload Assignments. An overload assignment is (1) an assignment that is in addition to the faculty member’s regular assignment and FTE status; (2) a one time or limited assignment, made or approved by the Provost or designee, that is in addition to or different from regular or usual assignments for the member’s classification and rank; or (3) assignments unrelated to the faculty member’s primary job responsibilities.

Overload assignments in some specific programs (as identified in in the Assignment of Professional Responsibilities article of the CBA) may be compensated through a lump sum. All other overload appointments will be assigned an FTE percentage commensurate with normal workload duties and compensated accordingly. Faculty may request that overload compensation take the form of class release. No faculty member may be disciplined or terminated for refusing an overload assignment. No faculty member may be disciplined or terminated for refusing an overload assignment.

Appointments for which compensation is paid, in whole or in part, with federal funds may be ineligible for overload compensation.

(k) Stipends. The allotment of stipends will be consistent with university and college policy.

(l) Equity and Inclusion. Faculty are expected to contribute to the University’s goals regarding equity and inclusion. These contributions may consist of research, teaching, and service activities as appropriate, as well as involvement with academic and professional associations, non-profit, governmental, and/or private sector organizations.
Section 5: Conditions for Terms Without Formal Course Assignments

The 2015 UA/UO Collective Bargaining Agreement specifies in Article 17 Assignment of Professional Responsibilities:

**Section 7.** Each bargaining unit faculty member must be fully engaged in teaching, research, and service work for the university to the extent of his or her appointment, and must be engaged in work or reasonably available for work for the entirety of the term for which the bargaining unit member is employed unless on approved leave.

Full-time faculty employment implies availability any time University business is normally conducted and regular presence on campus, not only for teaching classes and for attending scheduled meetings and office hours, but also for formal and informal consultations with students, colleagues, and others who interact professionally with the faculty. These activities are essential to the functioning of any university.

Faculty are therefore responsible for meeting their obligations during the instructional, advising, and examination periods even if they are not formally assigned a course for a term. The following guidelines outline the obligations of faculty who may be absent from teaching or other FTE or campus-related responsibilities.

This policy clarifies expectations and protocols for requesting approval for a term without a course assignment while on a full-time, nine-month or summer contract. This policy does not apply to those on leave without pay, sabbatical or family/medical leave, course “buyouts” from other units, or summer months when not on contract.

**Process for requesting a without teaching responsibilities**

Faculty may propose an annual course-assignment schedule that provides for a term without teaching responsibilities in accordance with the following considerations:

1. Such proposals must be made prior to the beginning of the academic year in order to facilitate course schedule planning—ideally in Winter term of the previous academic year.

2. Faculty members must first submit requests to their Area Director(s) stating the reason for the request and the intended use of the time that would normally be devoted/assigned to courses (typically, but not exclusive of, time to concentrate on scholarly/creative/professional work). Requests will then be forwarded with a recommendation to the Associate Dean for Undergraduate Affairs and the Senior Associate Dean, who will consult with the Dean. Approval will be indicated by email to the faculty member and Area Director.

3. When a request for a term without teaching responsibilities is made, the appropriate Area Director(s) and Associate Dean(s) will consult with the faculty member to determine how the normal, three-term course load will be redistributed over the remaining two terms.

3.1. Barring unforeseen ad hoc curriculum or research/creative/professional work needs, faculty should not request “stacking” of courses into one or two terms in order to effectuate a “term without course responsibilities” without officially requesting it.
3.2. However, commitments to teaching in other units (e.g., joint appointments or Honors College) may result in the need to stack courses for programmatic reasons and should not be considered as an official term without assigned course responsibilities. This allows for a subsequent request for a term without course-assignment responsibilities.

4. Nonetheless, faculty are discouraged from officially requesting more than one term without course responsibilities in an academic year, or from repeating requests for terms without course assignments in consecutive academic years (unless previous requests have been denied). Such requests will be determined on a case-by-case basis with preference given to faculty who have not made requests for or been granted a previous term without assigned course responsibilities.

5. Priority exceptions will be given to untenured tenure-track faculty so they may take time away from course assignments to focus on their research, professional, and/or creative portfolios as they work toward tenure and promotion. Faculty approved for terms without course assignments will still be expected to fulfill advising, service and research responsibilities.

6. A term without course assignments does not remove the obligation to participate fully in the activities of the school: attending faculty meetings, holding office hours, advising undergraduate and graduate students, and undertaking other service responsibilities.

7. Any reduction in a faculty member’s normal course load will require a parallel reduction in FTE, course release, or an equivalent substitution approved by the Dean.

8. Faculty who cannot meet their classes or fulfill their advising and other responsibilities, must request a temporary reduction in their FTE appointment, unless the absence is due to illness, bereavement or other such leaves and has been approved by UO Human Resources. See this site for information about employee leaves: https://hr.uoregon.edu/hr-programs-services/employee-leaves

9. Associate Deans and Area Directors will follow this same procedure and gain approval from the Dean.
Appendix II.4.B

NTTF REVIEW AND PROMOTION AND
NTTF PROFESSIONAL RESPONSIBILITIES POLICIES

PREAMBLE

This document should be read in conjunction with the document titled Evaluation and Promotion Policy for Non-Tenure-Track Faculty (NTTF).

In accordance with the Collective Bargaining Agreement (CBA) between the University of Oregon and United Academics, this policy describes the assignment of professional responsibilities for NTTF in the UO School of Journalism and Communication.

CBA 17: Each bargaining unit faculty member has the obligation to devote his or her best efforts to the University, and particularly to students; to perform all duties with professionalism and diligence and in accordance with the standards appropriate in AAU institutions; to act ethically and in compliance with the accepted professional standards; to account for all money or property received; to use money and property only for lawful purposes and in accordance with policy; to treat confidential information as confidential; to cooperate with the University with regard to investigations, audits, and legal proceedings; and to represent the University with professionalism.

NTTF contribute significantly to the mission of the School of Journalism and Communication as professionals and scholars dedicated to free expression, public service and preparing the leading professionals and scholars of the future. NTTF are vital to achieving the balance of scholarship and practice that is essential to a School committed to both creating knowledge and strengthening media practice through research and education. SOJC NTTF teach, create, research, administer programs, develop and oversee undergraduate and graduate curricula, advise and mentor students, participate in School and University governance, and serve public and professional communities outside the University.

Typically, NTTF professional responsibilities focus more on teaching than on other activities. However, their assignments will vary, depending on their abilities and interests, School and University needs, and opportunities for leadership and research/creative/professional work and professional development.

Accordingly, this document provides guidelines for determining equitable and appropriate workloads for adjunct, postdoctoral and Career NTTF in the SOJC.

All NTTF members are expected to devote their full efforts to any and all assignments of duties they perform for the SOJC and University, as detailed in the document titled UO School of Journalism and Communication Evaluation and Promotion Policy for Non-Tenure-Track Faculty. Should a faculty member become either inactive or ineffective in assigned teaching, research/creative/professional or service roles, he or she may be reassigned an equivalent amount of additional teaching responsibilities to ensure full engagement in accordance with his or her contract.

Professional responsibilities are assigned by the Dean or designee based on the full curricular, research/creative/professional, and service needs of the School, and also based on input from the individual faculty.
member. This is a two-part process: (1) The standard teaching load is addressed in initial contract discussions with the faculty member; (2) then, as part of the portfolio process, workloads are reviewed or updated at least once a year, based on School needs and with the faculty member’s input. Any adjustments to workload are implemented only after discussion with the faculty member.

The Dean recognizes the necessity to honor the trust and authority placed in him or her by operating in good faith and in a collegial manner, and adhering to the guiding principles of equity, parity, and inclusiveness in making all assignments. Similar, NTTF recognize the necessity to honor the trust and authority placed in them by performing their responsibilities in good faith and in a collegial manner, and adhering to the guiding principles of equity, parity, and inclusiveness.

The performance of each NTTF member is evaluated annually under the criteria specified in the document titled Policies Regarding Evaluation and Promotion of Non-Tenure Track Faculty. Career NTTF are eligible for promotion, as specified in that document.

Visiting faculty, adjuncts and postdoctoral fellows are non-Career NTTF and are not eligible for promotion, although NTTF holding those appointments are welcome to apply to announced searches for Career NTTF.

In all cases where authority is specified to be given to the “Dean or designee,” the Dean retains responsibility for final authority and approval.

**Section 1. Professional Responsibility Assignment Categories**

Assignment of professional responsibilities may consist of some combination of teaching; research, scholarship, creative and/or professional activity; and service to the School, the University, external organizations, and communities.

Although criteria are specified in the Evaluation and Promotion Policy for Non-Tenure-Track Faculty (NTTF), the following are general definitions for determining assignments:

**Teaching.** Teaching includes but is not limited to course development, class preparation, classroom and lab teaching, evaluation of student work, advising and mentoring, and various forms of communication with students.

**Research/Creative/Professional Work.** Research, creative and professional endeavors are highly personalized and must align with the SOJC’s mission. For NTTF this work may involve generating new knowledge such as textbooks or original research, creating products such as multimedia packages or exhibitions, and professional development, such as attending academic and/or teaching conferences and workshops, consulting, gaining new skills and expertise related to journalism and communication education, giving talks and presentations, and/or other engagement with industry-related organizations.
Service. All NTTF faculty are expected to be involved in service work at levels appropriate to their appointment levels and categories. Service may take the form of:

- participating in faculty governance
- serving on department/college/university committees and task forces,
- taking leadership roles in professional organizations,
- serving on committees and boards in the business community,
- advising student publications and organizations,
- supervising individualized studies or honors/masters theses and projects
- supervising internships
- coordinating, managing or directing programs and/or areas of concentration
- reviewing mid-term and promotion files as appropriate to appointment category

Equity and Inclusion. Faculty are also expected to contribute to the University’s goals regarding equity and inclusion. These contributions may consist of research/creative/professional, teaching and service activities as appropriate, as well as involvement with academic and professional associations, and non-profit, governmental, and/or private sector organizations. Guidelines are found in a document titled Equity and Inclusion in Personal Statements, appended to the SOJC Policies Regarding Evaluation and Promotion of Non-Tenure-Track Faculty document.

Section 2. Developing Policy

Policies regarding the assignment of professional responsibilities, stipends or academic support resources for NTTF may be amended or further developed as follows: The Dean, Vice President, Provost, or designee may initiate the process by informing appropriate faculty of proposals. After considering such input, all SOJC NTTF and Tenure-Related Faculty may participate in discussions regarding amending or further developing policy. Faculty will submit recommendations to the Dean or designee for review. The Dean or designee will document and discuss with faculty any revisions before submitting his or her recommendations to the Provost or designee. The Provost or designee will have final authority to establish policy for the School. If the Provost or designee materially alters the Dean’s recommended policy, he or she will provide a written explanation to faculty.

SECTION 3. STANDARD WORKLOAD PERCENTAGES AND DESCRIPTIONS SUMMARY TABLE

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<tr>
<th>Classification</th>
<th>FTE</th>
<th>Course Load</th>
<th>Credit Hours</th>
<th>Teaching</th>
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Compared to the typical balance of teaching and service, some NTTF members’ assignments may be in more of a leadership role (e.g., the Career NTTF who heads an undergraduate or graduate program or the Professor of Practice who holds an endowed position). In consultation with the Dean, teaching loads may be adjusted, depending on the nature of an individual’s job description and variable expectations regarding professional responsibilities.

The Dean or designee may assign an NTTF member to take on teaching and research/creative/professional or service responsibilities where appropriate and in consultation with the faculty member. Where assignments take on a greater percentage of a faculty member’s portfolio than the standard, the Dean or designee will adjust assignments during the portfolio review process and in consultation with the faculty member.

Research/creative/professional responsibilities may be part of the portfolio of any Career NTTF appointment, and the specifics of those duties and expected outcomes will be explained in detail during initial contract discussions; then, assignments are reviewed or updated at least once a year, based on School needs and with the faculty member’s input.

**General guidelines for assigning professional responsibilities by appointment category follow:**

**Adjunct.** Standard workload percentages for 1.0 FTE adjunct NTTF are 80 percent teaching and 20 percent undergraduate and graduate communication, advising and mentoring. Typically, the teaching assignment is eight courses per year, or a suitable proportion, depending on FTE percentage. Service expectations typically are limited to participation in faculty governance. In the unusual circumstance that an adjunct NTTF is asked to contribute SOJC service or other activities — such as serving as the lead adviser to a student group or publication, appropriate course release from regular teaching assignments or an overload stipend may be granted on an individual basis. Variation in assignments or compensation entails consultation with the SOJC Dean or designee.

**Career.** Standard workload percentages for 1.0 FTE Career NTTF are 60 percent teaching, 20 percent research/creative/professional activity, and 20 percent service to the School and/or University. Part-time Instructors focus on teaching, typically with a workload of 80 percent teaching and 20 percent service. Typically, the course assignment is six four-credit courses per year, or a suitable proportion depending on FTE percentage.

**Postdoctoral Fellow.** Standard workload percentages for 1.0 FTE Postdoctoral Fellow NTTF are 40 percent teaching; 50 percent research/creative/professional activity (which includes meeting with the faculty mentor); and 10 percent service to the School and/or University. Typically, the course assignment is three-to-four four-credit courses per year, or a suitable proportion depending on FTE percentage.

**Professor of Practice.** Standard workload percentages for 1.0 FTE Professor of Practice NTTF are 50 percent teaching; 30 percent research/creative/professional activity; and 20 percent service to the School and/or University. Typically, the course assignment is five four-credit courses per year, or a suitable proportion depending on FTE percentage.

**Visiting Professor.** Standard workload percentages for 1.0 FTE Visiting Professor NTTF are 40 percent teaching; 40 percent research/creative/professional activity; and 20 percent service to the School and/or University. Typically, the course assignment is four four-credit courses per year, or a suitable proportion depending on FTE percentage.
Research (included in anticipation of appointing Research NTTF). Research NTTF responsibilities include research/creative/professional activities, outreach/external engagement, proposal development and reporting, professional development and supervision/mentoring, and service. Research NTTF FTE is assigned individually in consultation with the Dean or designee and report directly to the Dean or designee (e.g., the director of a graduate program or grant).

Section 4. Assignment Processes

Professional responsibility assignments will take individual faculty needs into consideration. Assignments shall reflect:

(a) the instruction, research, and service needs of the University and the SOJC;
(b) the faculty member’s qualifications, expertise and/or potential to acquire the appropriate expertise;
(c) the faculty member’s evolving professional interests;
(d) generally accepted practices in the field; and
(e) a realistic balance of duties consistent with the criteria for review.

Other factors to consider include, but are not limited to: course preparations beyond expected norms; balance of workload components based on faculty review; professional development expectations; agenda for research/creative/professional activity; administrative duties; timing of activities (e.g., publication and grant deadlines, course load in given terms, and promotion review dates); and job description. Policy with respect to revising courses or creating new ones needs to take into account the nature of course design in different SOJC areas. Typically, creating and revising courses is an inherent part of teaching them responsibly and is therefore an expected part of the job.

NTTF course and service assignments are made by the Dean or designee (e.g. Senior Associate Dean for Academic Affairs) in consultation with area directors with primary consideration for University and SOJC curricular, research/creative/professional and service needs, and secondary consideration of individual faculty interests. This is a two-part process—entailing initial contract discussions as well as regular portfolio reviews—as detailed in this document’s preamble.

Refusal to accept an assignment that is appropriately aligned with an active contract may impact assessment of an NTTF member’s professional responsibilities. The needs of the University occasionally require temporary assignment of NTTF effort outside the SOJC (e.g. in First-Year Programs and interdisciplinary, enrichment, or honors programs). Such reassignments, and the compensation that accompanies them, if any, are at the discretion of the Dean or designee. An individual NTTF member may be offered a course release from regular teaching assignments and/or a stipend to teach a course in another University unit, or to perform administrative service outside the SOJC, at the discretion of the Dean or designee in consultation with the faculty member and appropriate area director. Any overload assignments will be compensated in accordance with Section 6 of this policy, and the allotment of stipends will be consistent with university policy.

Course release, stipends, variations in assignments. When a Career NTTF member, postdoctoral scholar, professor of practice, or visiting professor is asked to administer programs, to oversee undergraduate and/or graduate curricula, or to contribute SOJC service or other activities beyond the norm, appropriate course release from regular teaching assignments and/or an overload stipend may be granted on an individual basis, subject to Sections 6, 7, and 8, below. Variation in assignments or compensation entails consultation with the SOJC Dean or designee.
Courses. Although courses vary in size, format and level, the general practice in SOJC is to consider all 4- and 5-credit courses equivalent. In the case of team teaching, the general practice will be to prorate teaching credit. For example, two NTTF assigned to one four-credit course would receive two credits each toward overall teaching assignment for the academic year. Giving them different weights should be the exception and would need a compelling justification.

Course Cancellation. Should under-enrollment require the cancellation of a course, the Dean or designee will formulate an equitable plan to make up for the lost faculty work. For example, an immediate additional teaching or service assignment might be made or a workload increase in a future term in the same academic year might be specified.

Banking of Course Reductions. A Career NTTF member may request to “bank” a course reduction (i.e., defer its redemption beyond the term in which the Dean or designee offers it). The Dean or designee will give due consideration to both personal and professional reasons for the requested deferral.

However, it is understood that where the request conflicts with SOJC limitations and/or needs, SOJC limitations and/or needs are given priority. Faculty may bank a maximum of one course reduction at any given time.

Advising and Student Contact. Regular academic and/or career advising of, and contact with, students is considered a normal part of NTTF members’ teaching assignments, undergraduate and graduate communication, and mentoring. This includes being accessible to students, holding regular office hours and communicating with students via phone, email and/or course sites.

Oversight of internships and theses is considered service, as is advising outside of immediate teaching assignments.

When such expectations are more substantial and more formal aspects of an NTTF member’s duties, they may be considered an additional professional responsibility with possible course release and/or compensation. Variation in assignments or compensation entails consultation with the SOJC Dean or designee.

Major Administrative Expectations. Major administrative assignments are distinguished from the standard service expectations described above by their duration and level of responsibility. Overall FTE will be adjusted accordingly in consultation with the Dean or designee.

Scheduling and Resource Needs. The Dean or designee shall be responsible for the scheduling and assignment of all bargaining unit NTTF members’ professional responsibilities. A bargaining unit faculty member may submit in writing, as part of the annual portfolio review process, his or her preferences regarding assignments for teaching, research, service and other professional responsibilities as set forth in this policy; and for his or her preferences regarding anticipated resource needs.

The faculty member shall be afforded the opportunity to meet with the Dean or designee at least annually, before responsibilities are assigned, to discuss the member’s preferences regarding assignments and anticipated resource needs.

The Dean or designee may modify scheduled assignments, provided that the changes have been discussed with the faculty member beforehand and are not made for arbitrary or capricious reasons. Although faculty may request adjustments of schedules or assignments, such adjustments will depend on University and SOJC curricular and operational needs.
Section 5. Each NTTF member must be fully engaged in teaching, research, and service work for the University to the extent of his or her appointment, and must be engaged in work or reasonably available for work for the entirety of the term for which the member is employed unless on approved leave.

Section 6. An overload assignment is (1) an assignment that is in addition to the NTTF member’s regular assignment and FTE status; or (2) a one-time or limited assignment, made or approved by the Dean or designee, that is in addition to or different from regular or usual assignments for the member’s classification and rank; or (3) an assignment unrelated to the member’s primary job responsibilities.

Section 7. Overload appointments will be assigned an FTE percentage commensurate with normal workload duties and compensated accordingly. Faculty may request that overload compensation take the form of a course release. Approval for a course release will depend on the curricular and operational needs of the SOJC and the University at the discretion of the SOJC Dean or designee. No NTTF member may be disciplined or terminated for refusing an overload assignment.

Section 8. Appointments for which compensation is paid, in whole or in part, with federal funds may be ineligible for overload compensation.
## TEACHING SCHEDULES FOR FALL 2017
### DRAFT SCHEDULE FOR WINTER 2018

### JOURNALISM CLASS SCHEDULE: FALL 2017 (8.16.17)

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Appendix II.4.D
FACULTY TEACHING EVALUATION FORMS A/B

We greatly appreciate your reactions to the instruction of your courses and we ask that you take course evaluations seriously. The results of course evaluations will be used by instructors to improve their teaching and as part of the administrative evaluation of the instructor, with budgetary and promotion implications. Some results will also be made available to students. Survey results will be released ONLY after all final course grades have been submitted. We guarantee your anonymity on multiple-answer questions. You may choose to remain anonymous or not on narrative questions.

Once submitted, evaluations cannot be retracted or changed. Please assure that you check the instructor's name before submitting your evaluation.

Please share with us your basic perceptions of the course.

What was the quality of this course?  
What was the quality of the instructor's teaching?  
How well organized was this course?  
How effective was the instructor's use of class time?  
How available was the instructor for communication outside of class?  
How clear were the guidelines for evaluating students' work in this course?  
The amount that I learned in this course was:

Please share with us your thoughts on the course:

Please comment on the instructor's strengths and areas for possible improvement.
Please comment on the strengths and areas of possible improvement for the course as a whole.

If you want to sign your written comments, please click the yes button. You will then be identified and your comments will become a permanent part of your instructor's personnel file. If you do not sign, then your comments will be available ONLY to the instructor and you will not be identified.

Please tell us about yourself

How often did you attend class?

How many hours per week did you spend on this course, other than time in class?

What grade do you expect in this course?

If you do not want to complete an evaluation for this course, please click the Decline button.

---

We greatly appreciate your reactions to the instruction of your courses and we ask that you take course evaluations seriously. The results of course evaluations will be used by instructors to improve their teaching and as part of the administrative evaluation of the instructor, with budgetary and promotion implications. Some results will also be made available to students. Survey results will be released ONLY after all final course grades have been submitted. We guarantee your anonymity on multiple-answer questions. You may choose to remain anonymous or not on narrative questions.

Once submitted, evaluations cannot be retracted or changed. Please assure that you check the instructor's name before submitting your evaluation.

---

Written Comments

What aspects of the course were most/least useful to you?

Would you recommend this course and/or this instructor to a friend? Why?

Do you have any other comments?

Please tell us a bit about your instructor.

---


Page 2 of 3
<table>
<thead>
<tr>
<th>Area</th>
<th>Title</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ability to present course material clearly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preparation of instructor for class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Please tell us a bit about your instructor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extent to which instructor demonstrated grasp of subject.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructor's enthusiasm for the material.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consideration shown by the instructor for students' views.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructor helpful when consulted.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructor inspired students to learn.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tell us a bit more about your course.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extent to which course held your interest.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fairness of examinations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Value of assigned text(s).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fairness of grading.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Value of assignments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Please tell us a bit more about yourself.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student profile:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Area:</td>
<td></td>
</tr>
</tbody>
</table>
PAGE 1

We greatly appreciate your reactions to the instruction of your courses and we ask that you take course evaluations seriously. The results of course evaluations will be used by instructors to improve their teaching and as part of the administrative evaluation of the instructor, with budgetary and promotion implications. Some results will also be made available to students. Survey results will be released ONLY after all final course grades have been submitted. We guarantee your anonymity on multiple-answer questions. You may choose to remain anonymous or not on narrative questions.

Once submitted, evaluations cannot be retracted or changed. Please assure that you check the instructor's name before submitting your evaluation.

---

Please share with us your basic perceptions of the course.

<table>
<thead>
<tr>
<th>What was the quality of this lab or discussion section?</th>
<th>Exceptional</th>
<th>Good</th>
<th>Adequate</th>
<th>Somewhat Inadequate</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What was the quality of the lab or discussion leader's teaching?</th>
<th>Exceptional</th>
<th>Good</th>
<th>Adequate</th>
<th>Somewhat Inadequate</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How well organized was this lab or discussion section?</th>
<th>Exceptional</th>
<th>Good</th>
<th>Adequate</th>
<th>Somewhat Inadequate</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How effective was the lab or discussion leader's use of class time?</th>
<th>Exceptional</th>
<th>Good</th>
<th>Adequate</th>
<th>Somewhat Inadequate</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How available was the lab or discussion leader for communication outside of class?</th>
<th>Exceptional</th>
<th>Good</th>
<th>Adequate</th>
<th>Somewhat Inadequate</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How clear were the guidelines for evaluating students' work in this lab or discussion section?</th>
<th>Exceptional</th>
<th>Good</th>
<th>Adequate</th>
<th>Somewhat Inadequate</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>The amount that I learned in this lab or discussion was:</th>
<th>Exceptional</th>
<th>Good</th>
<th>Adequate</th>
<th>Somewhat Inadequate</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

Please share with us your thoughts on the course:

Please comment on the lab or discussion leader's strengths and areas for possible improvement.

---
Please comment on the strengths and areas of possible improvement for the lab or discussion as a whole.

If you want to sign your written comments, please click the yes button. You will then be identified and your comments will become a permanent part of your instructor's personnel file. If you do not sign, then your comments will be available ONLY to the instructor and you will not be identified.

Please tell us about yourself

How often did you attend class?

---Choose One---

How many hours per week did you spend on this course, other than time in class?

---Choose One---

What grade do you expect in this course?

---Choose One---

If you do not want to complete an evaluation for this course, please click the Decline button.

---Decline---

PAGE 2

We greatly appreciate your reactions to the instruction of your courses and we ask that you take course evaluations seriously. The results of course evaluations will be used by instructors to improve their teaching and as part of the administrative evaluation of the instructor, with budgetary and promotion implications. Some results will also be made available to students.

Survey results will be released ONLY after all final course grades have been submitted. We guarantee your anonymity on multiple-answer questions. You may choose to remain anonymous or not on narrative questions.

Once submitted, evaluations cannot be retracted or changed. Please assure that you check the instructor's name before submitting your evaluation.

Written Comments

Do you have any additional comments about your lab or discussion?

Please tell us a bit more about your GTF.

Usefulness of comments on assignments.

Exceptional  Good  Adequate  Somewhat Inadequate  Unsatisfactory

Consideration of students' views.

Helpfulness when consulted.

Knowledge of the subject matter.
Oral Defenses
An oral defense takes place after you've completed your dissertation. If you've completed all the appropriate steps, an oral defense is basically a conversation between you and your dissertation committee about your work. The key is to make sure your committee supports your work prior to your oral defense.

In fact, when your committee members agree to the oral defense, they are indicating approval of your work except for very minor revisions. A committee member should never agree to attend an oral defense if he or she believes that major revisions will be needed and require more than two weeks to complete. Following the defense, the committee must either approve or disapprove your ability to orally discuss your dissertation. The committee will also likely require minor revisions before you may submit the dissertation to the Graduate School.

Consistent with University of Oregon policy, the oral defense of the dissertation is intended to be a public discourse and, as such, will be announced on the day of and one week prior to the event.

Dissertation Approval & Graduation
An application for advanced degree form must be submitted on-line via the Grad School web site by the second week of the term you plan to graduate. A fee accompanies this application. Doctoral students should obtain guidelines for completion from the Graduate School when applying for graduation. When applying for a degree, Grad Web will prompt the student to complete the confirmation to attend his or her final oral defense. This must be completed at least three weeks prior to your defense.

The SOJC Graduate Secretary works with your adviser to ensure all appropriate forms are submitted on time, but it is advisable to keep in close contact with the secretary to make sure your file is being kept up-to-date.

After your defense, the chair of your committee files a statement of completion with the Graduate School. Four copies of your dissertation, signed by your adviser, are submitted with the statement of completion, at which time you must pay a microfilm fee.

Teaching Opportunities
Nearly all doctoral students and some master's students serve as Graduate Teaching Fellows (GTFs) during their residency because this program places a strong emphasis on training candidates to be effective teachers. There are several types of fellowships available, including research and editorial assistance and for combined responsibilities; however, most GTFs involve teaching assistance. Initial GTF assignments for teaching are made by matching students' intellectual and professional backgrounds with needs in our schedule. As GTFs become more familiar with the curriculum and also enhance their areas of knowledge, they are strongly encouraged to consult with their advisers and the graduate director about new assignments that will diversify their teaching portfolios. Every effort will be made to accommodate reasonable requests and to provide more than one GTF experience. However, usually not all requests can be granted—or granted at one time—because of scheduling difficulties or multiple requests for the same course.

Regardless of course assignment, GTFs are encouraged to work closely with faculty supervisors to identify what the GTF will assist with, including expanding the curriculum and/or in giving guest lectures. Of course, these initiatives should be taken within the hours agreed to in the GTF contract.

One goal in the doctoral program is to provide every interested candidate with an opportunity to be the primary instructor for a course during his or her residency in the program. This is not a guarantee, however, and is based in large part on the doctoral candidate's performance in assisting classes and in his or her program of study. The faculty must have ample evidence that the candidate is ready to be a primary course instructor. Additionally, all undergraduate teaching assignments are based on an evaluation of the overall needs of the undergraduates in the program. A qualified doctoral student will be assigned a class when there is a need for the class and the doctoral student's services are not otherwise needed for teaching assistance. All doctoral students assigned to teach classes are also assigned faculty mentors who can help with course preparation and with questions and problems that may arise.

Doctoral candidates are asked to delineate their teaching goals when they develop their program statements in spring of their first year (due May 1). Candidates should work closely with advisers to evaluate their teaching experience thus far and establish realistic goals for attaining additional experience in preparation for faculty positions. Following the approval of the program statement, candidates are urged to communicate frequently with their advisers and the
graduate director, to assure that teaching goals are honored, as feasible in the schedule. It is important to emphasize that doctoral candidates vary greatly in their preparation to teach undergraduate courses offered in our program as well as in their desire to teach. Some come to the program with substantial teaching and/or professional experience, whereas others have had very little. Some have had substantial experience, but not in areas of need in our program. Some with substantial teaching experience choose to focus their attention primarily on research, as they do not need to enhance their teaching portfolios. Hence, GTF assignments and decisions about primary course instructors are necessarily individualistic.

The graduate director, the graduate affairs committee and the associate dean make every effort to be fair and to maximize doctoral students’ opportunities to grow as teachers, while also making appropriate assignments and considering resource constraints.

GTF Duties and Expectations
A successful GTF experience requires clear and open communication between the GTF and instructor. GTFs and instructors should jointly fill out a GTF Duties and Responsibilities form (see Appendix) at the beginning of each term. This helps assure agreement on the division of labor. It also helps assure that the GTF's responsibilities will not consume more hours than required in the GTF contract.

GTF Evaluation
GTFs are evaluated in two ways. At the end of each term, supervising professors evaluate GTFs. Copies of those evaluations are returned to the GTFs and also filed. (See Appendix.) Additionally, GTFs are encouraged to have their all students fill out GTF evaluation forms (See Appendix). Supervising faculty and the Graduate Director look at the forms and then return them directly to GTFs. The forms are not copied or filed. They are primarily for the benefit of GTFs and for their teaching portfolios. (Note that GTFs teaching lab sections with their own CRNs are evaluated by students using faculty forms. GTFs assisting in lecture classes are evaluated by students using the appended GTF form.)

1 The summer session provides some opportunities for doctoral student teaching. Usually the only courses offered in summer are those that are required and therefore guaranteed to fill. Faculty are invited first to teach. If faculty are not interested in teaching courses that must be taught, doctoral students are invited to make requests. Doctoral students with proven skills in teaching the courses may be selected to teach. Additionally, summer grading opportunities usually are available at an hourly wage. All interested GTFs are invited to apply for summer grading. Every effort is made to distribute the hours such that all qualified applicants have a grading assignment.
School of Journalism and Communication

GTF Evaluation Form

Course title: ________________________________________________________________

Term (please circle and fill in):   Fall 201___   Winter 201____   Spring 201___ Summer 201___

The GTF I am evaluating is: _______________________________ (please use one for each GTF)

Instructor: _____________________________________________

Signature (optional): _____________________________________

Other Comments:
(suggested questions: What are the strengths and weaknesses of this GTF? What suggestions do you have for the GTF in future classes? What does the GTF add to this class?)
School of Journalism and Communication

Faculty GTF Evaluation

Please complete this evaluation for ________________________________

your GTF for _____________________________________ in the __________ term.

You are encouraged to ignore what doesn’t fit and to comment on the student on the back of this page. As mandated by our Graduate Duties and Responsibilities statement, the original of this evaluation will be given to the GTF being evaluated. Please return this form to the graduate secretary. Thank you.

Superior Good Average Below Av. Poor

Accepts responsibility

Works independently

Is dependable

Promptly completes tasks

Quality of work

Rapport with students

Helpfulness to students

Helpfulness to you

Pleasant/easy to work with

Contributes ideas/suggestions

Should this GTF be re-assigned to this position next year (or next quarter) ________________

____________________________________________________________________________

____________________________________________________________________________

Your signature ___________________________ Date ____________________________
School of Journalism and Communication

GTF Employment Duties and Expectations

EMPLOYEE:________________________________________________________

Please meet with the GTF supervisor / course instructor during the first week of class to complete this form. Return the completed form to Petra on the second floor of Agate Hall.

Class: ___________________  Term/Year:____________________

SUPERVISING INSTRUCTOR:________________________________________

Your appointment is at _____ FTE, which means an average not to exceed ____ hours a week (no more than 15% of the work may be completely in any one week).*

These will be your duties:

___ Regularly attend lectures
___ Lead/oversee _____ labs _____ discussion groups _____ times a week
___ Hold office hours _____ a week
___ Offer occasional special sessions for students (exam review, extra help, etc.)
___ Deliver occasional class lectures (specify number of lectures _____)
___ Grade classroom/lab assignments
___ Grade exams
___ Supply scantron forms to computer services following exams
___ Grade projects
___ Enter grades on Blackboard
___ Maintain attendance records
___ Assist professor with classroom presentations (VCR set-ups, audio-visuals, IMC liaison)
___ Assist professor with copying and typing texts and documents
___ Assist professor with library research, which may include copying and typing

Other responsibilities (specify in detail and/or elaborate on any of the above):

---

* In case employee's hours exceed appointed allotment in a given week, the supervisor would prefer employee to:
___ not attend lectures
___ reduce grading load
___ other (specify)
Appendix II.4.E

FACULTY MERIT AND EQUITY SALARY ALLOCATION POLICY

Revised and sent to faculty for review 6/10/16
Sent to Academic Affairs 6/26/16
Approved by the Office of the Provost and Academic Affairs on August 7, 2016

The School of Journalism and Communication (SOJC) Procedures for Merit and Equity Salary Allocation prescribe a fair and transparent process for the allocation of funds available for faculty merit and equity allocations. The school is committed to the guiding principles for merit and equity review set forth by the Provost.

These processes are likely to have substantial impact on faculty members. The faculty rely upon the academic judgment of the dean to differentiate between relative levels of meritorious contribution of faculty members and to determine equitable salary adjustments within the resources allotted. It is incumbent that these evaluations be made in good faith, in a collegial manner, adhering to the guiding principles of equity, parity, and inclusiveness.

MERIT SALARY REVIEW

The following process will be followed to determine individual raises using allocations made available to SOJC. The procedures apply to merit allocations only, and not to other salary increments for retention, equity, compression, marketplace factors or similar purposes.

Note the following:

- All Tenure-Track, Tenured Faculty, and Career NTTF are eligible for merit increases.
- All eligible faculty must be evaluated for merit and are not permitted to opt out.
- Regardless of type of appointment or FTE, each faculty member is eligible for consideration for the highest merit rating.
- The evaluation for merit includes an annual performance review.
- Performance must meet or exceed expectations to qualify for a merit raise.

Faculty Submission Process

Each member of the faculty, which includes all tenure-related, career non-tenure-related and adjunct non-tenure-related faculty, will submit an updated CV and portfolio report of activity following the report template provided by the dean. The report summarizes the faculty member’s teaching and advising, research/creative/professional work, and service (school, university and external) and includes a two-page qualitative self-assessment of performance since the previous merit review.
Assessment Process
The dean, on the basis of individual portfolio reports and other information of record, assigns a score of 0—5 to each area of activity (teaching, research/creative/professional work, service). Scores indicate whether the faculty member’s performance:

- exceeds expectations (4-5), defined as achievement clearly beyond expectation
- meets expectations (2-3), defined as consistently fulfilling expectations
- does not meet expectations (0-1), defined as inconsistent performance with expectations only partially achieved.

Those scores are averaged to produce a net assessment score for each individual, ranging from 0—5, indicating whether overall performance was assessed as exceeding expectations (4-5), meeting expectations (2-3) or not meeting expectations (0-1). These net indicator scores are then mapped onto the budget for merit raises, the total sum of which was determined by the University and CBA. The dean will use the attached form to give feedback to each faculty member.

Detailed criteria for assessment review are established in the SOJC Tenure and Promotion Policy for Tenure-Track Faculty and the SOJC Evaluation and Promotion Policy for Non-Tenure-Track Faculty (both under review in Academic Affairs). Although full-time and part-time pro tem faculty are encouraged to report all relevant activity, performance expectations focus on teaching responsibilities.

Merit adjustments for faculty members will be made in alignment with the university’s CBA with United Academics.

Ad Hoc Faculty Assessment Committee
When merit or equity salary adjustments have been approved by UO Academic Affairs, an ad hoc Faculty Assessment Committee consisting of five faculty members -- one from each rank of professor, associate professor, assistant professor, and two from the ranks of senior instructor, instructor, and professor of practice—will be elected by majority vote of eligible voting faculty. The committee will serve for one specific salary review period with dates designated by UO Academic Affairs. Should a majority of eligible voting faculty fail to vote, the dean will work with the current Dean’s Advisory Council to review merit ratings.

Following the SOJC Merit and Equity Allocation Policy, the ad hoc Faculty Assessment Committee will work with the dean by reviewing the dean’s report of merit ratings and/or equity increases. The committee’s role in the process will be advisory only and will involve review of worksheets and relevant data provided by the dean. Each committee member will work in good faith and will adhere to the guiding principles of equity, parity, and inclusiveness. Members of the committee will provide guidance and recommendations without regard to the personal financial implications of that guidance or recommendation.

The dean will make and document final decisions and make final recommendations to the Provost regarding merit raise allocations.

Faculty Notification
Faculty will be notified individually of performance assessment and any merit raise assigned. Faculty who have concerns about their assessment ratings and raise allocations should consult with the dean.
Equity Adjustments
The ad hoc Faculty Assessment Committee, elected as described above or reverting to the DAC should a majority vote of eligible faculty not be achieved, will advise the dean regarding equity adjustments using funds made available to SOJC for distribution in the review period designated by UO Academic Affairs. This work is separate from the work of merit allocations.

Equity increases are intended to address inequities in base salary caused by salary inversion and/or salary compression. Salary inversion is defined as the condition in which a faculty member who has less relevant service or who holds a lower academic rank is earning a higher salary than a faculty member who has more relevant service and/or who holds a higher academic rank. Salary compression is defined as the condition in which the range of salaries among full-time faculty at the same academic rank does not vary appropriately in relation to years of relevant service. It is understood that, although other types of salary inequities may exist, this process is prohibited from giving those types of inequities consideration. Based on the equity pool, inversion inequity will be addressed first. Then compression ratios will be calculated to determine the distribution of additional equity funds. One hundred percent of funds available will be used to support equity adjustments within the SOJC.

Faculty will be notified individually of any equity raise assigned. Faculty who have concerns about their allocations should consult with the dean.

Equity adjustments for bargaining unit members will be made in alignment with the university's contract with the bargaining unit. The school is committed to following the guidelines agreed upon by the Joint Committee on Equity and Floors.
Appendix II.5.A

MISSION STATEMENT OF THE UNIVERSITY OF OREGON

Serving the state, nation and world since 1876

The University of Oregon is a comprehensive public research university committed to exceptional teaching, discovery, and service. We work at a human scale to generate big ideas. As a community of scholars, we help individuals question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.

Purpose
We strive for excellence in teaching, research, artistic expression, and the generation, dissemination, preservation, and application of knowledge. We are devoted to educating the whole person, and to fostering the next generation of transformational leaders and informed participants in the global community. Through these pursuits, we enhance the social, cultural, physical, and economic wellbeing of our students, Oregon, the nation, and the world.

Vision
We aspire to be a preeminent and innovative public research university encompassing the humanities and arts, the natural and social sciences, and the professions. We seek to enrich the human condition through collaboration, teaching, mentoring, scholarship, experiential learning, creative inquiry, scientific discovery, outreach, and public service.

Values
- We value the passions, aspirations, individuality, and success of the students, faculty, and staff who work and learn here.
- We value academic freedom, creative expression, and intellectual discourse.
- We value our diversity and seek to foster equity and inclusion in a welcoming, safe, and respectful community.
- We value the unique geography, history and culture of Oregon that shapes our identity and spirit.
- We value our shared charge to steward resources sustainably and responsibly.

https://uoregon.edu/our-mission
Appendix II.5.B
SOJC TENURE AND PROMOTION POLICY

Approved by the Office of the Provost and Academic Affairs: May 2, 2017

UO School of Journalism and Communication Tenure and Promotion Policy for Tenure-Track Faculty
Passed by Faculty Vote 10/30/15 Reviewed by SOJC Interim Dean 11/3/15
Reviewed by FPC Chair Tom Bivins 11/5/15 Includes Revisions Discussed in 11/6/15 Faculty/Staff Meeting
Sent to Academic Affairs 11/19/15 Academic Affairs returned with comments 1/28/16
Reviewed Tom Bivins, FPC Chair Pat Curtin and Faculty Revised version passed by Faculty Vote 6/3/16
Revised version sent by Interim Dean to Faculty for final comments 6/10/16 Interim Dean sends revised
policy to Academic affairs 6/26/16

History, Purpose and Summary. This document is largely based on Tenure and Promotion Policies and
Procedures adopted by the faculty of the University of Oregon School of Journalism and Communication
Faculty Personnel Committee (FPC) in 2005, revised in 2008 and 2009, and reviewed by a faculty committee
in Spring 2014, when equity/inclusion and service components were added in keeping with the Collective
Bargaining Agreement (CBA) between the University and United Academics. This document further updates
previous policy in keeping with the CBA. It sets forth all policies and procedures for tenure and promotion
of tenure-track faculty (TTF) in the School of Journalism & Communication (SOJC). It is intended to serve as
a guide for all TTF and for those faculty who are eligible for promotion in rank. It also is a policy statement
for use by the University of Oregon’s elected Faculty Personnel Committee (UOFPC), which advises the UO
Provost on matters of tenure and promotion. Following a statement of School philosophy, this document
offers three sections. Each section sets forth matters of specific policy and process. We advise candidates for
promotion and tenure to review all applicable documents, such as the CBA (academicaffairs.uoregon.edu/
sites/academicaffairs2.uoregon.edu/files/2015-2018_cba_final_linked_0.pdf) and information available through
UO Academic Affairs (academicaffairs.uoregon.edu/ttf) and/or the UO Policy Library (policies.uoregon.edu).
Should discrepancies exist between SOJC’s Tenure and Promotion Policy and the CBA, the CBA supersedes
the SOJC policy. Candidates for tenure also should note that, per the CBA, they may elect review under criteria
set forth in any SOJC T&P Policy that was in place since the time of hire. Candidates for promotion to full
professor may elect review under any criteria in place during the six years preceding the promotion decision.

Philosophy of the School. As one of the oldest freestanding and accredited schools of journalism and
communication in the United States, the SOJC enjoys a proud tradition of superior teaching, acclaimed
research and publication, and inspiring outreach to a wide variety of community and media organizations. As
a professional school with a faculty that represents a diverse range of scholarly, creative, and media-specific
interests and specialties, it occupies a valued position in a major research university. The school takes great
pride in its liberal arts emphasis, adhering to its national accreditation standards. Our undergraduate students
enjoy both breadth and depth in the humanities, social sciences and sciences; they also are given rigorous
instruction in a wide range of media practices. Our graduate students receive excellent instruction through
our professional and research programs. The School is dedicated to preparing students to be effective media
practitioners as well as thoughtful analysts of media performance. Indeed, according to the school’s mission
statement:
"The School of Journalism and Communication (SOJC) is a community of media scholars and professionals dedicated to teaching, research, and creative projects that champion freedom of expression, dialogue, and democracy in service to future generations.

"Our home in the Pacific Northwest and the opportunities of our location are reflected in our explorations of media, technology, and the human condition.

"Through our undergraduate and graduate programs in media studies, journalism, public relations, and advertising, we conduct research and craft nonfiction stories on such critical and global subjects as the environment, diverse cultures, and international issues. We facilitate relationship building that entails respect for consumer advocacy, transparency, and civic engagement.

"By integrating theory and practice, we advance media scholarship and prepare students to become professional communicators, critical thinkers, and responsible citizens in a global society.

"Come to Oregon and change the world."

**SOJC Faculty Personnel Committee.** All cases for mid-term reviews and tenure and promotion review undergo evaluation by the SOJC Faculty Personnel Committee (SOJC FPC), which submits reports to the Dean. Composition of the SOJC FPC varies according to rank or category of faculty under review.

- For mid-term and promotion reviews of career non-tenure-track faculty, all senior instructors, professors of practice, and tenured faculty participate. (See separate document for policies and procedures for evaluation and promotion of Non-Tenure-Track Faculty in SOJC.)

- In the case of Senior Instructor I applying for promotion to Senior Instructor II, only Senior Instructor II NTTF, professors of practice and tenured faculty participate.

- For midterm reviews of assistant professors, and for tenure and/or promotion to associate professor cases, all tenured faculty members participate.

- For mid-term review of associate professors, post tenure reviews for professors, and for tenure and/or promotion to full professor cases, only tenured full professors participate.

The dean does not participate in SOJC FPC reviews.

**Criteria for Advancement.** The SOJC expects full-time tenure-track faculty members to perform their responsibilities and achieve at levels of excellence consistent with the standards of a major research university. Specific criteria will vary, depending on the nature of an individual faculty member's work. In all cases, faculty are expected to meet the overall standards of the university through:

1. Sustained high-quality, innovative scholarship in one's discipline, demonstrated through a record of concrete, accumulated research, creative or professional accomplishment;

2. Effective, stimulating teaching in classes and contributions to ensuring academic success for undergraduates and graduate students;

3. Steady responsible service and leadership to students, the school, the university and one's discipline.
SECTION I ACADEMIC TENURE

The granting of indefinite tenure to a faculty member acknowledges high-level performance as well as confidence in the faculty member’s future work and contributions to the school. It affirms that a faculty member has met or surpassed the expectations that the school and the university place on its permanent professoriate. Tenure is an honor that should not be easily granted.

This section outlines the standards for attaining tenure in the school. These standards may also apply to the granting of promotion of rank, but they will be further explained in subsequent sections.

Standards and Expectations. The academic and professional diversity of the school faculty is such that it is not possible, or even desirable, to create narrow “tenure tracks” for candidate evaluation. Given the student composition of the school, ranging from a professional focus for many of its undergraduates and master’s students to its strong theoretical and research emphasis for its core of doctoral candidates, it is vital to have a faculty whose high-level accomplishments complement and enhance those directions. This said the School does expect that all candidates for academic tenure present a record that reflects strengths in the traditional areas of teaching; in scholarly, creative or professional work, or a combination of scholarly/creative/professional work; and in service to the university, community and national/international organizations.

Standard workload percentages for 1.0 FTE assistant professors and associate professors without tenure are 50 percent research/creative/professional productivity; 40 percent teaching, communication, advising and mentoring of students; and 10 percent service. Variation in assignments or compensation entails consultation with the SOJC dean or designee.

Standard workload percentages for 1.0 FTE associate professors and professors with tenure are a balance totaling 100 percent based on 40-50 percent research/creative/professional productivity; 40-50 percent teaching, communication, advising and mentoring of students; and 10-20 percent service to the School and/or University. Percentages of teaching and research assignments also may vary, depending on the faculty member’s and School’s needs in any given academic year. (See SOJC Policy for Assignment of Professional Responsibilities for Tenure-Track Faculty)

Teaching. The school expects a dedication to effective teaching, which involves curricular preparation, instruction, testing, evaluation and mentoring and advising of students. To properly assess teaching performance, the following are taken into consideration:

- student evaluations, both quantitative and narrative (However, these instruments will be considered cautiously in light of contemporary pedagogical findings regarding course evaluations.);
- peer review of teaching and of other public presentations;
- record of mentoring and advising of students;
- centrality of the teaching to the mission of the School;
- teaching portfolio;
- and other evidence of success in teaching-related activities, including course development and awards.

For purposes of tenure, it is assumed that the first few years of teaching at one’s initial rank are “works in progress” — that is, student and peer evaluations should be weighed more heavily following one’s midterm
review. Although we recognize that faculty will vary in their teaching ability, we also are firm in our belief that
good teaching is essential to our charge as an academic program. This would automatically call into question
faculty whose teaching performance consistently falls below our stated standards.

In measuring the candidate's level of teaching performance, the following factors are considered:

1. Level, type and size of classes. It is important for most, if not all, faculty members to demonstrate
teaching abilities in a variety of course sizes and levels. We also recognize that many factors can
influence student teaching evaluations, such as class size and type.

2. Variety of teaching assignments. The school values both breadth and depth. Faculty are expected to
contribute to the blending of theoretical and applied aspects of the curriculum and to help contribute,
when possible, to teaching in the common core requirements. It is recognized, however, that teaching
assignments are based on school goals and needs and on individual faculty expertise.

3. Advising undergraduates on projects/theses, portfolios and publications, and graduate students on their
master's projects/theses and their dissertations.

4. Directing students in advanced coursework, internships and projects.

The SOJC depends on school and university student and peer evaluations of the candidate's work in this area.
It is committed to a system of regular classroom visits for tenure-track faculty and for candidates seeking
promotion and will encourage effective use of the University's Teaching Effectiveness Program. Following
UO Senate legislation, peer evaluations will be performed in the three years leading up to the tenure review
year, and every other year post-tenure until promotion to full professor. Student evaluations will also be
considered—taking into account contemporary research and discussions in the academic press as to their
reliability, validity and value.

Scholarly, Creative and Professional Work. Because of the academic and professional diversity of its faculty
and the School's broad mandate for outreach in such a wide range of areas, several tenure routes are available:

• Scholarship. This is generally work at the post-doctoral level that employs rigorous academic inquiry.
The following work is valued and encouraged at the school: publication of work in peer-reviewed
journals; scholarly books, and invited chapters in scholarly books; competitively selected paper
presentations and publication of the same; research projects that contribute to a specialized or public
dialogue; textbooks that advance the field and that are well-received in the academic and professional
communities; other invited research presentations; and invited reviews and entries in such specialized
works as encyclopedias. The School is highly supportive of collaboration and interdisciplinary work,
although the candidate should indicate the contribution made to the work in each case.

• Creative work and performance. These are areas that may differ in form from work that emerges
from traditional research. However, creative work often utilizes traditional research from a multitude
of disciplines. In the SOJC, the following work is considered an appropriate fit for this category:
writing and production of videos and films; creation and exhibition of photographic, film/video, and
multi-media works; publication in popular markets, books and magazines and/or internet; editing,
design, cinematography, and production of media products in all forms; public presentations based
on the candidate's current and published work; and invited presentations to festivals, conventions,
or other venues where such dissemination provides an opportunity for substantive review. Judging of
contests and festivals, related to the creative work of the candidate, is also considered in this category.
• **Professional outreach and production.** This is a tenure route that acknowledges particular skills and connections of faculty members who possess a depth of experience that is closely aligned to the professional applications of the school’s curricula and mission. The obvious benefit of this outreach is greater visibility of, and appreciation for, the professional aspects of the school. Applicable work includes the following, but may not be limited to: invited consulting on topics related to a candidate’s professional and academic expertise; publication of articles, columns and commentary in the trade press on topics related to the writer’s professional expertise; freelance work in the candidate’s area of expertise; and presentations to groups, associations and conventions on topics connected to the candidate’s background and current areas of professional interest. Judging of contests and festivals, related to the professional work and outreach of the candidate, is also considered in this category. It should be noted that the school considers regular activity that provides assistance and education to media organizations and professional societies as professional outreach, not service, for purposes of tenure and promotion consideration.

• **A combination of scholarship, creative work and performance, and/or professional outreach and production.** It is possible to develop a record of scholarly, creative and professional work that cuts across or combines the three areas listed above.

**Service.** For purposes of tenure, the school expects participation in appropriate school, university, association and media activities, when such service contributes to school visibility and to both the candidate’s teaching and research/production areas. Candidates for tenure will be strongly advised not to take on too heavy a burden of committee and other assignments, as the factors of teaching and research/creative production/professional work take precedence. Tenured faculty members, of course, are expected to provide a much higher level of such service. (This is discussed under promotion in rank issues.) It should also be emphasized that a strong record of service cannot, in any circumstance, overcome the effects of weak performance in teaching or in research/creative/professional work in tenure consideration.

**Contributions to Equity and Inclusion.** The school expects all faculty to contribute to the enhancement of equity and inclusion in the SOJC, UO, and the community at large. Candidates are expected to document their contributions to equity and inclusion in their personal statements prepared for mid-term, tenure and/or promotion review. Guidelines are detailed in Appendix A to this document.

**TENURE PROCESS ISSUES**

Knowledge of university and school tenure and promotion policies and practices is a responsibility of all faculty. A candidate for tenure and/or promotion should review all relevant information, including this document setting forth the school’s tenure and promotion policies, and any relevant documents, such as UO policies and the CBA. The candidate should take advantage of available workshops, and consult with colleagues and mentors, including the chair of the Faculty Personnel Committee and the SOJC dean. As the candidate prepares the case for review, colleagues will be available to provide advice; however the candidate has the final responsibility.

Composition of the SOJC Faculty Personnel Committee (SOJC FPC) varies according to rank or category of faculty under review. For mid-term reviews of assistant professors and tenure and/or promotion to associate professor cases, all tenured faculty members participate. For mid-term reviews of associate professors and professors, and for tenure and/or promotion to professor cases, only tenured professors participate. The dean does not participate in SOJC FPC reviews.
It is the responsibility of every eligible member of the SOJC FPC to review carefully the file of each candidate for tenure and/or promotion and to participate fully in FPC deliberations.

Should a member of the SOJC FPC have a relationship with a candidate that could result in a conflict of interest, that is, a relationship that may significantly interfere with the SOJC FPC member’s ability to participate in a fair and impartial manner or create the appearance of undue bias, the FPC member must declare the conflict and recuse from the process.

**INITIATING THE TENURE AND/OR PROMOTION REVIEW PROCESS**

To initiate the tenure review process, the dean will contact the faculty member no later than winter term of the academic year preceding the year in which a tenure decision is required and request materials for the candidate’s dossier: election of criteria, CV, scholarship portfolio, personal statement, teaching portfolio, service portfolio, and a list of reviewers suggested by the faculty member.

The chair of the school’s Faculty Personnel Committee is notified at that time. Soon thereafter, the chair and the dean should meet with the candidate to review the evaluation process. At that time, the candidate will have the opportunity to either maintain or waive the right, either partially or wholly, to view the candidate’s file, according to the guidelines in the CBA.

**The Case Preparation Committee**

No later than the end of Winter term of the academic year preceding the academic year in which a tenure decision is required, the FPC Chair, in consultation with the dean, will appoint a subcommittee called the Case Preparation Committee (CPC) (a subcommittee of two SOJC FPC faculty members, with one member the designated chair) to review the case. The candidate has the right to veto for cause the selection of any member of the CPC.

The CPC examines all elements of the candidate’s file to make sure it is complete, including all necessary peer evaluations of teaching, prepares two reports (spring and fall) and recommends external reviewers [as part of the fall report].

The CPC’s role is to review the candidate’s materials for completeness prior to the presentation of materials to the FPC before external reviews are requested and to provide the FPC with a preliminary evaluative report of the dossier. In the fall of the academic year when the tenure case must be advanced to UO Academic Affairs, the CPC will update and revise the report as appropriate based on the final dossier, including external letters, and provide the final report to the FPC.

**CPC Spring Report**

In compiling its spring report, the CPC assesses the candidate’s accomplishments in terms of the three general criteria specified in this document: Teaching, Scholarly/Creative/Professional Work, and Service.

In preparing its spring report, the CPC is responsible for reviewing the following materials, prepared by the candidate and, in the case of all teaching evaluations, by the Office of the Dean:
• **Personal statement.** This document, in effect an essay by the candidate, outlines accomplishments, experiences and goals pursued and achieved during the tenure-track period. This statement provides an important summary to all reviewers during the tenure consideration process. It should be reflective of the candidate’s vision of the candidate’s place in academia, noting in particular how the scholarship/creative work/professional outreach and production shows a programmatic focus and how this focus affects the field, as well as being forward looking and discussing plans for future activity. Also included in the personal statement should be a Statement of Equity and Inclusion. See Appendix A.

• **Curriculum vitae.** This is updated, as appropriate, during the process. The candidate should provide a signed and dated current CV at the beginning of the review process. As the process proceeds, the candidate should provide signed, dated addenda whenever there is a significant addition to the CV (e.g., a new publication) highlighting items that have changed. A final signed and dated copy should be provided in the fall as the case file is being prepared for submission to the Office of Academic Affairs.

• **Scholarship Portfolio.** Compilation of all published and presented work applicable under the four so-called “tenure routes” listed above.

• **Service Portfolio.** The candidate is expected to submit a service portfolio. The service portfolio outlines the candidate’s contribution to the university, profession, and community. The portfolio should not be comprehensive of all that is listed in the “Service” category on the CV but rather summarize the candidate’s service. Each candidate’s appropriate level of service will differ based upon the candidate’s professional responsibilities as defined by the candidate’s job description and the unit workload policies. The following are only suggestions. The candidate need only choose the most appropriate for the case. For example:

Examples of service to the university, including university committees, elected bodies, advisory groups, task forces, and/or other activities serving the university’s mission. The service portfolio may also contain examples of service to the profession and community. Documentation of service such as white papers authored or co-authored by the faculty member, commendations, awards, op-ed pieces, and/or letters of appreciation.

The service portfolio may include a short narrative elaborating on the candidate’s unique service experiences or obligations. Candidates may wish to comment on the significance and quality of their work and provide a rationale for the choice of examples in the portfolio, the significance of those choices, the role played by the candidate, and the amount of time devoted to the activity.

• **Teaching portfolio.** The teaching portfolio should be focused and represent those aspects of pedagogy that the candidate believes are particularly noteworthy. This might include course syllabi; examples of assignments, and other course materials that will reflect the candidate’s pedagogy; and materials that demonstrate curricular development.

• **Other materials that the candidate considers germane to the case.**
FPC Spring Review
When the CPC has completed its spring report, the CPC chair will inform both the candidate and the FPC chair that the case is ready for review and submit the CPC’s spring report to the FPC.

At a spring meeting, the FPC will review the CPC’s spring report, the submitted materials (including peer evaluations), and the CPC’s list of suggested external reviewers. The FPC will recommend additional possible external reviewers to the FPC chair. The candidate will be notified by the FPC chair should additional materials or dossier revisions be required. The CPC chair will be notified by the FPC chair should additional peer reviews, teaching evaluations, other materials or dossier revisions be required.

The CPC’s spring report is not included in the file that is forwarded to Academic Affairs/UO FPC.

External Reviewers
Six external reviewers will be selected, with a majority of the reviewers selected from a list compiled by the CPC and FPC in consultation with the dean. The candidate’s list of potential reviewers will be admitted to the file only following documentation in writing of waiver status. The dean will select and contact reviewers, receive all letters, and then pass them on to the FPC.

In consultation with the CPC chair, FPC chair, and the dean, the candidate will select a sample of work to send to the reviewers, along with the personal statement and signed CV.

Reviewers will be asked to evaluate the candidate’s scholarly/creative/professional work following the template for external reviewer request provided by the Office of Academic Affairs. Reviewers will be provided a copy of the school’s tenure and promotion criteria and asked to evaluate the candidate based on the materials they are sent and on the reviewer’s knowledge of the candidate’s work and standing.

Fall SOJC FPC Review
When all reviewer comments are received (usually no later than early in Fall term), the CPC prepares a final report (the fall report), including evaluation of the materials listed above (including any new materials submitted by the candidate), and the external reviewers’ letters, and makes a recommendation regarding tenure and/or promotion. The CPC’s fall report is included in the file that is forwarded to Academic Affairs/UO FPC.

The FPC then meets to consider the CPC’s fall report and vote on the case based on the voting process listed below in this document. The FPC discussion and vote are reported to the dean in a comprehensive written report prepared by the FPC chair. Voting by the FPC will be made with confidential, signed ballots (signed on the back of the ballot), to be held (unopened) in safekeeping by the dean.

Voting
All eligible voting faculty are expected to fully participate in tenure and promotion discussions and voting. Faculty members eligible to vote on tenure and promotion cases have four choices as follows:

• Yes. Candidate’s productivity and quality of work meet or exceed the standards of the School, and the candidate shows promise of continued or significant impact to come. In the case of promotion to Full Professor, the candidate has achieved a national and/or international recognition in the candidate’s field.

• No. Candidate does not meet School’s standards. Improvement and growth do not seem likely.
• **Recusal for conflict of interest.** A faculty member must recuse from all discussion and voting when a personal or professional conflict of interest might interfere with the deliberations and with an objective vote. The conflict of interest must be declared prior to discussion of the case and must be recorded as a “recusal for conflict of interest” via an official ballot.

• **Abstention.** The only allowable reason to abstain from voting is the unusual circumstance of a faculty member lacking knowledge of the file. The abstention and reason must be recorded as “Abstention due to lack of knowledge of the file” via an official ballot.

**Absentee Voting**
The FPC chair may allow absentee voting in exceptional circumstances, such as being on sabbatical, illness, family emergency, or a conflict with class scheduling. In such cases, the FPC chair will issue an absentee ballot. Otherwise, all FPC members are expected to attend the meeting, having read all files in the case, and ready to discuss the merits of the case.

**The Dean’s Review and Final Case Presentation**
The dean prepares an independent review of the case based on the candidate’s record of performance, external reviewers’ evaluations, CPC’s report, and FPC’s recommendation. The dean’s office prepares and submits the final presentation of the candidate’s dossier to the Office of Academic Affairs for review. Prior to submission, the dean meets with the candidate for a briefing about the status of the case in accordance with the CBA. Upon request, the candidate will be provided with a copy of the dean’s report that has been redacted in accordance with the waiver status to protect personally identifiable information. The candidate may provide responsive material for the file within 10 days of the meeting with the dean or the receipt of the redacted report, whichever is later. The dean will then forward the entire file to the Office of Academic Affairs.

**Criteria for Evaluation of Tenure Application**
In some cases, tenure is granted at a current rank (as in a tenure-track professor hired at the associate professor rank in recognition of high-level experience already attained at the time of hiring). Or, in certain instances, tenure may be awarded in a case in which a concurrent request for promotion in rank may not be granted—for example, an associate professor being hired who has also requested promotion to full. That could require tenure, but the promotion might be denied. However, in most cases, application for tenure is accompanied by a request for promotion from assistant to associate professor. With that background, here is guidance for application of the school’s criteria for achieving tenure: Tenure will be recommended to the University Provost when Teaching and Scholarship/Creative Production/Professional Work meet or exceed the stated expectations of the school.

**Teaching.** A candidate should demonstrate average to above-average quantitative scores in student evaluations, with an emphasis on more recent years of the candidate’s teaching. It is important to note those classes (often those in the required core) that tend to achieve lower overall scores, regardless of the instructor. The signed narrative evaluations should provide a gauge of students’ enthusiasm for the course and the instructor. Of somewhat higher importance are the quality and depth of the candidate’s required teaching portfolio, as well as peer evaluation reports. Taken as a whole, then, the candidate’s teaching performance—and potential for growth and improvement — must at least meet the “average” standard of the School for tenure consideration to go forward, no matter how high the level of scholarly, creative and professional work, or of service.
Scholarly, Creative and Professional Work. In all of the school's tenure “routes,” including a combination of them, selection of appropriate external peer reviewers is essential in properly evaluating a candidate’s work. The reviewers will be asked to evaluate this work according to these criteria:

• The level to which the work adds to the knowledge base of the academic discipline or to the appropriate professional area of expertise;
• The quantity and quality of the candidate's contribution to authorship, production or the professional area of expertise;
• The nature of how the work was reviewed and assessed;
• Awards and recognition received for such work; and the extent to which the work, individually or as a body, enhances the candidate's standing in the candidate's discipline or creative area and establishes national or international standing for the candidate;
• The reputations and reach of publications and other venues for a candidate's work in scholarship, creative, and/or professional work.

As with the area of teaching, the candidate is expected to demonstrate performance comparable to or exceeding SOJC peers in scholarly, creative, and/or professional work.

When evaluating a candidate’s “production” in this area of evaluation, it is important that such evaluation reflect the School’s criteria on these issues:

Nature of authorship or production. The quantity and quality of work that underlies any research or creative production or authorship is important to specify and evaluate.

Because of the varied nature of scholarly, creative and professional work in journalism and communication, there are a number of accepted approaches to authorship. Both single-authored and multi-authored work are acceptable. Although in some areas of scholarship, single authorship may be the norm, in others multi-authored, interdisciplinary research is much more common. In the case of multiple-authored works, it is important that the candidate specify percentage of effort and particulars given to a project.

Re-publication or further development of original work. This is common for dissertations, but this can also occur in subsequent edited works and anthologies. These, too, are valued when such work clearly advances one’s research, creative or professional production and impact. It is important for the candidate to explain the growth, the greater impact, and the further development of such work, from its original state.

Service. Service, especially as applied to School committees and any applicable association or media organizations, is seen as meeting this component of the tenure requirement. In no case, however, can an excellent, intensive record of service overcome any inadequacies in the candidate’s teaching or scholarly, creative and/or professional work. In the case of Assistant Professors seeking the rank of Associate Professor, service will be emphasized less than teaching and scholarship/creative production/professional work.
SECTION II PROMOTION IN RANK

This section outlines the standards and process for achieving promotion in academic rank. It first examines promotion to Associate Professor and then discusses promotion to Professor.

Promotion to Associate Professor
In the majority of cases, a candidate seeking tenure is also applying for promotion to the rank of associate professor. As with tenure consideration, the normal interval between assistant and associate professor is six years. However, whether the promotion issue is tied to tenure or not, the standards remain the same. At a minimum, the school expects that the candidate for promotion to associate professor will have a record that “meets School expectations” in teaching and scholarly, creative, and/or professional work.

Falling below the school’s stated expectations in any of these categories, might result in a recommendation to deny promotion.

Although service expectations are not high at the untenured level, a successful tenure decision rests, in part, on a demonstrated level of confidence that the candidate will grow into increasing service responsibilities.

Promotion to Professor.
This rank is awarded to candidates whose performance properly reflects the status of a senior faculty member, one who has demonstrated continued growth, expertise and standing in the candidate’s field from the time of promotion to associate professor. As with promotion to associate professor, the normal interval from associate to “full” professor is six years. However, in extraordinary circumstances, with enthusiastic backing by the school, a candidate with a superlative record in all categories may successfully seek early university consideration of promotion to professor.

For so-called “on time” cases, the candidate’s performance should exceed expectations or demonstrate exceptional performance in at least one of the two categories of teaching or scholarly/creative/professional work. (Note that the FPC will not separately vote on these categories.) The school will take careful note of the candidate’s standing and leadership in the candidate’s field, as well as the candidate’s teaching strengths. Service contributions should be considerably higher than those expected for promotion to associate professor and should exhibit a dedication to activities that serve the school, university and broader communities, both academic and professional. It should be noted that the school expects all of its tenured faculty to move through promotable ranks in as timely a fashion as possible; for example, staying permanently at the rank of associate professor is not generally seen as a positive sign for the scholarly/creative professional reputation of the school or for the individual faculty member.

Promotion Process Issues
The review process for promotion cases follows the same procedures described above in the “Tenure Process Issues” section of this policy.
SECTION III TYPICAL TIMETABLE FOR TENURE AND PROMOTION PROCESS

In the academic year preceding the academic year in which a tenure decision is required:

- No later than the end of winter term: candidate informs dean or dean contacts candidate/dean informs FPC Chair.
- No later than the end of winter term: Case Preparation Committee (CPC) appointed.
- By middle of winter term: candidate’s material must be submitted to dean’s office and made available to the CPC.
- By end of winter term: CPC submits its spring report to FPC.
- Early spring term: FPC meets to familiarize members with the candidate’s case, to review the CPC spring report and suggestions for external reviewers, and to suggest additional external reviewers to the FPC chair.
- By middle of spring term: FPC chair, with appropriate advice from FPC, prepares list of external reviewers and submits to the dean.
- By early summer: the dean solicits reviewers and review materials are sent to external reviewers.

In the academic year in which a tenure decision is required:

- Beginning of fall term: CPC prepares final written report (the fall report), including discussion of external reviewers’ letters, and recommendation to FPC.
- Mid-fall term: FPC meets, discusses, and votes. FPC chair forwards final written report of discussion, vote, and CPC fall report to the dean.
- Later in fall term: Dean reviews dossier and all reports, writes summary report with his/recommendation, meets with the candidate, if requested provides copy of report redacted in accordance with the waiver status to protect personally identifiable information, allows candidate to provide responsive material for the file within 10 days of the meeting with the dean or the receipt of the redacted report, whichever is later. The dean then forwards the entire file to the Office of Academic Affairs.
- At this point the dossier enters the university review process as described in the Collective Bargaining Agreement.
- Spring term: Dean is notified of the Provost’s decision and conveys the decision to the candidate.
SECTION IV POST-TENURE REVIEW

A. Third-Year Post-Tenure Review

Primary responsibility for the third-year PTR process lies with the dean or designee. The third-year PTR should be commenced by the dean or designee no later than during the winter term, in order to allow it to be concluded before the end of the candidate’s third-year post-tenure. The dean or designee will contact the faculty member and request a CV and personal statement, including a discussion of contributions to institutional equity and inclusion. The dean or designee will add to the evaluative file copies of the faculty member’s teaching evaluations received during the period under review, including quantitative summary sheets and signed written evaluations, as well as any peer evaluations of teaching conducted during the review period. The file will be reviewed first by a committee, which will provide a written report to the dean or designee that may be used as received or placed in additional written context by the department head. For associate professors, the report will specifically present an honest appraisal of progress toward a successful review for promotion to full professor. If the faculty member has undergone an earlier sixth-year PTR that resulted in creation of a development plan due to unsatisfactory performance (see discussion of sixth-year PTR, below), the faculty member’s success in addressing concerns will be discussed. The report will be signed and dated by the dean or designee and shared with the faculty member, who will also sign and date the report to signify its receipt. The faculty member may provide a written response if they desire within 10 days of receipt of the PTR report; an extension may be granted by mutual agreement between the faculty member and the dean or designee. The report and, if provided, response from the faculty member, will be placed in the faculty member’s personnel file as maintained at the unit level.

B. Sixth-Year Post-Tenure Review

The process of the review is described in the Collective Bargaining Agreement, Article 20, or in parallel university policy for unrepresented faculty members. Since the sixth-year PTR is expected to be a deeper review of the faculty member’s scholarship, teaching, and service, we expect the candidate to provide a scholarship/creative practice portfolio and information regarding service contributions, in addition to the materials called for by CBA/UO policy.

A development plan is required for faculty who are not achieving a satisfactory level of performance. The plan will be developed with appropriate consultation and discussion between the faculty member and the dean or designee. Ideally, there will be consensus regarding the development plan, but if consensus is not possible, a plan receiving the dean’s approval will be forwarded to the provost or designee for review and approval.

If a sixth-year PTR results in creation of a professional development plan, future PTR for the faculty member will include consideration of the extent to which the terms of the development plan have been met. However, progress toward meeting the goals of such a development plan need not and should not be evaluated solely within the context of the PTR process.
Appendix A—Statement of Equity and Inclusion

Equity and Inclusion in Personal Statements for Reviews of Bargaining Unit Faculty

PREFACE: The Collective Bargaining Agreement (CBA) reached between United Academics and the university includes provisions encouraging the inclusion of a discussion of the contributions to institutional equity and inclusion in the personal statement of a candidate for tenure and promotion (for tenure-track faculty) and in the personal statement of non-tenure track faculty who are being reviewed for promotion.

Articles 19 and 20 of the CBA require both tenure track and non-tenure track faculty to develop a 3-6 page personal statement documenting relevant research (or creative activity), teaching and service contributions as part of this review process. According to the CBA, the “statement should also include discussion of contributions to institutional equity and inclusion.”

The guidelines below, which are taken from work by UO Academic Affairs as well as from existing documents in the University of California System, offer a general framework for faculty members in describing “contributions to institutional equity and inclusion” in their personal statements. Future documents will include additional guidance about how to measure the quality of contributions within the context of various academic processes.

Definitions Of Equity And Inclusion

For purposes of the personal statement, a discussion of contributions to institutional equity may include efforts to address any barriers that may have limited access and advancement for employees, students, and members of the public. For example, a contribution to institutional equity may include putting in place resources that individuals need to be successful. Such resources may involve an effort to redress inequalities relative to physical disabilities so that all persons may contribute fully to our institutional success.

For purposes of the personal statement, a discussion of contributions to inclusion may involve efforts to ensure that people from diverse backgrounds, experiences and perspectives are able to participate legitimately in decision-making processes in ways that are responsive as well as accepting and that move the institution forward in its focus on academic excellence. Such work also may include efforts to incorporate individuals or groups from economically disadvantaged backgrounds, first generation college students, students from urban and rural communities, and those who speak English as a second language.

While equity and inclusion practices may vary considerably by discipline and unit, they are expected to draw on the institutional priorities. The guidelines below are intended to assist individual faculty, units, and committees in implementing and evaluating these policies.

Research And Creative/Professional Work

Specific examples of scholarship, research or creative activity related to institutional equity and inclusion might include:

- Research or creative activity in a faculty member’s area of expertise that involves inequalities or barriers for inclusion for underrepresented groups.
- Intellectual themes or trajectories that examine patterns of representation, incorporation or inclusion within a faculty member’s area of expertise.
- Grants that provide funding for research that focuses on equity, inclusion, and diversity.
• Scholarly productivity in particular texts, data sets, methodological practices, theories or creative discourses that involve equity and inclusion within a faculty member’s area of expertise.

• As a supplement to primary research, research contributions to understanding the barriers facing women and underrepresented minorities in journalism and communication fields and other academic disciplines; for example:
  • Studying patterns of participation and advancement of women and minorities in fields where they are underrepresented;
  • Studying socio-cultural issues confronting underrepresented students in college preparation curricula;
  • Evaluating programs, curricula, and teaching strategies designed to enhance participation of underrepresented students in higher education;

• Candidates who have research interests in subjects that will contribute to diversity and equal opportunity in higher education; for example:
  • Research that addresses issues such as race, gender, diversity, and inclusion;
  • Research that addresses health disparities, educational access and achievement, political engagement, economic justice, social mobility, civil and human rights;
  • Research that addresses questions of interest to communities historically excluded by or underserved by higher education;
  • Artistic expression and cultural production that reflects culturally diverse communities or voices not well represented in the arts and humanities.

Teaching

Specific examples of evidence that faculty might use to show their contribution to institutional equity and inclusion in the teaching area might include:

• Developing effective teaching strategies for the educational advancement of students from groups underrepresented in higher education.
• Developing courses or curricula materials that focus on themes of diversity, equity, and inclusion or the incorporation of underrepresented groups.
• Record of success advising students from groups underrepresented in the faculty member’s discipline/profession.
• Evaluating programs, curricula, and teaching strategies designed to enhance participation of students from underrepresented groups.
• Participation in faculty workshops to promote equity and inclusion in the classroom.
• Participation in scholarship of teaching and learning activities, including workshops, research projects, conferences at the intersection of curriculum development and diversity.
• Serving as an adviser to programs such as Public Relations Student Society of America or other equivalent programs in journalism and communication.
Service
Specific examples of service related to institutional equity and inclusion might include:

• Leadership in a professional organization’s equity, inclusion, and diversity work.
• Membership on departmental or university committees related to equity and inclusion.
• Participation in university pipeline and/or outreach activities.
• Participation in efforts to increase participation of underrepresented students in undergraduate and graduate programs.
• Service for or joint initiatives with state or national organizations (e.g., National Association of Black Journalists) with an emphasis on equity and inclusion.
• Service on local and/or statewide committees focused on issues of equity and inclusion.
• Leadership in organizing departmental or campus-wide events that encourage self-reflection and education regarding issues of equity, inclusion.
• Participation in academic preparation, outreach, tutoring, pipeline or other programs designed to remove barriers facing women, minorities, veterans, people with disabilities, and other individuals who are members of groups historically excluded from higher education.
• Demonstrated leadership in strengthening ties with tribal colleges, Latino Serving and Minority Serving institutions in an effort to facilitate research and/or to enhance the recruitment and retention of underrepresented students, faculty and staff at the University of Oregon.
Appendix II.5.C

SCHOLARSHIP, RESEARCH, CREATIVE, AND PROFESSIONAL ACTIVITY

Faculty Research & Creative Activity 2012-2017:
Selected list of ten publications/activities: 8.3.17
Faculty as of Spring 2017

JESSE ABDENOUR, ASSISTANT PROFESSOR (2015)

Top Faculty Paper Award, Newspaper and Online Division, Association for Education in Journalism and Mass Communication Conference, for “The contextualist function: U.S. newspaper journalists value social responsibility” (2016)


PETER ALILUNAS, ASSISTANT PROFESSOR (2014)


Regulating the Desire Machine: Custer’s Revenge and 8-Bit Atari Porn Video

Smutty Little Movies: The Creation and Regulation of Adult Video, P Alilunas


Games, MT Payne and P Alilunas. Television & New Media 17 (1), 80-96. 2016

2014, New Junior Faculty Research Award, University of Oregon
2015, Fighting Fund Grant, University of Oregon
2016, Fighting Fund Grant, University of Oregon

SHAN ANDERSON, INSTRUCTOR (2014)

2016, Driving map - http://invw.org/2017/02/16/driving-map-data-vis/
2016, No record on race - http://invw.org/2017/02/09/no-record-on-race/

STEVEN ASBURY, INSTRUCTOR (2014)

Received a Telly Award for video producing (2016)
Received two Telly Awards for video producing (2015)

THOMAS H. BIVINS, JOHN L. HULTENG CHAIR IN MEDIA ETHICS AND RESPONSIBILITY; PROFESSOR (1985)


Thomas H. Bivins, “Stereotyping in Advertising: We are not the people in those pictures” in Persuasion Ethics, Esther Thorson and Margaret Duffy, eds., Routledge, 2015.


MARQUIS E. BLAINE, SENIOR INSTRUCTOR (2003)

2017, Dean’s Fighting Fund Research Grant for Latitudes, Attitudes, and Climate Change Agency. With Assistant Professor Troy Elias.

2017, Dean’s Fighting Fund Research Grant for travel to Kodiak Island, Alaska, to produce a documentary about
the merger of native knowledge and modern science. With Professor of Practice Torsten Kjellstrand.

2016, Pacific Northwest Fire Science Consortium. $30,000 to produce six videos about fire science and how it’s used in communities of the western United States.

2015, Ecosystem Workforce Program. $20,000 for video series on Community Based Organizations in Post Timber Dependent Communities.


2014, Break the News by Mark Blaine and Lisa Heyamoto. (Great Rivers Learning)

2014, Materials Sciences Institute and Alcoa. $10,000 to produce an interactive video describing the life cycle of materials and the principles of sustainable design.

2014, Pacific Northwest Fire Science Consortium. $15,000 to produce three videos about the beneficial effects of controlled ecological burning and mechanical treatment for ecosystem restoration and fire mitigation.

Innovation and Impact Research Award “...granted to individuals or teams for outstanding entrepreneurial activity.” Part of the 2015 University of Oregon Research Excellence Award recognition program for Science and Memory (along with SOJC Professors Deb Morrison, Dan Morrison, and Torsten Kjellstrand). 2014

CHARLES BUTLER, INSTRUCTOR (2016)*

Men's Health: Co-author with Kevin Fang and Brian Fiske, “Strength Service,” May 2017

Co-Author, with Bob Bowman, of The Golden Rules: 10 Steps to World-Class Excellence in Life and Work (St. Martin's)

Fighting Fund Grant, 2016


Runner's World: “Women in the Lead: Female race directors are breaking new ground in a historically male-dominated field.” 2014

CARL R. BYBEE, ASSOCIATE PROFESSOR (1982)

2013 Co-Recipient of Petrone Fellowship (with Merskin)

2016 Recipient of Petrone Fellowship


CONNIE CHANDLER, INSTRUCTOR (2014)


CHRISTOPHER CHÁVEZ, ASSOCIATE PROFESSOR (2012)

University of Oregon Faculty Research Award. 2017.


2015, University of Oregon Outstanding Early Career Award for Research Excellence.


PATRICIA A. CURTIN, PROFESSOR (2006)


Curtin, P. A., Russial, J. T.*, & Tefertiller, A.* (2016, August). The state of peer review in the Public Relations Division: A survey. Paper presented to the Public Relations Division, Association for Education in Journalism and Communication, Minneapolis, MN. (*John Russial is a UO faculty member; Alec Tefertiller is a UO doctoral student)


Curtin, P. A. (2014). Renegade Girl Scouts or a merit badge for spin: (Re)articulating Activism and Public Relations through the Cultural-Economic Model. Paper presented to the Public Relations Division, Association for Education in Journalism and Communication, Montreal, Canada. (Second place paper in open division competition)

NICOLE SMITH DAHMEN, ASSOCIATE PROFESSOR (2014)


American Copy Editors Society Award, Newspaper and Online News Division, AEJMC (2016)

Top Paper Award, Faculty Paper Competition, Newspaper and Online News Division, AEJMC (2016)
Top Paper Award, Faculty Paper Competition, Visual Communication Studies Division, ICA (2016)
UO Faculty Research Award (2016-2017) Proposal selected by the University of Oregon’s Office of the Vice President for Research and Innovation for $5,500 award for a research project investigating news and social media visuals of the 2016 presidential candidates.


**DONNA DAVIS, ASSISTANT PROFESSOR (2011)**


**ANDREW DEVIGAL, PROFESSOR OF PRACTICE (2014)**

How a new platform will develop a more participatory process for journalism

The Democracy Fund, Principal Investigator, 2016. $100,000 to facilitate a series of workshops and trainings focused on sharing the values, benefits, and practices of engagement with local journalists.

The John S. and James L. Knight Foundation, Principal Investigator, 2016. $221,000 to spread best practices of engagement in journalism by supporting the development of an interactive Communities of Practice Platform that will collect and catalog research, case studies, and tools for journalists, community leaders, and technologists.

University of Oregon Engages the Public to Prepare for ‘The Big One’ (MediaShift) (2015)

**TROY R. ELIAS, ASSISTANT PROFESSOR (2014)**

2017, Dean’s Fighting Fund Research Grant for Latitudes, Attitudes, and Climate Change Agency. With Mark Blaine.


(with Blaine, Shoenerger) - $5,000 (2016)


REBECCA FORCE, SENIOR INSTRUCTOR (2010)


TIMOTHY W. GLEASON, PROFESSOR (1987)

“Awards remind us that good journalism is alive and well,” Register Guard, (May 22, 2012)


“If We are All Journalists, Can Journalistic Privilege Survive?” What is Journalism Conference? Portland, OR, April 2015.


ERIN HANNA, ASSISTANT PROFESSOR (2014)


New Junior Faculty Research Award, University of Oregon, Office of Research & Innovation (2015)

LISA HEYAMOTO, SENIOR INSTRUCTOR (2012)


Blaine, Marquis and Heyamoto, Lisa, Break the News, Great River Learning, 2013 (co-authored by SOJC faculty member)

Heyamoto, Lisa and Milbourn, Todd, “Reading Between The Lines: Using Community Engagement To Improve
“News Literacy.” $25,000 grant from the Agora Journalism Center, 2017. (received with a SOJC faculty member)


TORSTEN KJELLSTRAND, ASSISTANT PROFESSOR OF PRACTICE (2013)

‘64 Floods, a film project with two manifestations. The first is a film currently in post-production (targeted release date: spring 2018). The second is a locative project in many media, built in cooperation with the Blackfeet Reservation community. This project is funded by Vision Maker Media, a subsidiary of the Corporation for Public Broadcasting that funds films by and about Native Americans, and Humanities Montana. Winter of 2017, we wrote a funding proposal for post-production funding to the Independent Television Service. The floods of 1964, dramatically changed the Blackfeet Reservation without much notice outside the area. Six of our short films were just picked up for broadcast by the Public Broadcast Service. We have already developed geographically-based mobile app, as well as curriculum aimed at several levels of education. Funded by Humanities Montana and Vision Maker Media (CPB affiliate). Funding to finish post-production by spring 2018 pending by Independent Television Service. http://sixtyfourflood.com/ https://vimeo.com/133200690


Dean’s Grants: Petrone Fellowship and Fighting Fund to support to work on Science and Memory project. 2015

Finding Refuge, a documentary film currently shown nationally on public broadcast stations, with funding from Vision Maker Media (CPB affiliate). An Alutiiq/Sugpiaq woman searches for her heritage amid the ruins of the little-known massacre at Refuge Rock, a major event in the Russian conquest of Alaska. This film aired almost 1500 times in its first three months of availability to public broadcast programmers. http://www.visionmakermedia.org/films/finding-refuge

Festival Screenings and Awards for Finding Refuge:

- Award of Excellence: Documentary Short Native Film Festival, Madrid, Spain, March 2016
- One Nation Film Festival, Colorado Springs, Colorado, Feb. 2016 – Best Documentary Short Film, Jury Selection
- Short Stop Int’l Film Festival, Scotland, Jan. 2016
- The Impact DOCS Awards, Jan. 2017
- Tribute Film Festival, Abilene, Texas, Feb. 2016

International Conference for Arcitc Sopcial Science, Umeå, Sweden. June 2017. How does the telling of stories – crafted and curated with techniques borrowed from film, writing, documentary photography, and audio – help indigenous people know and own their histories, awaken language, and repatriate knowledge that has been systematically suppressed? How does inquiry through storytelling examine where in research and lived culture connect? Through the making of film (Finding Refuge) and video/photo storytelling projects (Akhiok Culture Camp), we give community members a voice in their own story as we work to bridge social science research with specific studied communities and broader audiences. Cited work: Documentary film (Finding
Refuge) trailer and site: https://www.visionmakermedia.org/films/finding-refuge Akhiok Culture Camp trailer: https://vimeo.com/180781688

Unvanished, seeing American Indians in the 21st Century. An exhibit of photographs by Torsten Kjellstrand, SOJC students, and photographers in Native communities from Oaxaca to Kodiak Island. Displayed in Allen Hall, University of Oregon. Writing by Torsten Kjellstrand, Native scholars, and SOJC Reporting 2 students taught by Professor of Practice Damian Radcliffe.


Agora Fellow to work on Unvanished: Seeing American Indians in the 21st Century, a project that uses photography and conversation within communities to challenge stereotypes and assumptions about Native Americans. 2016-17

Short Grant, 2012, National Press Photographers Association funds to support continued work on 23-year project on African-American farmers, Black Soil (see description in Creative & Professional Documentary Work section of this CV) 2013

DAVID KORANDA, SENIOR INSTRUCTOR (2001)

2012–13 research with Jim Upshaw re: advertising appearing as news in local tv news

2013–14 Research in Ghana re: methods of developing advertising strategy in Ghana vs Europe and the U.S. Consumer and News Directors’ Perception of Advertising Content Within the Context of Local Television News. has been accepted for presentation at 2013 Canadian Communication Association (CCA) Annual Conference. June 2013 at Victoria, British


Journal of Consumer Marketing, Strategic Uses of Alternative Media: Just The Essentials. Robin Blakeman M.E. Sharpe (Feb 2013)


KATHRYN KUTTIS, INSTRUCTOR (2014)

Kinsky, E., Kuttis, K., Nutting, B., & Freberg, K. Projecting a live Twitter stream in the communications classroom: How students engage and process information while live tweeting a lecture.

Kuttis, K., & Remund, D. Book chapter: Restoring confidence in securities law and financial communication in the United States, 1929-2015 for Handbook of Investor Relations. Edited by Alexander V. Laskin, Ph.D. Associate Professor of Strategic Communication, Quinnipiac University, published by Wiley in December 2017.
PETER D. LAUFER, JAMES N. WALLACE CHAIR OF JOURNALISM; PROFESSOR (2010)


*¡See You Later, Amigo!*, Barranca Press, 2016


“Achtung! Achtung! Hier ist die Sendestelle Berlin: German Radio between Regulation and Competition,” the German radio chapter in the *Palgrave Handbook of International Radio*, co-authored with Klaus Goldhammer and Sebastian Lehr, edited by Stephen F. Austin State University Mass Communication Department chair John Allen Hendricks, 2012


*Interviewing: The Oregon Method* – 2013


“Where Are Castro’s Secret Turtles?” *The Tortoise*, 2015

REGINA LAWRENCE, PROFESSOR (2015)


2016, Doris A. Graber Outstanding Book Award from the Political Communication division of the American Political Science Association, for *When the Press Fails: The News Media and Political Power from Iraq to Katrina* (University of Chicago Press, 2007)


2016, Kettering Foundation gift for research (PI, $20,000): Mapping the Intersection of Journalism Innovation and Civic Engagement.

2016, Jackson Foundation gift for innovation ($50,000, co-PI): One Issue, Many Perspectives—a collaborative project to build sustained, focused public conversation on housing and homelessness in the greater Portland area.

SETH C. LEWIS, SHIRLEY PAPÉ CHAIR IN EMERGING MEDIA; ASSOCIATE PROFESSOR (2016)


2016, Top Faculty Paper (Second Place), Newspaper and Online News Division, Association for Education in Journalism and Mass Communication (AEJMC) annual convention


2017, The Epistemologies of Digital News Production, Swedish Foundation for Humanities and Social Sciences (Riksbankens Jubileumsfond), $486,000 (co-Principal Investigator, with Oscar Westlund and Mats Ekström, both of the University of Gothenburg, Sweden); for the study of knowledge work in participatory journalism and data journalism.

2017, What AI Means for Journalism: Producer Visions, Community Implications, Agora Foundation, $10,000 (Principal Investigator); for the study of automated journalism as enabled by artificial intelligence, with a particular focus on the perceptions, purposes, and practices of AI-for-news producers.

ED MADISON, ASSISTANT PROFESSOR (2112)


Educational Resources for Light Metals - Materials Research Society $20,000 (2013). Sustainable Design - Video, Co-Principal Investigator


Journalistic Learning Initiative $50,000 (2016-17). Guber Family Funds, implementation of pilot projects at two Oregon schools, feasibility study for SOJC/COE joint graduate certificate program

SCOTT R. MAIER, PROFESSOR (2000)


long-articles-and-fewer-list-icles-donald-trump-analytics. Also published in Italian and Portuguese.


UO Genocide Prevention Initiative. $4,000. (2014)

Oxford Research Fellowship (2017)


**GABRIELA MARTINEZ, ASSOCIATE PROFESSOR (2005)**

Agents of Change: A Legacy of Feminist Research, Teaching, and Activism at the University of Oregon (2014)

Fighting Fund Research Grant (2015-2016)


Keep Your Eyes on Guatemala. Producer and Director. 2013

Modificando el Cerebro, Producer/Supervisor of Spanish Version and Co-Translator (2016)


Savage Grant (2013-2014)


University of Oregon Faculty Excellence Award (UO) (2014-2015)

Wayne Morse Center for Law and Politics, Scholar in Residence Fellow (UO)

**KELLI I. MATTHEWS, SENIOR INSTRUCTOR (2011)**


National Institute for Transportation and Communities. Framing Livability: A Strategic Communications Approach to Improving Public Transportation in Oregon. Co-Investigator. $86,000. 2015-2016


**DEBRA L. MERSKIN, PROFESSOR (1993)**


Dean’s Research Grant to develop and promote Animalsandmedia.org Web site. 2015


**TODD MILBOURN, INSTRUCTOR (2016)**

Agora (shared with Heyamoto), $25,000


Milbourn, Todd (2017) Shoptalk: Protecting the truth under Trump, Editor & Publisher

http://mediashift.org/2016/10/community-engagement-5-lessons-learned/

**DANIEL L. MILLER, ASSOCIATE PROFESSOR (2001)**


“The Quest for Memory, History, and the “Light” in Patricio Guzman’s The Pinochet Case and Nostalgia for the Light.” Presented at the War and Memory Conference at the University of Oregon, October 19-20, 2012.


“The Art and Impact of Joshua Oppenheimer’s "The Look of Silence” on New World Documentary Cinema and International Human Rights in Indonesia Today. SCMS 2016 Atlanta Georgia

JUAN-CARLOS MOLLEDA, PROFESSOR; EDWIN L. ARTZT DEAN (2016)


Juan-Carlos Molleda (with Angeles Moreno), Latin-American Communication Monitor, in “Comparative Research in Public Relations: Exploring Challenges and Opportunities” roundtable, May 2017.


DANIEL D. "DAN" MORRISON, SENIOR INSTRUCTOR (2010)

(In)Disputable “Power” of Images of Outrage: Public acknowledgement, emotional reaction, and image recognition, AEJMC 2016. Dr. Nicole Dahmen, Dr. Natalia Mielczarek, Dan Morrison
Newspaper Front Page Photographs: Effects of image consumption in digital versus print news format, AEJMC 2016. Dan Morrison, Dr. Nicole Dahmen, David Morris
We Talk of What We Care About: Understanding climate change perceptions and attitudes across Hispanic, African American, and Anglo racial/ethnic groups, AEJMC 2016. Dr. Troy Elias, Dr. Nicole Dahmen, Dan Morrison, Dr. Deborah Morrison, David Morris

DEBORAH K. MORRISON, CAROLYN SILVA CHAMBERS DISTINGUISHED PROFESSOR IN ADVERTISING (2006)

http://www.fastcocreate.com/3022240/the-one-thing-that-truly-motivates-creative-talent-and-how-to-foster-it
Morrison, Deb - $86,000 National Institute for Transportation with Dave Remund, Autumn Shafer, PhD. “Framing Livability,” Funded to explore livability issues in regards to public transportation and create messaging to that theme. 2015-16
AEJMC 2015 Distinguished Professor of Advertising. Conferred San Francisco,
UO Agora Journalism Center Faculty Fellow, The Epoch Project 2014-15
UO Innovation & Impact Research Award for Team Project, Science & Memory Conferred by University of Oregon Office of Innovation and Research. 2014-15

Morrison, Deborah and Kim Sheehan. “And then the election happened: advertising professionals and the new era of brave work on climate issues,” published November 14, 2016 On Medium https://medium.com/@debkmorrison/then-the-election-happened-c73c55994179#.7etk4wzc0
Morrison, Deborah and Nicole Dahmen. “In Planned EPA Cuts, US to Lose Connection to At-Risk Communities,” Published April 13,2017 on The Conversation.
Morrison, Deborah. “Advertising’s Responsibility to the Future: A Proposal for the Advertising Industry and Advertising Education to Address Our Role in Climate Change and Work Heroically to Mitigate the Situation,” presented as poster and discussion at AEJMC Annual Conference, San Francisco, California. August 2015.
Morrison, Deborah. “Dear Creative Professionals: There’s a much bigger brief you should be working on right now,” published July 2014 on Fast Company Co-Create
DEAN E. MUNDY, ASSISTANT PROFESSOR (2014)


2015–16 SOJC Faculty Fighting Fund Grant ($2,000): “Equality 3.0: How State-Based LGBTQ advocacy organizations are shaping new communication strategies for a new era and new context.”


Research Presentation (December 2016). “Renewing our promise: Public relations’ mandate to champion diversity for our organizations and our publics.” Institute for PR Research Symposium, New York, NY.


JULIANNE H. NEWTON, PROFESSOR (2000)


for publication in special issue of Visual Communication Quarterly examining the status of photojournalism. Refereed.


SUNG J. PARK, SENIOR INSTRUCTOR (2000)

Fulbright Scholar to Ghana $45,000 (2014)


WES POPE, ASSISTANT PROFESSOR (2012)

Agora grant (with Shoenberger and Davis) 2014

Agora grant (with Shoenberger and Davis) 2016


DAMIAN RADCLIFFE, CAROLYN S. CHAMBERS PROFESSOR IN JOURNALISM (2015)

Research Fellow, Tow Center for Digital Journalism, Columbia Journalism School. 2015


Radcliffe, D (2017) Foreword: Five years after the Arab Spring: ‘How does the Middle East use social media?’ In Prosser, M.H. & Shahghasemi, E. (Coeditors). Social Media in the Middle East. Lake Oswego, OR: Dignity Press. [In press.]


Data Journalism: Inside the global future, (2015) by Tom Felle (Editor), John Mair (Editor), (Editor), Abramis Academic Publishing.

JOHN T. RUSSIAL, ASSOCIATE PROFESSOR (1992)


Patricia Curtin, John Russial and Alec Tefertiller (2017?), “Evaluating Peer Reviewing Practice in the Communications Field.” Journalism and Mass Communication Quarterly. Co-authored with SOJC faculty member and Ph.D. student. Accepted for publication, revisions submitted.


2016 Patricia Curtin, John Russial and Alec Tefertiller. “Evaluating Peer Reviewing Practice in the Communications Field.” Presented at AEJMC Publications Division session, August, 2016

2015–16 Fighting Fund Grant, $3,000, in support of research on editing and design centers.


BISWARUP “BISH” SEN, ASSOCIATE PROFESSOR (2010)


AUTUMN SHAFER, ASSISTANT PROFESSOR (2015)

National Institute for Transportation and Communities ($15,000), for strategic communication research and message testing related to engaging youth to increase their non-car mobility. Principal Investigator. Active dates: 11/16-11/17

National Institute for Transportation and Communities ($86,000), for strategic communication research and message testing related to increasing public support for transportation options. Co-Principal Investigator. Active dates: 9/15-6/17


**KIM SHEEHAN, PROFESSOR (1998)**

Society for New Communications Research, Fellow, 2013-2015

University of Oregon Faculty Excellence Award, 2015


**HEATHER SHOENBERGER, ASSISTANT PROFESSOR (2014)**

AAA dissertation award, 2014


**LORI SHONTZ, INSTRUCTOR (2014)**


New track meet turns pro running into a team sport, *Runner’s World Online*. (2015)


Reporting Roseburg, [www.reportingroseburg.uoregon.edu](http://www.reportingroseburg.uoregon.edu). With Nicole Dahmen, University of Oregon. (2016)


**GRETCHEN SODERLUND, ASSOCIATE PROFESSOR (2013)**


H. LESLIE STEEVES, PROFESSOR (1987)

Teresa Award for the Advancement of Feminism Scholarship, 2017 (ICA, San Diego)


Africa, Media and Globalization, Communication, Culture & Critique, Special Issue, ed. by H. Leslie Steeves, 9(1), 2016. (174 pp.)


DANIEL GOMEZ STEINHART, ASSISTANT PROFESSOR (2014)


Faculty Fighting Fund Research Grant (SOJC) 2016

New Junior Faculty Award (University of Oregon) (2014)


KATHRYN THEIR, INSTRUCTOR (2016)


HECTOR TOBAR, ASSISTANT PROFESSOR (2015)


2014–15 New York Times Bestseller list, Deep Down Dark, eight weeks

2014, Publishers Weekly, Best 10 Books of the Year, Deep Down Dark


2015, Finalist, Los Angeles Times Book Prize, Deep Down Dark

2015, Finalist, National Book Critics Circle Award, Deep Down Dark

2015, Winner, AEJMC-Knudson Latin America Prize, Deep Down Dark

2015, Winner, California Book Award Silver Medal, Nonfiction, for Deep Down Dark
2015. Les 33: La Fureur de Survivre (Belfond, Paris); La montagna del tuono e del dolore (Mondadori, Milan); En la oscuridad (Planeta, Madrid, Santiago);

The Wandering Song, an Anthology of Central American Writing co-editor, with Luis Rodriguez, Rubén Martínez and Leticia Hernández, Los Angeles, Tia Chucha Press (2017)

BRENT WALTH, ASSISTANT PROFESSOR (2007?)
“True Grit” (tentative title), Portland Monthly, August 2017
“Before the Geek: Memories of Katherine Dunn,” Willamette Week, May 17, 2016

“Whose State Is This?” Oregon Humanities, Fall 2015
Finalist, 2017 National City and Regional Magazine Awards.

Reporting the Oregon Story, Oregon Historical Society Press, Summer 2017
Solutions Journalism Network, $10,000, for the Catalyst Journalism Project, with Nicole Dahmen and Kathryn Thier, 2017-18.

JANET WASKO, PHILIP H. KNIGHT CHAIR; PROFESSOR (1986)


KYU HO YOUM, JONATHAN MARSHALL FIRST AMENDMENT CHAIR; PROFESSOR (2002)


## TABLE 9—STUDENT AID

Provide information for each of the two years preceding the accreditation visit.

<table>
<thead>
<tr>
<th>Scholarship awarded to under graduate students in the unit</th>
<th>2015–2016</th>
<th>2016–2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total amount of scholarship dollars from funds controlled by institution</td>
<td>$3,929,421</td>
<td>$4,233,009</td>
</tr>
<tr>
<td>Number of students receiving scholarships from funds controlled by institution</td>
<td>1,252</td>
<td>1,158</td>
</tr>
<tr>
<td>Median individual scholarship from funds controlled by institution</td>
<td>$1,111</td>
<td>$1,161</td>
</tr>
<tr>
<td>Total amount of scholarship dollars from funds controlled by unit</td>
<td>$341,964</td>
<td>$396,025</td>
</tr>
<tr>
<td>Number of students receiving scholarships from funds controlled by unit</td>
<td>133</td>
<td>141</td>
</tr>
<tr>
<td>Median individual scholarship from funds controlled by unit</td>
<td>$2400</td>
<td>$2400</td>
</tr>
</tbody>
</table>

### Undergraduate assistantships or work-study appointments

<table>
<thead>
<tr>
<th>Number of students holding appointments</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range of stipends</td>
<td>$1,600–$2,900</td>
<td>$1,600–$3,000</td>
</tr>
</tbody>
</table>

Source: School of Journalism and Communication; UO Office of Institutional Research
# Appendix II.7.A

## TABLE 10—BUDGET

Includes all funding sources such as general fund, restricted gifts, designated operations, grants, etc.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Salaries</td>
<td>$1,244,652</td>
<td>$1,707,753</td>
<td>$2,280,294</td>
<td>$2,070,316</td>
</tr>
<tr>
<td>Teaching Salaries (Full Time)</td>
<td>$5,225,608</td>
<td>$5,067,554</td>
<td>$4,926,521</td>
<td>$5,040,517</td>
</tr>
<tr>
<td>Teaching Salaries (Part Time/Adjunct)</td>
<td>$522,774</td>
<td>$511,298</td>
<td>$540,610</td>
<td>$339,666</td>
</tr>
<tr>
<td>Teaching Assistants</td>
<td>$646,096</td>
<td>$760,697</td>
<td>$832,902</td>
<td>$828,396</td>
</tr>
<tr>
<td>Clerical Salaries</td>
<td>$545,008</td>
<td>$622,448</td>
<td>$763,775</td>
<td>$684,200</td>
</tr>
<tr>
<td>Stipends</td>
<td>$185,579</td>
<td>$230,306</td>
<td>$176,485</td>
<td>$136,195</td>
</tr>
<tr>
<td>Student Employees</td>
<td>$171,193</td>
<td>$190,434</td>
<td>$212,659</td>
<td>$237,994</td>
</tr>
<tr>
<td>Other Payroll Expenses (i.e. Insurance, Fees)</td>
<td>$4,506,261</td>
<td>$4,862,109</td>
<td>$5,164,621</td>
<td>$5,644,246</td>
</tr>
<tr>
<td>Operational Expenses</td>
<td>$702,504</td>
<td>$907,452</td>
<td>$663,006</td>
<td>$801,908</td>
</tr>
<tr>
<td>Events, Speakers &amp; Hosting</td>
<td>$349,726</td>
<td>$338,810</td>
<td>$632,014</td>
<td>$518,811</td>
</tr>
<tr>
<td>Travel</td>
<td>$461,947</td>
<td>$506,812</td>
<td>$582,804</td>
<td>$623,707</td>
</tr>
<tr>
<td>Advertising/Donor Cultivation</td>
<td>$125,025</td>
<td>$110,543</td>
<td>$109,887</td>
<td>$214,504</td>
</tr>
<tr>
<td>Professional Services</td>
<td>$106,176</td>
<td>$71,931</td>
<td>$76,595</td>
<td>$121,644</td>
</tr>
<tr>
<td>Memberships &amp; Subscriptions</td>
<td>$30,871</td>
<td>$38,889</td>
<td>$26,959</td>
<td>$30,789</td>
</tr>
<tr>
<td>Reference Publications, Books, Digital Access</td>
<td>$69,934</td>
<td>$82,049</td>
<td>$72,643</td>
<td>$66,529</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$62,820</td>
<td>$89,020</td>
<td>$82,042</td>
<td>$42,402</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$14,956,174</strong></td>
<td><strong>$16,098,106</strong></td>
<td><strong>$17,143,817</strong></td>
<td><strong>$17,401,824</strong></td>
</tr>
</tbody>
</table>

**Notes**

1) 2017-2018 Budget salary/OPE data compiled based on the Budget Development report along with any known deviations. FY 2014-2015 through FY 2016-17 numbers are actual results, and FY2017-2018 numbers are the estimated amount of spend in each category for the fiscal year based on the budget.

2) Due to a shift in the University of Oregon’s OPE structure, wages expected to be earned during all employee leave have been moved from the individual wage categories (Administrative, Teaching Salaries, etc.) to a centrally controlled funding source. The compensatory factor for this change is a higher OPE percentage charged to each category. This is why certain categories have decreased while the Other Payroll Expenses are expected to increase by approximately $480K.

3) Administrative Salaries include all OAs and faculty in administrative positions; Clerical Salaries include all Classified & Temporary employees.
4) Other Payroll Expenses includes all OPE for faculty, staff, GEs, and students.

5) Operational Expenses include office supplies, IT-related expenses such as equipment, telecom charges, and other general service & supply account codes.

6) Advertising/Donor Cultivation includes both advertising to promote SOJC and advertising created by student groups for learning experiences since the account codes are shared.

7) Events, Speakers & Hosting include guest honoraria, conference expenses, non-employee travel, and other related account codes.

8) Professional Services include photography, contracted services, consulting, and other related account codes.

9) This report does not include scholarships or any type of direct student support for travel & research.
Appendix II.8.A
FACULTY PROFESSIONAL AND PUBLIC SERVICE ACTIVITIES

ABDENOUR, JESSE

- Reviewer: *Journalism & Mass Communication Quarterly; Journalism Practice; Journalism Studies; American Behavioral Scientist*
- Reviewer: AEJMC (Electronic News Division)
- SOJC Master’s Task Force, 2016-17
- Documentary Sequence Committee, 2015-17
- Visit Coordinator: Larry Foley, Journalism Director, U. of Arkansas. Boys of Summer documentary screening, November 2016 and “Master Class” documentary production presentation, November 2016
- Visit Coordinator: Don Shaw, Professor Emeritus, U. of North Carolina. “Agenda-Melding”

ALILUNAS, PETER

- SOJC Undergraduate Affairs Committee
- SOJC Diversity Committee
- SOJC Ad-Hoc Committee on Guest Speakers
- Scholarly Activities Committee
- Non-Tenure Track Faculty Committee
- Society For Cinema And Media Studies
  - Adult Film History Scholarly Interest Group, co-chair (2015-2018)
  - Media Industry Studies Scholarly Interest Group presentation, October 2016

ANDERSON, SHAN

- Intercollegiate Athletic Advisory Committee
- UO Sustainability Committee
- SOJC Technical Support Committee
- SOJC NTTF Policy Committee

ASBURY, STEVEN

- Board of Directors, The John G. Shedd Institute for the Arts
- Presenter and reviewer of student work, Fall Press Day
- Judge, 32nd Annual Pa’i Awards
- Panelist, Being LGBTQ in Media After Graduation,
- SOJC Centennial Celebration Committee
  - Design of SOJC 100 logo
  - Design of SOJC Writing Central logo
- Guest speaker, Corbin University
- Board of Directors, The John G. Shedd Institute for the Arts
- SOJC Academic Integrity Work Group Committee
BIVINS, TOM

- Media Ethics Division, AEJMC website design and upkeep, 2009-present
- Payne Ethics Award Judge, 2005-present
- Media Ethics Division, AEJMC newsletter editor, 2016-present
- Journal Editorial Boards:
  - Public Relations Inquiry, 2014
  - Journal of Public Policy, 2010-present
  - Journal of Media Ethics, 1999-present
  - Journal of Public Relations Research, 1994-present
  - Journalism Educator, 1994-present
  - Public Relations Review, 1993-present
  - Communication Reports, 2008-present
- Payne Ethics Award Judge, 2005-present
- Design and layout of 70-page “annual report” for Lane Workforce Partnership, a local non-profit, both a print and an online version, Spring, 2012
- Webmaster American Journalism Historians Association, 2017
- Member, Search Committee, Associate Dean for Graduate Studies, 2017
- Chair, Undergraduate Affairs Committee, 2015-2016
- Chair, Media Studies Search, 2014-2015
- Curriculum Liaison with UOCC, current
- Chair, Media Studies visiting professor search, 2014
- Chair, Visual Design Search, 2013-2014
- Member, Media History Search, 2011 and 2012
- Workshop on editorial cartooning for Northwest Scholastic Press Association, October, 2017
- Editorial cartooning judge for Northwest Scholastic Press Association Student Media Olympics, May, 2017
- Panel moderator on Comics Journalism, SPJ regional conference, April, 2017
- Board and Science Committee member, International History of Public Relations Conference, 2017

BLAINE, MARK

- 2014–present, Science and Memory, Executive Producer
  This project seeks to document the experiences of people in rural communities on the frontline of climate change. Science and Memory has gained national attention and won the 2015 University of Oregon Research Innovation Award. scienceandmemory.uoregon.edu
- 2016-present, “The Science of Wildland Fire,” Executive Producer
  This 5-part documentary series for the Northwest Fire Science Consortium is intended for distribution to public land policy decision makers and the communities they serve.
- 2015-2016, “Don’t Wait for the Quake,” Executive Producer
  Online News Association funded project in association with Oregon Public Broadcasting. This is a public education campaign and awareness effort funded by the leading digital journalism association in the United States and it sought to engage communities throughout Oregon and Washington in efforts to plan and prepare for the Cascadia Subduction Zone earthquake. dontwaitforthequake.com/#team
• 2015-2016, “Community Based Organizations in Post Timber Dependent Communities”
  Executive Producer. Video series, 3 parts. OR Media. Ecosystem Workforce Program funded project.
  This project explores the movement to bring together groups that have been in conflict in the rural
  communities of the West with the goal of sustainable economic development and developing best
  practices for managing these lands and ecosystems. The project work is aimed at public land policy
  decision makers, community organizers across the West and community members in hard-hit areas.
• 2017, Chair, Dean’s Advisory Committee
• 2017, Chair, SOJC Ruhl Lecture Series
• 2014-2015, Chair, SOJC Search Committee, Assistant Professor in Reporting (2 positions)
• 2014-2015, Chair, SOJC Search Committee, Assistant Professor in Reporting and Writing (2 positions)
• 2013-2014, Chair, SOJC Search Committee, Visiting Assistant Professor (2 positions)
• 2013-2014, Chair, SOJC Search Committee, Instructor in Writing and Reporting (4 positions)
• 2017, SOJC Search Committee, Open Rank Professor in Science Communication
• 2017, NTTF Task Force
• 2016-2017, Dean’s Advisory Committee
• 2015-2016, SOJC Dean’s Search Committee
• 2011-present, SOJC Undergraduate Affairs Committee
• 2015, Agora Center Summer Faculty Fellowship Review
• 2015, University of Oregon UAV Exemption Petition working group
• 2015, SOJC Educational Program Assistant Search
• 2014, University of Oregon Research Advisory Board
• 2014, Learning Management System Task Force pilot for Sakai/Canvas
• 2014-2015, SOJC NTTF policy review committee
• 2012-2013, SOJC Search Committee, Assistant Professor in Design
• 2011-2012, SOJC Search Committee, Chair of Innovation and Civic Engagement
• 2009-2013, SOJC Technology Committee
• 2009-2016, Oregon Quarterly Editorial Advisory Board
• 2004-2012, University Geographic Information Systems Committee
• 2014-2015, KLCC (NPR-affiliate) Strategic Planning Working Group

BUTLER, CHARLIE

• Faculty Director, SOJC Media and Social Action ARC, SOJC/UO University Housing, Fall 2016-present
• SOJC Experiential Hub Task Force, SOJC, Fall 2016-present
• Spoke to journalism students at the University of Florida, via Skype November 2016
• Flux magazine adviser, Fall 2014-Spring 2015

CHANDLER, CONNIE

• Chair – “CSR and ESG” Panel at What is Life? Conference, SOJC, Portland, OR April 2017
• Invited speaker – “Inside Out: Bridging the storytelling gap between internal and external communications”
  Portland Metro PRSA Chapter’s Annual Communicators Conference Portland, OR May 2016
• Invited speaker – “The Blurring of the lines between public relations and investor relations” Orange
  County Chapter of the National Investor Relations Institute (NIRI) Orange County, CA June 2016
CHAVEZ, CHRIS
• Organizer and moderator, Whose America? Stories of Immigration, Citizenship, and Religion.
  Jordan Schnitzer Museum, 2017
• Executive Committee Member, Center for Latino and Latin American Studies, 2012-Present
• Member, Leadership Council, Jordan Schnitzer Museum of Art
• Invited speaker, UNESCO’s “Toward a Journalism of Peace: Enhancing Intercultural Competencies through
• Organizer and moderator, Journalistic Coverage of Latino Immigration–City Club of Eugene, 2016
  (Broadcast on KLCC)
• Member, hiring committee for on-air reporter at KLCC public radio

CURTIN, PAT
• Elected chair: AEJMC Standing Committee on Research, 2013-2014
• Elected Member: AEJMC Standing Committee on Publications, 2014-present
• Editorial Board Member: Journal of Public Relations Research (until 2017); International Journal of Strategic
  Communication (through present); Public Relations Inquiry (through present)
• University Committees: Academic Advisory Group for Undergraduate Admissions (2017 to present);
• SOJC Committee Chairmanships: Assessment Director (2014 to present); Faculty Personnel Committee
  (2015-2016); Dean’s Advisory Committee (2014-2015)

DAHMEN, NICOLE
• Invited speaker on Facebook, Journalism, and the Public. Rotary Club of Eugene, Eugene, OR (2017, May 5).
• Invited speaker on Restorative Narrative and Solutions Journalism. Association of Alternative Newsmedia
• Invited speaker on Visual Restorative Narrative. National Press Photographers Association Short Course,
  Portland, OR (2016, June 25).
• Research Chair (2015-2016), Visual Communication Division, AEJMC
• Photojournalism Judge (March 2015), News Contest, Oregon Newspaper Publishers Association/Virginia
  Press Association
• Committee Member, Scholastic Review Committee, University of Oregon Senate (2016-2018)
• Committee Member, Study Abroad Programs, University of Oregon Senate (2015-2017)
• Committee Member, Scholarship Committee, University of Oregon Senate (2014-2016)
• Committee Member, Dean’s Advisory Council (2017-2019)
• Chair, Social Media Data Analytics Assistant Professor Search (2017-2018)
• Co-coordinator, Ad-hoc Curriculum Committee (Winter and Spring 2017)
• Committee Member, Exploration of Vis Comm Undergrad Minor (2014-2017)
• Committee Member, Director of Communications Search (Fall 2014 and Winter 2017)
• Selection Committee Member, Oregon Sylff Graduate Fellowships for International Research (May 2016)
• Committee Member, SOJC Centennial (2015-2016)
• Committee Member, SOJC Identity Team (2015-2016)
• Selection Committee Member, SOJC Lokey Scholarship (May 2015)
• Committee Member, KEZI Professor of Broadcast Journalism Search (2014-2015)
• Committee Member, SOJC Mission Statement, Strategic Plan (2014-2015)
• Board of Trustees, Images & Voices of Hope (2017-present)
• Visual Communication Quarterly, Editorial Board Member (2016-present)
• Newspaper Research Journal, Editorial Board Member (2016-present)
• Visual Communication Division, AEJMC, Research Chair (2015-2016)

DAVIS, DONNA
• Director, Strategic Communication Master’s program (2014-present)
• Co-founder and co-chair (with professionals Lou Capozzi, MSL Group and Frank Shaw, Microsoft) of the Strategic Communication Leadership Network
• Graduate Affairs Committee (Member, 2014-present)
• Panelist: “Diversity access gaps and benefits for work.” New Social Entanglements: Mixed Realities Tech Summit, co-hosted by the User Experience Design team at Intel’s Client Computing Group and the University of Oregon Art and Technology Program. Portland, Oregon. June 9th, 2017
• UO-Portland Academic Committee member (2016-current)
• UO-Portland vision development committee member (2016-2017)
• Member, Public Relations Society of America (2013-current). Coordinated (with Turnbull interim director) arrangement with PRSA Portland to become new “home” for the local chapter
• Adviser for the development of the PRSA “Career Guide: Advancing the Profession and the Professional.” Copyright 2016, PRSA Metro Chapter of PRSA

DEVIGAL, ANDREW
• Community of Practice Platform for Engaged Journalism, Funded September 2016
• Open: Housing, Launched September 2016 and ongoing
• Story Arc Workshop, August 2016
• Filmmaker and Journalist: Embracing the Genius of the ‘And,’ May 2016
• Data Storytelling Workshop at Design Week Portland, April 2016
• The International Journalism Festival, April 2016 (INT)
The International Journalism Festival in Perugia, Italy, features over 500 speakers from 34 different countries drawing in thousands of attendees from across the globe. DeVigal presented at four separate sessions at #IJF16
• Flux Magazine Community Engagement Issue on Race, January 2016
• Don’t Wait for the Quake, November 2015
  Hosted in partnership with Oregon Public Broadcasting (OPB), SOJC Assistant Professor Ed Madison streamed live online and over the radio, convened a timely conversation about earthquake preparedness in Oregon.
• Creating and Consuming Media, October 2015
  In collaboration with The Nation magazine, we hosted a conversation with independent media writers and young media innovators who are building the independent media of the future.
• Experience Engagement, October 2015, (INT, FAC, IDE, COL)
  This premiere unconference brought together a group of journalists, community leaders, academics, and technologists met in Portland, co-hosted with Journalism That Matters, to discuss the intersection of journalism and community engagement.
• #WeAllWinPDX campaign at TechFestNW, August 2015
  To help Portland’s tech community make good in diversifying their workforce, the Agora Journalism Center led a digital conversation about diversity issues at Willamette Week’s TechFestNW conference.
• The International Journalism Festival, April 2015
  The International Journalism Festival in Perugia, Italy, features over 500 speakers from 34 different countries drawing in thousands of attendees from across the globe. DeVigal presented at two separate sessions at #IJF15
• What is Journalism? Conference, April 2015
• Storytelling with Data, March 2015
  From the initial Front 50 gathering, an idea was formed to put together a civic-focused hack-a-thon that would bring together journalists, developers, designers and SOJC students to address issues the state of Oregon is and will be facing in the next year.
• Youth Summit, February 2015
  In collaboration with Scholastic Journalism Outreach Coordinator Karla Kennedy, DeVigal led a workshop with parents and students of Portland’s Youth Summit titled “Your Voice is Trending: What Should You Do Next?”
• Creative Courage in the Age of Ideas, October 2014 (FAC, IDE, COL)
  In partnership with Professor Deborah Morrison, DeVigal led a discussion during the year’s Design Week Portland series of events to discuss the need for creative courage in direct proportion to the degree of change the profession is undergoing.
• Front 50, August 2014 (FAC, IDE, COL)
  Even before the Center officially launched, we held a gathering to listen to the local community of 50 innovators in the space of media, media education, technology, and business. It was Day One for the Agora Journalism Center, and we called it Front 50. Industry leaders including Recode’s Kara Swisher, Vox’s Trei Brundrett along with eight SOJC faculty members joined and help lead the conversation. Several ideas were born from this convening including the Storytelling with Data Build-a-thon and One Issues, Many Perspectives which led to the creation of Open: Housing. Video: https://vimeo.com/104456919

FORCE, REBECCA
• 2016: Member, Experiences Hub Task Force
• 2015: Member, NTTF policy review group
• 2014: Member, SOJC Faculty Advisory Committee for Merit Increase Review
• January, 2017 – Judge, Pioneer Newspaper Chain, Video competition: categories: Dailies & Weeklies
• October, 2016-Judge, National Academy of Television Arts and Science, Nashville/Mid-South Emmy Competition, Categories: Promo-Spot News Same Day, Promo-spot News, Photographer/News, Photographer- Short Form.
• Speaker, Northwest Scholastic Press Day 11/2/2016 “On The Air: Tips for effective communication when the lights, the mics and the cameras are hot.”
• Organizer/Moderator/Panelist, “Reporting Tragedies and Surviving the Experience,” Northwest Scholastic Press’s Fall Press Day, University of Oregon, Eugene, Oregon 10/24/2015
• Panelist, Town Hall Discussion: “Charlie Hebdo, Tolerance and the Freedom of Expression,” School of Journalism and Communication, University of Oregon. 1/15/2015
• Panelist, Oregon Association of Broadcasters Annual Conference, “Recruiting Students to Broadcasting in a Multi-Platformed World,”( 9/26/14)
• Speaker, Northwest Scholastic Press Day 2014: “Getting It Right” (11/12/14)
• Organizer and Moderator of Panel “Student Journalists and the Law”, Northwest Scholastic Press 2013 Fall Press Day. (10/15/13)
• Speaker, Northwest Scholastic Press 2012 Day: Two sessions: “Libel, Trespass & Privacy, and “ Nothing But the Facts” (10/24/12)

GLEASON, TIM
• Panelist, Oregon Law Summer Sports Institute, UO School of Law, July 2015, July 2017
• ACEJMC Accreditation Visiting Teams: University of Arkansas (chair-revisit) 2017, University of Nebraska (chair), 2017; University of Arkansas (chair), 2016; University of Alaska-Anchorage (chair-revisit), 2015; University of Kentucky (chair), 2015; University of North Alabama, (chair) 2014; Southern Illinois University (chair), 2014; Abilene Christian University, 2012; University of Montana (chair) 2012
• Editorial Board, Communication Law and Policy, 1994 present
• Director, Payne Award for Ethics in Journalism, SOJC, 2014-present
• UO Faculty Athletics Representative, January 2015-present
• Coordinator, 100th Anniversary Celebration, 2015-2016
• Coordinator, SOJC Hall of Achievement, 2015-present

HEYAMOTO, LISA
• Heyamoto, Lisa and Milbourn, Todd, “The 32 Percent Project: An Exploration of What Drives and Disrupts Public Trust in News Organizations,” Faculty Fellowship, Agora Journalism Center, $25,000, 2017-2018
University of Oregon School of Journalism and Communication Self-Study Report

- Discussion Facilitator, “Trust in the News Media: A Community Conversation,” Mattapan Branch of the Boston Public Library, Boston, Massachusetts 2017
- Presenter, “The Trust Gap: Exploring the Crisis of Confidence in the American News Media.” Bend City Club, Bend, Oregon 2017
- Panelist, “How To Teach Engagement Strategies to Students,” #EdShift Twitter Chat 2017
- Panelist, “Journalism Students, Professors Set Goals for the Year Ahead,” #EdShift Twitter Chat 2017
- Panelist, “Student Success Faculty Q&A,” Center for Multicultural Academic Excellence’s New Student Fall Retreat, Eugene, OR 2017
- Vice Chair, Emerald Media Group Board of Directors, 2014-present
- Judge, College Media Convention’s Student Publication Contest, 2012
- Member, Asian Pacific Islander Strategic Initiative Group, 2016-present
- Hiring Committee Member, Oregon Quarterly Director of Publications, 2014
- Hiring Committee Member, Moss Street Children’s Center Infant Teacher, 2014
- Member, Ad Hoc Journalism Curriculum Review Committee 2017
- Member, Ad Hoc Petrone and Fighting Fund Grant Review Committee 2017
- Member, Ad Hoc Writing Course Research Committee 2016-present
- Co-Chair, Ethics and Standards Work Group 2016
- Hiring Committee Member, Academic and Career Adviser 2015
- Hiring Committee Member, Communications Writer 2014-present
- Elected Member, Dean’s Advisory Council 2013-present
- Ex Officio Member, Undergraduate Affairs Committee 2014
- Elected Member, Committee for Merit Reviews and Raises 2012-2013
- Member, Technology Solutions Group 2012
- Co-Founder, SOJC Writer’s Club 2011-present
- Submissions Coordinator, Hearst Writing Awards 2011-present
KJELLSTRAND, TORSTEN

Professional Service

- Advisory committee, iNATURE, NSF grant to create pathways for Native students into STEM professions. https://www.heritage-inature.org/ 2015-present
- Faculty, Missouri Photo Workshop. 2017
- Storytelling Facilitator and photographer, Akhiok Culture Camp, working with Native Village of Akhiok to bring cultural learning to Akhiok youth. Building curriculum to teach interviewing of community members. 2016 to present.
- Invited participant, National Geographic Photography Seminar. 2016
- Evaluator of applicants, John S. Knight Journalism Fellowship. 2014 - 2016
- Faculty, Missouri Photo Workshop. 2015
- Invited speaker, VisCom 29, The Blackfoot Mobile Project: Encouraging Multimedia Storytelling Through Smartphone Apps as a Way to Visualize Tribal Culture. 2015
- Presenter and co-coordinator, Using Photography and Audio to Document Language, Culture, and Oral History Workshop, Confederated Salish Kootenai Tribes of the Flathead Reservation. 2014
- Judge, NPPA Short Grant. 2013
- Presenter, International Congress of Arctic Social Sciences, with Prof Sven Haakanson (Sugpiaq/Alutiiq/Athabaskan; University of Washington Anthropology and Burke Museum Curator). Presented paper, documentary film, and photographs. Umeå, Sweden, June 2017

Service to University of Oregon and the School of Journalism and Communication

- Unvanished: a documentary photo project examining photography of Native Americans. Currently funded by an Agora Fellowship. Exhibit in Allen Hall, Spring 2017 to present.
- We Tell You Now: Storytelling from an Indigenous perspective with Prof Leilani Sabzalian (Alutiiq; UO College of Education) working with on-campus communities, as well as places such as Chifin Native Youth Center in Springfield, OR to create a storytelling from a Native perspective gathering on campus in Spring 2018.
- Fall Press Day presenter, 2017
- Faculty Producer, Science and Memory, project teaches science reporting to students with an eye to climate change stories. Science and Memory has gained national attention and won the 2015 University of Oregon Research Innovation Award. Scienceandmemory.uoregon.edu. 2014–present
- Chair, Technology Committee, SOJC. 2014-present
- Curriculum building to improve and update our visual communications classes within the SOJC curriculum. 2017
- Presenter and moderator, What is Life?, Turnbull Center. 2017
- Invited speaker, The Future of Environmental Humanities Symposium, UO College of Arts and Sciences and AAA. Speaking about climate change and Native communities in the broader discussion of Environmental Humanities. 2016
- Search Committee for SOJC IT Director. 2015
- Member (with Professors Regina Lawrence and Chris Chavez), ad hoc committee to evaluate the professional masters programs. 2015-16
- Presenter, SOJC Research Presentation Series, “Finding Refuge, a Documentary Film: Navigating an Untold History in a Culture Other Than Your Own.” 2015
- Faculty representative, Native American Student Welcome Day. 2015
• Faculty facilitator and media producer, UO NILI Summer Institute (Northwest Indian Language Institute). 2015
• Coordinator, UO Many Nations Longhouse Workshop on using tools of documentary journalism to record and perpetuate Native languages, culture, and ways. 2014
• Moderator, Who is the News? We All Stand Somewhere in Relation to the Story, for “What is Journalism?” Turnbull Center. 2014

KORANDA, DAVE

• Member of American Advertising Federation National Executive Education Committee/ Washington DC 2011-present. Chair of Promotion Committee on National Student Advertising Competition Committee on Policies and Procedures Committee
• District XI American Advertising Federation NSAC Adviser / Alaska, Washington, Idaho, Montana, Oregon 2000-present
• Public chair for National Advertising Review Board. NYC/ 2014-present
• Faculty Advisory Council/meets every Monday in Johnson Hall with Pres and Provost/2016-2018
• University Scholarship Committee, 2016-17
• NVC, New Venture Competition/ student group does communication for international competition/ working with Business School/2010-present
• Student Team advising communication for UO Baseball/ 2013-present
• UO National Student Advertising Competition/ through American Ad Fed/ 2000-present
• Faculty Advisory Committee, 2016-18
• University Budget Metrix Committee, 2017
• University Scholarship Committee, 2012, 2016
• Intercollegiate Athletic Committee, 2012-14
• SOJC NTTF task force, 2017
• Allen Hall space task force, 2016
• Josh Netzer Promotions Committee, 2013
• Advertising Search Committee, 2013
• Diversity Committee, 2010-2013
• Internal Relations Committee, 2010-2014
• Invited lecturer UC Boulder for four advertising classes and consulting with faculty re AAF /NSAC 2016
• Peer research reviewer American Academy of Advertising 2016
• APG (Account Planning Group) UK re involvement with American Universities and Colleges 2012
• NARB (National Advertising Review Board). 2014-present
• AAF Executive Education Committee 2011-17
• MC for AAF/ NSAC Ad Team finals 2012-14
• AAF Ethics committee
• American Advertising Federation Education Board 2011-present

KUTTIS, KATHRYN

School of Journalism and Communication
• Elected Member, Ad Hoc Faculty Assessment Committed, 2016
• Search Committee Member, Associate Dean for Undergraduates, 2016
• Search Committee Member, Assistant Professor in Advertising, 2016
• Search Committee Member, Instructor in Public Relations, 2015
• Diversity Committee Member, 2015-present
• Co-Chair: PR Executive-In-Residence Committee, 2013-present
• Reviewer: PR Portfolio Reviews 2013-present

Public Service
• Communications Adviser, The School Garden Project of Lane County, 2014 – present
• Judge for UO Entrepreneurship Club: Quack Hatch startup pitching competition, Lundquist College of Business, March 2017

LAWRENCE, REGINA
• Manuscript reviewer for numerous academic journals and publishers, including Oxford University Press, Cambridge University Press, Political Communication, International Journal of Press/Politics, Public Opinion Quarterly, Journalism Practice, Perspectives on Politics, and for the National Science Foundation.
• Reviewer for National Science Foundation
• Reviewer for International Communication Association Conference, 2015, 2016
• Organizing and/or Sponsoring Conferences: Experience Engagement (2015) and Elevate Engagement (2017) [Agora Journalism Center]

School of Journalism and Communication
• Director of Portland Programs (Turnbull & Agora Centers), 2015-present
• Associate Dean for Graduate Affairs Search Committee, 2016-17
• Pape Chair Search Committee, 2015-16
• SOJC Dean Search Committee, 2015-16
• Ad Hoc Master’s Degree Committee, 2015-16 (chair)
• NextGen Media Outreach Coordinator Search Committee 2015-16 (chair)
• Graduate Affairs Committee (member ex officio)
• Faculty Personnel Committee
• SOJC leadership team

LEWIS, SETH
• Editorial Board Memberships: Journalism: Theory, Practice and Criticism; Foundations and Trends in Social Media, Now Publishers monograph series; New Media & Society; Journalism & Mass Communication Quarterly; Social Media + Society; Journal of Media Business Studies; Digital Journalism; JOMEC Journal: Journalism, Media, and Cultural Studies; Community Journalism
• Conference Reviewer: International Communication Association (ICA)
  2017: Journalism Studies Division
  2016: Journalism Studies Division
• Vice Chair (elected by division membership in 2017), Journalism Studies Division, ICA, 2018-2020
• Member, AEJMC Task Force on Graduate Education, 2017-2018
• Member, Strategic Plan Implementation Committee (an association-wide standing committee, with members appointed to 3-year terms by the president), AEJMC, 2016-2019
• Co-Organizer and Co-Sponsor, “Algorithms, Automation, and News: An International Conference,” two-day invited conference co-organized with Neil Thurman and co-sponsored by the Volkswagen Foundation (VolkswagenStiftung), The Center for Advanced Studies at Ludwig-Maximilians-Universität München, and the Shirley Papé Chair in the School of Journalism and Communication at the University of Oregon; May 22-23, 2018, Munich, Germany
  Of note: There were 175 extended-abstract submissions to the conference (acceptance rate: 12 percent)
• Co-Organizer and Co-Sponsor, “Communicating with Machines: Interventions with Digital Agents,” daylong pre-conference to the annual convention of the International Communication Association, with co-sponsorship from the Shirley Papé Chair in the School of Journalism and Communication at the University of Oregon, May 25, 2017, San Diego
• Program Committee Member, International Conference on Social Media & Society, July 18-20, 2018, Copenhagen
• Sponsor, Journalism Studies Graduate Student Colloquium, daylong pre-conference to the annual convention of the International Communication Association, May 25, 2017, San Diego
• International Scientific Committee Member, “3rd Journalism on Multiplatform Environments International Symposium,” sponsored by FIAM-FAMM University, November 23-24, 2017, São Paulo
• International Scientific Advisory Board Member, “Streaming Ourselves Back to Life? Online Social Television across Perspectives,” a conference sponsored by the Division of Emerging Media Studies, Boston University, April 20-21, 2017, Boston
• Program Committee Member, International Conference on Social Media & Society, July 28-30, 2017, Toronto
• Respondent (in senior scholar role), Graduate Student Preconference of the Journalism Studies Division, ICA 2017, San Diego, CA
• Member, Presidential Data Initiative, 2017-2018
• Graduate Council representative (elected), committee on graduate affairs, 2017-18, 2018-19
• Member, UO Doctoral Research Fellowship subcommittee, 2017-18
• Member, Faculty Research Awards Committee, 2017-18, 2018-19
• Faculty participant, Community for Multicultural Scholars Academic Residential Community, 2017–present
• SOJC Representative to the Graduate Council (elected), 2017-18, 2018-19
• Chair, Faculty search committee, Game Studies and Emerging Media search, 2017-2018
• Faculty mentor, for Assistant Professor Jesse Abdenour, 2017-18
• Member, Postdoctoral fellowship search committee, Agora Journalism Center, Fall 2017
• Faculty Lead, Competitive Landscape Report to the Dean, Winter-Fall 2017
• Faculty Co-Lead, SOJC proposal for center for science, environment, and technology, 2016-17
• Organizer, Demystifying Media series lecture given by C. W. Anderson, May 2017
• Organizer, Demystifying Media series lecture given by Nikki Usher, February 2017
• Organizer, Demystifying Media series lecture given by Matthew Powers, November 2016
• Member, Faculty search committee, Associate Dean for Graduate Affairs and Research search, 2016-2017
• Member, Graduate Affairs Committee, 2016-2017
• Member, Faculty Personnel Committee, 2016-2017
• Member, Case Preparation Committee, Heather Shoenberger, 2016-2017
• Community, State, National, or International Service Activities
• Faculty Judge and Chair of a Faculty-Student Nominating Committee (Television News category), Peabody Awards, 2017
MADISON, ED
- SOJC Dean Search Committee - 2015-16
- SOJC Scholastic Outreach Coordinator Search Committee 2016
- SOJC Dean’s Advisory Council - 2014-2016
- SOJC Strategic Plan Committee - 2014
- SOJC Allen Hall Remodel Committee - 2012
- Education Technology Committee 2015-2016
- Media Arts Institute - 2010- present
- Founder of educational 501(c)3 nonprofit organization whose mission is to inspire and educate digital learners and aspiring media professionals through its productions, workshops and publications. The organization has facilitated grant-funded iPad training for elementary-level teachers and students; after school programs for secondary-level students, summer camps; and Cascadia Magazine, a student-created citywide publication produced in partnership with the SOJC and the Eugene Register-Guard. It also has produced media and curriculum for ArtCore, a federally funded art immersion program reaching 1,900 diverse students for 45 teachers in five low-performing Oregon middle schools.
- Student Press Law Center- 2014-2017
- Advisory Committee

MAIER, SCOTT
- U.S. project co-director, European Journalism Observatory (2013 to date)
- Advisory Board, Media Accountability and Transparency (MediaAct), a European Union research consortium (2010-13)
- Editorial Board, Newspaper Research Journal, 2002 to date.
- Advisory Board, AEJMC Emerging Scholars Program, 2012-15
- Advisory Board, Scripps Howard/AEJMC Professor in Residence, 2015.
- Faculty Facilitator. MediaShift Hackathon. Phoenix, Arizona (February 2015).
- UO Senate Transparency Committee (2014 to date; current chair)
- UO European Studies Program (2010 to date)
- UO Public Records Administrative Advisory Group (2104 to date)
- UO Genocide Prevention Committee (2013 to date)
- SOJC Dean’s Advisory Council (2005-07; 2015-to date: chair)

MARTINEZ, GABRIELA
- Chair, Local Organizer Committee, International Association for Media and Communication Research (2017-2018)
- SOJC Dean Search Committee (2015-2016)
- SOJC Graduate Affairs Committee (2014-2017)
- SOJC International/National Trips Committee (2015-present)
- SOJC Dean Advisory Committee (2011-2014)
- UO Committee for Policies (2016-2017)
- UO Provost Search Committee (2016-2017)
• UO Study Abroad Committee (2013-2015)
• Cinema Studies Curriculum Committee (2013-2016)
• Cinema Studies Executive Board (2011-present)
• Cinema Studies Advisory Board to the Director (2016-2017)
• Center for the Study of Women in Society, Advisory Board (2006-2012)
• Center for the Study of Women in Society, Associate Director (2012-2015)
• Center for the Study of Women in Society, Advisory Board (2015-present)
• Wayne Morse Center, Advisory Board (2015-present)
• Center for Latino/a and Latin American Studies, Executive Board (2007-2016)
• Center for Latino/a and Latin American Studies, Director (2016-present)
• Latin American Studies Program, Advisory Board (2015-present)
• UO-IME Becas (undergrad scholarships) (2014-present)

MATTHEWS, KELLI
• Intercollegiate Athletics Advisory Committee
• Undergraduate Council
• EMU Board

MERSKIN, DEBRA
• Member, UO Faculty Personnel Committee
• 2013-2015 Chair, Grievance & Contract Administration Committee, United Academics, University of Oregon
• 2014-2015 Member, First-Year Programs Advisory Board
• 2012-2015 Member, Undergraduate Library Research Paper Awards Committee
• 2011-2013, Member. Promotion, Tenure, Retention, Appeals Committee. Chair, 2013-2014
• Reviewer ICA and NCA
• Public Presentations, Talks, Colloquia
  May 6, 2017–Animal Intelligence. Eugene Public Library, Eugene, OR
  May, 2017–Sexual harassment in the workplace. Eugene Professional Women’s Club
• UO Member, University Faculty Personnel Committee, 2016-2017
• UO Member, Native Strategies, 2011-present
MILBOURN, TODD

- Keynote Speaker, Trust and the News Media, Eugene Rotary Club, Nov. 2017
- Presenter, Trust and the News Media: A Community Conversation, UO Innovation Summit, Oct. 2017
- Keynote Speaker, Bridging the Trust Gap, City Club of Central Oregon, Oct. 2017
- Presenter Under the Hood: Reconnecting Our Polarized Communities, Online News Association Conference, Oct. 2017
- Presenter, Table Talks: Rebuilding Trust in Communities, Online News Association Conference, Oct. 2017
- Participant, Elevate Engagement Conference, Agora Journalism Center, May 2017
- Keynote Speaker, Finding Truth in an Age of Disinformation, Eugene City Club, KLCC broadcast, April 2017
- Participant, International Symposium on Online Journalism, UT-Austin, Apr 2017
- Keynote Speaker, Finding Truth in an Age of Disinformation, Eugene City Club, KLCC broadcast, April 2017
- Keynote Speaker, Finding Truth in an Age of Disinformation, Salem City Club, March 2017
- Organizer, Flux Conversation on Race, Pt. II, Eugene, OR, June 2016
- Organizer, 15 Startups in 50 Minutes, Global Entrepreneurship Week, Eugene, OR, Nov. 2015
- Oregon Entrepreneurship Network, Lundquist College of Business, ongoing
- NTTF Workload Task Force, SOJC, Spring 2017
- Undergraduate Curriculum Committee, SOJC, Spring 2017
- Investigative Reporting Curriculum Working Group, SOJC, 2016-17

MILLER, DANIEL

- Founder, Director, and Executive Producer of the Oregon Documentary Project (ODP): 1996-present. These student documentaries broadcast and featured in festivals have been nominated for over 35 Emmy awards and won 20 Emmy Awards.*
- Tech Committee: 2012-2016
• Co-Organizer and Speaker: First Annual, Second and Third Annual University of Oregon Student Film and Video Festival
• Co-Organizer and Co-Presenter: The Oregon National History Museum Special Event on Media Representation of the Lewis and Clark Expedition
• Co-Organizer, Taylor Branch Presidential Lecture, Spring 2015
• James Blue Research Interest Group RIG 2013-16
• Preventive Pedagogy Workshop November, 2013
• Oregon Documentary Project, ODP, founder, a project dedicated to education through the production and distribution of broadcast quality documentaries regarding Pacific NW history, culture and society, established July 1995

MOLLEDA, JUAN-CARLOS
• Member of the Public Relations Committee, HIV Alliance of Lane County
• Member of the Board of Directors, The LAGRANT Foundation
• Co-director of the Latin American Communication Monitor (Euprera)
• Member of the Board of Trustees, Institute for Public Relations
• Member of the Educational Affairs Committee and Latin American liaison and site-visit reviewer of the Certification in Education for Public Relations, Public Relations Society of America
• Editorial Board member of the International Journal of Strategic Communication, Public Relations Review, and Journal of Public Relations Research

MORRISON, DAN
• 2015 Oregon Newspaper Editors Panel; Bend, Oregon
• United Nations World Press Freedom Day, May 2014, France
  Executive Producer on the 26-minute documentary about the event and its importance.
• World Press Freedom Day, May 2013, Costa Rica
  Executive Producer on the 26-minute documentary about the event and its importance.
• World Press Freedom Day, May 2012, Tunisia
  Executive Producer on the 26-minute documentary about the event and its importance.
• Oregon News Lab 2011-present
  Regular contributor to KVAL.com, covering news and sports.
• Chairman, Technology Committee 2012-2013, 2009-2010
• SOJC Spring Graduation Marshall 2009-present
• Member, The Agora Journalism Center Front 50
• Manuscript reviewer, Visual Communication Quarterly, 2014
• Pictures Without Borders, Bosnia Revisited, Steve Horn, Dewi Lewis Publishing, 2006
• Aftermath, Bosnia’s Long Road to Peace, Sara Terry, 2006
• Reporting from War Zones, John L. Hulteng Conversations in Ethics, panel discussion 2012
• On Building a Journalism Curriculum for the Digital Age, Oregon Newspaper Publisher’s Association 2013 Conference, Bend, Oregon

MORRISON, DEBORAH
• 2015-2017, Chair of national education committee for The One Club for Creativity in New York
• 2014-present, Development of Epoch, an informal network to offer resources, expertise, and community about climate issues for creative professionals in advertising, ongoing online discussions, consultation.
• 2017, Asked to be a member of the United Nations Comm Corps, creative advertising professionals dedicated to helping the UN with the Sustainable Development Goals
• 2016, Consulted with Prince William Sound Science center on brand and communication initiatives
• 2012-2014, Developed curriculum for newly created creative residency at 72andSunny, 72U
• 2017 Jury member, The Art Directors Club—Juried advertising professional show
• 2017 Member, United Nations Comm Corps—Creative professionals advisory board for UN communication issues

School of Journalism and Communication
• 2011-present Director of Advertising
• 2011-present SOJC Undergrad Advisory Committee
• 2011-present Development Liaison for Advertising Donors and Partners
• 2012-13 SOJC Dean’s Search Committee
• 2013 Chair, Faculty Search for Assistant Professors in Advertising
• 2013 Third Year Review of Lecturer Sung Park
• 2014 SOJC Director of Communications Search Committee
• 2016-17 SOJC Science Center Exploration Committee
• 2016-17 SOJC Experience Hub Task Force, Chair
• 2017 Third Year Review of Professor Tom Wheeler
• 2017-present Dean’s Executive Leadership Committee

University of Oregon
• 2012 Discussion Leader Invited Faculty Collaboration/Office of Research—Shaping the Information Society
• 2011-15 EMU Project Users Group for planning the new EMU revision
• 2012-14 Adobe Education Leader
• 2013 President’s Lunchtime Discussion Group
• 2013 Jury ADDY Awards Show, Alabama District
• 2014 Brand Agency Selection Committee / UO Brand Management
• 2014-present UO Central Communications Consultant
• 2015-16 UO Research Advisory Board
• 2016 UO Research Advisory Board Undergraduate Research Sub-Committee
• 2017 SOJC Representative, Innovation Summit Event

MUNDY, DEAN
Association for Education in Journalism and Mass Communication
• PR Update (division newsletter): Editor, 2016-18
• PR Update (division newsletter): Editorial team member, 2013-16
• Paper reviewer, 2011 – present
• LGBTQ Interest Group, 2011 – present
• Head, 2015-16
• Vice Head, 2014-15
• Teaching Chair, 2013-14
• Paper reviewer, 2012 – present.
• Diversity Demographics form revision team, 2016-17: Part of team initiating overhaul of required conference demographics form to better reflect current diversity categories.

Commission on Public Relations Education (CPRE), Member, 2015-present, Public Relations Society of America
• Educators Academy Executive Committee: Research Team, 2016-present
• Paper reviewer, 2013, 2017
• World Public Relations Forum (2015-16)
• Invited to serve on Forum’s Research Stream Review Panel for submitted conference papers

**Academic Journal Service**
- Editorial Board, *PR Journal*
- Editorial Board, *Journal of Public Interest Communication*
- Reviewer, *Journal of Public Relations Research*
- Reviewer, *PR Review*
- Reviewer, *PR Inquiry*

**University of Oregon & School of Journalism and Communication**
- SOJC Diversity Committee, 2014-present. (Committee Chair, 2015-16.)
- PR Assistant Professor Search Committee, 2016-17
- PR Area Chair Search Committee, 2016-17
- IRC Internal Relations Committee, 2015-16
- Strategic Communication Consultant, Division of Equity and Diversity, Spring 2015
- Strategic Planning for SOJC – Institutional Comparator Team, 2014-15
- Food for Lane County Food Drive, SOJC Team Captain, Winter 2015
- SOJC Internal Relations Committee, 2015-present
- Allen Hall PR, team adviser, 2014-15 – present
- Queer Allies Coalition Training – Nov. 7, 2014

**MUNThER, COURTNEY**
- Speaker, Junior League of Eugene/Oregon Electric Station (May 2015)
- Freelance writer, University of Oregon Giving/Eugene, OR (July 2015)
- Presenter (twice), National Conference on Peer Tutoring in Writing/Tacoma, WA (November 2016)
- Program reviewer, Oregon Institute of Technology bachelor of science in professional writing proposal/ Klamath Falls, OR (January 2017)
- Presenter, International Writing Centers Association Collaborative at Conference on College Composition and Communication/Portland, OR (March 2017)
- Co-founder/director: Writing Central, peer writing support program (with Lori Shontz, University of Oregon), Fall 2015-present
- Faculty adviser, Allen Hall Public Relations (agency), Fall 2014 to Spring 2017
- Faculty adviser, Allen Hall Public Relation teams, Fall 2014 to Spring 2017
- Program Review, Program proposal for Oregon Institute of Technology bachelor of science in professional writing, 2017
- Forthcoming (December 2017): San Francisco PR Agency Tours Trip
- Two-day visit with 30 undergraduate students to San Francisco/Bay Area public relations agencies and in-house PR teams
- Member of working group: NTTF Policies and Procedures (UO SOJC; Winter/Spring 2015)
- Member of working group: Rotterdam University of Applied Sciences exchange program (UO SOJC PR; Winter 2015-Fall 2016)
- Member of working group: Investigating revision of J203 writing course (Spring 2017)
- Member, University Library Committee (Fall 2017-present)
NAH, SEUNGAHN

*University of Oregon, School of Journalism and Communication*

- Chair, Graduate Affairs Committee (GAC), School of Journalism and Communication (since fall 2017)
- Chair and Organizer and Chair, SOJC Research Seminar (SRS) Series Committee, School of Journalism and Communication (Since fall 2017)
- Committee, Postdoctoral Position Search Committee, Agora Journalism Center, School of Journalism and Communication (fall 2017)
- Organizer, Pacific Communication Graduate Conference (PCGC) (Since fall 2017) with University of Washington, and Washington State University
- Editor, SOJC Research Newsletter (Since fall 2017)
- Committee, Agora Journalism Center Postdoctoral Search

*Professional Services*

- Special Issue Editor
- Associate Editor—Mass Communication and Society (2017-2019)

*Leadership*

- Korean American Communication Association (KACA) Advisory Board (since 2017)

*Journal Reviewer*

- Journal of Communication
- Journalism and Mass Communication Quarterly
- Journal of Computer-Mediated Communication

*Co-organizer*


*Invited Panel*

- Invited Panel, Kettering Foundation, Journalism and Democracy, November 7-9, 2017

*Promotion and Tenure Review*

- Medill School of Journalism, Northwestern University, 2017

NEWTON, JULIANNE

- Oregon Newspaper Publishers Association Board of Directors and Foundation Board, 2014-Present
- Advisory Board, Institute for Diverse Leadership in Journalism and Communication, Association for Education in Journalism and Mass Communication, 2015-2016
- Accrediting Council for Education in Journalism and Mass Communication, Accreditation Site Team, San Jose State University, 2013
- Paper reviewer: multiple divisions and interests groups in ICA, AEJMC, NCA

*University of Oregon*

- NTTF Committee, 2017-present.
- Search Committee, Associate Vice President/Dean of Students, 2016 Provost’s Task Force on Endowed
Faculty Positions, 2015-16
- Academic Leadership Team, 2014-16
- Deans’ Diversity Committee 2014-16
- Stamps Scholarship Interview Panel, 2015 and 2016
- Budget Advisory Group, 2014 and 2016
- Chair, Search Committee, Vice Provost for Undergraduate Studies, 2013 University Senate Executive Review Committee, Winter 2013
- Associate Deans Council, 2013
- Oregon Humanities Center Advisory Board, 2009-2012
- UO Site License Advisory Committee, 2009-2012

PARK, SUNG
- August 2012-2016. Co-found and Co-Director - Story Arc Cinematic Journalism Workshop. 3 day video storytelling workshop for professionals and students www.theportlandworkshop.com Portland, OR
- June 2016 - Co-Coordinator - National Press Photographers Association NW Short Course in Photojournalism 3-day seminar/workshop for professionals and students in Portland, OR
- June 2011, Faculty – Together Liberia Liberia, Africa. 2 week Multimedia Journalism workshop for Liberian Journalists www.togetherliberia.org, Monrovia, Liberia

POPE, WES
- Story Arc Workshop, Portland, Oregon; co-director of this intensive 5-day annual multimedia workshop in which prominent national filmmakers and journalists work with students to tell “Making a Difference Stories;” 2013–2016
- Vanport Mosaic oral history project partnership; Created oral history workshop. Acted as adviser to and collaborator with community-led project capturing the history of North Portland through first-person accounts; 2014–2016
- Northwest Scholastic Press Association:
  Portland Press Day speaker, 2017
  High school photojournalism workshop creator and instructor, 2013–2015
  Fall Press Day speaker, 2012, 2015
  High school journalism competition judge, 2012, 2013
- Atlanta Photojournalism Seminar, Video Day speaker, 2014

RADCLIFFE, DAMIAN

Conference/Event speaking (Keynotes and Panels)
• Tow Center for Digital Journalism, Columbia University: Local News in a Digital World, New York, United States, 15 November 2017
• Deutsch-Amerikanische Institut Heidelberg: Journalism in the age of Trump, Heidelberg, Germany, 10 November 2017
• Amerikahaus München: Journalism and the Media in the Age of Trump, Munich, Germany, 09 November 2017
• Deutsch-Amerikanisches Institut Tübingen: “Journalism and the Media in the Age of Trump,” Tübingen, Germany, 08 November 2017
• Deutsch-Amerikanisches Institut Tübingen: “Opportunities for Local Newspapers: Lessons from the USA and Digital Disruption and its impact on journalism” Tübingen, Germany, 08 November 2017
• Atlantische Akademie Rheinland-Pfalz: “Journalism and the Media in the Age of Trump,” Kaiserslautern, Germany, 07 November 2017
• Deutsch-Amerikanisches Institut Nürnberg: “Fake News, Journalism and the Media in the Age of Trump,” Nuremberg, Germany, 06 November 2017
• University of Oregon: “Understanding Digital Disruption,” closing keynote for “Next Generation Storytellings” initiative, hosted by the School of Journalism and Communication, 30th June 2017.
• Ryerson University: Opening panel, “Understanding Local Journalism: An Overview” presentation on “Differences between local media in the UK and USA,” at “Is no local news bad news? Local Journalism and its future” hosted by Ryerson Journalism Research Centre, Toronto, Canada, 03 June 2017.
• University of Oregon Strategic Communication Leadership Network, presentation and discussion on “Journalism in the Age of Trump,” Portland, Oregon, USA, 21 Apr 2017.
• International Journalism Festival: Panelist, Slow down everybody! The breaking news scramble and digital detox, Perugia, Italy, 07 Apr 2017.
• Principles for Data Storytelling conference, presentation and chaired panel on this topic, as part of a Data Storytelling workshop hosted at the Turnbull Center, Portland, Oregon, USA, 18th April 2016
• What is Media? conference: Presentation, Understanding Digital Disruption in 2016, held at the University of Oregon, Portland, Oregon, USA, 14-16 April 2016.
• American Press Institute/Society of Professional Journalists:
  Social Media for Journalists, Portland: Presentation from the “Build a Better Journalist” conference, held at George S. Turnbull Center, University of Oregon, Portland, Oregon, USA, 23 January 2016
• University of Oregon, US Book launch for Abramis Academic Publishing: Data Journalism: Inside the global future, by Tom Felle (Editor), John Mair (Editor), Damian Radcliffe (Editor). Slides featuring book highlights, 20 November 2015

**Event and Session Chairing**

• International Journalism Festival: Chaired a panel on “Reimaging local news for the digital age,” Perugia, Italy, 6 April 2017.
• Digital Media Strategies USA 2016: Day One opening session, a fireside chat with Jay Lauf, President and Publisher of Quartz. Write-up by CUNY’s Tola Brennan. New York, 7 September, 2016.
• Digital Media Strategies USA 2016: Chaired a panel on “Advertising V2.0 – New Digital Advertising Models That Go Beyond Display.” Panelists: Rahul Chopra, Chief Executive Officer, Storyful (News Corp), Scott Clavenna, Chief Executive & Founder, Green Tech Media, Brendan Spain, Vice President of Advertising, Americas, Financial Times, Michael Kuntz, Senior Vice President, Digital, Gannett. New York, 8 September, 2016.
• University of Oregon: Principles for Data Storytelling, presentation and chaired panel on this topic, part of an all-day Data Storytelling workshop hosted at the George S. Turnbull Center, Portland, 18 April, 2016.
• ENEX General Assembly 2015, Chaired Panel on Social Media vs. Legacy Media, Paris, 9 Oct 15

**Fellowships and Awards**

• Research Fellow, Tow Center for Digital Journalism, Columbia Journalism School, 2016-17
• Faculty Fellow, Agora Journalism Center, University of Oregon, 2016-17
• Honorary Research Fellow; School of Journalism, Media and Cultural Studies, 2012+
• Fellow, Royal Society for the encouragement of Arts, Manufactures and Commerce, 2008+

**Other professional service**

• World College Radio Day Advisory Board, 2014+
• Founder and Curator, Demystifying Media speaker series, University of Oregon 2016+
• SOJC International Studies Committee, 2015+
• UO lead for Electionland, a ProPublica led project which won the Planned News/Events, Large Newsroom category at the 2017 Online News Association Awards., September-November 2016
• Grant Application Reviewer: Knowledge Foundation, a Swedish research funding foundation which is endowed and created by the Swedish government, Fall 2017
• KLCC Director of Programs Search Committee, Summer 2017
• U.S. Government sponsored/invited Speaking Tour to Germany, seven-day tour of German-American Institutes in southern Germany (November 2017), supported by the Economic Security and Global Affairs team at the U.S. Embassy Berlin, November 2017 (details of specific events listed above)

**Other professional work (training)**

• FJUM (Forum for Journalism and Media): ran 2-day workshop on Podcasting and Audio Storytelling, Vienna, Austria, 19-20 June 2017.
• BBC World Service: ran 2-day workshop on social media, emerging technologies and the archive
opportunity. Sessions attended by 30 senior journalists and editors from 8 Middle East countries, who partner with the BBC World service on distribution and content. London, UK, 6 December 2016 and Thursday 8 December 2016.

- Regionalmedien Austria (RMA) an Austrian media company. RMA distributes free (advertiser-funded) newspapers throughout Austria that include local, regional and national content, reaching almost 50 percent market saturation. Presentation on “The Hyperlocal Opportunity,” Vienna, Austria, 23 June 2016.
- FJUM (Forum for Journalism and Media): ran 2 day workshop on Podcasting and Audio Storytelling, Vienna, Austria, 20 and 22 June 2016.

RUSSIAL, JOHN

- Workshops on editing and writing, Oregon Daily Emerald, 2013, 2015 (twice), 2016, 2017
- Online workshops for Truthout.org, an online publication, (paid) 2012, 2015.
- Research paper judge, AEJMC Conventions,
  - Newspaper and Online News Division, 2014, 2015, 2016, 2017
- Research paper discussant, AEJMC Conventions, various locations
- American Copy Editors Society (founding member)
  - Presented a session on critical thinking and numeracy, ACES annual conference, St. Petersburg, Fla., March 23-25, 2017
  - Judge, American Copy Editors Society Headline Competition (Mid-size newspaper division). 2017
  - Presented a session on Editing and Numeracy and was a panelist for a session on the future of editing, ACES annual conference, March 29-31, 2016 Portland, Oregon.
  - Presented a session titled “Catch as Catch Can,” ACES annual conference, Las Vegas, NV, March 20-22., 2014

School of Journalism and Communication

- Three case preparation committees 2016-2018 (chair two)
- Graduate Affairs Committee 2011-2017
- Merit raise committee 2016, 2017
- Two case preparation committees (2016-17) (chair one)
- Two case preparation committees (2015-16) (chair one)
- Two Journalism position searches (2015)
- Merit subcommittee for policy review (2014)
- Multimedia position search 2012-13 (chair)
- “Best athlete (3 assistant professors) search,” 2011-13
- Professional master’s coordinator, 2011-2013
- Journalism position search (tenure-line) 2011
- Dow Jones internship coordinator (2011-2107)
- Graduate Affairs Committee 2011-2017

University of Oregon

- Graduate Council, 3-year term, 2014-2017
- University Phi Beta Kappa Committee and Membership Committee 2011-2017
SEN, BISH
- School of Journalism and Communication
  Chair, Diversity Committee, 2016-17
  Chair, Library Liaison Committee, 2016-2018
  Member, Dean’s Advisory Committee 2010-12
- Senior Adviser, India Engagement, UO Office of International Affairs, 2016-present
- Member, UO Diversity Committee, 2016-present
- Executive Member, UO New Media Culture Certificate Program, 2014-present
- Program Faculty, UO Cinema Studies, 2012-present
- Member, Advisory Board, Center of Asian and Pacific Studies 2014-present
- Member, Graduate Council, University of Oregon, 2011-14
- Member, International Strategies Committee, University of Oregon, 2011-12
- Member, Steering Committee, India IAPP (International Academic Partnership Program), University of Oregon, 2011-12
- Member, Advisory Board, Center of Asian and Pacific Studies, 2010-12
- Participated in the University of Oregon IAPP India Study Tour, Jan-Feb 2012.

SHEEHAN, KIM
- Immediate Past President and Executive Committee Member, American Academy of Advertising (elected position), 2014
- President, American Academy of Advertising (elected position), 2013
- Board of Curators: Usable Findings (2013-present)
- President Elect, American Academy of Advertising (elected position), 2012
- “International Advertising” Pre Conference Developer, AAA Conference, 2013
- Steering Committee: Advertising and Consumer Psychology Conference, 2011
- Undergraduate Research Opportunity Program—Faculty Advisory Group: 2017-present
- Intercollegiate Athletics Committee (elected position): 2014-2016
- UO Provost Search Committee: 2013-2014
- UO Public Records Advisory Committee: 2012-14
- UO Public Records Officer Search Committee: 2012
- UO Presidential Search Committee: 2012
- UO Distinguished Service Award Selection Committee: 2012
- UO Sustainability Council: 2011-2013
- UO Senate Transparency Committee: 2011-2013
- UO Sustainability Council Adviser: 2011
- UO Faculty Advisory Council (elected position): 2010-2012, Chair 2011-12

_Service, School of Journalism and Communication, Committee Chair_
- Chair, Science Communication Search Committee, 2017-2018
- Chair, PR Sequence Head/Chair Search Committee, 2017
• Chair, Faculty Personnel Committee, 2010-2015, 2017
• Chair, Dean’s Advisory Council, 2013-14
• Chair, Turnbull Director Search Committee, 2012
• Chair, Strategic Communication Search Committee, 2011-12
• Service-School of Journalism and Communication
• Faculty Personnel Committee, 2004-present
• Graduate Affairs Committee, 2003-present
• PR Search Committee, 2010, 2016
• Ad Hoc CBA Implementation Committee for New Policies, 2014
• Dean’s Advisory Council: 1999, 2009, 2012-2014 (elected position)
• Advertising Faculty Search Committee, 2003, 2014
• Hall of Achievement Selection Committee: 2006-2013
• Graduate Program OA Search Committee, 2013

Student Service-School of Journalism and Communication
• SOJC Student Advisory Board: Faculty Adviser, 2014-present
• Honors Program Director: 2011-present
• Master’s Program in Strategic Communication Director: 2006-2013
• Team Baseball Adviser: 2010-2014

Service-Journal Editorships and Editorial Boards
• Deputy Editor, Journal of Marketing Communication, 2016-present.
• Guest Editor, Journal of Advertising Special Issue on Green Advertising, 2012

Service-Ad Hoc Journal Reviews (alphabetical order)
• Reviewer: Information Society, 2015
• Reviewer: International Journal of Health Policy and Management, 2016
• Reviewer: Journal of Business Ethics, 2013
• Reviewer: Journal of Information Systems, 2010
• Reviewer: Journalism and Mass Communications Quarterly, 2016
• Reviewer: Policy & Internet, 2014
• Reviewer: Sustainability, 2016

Conference Manuscript Reviews
• Reviewer: AAA Annual Conference, 1999-2006, 2008-18
• Reviewer: AEJMC Visual Communication Division, 2015, 2016
• Reviewer: AEJMC Graduate Interest Group, 2012

Service-Textbook Reviews
• Reviewer: Interactive Traditional Media Advertising, 2015
• Reviewer: Environmental Advertising in China and the USA: Structures of Desire, 2013
SHOENBERGER, HEATHER

- Ad-hoc reviewer for *Journal of Advertising*; July 2017
- Ad-hoc reviewer for *Journal of Marketing Communications*; June 2017
- Reviewer for *Communication Research*; 2017-present
- Reviewer for *Journal of Happiness*; 2015-present
- Blue Ribbon Committee member for the Prevention of Hazing at Drury University

SHONTZ, LORI

- Deputy editor, Student Newsroom and Innovation Lab, Online News Association national conference: deputy editor. 2015, 2016, 2017
- Editor, student newsroom/evaluation team, Experience/Elevate Engagement, Agora Journalism Center and Journalism That Matters. 2016, 2017
- Member, Sunshine Committee, Society of Professional Journalists, Oregon Territory Chapter, 2016-17
- Contest judge, Sigma Delta Chi Awards, Society of Professional Journalists, 2015, 2016, 2017
- Contest judge, Northwest Press Association, 2015, 2016, 2017

STEEVES, LESLIE

**Academic appointments**

- Senior Associate Dean, Academic Affairs, School of Journalism & Communication, University of Oregon, 2013-present
- Associate Dean, Graduate Affairs and Research, School of Journalism & Communication, University of Oregon, 2008-2013

**Graduate Advising since 2011**

- Doctoral committee member: Ahran Park (2016), Alina Padilla-Miller (2015), Mickey Stellavato (comps 2012), Sonia de la Cruz (2015), Lisa Forster (ABD), Ammina Kothari (Indiana University, by petition, 2012), Endalk Chala (ABD), Ashley Cordes (ABD), Netsanet Debebe, Majd Mariam, Sumi Louis

**Other Service**

- Latin American Studies, Program Review, 2016
- Search Committee, UO Study Abroad Director, 2014-2015
- Director, African Studies, 2013-2014
- Women’s and Gender Studies Department Faculty Member, 2008-2012
- ICA Regional Conference, Nairobi, Kenya, Oct. 2016—planning committee member
- University of Ghana visit, Feb. 2017. Traveled with Vice President Yvette Alex-Assensoh; met with the University of Ghana Vice-Chancellor and the Dean of International Programs.
• ICA Pre-Conference at Stanford University on African Media Studies, 2017, by invitation only; served as peer discussant.
• External Examiner, University of Ghana, 2010-present (review around 10 theses/year)

**Editorial Boards**

• *Communication, Culture & Critique*, 2007-2016; Consulting Editor, 2013-2016
• *Journal of Communication*, 1996-2000; 2004-present
• Feminist Media Studies Series, University of Illinois Press, 2010-present
• *Communication Theory*, 1989-2000; 2015-present
• *Journal of Creative Communication*, 2001-present
• *African Journalism Studies*, 2014-present
• *InterNationality: A Journal of Critical Global Studies*, 2007-present

**Tenure and Promotion Reviews (as external reviewer)**

• Routinely agree to do three per year 2011-2017. (In summer 2017 reviews were for: University of Iowa; York University; Texas-Arlington)

**STEINHART, DANIEL**

• Member, Society for Cinema and Media Studies, 2004-present
• Member, European Network for Cinema and Media Studies, 2010-present

**THIER, KATHRYN**

• Invited member, inaugural UO Teaching Academy, Eugene, OR (2016).
• Invited speaker, Solutions journalism education, Broadcast Education Association, Las Vegas, NV, (2017, April 25)
• Panel chair, Solutions journalism as engagement strategy, International Journalism Festival, Perugia, Italy (2017, April 8)
• Invited speaker on restorative narrative and solutions journalism, Association of Alternative Newsmedia Conference, Portland, OR (2017, January 20)
• Discussion chair, Solutions journalism, University of Florida College of Journalism and Communications, Gainesville, FL (2016, February 24)
• Panelist, “Social and solutions journalism: a new way of teaching the next generation of reporters,” Imagining Tomorrow’s Media: Creativity, Innovation and Monetization, Broadcast Education Association annual convention, Las Vegas, NV.
• Chair, “Engaging the next generation: solutions journalism as a solution?” International Journalism Festival, Perugia, Italy. 2017
• Chair, “Demystifying: How to recreate your newsroom for the digital age,” Demystifying Media, University of Oregon School of Journalism and Communication, Eugene, OR. 2016
• Co-founder, co-director, the Catalyst Journalism Project, December 2016-present
• Coordinator, Charles Snowden Program for Excellence in Journalism, June 2015-present
WALTH, BRENT
• Member, SPJ Sunshine Committee, Society of Professional Journalists, Oregon Territory Chapter. September 2016-present.
• Co-chair, Academic Integrity Work Group, University of Oregon School of Journalism and Communication, June 2016-present.
• Co-founder, co-director, the Catalyst Journalism Project, December 2016-present
• Investigative journalism projects, University of Oregon School of Journalism and Communication, March 2016-present
• Member, University Senate Transparency Committee, January 2017-present

WASKO, JANET
• President, International Association for Media & Communication Research, 2012-present
• Chair, Political Economy Section, International Association for Media & Communication Research, 2004-2012
• Member, C. Edwin Baker Award Selection Committee, International Communication Association, 2017
• Editorial board member, *Media, Culture & Society*, 1989-present. (in addition to other editorial boards)

**School of Journalism and Communication**
• Interim Director, Media Studies Ph.D. and Masters programs (July –November 2015)
• Interim Associate Dean for Graduate Affairs (from November 2015)
• Interim Media Studies Area Director
• SOJC Research Newsletter, editor
• SOJC Research Seminar Series, coordinator
• Graduate Affairs Committee, committee member
• Communications & Society Lecture, organizer
• What is…? conference series, organizer
• Ph.D. Curriculum Review Committee
• Tenure/PromotionCommittees: Gretchen Soderlund, Gabriela Martinez, Bish Sen, Regina Lawrence
• SOJC/Cinema Studies Joint Asst. Professor position, Search Committee, chair

**University of Oregon**
• Intercollegiate Athletics Committee, elected member
• Canadian Studies Committee, member
• Cinema Studies faculty member, Executive Committee member, Scholarly Activites Committee chair, Events Committee member

**Other**
• Advisory Group member, Dallas Smythe Memorial Endowment Fund
• International research adviser, The Centre for International Media Analysis/University of Luton
• Advisory Board member, From Convergence to Intermediality: Continuity and Change in Finnish Media (Research project at University of Tampere)
• Institute Adviser, Institute of Social Sciences, Dept. of Communications, University of Minho, Braga, Portugal.

**Journals/Editorial Board Memberships**
Communique, Global Media and Communication, Canadian Journal of Film Studies, Global Media Journal: Mediterranean Edition, Screening the Past (film history journal, Australia), ININCO (Università Central de Venezuela), Javnost/The Public: Journal of the European Institute for Communication and Culture (Slovenia), Kurru: Online Journal of Communication Studies (Turkey), Perspectivas de la Comunicación (Chile)

**Book Series/Editorial Board Memberships**


**YOUNG, KYU**

- Facilitator, Korea University Law Prof. Kyung-sin Park’s lecture at the University of Oregon on May 4, 2017, for the Myung Sup Lim Speaker Series of the Center for Asia Pacific Studies (CAPS), University of Oregon.
- Organizer and Moderator, the forum, “The Supreme Court: Past, Present, and Future,” for Prof. Geoffrey Stone of the University of Chicago Law School with the UO SOJC and Law students and faculty/staff at SOJC, Feb. 17, 2017.
- Member, the UO SOJC Dean Search Committee, September 2015-May 2016.
- Member, the Interview Question Subcommittee of the UO SOJC Dean Search Committee, March 2016.
- Faculty Sponsor, Visiting Scholar Program for June W. Rhee, professor Seoul National University, Seoul, South Korea, September 2015-August 2016.
- Speaker, UO Scholars Recognition Day that aims to give prospective UO students and their families “a small taste of what their academic experience” at UO, Jan. 29, 2016.
- Member, the Job Description Subcommittee of the UO SOJC Dean Search Committee, October 2015.
- Acting Chair, SOJC Faculty Personnel Committee (July-November 2015).
- Facilitator, Keynote invitation to former Dean Sang Jo Jong of the Seoul National University School of Law to the New Media and Democracy conference at the University of Oregon in August-September 2014.
- Facilitator, Seoul National University Law Prof. Jongik Chon’s lecture at the University of Oregon on May 15, 2014, for the Myung Sup Lim Speaker Series of the Center for Asia Pacific Studies (CAPS), University of Oregon.
- Organizer, SOJC lunch forum with Prof. Terry Fisher of Harvard Law School, the 2013-14 Wayne Morse Chair of Law and Politics at UO Law School, on Jan. 23, 2014.
- Facilitator, University of Southern California Prof. David Kang’s visit to the University of Oregon on Feb. 4, 2013, as the inaugural speaker of the Myung Sup Lim Speaker Series of the Center for Asia Pacific Studies, University of Oregon.
- Member, Myung Sup Lim Speaker Series, Center for Asia Pacific Studies, University of Oregon (September 2012-to date).
- Faculty Sponsor, Visiting Scholar Program for Cheonsoo Kim, professor, Sungkyunkwan University, South Korea, July 2012-February 2013.
- Facilitator, University of Hawai’i-Manoa Prof. Min-Sun Kim’s visit to the University of Oregon on October 13-15, 2011, under the Jeremiah Lecture program of the UO Center for Asia Pacific Studies.
- Member, Advisory Board of the Confucius Institute for Global China Studies, University of Oregon (2011-to date).
• Panel Organizer, Moderator, and Speaker, “Advertising Law and Regulations in Asia Pacific: Australia, China, Japan, and South Korea Compared,” for the global American Academy of Advertising (AAA) conference in Tokyo, Japan, July 6-9, 2017.
• Panelist, “Comparative Media Law in the Classroom,” AEJMC Law & Policy pre-conference workshop at the AEJMC convention in Minneapolis, Minn., Aug. 4-7, 2016.
• Moderator, Columbia University Journalism Professor Michael Schudson’s keynote speech at the Changing Media Environment and Journalism session of the “Coming of Artificial Intelligence Era and the Future of Journalism,” Seoul, South Korea, June 15, 2016.
University of Oregon School of Journalism and Communication Self-Study Report

- Panelist, “Comparative Perspective,” FOIA@50 conference at Columbia Journalism School in New York, June 2-4, 2016.
- Guest speaker, “Serving as a Bridge Between the U.S. and South Korea: A Korean-American Professor’s Experience,” in Prof. Tuong Vu of the UO Political Science Department, ASIA 611: “Critical Approaches to Asian Studies,” at the University of Oregon, Oct. 13, 2015.
- Speaker, Faculty Perspective on “Free Speech in America in the 21st Century: A UO Professor’s Unending Real-life Passion” for Duck Preview for 2015 at the University of Oregon, Oct. 17, 2015.
- Moderator and Organizer, “Journalism and Mass Communication Education in Asia: Showcasing China, Hong Kong, Singapore, South Korea, and More,” at the AEJMC convention in San Francisco, Aug. 6-9, 2015.
- “Social Media and Journalism: Access to Information and Right of Privacy,” a guest lecture in Prof. Debbie Goh Pei Chin’s class, “New Media and Society,” Feb. 10, 2015, at Nanyang Technological University’s Wee Kim Wee School of Communication and Information.


• Speaker, “Access to the Internet as a Right or a Privilege: Who Will Define It and How?” Yonsei University in Seoul, on Sept. 18, 2014.

• Moderator, “Issues of Access, Privacy, and Newsgathering,” for the Association for Education in Journalism and Mass Communication (AEJMC) convention in Montreal, Canada, on Aug. 8, 2014.


• Speaker, “Right to Privacy in the NSA Era: The Snowden Impact in the U.S. and Abroad.” City Club of Eugene Luncheon, “Edward Snowden says the government can spy on me at will--anything I can do about that?” Eugene, Ore., Oct. 4, 2013.


• Presenter, “Lunch Forum on AEJMC and Hong Kong JMC Education.” University of Hong Kong, Hong Kong, May 25, 2013.


• Speaker, “Media Law Forum with Chinese Scholars and Practitioners.” Tsinghua University, Beijing, China, May 17, 2013.


• Presenter, “AEJMC and Globalization.” Sophia University, Tokyo, Japan, May 13, 2013.

• Keynote Speaker, “Privacy in the 21st Century.” 2013 Lane County Chapter annual membership meeting of the American Civil Liberties Union (ACLU) in Eugene, Ore., March 10, 2013.


• “Privacy as a Right in the 21st Century: Reasonable Expectation of Privacy in the SM Age?” A lecture at the Lane County Chapter of ACLU meeting, March 10, 2013.


• Judge, Communication Law & Policy Division research paper competition for 2017 ICA annual convention in San Diego.

• Judge, Journalism Studies Division research paper competition for 2017 ICA annual convention in San Diego.

• Judge, Journalism Studies Division research paper competition for 2016 ICA annual convention in Fukuoka, Japan.

• Judge, Communication Law and Policy Division extended paper abstracts for 2014 ICA convention in Seattle.

• Judge, AEJMC Senior Scholar Research Grants proposals, October-November 2013.

• Member, ICA Membership/Internationalization Committee (2016-to date)

• Member, Franklyn S. Haiman Award for Distinguished Scholarship In Freedom of Expression selection committee (2015-to date).

• Korean-American Communication Association (KACA) Representative at World Journalism Education Congress (2015-to date).

• Member, KACA Advisory Board (2015-to date).

• Member, AEJMC Committee on Journalism & Mass Communication Teacher of the Year Award and Administrator of the Year Award (2013).

• AEJMC International Regional Conference Committee (2013-to date).

• AEJMC Finance Committee (2013-2014).

• U.S. media law consultant, Press Arbitration Commission in Seoul, South Korea.

Journal Reviews

• Law and Social Inquiry (2009-to date).

• The Information Society (2004-to date).

• Journal of Korean Law (2002-to date).

• Journalism and Mass Communication Monographs (1990-to date).

• Journalism and Mass Communication Quarterly (1989-to date).

• Journalism and Mass Communication Educator (1992-to date).


• Communication Yearbook (1996-to date).

• Journal of Communication (1990-to date).

• Howard Journal of Communications (1990-to date).


• Journalism History (1993-to date).


Book Reviews

• Journalism Studies (1999-to date).

• Journalism and Mass Communication Quarterly (1990-to date).

• Journalism and Mass Communication Educator (1991-to date).

• American Journalism (1991-to date).

• Journal of Communication (1991-to date).
• *Asian Journal of Communication* (1992-to date).
• *Journal of Media Law and Practice* (1992-to date).
• *Free Speech Yearbook* (1994-to date).
• *Journalism History* (1994-to date).
• *Newspaper Research Journal* (1992-to date).
• *International Communication Bulletin* (1990-to date).
Appendix II.8.B
COMMUNITY COLLEGE ARTICULATION POLICY

Appendix II.8.B.
Community College Articulation Policy

Community colleges that seek to offer transfer-equivalent premajor courses work with the SOJC dean, associate dean for undergraduate affairs and faculty to develop courses of appropriate content and rigor. Once a course has been approved as equivalent for transfer to SOJC, the associate dean for undergraduate affairs works with the community college to draft an articulation agreement in keeping with UO, SOJC and ACEJMC requirements. The UAC reviews the agreement and recommends action to the full faculty. On approval by the faculty, the dean recommends approval to the UO Senior Vice President and Provost.

SOJC currently has one articulation agreement with a community college. The 2004 Mt. Hood Community College (MHCC) agreement was updated in spring 2011 to coordinate with SOJC’s revised premajor core. SOJC accepts Mt. Hood’s J100 Media Professions, J101 Grammar for Communicators, and J201 Media and Society as equivalent courses for the premajor. Typically, 1-5 students a year qualify to transfer MHCC courses to SOJC. The new agreement is attached.
Mt. Hood Community College  
To  
University of Oregon, School of Journalism and Communication  

Articulation Agreement  
2011-2012 Catalog  

It is agreed that students transferring from Mt. Hood Community College to the University of Oregon’s School of Journalism and Communications will be given full credit for the courses listed below upon acceptance to the university. Students planning to major in journalism enter the university as “pre-majors” and must complete all general university requirements for admission. This degree has been designed as an Associate of Arts Oregon Transfer (AAOT) which enables students to enter the university as a junior with all lower division general education requirements met. Baccalaureate transfer students must complete a minimum of 62 credits of upper-division coursework and satisfy all School of Journalism and Communication requirements before a degree can be awarded.

This agreement is based on the evaluation of the rigor and content of the general education and disciplines specific courses at both Mt. Hood Community College and the University of Oregon and is subject to change by mutual agreement. This agreement is dated March 1, 2011.

For University of Oregon  
Vice-President for Academic Affairs  
Dean of the School of Journalism & Communication  

For Mt. Hood Community College  
Vice President of Instruction  
Associate Vice-President of Student Services  
Dean of Humanities
January 28, 2011

Ursula Irwin
Dean of Humanities
Mt. Hood Community College

Dear Dean Irwin:

I write to confirm that the UO School of Journalism and Communication has approved MHCC’s proposed J100 Media Professions and J101 Grammar for Communicators to transfer as equivalents to SOJC’s J100 and J101 in our prejournalism core. SOJC faculty reviewed the proposed syllabi and found them to be equivalent. We have approved the courses as an update to SOJC’s current articulation agreement with Mt. Hood Community College.

On a side note, I want to tell you how much we have enjoyed working with Bob Watkins, your Journalism director and student publications adviser. He has been quite patient as we worked through our transition to a new curriculum, as well as through the bureaucratic process for updating the articulation agreement. I look forward to working with him again—and we look forward to working with MHCC students!

With best regards,

Julianne H. Newton
Associate Dean for Undergraduate Affairs
School of Journalism and Communication
jnewton@uoregon.edu / 541.346.2167

Copy: Dean Tim Gleason
Confirmation of Transferability

MHJC is considering offering the following course. Would you please identify the status you would give this course in transfer to your institution?

Please return this completed form to Ursula Irwin, Humanities dean by Monday, Jan. 10, 2011.

Date:

Course Title: Media Professions

Lecture: 2  
Lab: 2  
Credit: 2

Course Number: J100

Description:
This course provides an overview of media and how they work. Students will learn about industry trends, convergence of technology, job opportunities and issues in public relations, newspapers and magazines, documentary presentation, graphic design, advertising, social media and the Internet.

Prerequisite: None

FILL IN BELOW

Elective only  □
Elective in major  □
Major(s) requirement  □
Supportive course requirement for major  X□
Minor requirement  □
General Education requirement  □

Comments: Course will transfer as equivalent to SOJC's J100, a prerequisite course required for admission to all SOJC majors. Students must earn a C- or better.

UO School of Journalism and Communication
Institution

Julianne H. Newton
Associate Dean for Undergraduate Affairs, UO School of Journalism and Communication

S:\Curriculum\Transfer Letter Form
MT. HOOD COMMUNITY COLLEGE
26000 SE Stark Street
Gresham, OR 97030

Confirmation of Transferability

MHCC is considering offering the following course. Would you please identify the status you would give this course in transfer to your institution.

Please return this completed form to Ursule Irwin, Humanities dean by Monday, Jan. 10, 2011.

Course Title: Grammar for Communicators

<table>
<thead>
<tr>
<th></th>
<th>Lecture</th>
<th>Lab</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hour</td>
<td>2</td>
<td>-</td>
<td>2</td>
</tr>
</tbody>
</table>

Course Number: J101

Description:
This course provides a practical review of grammar, spelling, word use and principles of clear, concise writing in the context of media writing. The course focuses on effective communication to both internal and external audiences.

Prerequisite: None

FILL IN BELOW

Elective only  
Elective in major
Major(s) requirement
Supportive course requirement for major  
Minor requirement
General Education requirement

(Category)

Comments: Course will transfer as equivalent to SOJC’s J101, a premajor course required for admission to all SOJC majors. Students must earn a C or better.

UO School of Journalism and Communication

[Signature]
Julianne H. Newton
Associate Dean for Undergraduate Affairs, UO School of Journalism and Communication
Mt. Hood Community College
to
University of Oregon, School of Journalism and Communication

Articulation Agreement
2004-2005 Catalog

It is agreed that students transferring from Mt. Hood Community College to the University of Oregon's School of Journalism and Communication will be given full credit for the courses listed below upon acceptance to the university. Students planning to major in journalism enter the university as "pre-majors" and must complete all general university requirements for admission. This degree has been designed as an Associate of Arts Oregon Transfer (AAOT) which enables students to enter the university as a junior with all lower division general education requirements met. Baccalaureate transfer students must complete a minimum of 62 credits of upper-division coursework and satisfy all School of Journalism and Communication requirements before a degree can be awarded.

This agreement is based on the evaluation of the rigor and content of the general education and discipline specific courses at both Mt. Hood Community College and the University of Oregon and is subject to a yearly re-evaluation by both schools for continuance. This agreement is dated September 1, 2004.

For University of Oregon

Lorraine Davis,
Vice-President for Academic Affairs
Tim Gleadows
Dean of the School of Journalism & Communication

For Mt. Hood Community College

Beth J. Pitonzo,
Executive Dean of Instruction
Patricia Martin,
Associate Vice-President of Student Services
Wendy Schissel, Dean of Humanities
### General Education Courses (59 credits)

<table>
<thead>
<tr>
<th>Mt. Hood Community College Course</th>
<th>Credits</th>
<th>University of Oregon Transfer Equivalency</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 101 General Biology I</td>
<td>4</td>
<td>BI- Science Group</td>
<td>4</td>
</tr>
<tr>
<td>BI 102 General Biology II</td>
<td>4</td>
<td>BI- Science Group</td>
<td>4</td>
</tr>
<tr>
<td>EC 201 Economic I</td>
<td>3</td>
<td>EC 201 Intro. to Economic Analysis:</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Microeconomics</td>
<td></td>
</tr>
<tr>
<td>EC 202 Economics II</td>
<td>3</td>
<td>EC 202 Intro. to Economic Analysis:</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>HPE 295 Health &amp; Wellness for Life</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>HST 201 American History</td>
<td>3</td>
<td>HST 201 United States</td>
<td>4</td>
</tr>
<tr>
<td>HST 202 American History</td>
<td>3</td>
<td>HST 202 United States</td>
<td>4</td>
</tr>
<tr>
<td>MTH 111 Pre-Calculus</td>
<td>4</td>
<td>MTH 111 College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>PHT 122 General Astronomy</td>
<td>4</td>
<td>ASTR-Science Group</td>
<td>4</td>
</tr>
<tr>
<td>SP 111 Fundamentals of Public Speaking</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>WR 121 English Composition</td>
<td>3</td>
<td>WR 121 College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>WR 122 English Comp.: Critical Thinking</td>
<td>3</td>
<td>WR 122 College Composition II</td>
<td>4</td>
</tr>
<tr>
<td>WR 226 Creative Expository Writing</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>WR 227 Technical Report Writing</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>WR 228 Advanced Professional Writing</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Literature course requirements²</td>
<td>6</td>
<td>Arts and Letters Group Equivalents</td>
<td>8</td>
</tr>
<tr>
<td>Lab Science requirement³</td>
<td>4</td>
<td>Science Group Equivalents</td>
<td>4</td>
</tr>
</tbody>
</table>

¹ The literature course requirements may be satisfied with any of the following: FA 237-258, ENG 104-106, ENG 107-109, ENG 202-203, ENG 204-206, ENG 212, ENG 214, ENG 222, ENG 253-255.  
² The lab science course requirement may be satisfied with any of the following: CH 194-106, CH 151, CH 170, CH 221-223, Q 143, G 201-203, GS 104-105, PH 201-203, PH 211-213.

### Discipline Specific Courses

<table>
<thead>
<tr>
<th>Mt. Hood Community College Course</th>
<th>Credits</th>
<th>University of Oregon Transfer Equivalency</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>J202 Information Gathering</td>
<td>4</td>
<td>J202 Information Gathering</td>
<td>4</td>
</tr>
<tr>
<td>J204 Visual Communication</td>
<td>4</td>
<td>J204 Visual Communication</td>
<td>4</td>
</tr>
<tr>
<td>J211 Introduction to Mass Communication</td>
<td>3</td>
<td>J201 The Mass Media and Society</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mt. Hood Community College Course</th>
<th>Credits</th>
<th>University of Oregon Transfer Equivalency</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 215A/B Publications Lab</td>
<td>9</td>
<td>No equivalent</td>
<td></td>
</tr>
<tr>
<td>J216 Reporting I</td>
<td>3</td>
<td>No equivalent</td>
<td></td>
</tr>
<tr>
<td>J217 Reporting II</td>
<td>3</td>
<td>No equivalent</td>
<td></td>
</tr>
<tr>
<td>J218 Copyediting</td>
<td>3</td>
<td>No equivalent</td>
<td></td>
</tr>
<tr>
<td>J226 Introduction to Journalism Production</td>
<td>2</td>
<td>No equivalent</td>
<td></td>
</tr>
</tbody>
</table>

*Note: A maximum of 15 credits of electives can be applied toward the bachelor's degree program.*
Appendix II.9.A
SOJC ASSESSMENT PLAN

Adopted 2014. This plan updates the 2005 plan and 2013 draft.

MISSION/GOALS

The mission of the University of Oregon is as follows:

The University of Oregon is a comprehensive public research university committed to exceptional teaching, discovery, and service. We work at a human scale to generate big ideas. As a community of scholars, we help individuals question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.

The School of Journalism and Communication is one of six professional units supporting the University of Oregon’s vibrant liberal arts tradition and position as an Association of American Universities research institution. Through a focus on ethics, innovation, and action, the SOJC works to achieve and sustain excellence in research and creative work, in undergraduate and graduate teaching, and in service to professional, civic, and educational communities near and far. The SOJC’s mission statement is as follows:

The School of Journalism and Communication (SOJC) is a community of scholars and professionals dedicated to freedom of expression and public service. By integrating theory and practice, we prepare students to become professional communicators, critical thinkers and responsible citizens in a global society.

All SOJC courses, graduate and undergraduate, are subject to the guidelines of the Northwest Commission on Colleges and Universities (NWCCU), which accredits the University of Oregon. The advertising, journalism, and public relations undergraduate majors within the SOJC are accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) as well.

STUDENT LEARNING OUTCOMES

Undergraduate Majors Accredited by ACEJMC

In line with the School’s mission and ACEJMC curricular guidelines, 11 student learning outcomes guide our assessment measures for the undergraduate advertising, journalism, and public relations majors. The 11 outcomes are based on the ACEJMC professional values and competencies (see Appendix A), while recognizing that each specialty may require specific knowledge in one or more of the 11 areas specified.

All SOJC graduates of the advertising, journalism, and public relations majors should be able to:

1. Understand the range of freedom of expression around the world and apply the principles and laws of freedom of speech to their profession/field.
2. Demonstrate an understanding of how professionals and institutions shaped communications relevant to their profession/field.
3. Demonstrate an understanding of diversity in domestic and global society and its impact as relevant to their profession/field.
4. Demonstrate a conceptual understanding of the use and presentation of images and information and apply them to their profession/field.
5. Understand and apply ethical principles appropriate to their profession/field.
6. Think critically, creatively and independently.
7. Conduct research and evaluate information by methods appropriate to their profession/field.
8. Write correctly and clearly in forms and styles appropriate to their profession/field.
9. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness.
10. Apply basic numerical and statistical concepts.
11. Apply tools and technologies appropriate to their profession/field, including verbal and visual presentation as apt.

**Undergraduate Media Studies Major**

*The media studies major is subject to NWCCU guidelines only, although it oversees the required context courses for undergraduate students in the advertising, journalism, and public relations majors.*

The undergraduate media studies major has as its goal to produce students who display purposeful, reflective judgment concerning what to believe or what to do, especially as relates to the media and to communication as a whole. The media studies faculty has delineated 11 core competencies, similar to those of ACEJMC, but has recast them to reflect the sequence goal.

By the time they graduate, all graduates of the media studies major should

1. Understand and be able to apply the principles of freedom of speech and press, including the right to dissent and to monitor and criticize power—both political and corporate.
2. Demonstrate an understanding of the history and role of the media and of communications in general in affecting and shaping society.
3. Understand the political, economic, and cultural significance of the media.
4. Demonstrate an understanding of the diversity of groups in a global society in relationship to communications.
5. Understand concepts and be able to apply theories to the use and misuse of images and information.
6. Demonstrate an understanding of ethical principles and work ethically in pursuit of truth, fairness, and diversity.
7. Think critically, creatively, and independently.
8. Conduct research and evaluation information.
9. Write correctly and clearly.
10. Critically evaluate their own work and that of others for accurateness and fairness, clarity, appropriate style, and grammatical correctness.
11. Understand and be able to apply basic numerical and statistical concepts as well as the potential for abuse of such concepts.
CURRICULUM MAP

To lay the foundation for assessment as an ongoing process, and because the curriculum is built in many cases on a set of optional courses, the curriculum is mapped yearly onto the appropriate student learning goals to ensure that graduates receive instruction in all specified areas in each program of study. Students who take only the minimum required coursework in the SOJC should still receive ample learning opportunities to master all goals, competencies, and values. We expect these students to graduate with at least a basic mastery of all specified learning outcomes.

Students are strongly advised to go beyond the minimum, however, and to take advantage of optional courses and workshops, internship opportunities, conferences, and extracurricular offerings, as apt. Our expectation is that by taking advantage of these opportunities, students will receive greater reinforcement on almost all competencies and therefore should demonstrate a greater level of mastery.

The results of the curriculum mapping exercise are shared with faculty and inform curriculum planning by the appropriate SOJC committees (the Graduate Affairs Committee and the Undergraduate Affairs Committee), including course development and teaching strategies.

MEASURES OF UNDERGRADUATE STUDENT LEARNING

Assessment takes place at the programmatic level, with additional course-level measures performed on an ad hoc basis to remedy specific weaknesses or take advantage of opportunities identified by programmatic measures. In keeping with best practices, the SOJC uses both direct and indirect programmatic assessment measures and seeks scholarly and professional input throughout the process. Direct measures are annual portfolio reviews and an ongoing survey of internship supervisors. Indirect measures are annual student exit surveys, annual appraisals of student awards and other recognized achievements, and an alumni survey conducted every three years. Each is discussed in more depth below.

Direct Measures

Portfolio Assessment. For undergraduate students in the advertising, journalism, or public relations majors, portfolio reviews are conducted by faculty and professional teams with at least one faculty member and one professional on each team. Professionals are recruited through professional societies and alumni contacts. Portfolio reviews for students in the media studies major are conducted by faculty, as befits the goal and purpose of this major.

The portfolios reviewed are those of students completing their courses of study within the SOJC in any given academic year. In public relations and media studies, each student’s portfolio is reviewed. In advertising and journalism, a random sample of portfolios is reviewed, the number determined by the number of graduates each year to ensure a valid sample. The advertising, journalism, and public relations portfolios encompass a range of work in a variety of formats, such as print and audio clips, videos, infographics, design layouts, feature stories, research papers, and strategic plans and campaigns. The forms used for evaluation are based on the 11 core competencies and administered via an online survey. Media studies portfolios typically contain more research papers and are evaluated using somewhat different measures.
Internship Supervisor Survey. Although students are not required to take an internship for credit, approximately 25 percent of SOJC students enroll in J404 each year. While surveying internship supervisors does not provide a generalizable assessment measure in the way that portfolio assessment does, it provides another tool and professional perspective by which to measure student mastery of the 11 core competencies. The link to the online assessment form is sent to the supervisor at the end of the term during which the student interned, and data are collated and analyzed annually.

Indirect Measures

Exit Surveys. Each spring a link to an online exit survey is sent to any student who has or will be graduating that academic year. Prizes are offered as incentives, and in recent years the response rate has hovered around 60 percent. Students are asked to rate their educational experience at the SOJC, including how they perceive their progress on the eleven core competencies.

Student Awards and Recognitions. SOJC students compete in a number of professional competitions, including, but not limited to, AAF, Bateman, Hearst, Dow Jones, and Emmies. Additionally, students are eligible for academic honors, such as Phi Beta Kappa and Latin honors. Performance in all award and recognition categories is used to assess student achievement, with performance in professional competitions used to indirectly assess mastery of ACEJMC competencies.

Alumni Surveys. Alumni surveys are a valuable indirect measure by which to assess the effectiveness of our programs as well as a way to keep in touch with our alumni base. We survey our alumni every three academic years.

Ad Hoc Measures

Ad hoc assessment measures may take place at the course level as necessary to remedy identified weaknesses or target opportunities for strengthening student learning. Such measures may include student pre- and post-test measures, focus groups with students and instructors, and class observations and review by professionals, faculty members, and support staff from the campus Teaching Effectiveness Program.

Other ad hoc measures, such as focus groups and interviews with the SOJC’s undergraduate student advisory board, the Graduate Teaching Fellows, and the Journalism Advisory Council, take place as warranted to obtain qualitative feedback to lend depth to the quantitative findings.

TIMELINE, OVERSIGHT, AND APPLICATION OF FINDINGS

Assessment is an ongoing process, and it is crucial to ensure that results are clearly and regularly reported in order to drive curricular development and change in a thoughtful, data-based manner. Because the University of Oregon operates on the term system, the timeline is structured around the four terms that constitute each academic year.

The SOJC has experienced steady and fast-paced growth, which has led to changes in the administrative structure to better meet the needs of diverse constituencies. Consequently, in fall 2014 the dean created an assessment director position, staffed by a senior faculty member, to oversee assessment of undergraduate and graduate programs.
The assessment director is responsible for gathering assessment data, analyzing it, and reporting the results to administration and faculty each year. The reports inform faculty discussion, which in turn is taken into consideration by the Undergraduate Affairs Committee (UAC) and the Graduate Affairs Committee (GAC), which present any resulting curriculum motions to the faculty for a vote.

The Assessment Accountability Chart and Timetable below provides the accountability chart and timetable for assessment procedures and demonstrates how assessment and curricular development inform each other.

**Acejmc Professional Values & Competencies**

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.
<table>
<thead>
<tr>
<th>Task</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct new faculty workshops on outcomes &amp; assessment</td>
<td>Assessment Director</td>
<td>Administer alumni survey (every 3rd year)</td>
<td>Assessment Director</td>
<td>Analyze alumni survey data (every 3rd year)</td>
</tr>
<tr>
<td>Present report of assessment results from previous year to faculty</td>
<td>Assessment Director</td>
<td>Map curriculum and report results to UAC and GAC</td>
<td>Assessment Director</td>
<td>Administer exit survey</td>
</tr>
<tr>
<td>Administer internship survey</td>
<td>Advising Staff</td>
<td>Administer internship survey</td>
<td>Advising Staff</td>
<td>Administer internship survey</td>
</tr>
<tr>
<td>PR Portfolio Reviews</td>
<td>PR Area Director</td>
<td>PR Portfolio Reviews</td>
<td>PR Area Director</td>
<td>Portfolio reviews: all sequences</td>
</tr>
<tr>
<td>Bring curricular motions to faculty for vote &amp; implementation</td>
<td>UAC and GAC (ongoing)</td>
<td></td>
<td></td>
<td>PR Portfolio Reviews</td>
</tr>
</tbody>
</table>

ASPENMENT ACCOUNTABILITY CHART AND TIMETABLE
Appendix II.9.B

ASSESSMENT REPORTS


Date: Nov. 6, 2017

To: Area Directors

From: Pat Curtin, Assessment Director

Re: Portfolio Assessment Results

We have the first set of data in from professionals’ reviews of a random sample of course materials from students who were listed as seniors in spring 2017. I’m happy to share all of the data with you, but this memo serves as a summary of the major trends and issues noted.

Given that this was the first time we tried this process, it should be noted that both the student sample (5% of each sequence) and number of overall reviewers (15) was small. The process and technology worked well, however, which means we will expand the sample and number of reviewers next year. We also solicited reviewers’ reflections on how to improve the process and will integrate those into next year’s process to improve the comprehensiveness of the feedback.

It was difficult to include video work in the portfolios because students’ names could not be easily redacted. This is an issue we will need to work on moving forward. Not all faculty had their students submit their assignments to Canvas, as requested, which also cut down on the range of pieces available for review. Please remind faculty in your areas that having students submit assignments to Canvas is a necessity, not simply a request.

Given the relatively small number of reviewers, a delighted or disgruntled reviewer could skew the results. We have evidence of both. The main thing is to look at the results more holistically to determine where we have strengths and weaknesses we should address. As we know, the curriculum revision slated to go into place fall 2018 is designed to address some of these issues.

Please look these summary tables over, and we’ll discuss them at the UAC meeting scheduled for November 21.

Best,

Pat
Public Relations Portfolios

<table>
<thead>
<tr>
<th>Competency</th>
<th>Mean*</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>1.7</td>
<td>Strategic thinking</td>
<td>Not always concise or correct</td>
</tr>
<tr>
<td>Editing</td>
<td>2.0</td>
<td>Good positioning</td>
<td>Need better client perspective</td>
</tr>
<tr>
<td>Critical/Creative Thought</td>
<td>1.7</td>
<td>Good targeting ability to think outside the box</td>
<td>Encourage even more creative thinking</td>
</tr>
<tr>
<td>Research</td>
<td>2.0</td>
<td>Research obviously drives plans</td>
<td>Too much convenience sampling, stretch more</td>
</tr>
<tr>
<td>Tools &amp; Tech</td>
<td>1.7</td>
<td>Great slide decks &amp; infographics</td>
<td>Need to see more multimedia work</td>
</tr>
<tr>
<td>Ethics</td>
<td>2.3</td>
<td>No apparent skewing to fit</td>
<td>Not enough evidence to be able to judge well</td>
</tr>
<tr>
<td>Visual Literacy</td>
<td>1.7</td>
<td>Very solid work</td>
<td>Want to see more; use less text</td>
</tr>
<tr>
<td>Numeracy</td>
<td>2.0</td>
<td>Good documentation of statistical research</td>
<td>Campaign metrics could be clearer and more realistic</td>
</tr>
<tr>
<td>Diversity</td>
<td>1.7</td>
<td>Campaigns inclusive; considered and thoughtful</td>
<td>No weaknesses noted, although it appears some felt as if not enough material on which to judge</td>
</tr>
<tr>
<td>History, Institutions</td>
<td>2.0</td>
<td>Good idea of evolution of field, role of public relations in society</td>
<td>No weaknesses noted, although it appears some felt as if not enough material on which to judge</td>
</tr>
<tr>
<td>Law</td>
<td>1.7</td>
<td>No real strengths; more no slips or red flags noted</td>
<td>No weaknesses noted, although it appears some felt as if not enough material on which to judge</td>
</tr>
</tbody>
</table>
### Advertising

<table>
<thead>
<tr>
<th>Competency</th>
<th>Mean*</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>2.3</td>
<td>Compelling writing; academic style strong</td>
<td>Mechanics sometimes sloppy; too formulaic at times</td>
</tr>
<tr>
<td>Editing</td>
<td>2.3</td>
<td>Strong clarity noted by all</td>
<td>Typos noted by all</td>
</tr>
<tr>
<td>Critical/Creative Thought</td>
<td>2.5</td>
<td>In-depth explorations of complex topics</td>
<td>Sometimes too open-ended in audience or problem descriptions</td>
</tr>
<tr>
<td>Research</td>
<td>2.3</td>
<td>Arguments well substantiated with research</td>
<td>Too much personal perspective and not enough data</td>
</tr>
<tr>
<td>Tools &amp; Tech</td>
<td>2.5</td>
<td>Good InDesign and PowerPoint evident</td>
<td>Would like more design and more data tools, like Tableau</td>
</tr>
<tr>
<td>Ethics</td>
<td>1.3</td>
<td>Strong explorations of complicated issues</td>
<td>None noted</td>
</tr>
<tr>
<td>Visual Literacy</td>
<td>1.3</td>
<td>Compelling arguments presented visually</td>
<td>Be concise, depend more on images than words to tell stories</td>
</tr>
<tr>
<td>Numeracy</td>
<td>3.0</td>
<td>Basic understanding evident</td>
<td>Need more evidence of numeric data to support claims</td>
</tr>
<tr>
<td>Diversity</td>
<td>2.3</td>
<td>Awareness of issues; some nuanced understanding</td>
<td>Visuals too &quot;white&quot;; seemed more academic than incorporated into practice</td>
</tr>
<tr>
<td>History, Institutions</td>
<td>4</td>
<td>No strengths noted</td>
<td>No weaknesses noted; it appears some felt as if not enough material on which to judge</td>
</tr>
<tr>
<td>Law</td>
<td>1.3</td>
<td>No strengths noted</td>
<td>No weaknesses noted</td>
</tr>
<tr>
<td>Competency</td>
<td>Mean*</td>
<td>Strengths</td>
<td>Weaknesses</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Writing</td>
<td>3.0</td>
<td>Clarity; strong narrative leads</td>
<td>Too many adverbs, lack of proofreading, lack of structure</td>
</tr>
<tr>
<td>Editing</td>
<td>1.5</td>
<td>Good self-assessment of own work</td>
<td>Many said they lacked they information to judge</td>
</tr>
<tr>
<td>Critical/Creative Thought</td>
<td>2.0</td>
<td>Wide range of challenging work</td>
<td>Too routine in source use; too often a recitation of “facts”</td>
</tr>
<tr>
<td>Research</td>
<td>2.3</td>
<td>In-depth research evident; good context and explanation; wide range of sources in some</td>
<td>Not much numerical evidence; sources often too sympathetic to theme; needed to dig more</td>
</tr>
<tr>
<td>Tools &amp; Tech</td>
<td>3.7</td>
<td>Good visual storytelling; strong photos and graphics</td>
<td>Wanted more news focused graphics using simple bar charts; some images weak</td>
</tr>
<tr>
<td>Ethics</td>
<td>2.3</td>
<td>Evidence of self-reflection, respectful of subjects &amp; audiences</td>
<td>No weaknesses noted, although it appears some felt as if not enough material on which to judge</td>
</tr>
<tr>
<td>Visual Literacy</td>
<td>4.0</td>
<td>Some good use of photos, images</td>
<td>A small sample, so hard to judge. (Very split ratings on this.)</td>
</tr>
<tr>
<td>Numeracy</td>
<td>3.7</td>
<td>Voting coverage strong</td>
<td>Lacking financial/statistical data; one size fits all approach</td>
</tr>
<tr>
<td>Diversity</td>
<td>1.7</td>
<td>Impressive; throughout; refreshing</td>
<td>Too much I/me, students need to step outside self</td>
</tr>
<tr>
<td>History, Institutions</td>
<td>2.3</td>
<td>Strong global perspective; how digital is changing these</td>
<td>No evidence of business side</td>
</tr>
<tr>
<td>Law</td>
<td>2.5</td>
<td>Some evidence of role of the press and First Amendment rights</td>
<td>No weaknesses noted, although it appears some felt as if not enough material on which to judge</td>
</tr>
</tbody>
</table>
EXECUTIVE SUMMARY

Findings

• A total of 78 percent of syllabi contain learning outcomes, up from 17.2 percent two years ago; consistency across sections of the same class is also much improved.

• Curriculum mapping demonstrates that we do not have complete coverage for all majors to all of the professional competencies and values.

• The SOJC assessment plan calls for portfolio review as the main direct measure of assessment but the UO’s FERPA enforcement office has blocked access to necessary data; negotiations are in progress.

• Most internship supervisors are quite happy with the quality of SOJC interns but would like them to have even more tools and technology training.

• Graduating students believe they have markedly improved in all skills areas except numeracy, but the values for numeracy are up about 10 percent over last year; they also believe their conceptual competencies have markedly improved in media ethics and history but not in diversity or law.

• In line with the previous year’s data, students do not value conceptual classes and express a desire for more skills classes in their major areas.

• Advertising majors were significantly less satisfied than journalism and public relations students on a number of measures; this is an outlier from previous years and needs to be checked next year to ensure it is not a pattern.

• Current students believe they have at least the same amount of competency or more as alumni in all areas except media law.

• The data support the SOJC tagline of “Ethics. Innovation. Action.”

Recommendations

• Implement curricular change to address the gaps in the curriculum map.

• Change the organizational chart to provide the Assessment Director with direct oversight of all assessment activities.

• Produce videos for monitors and classroom use that emphasize why all the competencies and skills are important for students to know.
INTRODUCTION

In 2014, the dean established the position of assessment director to oversee and coordinate assessment efforts within the School of Journalism and Communication (SOJC). The assessment director reports directly to the dean and works independently of any other bodies within the school tasked with overseeing curriculum, such as the Undergraduate Affairs Committee (UAC) and the Graduate Affairs Committee (GAC). The first task undertaken was revising the school’s assessment plan. The revised plan was approved by the faculty in December 2014.

This report outlines the School’s assessment activities for the 2015–2016 academic year, although complete data are not yet available for summer term. Assessment is a multi-stage process involving direct and indirect measures; this report addresses measures taken, results, and recommendations.

Not detailed in this report are supplementary activities, such as one-on-one faculty coaching sessions, individual meetings with area and program directors, and specific course-level assessment measures.

Some, but certainly not all, of the available data and analyses are provided in this report. Given recent changes in SOJC leadership and the need to write a self-study for reaccreditation in the coming year, this report focuses on the three undergraduate professional majors that fall under ACEJMC accreditation standards. Complete data sets are available on the University’s password protected Qualtrics site. Analysis of numerical survey data was done using SPSS; qualitative data were analyzed using thematic analysis.

STEP 1. LEARNING OUTCOMES

The professional undergraduate curriculum consists of three premajor courses (J100 Media Professions—2 credits; J101 Grammar for Communicators—2 credits; and J201 Media and Society—4 credits); the three-course introductory Gateway series (J205, 206, and 207, 12 credits); five courses in the student’s major area (advertising, journalism, or public relations—20 credits); four context courses (16 credits); and four elective credits. The Media Studies Sequence falls outside ACEJMC guidelines, but the sequence provides one pre-major course (J201) and the context courses to students in the professional majors.
ACEJMC prescribes 12 professional values and competencies. The SOJC’s assessment plan combines the domestic and diversity values/competencies into one, resulting in 11 values and competencies that students are expected to master by the time they graduate. Course learning outcomes, as listed on syllabi, should reflect these values and competencies and demonstrate consistency across sections of the same course.

1. Understand the range of freedom of expression around the world and apply the principles and laws of freedom of speech to their profession/field.
2. Demonstrate an understanding of how professionals and institutions shaped communications relevant to their profession/field.
3. Demonstrate an understanding of diversity in domestic and global society and its impact as relevant to their profession/field.
4. Demonstrate a conceptual understanding of the use and presentation of images and information and apply them to their profession/field.
5. Understand and apply ethical principles appropriate to their profession/field.
6. Think critically, creatively and independently.
7. Conduct research and evaluate information by methods appropriate to their profession/field.
8. Write correctly and clearly in forms and styles appropriate to their profession/field.
9. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
10. Apply basic numerical and statistical concepts.
11. Apply tools and technologies appropriate to their profession/field, including verbal and visual presentation as apt.

At the start of the 2014–2015 academic year, only 17.2 percent of syllabi contained learning outcomes. By spring 2016, 78 percent of syllabi contained learning objectives, although about 20 percent could be more clearly written to better reflect ACEJMC professional values and competencies. The increase noted is substantive and represents increased faculty awareness of the need for learning outcomes and the necessity of addressing the ACEJMC values and competencies.

Consistency across sections of the same class varies. In terms of the premajor courses, J201 continues to have problems with learning outcome consistency, with sections emphasizing different aspects of media and society. All J201 sections address critical thinking, however. Problems noted with consistency across J100 sections last year were largely mitigated this year. A syllabus for the J101 section being taught summer term is not yet available, so it is unknown if consistency remains an issue with that course. The Gateway syllabi remain standardized, and consistency is not an issue.

Consistency issues were noted with J396 International Communication syllabi. This course can fulfill one of the four context course requirements. In all cases, however, the students would have been exposed to issues of global diversity.

Two sequences, Journalism and Public Relations, had consistency issues with required courses in the major. In Journalism, sections of J361 Reporting 1 and J462 Reporting 2, the only two classes required of all journalism majors, vary by instructor in substantive ways. In Public Relations, sections of J350 Principles of Public
Relations vary in substantive ways, although consistency was good across sections of the remaining five required courses in the major. In both sequences, the results have implications for curriculum mapping. The Advertising sequence has only two required courses: one (J342 Creative Strategist) is always taught by the same instructor and thus is consistent, the second (J448 Advertising Campaigns) exhibited good consistency across sections.

**Results and Action Taken**

Last year’s report noted that the Media Studies sequence was working to establish common learning outcomes for J201 and the Journalism sequence was working on required outcomes for J361 and J462. No measurable progress is noted on these issues this year. The Public Relations sequence had consistency issues across a few courses last year, which were reduced to just one course this year. The Advertising sequence resolved its few consistency issues this year. It is too early to know if consistency problems noted last year with summer term, in which many more graduate students teach as instructors of record, have been addressed, although early data look promising.

**STEP 2. CURRICULUM MAPPING**

Other than the premajor core and Gateway series, no classes are required of all students. Additionally, within the sequences, few classes are required. The Journalism sequence requires two specific classes of the five in the major: J361 Reporting 1 and J462 Reporting 2. Additionally, a third class has to be one of the following four: J365 Introduction to Photojournalism, J331 Digital Video Production, J371 Feature Writing 1, or J461 News Editing. The Advertising sequence specifies two of the five classes in the major: J342 Creative Strategist and J448 Advertising Campaigns. Only the Public Relations sequence has a set curriculum: J350 Principles of Public Relations, J352 Strategic Writing & Media Relations, J452 Strategic Public Relations Communication, J453 Strategic Planning and Cases, and J454 Public Relations Campaigns. In addition, public relations students must take J494 Strategic Communication Research Methods as one of their four context courses.

This loose curricular structure means that mapping the SOJC required curriculum onto the ACEJMC professional values and competencies involves few required courses and leaves it incumbent on us to identify gaps. Last year’s report noted that 5 of the 11 competencies were covered for all students by our curriculum. This year, that number has increased to 8 of 11 for all students.

The following table shows the current curriculum map, taking into account required inside and outside courses.
Curriculum Map for 2015–2016 AY

<table>
<thead>
<tr>
<th>Professional Value/ Competency</th>
<th>Fulfilled by Inside SOJC</th>
<th>Outside SOJC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Law: freedom of speech and press</td>
<td>J201</td>
<td></td>
</tr>
<tr>
<td>2. History: role of professional and institutions</td>
<td>J201</td>
<td></td>
</tr>
<tr>
<td>3. Diversity: domestic and global</td>
<td>2-course multicultural</td>
<td></td>
</tr>
<tr>
<td>5. Ethics: professional ethical principles</td>
<td>&lt;PR only&gt;</td>
<td></td>
</tr>
<tr>
<td>6. Think critically &amp; creatively</td>
<td>J201: Media &amp; Society</td>
<td></td>
</tr>
<tr>
<td>7. Conduct research and evaluate information</td>
<td>J205/6: Gateway 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>8. Write correctly and clearly</td>
<td>&lt;PR and J only&gt;</td>
<td></td>
</tr>
<tr>
<td>9. Edit: critically evaluate own work and others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Numeracy: apply basic numeracy and statistics</td>
<td>&lt;PR only&gt;</td>
<td>2-course economics</td>
</tr>
<tr>
<td>11. Apply current tools &amp; technologies</td>
<td>J205/6: Gateway 1 &amp; 2</td>
<td></td>
</tr>
</tbody>
</table>

Results and Action Taken

Last year’s report recommended that the UAC consider restructuring the curriculum to address the competencies currently not covered by the curriculum map. In late spring 2016, Associate Dean for Undergraduate Affairs Tom Bivins presented a motion to the faculty to require all students to take five specific context courses: Law, History, Ethics, Diversity, and International. The faculty had only two days to consider the motion and was not comfortable voting on it within that time frame. No progress was made on filling the gaps on the curriculum map in the last academic year, and the issue must be addressed in the coming year.

STEPS 3 & 4. ASSESSMENT AND ANALYSIS OF RESULTS

Learning outcomes and curriculum maps address where students should be exposed to particular competencies, but they don’t measure if students have actually mastered those competencies. The SOJC Assessment Plan calls for two direct measures of mastery—portfolio reviews and internship supervisor evaluations—and several indirect measures: student exit surveys, alumni surveys, and awards and honors won.

Portfolios

The portfolio review process is the best direct measure the School has for assessment purposes. Its purpose is to invite professional input and provide generalizable results to guide curricular development.

Historically, the public relations sequence has required every student to do a portfolio review with a panel of professionals as part of the capstone J454 Public Relations Campaigns class for more than 10 years. During some of that time, however, data collection and input into shaping the curriculum was not systematic nor well documented.
Since passage of the revised assessment plan two years ago, sequence area directors have been advised of the need for systematic portfolio review involving outside professionals. Two years ago they were supplied guidelines for random sampling of portfolios and online evaluation forms that could be customized for their use.

**Results and Action Taken**

The Journalism and Advertising sequences have undertaken their own assessment measures, but these have not been done systematically, and I do not have any data from these efforts.

As a public relations professor and former sequence head, I am involved in the efforts of that sequence. Last year the Public Relations sequence established an online “academic portfolio” as a requirement starting in J352 Strategic Writing & Media Relations. Students upload all of their SOJC-related coursework assignments to the portfolio each term. The sequence has plans to pull a random sample of portfolios and review them twice a year, but that has not happened to date. When students reach the capstone class, J454 Public Relations Campaigns, the academic portfolio forms the basis for the professional portfolio that the student then develops for outside review. Data collected this year are from the professional reviews only and are specific to each student in the major. Student workers were hired to enter the backlog of data accumulated from these reviews, and efforts are ongoing to analyze the data and use it to drive curricular revision.

**Internship Supervisor Survey**

A second direct measure of assessment of student competencies is the internship supervisor survey. Because not all students are required to take an internship for credit, this measure is less robust than is a portfolio review process, but it provides valuable, direct professional input.

Individuals supervising internships that students take for credit are directed to a link to fill out a short online survey. Twelve questions address the intern’s mastery of the ACEJMC competencies (5-point Likert scale); one question asks how ready the intern is for entry-level work (5-point Likert scale); and two open-ended questions ask the supervisor to list the intern’s strengths and to point out any additional preparation the intern could benefit from. Total responses for this academic year are 32, down from 50 the previous year.

For the 12 ACEJMC competencies, the survey allowed supervisors to mark that the competency being rated was not applicable to the internship situation. As shown in the table below, it is evident that internship supervisors considered students’ skills more apt than they did their conceptual abilities.
Percentage of cases in which supervisor marked competency as “not applicable”

<table>
<thead>
<tr>
<th>ACEJMC Competency</th>
<th>N</th>
<th>%</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern demonstrated a working knowledge of apt legal issues</td>
<td>14</td>
<td>43.8</td>
<td>1</td>
</tr>
<tr>
<td>Intern demonstrated an awareness of global diversity issues</td>
<td>13</td>
<td>40.6</td>
<td>2T</td>
</tr>
<tr>
<td>Intern was able to use numbers &amp; statistics as necessary</td>
<td>13</td>
<td>40.6</td>
<td>2T</td>
</tr>
<tr>
<td>Intern demonstrated a sensitivity to domestic diversity issues</td>
<td>11</td>
<td>34.4</td>
<td>4</td>
</tr>
<tr>
<td>Intern demonstrated familiarity with historical context of the profession</td>
<td>9</td>
<td>28.1</td>
<td>5</td>
</tr>
<tr>
<td>Intern was able to write clearly, in correct style</td>
<td>2</td>
<td>6.3</td>
<td>6T</td>
</tr>
<tr>
<td>Intern demonstrated creative problem solving</td>
<td>2</td>
<td>6.3</td>
<td>6T</td>
</tr>
<tr>
<td>Intern was able to gather &amp; analyze information to complete tasks</td>
<td>1</td>
<td>3.1</td>
<td>8T</td>
</tr>
<tr>
<td>Intern was able to produce visually effective work</td>
<td>1</td>
<td>3.1</td>
<td>8T</td>
</tr>
<tr>
<td>Intern demonstrated a working knowledge of professional ethics</td>
<td>1</td>
<td>3.1</td>
<td>8T</td>
</tr>
<tr>
<td>Intern was able to thoughtfully convey information</td>
<td>0</td>
<td>0</td>
<td>11T</td>
</tr>
<tr>
<td>Intern demonstrated mastery of appropriate tools &amp; technology</td>
<td>0</td>
<td>0</td>
<td>11T</td>
</tr>
</tbody>
</table>

Results and Action Taken

For those competencies viewed as apt, internship supervisors rated their interns highly across the board. In fact, all median values were 5 on a 5-point scale, with the exception of three conceptual areas: familiarity with the historical context of the profession, knowledge of apt legal issues, and awareness of global diversity issues, which had a median value of 4.

Internship supervisors’ ratings of interns’ competencies

<table>
<thead>
<tr>
<th>ACEJMC Competency</th>
<th>Mean</th>
<th>Median</th>
<th>N</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoughtfully convey information</td>
<td>4.72</td>
<td>5.00</td>
<td>32</td>
<td>1</td>
</tr>
<tr>
<td>Produce visually effective work</td>
<td>4.58</td>
<td>5.00</td>
<td>31</td>
<td>2</td>
</tr>
<tr>
<td>Write clearly, in correct style</td>
<td>4.53</td>
<td>5.00</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>Gather &amp; analyze information to complete tasks</td>
<td>4.52</td>
<td>5.00</td>
<td>31</td>
<td>4</td>
</tr>
<tr>
<td>Working knowledge of professional ethics</td>
<td>4.48</td>
<td>5.00</td>
<td>31</td>
<td>5</td>
</tr>
<tr>
<td>Sensitivity to domestic diversity issues</td>
<td>4.43</td>
<td>5.00</td>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td>Use numbers &amp; statistics as necessary</td>
<td>4.42</td>
<td>5.00</td>
<td>19</td>
<td>7</td>
</tr>
<tr>
<td>Mastery of appropriate tools &amp; technology</td>
<td>4.41</td>
<td>5.00</td>
<td>32</td>
<td>8</td>
</tr>
<tr>
<td>Creative problem solving</td>
<td>4.40</td>
<td>5.00</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>Awareness of global diversity issues</td>
<td>4.26</td>
<td>4.00</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>Familiarity with historical context of the profession</td>
<td>4.09</td>
<td>4.00</td>
<td>23</td>
<td>11</td>
</tr>
<tr>
<td>Working knowledge of apt legal issues</td>
<td>3.94</td>
<td>4.00</td>
<td>18</td>
<td>12</td>
</tr>
</tbody>
</table>

In answer to how the intern could have been better prepared, a few respondents mentioned the desire for the intern to have more tools and technology skills, which is a change from recent years. The strengths that internship supervisors noted grouped into three areas. By far the most frequent comments mentioned attitude, such as eager, displaying initiative, enthusiastic, willing to do whatever it took, and motivated.
A number of respondents mentioned aptitude, particularly being a quick learner. Another subset mentioned their interns’ organizational skills and how those had benefited the organization.

In sum, 62.5 percent of respondents strongly agreed that their intern was ready for professional level work. Another 34.4 percent agreed that their intern was ready. One respondent, however, apparently did not have a good experience and rated the intern as definitely not ready.

The school’s assessment plan calls for three indirect measures of student competencies: an exit survey of graduates, an alumni survey to be conducted every three years (conducted last year), and a list of outside awards and honors garnered.

**Exit Survey Results**

All students who have received a degree from the School in any given year are asked to take an exit survey, summarizing their experiences. A link to the exit survey was made available to all 2015-2016 AY graduates in May 2015. To encourage participation, a drawing for a GoPro Hero4+ package was used as an incentive. This year, 249 responses were received, for a response rate of 44.8 percent, up just slightly from the previous year.

The “typical” respondent was a 22-year-old female who graduated in 4 years and plans to work in the media/communication industry in the Pacific Northwest or West Coast region. She graduated having had at least one internship.

**ACEJMC Competency Areas.** The first questions used a 5-point Likert-scale (1 = strongly disagree; 5 = strongly agree) to determine how much students thought their abilities in nine of the ACEJMC competency areas had improved throughout their time at the School. The results demonstrate that the vast majority of students believe their skills markedly improved in all but numeracy.

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>% agree or strongly agree</th>
<th>Rank</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital tools and technologies</td>
<td>94.8</td>
<td>1</td>
<td>4.43</td>
</tr>
<tr>
<td>Creative problem solving</td>
<td>92.8</td>
<td>2T</td>
<td>4.38</td>
</tr>
<tr>
<td>Gather and evaluate information</td>
<td>92.8</td>
<td>2T</td>
<td>4.35</td>
</tr>
<tr>
<td>Visual communication</td>
<td>92.0</td>
<td>4</td>
<td>4.37</td>
</tr>
<tr>
<td>Writing</td>
<td>90.0</td>
<td>5T</td>
<td>4.30</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>90.0</td>
<td>5T</td>
<td>4.27</td>
</tr>
<tr>
<td>Edit my own and other’s work</td>
<td>89.2</td>
<td>7</td>
<td>4.32</td>
</tr>
<tr>
<td>Presentation</td>
<td>88.8</td>
<td>8</td>
<td>4.32</td>
</tr>
<tr>
<td>Numeracy</td>
<td>61.1</td>
<td>9</td>
<td>3.67</td>
</tr>
</tbody>
</table>

(One respondent marked almost every answer on the survey “1.” Although this is probably an outlier, this respondent was kept in the mix on the off chance that she was truly disgruntled.) No great fluctuations from last year were noted except for numeracy, which improved almost a full 10 percentage points from last year (51.3 percent).
ANOVAs were run to test for significant differences by major: four emerged. Advertising majors ($M = 4.00$) were significantly less likely than either journalism ($M = 4.48$) or public relations majors ($M = 4.58$) to say they had improved their writing skills or their ability to edit their own and other’s work (advertising = 4.10; public relations = 4.47; journalism = 4.52). Journalism majors were significantly less likely to say they had improved their creative problem solving abilities ($M = 4.14$) or critical thinking skills ($M = 4.05$) than were public relations majors (4.47 and 4.47, respectively). Otherwise, students of all majors were fairly much in agreement in the improvement noted in their skill development.

The next questions used 5-point Likert scales to determine how much students thought their understanding of six of the ACEJMC competency areas had improved throughout their time at the School. Findings were somewhat less robust for these six more conceptual competency areas.

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>% agree or strongly agree</th>
<th>Rank</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional ethics</td>
<td>91.5</td>
<td>1</td>
<td>4.22</td>
</tr>
<tr>
<td>Group dynamics</td>
<td>88.3</td>
<td>2</td>
<td>4.21</td>
</tr>
<tr>
<td>Media history</td>
<td>83.5</td>
<td>3</td>
<td>4.02</td>
</tr>
<tr>
<td>Domestic diversity issues</td>
<td>69.1</td>
<td>4</td>
<td>3.78</td>
</tr>
<tr>
<td>Global diversity issues</td>
<td>68.7</td>
<td>5</td>
<td>3.79</td>
</tr>
<tr>
<td>Legal issues</td>
<td>65.1</td>
<td>6</td>
<td>3.69</td>
</tr>
</tbody>
</table>

Two marked changes from last year are apparent. Students downgraded how much they had learned about domestic diversity from 80.8 percent the previous year to 69.1 percent this year and upgraded their legal competency gained from 54.7 percent to 65.1 percent this year. No obvious curricular changes account for these fluctuations.

SOJC Resources. Seven questions addressed access to School resources. Similar to last year, students were generally satisfied with access to faculty, academic advising, the computer labs, and GTFs. Results were more mixed for access to career advising, professionals, and internship opportunities. The only notable change was that access to internship opportunities rose from 47.1 percent last year to 53 percent this year. There was a small downward trend (2 to 3 percent) in access to faculty and GTFs, which may be occasioned by the move of several personnel out of Allen Hall to Franklin. Advertising majors were also significantly less likely ($M = 3.75$) to rate faculty easy to access than were public relations ($M = 4.33$) or journalism ($M = 4.45$) majors.

<table>
<thead>
<tr>
<th>Resource</th>
<th>% agree or strongly agree</th>
<th>Rank</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising</td>
<td>90.0</td>
<td>1</td>
<td>4.34</td>
</tr>
<tr>
<td>Computer labs</td>
<td>88.8</td>
<td>2</td>
<td>4.29</td>
</tr>
<tr>
<td>Faculty</td>
<td>86.3</td>
<td>3</td>
<td>4.10</td>
</tr>
<tr>
<td>GTFs</td>
<td>74.7</td>
<td>4</td>
<td>3.92</td>
</tr>
<tr>
<td>Professionals</td>
<td>65.9</td>
<td>5</td>
<td>3.74</td>
</tr>
<tr>
<td>Career advising</td>
<td>60.6</td>
<td>6</td>
<td>3.74</td>
</tr>
<tr>
<td>Internship opportunities</td>
<td>53.0</td>
<td>7</td>
<td>3.31</td>
</tr>
</tbody>
</table>
**Curriculum.** Nine statements addressed how much students valued different parts of the curriculum. The vast majority of students highly valued their major courses. Conversely, not quite half the students valued the required Media and Society class, and for the first time ratings of this class fell below ratings for the general requirements (non-journalism). The J101 Grammar class fell almost 10 percentage points from last year, although it is being taught by the same instructor, and the context courses dropped 5.6 percent. Otherwise, findings were similar to last year.

### Curriculum Component

<table>
<thead>
<tr>
<th>% agree or strongly agree</th>
<th>Rank</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework in the major</td>
<td>96.3</td>
<td>1</td>
</tr>
<tr>
<td>Optional workshops</td>
<td>73.1</td>
<td>2</td>
</tr>
<tr>
<td>J101 Grammar</td>
<td>75.5</td>
<td>3T</td>
</tr>
<tr>
<td>J205/6 Gateway I and II</td>
<td>75.5</td>
<td>3T</td>
</tr>
<tr>
<td>J207 Gateway III</td>
<td>67.1</td>
<td>5</td>
</tr>
<tr>
<td>Context courses</td>
<td>63.5</td>
<td>6</td>
</tr>
<tr>
<td>J100 Media Professions</td>
<td>62.3</td>
<td>7</td>
</tr>
<tr>
<td>Non-journalism requirements</td>
<td>50.2</td>
<td>8</td>
</tr>
<tr>
<td>J201 Media and Society</td>
<td>48.1</td>
<td>9</td>
</tr>
</tbody>
</table>

The only significant difference that emerged among majors was that journalism students were significantly less likely (M = 3.84) than were advertising (M = 4.02) or public relations (m = 4.39) students to rate the optional workshops as valuable.

**Overall Evaluation.** Six summary questions asked students to rate their overall SOJC experiences. The vast majority of respondents believe they had effective teachers, received an excellent education, and would recommend the SOJC to other students. Approximately three-fourths of respondents believed they received excellent advising and mentoring and were well prepared to enter their chosen professions. These percentages did not vary significantly from the previous year.

### Summary of Experience

<table>
<thead>
<tr>
<th>% agree or strongly agree</th>
<th>Rank</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors were effective teachers</td>
<td>92.0</td>
<td>1</td>
</tr>
<tr>
<td>Other interested students should attend SOJC</td>
<td>87.5</td>
<td>2</td>
</tr>
<tr>
<td>Received an excellent education</td>
<td>85.6</td>
<td>3</td>
</tr>
<tr>
<td>Received excellent advising and mentoring</td>
<td>77.5</td>
<td>4T</td>
</tr>
<tr>
<td>Was well prepared to enter profession</td>
<td>77.5</td>
<td>4T</td>
</tr>
<tr>
<td>GTFs were effective classroom assistants</td>
<td>68.3</td>
<td>6</td>
</tr>
</tbody>
</table>

Advertising majors were less satisfied on all six measures than were journalism or public relations majors. Advertising majors were significantly less likely to agree that they received an excellent education (M = 4.00) than were public relations majors (M = 4.43), were well prepared for the profession (M = 3.81 and
4.31, respectively), and to recommend that other students attend the SOJC (M = 4.14 and 4.61, respectively). Significant differences also emerged as to whether their professors were effective teachers (advertising = 3.99, public relations = 4.42, and journalism = 4.50) and whether they received excellent advising and mentoring (advertising = 3.81, journalism = 4.21, and public relations = 4.27).

Two open-ended questions asked students to identify the strengths and weaknesses of the SOJC. The lower level of satisfaction noted by advertising students on the quantitative measures appears to stem from a plagiarism case that some students believe was not handled well by the advertising faculty. A number of advertising students commented on it, along with favoritism, cliquishness, and unnecessary competition. Other areas for improvement mentioned by some students across the board were a desire for more skills and fewer context courses and more internship guidance. A few working students bemoaned their inability to be more involved in extracurricular student groups.

Students identified five areas of excellence. First and foremost were the faculty, who students praised for their professional expertise, availability, passion, helpfulness, and dedication. They also praised the facilities in Allen Hall, from the meeting spaces to the labs and other technology available. Respondents also commented on the number of professional connections and opportunities available to them, as well as the large number of ways to be involved with student groups and organizations. An overarching theme emerged of the SOJC as a close-knit community that was supportive and empowering.

Alumni Survey Results

The alumni survey is conducted every three years. It was last conducted in summer 2015, and the full results were reported last year. This report contains only selected data pertinent to the upcoming self-study. The survey had 785 respondents, for a response rate of 30.7 percent of those who opened the email message and actually received the invitation. A total of 88.5 percent of respondents received an undergraduate degree from the SOJC only, and it is those responses that are reported here in comparison with current undergraduate data.

ACEJMC Competencies. In terms of ACEJMC skills competencies, a comparison with the current year exit survey results shows that the basics remain relatively unchanged, but recent graduates demonstrate an increased emphasis on digital tools and technologies, visual communication, and creative problem solving.

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>CURRENT UNDERGRADUATES</th>
<th>ALUMNI (UNDERGRAD ONLY)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% agree/ strongly agree</td>
<td>Rank</td>
</tr>
<tr>
<td>Writing</td>
<td>90.0%</td>
<td>1</td>
</tr>
<tr>
<td>Gather &amp; evaluate information</td>
<td>92.8%</td>
<td>5</td>
</tr>
<tr>
<td>Edit my own &amp; other's work</td>
<td>89.2%</td>
<td>6T</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>90.0%</td>
<td>8</td>
</tr>
<tr>
<td>Creative problem solving</td>
<td>92.8%</td>
<td>3</td>
</tr>
<tr>
<td>Visual communication</td>
<td>92.0%</td>
<td>4</td>
</tr>
<tr>
<td>Digital tools &amp; technologies</td>
<td>94.8%</td>
<td>2</td>
</tr>
<tr>
<td>Presentation</td>
<td>88.8%</td>
<td>6T</td>
</tr>
<tr>
<td>Numeracy</td>
<td>61.1%</td>
<td>9</td>
</tr>
</tbody>
</table>

Note: rank is based on the mean values.
Respondents were also asked to rate how their SOJC education had contributed to their understanding of six conceptual areas. The comparative data demonstrate that perceived gains in ethics and history remain unchanged, slippage is noted in legal knowledge, and gains are evident in knowledge of group dynamics and diversity issues.

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>CURRENT UNDERGRADUATES</th>
<th>ALUMNI (UNDERGRAD ONLY)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% agree/str. agree</td>
<td>Rank</td>
</tr>
<tr>
<td>Professional ethics</td>
<td>91.5</td>
<td>1</td>
</tr>
<tr>
<td>Media history</td>
<td>83.5</td>
<td>3</td>
</tr>
<tr>
<td>Legal issues</td>
<td>65.1</td>
<td>6</td>
</tr>
<tr>
<td>Group dynamics</td>
<td>88.3</td>
<td>2</td>
</tr>
<tr>
<td>Domestic diversity issues</td>
<td>69.1</td>
<td>5</td>
</tr>
<tr>
<td>Global diversity issues</td>
<td>68.7</td>
<td>4</td>
</tr>
</tbody>
</table>

STEP 5. PROGRAM ENHANCEMENT/RECOMMENDATIONS

It is important not to overgeneralize from annual results—some fluctuations are normal and are not meaningful in the larger picture. Given that we don’t have a long history of assessment data, the results in this report need to be interpreted carefully.

The data suggest, however, that we are slipping in students’ knowledge of First Amendment law. We are one of the very few (only?) accredited schools that does not require media law. In recent history we didn’t have the resources to cover media law as a requirement, but that has changed.

The data also suggest that our tagline of “Ethics. Innovation. Action.” is deserved. Students believe they are getting increased knowledge of ethics, cutting edge technology, and plenty of hands-on opportunities.

Both students and internship supervisors want more technology skills and training. Students don’t value the context courses. We need to make a concerted effort to address both our students and the professional community of the value of students who are critical, creative thinkers, not just technicians. Some of this push is quite possibly economics driven: in a soft economy, people want interns and new hires who can fill technical holes, not also supply big picture thinking. One initiative I began this year was to create a series of videos for the Allen Hall tv screens featuring faculty members talking about each competency and why it mattered. This effort was turned over to the communication office, which turned it over to Allen Hall Advertising. Unfortunately, it stalled there for a number of months and is now on deck to be put into motion this fall. This effort is crucial, I believe, to helping students understand the importance of conceptual material to their future careers.

To close the remaining gap on syllabi that don’t contain learning outcomes, we need to provide regular training sessions for new faculty and for graduate students. I would suggest including a session for new faculty as part of their orientation. Providing area directors with lists of syllabi in their areas that did not meet requirements has been somewhat effective. Currently, however, two lists are provided, one by the Assessment Director, based on a close reading of syllabi for content, and one by the Senior Associate Dean, who depends on a staff member to compile data based on labels rather than content. This duplication of efforts, although
not necessarily results, should be discontinued and a clear process established. A session on assessment provided to first-year doctoral students in the Teaching and Professional Life class appears to have been fairly effective in reaching our incoming GTFs last year, and I am scheduled to do that again in the fall 2016 class.

Filling the gaps on the curriculum map is perhaps the most pressing assessment issue. Doing so will require a careful look at resources and faculty input. I compiled data on how similar programs cover these competencies and presented it to the UAC earlier this year. To date, however, curricular change has been left to the UAC, but it has not been an apparent priority until lately. I would suggest that the faculty be given some alternative scenarios to consider early in fall term, based on how other programs are managing the load, and that the matter be brought to a faculty vote by the end of fall term so that changes can start to be instituted through the necessary bureaucratic channels. We can’t afford to have this stall any longer.

Also problematic is the lack of direct assessment data being collected by the sequences. Each sequence area director is responsible for instigating a portfolio review process in their area, but if valid data are being collected, they are not being shared. The issue points to the larger problem of where the Assessment Director position falls on the organizational chart. By existing separately and reporting directly to the dean, but with no connection to any institutional body with curricular or sequence oversight, the Assessment Director is powerless to effect change. I suggest redefining the position so that the person, committee, or whatever structure results can ensure that assessment measures happen and that the data are valid and reliable. These data can then be used to inform substantive curricular development.

### 2016 SELECTED AWARDS/HONORS

**Advertising**

Paulina Liang and Yolanda Saetern  
American Advertising Federation’s Most Promising Multicultural Student

Evan Norton and Spencer Orofino  
Their video for the Science and Memory project, Will You Change?, was shortlisted in the student competition OneScreen film screening

**Journalism**

Greg Bruce, BS ’16; Jose Contreras, BS ’16; Sutton Raphael, BA ’16; Tevin Tavares, BS ’16; and Larryn Zeigler  
Numb in America  
Collegiate Emmy Award

Garrett Guinn, BA ’15; Sutton Raphael, BA ’16; Dana Bredeweg, BA ’16; and Amanda Butt  
Third place in the long-form documentary category  
Broadcast Education Association Festival of Media Arts Awards

Kyle Hentschel  
Rise Again  
First place in Hearst Multimedia Enterprise Reporting Competition  
Intercollegiate Competition in the Hearst Journalism Awards Program
Julia Reihs
*Journey of Jeopardy*
Fourth place in Hearst Multimedia Enterprise Reporting Competition
Intercollegiate Competition in the Hearst Journalism Awards Program

Hannah Golden
Fifth place in the Hearst Personality Profile Writing Competition
Intercollegiate Competition in the Hearst Journalism Awards Program

Shirley Chan
Feature Writing category
Top 20 in the Hearst Journalism Awards competition in the Multimedia
Intercollegiate Competition in the Hearst Journalism Awards Program

Science and Memory team (Melanie Burke, BA ’15; Emma Pindell; Kyra Bailey; Will Saunders, BS ’16; Hayla Beck; Evan Norton; Paige De Paepe; Miro Merrill; Taylor Richmond, BA ’16; Spencer Orofino, BA ’16; Ben McBee, BA ’16; Lili Bayarmagnai, BA ’15; Julia Reihs, BA ’15; Sierra Morgan, BA ’16; and Andy Abeyta, BA ’15)
First place in the Hearst Multimedia Team Reporting Competition
Intercollegiate Competition in the Hearst Journalism Awards Program

Sam Katzman and Reuben Unrau
Top 20 in the Hearst Journalism Awards Feature Writing competition
Intercollegiate Competition in the Hearst Journalism Awards Program

Ryan Kang
Top 20 in the Hearst Journalism Awards competition in the photography division
Intercollegiate Competition in the Hearst Journalism Awards Program

Justin Wise
Fifth place in the Hearst College Sports Writing Awards
Intercollegiate Competition in the Hearst Journalism Awards Program

Will Saunders and Kyra Bailey
Top 20 winners in the Hearst Journalism Awards Photo Picture Story-Series competition
Intercollegiate Competition in the Hearst Journalism Awards Program

Fahmo Mohammed and Kyle Hentschel
Best Digital-Only Student Publication for OR Magazine
Society of Professional Journalists’ Region 10 Mark of Excellence Awards

Garrett Guinn, Andrew Spangler and Dana Bredeweg
Best Use of Multimedia for “Out of the Shadows: Cuban Improv Actor Carlos Borbon”
Society of Professional Journalists’ Region 10 Mark of Excellence Awards

Nicolas Walcott; Garrett Guinn, Chloe Huckins, and Kyle Hentschel
Artist and “Bug Guy” Christopher Marley
Society of Professional Journalists’ Region 10 Mark of Excellence Awards
David Zupan
Short-Form Nonfiction—“Creatively Maladjusted”
2016 National Academy of Television Arts and Sciences Northwest College Awards for Excellence

Jarratt Taylor
Long-Form Nonfiction—“Fitting the Description in North Portland”
2016 National Academy of Television Arts and Sciences Northwest College Awards for Excellence

Ivan Lafollette, Christopher M. Piepgrass, and Cody Schmidt
“We Followed the Water: The Story of the Oregon Science and Memory Project”
2016 National Academy of Television Arts and Sciences Northwest College Awards for Excellence

Michael McGovern, Izzi Rassouli, and Casey Minter
“A Higher Road”
National Academy of Television Arts and Sciences Northwest College Awards for Excellence

Nicolas Walcott, Dana Bredeweg and Chloe Huckins
“NW Stories” episode “Artist and ‘Bug Guy,’ Christopher Marley”
SPJ Mark of Excellence Award
Television: Reporting

Fahmo Mohammed, Kyle Hentschel, and staff of OR Magazine
Society for Professional Journalists Mark of Excellence Award
Best Digital-Only Student Publication: OR Magazine Spring 2015 issue

Staff of Cuba Creatives
Society for Professional Journalists Mark of Excellence Award
Best Independent Online Student Publication: Cuba Creatives

Garrett Guinn, Dana Bredeweg, Andrew Spangler
Society for Professional Journalists Mark of Excellence Award
Best Use of Multimedia: “Out of the shadows: Cuban improv actor Carlos Borbon”

Flux Magazine
Pacemaker Award
Associated Collegiate Press

Public Relations

Keala Verigan
Finalists in the 2016 Toyota + Net Impact Next Generation Mobility Challenge

Graduate Students

Shehram Mokhtar
“Women’s Dances and Men’s Pleasures: The Politics of Gender, Sexuality, and Class in the Punjabi Theater of Lahore, Pakistan.”
UO Center for the Study of Women in Society
Netsanet Debebe, Theodore Harrison III, and Shehram Mokhtar
Promising Scholar Awards
UO Graduate School

Sarah Hamid and Patrick Jones
“South Asia: Cracking Open the Black Boxes of Law, Democracy, Infrastructure, and Governance”
UO Graduate Forum

Matthew Pittman and Derek Moscato
“Adapting to New Trends in Policy and Technology”
UO Graduate Forum

Ashley Cordes
Margaret Weise Award
UO Graduate School

Teri Del Rosso
“Intersectionality and LGBTQ Youth Advocacy: An Analysis of the Agenda-Building Strategies of the GSA Network and PFLAG”
Top Student Paper for the National Communication Association 102nd Annual Convention

Thomas Schmidt
“Pioneer of Style: How the Washington Post Adopted Literary Journalism”
Norman Sims Best Graduate Paper prize
International Association for Literary Journalism Studies
Gary Smith Summer Professional Development Award and a Graduate Research Support Fellowship

Esi Eduwaa Thompson
Oregon Sylff Fellowship for International Research
UO Graduate School
One of three winners of the 2016 Inez Kaiser Graduate Students of Color Awards
Public Relations Division of the Association for Education in Journalism and Mass Communication
SOJC Doctoral Research Fellowship

Matthew Pittman
Oxford Internet Institute’s Summer Doctoral Program

Jeremiah Favara
John Furr Fellowship
Duke University’s J. Walter Thompson

J. D. Swerzenski
Fulbright US Student Award
2014-2015 AY ASSESSMENT REPORT

School of Journalism and Communication
University of Oregon

Patricia A. Curtin
Assessment Director
Submitted October 2015

EXECUTIVE SUMMARY

In the 2014–2015 AY, measurable progress was made in terms of the School’s assessment efforts.

• Faculty approved the School’s updated assessment plan in December 2014, which established 2 direct and 3 indirect measures of assessment.
• The percentage of syllabi containing clear learning outcomes rose from 17.2 percent in fall term to 41.9 percent by spring term.
• The media studies and public relations sequences continued to refine their portfolio review processes; the journalism sequence started field trialing a portfolio review process; advertising instituted professional portfolio development.
• The internship survey was launched, the exit survey continued, and an alumni survey was conducted (the last was done 3+ years previously).

The direct and indirect measures yielded many significant results, a few of which are highlighted below.

• Internship supervisors rated their interns highly on all ACEJMC competencies, with 11 of the 12 ACEJMC competencies receiving the highest median score possible.
• The exit survey and the alumni survey demonstrated that the vast majority of our students believe the faculty are knowledgeable and accessible and that they received an excellent education in the school.
• Recent graduates believe they received more training and education in terms of skills than they do conceptual knowledge; concomitantly, they value skills training more than they do conceptual knowledge gain.
• Trends over time demonstrate that recent graduates believe they are well versed in digital tools and technologies, visual communication, and creative and critical thinking; less recent graduates believe they received more training in writing, editing, and law.
• The graduate program began to establish program goals and use learning outcomes to address those goals.
• Students did well in national competitions, such as Hearst and Ad Team, with the School’s team winning the national competition.
Perhaps most importantly, assessment measures were used to spark discussions of curricular change. Just a few examples follow.

- The Undergraduate Affairs Committee is exploring ways to address gaps in the curriculum map in conceptual areas.
- The journalism sequence is revisiting its requirements and working with faculty advisors to ensure students graduate with the necessary competencies.
- The public relations sequence used input from professional portfolio reviews to tweak course requirements.
- The advertising sequence worked to develop portfolio expectations for each course.

Introduction

In 2014, the Dean established the position of Assessment Director to oversee and coordinate assessment efforts within the School of Journalism and Communication (SOJC). The first task undertaken in this position was revising the School’s Assessment Plan. The revised plan was approved by the faculty in December 2014.

This report outlines the School’s assessment activities for the 2014-2015 academic year undertaken according to that plan, including establishment of program goals and learning objectives, curriculum mapping, and direct and indirect measures of student learning. Not detailed in this report are supplementary activities, such as one-on-one faculty coaching sessions, meetings with area and program directors, meetings with SOJC committees charged with overseeing curriculum (i.e., the Undergraduate Affairs Committee and the Graduate Affairs Committee), and specific course-level assessment measures.

Some, but certainly not all, of the available data and analyses are provided in this report, which provides an overview of the year’s activities and highlights important data points that have driven action. Complete data sets are available on the University’s password protected Qualtrics site. Analysis of numerical survey data was done using SPSS; qualitative data were analyzed using thematic analysis.

Undergraduate Curriculum

The undergraduate curriculum consists of three premajor courses (J100 Media Professions, J101 Grammar for Communicators, and J201 Media and Society); the three-course introductory Gateway series; five courses in the student’s major area (advertising, journalism, media studies, or public relations); four context courses; and four elective credits. The Media Studies Sequence falls outside the realm of ACEJMC guidelines, but the sequence provides one pre-major course (J201) and the context courses to students in the other three majors.

Learning Outcomes

The first step in assessment is establishing learning outcomes for each course and then verifying consistency across sections of the same course. I reviewed each syllabus each term (F14 through Su15) to establish whether it had learning outcomes on it. I do not rely on learning outcome labels but instead read each syllabus carefully. Sometimes what are marked as learning outcomes are simply course descriptions or course objectives; other times learning objectives are present, but they are not clearly marked.
Results and Action Taken

At the beginning of the F14 term, only 17.2 percent of syllabi contained learning outcomes. I presented a training session on assessment and learning outcomes to the faculty later in the term. By the beginning of S15, 41.9 percent of syllabi contained learning outcomes; in large part, because of the number of graduate students teaching in Su15 as instructor of record, the presence of learning outcomes on syllabi was not as robust.

Consistency across sections of the same class varies. In terms of the premajor core, J100 varies widely by professor, J101 is consistent over the course of the regular school year but often varies during summer when it is typically taught by graduate students, and J201 varies widely based on who is teaching the course. The Gateway syllabi are standardized, and consistency is not an issue. Major courses vary by sequence. Advertising has relatively good consistency across most courses because one professor tends to teach the same course each term, except for Campaigns, which is a required course in the sequence. Journalism courses lack consistency across sections; media studies course syllabi are similar for the introductory and capstone course and vary as apt across the other courses offered. Public relations courses often share learning outcomes based on those spelled out in the sequence assessment handbook, but outliers are present.

In terms of action taken, the media studies sequence is working to establish common learning outcomes for J201. The journalism sequence is also working to establish common learning outcomes, beginning with the two required courses in the sequence: Reporting 1 and 2. The public relations sequence has established a committee to revisit the common learning outcomes and is asking professors to use those contained in the PR Assessment Handbook in the meantime to ensure consistency. The advertising sequence is working to establish learning outcome categories across classes in the major. I am speaking to the incoming doctoral students in J619 Teaching and Professional Life in F15 to convey the importance of learning outcomes and the need for consistency across sections.

Proposed Actions for 2015–2016 AY

Good progress was made last year in getting learning outcomes included on syllabi, but we need to keep up the momentum. Regular training sessions should be established for new faculty and for graduate students. I propose giving area directors a list each term of faculty whose syllabi do not include learning outcomes and a list of courses in which the learning outcomes are inconsistent across sections. These matters can then be addressed at the sequence level and within the UAC.

Curriculum Mapping

In F14 and S14, I mapped the curriculum onto the ACEJMC competencies to determine how our curriculum proposes to meet those competencies. Of note is that our plan rewrote the competencies into 11 standards, combining the domestic and global diversity standards into one.

Results and Action Taken

In F14 and S15 I presented the curriculum map to the faculty. On both occasions, it demonstrated that our current curriculum has great variation across the majors. Current courses required of all our students address 5 of the 11 competencies. Discussion also centered on the how the relatively loose structure of some sequences makes it difficult to guarantee that a student will be exposed to all 11 competencies outside of the
universal pre-major and core courses, putting the onus on these courses. The six our required curriculum does not currently address are

- Understand the range of freedom of expression around the world and apply the principles and laws of freedom of speech to their profession/field
- Demonstrate an understanding of how professionals and institutions shaped communications relevant to their profession/field.
- Demonstrate an understanding of diversity in domestic and global society and its impact as relevant to their profession/field.
- Understand and apply ethical principles appropriate to their profession/field.
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- Apply basic numerical and statistical concepts.

Subsequent faculty discussion noted that some of these areas could be addressed by requiring students to take particular context courses, such as law, history, and ethics, rather than the current menu option. Media Studies Area Director Tom Bivins agreed to discuss possible actions at the next sequence meeting, and the UAC agreed to discuss options as well.

**Proposed Actions for 2015–2016 AY**

While faculty exhibited much enthusiasm for curriculum reform to address map deficiencies at the end of spring term, much of that momentum may have been lost over summer. I propose doing a quick “refresher” of assessment issues with faculty in F15 to keep momentum going. It would also be helpful if I could schedule time to meet with the UAC this term.

**Direct Assessment Measures**

Learning outcomes and curriculum maps address where students should be exposed to particular competencies, but they don’t measure if students have actually mastered those competencies. The SOJC Assessment Plan calls for two direct measures of mastery—portfolio reviews and internship supervisor evaluations—and several indirect measures, particularly student exit surveys, alumni surveys, and awards and honors won.

**Portfolios**

The portfolio review process is the best direct measure the School has for assessment purposes. It is designed to include professional input and provide generalizable results to guide curriculum development and reform. I requested that area directors send me an update of their progress on the portfolio review process. I have incorporated data points from their reports.
Results and action taken

The journalism sequence offered two optional portfolio workshops to test drive how to implement a portfolio review process across the major. Students were required to build online portfolios, which were reviewed by outside professionals. The sequence is planning to expand the number of workshops this year, although this will continue to be optional. The journalism sequence is also working to develop a common set of assignments in required classes that will form the basis of a coursework archive that will be reviewed by outside reviewers. The sequence has reached out to the Society of Professional Journalists to help create a more comprehensive professional portfolio review process.

The media studies sequence (not under ACEJMC requirements) requires its students to start their academic portfolios in the first required class and add to those portfolios throughout the course of the major. The sequence used the portfolios to track student progress through the major. In S15, faculty reviewed the portfolios of the nine graduating seniors, and their final work was displayed on the last day of classes.

The public relations sequence has a long-standing professional portfolio review required of all students when they take the capstone course (J454 Public Relations Campaigns) in the major. A panel of two professionals and one professor spends an hour with each student, providing feedback and advice. Also gathered is feedback from professionals about student strengths and weaknesses overall. In the 2014-2015AY, this feedback was used to address perceived weaknesses in editing by incorporating more emphasis on this skill throughout the major courses, as well as putting more emphasis on traditional media pieces, which professionals thought was lacking as students emphasized social media to the exclusion of traditional print and broadcast pieces.

As the major has grown, however, putting every student through a one-hour, face-to-face review with a panel of three reviewers has become onerous. The sequence is exploring ways in which the process logistics can be streamlined while retaining the value of the process to the students and to the sequence. Additionally, the sequence is instituting coursework archives, beginning in the first course required of majors only (J352). Students are required to build an online portfolio of all of their required coursework for the major, and twice a year a random pull of portfolios will be made from all majors. A panel of professors will review the portfolios based on the ACEJMC competencies to determine progress through the major and where adjustments may be needed.

The advertising sequence is requiring all students in the first class required of all majors (J342 Creative Strategist) to begin development of a professional portfolio.

Proposed actions for 2015–2016 AY

Establishing a robust portfolio review program that provides generalizable results across a sequence is a daunting task. A training session with area coordinators on ways to streamline the process (e.g., how to do random sampling, using online resources to facilitate professional input) could help make the task more manageable. This year will be a building/rebuilding year for all professional sequences; journalism needs to establish a process that yields generalizable results; public relations needs to retool to establish a process that is sustainable. It is important that all area coordinators understand the need for reviews to address the ACEJMC competency areas and to work with the Assessment Director to develop process and share results.
Internship Supervisor Survey

A second direct measure of assessment of student competencies is the internship supervisor survey. Because not all students are required to take an internship for credit, this measure is less robust than is the portfolio review process, but it still provides valuable, direct professional input.

Individuals supervising internships that students are taking for credit are directed to a link to fill out a short online survey. Twelve questions address the intern’s mastery of the ACEJMC competencies (5-point Likert scale); one question asks how ready the intern is for entry-level work (5-point Likert scale); and two open-ended questions ask the supervisor to list the intern’s strengths and to point out any additional preparation the intern could benefit from. A total of 55 supervisors opened the survey link, but 5 did not complete any of the survey questions. Total responses for this academic year, then, are 50.

For the 12 ACEJMC competencies, the survey allowed supervisors to mark that the competency being rated was not applicable to the internship situation. Respondents used that option about a third of the time for the intern’s working knowledge of apt legal issues, the intern’s awareness of global diversity issues, and the intern’s sensitivity to domestic diversity issues. The complete results for the percentage of cases in which the “not applicable” answer was used appears in the table below.

### Percentage of cases in which supervisor marked competency as “not applicable”

<table>
<thead>
<tr>
<th>ACEJMC Competency</th>
<th>N</th>
<th>%</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern was able to write clearly, in correct style</td>
<td>0</td>
<td>0</td>
<td>10T</td>
</tr>
<tr>
<td>Intern was able to use numbers &amp; statistics as necessary</td>
<td>15</td>
<td>30</td>
<td>4</td>
</tr>
<tr>
<td>Intern was able to gather &amp; analyze information to complete tasks</td>
<td>0</td>
<td>0</td>
<td>10T</td>
</tr>
<tr>
<td>Intern was able to produce visually effective work</td>
<td>6</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Intern was able to thoughtfully convey information</td>
<td>0</td>
<td>0</td>
<td>10T</td>
</tr>
<tr>
<td>Intern demonstrated creative problem solving</td>
<td>2</td>
<td>4</td>
<td>7T</td>
</tr>
<tr>
<td>Intern demonstrated mastery of appropriate tools &amp; technology</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Intern demonstrated a working knowledge of professional ethics</td>
<td>2</td>
<td>4</td>
<td>7T</td>
</tr>
<tr>
<td>Intern demonstrated a working knowledge of apt legal issues</td>
<td>23</td>
<td>46</td>
<td>1</td>
</tr>
<tr>
<td>Intern demonstrated an awareness of global diversity issues</td>
<td>18</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>Intern demonstrated familiarity with historical context of the profession</td>
<td>8</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>Intern demonstrated a sensitivity to domestic diversity issues</td>
<td>16</td>
<td>32</td>
<td>3</td>
</tr>
</tbody>
</table>

In terms of the ratings outside the “not apt” category, Internship supervisors rated their interns highly across the board. In fact, all median values were 5 on a 5-point scale, with the exception of familiarity with the historical context of the profession, which had a median value of 4.
Internship supervisors’ ratings of interns’ competencies

<table>
<thead>
<tr>
<th>ACEJMC Competency</th>
<th>Mean</th>
<th>Median</th>
<th>N</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather &amp; analyze information to complete tasks</td>
<td>4.84</td>
<td>5.00</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td>Write clearly, in correct style</td>
<td>4.78</td>
<td>5.00</td>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>Working knowledge of professional ethics</td>
<td>4.77</td>
<td>5.00</td>
<td>48</td>
<td>3</td>
</tr>
<tr>
<td>Thoughtfully convey information</td>
<td>4.72</td>
<td>5.00</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Produce visually effective work</td>
<td>4.66</td>
<td>5.00</td>
<td>44</td>
<td>5</td>
</tr>
<tr>
<td>Mastery of appropriate tools &amp; technology</td>
<td>4.63</td>
<td>5.00</td>
<td>49</td>
<td>6T</td>
</tr>
<tr>
<td>Awareness of global diversity issues</td>
<td>4.63</td>
<td>5.00</td>
<td>32</td>
<td>6T</td>
</tr>
<tr>
<td>Sensitivity to domestic diversity issues</td>
<td>4.62</td>
<td>5.00</td>
<td>34</td>
<td>8</td>
</tr>
<tr>
<td>Creative problem solving</td>
<td>4.56</td>
<td>5.00</td>
<td>48</td>
<td>9</td>
</tr>
<tr>
<td>Use numbers &amp; statistics as necessary</td>
<td>4.49</td>
<td>5.00</td>
<td>35</td>
<td>10</td>
</tr>
<tr>
<td>Working knowledge of apt legal issues</td>
<td>4.41</td>
<td>5.00</td>
<td>27</td>
<td>11</td>
</tr>
<tr>
<td>Familiarity with historical context of the profession</td>
<td>4.21</td>
<td>4.00</td>
<td>42</td>
<td>12</td>
</tr>
</tbody>
</table>

In answer to how the intern could have been better prepared, a few respondents each mentioned the need for the intern to be more confident or to have more experience with writing on deadline.

The strengths that internship supervisors noted grouped into three areas: attitude, presentation, and skills. By far the most frequent comments mentioned attitude, such as eager, displaying initiative, enthusiastic, willing to do whatever it took, and working well with others. A number of respondents mentioned that the interns presented themselves professionally. Another subset mentioned that their interns had excellent problem solving skills, and many mentioned interviewing skills as well.

In sum, 68 percent of respondents strongly agreed that their intern was ready for professional level work. The remaining 32 percent agreed that their intern was ready. None of the respondents was neutral or disagreed that his or her intern was ready to enter the profession.

Indirect Assessment Measures

The School’s assessment plan calls for three indirect measures of student competencies: an exit survey of graduates, an alumni survey to be conducted every three years (fell due this year), and a list of outside awards and honors garnered.

Exit Survey

All students who have received a degree from the School in any given year are asked to take an exit survey, summarizing their experiences. A link to the exit survey was made available to all 2014–2015 AY graduates of the School in the middle of May 2015. To encourage participation, a drawing for an iPad was used as an incentive. Between May 16 and June 17, 2015, 236 responses were received, for a response rate of 43 percent.

The “typical” respondent was a 22-year-old female who graduated in 4 years and plans to work in the media/communication industry in the Pacific Northwest or West Coast region. She graduated having had at least one internship and having participated in at least one SOJC student group.
ACEJMC Competency Areas. The first questions used a 5-point Likert scale (1 = strongly disagree; 5 = strongly agree) to determine how much students thought their abilities in nine of the ACEJMC competency areas had improved throughout their time at the School. The results demonstrate that the vast majority of students believe their skills improved in all but numeracy.

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>% agree or strongly agree</th>
<th>Rank</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital tools and technologies</td>
<td>95.7</td>
<td>1</td>
<td>4.53</td>
</tr>
<tr>
<td>Visual communication</td>
<td>94.9</td>
<td>2</td>
<td>4.45</td>
</tr>
<tr>
<td>Creative problem solving</td>
<td>91.5</td>
<td>3</td>
<td>4.38</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>90.7</td>
<td>4T</td>
<td>4.32</td>
</tr>
<tr>
<td>Gather and evaluate information</td>
<td>90.7</td>
<td>4T</td>
<td>4.27</td>
</tr>
<tr>
<td>Edit my own and other’s work</td>
<td>86.0</td>
<td>6T</td>
<td>4.25</td>
</tr>
<tr>
<td>Presentation</td>
<td>86.0</td>
<td>6T</td>
<td>4.32</td>
</tr>
<tr>
<td>Writing</td>
<td>85.6</td>
<td>8</td>
<td>4.18</td>
</tr>
<tr>
<td>Numeracy</td>
<td>51.3</td>
<td>9</td>
<td>3.47</td>
</tr>
</tbody>
</table>

No respondents strongly disagreed with the statements that their skills had improved in use of digital tools and technologies, visual communication, creative and critical thinking, information gathering and evaluation, editing, and presentation.

The next questions used 5-point Likert scales to determine how much students thought their understanding of six of the ACEJMC competency areas had improved throughout their time at the School. Findings were somewhat less robust for these six competency areas.

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>% agree or strongly agree</th>
<th>Rank</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional ethics</td>
<td>88.1</td>
<td>1</td>
<td>4.20</td>
</tr>
<tr>
<td>Group dynamics</td>
<td>87.8</td>
<td>2</td>
<td>4.34</td>
</tr>
<tr>
<td>Domestic diversity issues</td>
<td>80.8</td>
<td>3</td>
<td>3.83</td>
</tr>
<tr>
<td>Media history</td>
<td>79.2</td>
<td>4</td>
<td>4.00</td>
</tr>
<tr>
<td>Global diversity issues</td>
<td>63.9</td>
<td>5</td>
<td>3.72</td>
</tr>
<tr>
<td>Legal issues</td>
<td>54.7</td>
<td>6</td>
<td>3.47</td>
</tr>
</tbody>
</table>

No respondents strongly disagreed with the statements that their understanding of professional ethics and group dynamics had improved.
SOJC Resources. Seven questions addressed access to School resources. Students were generally satisfied with access to faculty, academic advising, the computer labs, and GTFs. Results were more mixed for access to career advising, professionals, and internship opportunities.

<table>
<thead>
<tr>
<th>Resource</th>
<th>% agree or strongly agree</th>
<th>Rank</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>89.4</td>
<td>1</td>
<td>4.27</td>
</tr>
<tr>
<td>Academic advising</td>
<td>89.0</td>
<td>2</td>
<td>4.30</td>
</tr>
<tr>
<td>Computer labs</td>
<td>85.2</td>
<td>3</td>
<td>4.18</td>
</tr>
<tr>
<td>GTFs</td>
<td>78.4</td>
<td>4</td>
<td>4.02</td>
</tr>
<tr>
<td>Professionals</td>
<td>63.6</td>
<td>5</td>
<td>3.67</td>
</tr>
<tr>
<td>Career advising</td>
<td>59.8</td>
<td>6</td>
<td>3.78</td>
</tr>
<tr>
<td>Internship opportunities</td>
<td>47.1</td>
<td>7</td>
<td>3.35</td>
</tr>
</tbody>
</table>

No respondents strongly disagreed with the statements concerning ready access to faculty and GTFs.

Curriculum. Nine statements addressed how much students valued different parts of the curriculum. The vast majority of students highly valued their major courses and the grammar course. Conversely, not quite half the students valued their general education requirements and the required Media and Society class.

<table>
<thead>
<tr>
<th>Curriculum Component</th>
<th>% agree or strongly agree</th>
<th>Rank</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework in the major</td>
<td>95.7</td>
<td>1</td>
<td>4.51</td>
</tr>
<tr>
<td>J101 Grammar</td>
<td>85.0</td>
<td>2</td>
<td>3.95</td>
</tr>
<tr>
<td>Optional workshops</td>
<td>72.1</td>
<td>3</td>
<td>4.06</td>
</tr>
<tr>
<td>J205/6 Gateway I and II</td>
<td>71.6</td>
<td>4</td>
<td>3.76</td>
</tr>
<tr>
<td>J207 Gateway III</td>
<td>90.7</td>
<td>5</td>
<td>3.72</td>
</tr>
<tr>
<td>Context courses</td>
<td>69.1</td>
<td>6</td>
<td>3.66</td>
</tr>
<tr>
<td>J100 Media Professions</td>
<td>65.6</td>
<td>7</td>
<td>3.64</td>
</tr>
<tr>
<td>J201 Media and Society</td>
<td>49.1</td>
<td>8</td>
<td>3.35</td>
</tr>
<tr>
<td>Non-journalism requirements</td>
<td>48.3</td>
<td>9</td>
<td>3.26</td>
</tr>
</tbody>
</table>

Overall Evaluation. Six summary questions asked students to rate their SOJC experiences. The vast majority of respondents believe they had effective teachers, received an excellent education, and would recommend the School to other students. Approximately three-fourths of respondents believed they received excellent advising and mentoring, were well prepared to enter their chosen professions, and had GTFs who were effective classroom assistants.
### Summary of Experience

<table>
<thead>
<tr>
<th>Statement</th>
<th>% agree or strongly agree</th>
<th>Rank</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors were effective teachers</td>
<td>90.7</td>
<td>1T</td>
<td>4.29</td>
</tr>
<tr>
<td>Other interested students should attend SOJC</td>
<td>90.7</td>
<td>1T</td>
<td>4.42</td>
</tr>
<tr>
<td>Received an excellent education</td>
<td>85.1</td>
<td>3</td>
<td>4.25</td>
</tr>
<tr>
<td>Received excellent advising and mentoring</td>
<td>78.4</td>
<td>4T</td>
<td>4.05</td>
</tr>
<tr>
<td>Was well prepared to enter profession</td>
<td>78.4</td>
<td>4T</td>
<td>4.04</td>
</tr>
<tr>
<td>GTFs were effective classroom assistants</td>
<td>72.8</td>
<td>6</td>
<td>3.83</td>
</tr>
</tbody>
</table>

Two open-ended questions asked students to identify the strengths and weaknesses of the School. Overall, students praised the faculty for their professional expertise, encouraging attitudes, and availability. They also praised the facilities and a sense of community for helping create a positive energy around Allen Hall. In turn, some students expressed concern that the continued growth of the School was straining resources, leading to the development of cliques and lack of equipment availability, which was detracting from the sense of community (see Appendix XX for a somewhat more detailed write-up).

**Summary.** The results of the survey demonstrate that the vast majority of students value their SOJC education. They particularly praise their professors, academic advising, and the resources and facilities available to them, which many believe helps drive them to excel. Students believe their coursework helps greatly improve their professional skills, but they desire even more skills training and more connections to professionals and career information than they believe they are currently receiving. Conversely, they do not believe they are receiving as much instruction in conceptual areas, but they also do not value conceptual knowledge as much, whether within the School or as part of their general education requirements.

### Alumni Survey

Working with the SOJC communications and alumni development offices, an email inviting alumni to take an online survey was sent to 5,759 alumni just after the July 4, 2015, holiday. A total of 15 addresses bounced; 2,556 recipients opened the email to receive the message. A reminder was sent to non-respondents, and the survey remains open to capture as much response as possible. As of this report, the survey has 785 respondents, for a response rate of 13.7 percent of all intended recipients or 30.7 percent of those who opened the email message and actually received the invitation. (A copy of the entire survey may be found in Appendix B).

**Respondents.** Respondents ranged in age from 22 (class of 2015) to 91 (class of 1950). The majority of respondents were 40 years of age or younger (52.7 percent), although older age ranges were well represented (47.3 percent; the median age was 41). The respondents skewed slightly female (58.8 percent). A total of 88.5 percent of respondents received an undergraduate degree from the SOJC only, 1.2 percent received both undergraduate and graduate degrees, and the remaining 10.3 percent received SOJC graduate degrees only. Of the undergraduate degrees only, 20.7 percent graduated with multiple majors within the school.

More recent graduates are significantly more likely to have studied abroad (p = .000) and to have had at least one internship (p = .000) than are less recent graduates. Less recent graduates, however, significantly more often report having been involved with a student publication or production than do recent graduates (p = .004).
In the year following graduation, 60.4 percent reported being employed full time, part time, or as an intern in a media/communications related field. Another 25.4 percent were employed full or part time in another field. A total of 4.6 percent of respondents went immediately on to graduate/law school. More than a third of respondents (37.3 percent) are currently employed full time in a job related to their SOJC education. Another 6.2 percent are currently employed part time in a related field. A total of 36.0 percent are employed full or part time in another field or industry. Retirees accounted for another 12.7 percent of the respondents.

The majority live in the Pacific Northwest and West Coast regions (75.2 percent). A total of 60.7 percent of all respondents were interested in participating in alumni events to support current students, and 52.9 percent were interested in returning to the SOJC for the 100th anniversary celebration.

ACEJMC Competencies. In terms of ACEJMC skills competencies, respondents rated most highly the training they received in writing, information gathering, and editing. These questions used a 5-point Likert-scale (1 = strongly disagree; 5 = strongly agree) to determine how much alumni thought their abilities in the current ACEJMC competency areas had improved throughout their time at the School. All areas were ranked above the mean (3.0), although numeracy was the lowest rated area of development, with less than half of respondents believing their numeracy skills had improved during their tenure in the School.

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>CURRENT UNDERGRADUATES</th>
<th>ALUMNI (UNDERGRAD ONLY)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% agree/strongly agree</td>
<td>Rank</td>
</tr>
<tr>
<td>Writing</td>
<td>94.7%</td>
<td>1</td>
</tr>
<tr>
<td>Gather &amp; evaluate information</td>
<td>91.3%</td>
<td>2</td>
</tr>
<tr>
<td>Edit my own &amp; other’s work</td>
<td>88.6%</td>
<td>3</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>86.6%</td>
<td>4</td>
</tr>
<tr>
<td>Creative problem solving</td>
<td>76.6%</td>
<td>5</td>
</tr>
<tr>
<td>Visual communication</td>
<td>71.9%</td>
<td>6</td>
</tr>
<tr>
<td>Presentation</td>
<td>66.7%</td>
<td>7</td>
</tr>
<tr>
<td>Digital tools &amp; technologies</td>
<td>68.2%</td>
<td>8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>44.7%</td>
<td>9</td>
</tr>
</tbody>
</table>

Note: rank is based on the mean values.

Of note is that the results are quite similar for respondents as a whole compared to those who received only undergraduate degrees from the School. Larger differences are found, however, when looking at change over time. Correlations between year of graduation and ratings of competencies demonstrated that recent graduates rated their training in digital tools and technology ($p = .000$), visual communication ($p = .000$), creative problem solving ($p = .031$), and presentation skills ($p = .000$) more highly than those who graduated in earlier years.

Respondents were also asked to rate how their SOJC education had contributed to their understanding of six conceptual areas. Knowledge gain in professional ethics and media history were most highly rated, but domestic and global diversity issues demonstrated no significant gain.
CURRENT UNDERGRADUATES

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>% agree/strongly agree</th>
<th>Rank</th>
<th>Mean</th>
<th>% agree/strongly agree</th>
<th>Rank</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional ethics</td>
<td>86.2%</td>
<td>1</td>
<td>4.14</td>
<td>87.5%</td>
<td>1</td>
<td>4.16</td>
</tr>
<tr>
<td>Media history</td>
<td>84.6%</td>
<td>2</td>
<td>4.06</td>
<td>85.5%</td>
<td>2</td>
<td>4.07</td>
</tr>
<tr>
<td>Legal issues</td>
<td>70.5%</td>
<td>3</td>
<td>3.84</td>
<td>79.2%</td>
<td>3</td>
<td>3.83</td>
</tr>
<tr>
<td>Group dynamics</td>
<td>60.0%</td>
<td>4</td>
<td>3.67</td>
<td>60.3%</td>
<td>4</td>
<td>3.68</td>
</tr>
<tr>
<td>Domestic diversity issues</td>
<td>37.2%</td>
<td>5</td>
<td>3.20</td>
<td>39.1%</td>
<td>5</td>
<td>3.21</td>
</tr>
<tr>
<td>Global diversity issues</td>
<td>36.9%</td>
<td>6</td>
<td>3.17</td>
<td>37.1%</td>
<td>6</td>
<td>3.17</td>
</tr>
</tbody>
</table>

Again, percentages were similar between all graduates of the School and those that received undergraduate degrees only, with the exception of law, although it was ranked third in both analyses. More recent graduates, however, were significantly more likely to state they had gained an understanding of domestic diversity issues ($p = .000$), global diversity issues ($p = .000$), and group dynamics ($p = .000$) than were less recent graduates. Conversely, less recent graduates were significantly more likely to state that they had gained more of an understanding of legal issues ($p = .000$) than were recent alumni.

**Resources and Overall Experience.** Respondents rated their ability to access School resources during their years here. Overall, access to faculty was rated well above average; the ability to access research opportunities received the least support. Respondents had the opportunity to mark “not applicable”; those responses have been deleted from the following analysis.

<table>
<thead>
<tr>
<th>Resource</th>
<th>% agree or strongly agree</th>
<th>Rank</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>86.9</td>
<td>1</td>
<td>4.24</td>
</tr>
<tr>
<td>Computer labs</td>
<td>62.3</td>
<td>2</td>
<td>4.22</td>
</tr>
<tr>
<td>GTFs</td>
<td>67.3</td>
<td>3</td>
<td>4.14</td>
</tr>
<tr>
<td>Academic advising</td>
<td>48.1</td>
<td>4</td>
<td>4.03</td>
</tr>
<tr>
<td>Career advising</td>
<td>50.5</td>
<td>5</td>
<td>3.78</td>
</tr>
<tr>
<td>Professionals</td>
<td>49.3</td>
<td>6</td>
<td>3.47</td>
</tr>
<tr>
<td>Internship opportunities</td>
<td>42.6</td>
<td>7</td>
<td>3.45</td>
</tr>
<tr>
<td>Research opportunities</td>
<td>25.8</td>
<td>8</td>
<td>3.42</td>
</tr>
</tbody>
</table>

Significant correlations exist between year of graduation and access to professionals and internship opportunities. More recent graduates are significantly more likely to state they have less access to professionals ($p = .006$) and to internship opportunities ($p = .016$) than are those who graduated in earlier years.

Eight questions addressed overall aspects of the alumni’s experience with the School. On all measures, the median values were 4.00 (agree), or in one case, 5.00 (strongly agree; my professors were knowledgeable).
### Overall Impression

<table>
<thead>
<tr>
<th>Overall Impression</th>
<th>% agree or strongly agree</th>
<th>Rank</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>My professors were knowledgeable</td>
<td>96.0</td>
<td>1</td>
<td>4.48</td>
</tr>
<tr>
<td>I respected my professors</td>
<td>91.5</td>
<td>2</td>
<td>4.32</td>
</tr>
<tr>
<td>My professors were effective teachers</td>
<td>93.0</td>
<td>3</td>
<td>4.29</td>
</tr>
<tr>
<td>I received an excellent education</td>
<td>88.4</td>
<td>4</td>
<td>4.27</td>
</tr>
<tr>
<td>My professors were available for help</td>
<td>83.3</td>
<td>5</td>
<td>4.12</td>
</tr>
<tr>
<td>My professors inspired me</td>
<td>78.6</td>
<td>6</td>
<td>4.08</td>
</tr>
<tr>
<td>My professors respected me</td>
<td>78.4</td>
<td>7</td>
<td>4.07</td>
</tr>
<tr>
<td>I was well prepared for the field I entered</td>
<td>74.2</td>
<td>8</td>
<td>3.90</td>
</tr>
</tbody>
</table>

Recent graduates are significantly more likely to state that their professors respected them \( (p = .001) \) and to state that they feel less well prepared for the fields they are entering \( (p = .001) \) than are those who graduated from the School in earlier years.

Summary. In terms of assessment, it is important to note that results demonstrate many changes over time in students’ perceptions of the educational experience, almost all for the better. Recent graduates believe professors respected them more, have received a better education in terms of visual communication, domestic and global diversity issues, group dynamics, creative problem solving, presentation skills, and digital tools and technologies. An area of concern is law: recent graduates believe they have had significantly less exposure to media law than do less recent graduates.

Recent graduates, however, express an overall angst about their professional futures. They believe they have had less exposure to professionals in the field and to internship opportunities, and they feel less well prepared to enter the field.

Overall, the vast majority of alumni praise the faculty and the education they received at the School, and many are eager to “give back” to current students.

### GRADUATE CURRICULUM

The graduate program is assessed according to the guidelines of the Northwest Commission on Colleges and Universities. To provide meaningful assessment of our graduate programs, the emphasis of 2014-2105AY efforts was on establishing goals for each graduate program and ensuring the presence of learning outcomes on syllabi. This report also includes data from the 81 graduate student alumni who completed the alumni survey.

#### Program Goals and Learning Outcomes

In F14 I met with the Graduate Affairs Committee and spoke with area directors about formulating programs goals that could then be used to assess the graduate programs. I also discussed how to formulate learning outcomes that would help support those goals. I then worked individually with area directors who requested additional assistance.
Results and Action Taken

To date, I have received finalized program goals from the Multimedia Professional Master’s program, close to finalized program goals from the Strategic Communication Master’s program, and program goals in progress from the Journalism Professional Master’s program and the Media Studies master’s and doctoral programs. As noted earlier in this report, by S15 learning outcomes were appearing on almost half of all syllabi, including graduate syllabi.

Proposed Actions for 2015–2016 AY

I will request another meeting with the GAC to review the need for program goals and learning outcomes, offering to help area directors either refine those in progress or start the process. Once those are set and learning outcomes are solidified, mapping the curriculum to see how well those goals are being met will be the next step.

Alumni Survey

A total of 81 alumni who completed graduate degrees only at the SOJC responded to the alumni survey. Of note for assessment purposes is that graduate student alumni were significantly more likely than undergraduate only alumni to say that faculty were accessible (p = .033), available for help as needed (p = .003), respected students (p = .056), and that the alumni respected their professors (p = .000). They were also significantly more likely to say they received excellent academic and career advising (p = .000, p = .057), had access to research opportunities (p = .003), and were well prepared for their future careers (p = .06). Overall, the survey results demonstrate that alumni of our graduate programs believe they had a close mentoring relationship with faculty and were well prepared by their programs to enter their chosen fields.
Memo

November 18, 2017

To: Journalism Faculty
From: Interim Journalism Area Head Julie Newton

Re: Assessment Update

Thank you, All, for updating me on your assessment strategies and data since 2012 and on how Journalism faculty have improved the Journalism curriculum based on findings. This memo summarizes challenges the faculty has faced in undertaking assessment, the substantial progress in assessment, and strengths and weakness of assessment in Journalism. The memo also outlines Journalism's next steps for strengthening assessment and maximizing students' potential for successful careers.

Challenges

- Shifting practices in the journalism profession
- Building a cohesive curriculum after combining three majors into one
- Course structure that worked against assessment across the major: after Reporting II, students select from a menu of options
- Lack of a Digital Asset Management System for collecting large digital files of student work for later assessment
- Need for multiple forms of portfolio review to effectively assess the range of student work: i.e., from short verbal news stories to long-form narrative pieces, from short videos to long-form documentaries and multimedia productions, from reporting based on interviews and public documents to research from databases, from legacy formats to innovative content delivery platforms
- Changing leadership at all levels, from area head to associate dean to dean to university president
- Rising expectations and diminishing resources

Assessment Strategies

Most significant has been the Journalism faculty's focus on reviewing and improving the curriculum and, hence, student work through:

- hiring full-time faculty to replace part-time adjunct faculty
- making learning objectives consistent across sections of Reporting I and II
- strengthening learning objectives across photojournalism course sections
- strengthening pathways for Journalism majors after completion of Reporting I and II
- facilitating experiential learning outside of coursework
- facilitating student participation in national/international competitions/activities
- working toward systematizing professional portfolio reviews
- developing innovative pedagogy to address rapid change in Journalism practices and prepare students to be creative problem solvers and leaders as future professionals
Faculty Hiring Initiative

An assessment of journalism faculty strengths and weaknesses in Winter 2013, part of a school-wide initiative in response to implementing new faculty union requirements, revealed a number of courses required of all Journalism majors were being taught by part-time adjunct faculty with little coordination of course content. The large number of adjunct faculty had been hired to handle teaching demands created by rapid enrollment growth and a new curriculum requiring all SOJC students to complete the three-course Gateway to Media Module, which was developed and taught largely by full-time Journalism faculty. In addition, the Journalism faculty was grappling with how best to handle course requirements, given the SOJC’s consolidation of three majors – News Ed, Electronic Media and Magazine – under the umbrella of one major – Journalism. After evaluating needs, a nationwide search for up to four full-time faculty members with strong professional expertise in journalism was launched. By Fall 2014, three new full-time Journalism instructors and the first Endowed Chair in Journalism Innovation and Engagement were on board, and searches for additional full-time Journalism faculty were in progress. A stronger core faculty made it possible 1) to cover the majority of Journalism courses with full-time faculty with expectations for full participation in Journalism Area curriculum review, and 2) to coordinate course objectives across the major.

Reporting I and II

The 2012–13 Curriculum Mapping Project, which directed faculty to evaluate their courses via a survey matrix (Attachments A and B) revealed inconsistent attention to ACEJMC competences across courses taken by Journalism majors (Attachment C). Strengths (defined as more than 80 percent of courses addressed a particular competency) were Images (80 percent), Ethics (83 percent), Critical/Creative Thinking (96 percent), Writing (85 percent) and Tools/Technology (93 percent). Weakest area was Numeracy (27 percent). Other competencies were addressed in 48 to 78 percent of courses sections: Law/Free Expression (50 percent), History (50 percent), Domestic Diversity (64 percent), Global Diversity (48 percent), and Research (78 percent). When looking only at the two major courses required of all Journalism majors – Reporting I and Reporting II (Attachment D), all sections addressed Ethics, Research, Writing and Tools; and no sections addressed Global Diversity. Some sections addressed the other competencies.

After reviewing syllabi, assignments and student work, Journalism faculty adopted writing objectives for Journalism majors:

Journalism Sequence Writing Objectives 3-18-13

By the end of the 200-level courses, students should be able to:

- Write a grammatically correct sentence
- Understand correct word usage
- Begin to select the most interesting and relevant material from a wider pool of information
- Begin to edit a story to correct grammar, usage, and punctuation, as well as to present a logical flow of thought
- Begin to think critically about gathering information
- Understand the importance of writing with a consistent style
By the end of the 300-level courses students should be able to:

- Write clearly, concisely and correctly
- Select the most interesting and relevant material from a wider pool of information
- Edit a story to correct grammar, usage, and punctuation, as well as to present a logical flow of thought
- Understand the conventions of writing for different media, such as broadcast, print and web
- Understand different story forms and the conventions of each
- Understand how to incorporate a news hook/nut graf or establishing section into a story
- Think critically about gathering information
- Demonstrate a strong understanding of style

By the end of the 400-level courses, students should be able to:

- Write clearly, compellingly and with purpose
- Have a strong understanding of different story forms and when each is appropriate
- Exhibit a mastery of style, grammar, spelling and word usage
- Display strong critical thinking about information
- Effectively proofread their own work

Faculty also agreed on Learning Objectives for Reporting I, the first course in the Journalism major sequence and required of all majors:

**Reporting I Learning Objectives 3-18-13**

- Write clearly, concisely and correctly
- Select the most interesting and relevant material from a wider pool of information
- Edit a story to correct grammar, usage, and punctuation, as well as to present a logical flow of thought
- Understand the conventions of writing for different media, such as broadcast, print and web
- Understand different story forms and the conventions of each
- Understand how to incorporate a news hook/nut graf or establishing section into a story
- Understand the 5Ws and the H and their application to news values
- Understand news values (immediacy, context, proximity, novelty) and their application for audience
- Think critically about gathering information
- Demonstrate a strong understanding of style

In 2013-14 curriculum mapping conducted by Associate Dean Pat Curtin assessed learning objectives as indicated in syllabi content (see Appendix for Standard 9). The resulting report indicated that of 97 Journalism-course syllabi mapped, all but five included learning objectives. All Reporting I (J361) sections included writing as a learning outcome. According to the report, syllabi did not provide evidence “that students would have mastered six of the competencies by the time they graduate: legal principles (#1), historical concepts (#2), diversity/globalization issues (#3), ethics (#5), editing (#9), and numeracy (#10).” Reviewing the curriculum
map for Journalism indicated that Reporting I (361) and Reporting II (462) continued to need improvement in consistency across courses. The 2014-15 syllabus review (see 2014-15 Assessment Report in Appendix for Standard 9) indicated that Journalism continued to “lack consistency across sections.”

In spite of a consistent focus on writing as a learning outcome, Journalism faculty concerns about students’ overall failure to write and edit well were instrumental in launching the school-wide Writing Initiative, directed by Journalism Professor Lauren Kessler. Kessler’s 2015 Report on the Writing Initiative (Attachment E) led to the creation of SOJC’s Writing Central, a peer-coaching center that was proposed, developed and directed by Journalism Instructor Lori Shontz and Public Relations Instructor Courtney Munther, and to the WordsWorth Program, through which students in J101 Grammar for Communicators participated in common reading of a major work of narrative nonfiction in Fall 2015 and 2016. Books studied were The Soloist by Steve Lopez and Coyotes: A Journey Across Borders With America’s Illegal Immigrants by Ted Conover. Both authors visited the SOJC to discuss their work and to lead workshops with students.

Further review in 2015-16 resulted in Journalism faculty agreement on the following learning objectives for Reporting II:

• Find and develop stories in the public interest.
• Demonstrate familiarity with legal and ethical fundamentals of journalism.
• Evaluate how diversity—in sources, story ideas and journalists—makes a difference in news coverage.
• Find and use public records to give your stories greater authority.
• Gather and verify information through interviews, research and observation.
• Write clearly, correctly and concisely.
• Draft and revise for publication.

Review of Fall 2017 syllabi indicated Reporting I sections were consistently addressing Law, Ethics, Research, Critical thinking, Writing and Tools, and that Reporting II sections were consistently addressing Writing, Research, Law and ethics, Diversity, Editing, and Tools. Improvement is needed in History, Visual Communication and Numeracy.

**Visual Journalism**

Photojournalism faculty assessment of test results and portfolios in J365 Photojournalism and J466 Advanced Photojournalism led to revised learning objectives in both courses and recognition of the need for an intermediate photojournalism course. The assessment also resulted in faculty agreement that SOJC photojournalism curriculum needed to include documentary approaches and product photography, in addition to traditional news photography. Photojournalism faculty require portfolio review for every student in every photojournalism class and regularly meet to assess overall student progress and revise courses accordingly. Based on feedback from faculty and professional review of student portfolios, photojournalism faculty report that revisions have led to improved mastery of both basic and advanced visual technique and storytelling.

**Pathways**

Analysis of pathway courses beyond the core Reporting I and Reporting II foundational courses indicated students needed more focus in their preparation and that faculty resources could be better applied toward enhancing core skills (Attachment F). Assessment led Journalism faculty to develop two pathway proposals
(Attachment G), which are now being finalized, to address concern that students need to focus their work in courses beyond Reporting II. Journalism faculty expect to send a recommendation to the SOJC Undergraduate Affairs Committee for review by early December. The UAC will, in turn, send a recommendation to the full SOJC faculty for review and approval. Implementation should follow in Fall 2018.

Experiential Learning
To strengthen experiential learning, Journalism faculty initiated regular opportunities to work directly with students. Selected examples include:

- News Lab—Dan Morrison regularly works one-on-one with student photojournalists covering weekend sports events.
- SOJC Sports Bureau—Lori Shontz developed a sports journalism course to cover major track events such as Twilight Meet, Prefontaine Classic, PAC-12 Championship, Eugene Marathon and NCAA Championship; resulted in students publishing 120 articles, including 31 in professional outlets.
- Veteran’s Day Photo Shoot—Sung Park rented an RV to travel and work with students documenting Veteran’s Day events across Oregon; exhibition resulted

National/International Competitions and Activities
Journalism faculty regularly mentor students as they win national competitions and participate in national/international activities. Selected examples include:

- Journalism students consistently place in top 10 in the nationally competitive Hearst Journalism Awards. (Example, in 2015-16, Multimedia – Enterprise Reporting, First and Fourth; Team Reporting, First Place; Personality/Profile, Fifth Place; Sports: Fifth Place; Fifth Overall in Hearst Intercollegiate Multimedia Competition and Sixth Overall in Hearst Intercollegiate Writing Competition.)
- Student publications such as FLUX and OR Magazine consistently win top awards in national competitions through the Columbia Scholastic Press Association, Associated Collegiate Press and Society for Professional Journalists (Flux Magazine -- Gold Crown Award for Journalistic Excellence, CSPA, 2016; Pacemaker Award for Journalistic Excellence, ACP, 2016. Certificate of Merit, Diversity Story, ACP, 2016. OR Magazine—2017 Gold Crown Award, CSPA)
- Student documentaries consistently win top awards in the Northwest Emmy competition. (Example: SOJC student Christian Hartwell won Short Form Non-Fiction in 2017 from the National Academy of Television Arts and Sciences, Northwest Chapter.)
- World Press Freedom Day—Peter Laufer and other faculty mentor students each year while covering UNESCO’s World Press Freedom Day. Since 2012, faculty and students have worked in Jakarta, Indonesia; Helsinki, Finland; Riga, Latvia; Paris, France; San José, Costa Rica; and Tunis, Tunisia.
- Each year a Journalism student is selected to participate in Arizona State University’s News21.
- Journalism faculty mentor students in annual trips to top news organizations in New York City and in fieldwork in such locations as Cuba, Sri Lanka, Argentina, and Ghana.
- Instructor Lori Shontz mentored SOJC students at the Elevate Engagement Conference and used students’ feedback about what they learned to strengthen her reporting classes. For example, she added emphasis on journalists’ responsibilities to democracy and community and changed assignments to require observing and listening on the beat before determining which stories to report and how best to report them.
Portfolio Review

Journalism faculty have experimented with several professional portfolio review processes, particularly in visual and multimedia journalism (bringing in professionals to evaluate and give feedback on student work), and leading workshop courses on portfolio building. Those processes have complemented regular review of student portfolios at the end of courses and in students’ applications for Journalism capstone courses, including FLUX, OR Magazine, Allen Hall Studios/OR Media, Oregon News, Oregon Documentary Project and Newsroom, and for internship programs such as Snowden, Portland Experience, Dow Jones, Pensiero Internship with The Wall Street Journal and Media in Ghana Program.

Professional portfolio reviews served as direct assessment measures leading to curricular improvement. Visiting professionals who have reviewed student work include: Brian Storm, MediaStorm; Rob Finch, Blue Chalk; Mary Beth Meehan, Freelance; Andy Nelson, The Register-Guard; Beth Nakamura, The Oregonian; Brad Smith, former photo editor, Sports Illustrated; Dennis Dimmick, retired Editor of Environment, National Geographic.

Description of a portfolio workshop follows:

Portfolio Workshop Findings Fall 2014

Instructor Sung Park

Course: 2 credit workshop over 5 weeks for 11 graduating seniors who are applying for jobs and internships. The purpose of the course was to help students focus their message on career direction, select high quality work for presentation and create an online portfolio.

Outside Reviewers: Chris Pietsch Director of Photography Register Guard; Bill Goetz, Freelance News and Commercial Videographer/Editor

The following highlights the most informative comments regarding student work in photography and video. * Indicates comments that were given to multiple students

Reviewers comments abridged

Positives:
Solid camera and editing skills
Strong story structure skills
*Career direction very clear
Solid technical skills

Needs Improvement:
*Needs work on narrative development: beginning, middle and end structure
*Figure out what the story is in real time
*Need follow through to finish stories and projects: Find stories that are more accessible
Story skills ahead of photography skills
Needs more authenticity and less visual effects
Be more confident in yourself
Need consistency in technical quality
Findings

Two overall findings led to improving curriculum:

1. There were mixed reviews on technical skills. Some students were solid in technique while others were still inconsistent.

2. Many students received comments on the need for story development and structure. Some of this was tied to story accessibility and time management.

A. Technical skills are strongly rooted in J365 where students get their first instruction on DSLR photography

B. Story development is also introduced in J365 but further explored in J466 Advanced Photojournalism.

Conclusion

To increase instruction in both technical skills and story development, students need more time with each. By taking story development out of J365 students will have increased time to absorb and practice techniques. A possible solution would be to create J466 Intermediate Photojournalism to help students focus on visual storytelling before taking Advanced Photojournalism. The structure that existed took students too quickly from Introduction to Advanced with no intermediate step.

Another example is the Journalist in Residence visit by Stacey-Marie Ismael, who participated in five classes, gave a lecture to a full Allen Hall 141 (standing room only) and met with students and faculty. Her feedback per Chambers Professor of Journalism Damian Radcliffe:

1. She loved the trip and the mix of activities/opportunities for engagement. We managed to host her on campus for 2.5 days. Her suggestion is that 3—calendars permitting—is optimum.

2. She particularly enjoyed the opportunity to talk to students without faculty being present, so we may want to organize more of such conversations for future visits from our Journalists in Residence.

3. The standard of reporting by The Daily Emerald particularly impressed her, as well as the transferable skills we’re giving students who choose to go and work for the paper. She was also very impressed by our facilities in Allen Hall and across campus (e.g. KWVA and the EMU).

4. That said, she was surprised that students hadn’t done more prep about her and her career, when she met with them. The need to have “relentless curiosity” (or more of it) was a key theme that she imparted in various student meetings.

5. In terms of our curriculum, she feels that students don’t have strong enough understanding of the media business (strategies, business models, implications for their career, the evolution of content, etc). It will come as no surprise to you all that I agree with that!

Understanding how to produce content optimized for mobile was another area which came up in several conversations, although not in the exit interview we had. However, I’d encourage us to consider this too, as this is a key theme emerging from our conversations in New York. “Mobie first” is becoming more than just a management mantra!

Elements of #5 will be included in the new Demystifying Media class that I’m teaching (J408 next term), we also cover elements on this in the prep for the New York trip and – of course – in the wider Demystifying series which is open to all students.
Per Journalism Area Director Scott Maier:

Stacy’s visit, coupled with Damian’s memo, influenced my thinking in several regards:

As Journalism director, I was recommitted to expanding our teaching of media business (which Damian is now providing in both the Demystifying series and his social media classes) and to renew our support of the Super J experience in New York.

As an instructor, this was a wake-up call to require some sort of pre-briefing by students before a visitor comes to class.

**Innovative Pedagogy**

Regular review of Journalism curriculum and journalism practices led faculty to develop and implement innovative pedagogical strategies for boosting SOJC Journalism student competences. Selected examples include:

- Faculty members Damian Radcliffe and Lori Shontz worked with student to conduct live investigative coverage of the 2016 presidential election, joining 12 journalism schools around the country and such industry partners as Google News Lab, the USA Today Network, Univision News, First Draft, WNYC and the City University of New York Graduate School of Journalism for ProPublica’s nationwide Electionland project.

- Through funding from the Independent Television Service, a subsidiary of the Corporation for Public Broadcasting, Professor of Practice Torsten Kjellstrand is mentoring students through his documentary project “Unvanished: Seeing American Indians in the 21st Century.” The project focuses on how the Native American people they photographed and filmed want to be remembered. The documentary will air via public broadcasting in 2018, and a current exhibition in Allen Hall highlights work.

- As Wayne Morse Center Fellows, Kjellstrand and College of Education Professor Leilani Sabzalian are working with students to create a method for storytelling from an indigenous perspective.

- Mark Blaine, Dan Morrison and Torsten Kjellstrand helped develop and direct the Science and Memory Project, which takes students into the field in Alaska and the Northwest to produce stories about the effects of climate change on communities and their environments.

- Through the Newsroom course and extra-curricular mentoring, Dan Morrison works with students who regularly contribute to KVAL.com, KMTR.co, and KPIC.com. Editors at those web publications regularly critique student work and give feedback to faculty to improve teaching. Professionals include Mark Furman at KVAL, Jason Hink at KPIC, and Zac Neel and Amanda Butt at KMTR.

- The SOJC’s Catalyst Journalism Project has been awarded $175,000 through the Solutions Journalism Network to spread solutions journalism to universities nationwide. Instructor Kathryn Thier, Associate Prof. Nicole Dahmen and Assistant Prof. Brent Walth developed the project to teach students how to combine traditional methods of investigative journalism with the innovative practice of solutions journalism. The project includes funds to support teaching solutions journalism at the SOJC, designing “best practices” curricula, and to develop and host a summer educators academy to advance the instruction of solutions journalism at the collegiate level.

- Scott Maier, Lisa Heyamoto and Damian Radcliffe take students to New York City each year to meet with leading journalism organizations.
Strengths and Weaknesses of Assessment in Journalism

Strengths

• Improved consistency in Reporting I and II
• Improved instruction in writing and photojournalism
• Increased consistency in learning outcomes in syllabi
• Increased opportunities for professional review of students' professional portfolios
• Innovation through workshops and experiential learning
• Innovation through national leadership in new pedagogies
• Deepened attention to issues of equity and inclusion

Weaknesses

• Lack of systematic assessment measures providing reliable data
• Lack of systematic review of students' professional portfolios
• Need to pay particular attention throughout the Journalism curriculum to numeracy

Note: Although individual faculty have added numeracy tests and assignments to their classes, with excellent results, faculty need to strengthen numeracy training throughout the curriculum in order to ensure student mastery. Examples that can be applied systematically at key points in the Journalism curriculum:

1. Students were administered on the first day of Scott Maier’s data journalism course (J463) a brief test assessing their ability to apply basic math skills (i.e., averages, percentage change) to journalistic tasks (i.e. reporting change in murder rates).

   The average score was 48 percent correct. But when a similar test is given as part of their mid-term exam, students scored on average 88 percent correct, with the majority scoring 100 percent. Moreover, all students demonstrated an ability to apply this basic math to computer analysis of large data sets.

2. Students in Senior Instructor Rebecca Force’s Reporting II and Live TV News courses are required to take the Math for Journalists tutorial offered by Poynter’s NewsU. The tutorial takes about 3 hours to complete covers order of computations, definitions, percentages and ratios with examples and sample problems. http://www.newsu.org/courses/math-journalists

The students are told they will not be allowed to pass the class until they score at least 90 on one of the six tests she offers (they have to take the quizzes until they score 90). Only one student across her courses have failed to get 90 on the tests.
Next Steps

Journalism faculty are implementing a systematic portfolio review process of Journalism student work and systematic review and application of assessment data.

Two immediate actions for Fall 2017:

1) To review professional portfolios of Journalism seniors graduating this fall (about 25) as a pilot for reviewing Winter and Spring graduates (about 100). A two-person team composed of a professional journalist and a journalism faculty member will meet with students at the end of fall term, complete evaluative rubrics (Attachment H) for compilation and give feedback to faculty about their assessment. Professional reviewers are Saul Hubbard, legislative reporter at The Register-Guard; Chris Pietsch, director of photography at The Register-Guard; and Rachael McDonald, news director at KLCC. Faculty reviewers are Peter Laufer, Sung Park, Damian Radcliffe, Lori Shontz and Kathryn Thier. A portfolio workshop to help Journalism seniors prepare for the review was held Nov. 14. Each graduating Journalism student has been invited to have professionals review their professional websites in Week 10, Nov. 27-Dec 1, or finals week, Dec. 4–8. After the reviews, a brief survey of the students, professional reviewers and faculty members who participated will be used to improve the process for succeeding reviews. Assessment results will be used to improve the curriculum. Assessment of the review process itself will be used to improve portfolio reviews for implementation in winter and spring terms.

2) To assess overall student mastery of learning objectives through the final assignment in Reporting II. Purposes of assessment across sections of Reporting II are:

   a) to determine whether students meet learning outcomes while there is still time to help students improve their work as they advance through upper-division courses. Review of individual student work at the class level at the end of Reporting II also will give faculty the opportunity to advise students of their strengths and weaknesses at an intermediate step of their coursework and help them make wise decisions when choosing pathways to focus their professional preparation.

   b) to continue improving instruction in Reporting I and Reporting II.

Assessment will be done by the same group of professionals and faculty noted above.

Faculty also agreed:

1) To require a professional portfolio of all students as an assignment in Reporting II, effective Winter 2018. The requirement will not only facilitate assessment of overall student mastery at the Reporting II level but also will provide an opportunity for faculty to advise students of their strengths and weaknesses and help them select appropriate pathways for coursework following Reporting II.

2) To develop and offer regular weekend workshops to help students advance their portfolios beyond Reporting II in preparation for internship and job applications.

3) To use data from the Fall 2017 assessment of student academic work across the school to improve the Journalism curriculum.
Associate Dean Pat Curtin’s summary of professionals’ assessment of Journalism student academic work follows:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Mean*</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>3.0</td>
<td>Clarity; strong narrative leads</td>
<td>Too many adverbs, lack of proofreading, lack of structure</td>
</tr>
<tr>
<td>Editing</td>
<td>1.5</td>
<td>Good self-assessment of own work</td>
<td>Many said they lacked information to judge</td>
</tr>
<tr>
<td>Critical/Creative Thought</td>
<td>2.0</td>
<td>Wide range of challenging work</td>
<td>Too routine in source use; too often a recitation of “facts”</td>
</tr>
<tr>
<td>Research</td>
<td>2.3</td>
<td>In-depth research evident; good context and explanation; wide range of sources in some</td>
<td>Not much numerical evidence; sources often too sympathetic to theme; needed to dig more</td>
</tr>
<tr>
<td>Tools &amp; Tech</td>
<td>3.7</td>
<td>Good visual storytelling; strong photos and graphics</td>
<td>Wanted more news focused graphics using simple bar charts; some images weak</td>
</tr>
<tr>
<td>Ethics</td>
<td>2.3</td>
<td>Evidence of self-reflection, respectful of subjects &amp; audiences</td>
<td>No weaknesses noted, although it appears some felt as if not enough material on which to judge</td>
</tr>
<tr>
<td>Visual Literacy</td>
<td>4.0</td>
<td>Some good use of photos, images</td>
<td>A small sample, so hard to judge. (Very split ratings on this.)</td>
</tr>
<tr>
<td>Numeracy</td>
<td>3.7</td>
<td>Voting coverage strong</td>
<td>Lacking financial/statistical data; one size fits all approach</td>
</tr>
<tr>
<td>Diversity</td>
<td>1.7</td>
<td>Impressive; throughout; refreshing</td>
<td>Too much I/me, students need to step outside self</td>
</tr>
<tr>
<td>History, Institutions</td>
<td>2.3</td>
<td>Strong global perspective; how digital is changing these</td>
<td>No evidence of business side</td>
</tr>
<tr>
<td>Law</td>
<td>2.5</td>
<td>Some evidence of role of the press and First Amendment rights</td>
<td>No weaknesses noted, although it appears some felt as if not enough material on which to judge</td>
</tr>
</tbody>
</table>

*1=Good 7=Poor
Although Dean Curtin cautioned that the data are based on a small sample and feedback from a small number of reviewers, the assessment is helpful as a direct measure of student work by outside professionals and will be put to immediate use to improve learning objectives and outcomes in the core Journalism curriculum. Most of the ratings were toward the positive end of the scale, with strengths in Editing and Diversity and weakest areas in Visual Literacy, Tools and Numeracy.

**In Sum**

Journalism faculty have done a great deal of work to assess Journalism student competencies and have made substantial progress. Further strengthening Journalism’s assessment strategies in these systematic ways will help determine the strengths and weaknesses of Journalism students and continue to improve the Journalism curriculum.
HOW THE SOJC ADVERTISING PROGRAM ASSESSES AND EVALUATES CURRICULUM AND STUDENT SUCCESS

OVERVIEW

The SOJC Advertising program has grown over the last five years to be the largest area program in SOJC history. The program makes use of extensive ties to industry, using that network of opinion leaders and alumni to strengthen curriculum, drive innovation four courses and opportunities, and provide feedback to students on their work. Our students win awards in national competitions. They develop strong presentation skills via presentations in courses, to agencies and organizations, and as we visit agencies in New York. Recruiters consistently name our program as one they return to year after year to find talent they can hire for their needs. Though we do not have traditional academic silos for our students as they develop hybrid skills, we do have five areas for portfolio and talent development that consistently resonate with industry needs:

- Creative (writers and art directors/designers)
- Strategy (planners and strategists in a range of nice specialties)
- Media (planners and data analysts)
- Management (account and project)
- Production (pre-, editing, digital)

CHALLENGES

The changes in our industry happen constantly. Our advertising faculty team must develop curriculum and opportunities that underscore platform critical thinking and making skills in a range of areas, even as we know the realities of capacity and trend-hopping (i.e., following the latest technology or trend without regard to basics). We also acknowledge the range of talent needs from industry; the need is for hybrid t-shaped thinkers who then specialize in a certain area of expertise. Our greatest challenge is to balance innovation with consistency: we do this by acknowledging trends, developing strong baseline skills of critical thinking and creative production in students, and pivoting curriculum and opportunities as we deem necessary. Our numbers have grown considerably in these five years – a trend we embrace – but we want to continue to deliver well-conceived courses and experiences to our students, and well-trained talent to the industry.
To meet these challenges, our advertising faculty use three important opportunities to assess and evaluate student progress and success and inform consistent shaping of our program. Those opportunities are:

- 1 the NYC experience immersion and de-brief discussion
- 2 student professional portfolio evaluation on multiple levels
- 3 end-of-year discussion and fall retreat evaluation of student need and progress

NYC EXPERIENCE

At the end of our week long NYC Experience in early May, our faculty gather to discuss trends, student opportunities and success, and what development issues we need to address.

Important opportunities happen for student development on this trip:

- INTERNSHIPS & JOBS In 2017, of the 104 students on the trip, 62 had internships or jobs by July 1, 20 were in school for the summer, 12 studied abroad, and 10+ were still looking for opportunity. These averages are consistent with other NYC cohorts, where over half in the last three years have obtained internships or jobs immediately. Some of these are in New York, some in offices connected to New York. We feel the New York experience makes students more confident and ready for multiple opportunities, and – importantly – for reaching out for other opportunities.

- COMPETITIVE PRESENTATION Wieden & Kennedy, 72 and Sunny, and R\GA offer briefs for students to answer. We form teams, go through a competitive process to select teams who will present, then ready those teams for the spotlight. Each year we usually have a total of 6-8 teams of 4 people presenting; all 100+ students are part of the audience and learn from the idea development that takes place. Portfolio pieces from these experiences are visible markers for all about idea development.
• PEER EVALUATION The NYC Experience cohort is made up of juniors and seniors, representing all five areas of concentration. Students gather in those cohorts to review portfolios and strengthen their cohort. The culture of review and development is grown outside the NYC class.

• AGENCY OPPORTUNITIES Our agency visits in groups of 20-40 are obvious learning experiences about culture, process, and talent development. Often those trips will end with portfolio reviews (WK, R\GA, Translation, JWT), speed interviews (72 and Sunny), or requests to talk to individual students.

In 2017, as example, a 52-person cohort visited JWT, Recruiter Lori Cerena asked to see the portfolios and to interview 4 women in the group, resulting in an internship and a request that our students apply for multiple opportunities.

Another visit was to Sharablee. From that visit, Assistant Professor Heather Shoenberger developed course projects for her 460 Brand Analytics course. Shoenberger spoke with Jarvis Schuckman of comScore about student projects each term he visited (January 2016-April 2017). As someone in the analytics industry using the Live TV data, he offered suggestions for how reports may look for his team in an effort to guide Shoenberger’s student projects. Shoenberger always incorporates suggestions from the comScore representatives and executives in addressing the student projects with the company’s data. In April 2016, Schuckman noted to Shoenberger that the projects were much like the reports his own team uses for clients of comScore. Projects from the Brand Insights and Analytics course often become portfolio pieces for advertising students interested in strategy. Naomi Kent from Sharablee and her team said the project using Shareablee data was impressive on Nov. 14, 2017. The suggestions and comments will help Shoenberger formulate future guidelines for student projects in the Brand Insights with Data class.

The 2017 AEF report Bridging the Talent Disconnect: Charting the Pathways to Growth reviews talent development at the college and university level. With many interesting recommendations and insights, the report also talked to recruiters. One recruiter cited our program on page 18 along with graduate portfolio programs as a consistent place for talent.

PORTFOLIO EVALUATION AT MULTIPLE LEVELS

Throughout a student’s program of work, they have multiple opportunities to be reviewed by experts in the area in formal and informal manner. Instructors for each class have access to portfolios for feedback. Guest speakers and executives-in-residence have time built into schedules for the specific purpose of portfolio review. Agency visits such as NYC Experience, AHA in PDX, and informal visits use portfolio and résumé review as part of the structure of the trip.
Every Advertising student comes out of the program with a developed digital portfolio. Links are sent as part of the job finding process. Faculty mentors have lists of portfolio links that we circulate to different agencies.

Our program has multiple approaches to portfolio review for our students. There are two types of review: review by faculty and peers throughout the program in classes, workshops, and informal meetings; and by professionals in the expertise who review and offer feedback.

In our introductory course The Creative Strategist, one of the assignments is to build the digital portfolio as a baseline to show and shape the student’s professional identity. In that class, students must build the site with beginning evidence of how they think, show a navigation and infrastructure of work, bio, résumé, and other evidence (playground, blog, what they make). That first portfolio is reviewed by the instructor. In our program, that portfolio link follows them throughout their program of work. By the time they are in Campaigns, the student will have been seen in formal and informal ways multiple times. To apply for Campaigns, the student must submit their portfolio link which is then reviewed to help place the student in a team with multiple expertise for collaboration. Feedback is offered then also.

**Culture Of Review**

For every opportunity they apply for, for each class they take, for entry into experiential projects such as Adteam or the student agency or other opportunities, the student will offer their portfolio as the evidence of how they think and work. Faculty reviews are a constant in class and out. Other students review as well. The culture of reviewing portfolios is a constant within the program. This especially helps train students early in the program to seek and respect this feedback. Faculty office hours often are dedicated to portfolio critique. Seniors on the the third floor of Allen often have impromptu critiques for underclassmen, especiallin weeks 7–10.

We have a robust approach to professionals and portfolio review. Advertising is complicated in that it has specific sub-expertises: creative (writing and art direction), strategy (brand development and ux), media planning, account and project management, and production. We have students developing portfolios in each of those five areas as they get closer to graduation. Professionals in these areas and recruiters for these specialties often visit or are sent links to portfolios throughout the year.

A good estimate of portfolios seen in this way is taken from a close count in 2016-2017: professionals reviewed in person or digitally over 450 portfolios of seniors and juniors. This includes:

- 200-250 reviews as visitors and recruiters asking to see specific type of portfolios:
  
  Creatives lead this with requests for writer/art director reviews from WongDoody, 72 and Sunny, Droga5, R\GA, Translation, JWT, Nike, and organizations such as MAIP, AAF, The One Club

- Winter term focuses on heavy rotation of guest lectures and interaction with these guests, for the past three years our program has averaged 28 speakers per term. In Winter 2017, many of these guests sat with students and discussed their work. Examples of professionals giving those informal sessions, with an average of 5 people per visitor:
  
  Alex Morrison 72 and Sunny; Ara Vallaster, Recruiter 72 and Sunny; Saied Vahidi 72 and Sunny; Kunal Merchat, Facebook; Natalie Kim We Are Next; Brock Kirby freelance (he brought a team of 6 people, all of whom looked, reviewed, discussed student work with 7-10 people per group).
• As we schedule agencies for trips to Portland and New York, we send out a link with all portfolios. Last year’s—http://uonyc2017.uoregon.edu/people.html—was seen by multiple recruiters and professionals at 34 agencies. Though it is not often that students will receive direct feedback from this, it does serve to put students in line for internships and discussion as we visit. We believe this is an important link in the broad feedback loop to our program, as these recruiters talk amongst themselves and share this link, refer our students, and become part of our network.

Feedback Loops

Feedback to the student and to our faculty give us important information for building more topics classes, strengthening modules related to specialties, and building specific workshops to address needed areas of development. As example: professionals told us we needed more opportunities for production of social content and we introduced a topics course, Social Media Content, exploring social films, Instagram and Facebook campaigns that art directors, strategists, and producers have found very useful.

In conclusion, portfolio review has now become a marker within the culture of our Advertising program. From the intro course to Campaigns, a student will share their portfolio multiple times in formal situations, and many more times in informal requests for feedback. Because we emphasize career development being about the work they do, portfolios have become an essential tool for building expertise and community.

END-OF-DISCUSSION AND FALL RETREAT PLANNING

The Advertising faculty meets multiple times during the year, formally and informally, with the express intent of shaping curriculum, troubleshooting issues, and developing student opportunity. Our curriculum assessment discussions usually center on:

• trends and agency discussions from the NYC Experience trip
• specialty leadership, i.e, Instructor Shan Anderson’s Adobe Education Leader status
• industry partner opportunities such as MAIP, The One Club, United Nations, and alumni at agencies across the country
• course competencies and skill development

As example, a Fall 2015 discussion about confidence as a much-needed soft skill resulted in the development of a Confidence workshop based on presenting, networking, eye contact, and the skills needed to meet people. Now, 45+ students a term take this workshop with Derek Brandow, a leader in professional development.

With the arrival of Instructor Tom McDonnell from a well-awarded career in industry, our student agency Allen Hall Advertising has become a strong creative force. This hiring and development is a direct result of discussions around more accountability, creative management, and production skills for students. Similarly, our creative students needed more shaping of ideas and the addition of professional Bob Rickert and more design courses from professional Steven Asbury were driven into the curriculum.

Advertising & Culture began as a topic class. We’ve witnessed not only student interest, but real ways the course is changing portfolio and perspective in our students. This year we will migrate that out of Topics and increase enrollment so that more students can dive deep into this important perspective for creative and strategic thinking. Associate professor Chris Chavez and Assistant Professor Troy Elias develop the course with portfolios and real world opportunities in mind.
Likewise, we see the Curiosity for Strategists class being an important course for developing critical thinking skills and diverse perspective. Senior Instructor Dave Koranda, developed that course (the first of its kind in the US) after discussions with leading account planners from around the world at a conference.

Green Brand Strategy was developed to address the needs of industry as greenwashing grew in trend, and environmental strategies needed to be established. Professors Sheehan and Morrison used their expertise with the greenwashingindex.com to develop this course. Now environmental scholar Senyo Ofori-Parku joins our faculty to help develop this area. This interest came about in reaction to industry partners discussion of the Copenhagen Climate Change Conference.

In 2016, we realized that students of color were looking for specific community and opportunity. Assistant Professor Troy Elias and Director of Advertising Deborah Morrison helped students form Combined Culture, a small group of 25 dedicated to making resonant work around social justice. That work has been amplified on Complex.com, on agency blogs, and via social media. One video, Numb in America, was nominated for a student Emmy and students traveled to Los Angeles for the event.

We also recently heard from industry partners looking for “makers” and strategists and designers who could develop engaging social media stories on Facebook and Instagram. Armed with that knowledge, we developed Social Media Content and now see that type of work as important part of (especially) creative portfolios.

Because we regularly place our media planning students in top media agencies, we know there is a place for Advanced Media Planning and will offer that in the Spring 2018. Similarly, Assistant Professor Heather Shoenberger has developed a robust Brand and Data Insights course which focuses on the stories and content which can be developed from rich data.

Importantly, these discussions also underscore the need for more consideration of brand responsibility. With that in mind, Professor Kim Sheehan proposed and received approval for a Masters in Advertising and Brand Responsibility beginning in Fall 2018. This program is a direct result of reaction to industry needs, development of differentiated student skills, and a scholarly approach to industry realities.

In responding to trends and needs while working with capacity, the Advertising program has managed to offer core courses, as well as topics courses celebrated by students and industry for range. A comparison of 2011-2012, 2014-2015, and 2017-2018 shows the evolution of how the advertising program faculty has responded to trends and to the needs of students.

Finally, our student awards for the past three years exemplify our national visibility. We do not chase awards, but we do use these as important markers for student skills. As example, we believe the Confidence workshop delivers presentation skills that would not be there without that attention. Our data analytics course has given media and data students a strong showing for presentations and portfolio.
AWARDS

2016-2017
One Show Client Pitch Gold Pencil: Caleb Couterie, Stacy Yurischeva
BigAdGig Finalist NYTimes competition: Jesse Summers
Griffin Farley Beautiful Minds Strategy Workshop NYC: One selected
R\GA Uber Brief presented in New York offices: 4 teams presented
Wieden & Kennedy: winners determined in social

2015-2016
One Show Client Pitch Finalist: Lisa Donato, Evan Norton
Griffin Farley Beautiful Minds Strategy Workshop: Two selected
OneScreen Film Fest Short List New York: Will You Change?
Wieden & Kennedy pitch, 3 teams, 1 winner
Student Emmy nomination, Combined Culture: Numb in America

2014-2015
One Show: Finalist 2015
One Show Client Pitch 2015: Mai Sharp Sagowitz
Cannes Finalist: Chris Ruh
NSAC: Regional 1st Place, NSAC National Champions, Best Presenter NSAC, Best Research NSAC
Griffin Farley Beautiful Minds Strategy Workshop Two selected
Science & Memory: 1st Place Hearts Multimedia Team National
Wieden & Kennedy pitch: 4 teams, 1 winner
Appendix II.9.C
SOJC INTERNSHIP SURVEY

II.9.C SOJC Internship Survey
Assessment/Internships

Start of Block: Default Question Block

Q1 Appendix D: Internship Supervisor Assessment Survey

The University of Oregon School of Journalism and Communication requests your help in assessing how well the student intern under your supervision this term has mastered the learning outcomes we have for our program. We appreciate your time filling out this short survey, which will help us determine how we can best educate our students to excel in the workplace.
Q6 Please rate your agreement with the following statements.

The intern you supervised this term was able to

<table>
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<th>Disagree (2)</th>
<th>Neither Disagree nor Agree (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
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<tbody>
<tr>
<td>write clearly using appropriate style</td>
<td>○</td>
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<td>work with numbers and statistics as</td>
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<tr>
<td>gather and analyze information</td>
<td>○</td>
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<td>produce visually effective work</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>(4)</td>
<td></td>
<td></td>
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<tr>
<td>thoughtfully convey information in</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>work assignments (5)</td>
<td></td>
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Q14 The intern you supervised this term demonstrated

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<th>Agree (4)</th>
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<td>awareness of global diversity issues (5)</td>
<td></td>
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</tr>
<tr>
<td>a familiarity with the historical context of the profession (6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>sensitivity to domestic diversity issues (7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Q16 The intern is ready for entry-level work.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q11 What were the intern's greatest strengths?

________________________________________________________________

Q12 How could the intern have been better prepared for this placement?

________________________________________________________________

Q13 Thank you for your time. We appreciate your help in preparing our students for their future careers.

End of Block: Default Question Block
## II.9.D Senior Exit Survey

### Initial Report

2017 UO SOJC Exit Survey  
November 17th 2017, 8:21 am PST

Q2 - Please rate your agreement with the following statements. During my time at the SOJC, I improved

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
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<th>Mean</th>
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<th>Variance</th>
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<tbody>
<tr>
<td>1</td>
<td>my writing skills</td>
<td>1.00</td>
<td>5.00</td>
<td>4.38</td>
<td>0.73</td>
<td>0.53</td>
<td>373</td>
<td>5.90%</td>
<td>96.78%</td>
</tr>
<tr>
<td>2</td>
<td>my digital tools and technologies skills</td>
<td>1.00</td>
<td>5.00</td>
<td>4.47</td>
<td>0.73</td>
<td>0.53</td>
<td>373</td>
<td>6.70%</td>
<td>97.05%</td>
</tr>
<tr>
<td>3</td>
<td>my visual communication skills</td>
<td>1.00</td>
<td>5.00</td>
<td>4.39</td>
<td>0.64</td>
<td>0.42</td>
<td>373</td>
<td>5.36%</td>
<td>98.66%</td>
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<tr>
<td>4</td>
<td>my creative problem solving skills</td>
<td>1.00</td>
<td>5.00</td>
<td>4.31</td>
<td>0.71</td>
<td>0.51</td>
<td>373</td>
<td>9.38%</td>
<td>98.12%</td>
</tr>
<tr>
<td>5</td>
<td>my critical thinking skills</td>
<td>1.00</td>
<td>5.00</td>
<td>4.34</td>
<td>0.68</td>
<td>0.46</td>
<td>373</td>
<td>8.58%</td>
<td>98.66%</td>
</tr>
<tr>
<td>6</td>
<td>my ability to gather and evaluate information</td>
<td>1.00</td>
<td>5.00</td>
<td>4.38</td>
<td>0.72</td>
<td>0.52</td>
<td>373</td>
<td>9.12%</td>
<td>97.86%</td>
</tr>
<tr>
<td>7</td>
<td>my ability to understand and use numerical data</td>
<td>1.00</td>
<td>5.00</td>
<td>3.71</td>
<td>0.97</td>
<td>0.93</td>
<td>373</td>
<td>36.19%</td>
<td>88.20%</td>
</tr>
<tr>
<td>8</td>
<td>my ability to edit my own and other’s work</td>
<td>1.00</td>
<td>5.00</td>
<td>4.35</td>
<td>0.73</td>
<td>0.54</td>
<td>373</td>
<td>8.04%</td>
<td>97.86%</td>
</tr>
<tr>
<td>9</td>
<td>my presentation skills</td>
<td>1.00</td>
<td>5.00</td>
<td>4.35</td>
<td>0.84</td>
<td>0.70</td>
<td>373</td>
<td>11.53%</td>
<td>95.98%</td>
</tr>
</tbody>
</table>
Q3 - During my time at the SOJC, I increased my understanding of:

<table>
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<tr>
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<th>Field</th>
<th>Minimum</th>
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<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
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</thead>
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<tr>
<td>1</td>
<td>media history</td>
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<td>5.00</td>
<td>4.10</td>
<td>0.67</td>
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<tr>
<td>2</td>
<td>legal issues apt to my field</td>
<td>1.00</td>
<td>5.00</td>
<td>3.73</td>
<td>0.97</td>
<td>0.94</td>
<td>373</td>
</tr>
<tr>
<td>3</td>
<td>professional ethics</td>
<td>1.00</td>
<td>5.00</td>
<td>4.21</td>
<td>0.80</td>
<td>0.65</td>
<td>373</td>
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<tr>
<td>4</td>
<td>domestic diversity</td>
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<td>5.00</td>
<td>3.94</td>
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<td>373</td>
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<tr>
<td>5</td>
<td>groups dynamics</td>
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<td>6</td>
<td>global diversity</td>
<td>1.00</td>
<td>5.00</td>
<td>3.94</td>
<td>0.87</td>
<td>0.75</td>
<td>373</td>
</tr>
</tbody>
</table>

Q4 - While taking SOJC classes, I found the following resources easy to access:
Q5 - During my time at the SOJC, I found the following classes valuable:

- 38% Agree
- 31% Strongly Agree

Q6 - Overall, when I think of my SOJC experience, I believe

- 45% Agree
- 48% Strongly Agree
Q8 - I finished (or will finish) my coursework in

![Coursework Distribution](image)

Q9 - My major is (select all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Advertising</td>
<td>35.37%</td>
<td>139</td>
</tr>
<tr>
<td>2</td>
<td>Media Studies/Communication Studies</td>
<td>1.02%</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Journalism</td>
<td>29.52%</td>
<td>116</td>
</tr>
<tr>
<td>4</td>
<td>Public Relations</td>
<td>34.10%</td>
<td>134</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>393</td>
</tr>
</tbody>
</table>

Q10 - The gender I identify with is (if you prefer not to answer, move to the next question)

Data source misconfigured for this visualization
Q11 - My age in years is

Q12 - My post-graduation plan is to be

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
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<th>Count</th>
<th>Bottom 3 Box</th>
<th>Top 3 Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My post-graduation plan is to be</td>
<td>1.00</td>
<td>5.00</td>
<td>2.27</td>
<td>1.62</td>
<td>2.63</td>
<td>373</td>
<td>70.51%</td>
<td>32.71%</td>
</tr>
</tbody>
</table>
Q13 - In your opinion, what are the strengths of the SOJC?

In your opinion, what are the strengths of the SOJC?

The teachers and students are all very motivated and passionate about what they are doing.

Learning multiple areas.

Effective courses, passionate professors

Professors

The teachers

The ability to connect with alumni who have been in the industry whether it's with one year professionals or veterans.

Community, inclusion, guidance through advising.

Multimedia

Faculty

All the skills students are able to learn.

Anne Curry

The professionalism in reporting, specifically brent walth and Tom wheeler

PR professional

Big picture thinkers that are analytically creative.

N/A

Good faculty, and professional preparation.

Nice

Professors and advising

Great faculty

-Great community relations -internship opportunities -real client work -student groups -advising team -resources

N/a

Very good resources

The diverse group of professors that SOJC is wonderful because students get the opportunity to learn from different people and their professional experiences.

Resources, friendly teachers and great atmosphere

reputation

Classes that give students the opportunity to create portfolio work.
All

N/A

professors

Talented faculty

| taught students the intro of technological works. it helps students understand the diversity of advertising field and find out the real interest of students. always be creativity and thinking. |

The resources available.

Good use of teaching overall skills

Gateway series

| The factually and the the name of the SOJC. |
| I think we are given a lot of opportunities to learn about our desired industry in depth with excellent teachers. If you put in the work, you get a lot out of this program. However, for those who aren't as out going, I've seen it be a bit more difficult to get faculty members to care and help you out. For me, I am driven and outgoing, but I have friends who struggled and got lost along the way during their major because of lack of direction and connections with the SOJC faculty. |

Good resources

Kim Sheehan, Dave Koranda, Heather Schoenberger

| The professors are great and have recently worked in the field which makes them more credible, in my opinion. |
| good facilities and buildings |
| The SOJC provides accessible resources, like the equipment checkout material, that help to embolden students' skills. These materials are crucial in lending students a sense of initiative. |

The faculty members

Student groups

| The SOJC does a great job making its resources available to students. Every professor I've had has never been less than excited to answer a question, offer advice or invite me to office hours. With that said, I'm fortunate to have had an educational experience that employs such an open and transparent group of professionals and academics. The faculty are by far the biggest strength. They care about their students, they will spend whatever time a student needs to help them through anything, they know when to be harsh and when to be understanding when critiquing a students work. And they always loan out their own gear to us. The faculty are by far a major reason as to why I've been able to get so far and produce such good work at the SOJC. |

Professionalism and great, well versed professors.

| Met a lot of people that I will remain in contact with, both personally and professionally. Some of the professors I am close with and value their professional opinion and probably will remain in contact with post grad. |

The strong faculty, the access to professional equipment, the diversity of expertise and the courses

The teachers, and the hands on work

The faculty cares about the success of its students

| Great faculty in upper division major credit classes and helpful advisors. |
There is something for everybody! All skills are of value and everyone has a chance to show their creativity throughout.

resources and hand-on real life experience

Reputation institution in PNW for research

-professional exposure/networking
-experienced and knowledgeable faculty
-community environment
-small school feel
-focus on professional skills

community driven, collaboration, team work.

Career focused school and you are able to bond with professors

I had an amazing opportunity to report on the U.S. Track and Field Olympic Trials thanks to the SOJC. The SOJC strength is providing unique opportunities to students such as this one. Another strength is that the SOJC gives students the opportunity to take classes that actually interest them. This is different from the business school which forces all students to take the same core even though it will not better them in the future. I learned something important in all my SOJC classes.

Professors who are willing to spend their own free time to help you and give you real life experience (Dan Morrison and Rebecca Force).

Professors

The people

great teachers and great sources

The focus on professionalism and creating professional work instead of strict academics

The strength of faculty and professional skills.

Giving opinions for students to choose positions they want to be in the media industry. Introduce the overall infos about this industry, and then provide professional courses in each position.

The advertising program

Teachers

I believe the SOJC offers a great number of classes, resources and experiences unlike any other major on campus. Many classes can give you portfolio pieces and real world experience. The technology that we have available to us is also incredibly valuable. Overall I feel like I am fairly well versed in most areas as a journalist.

The emphasis on writing and communication skills.

professors

Professional access and job upon graduation

Helpful faculties

The teachers

The faculty are amazing and the resources that we are presented with are spectacular.

.

FACULTY

Diversity of class options with strong sense of students supporting each other and working hard

The sense of community and that there is always someone that has been through what you are doing.
### professor

- experienced professors

### Great, caring teachers. Good advising.

### good

- Professors and courses inspire you to think creatively and do something that others don't

### Faculty

- Faculty, communication within the SOJC, ability to improve the departments and classes and broad spectrum of choices.

### Large community

- n/a

### Lots of professional, real world help

- All the Professors are great.

#### Cultural diversity, its very important for an international Student. Through SOJC and all the classes, I learned how to work with all international students and American students. SOJC gathering all students together, and making process with all of us, that we have many opportunities to learn and meet people all over the world. And also I have had several journalism classes, the professor also from different countries. Beside the lecture and communication skills, they are helping all students.

- I think the SOJC does a great job of using all its resources across all majors. Would love to see different majors intermingle in required courses. For example if you made a class where pr, ad, super j, etc. all met in one class and had to do a project with all aspects in mind that would be cool.

- The overall strengths of the SOJC is having professors and instructors who have worked in the field/industry. Having them teach us from their own experiences.

### Connections and faculty.

- Faculty and staff are great. I never had a teacher I didn't care for. Also the classes were helpful and I learned a lot.

### Gateway is crucial and a very good entry program and the core sequence classes that follow are also educational.

#### Great community support and culture.

- The community and relationships.

#### Experiential learning opportunities and a dedicated staff

- Being surrounded by creative people

- Professional connections, writing improvement, confidence building and digital communication skills

- Many professors will help fledgling students grow. Many professors will tell it like it is and your work will benefit from it.

- The SOJC is a great school with an even better reputation for preparing students and getting them jobs.

#### The SOJC works hard to create a well rounded professional.

- Great staff in the visual journalism department.

#### Advising both with faculty and advising staff
The hands on with real clients.

Hands on work with specific instructors.

Great professors, emphasis on professionalism, and gaining technical and team skills.

The SOJC's strengths are helping those who seek it when in the program.

Teachers and classes

Professors, the culture, networking opportunities through PRSSA, well-roundedness of courses.

Professors are amazing and truly care about their students.

Professors, job opportunities

educated faculty

Encouraging students to apply themselves outside of the classroom.

Resources

I think the SOJC is an inspiring place to learn.

It's a well rounded communications school with plenty of opportunities for those that seek them.

future potential social media data visualization creativity

All SOJC teachers are super willing to help you outside of class with coursework as well as resume and interview skills.

Extending professional opportunities to students.

Some professors are genuinely passionate about helping their students.

Incredibly talented faculty and curriculum that allows students to work with real world clients

Faculty

Fun, inviting atmosphere, great teachers

People with strong social skills using them to convey smart ideas and new ways of doing things.

The professional side to it. The classes were amazing- but had I not had the opportunity to be in Allen Hall PR, I would have no idea how the professional world works and would feel clueless once graduated. AHPR changed my life.

Diverse strengths of staff, inordinate opportunities via student groups, an impeccable support system.

Fantastic and dedicated faculty, variety of programs (journalism, advertising, PR, media studies), extensive catalog of classes, extremely strong network and connections with professionals, ample opportunities to do work similar to a real firm (AHA, AHPR), great advising (academic and otherwise), modern and easily accessible technology, small class sizes, opportunities to conduct and engage in research, ability to participate in national competitions like NSAC, weekend workshops and programs

Advising.

The knowledge and professional experience the faculty brings to the table is invaluable. The number of extracurricular programs is also staggering and provides many great options for students.

Great faculty; the SOJC hires a lot of diverse and wonderful talent. The faculty are possibly the best thing about being in the SOJC. They are almost all approachable, real and genuinely care about multiple aspects of students'
learning. Also, the moves to include more experiential learning are great. Access to really nice equipment is a huge boon to the SOJC students, as well as the labs.

The advertising program, the classes are incomparable to other majors.

All the courses that include group projects group everyone together. Every time whenever you walk to the Allen hall, you know everyone.

All good

They are encouraging to each and every one of their students and truly want them to succeed.

Practice-based classes, as opposed to theory-based. We get to do what we will be doing in the workplace.

I think my peers were an asset that I valued throughout my time at the SOJC.

Great faculty and GTF. Classes grew skills through real-world experience.

Networking Quality of faculty

I think they have a really strong community because the j school is so centrally located. I liked going into the building and seeing so many familiar faces.

The faculty, the PEOPLE make Allen Hall Allen Hall + never forget that!

Good faculty.

Professors.

The staff in incredible and you can tell they want you to succeed in your field. I feel like the hands on experience I got was the most beneficial to me.

Great Professors and advisors

Creating effective story tellers that can present said stories in a versatile and modern way.

Professionals that will help you are everywhere if you take advantage of them. Incredible amount of resources.

Strengths include a large array of very nice production equipment available to students and many faculty members who have years of experience using this equipment professionally willing and ready to teach how to use it. I think once you get to the 400 level classes, the teaching becomes very personable and tailored to each student which I have really enjoyed.

The professors!

Massive Networking opportunities, passionate students and a motivating staff.

n/a

The SOJC's greatest strengths are the amazing professors that teach us valuable skills lessons based of their own personal experience. Also, all the courses are very hands-on and experiential, in which is the best way to really learn the material. So I appreciate those things that the SOJC has to offer.

Diverse faculty and mentors and the fact that everyone is just trying to help you get to where YOU want to go. J412 classes have very unique and important topics that they focus on which allows students to thinking critically about different topics. I feel like that's something that will pay off no matter where students end up.

I think the faculty that make up this school is instrumental to the success of the SOJC reputation and student achievement. Not only do these professors know how to guide students, but also have incredible experience within the industry. On a personal note, I have learned so much from meeting professionals in the industry connected by SOJC professors. I owe a lot of the success to professors who invested in me.

Great advising, great professors
My PR teachers were very helpful in answering my questions, giving advice, and spending extra time mentoring. Courtney Munther and Autumn Schafer in particular made sure to provide the above services.

Faculty/student relationships. I love that everyone always intermingles in the building and profs are so accessible. Also the field opportunities like Sri Lanka, Journalism Study abroad, science and memory etc... are crucial to setting this jschool and it’s students apart. Very impressed with the honors program but think it should be encouraged for the thesis to do a PROJECT (+paper)applicable to ones field rather than just an academic paper most media professionals wont care anything about.

Professional faculty

The prior reputation and alumni.

The advising and everything about the Advertising program.

real client

Some professors are very talented and helpful, such as Torsten in his photo journalism classes. He is one of the best educators you have. The workshops gave me more info and experience than most of my major coursework, such as Lighting for Video with Leonard Henderson in which I gained hands on skills from someone passionate about the topic.

Everything!

The SOJC has incredible professors who are always available to meet with students and help them prepare for their futures. Our writing opportunities such as Flux Magazine are also excellent and give students a real world experience while in school.

strength and emphasis on being versatile, as well as a conceptual thinker; not just someone to execute a task.

lots of good professors

I love that I feel comfortable to go to any of my peers, teachers, or staff for questions or further experiences to learn. I loved being a part of such a close, loving community who comes together in times of need or distress and in happy times as well. Couldn't have asked to be a part of a better program and school.

-skill gained -interesting classes

Learning to tell engaging stories.

The SOJC is a brilliant display of professional journalism and diversity. Most of the instructors I had in the SOJC were fantastic and really pushed me and other students to learn, grow, and get better. I think guys like Brent Walth are the cornerstones of the school. Real journalists teaching real student journalists. Also, the SOJC advising is phenomenal and I absolutely adore every advisor there

Resources and professional connections

Professors are extremely helpful and available. The SOJC offers a lot of opportunities to gain experience.

Professionalism of professors

Counseling center, professors and extracurricular opportunities.

The Sojc is a tight nit community which makes it easier for you to grow as a student. I became friends with students in my major and the staff so easily which made it a more comfortable environment to ask questions when needed.

Strong and effective leaders, resources and faculty who truly are passionate in teaching their students journalism

It's awesome !

Professors. Stop firing them we need more great ones(talking about advertising only)
Enthusiastic faculty and their drive to help you succeed.

Teachers who have worked in the field.

The environment is fun and welcoming, deceptively fun and welcoming.

The SOJC allows students to choose their own niche within media, and it has courses for exploring just about every avenue. It also requires students to get a taste of all potential media fields before continuing on to specialty courses. I think this is important for those who think they are sure what they want to do.

The resources they give students

n/a

Enthusiastic staff, very knowledgable, and motivating!!

It's faculty and wide variety of interesting courses.

Providing resources for students to succeed. I feel like the SOJC has offered a grand variety of opportunities for students to get involved in and gain experience within a specific field.

The SOJC allows for this sense of competitiveness. It makes you work harder and present stronger.

Faculty who care, primarily non-tenure track

Faculty! I loved all of my upper division professors who have experience and connections with the field. By far the best aspect of the advertising program. Also, the New York trip was perhaps the most valuable experience in my time at the University of Oregon.

great teachers, great network, great resources, hands on learning areas

Faculty

The strengths of the SOJC are employing professionals in the field who care about the program and the students; creating programs designed to push students to be exceptional, and offer outlets for students to create clips that they can use on their portfolios.

the depth and thoroughness of the material we're taught. Some of my friends at other journalism schools do not learn a lot of the skills we do, nor do they have any client experience which is a really cool part about campaigns.

Gateway

Tight community, great networking, opportunities

The GTF's. They will always help, I have never met a bad.

Teachers care about their students.

That we get to actually work with real clients!

Staff

Professors who truly care and have great experience working in the field already.

Most professors are knowledgeable in their field and are effective in imparting their skills to students. There are many opportunities for students to get involved in a group that allows them to practice what they learn in the classroom.

Firstly, it's a relative major to today's world and we are constantly surrounded by media. The information is relevant and we are educated with things that are not only interesting, but also beneficial. The faculty members are beyond helpful and willing to guide you if you are the one to seek help!

Encouraging students to learn more
Faculty

Professors are happy to help you during office hours. Classes provide creative freedom for students to work with.

Amazing staff members and resources for students

faculty and experience based learning

Passion, resources, alumni, quality of professors/adjunct instructors. You have to respect your instructors so I'm happy that the SOJC hires quality instructors who all had real world experience.

The professors' commitment to students' education and their passion for their work/teaching. Also, the vast amount of opportunities for students to get involved in different program with in the SOJC.

All professors in PR were caring, always wanted to help and they taught the materials well.

All of the student groups and experiential learning opportunities.

Each faculty member's passion for the field

Some professors are very influential and some of the classes are very helpful.

Great experience

I think that it's really valuable that we get to work with real clients in our classes. This gives us real world experience and makes me feel better about working with clients in the real world.

The environment of the SOJC building. One feels at home and very comfortable in that building, everyone is there to help one another, from students to professors and advisors.

I think the way we integrate collaborative work spaces is one of the best things we do. I also would like to say that we do a great job at creative courses.

Opportunities to improve skills

well rounded education, applicable skills, friendly staff

N/A

Professors who deeply care about the success of their students. And opportunities such as the New York trip. I learned more on that trip than I ever could have in a classroom.

Great gtg's, awesome collaboration with other students as well as professors.

I appreciated the accessibility of SOJC advisors and found the atmosphere at the SOJC encouraging of study abroad. Courtney Munther and Peter Alilunas were phenomenal educators, I wish I could have taken every class from them.

The resources in the faculty and staff are critical and so extremely useful. I cannot stress enough how much students need to utilize their professors. It has helped me in so many ways. Also the array of opportunities offered for so many interests.

The strengths in the SOJC are in the resources that are available to students. Both in terms of the faculty and instructors, and the physical lab spaces where students can work. I really think the biggest thing I got from the J school was a deeper appreciation of good journalism. This came from just having conversations in class about current events and who is doing a good job at covering those events in addition to having copies of the New York Times.

Experienced and well connected faculty. Unity of being a student within the SOJC

I think the SOJC has many knowledgable professors and an abundance of clubs that provide leadership opportunities.

NA
The faculty is the strength of the SOJC. These professors care about their students and their success. Also, the advising office is superb.

The faculty and staff in the SOJC is definitely a strength. I can’t believe I was taking classes and learning from Pulitzer Prize winning writers. When I stepped into an advisor’s office I knew I was going to get a quality session with someone who wanted the best for me (special shout-out to Rachel Allen and Miranda Atkinson).

Some professors are great and have so much experience that you know you are learning about how the real world will be.

It’s a good place to get advice and meet others who have similar interests as you.

Faculty, student groups

Continue focusing on bringing educators that have a long-term interest in the development of this school as a power-house for students rather than employers. Right now, hands down, the strength of the SOJC lies in its closely-knit community that provides contacts and resources for meaningful, impactful employment.

The strengths of the SOJC are the range of class selections and the resources available to students.

Good classes, good relationship with alum, certain faculty members truly care and love to teach.

The strengths of the SOJC are providing its students with the ability to enter the real world with the skills pertinent to their major. The upper-division PR core classes have helped me learn about the processes and materials necessary in order to complete an in-depth PR plan.

faculty experience

Client work Resume, cover letter, and LinkedIn building Creating a blog Learning how to write press releases, etc.

They make students be involved with real-world projects in the class and with SOJC clubs that makes it easy transferable to real-life work.

Excellent professors and resources.

Knowledgeable professors.

work well with teams and I bring ideas to the table.

The professors were outstanding and I learned a great deal from them. The courses were set up in such a way that it was interactive and I had to critically think about the work I was doing.

Experience of the faculty, Extracurricular opportunities, Professional connections

The faculty. I am extremely fortunate to have learned from the professors that I did. They (Dan Morrison, Alex Tizon, Torsten Kjellstrand, Sung Park, and Tom Wheeler) went out of their way to make sure that I had practice in the field and learned the work flow of the profession as well as all the technical aspects. Dan Morrison has spent numerous hours shooting in the field with me and teaching me techniques, and I would not be where I am if it were not for his extra time and effort.

Good faculty to student ratio. Good size classes. Great classes outside of emphasis classes (my honors program classes, grammar and spelling class 201). I personally had a few exceptional teachers, especially my honors teachers and thesis advisors.

Great professors, interesting courses, readily available resources

Professors are very knowledgeable of subject matter and their field.

Good professors

Professors genuinely care about the success of their students and the Duck alumni network is so vast and helpful for finding jobs.

Strong academic advising and core context classes as well as major classes. Professors are knowledgeable, experienced and helpful.
I like Connie Chandler and think she is a great teacher!

Experienced faculty/staff.

Interactive, good opportunities & resources, good teachers & advising, community involvement.

I believe the SOJC creates good opportunities to expand basic journalistic skills. There are many organizations to practice and refine those skills as well. The professors are intelligent and willing to help you succeed.

Professor willing to help, even though not in the class time.

The SOJC does a great job preparing you for entry level work in different media careers. It gives you hands on experience to know the level of work that will be expected of you out of college.

Strengths are the professors. My PR professors have given me skills that are truly priceless. Although I will miss the SOJC I know that because of my major and professors, I am prepared to become a working professional.

Some of the professors who are so willing to meet outside of class time, provide professional contacts and open their network. And the academic advisers.

Good faculty and preparation for the future.

The materials students are taught. The clubs, opportunities offered for SOJC students.

Free range of creativity.

Faculty are active in the industry, and have a lot of connections.

great professors, excellent opportunities with guest speakers, classes that prepare you for the real world.

The faculty members being active professionals in the fields that they currently teach. The classes letting us have hands on learning opportunities. The ability to connect with professionals in the field. The UO NYC Creative Week trip.

Improve Writing and communication skills.

Experience and practice.

Collaboration and community.

Knowledgeable professors who want to see their students succeed.

I loved my time learning amongst other students who felt the same passions as me. I think we had great resources and a very strong alumni network.

Lots of expertise--both professors and students--condensed in one tiny building (for so many students and faculty).

Having a diverse pool of professors that have experience in the journalism field. The SOJC does a great job of providing courses that gives students hands on experience.

Overall, the quality and flexibility of the professors, along with the wonderful facilities and after hours availability.

The faculty’s commitment to students. Broad range of topics/areas to study learning about tools that carry over to other communication jobs working with fellow SOJC students in and outside of class.

There are a lot of talented professional professors that add a lot of clarity and real world experience to the pr program. It is helpful to have that experience and the ability to get jobs because of those connections.

Culture of creating and making things, not too much coursework.

Approachable faculty, Amazing coursework, ability to work with real clients. I feel way more prepared than my friends in the same major at other schools.

The variety of classes.
Getting people connected with whomever it is they need to be connected with.

Networking connections and faculty

The SOJC provided an education that prepared me for my future.

The professors are the true strength of the SOJC.

The teachers! I really valued the professional experience they had. This makes the school! Also just how the SOJC really goes out of their way to help students. Weather it be mentorship, acedemic help, help with career opportunities, etc.

The freedom it gives you to really branch out and do your own work that you can be proud of

Academic Advising

the accessibility to great tools and talented advisors.

Faculty! And required courses like Gateway and grammar that seem tough and really make a difference in the long run.

Grammar J101, J352, and J452 were very helpful and had broad topics. SOJC classes taught excellent writing skills and presentation skills, I gained confidence for presenting and writing. Great professors, SOJC advising was great too. Good environment and good class options. My favorite classes were J452 and J4352 where I learned the most faculty

There are a lot of opportunities to get involved.

- great faculty - wide variety of classes to take - encourages exploring different avenues within journalism/ad to find you career goals - crazy cool opportunities for internships, abroad experiences, professional experiences, and alumni networking

The connections, the knowledge, and the resources.

Allowing students to work collaboratively and share ideas and social aspect to learning.

There are some great teachers + mentors, I like the portfolio building classes (campaigns, oregon news, etc.) but I wish there was a way students could take them twice, because having excellent portfolio pieces with a real client is rare and necessary when looking for a job. And 1 doesnt show much 2 would just be nice, since we have to take many other classes that don't have clients. SOJC has good resources and tech, the classrooms should be bigger and there should be more places to sit in Allen

Equipment and technology access

Classes are helpful

Peer support and peer learning from incredibly passionate students.

Amazing teachers, great support staff and terrific friends made along the way.

The advising is unmatched

Great professors who love what they do and how well they know the field.

strong faculty!

All the available courses that a student could take to improve themselves.

The SOJC offers many guest speakers so you are able to first hand hear about modern work experiences within in the field. As well as offering beneficial work shops.
Alumni relations, digital production skills, writing improvement, networking, creating professional work for portfolio

strong professors, career-focused, real world experiences, professional level work,

The professors and the course options. I was able to choose to take classes based on my interests and was required to take others that strengthened me as a media professional. I could go on about how wonderful the SOJC faculty and staff are, but will keep it short by saying that I would not be where I am today without their mentorship and wisdom.

Excellent professors, hands-on work, quality professional experience opportunities

I'm a super J. I worked with the visual professors, such as Mark Blain, Torsten Kjellstrand and Rebecca Force. All three wonderful professors! Great team. Most of the professors in the SOJC and wonderful and are helpful and willing to teach, always.

Access to media equipment and resources. Hands on learning with professors, especially in upper division classes.

SOJC has professional teachers and great resources. The weekend workshops (especially lighting for video) were excellent. There should be more of these and have them count as something other than electives (such as a core context course).

In my opinion, there has lots of strengths of the SOJC, such as professional professors, great equipments, and the most important one is courses. I mean SOJC provides more choices for students, and we can take more different courses and then decided which part or way we want to study.

Teaches excellent writing skills and skills applicable to your major.

We learn great professional skills.

The professors in the J school care tremendously about the students and the work they put forth.

I think the SOJC has awesome faculty, new and updated facilities, and a great learning enviroment.

Faculty, alumni

The advising was awesome.

Awesome faculty with real world PR industry experience to bring to the table. Really good opportunities to get involved on campus.

The PDXSX Program. Truly incredible and a huge benefit to my resume and confidence as a young female entering the professional world.

Resources, good faculty

Well rounded falctuity with amazing experience and a love for teaching

I think the greatest strength of the SOJC is the faculty. Over the four years, I have had some amazing professors who were very helpful. I also thought the major classes were very helpful when figuring out what you wanted to focus on for a career.

Good teachers, technology

Dedicated professors, nice facilities, new equipment.

Besides access to digital technologies and some variation of interesting classes, not much.

Many of my professors had real life experience that they were able to bring back to our lessons.

I think the strength of SOJC is that students can learn every we need if we work in the media or communication industry.

The strengths of the SOJC is the opportunities outside the classroom
The younger professors and GTFs have a lot of passion and integrity. They make me feel enthused and motivated to do great work.

The strengths would be that many of the classes I took were applicable in the two internships that I have done. I know what I'm learning is valuable in almost anything that I want to do.

How friendly everyone was and how willing people were to collaborate with you and give you feedback on projects.

The best faculty provides good quality of classes.

Great professors

N/A

For the most part, I gained a lot of diverse knowledge from the SOJC.

faculty, communication, opportunities

Good gpa potential

the SOJC has great faculties. Everyone has very strong professional experiences in the media industries. They would like to share their experiences and their knowledge with students, and hold up many good activities to expand students' vision.

Professors who have jobs in the industry now. We get their expertise and they know what it takes to be in the industry at the moment rather than what the books say it takes.

A lot of options and opportunities for growth within each major. Clubs and organizations are very diverse and open to every level of student.

Strong faculty members

I believe there are numerous outstanding instructors in the journalism program who go above and beyond to help students improve as writers and reporters. I found it extremely helpful to discuss difficult stories I was working on with instructors who had been through many similar experiences.

Getting hands on experience while still in the classroom.

Their resources and wide range of guest speakers. The collaboration of people ranging different geological backgrounds, and ethnicities provided me with the tools create inspiring work.

Strengths would be how in depth the upper division J 350-352 and J 452-454 are.

Learning how to tell stories and extracurricular activities.

Opportunities to create in classes. Hands-on experience

The honors program was my favorite part of the SOJC, it greatly improved my critical thinking skills. Also there are great faculty and alumni who are willing to help me find a path.

The SOJC has amazing resources for students. The staff is amazing and treats everyone with immense respect.

Faculty, resources

Tight-knit community

*technical skills *classes *instructors *level of detail and effort required in assignments

The staff and its resources to students.

Comprehensive experience talk learning opportunities Proximal access to peers, mentors and aid Extracurricular activities Community engagement Passion pursuits

Miranda Atkinson in the advising department. She is a goddess sent here to bless us. Centrality on campus and Easy access to EMU
The variety of professors who are all so willing to help you. I also love the advising office, they are the most helpful people and will go above and beyond to help students. The class work is varied and all helpful. I took J 399 the internship searching class and it was probably the most valuable class I took at the U of O.

The faculty and how resourceful/insightful they were.

The professors are amazing and incredibly helpful. I consider many of them my mentors. I also like the extracurriculars. PRSSA was a huge part of my experience.

Provides many opportunities and clubs for students to participate in.

How many opportunities are available to help students succeed.

Great major courses

Q15 - While at the SOJC, I (mark all that apply)

<table>
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<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
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<th>Top 3 Box</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>My post graduation plan is to live in</td>
<td>1.00</td>
<td>8.00</td>
<td>2.67</td>
<td>2.34</td>
<td>5.48</td>
<td>373</td>
<td>77.75%</td>
<td>19.03%</td>
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Q17 - Are you graduating in four years total or fewer? (if a transfer student, please add all years you have attended college or university)

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
<th>Bottom 3 Box</th>
<th>Top 3 Box</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Are you graduating in four years total or fewer? (if a transfer student, please add all years you have attended college or university)</td>
<td>1.00</td>
<td>2.00</td>
<td>1.24</td>
<td>0.43</td>
<td>0.18</td>
<td>373</td>
<td>100.00%</td>
<td>100.00%</td>
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Q18 - If you took more than four years to complete your degree, check all reasons why

other

other - Text

- Transfer from LCC and spent two years at UO
- added major
- Bout of depression
- Chose to study abroad and delay certain parts of major sequence.
- Honors College thesis delayed
- No clue what I wanted to do.
- double major
- I had two majors and a minor
- mental health complications
- Taking time off, gaining work experience
- Added a second major and a minor
- Three majors and studied abroad
- transfer, study abroad
- Changed major
- Concurrent degrees
- wanted to have more experiences
- I attended the community college for 2 years and half and I could transfer only 60 credit
- triple major
- Prior Military...U.S. Marine
Q19 - How important were each of the following factors in your decision to become an SOJC major?

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<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
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<th>Count</th>
<th>Bottom 3 Box</th>
<th>Top 3 Box</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>The reputation of the SOJC/program</td>
<td>1.00</td>
<td>5.00</td>
<td>3.69</td>
<td>0.94</td>
<td>0.89</td>
<td>373</td>
<td>36.46%</td>
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<td>2</td>
<td>Career options upon graduation</td>
<td>1.00</td>
<td>5.00</td>
<td>4.03</td>
<td>0.82</td>
<td>0.67</td>
<td>373</td>
<td>19.84%</td>
<td>96.78%</td>
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<td>The probability of getting a job upon graduation</td>
<td>1.00</td>
<td>5.00</td>
<td>3.95</td>
<td>0.90</td>
<td>0.80</td>
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<td>24.13%</td>
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<td>4</td>
<td>Having friends who were SOJC majors</td>
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<td>5.00</td>
<td>3.08</td>
<td>1.14</td>
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<td>373</td>
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<td>75.07%</td>
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<td>5</td>
<td>The combination of liberal arts and professional skills</td>
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<td>5.00</td>
<td>3.82</td>
<td>0.93</td>
<td>0.87</td>
<td>373</td>
<td>28.69%</td>
<td>92.76%</td>
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<td>The ability to learn digital production skills</td>
<td>1.00</td>
<td>5.00</td>
<td>3.97</td>
<td>0.87</td>
<td>0.75</td>
<td>373</td>
<td>24.66%</td>
<td>95.17%</td>
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<td>A desire to improve my writing skills</td>
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<td>5.00</td>
<td>4.04</td>
<td>0.92</td>
<td>0.85</td>
<td>373</td>
<td>21.18%</td>
<td>94.10%</td>
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## Appendix II.9.E

**ALUMNI SURVEY DATA—2015 AND 2017**

### Initial Report

_Assessment: Alumni - Copy_

November 17th 2017, 8:03 am PST

### Q19 - The year I graduated from the University of Oregon was (YYYY)

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<td>2016</td>
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Q20 - My major was (please mark all that apply)

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<td>Undergraduate Communication Studies</td>
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<td>Undergraduate News Editorial</td>
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<tr>
<td>7</td>
<td>Undergraduate Public Relations</td>
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<tr>
<td>8</td>
<td>Graduate Professional Master's in Journalism</td>
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<tr>
<td>9</td>
<td>Graduate Professional Master's in Multimedia</td>
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<td>10</td>
<td>Graduate Professional Master's in Strategic Communication</td>
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<td>Graduate Masters in Communication and Society</td>
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<td>Graduate Masters in Media Studies</td>
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<td>15</td>
<td>Other (please specify)</td>
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<td></td>
<td>Total</td>
<td>781</td>
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</table>

Other (please specify) - Text

- History
- Graduate Law
- MA with emphasis in news and public relations
- Undergraduate Photography
- with a minor in psychology
- political science double major
- Graduate Masters in Speech Communications
- Undergraduate Computer Science
For my second BS in journalism

- Emphasis in PR
- I also double majored in political science
- Minor in English Literature
- Humanities
- BS, journ
- M.S. Journalism
- Master of Science in Journalism and Communication
- Graduate Masters in Journalism and Communication
- Graduate Strategic Communications
- Undergraduate Political Science
- Master's not differentiated in 83 I think
- Russian
- Undergraduate Broadcast Journalism
- MA in photography
- Telecommunications and Film
- creative writing
- Was called broadcasting
- News-editorial sequence
- Magazine & PR emphasis
- Graduate Masters in Journalism and Communication

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<thead>
<tr>
<th>My major was (please mark all that apply) - Selected Choice</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>My major was (please mark all that apply) - Selected Choice</td>
<td>640.00</td>
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</table>
Q23 - The year after I graduated from the SOJC, I was

<table>
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<tbody>
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<td>employed full time in the media/communication industries</td>
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<tr>
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<td>3</td>
<td>employed full time in another field or industry</td>
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<td>5</td>
<td>an intern in the media/communication industries</td>
<td>33</td>
</tr>
<tr>
<td>6</td>
<td>an intern in another field or industry</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>enrolled in graduate school</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>teaching media/communication</td>
<td>12</td>
</tr>
<tr>
<td>9</td>
<td>traveling</td>
<td>12</td>
</tr>
<tr>
<td>10</td>
<td>other (please specify)</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>636</td>
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</tbody>
</table>

other (please specify) - Text

- radio news director
- enrolled in law school
- teaching part-time and editing part-time, both in media
- Still job hunting
- Enrolled in Law School
- Owner of my own communications business
- unemployed
- worked on a pipeline
- Marketing and public relations
- Peace Corps
- Employed as a temp in an unrelated field
<table>
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<tr>
<th>Employment Status</th>
<th>Comments</th>
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<tr>
<td>unemployed</td>
<td>served as a Postdoctoral Fellow for the SOJC</td>
</tr>
<tr>
<td>unemployed</td>
<td>Has not been a full year yet</td>
</tr>
<tr>
<td></td>
<td>Has not been a full year using communications skills in higher education admin</td>
</tr>
<tr>
<td></td>
<td>Public Affairs Officer in the Air Force</td>
</tr>
<tr>
<td></td>
<td>Volunteering for a year</td>
</tr>
<tr>
<td></td>
<td>Not employed</td>
</tr>
<tr>
<td></td>
<td>became a Peace Corps Volunteer</td>
</tr>
<tr>
<td></td>
<td>teaching marketing &amp; social media</td>
</tr>
<tr>
<td></td>
<td>Not graduated yet</td>
</tr>
<tr>
<td>unemployed</td>
<td>Freelancing as a photographer</td>
</tr>
<tr>
<td></td>
<td>Enrolled in an ad school</td>
</tr>
<tr>
<td></td>
<td>waiting tables / freelance writing</td>
</tr>
<tr>
<td>Unemployed</td>
<td>School full time/worked four part-time jobs</td>
</tr>
<tr>
<td></td>
<td>U.S. Army Reserve</td>
</tr>
<tr>
<td></td>
<td>VISTA Volunteer in Houston</td>
</tr>
<tr>
<td></td>
<td>I was looking for a direction in life</td>
</tr>
<tr>
<td></td>
<td>Drafted into the US Army</td>
</tr>
<tr>
<td></td>
<td>Unemployed looking for a job in my field of study. It took 6 years.</td>
</tr>
<tr>
<td>employed</td>
<td>employed full time in corporate communications</td>
</tr>
<tr>
<td></td>
<td>Serving in U.S. Army</td>
</tr>
<tr>
<td></td>
<td>Drafted into Army</td>
</tr>
<tr>
<td></td>
<td>Working in retail</td>
</tr>
<tr>
<td>Unemployed</td>
<td>Advertising agency</td>
</tr>
<tr>
<td></td>
<td>Americorps VISTA volunteer</td>
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### Q13 - I am currently

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<td>249</td>
</tr>
<tr>
<td>2</td>
<td>employed part time in the media/communication industries</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>employed full time in another field or industry</td>
<td>179</td>
</tr>
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<td>4</td>
<td>employed part time in another field or industry</td>
<td>24</td>
</tr>
<tr>
<td>5</td>
<td>enrolled in graduate school</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>teaching media/communication</td>
<td>21</td>
</tr>
<tr>
<td>7</td>
<td>retired</td>
<td>78</td>
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<td>8</td>
<td>other (please specify)</td>
<td>65</td>
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<tr>
<td></td>
<td>Total</td>
<td>640</td>
</tr>
</tbody>
</table>

**other (please specify) - Text**

- Government
- freelance
- Still interning as it is still within one year of me graduating.
- An intern at a PR agency
- disabled
- Owner of my own communications business
- searching for a new job
- Freelance and currently on contract
- unemployed
- Sabbatical
- unemployed/seeking employment
- retired but working as a volunteer on social justice issues in Washington, DC
- Homemaker
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<tr>
<th>Occupation</th>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am a self employed leadership/organizational/process/project management consultant. I use my Journalism / Advertising degree everyday.</td>
<td>Unemployed</td>
<td>Unemployed. Business owner utilizing marketing skills learned at U of O.</td>
</tr>
<tr>
<td></td>
<td>Entrepreneur</td>
<td>Own a boot manufacturing company.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>do volunteer work for non-profit organizations in the areas of marketing and computer graphic design.</td>
</tr>
<tr>
<td></td>
<td>Unemployed</td>
<td>unemployed. Self-employed in editing.</td>
</tr>
<tr>
<td></td>
<td>Self-employed in editing</td>
<td>Self-employed in the media/communication industries.</td>
</tr>
<tr>
<td></td>
<td>Job hunting</td>
<td>Job hunting. I do PT newsletter writing, etc.</td>
</tr>
<tr>
<td></td>
<td>Freelancing</td>
<td>Freelancing. Employed full time corporate marketing.</td>
</tr>
<tr>
<td></td>
<td>Putting career on hold to raise a baby</td>
<td>Putting career on hold to raise a baby.</td>
</tr>
<tr>
<td></td>
<td>Working part time in music industry, waiting to hear back from full time job</td>
<td>Working part time in music industry, waiting to hear back from full time job.</td>
</tr>
<tr>
<td></td>
<td>Employed part time in music industry, waiting to hear back on full time position</td>
<td>Employed part time in music industry, waiting to hear back on full time position.</td>
</tr>
<tr>
<td></td>
<td>Teaching Language Arts and Social Studies</td>
<td>Teaching Language Arts and Social Studies.</td>
</tr>
<tr>
<td></td>
<td>Freelance Book Editor, Part-Time</td>
<td>Freelance Book Editor, Part-Time.</td>
</tr>
<tr>
<td></td>
<td>Teaching marketing &amp; social media</td>
<td>Teaching marketing &amp; social media.</td>
</tr>
<tr>
<td></td>
<td>Since my retirement in 2002 I served as co-founder, first president and communications chairman for a non-profit charitable organization in Jupiter, FL. I stepped down from the board in 2015.</td>
<td>Since my retirement in 2002 I served as co-founder, first president and communications chairman for a non-profit charitable organization in Jupiter, FL. I stepped down from the board in 2015.</td>
</tr>
<tr>
<td></td>
<td>Full time paid internship in another field</td>
<td>Full time paid internship in another field.</td>
</tr>
<tr>
<td></td>
<td>Self employed writer</td>
<td>Self employed writer.</td>
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<tr>
<td></td>
<td>Own TV commercial production company</td>
<td>Own TV commercial production company.</td>
</tr>
<tr>
<td></td>
<td>Retired, doing some consulting work (Public Relations for Public Works</td>
<td>Retired, doing some consulting work (Public Relations for Public Works.</td>
</tr>
<tr>
<td></td>
<td>Tutoring the SAT</td>
<td>Tutoring the SAT.</td>
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<tr>
<td></td>
<td>Completing a fellowship for doing community building work around improving food systems</td>
<td>Completing a fellowship for doing community building work around improving food systems.</td>
</tr>
<tr>
<td></td>
<td>Operating a startup company</td>
<td>Operating a startup company.</td>
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<tr>
<td></td>
<td>Teaching writing full time</td>
<td>Teaching writing full time.</td>
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<td></td>
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<tr>
<td>#</td>
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<td>------------------------------------------------</td>
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<tr>
<td>1</td>
<td>I am currently - Selected Choice</td>
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Q2 - Please rate your agreement with the following statements. During my time at the SOJC, I improved

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<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>3</td>
<td>8</td>
<td>35</td>
<td>239</td>
<td>353</td>
<td>638</td>
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<tr>
<td>2</td>
<td>my tools and technologies skills</td>
<td>15</td>
<td>49</td>
<td>122</td>
<td>248</td>
<td>199</td>
<td>633</td>
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<tr>
<td>3</td>
<td>my visual communication skills</td>
<td>7</td>
<td>30</td>
<td>107</td>
<td>295</td>
<td>194</td>
<td>633</td>
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<tr>
<td>4</td>
<td>my creative problem solving skills</td>
<td>5</td>
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<td>94</td>
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<td>70</td>
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<td>247</td>
<td>638</td>
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<tr>
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<td>my ability to gather and evaluate information</td>
<td>3</td>
<td>8</td>
<td>38</td>
<td>254</td>
<td>332</td>
<td>635</td>
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<tr>
<td>7</td>
<td>my ability to understand and use numerical data</td>
<td>27</td>
<td>97</td>
<td>220</td>
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<td>115</td>
<td>636</td>
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<td>my ability to edit my own and other's work</td>
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<td>288</td>
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<tr>
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<td>my presentation skills</td>
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<td>48</td>
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<th>Mean</th>
<th>Std Deviation</th>
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During my time at the SOJC, I increased my understanding of

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<th>Agree</th>
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<td>domestic diversity issues</td>
<td>25</td>
<td>100</td>
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<td>global diversity issues</td>
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<td>111</td>
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<td>groups dynamics</td>
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</table>
While taking SOJC classes, I found the following resources easy to access

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<td>€</td>
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<td>30</td>
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<td>233</td>
<td>153</td>
<td>7€</td>
</tr>
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<td>55</td>
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<td>162</td>
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<td>9€</td>
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<td>45</td>
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<td>5€</td>
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<td>Research opportunities</td>
<td>36</td>
<td>138</td>
<td>213</td>
<td>96</td>
<td>52</td>
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</table>

<table>
<thead>
<tr>
<th>Field</th>
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<th>Maximum</th>
<th>Mean</th>
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<th>Variance</th>
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</table>
Q6 - Overall, when I think of my SOJC experience, I believe

<table>
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<th>Question</th>
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<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>My professors were effective teachers</td>
<td>4</td>
<td>9</td>
<td>28</td>
<td>319</td>
<td>278</td>
<td>638</td>
</tr>
<tr>
<td>2</td>
<td>My professors were knowledgeable in their fields.</td>
<td>3</td>
<td>5</td>
<td>9</td>
<td>293</td>
<td>328</td>
<td>638</td>
</tr>
<tr>
<td>3</td>
<td>I received an excellent education</td>
<td>4</td>
<td>9</td>
<td>46</td>
<td>287</td>
<td>290</td>
<td>636</td>
</tr>
<tr>
<td>4</td>
<td>I was well prepared for the profession/field I entered</td>
<td>13</td>
<td>50</td>
<td>91</td>
<td>288</td>
<td>195</td>
<td>637</td>
</tr>
<tr>
<td>5</td>
<td>My professors inspired me</td>
<td>7</td>
<td>32</td>
<td>87</td>
<td>278</td>
<td>230</td>
<td>634</td>
</tr>
<tr>
<td>6</td>
<td>My professors were available when I needed help.</td>
<td>5</td>
<td>24</td>
<td>83</td>
<td>294</td>
<td>229</td>
<td>635</td>
</tr>
<tr>
<td>7</td>
<td>My professors respected me</td>
<td>7</td>
<td>29</td>
<td>94</td>
<td>276</td>
<td>228</td>
<td>634</td>
</tr>
<tr>
<td>8</td>
<td>I respected my professors.</td>
<td>2</td>
<td>11</td>
<td>36</td>
<td>313</td>
<td>271</td>
<td>633</td>
</tr>
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<table>
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<tr>
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<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My professors were effective teachers</td>
<td>1.00</td>
<td>5.00</td>
<td>4.34</td>
<td>0.69</td>
<td>0.47</td>
<td>638</td>
</tr>
<tr>
<td>2</td>
<td>My professors were knowledgeable in their fields.</td>
<td>1.00</td>
<td>5.00</td>
<td>4.47</td>
<td>0.62</td>
<td>0.38</td>
<td>638</td>
</tr>
<tr>
<td>3</td>
<td>I received an excellent education</td>
<td>1.00</td>
<td>5.00</td>
<td>4.34</td>
<td>0.73</td>
<td>0.53</td>
<td>636</td>
</tr>
<tr>
<td>4</td>
<td>I was well prepared for the profession/field I entered</td>
<td>1.00</td>
<td>5.00</td>
<td>3.95</td>
<td>0.97</td>
<td>0.94</td>
<td>637</td>
</tr>
<tr>
<td>5</td>
<td>My professors inspired me</td>
<td>1.00</td>
<td>5.00</td>
<td>4.09</td>
<td>0.89</td>
<td>0.79</td>
<td>634</td>
</tr>
<tr>
<td>6</td>
<td>My professors were available when I needed help.</td>
<td>1.00</td>
<td>5.00</td>
<td>4.13</td>
<td>0.83</td>
<td>0.70</td>
<td>635</td>
</tr>
<tr>
<td>7</td>
<td>My professors respected me</td>
<td>1.00</td>
<td>5.00</td>
<td>4.09</td>
<td>0.88</td>
<td>0.78</td>
<td>634</td>
</tr>
<tr>
<td>8</td>
<td>I respected my professors.</td>
<td>1.00</td>
<td>5.00</td>
<td>4.33</td>
<td>0.69</td>
<td>0.48</td>
<td>633</td>
</tr>
</tbody>
</table>
Q24 - Thinking back to your experience as a student

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>I transferred to the SOJC from another institution</td>
<td>164</td>
<td>473</td>
<td>637</td>
</tr>
<tr>
<td>2</td>
<td>I studied abroad while enrolled at the SOJC</td>
<td>96</td>
<td>536</td>
<td>632</td>
</tr>
<tr>
<td>3</td>
<td>I had at least one internship while enrolled at the SOJC</td>
<td>353</td>
<td>281</td>
<td>634</td>
</tr>
<tr>
<td>4</td>
<td>I participated in a competition, such as Ad Team or Bateman</td>
<td>71</td>
<td>561</td>
<td>632</td>
</tr>
<tr>
<td>5</td>
<td>I participated in a student group, such as SPJ, PRSSA, Ad Society, etc.</td>
<td>255</td>
<td>372</td>
<td>627</td>
</tr>
<tr>
<td>6</td>
<td>I worked for a student publication or production, such as Daily Emerald, Flux, etc.</td>
<td>284</td>
<td>350</td>
<td>634</td>
</tr>
<tr>
<td>7</td>
<td>Overall, I am satisfied with my educational experience at the SOJC</td>
<td>584</td>
<td>50</td>
<td>634</td>
</tr>
<tr>
<td>8</td>
<td>Overall, I am satisfied with my educational experience at the UO</td>
<td>588</td>
<td>41</td>
<td>629</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I transferred to the SOJC from another institution</td>
<td>1.00</td>
<td>2.00</td>
<td>1.74</td>
<td>0.44</td>
<td>0.19</td>
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<tr>
<td>2</td>
<td>I studied abroad while enrolled at the SOJC</td>
<td>1.00</td>
<td>2.00</td>
<td>1.85</td>
<td>0.36</td>
<td>0.13</td>
<td>632</td>
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<tr>
<td>3</td>
<td>I had at least one internship while enrolled at the SOJC</td>
<td>1.00</td>
<td>2.00</td>
<td>1.44</td>
<td>0.50</td>
<td>0.25</td>
<td>634</td>
</tr>
<tr>
<td>4</td>
<td>I participated in a competition, such as Ad Team or Bateman</td>
<td>1.00</td>
<td>2.00</td>
<td>1.89</td>
<td>0.32</td>
<td>0.10</td>
<td>632</td>
</tr>
<tr>
<td>5</td>
<td>I participated in a student group, such as SPJ, PRSSA, Ad Society, etc.</td>
<td>1.00</td>
<td>2.00</td>
<td>1.59</td>
<td>0.49</td>
<td>0.24</td>
<td>627</td>
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<tr>
<td>6</td>
<td>I worked for a student publication or production, such as Daily Emerald, Flux, etc.</td>
<td>1.00</td>
<td>2.00</td>
<td>1.55</td>
<td>0.50</td>
<td>0.25</td>
<td>634</td>
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<tr>
<td>7</td>
<td>Overall, I am satisfied with my educational experience at the SOJC</td>
<td>1.00</td>
<td>2.00</td>
<td>1.08</td>
<td>0.27</td>
<td>0.07</td>
<td>634</td>
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<tr>
<td>8</td>
<td>Overall, I am satisfied with my educational experience at the UO</td>
<td>1.00</td>
<td>2.00</td>
<td>1.07</td>
<td>0.25</td>
<td>0.06</td>
<td>629</td>
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### Q11 - The gender I identify with is

<table>
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<tr>
<th>#</th>
<th>Answer</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>263</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>373</td>
</tr>
<tr>
<td>3</td>
<td>prefer not to answer</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>639</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The gender I identify with is</td>
<td>1.00</td>
<td>3.00</td>
<td>1.59</td>
<td>0.50</td>
<td>0.25</td>
<td>639</td>
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</table>
### Q12 - My age in years is

<table>
<thead>
<tr>
<th>Age</th>
<th>No. of Respondents</th>
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<tbody>
<tr>
<td>21</td>
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</tr>
<tr>
<td>22</td>
<td>17</td>
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<tr>
<td>23</td>
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<tr>
<td>26</td>
<td>18</td>
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<td>28</td>
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<td>29</td>
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<td>30</td>
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<td>12</td>
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<td>39</td>
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<td>41</td>
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<tr>
<td>52</td>
<td>10</td>
</tr>
<tr>
<td>53</td>
<td>9</td>
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### Q14 - I currently live in

<table>
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<tr>
<th>#</th>
<th>Answer</th>
<th>Count</th>
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<tbody>
<tr>
<td>1</td>
<td>the Pacific Northwest</td>
<td>334</td>
</tr>
<tr>
<td>2</td>
<td>the West</td>
<td>147</td>
</tr>
<tr>
<td>3</td>
<td>the Midwest</td>
<td>21</td>
</tr>
<tr>
<td>4</td>
<td>the Southwest</td>
<td>32</td>
</tr>
<tr>
<td>5</td>
<td>the Southeast</td>
<td>21</td>
</tr>
<tr>
<td>6</td>
<td>the Northeast or Mid-Altantic States</td>
<td>44</td>
</tr>
<tr>
<td>7</td>
<td>Alaska or Hawaii</td>
<td>11</td>
</tr>
<tr>
<td>8</td>
<td>abroad</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>638</td>
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</tbody>
</table>

### Field Statistics

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I currently live in</td>
<td>1.00</td>
<td>8.00</td>
<td>2.33</td>
<td>2.01</td>
<td>4.06</td>
<td>638</td>
</tr>
</tbody>
</table>
Q15 - I completed my undergraduate degree in

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fewer than 4 years</td>
<td>82</td>
</tr>
<tr>
<td>2</td>
<td>4 years</td>
<td>383</td>
</tr>
<tr>
<td>3</td>
<td>5 years</td>
<td>90</td>
</tr>
<tr>
<td>4</td>
<td>more than 5 years</td>
<td>31</td>
</tr>
<tr>
<td>5</td>
<td>I was not enrolled in an undergraduate program</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>640</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I completed my undergraduate degree in</td>
<td>1.00</td>
<td>5.00</td>
<td>2.36</td>
<td>1.04</td>
<td>1.09</td>
<td>640</td>
</tr>
</tbody>
</table>
Q17 - In your opinion, what were/are the strengths of the SOJC?

In your opinion, what were/are the strengths of the SOJC?

- Faculty with real-world experience
- Great faculty with practical/working knowledge of Journalism, media and advertising
- Broad based understanding of the field I chose; which served me well and gave me an advantage of numerous occasions.
- Professors and support staff who were experts in the field of journalism
- Making the subject matter interesting. Offering a broad liberal arts minor along with the J school courses.
- The professors who have the experience and real-world chops to inform and reinforce their lessons
- Broad education base, access to specialists in advanced courses
- Great professors, motivated and smart students, academic competitiveness, great reputation
- The classes were small and the PR professors were helpful and inspiring.
- Access to great professors, connections with professionals in the region, student leadership programs like PRSSA
- Curriculum choices, developing career directions, faculty leadership
- Exposure, information/education, and practice in what you need to take into a career.
- Strong overall program, opportunities for practical experience in clubs, on campus
- Learning to write clearly; using current technology; collegial atmosphere among students, professors, GTFs, and staff.
- Faculty and internship opportunities
- Faculty, access to industry knowledgeable and experienced staff and faculty, internship opportunities and student groups/publications
- Creative outlets, such as Duck TV.
- Truly far too long ago for me to remember
- No comment

Faculty

At the time I was enrolled in the graduate program -- 1973-74 -- SOJC classes taught you what you needed to know to put out a publication, including writing and production. I felt well prepared to do it all in my first job as a reporter/editor on a small weekly newspaper.

GTFs, visiting professionals

The faculty and the students. Overall, I had a very good experience.

Competitive yet collaborative environment, knowledgeable and helpful professors, strong sense of community

Na
<table>
<thead>
<tr>
<th>Strong faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching staff stressing the importance of creating and embracing innovation</td>
</tr>
<tr>
<td>The reputation of the school helped me get a job in the NW when they saw it on my resume.</td>
</tr>
<tr>
<td>Access to professionals in our field, writing and grammar skills, research skills</td>
</tr>
<tr>
<td>Got a super-Liberal Arts degree with solid Journalism &amp; Business flavor. Got to experience cross-related areas of communications. Pretty good for the day (1975).</td>
</tr>
<tr>
<td>PR, Writing, classes. I didn't take tech classes, mine were mostly history, writing, editing, PR, advertising</td>
</tr>
<tr>
<td>The amazing professionalism</td>
</tr>
<tr>
<td>Faculty were typically very good.</td>
</tr>
<tr>
<td>The SOJC prepares you for the bitter reality after college. Not all of us are going to work our dream jobs, or even get close to what we thought we were going to do. But, we will find employment that uses our skills and fulfills us in other ways.</td>
</tr>
<tr>
<td>High quality facilities and professors and job placement upon graduation</td>
</tr>
<tr>
<td>Excellent faculty and learning facilities</td>
</tr>
<tr>
<td>internship/professional experience</td>
</tr>
<tr>
<td>student networking</td>
</tr>
<tr>
<td>Remaining up to date with media trends - students remain relevant when looking for a job as a result.</td>
</tr>
<tr>
<td>news writing (and spelling)</td>
</tr>
<tr>
<td>The knowledge and inspiration of professors were outstanding.</td>
</tr>
<tr>
<td>The staff and faculty.</td>
</tr>
<tr>
<td>Great access to resources and knowledgeable staff</td>
</tr>
<tr>
<td>Knowledgeable professors.</td>
</tr>
<tr>
<td>Professional experience of faculty in their respective Journalism fields, complementing their academic expertise</td>
</tr>
<tr>
<td>Emphasis on grammar and clear writing</td>
</tr>
<tr>
<td>Small advertising classes. Duncan McDonald was the best Professor I ever had.</td>
</tr>
<tr>
<td>Student undergraduate atmosphere</td>
</tr>
<tr>
<td>the forward-thinking technology skills (I was the first year Gateway was introduced)</td>
</tr>
<tr>
<td>The SOJC gave students a thorough education in multiple areas of journalism and communication. When I entered graduate school, I was one of the only students who had experience in multiple areas including writing, multimedia, photo, and especially technology (inDesign, photoshop, audio work, etc.) The SOJC also offers students incredible opportunities to practice their skills through the various campus publications, which in my experience taught me even more than my internship. You got the chance to act as a REAL journalist, then apply those skills after graduation.</td>
</tr>
<tr>
<td>Great faculty, stellar reputation. Strong emphasis on writing and critical thinking skill development.</td>
</tr>
<tr>
<td>Strong professors.</td>
</tr>
</tbody>
</table>
Diverse fields of study

Professors who care and encourage students.

professors’ commitment; peer review process; Flux Magazine

Good teachers

top-notch education

Excellence in instruction/critiquing of my work/encouragement to perseverance

The size of the classes allowed you to learn easily in a small setting. The technological resources provided were exceptional and the knowledge of the faculty was extremely helpful to students' success.

The knowledge and dedication of the professors and availability for extra curriculars in the field

Practical skills building, teachers with practical experience, writing and grammar, learning to be discerning of sources and bias

Great school. loved it. practical. great variety of classes.

Excellent faculty and guest presenters

Learning how to bullshit and become professors/instructors favorites.

Ethics, and legal issues. I learned that I would be able to use PR for causes I believed in, but could never tell lies to make corporations look good.

Faculty

Well-rounded thorough journalism education; dedicated facilities and professors; curriculum

Great professors

Writing skills and understanding of the full media landscape were unparalleled. The content of the classes was fantastic and I loved all of them except for Grammar for Journalists. I may have hated Grammar for Journalists, but my grammar is better than most people because of it (and I work with people who went to "elite" universities). Tim Gleason was an amazing professor.

My professor, Rebecca Force gave me the confidence to feel like I could succeed in journalism.

Agility, ties to regional business.

Study a variety of media field

We had great writing faculty.

The quality of the education

great news-editorial focus

The professors and students sharing during class discussions

instructors

Content and breadth of classes

It prepares its students to adjust to the changes they are to find in the larger outside world. SOJC prepared me.

Everything
Outstanding professors, curriculum, and environment

Upper level course offerings. Applied skills as part of course work. Requirement to take broad spectrum of classes outside SOJ.

Solid faculty, excellent curricula focused on strong, non-nonsense writing skills and professionalism.

Maier, Russial, Park, Madison, Tizon; quality advisors

Status; some great faculty

Up to date building and tech equipment

Smaller classes and some of the professors were hard-core.

Professors

Breadth of course offerings in the journalism and communications field.

Excellent Professors. Opportunity to study a wide variety of subjects

Faculty who have real work experience in relevant fields.

Experiential learning.

Modern facilities

great faculty, good student media opportunities

Great people. The professors really care. I learned a lot about the traditional journalism skills like reporting, interviewing, writing and editing

Faculty

Professors, competitions, resources

Have programs like the Alaska and New York trip where I got to use my skills and learn about the industry I was headed into.

I think the faculty (professors, advisors, GTFs etc.) and facilities are the main strengths of the SOJC. The student publications are also extremely valuable.

Great professors.

The close connection with professional in industry that helped bring a clear picture to the students and helped define the programs.

Quality of instruction

Local minded and oriented study

The larger general classes like mass media law, photo journalism, news writing

Faculty

Networking and experiential learning

Creativity and variety course work.

reputation and regard within the industry

It was helpful to have "real-world" clients when doing class projects.
It gives real world experience

The community within the school. The profs and advisor were approachable and friendly.

Practical application of skills, tools, and knowledge.

Strong organizations, competitions, and challenging projects.

The professors and their experience in the field

The ability to interact with the professors, and the students in the program.

Access to internships.

Having such wonderful professors as John L. Hulteng and Warren Price and being able to work on the Daily Emerald with some good news writers.

Well rounded, multi-faceted communications program that was taught by professors with long histories of high-level professional work

Writing classes, especially Reporting 1. I still use it today.

Experiential education with blend of practitioners and tenured faculty

Infohell taught me to rigourously scrutinize sources and taught me how to practice healthy skepticism

The quality of faculty and the rigor of the program, especially with the PR's capstone campaign class, allowed me to feel confident while applying for jobs post graduation. The support of and constant challenging that came from my professors also pushed me to become a better student and young professional.

Don't know anymore

Professors and their knowledge of the field.

Authentic, constructive, challenging, resourceful

Faculty & a breadth of major choices

Diverse curriculum, excellent pre-major courses, specialized career tracks

It's reputation, it's broad approached to journalism and subsectors/subindustries, very high quality professors (one who gave me an opportunity to write for Newsweek, thanks Dr. Bill Winters!). Also getting involved in PRSSA started my career off in a fantastic way and led to my lifelong involvement with PRSA.

Faculty availability and helpfulness, Portland campus

Improved my communication skills and how to work with others. Enjoyed small classes.

Small but diverse program

For me, the Marketing(Biz school) and SOJC worked together to help double majors, teachers with on the job experience in my field of study

Teachers

Knowledgeable faculty who keep up with their respective professions, talented staff who support the school behind the scenes, excellent events (best catering on campus), and engaged school over all in terms of event attendance, social media tagging, etc. Our faculty care deeply about current events and the state of our world, which I have not seen in other departments. I think our school just cares more in general.

Safe, nice campus. Stimulating, diverse areas of education. Diverse students and staff.

Faculty
Being able to participate in competitions like Ad Team was a real benefit

It's about the people, the professors, and their ability to connect with and aid students.

instructors that modeled independent thinking.

Core curriculum and high standards. Demanding set of prerequisites

technology available for students to use

Diverse experience of instructors.

Networking opportunities, fantastic professors, great resources

The professors. EVERY professor had an insane background with endless, relevant experience.

Peter Laufer and the guy who teaches Comm Law.

Writing, reporting, advertising, PR

I graduated too long ago to have this be applicable.

Cultivating inspiration

The broadness of the program, allowing students to focus on their strengths in specific verticals and then become resources for other students.

Access to all the technology and gadgets needed to be successful.

The requirement to take many courses in different fields, the ethics and theory courses

Teachers who had been professionals in their field

Hands on experience, variety of classes and strategic thinking

Communication with facility

The strength was the knowledgeable professors and an abundance of opportunities for hands-on involvement in productions, both print and electronic media.

The professors

Great in specializing specific classes to particular majors

Writing and Info Hell

The chance to do some good hands-on journalism and photo-journalism, and do some computer editing at a time when computers were just coming in

The faculty, the opportunities offered to the students

Great at Diversity and having knowledgable Professors with real life experiences.

Faculty

Faculty with wide experience. And the great teaching of Arnold Ismach

A strong faculty that emphasizes learning professional journalism skills.

Inspiring creativity

The staff, breadth of curriculum
Incredibly inspiring and intelligent faculty.

The teacher and resources

The class options

Forward-thinking institution that is very involved with the various industries it's preparing students to enter.

Passion and accessibility of profs and cross-pollination with the Emerald

Learning how to communicate (write/speak) effectively

experienced faculty regardless of background education, experiential learning opportunities

rigorous coursework; changing with the industry

My impression is that there seems to be a lot more hands on learning in the current J school. More training in digital/social media and those platforms that are so crucial today.

Given I graduated 53 years ago, I would say the diversity of SOJC classes available to help me determine my future pursuits.

professors and courses

Prepares students well to be successful in media/comms fields. Gateway, and the diverse skills learned within the program, are immensely valuable.

Excellent teachers and a well rounded education in Journalism.

Dr. Donna Davis, the Strat Comm program was fantastic

Strong curriculum that provided a well rounded view on my chosen specialty; i.e. Media ethics and grammar are critical skills for anyone in comms even if not a journalist

The knowledge of professors who had worked directly in my field (newspapers)

A diverse Journalism education that goes well beyond learning to be a tv reporter (or whatever the emphasis)

Excellent professors, opportunities for "on hands" learning

Variety in classes and opportunities, incredible advising team, and the enthusiasm for the celebration of the centennial.

At the SOJC, students receive a well-rounded education with real-world skills that are immediately valuable to employers. The SOJC particular strength lies in a solid foundational set of communications competencies like grammar, visual communications design skills and technical writing skills. Perhaps the least mentioned strength lies in the university's brand value and the network of Duck alumni in the Pacific Northwest.

preparing students for the real world of journalism

Strong community feel, easy to get involved and be a part of.

The classes built a SOLID communications foundation (InfoHell, Grammar) and were crash course so it weeded out the students who were looking for an easy program, making group project experiences much better!

Faculty and innovative curriculum

Student opinions were welcomed and acknowledged.

Professional opportunities, graduate students, faculty engagement

Career Prep
variety of classes
student resources, knowledgable faculty

The faculty members.

Inspirational professors

Breadth of options for educational and internship paths; affiliation with campus paper

Core courses for pre-j, small cohort style for majors

Info Hell was good practice for learning discipline, which is critical in every communications field

Up-to-date curriculum, career preparation, access to resources, applicability to a wide range of careers

Firm grounding as a professional school in real-world skills, high standards and stiff competition. A real sense of excellence in each of the disciplines

Experienced professors, connections to community media companies, hands-on experience with multiple career paths

From what I know about the programs now, they’ve done a great job of adapting to the changing landscape of journalism.

Breadth and depth of course offering; requirements to take complimentary coursework outside of major area of focus; and extracurricular activities

My professors were smart and engaged.

Instructors like Duncan McDonald

Journalism education

It’s a professional school.

The amount of experience and knowledge that the professors had in their individual fields.

Presentation of theory; coaching of post-graduate research

The SOJC does a great job of celebrating a small number of students and their work and acting as though the rest of the student body are unimportant. SOJC faculty do a great job of handpicking students to have great experiences and then taking credit for how “innovative” those students and their experiences are. I think the SOJC has a number of brilliant faculty who are good teachers and who do genuinely care about their students, and I wish that these faculty were the ones that get celebrated and promoted.

Enthusiasm, initiative, broad thinking, outstanding instructors and professors, outside opportunities, strong student groups

The professors, diversity of class subjects

Faculty pulled straight from the newsrooms

Overall excellence in teaching, curriculum, and facilities.

Faculty and passion.

Experienced professors with real world experience, wide variety of classes, small class sizes, internship opportunities.

Teaching students media ethics, presentation skills and working in groups

Teaching students about media ethics, practicing presentation skills, and working in groups
outstanding faculty, culture, alumni, student services, community

Good professional connections for those willing to reach out.

great professors who invested in you as long as you put forth some effort! And a definite focus (at least esp. in PR major) on getting internships and connecting to professionals.

Preparing students for a changing journalism field and promoting creativity.

Internships
Establishes strong foundation for sustainable skill building (Reading & writing) as well as a strong ethical foundation.

Research
Great professors, interesting and engaging classes for upper division students, access to respected professionals.

The professors were not just knowledgeable, but also extremely experienced. I also loved that after all the foundational classes (which I found useful to do at the start) the classes were never too large. It allowed us to have more focused attention with the professors, as well as really be able to learn from one another effectively. I also still love the diversity of programs and focus areas offered.

Lots of field experience.

Educators
Real world teaching
faculty

Beautiful campus

They had a lot of resources and some good professors with actual field experience in journalism. Also, they pushed us hard with difficult mandatory courses to learn researching, grammar and more.

Wide range of courses. Inspiring faculty. Opportunities for creative work to fulfill course and degree requirements

good program, except weak in public relations

The SOJC had pretty solid staff and a good mix of those in the field and those with decades of experience, that no matter how technology changes, the fundamentals will more or less be the same. In short, I felt like I got a really good understanding of the fundamentals of PR.

Being dynamic in adapting to the changing reality of professional journalism

It was available for me to attend as an Oregon resident

The SOJC curriculum flowed in the right order to make sure all necessary skills were gained by the time each class was required.

Focus on trade skills

Gives students real skills that are valued in any place of work. Learn by doing philosophy was incredible

Prepared me for a journalism career

Some great teachers that drew from amazing experiences to teach

Faculty and resources
Ensuring students build basic knowledge of running social on behalf of a brand, editing sound/video, crafting a story and GRAMMAR!

Great teachers, prestigious name, lots of classes, internship opportunities

Community, evolving curriculum, desire to educate for the current media landscape

The dedication of the professors to ensure all material discussed was well understood by students. The professors were always there with a welcoming smile. I always new I had amazing support in SOJC.

Staff and faculty I meet many great professors that were willing to help me become the best version of myself

Strengths were resourceful working environment; professor staff and diversity of curriculum

Excellent professors who had extensive experience in their chosen fields of news/editorial, advertising, etc.

I am understanding the applicability of my degree to other fields now, the investigation, research, people skills, writing skills, critical thinking, visual design, marketing works well for the field I am interested in, advocacy

Engaged, experienced and nurturing faculty

In my opinion, the SOJC does a great job of preparing students with real, marketable skills that look great on a resume, such as learning the Adobe suite.

Instructors experienced in their field.

Great Dean, John Crawford

Professors

At the forefront of issues and technology

Educational activities related to the profession; very good professors, inspiring environment.

Faculty with real world experience in the field.

A variety of courses; abundance of equipment to use;

Providing the fundamentals to build a career upon; providing real-life case studies in classes that prepare students for situations they will face in the workplace; professors who have worked in the field who can combine the theoretical with the practical

I think the professor did a great job stressing the importance of connections and work experience (over grades) and helped to facilitate opportunities for students to gain both.

Professor max wales

Practical, no-nonsense training in the core skills of journalism

Strong professors, many opportunities.

Awareness to prepare you for life after college, healthy competition amongst students who worked hard, Dave Koranda and Kelli Matthews are huge strengths. I loved that I took core classes that directly applied to going out into the "real world" and I equally enjoyed the classes that pushed my creativity and made me think outside of the box.

Giving basic skills

Professors had already worked in the field and understand the advertising of today. This goes all around for all aspects of the J school

Focus on critical analysis of media, with grad classes in both quant and qual methods. Also, I felt free to pursue my interests
Technology integration, practical skills, relevant schoolwork to the real world, small major specific classes

Small classes, invested teachers, diverse classes, teacher availability

Fundamentals of journalism & connections to the professional world

Good brand name; excellent core writing classes.

Specializing by track

Professors

Strong faculty with diverse interests, gave good taste of a broad profession

Good overall exposure.

Flexibility in supporting my field of study

many

Amazing, amazing faculty. I had so many fantastic opportunities to travel and study abroad with immersive learning experiences, the ability to talk with visiting professionals, and the mentoring I received (and continue to receive) from faculty during my time at SOJC.

Very inspiring and passionate professors. Very good education program, and I especially like being part of the Student Advisors committee, where we get to be attached to professors and help peers.

Holding on to its vision and values and keeping up the standard.

The professors -- those who take students under their wing and invest time and energy in teaching students the real-world applications of what they're learning in class (the Morrisons, Kjellstrands, and Tizons of the world, to name a few)

terrific teachers like Tom Bivins, Joe Henderson, and late Roy Paul Nelson.

The tools provided to learn are, to me, top of the line -- such as computers, collaborative classroom settings, cameras etc.

Professional Attitudes from the professors and students

Dr Bill wintwr

The curriculum required a strong minor and encouraged us to take classes outside of the SOJC. Effective journalists must have broad knowledge. My education was before there was much technology, study abroad was rare, and the civil rights movement was in full swing. I'm not sure if it was my classes or the UO environment in general but i felt i was part of this important cultural shift. I believe I graduated with an extremely strong commitment to journalistic ethics and the role of the media (primarily the press) in a democracy.

Its reputation

Diversity in available classes and professional development

resources and insightful vision

Group ad classes

many classes to choose from, professors with experience in the field, ability to prepare students for the future changes of the industry

Rigorous pre-recs

The professors and course offering. I sweated out Journalisaw but learned a lot
Great faculty, interest in investing in technology & keeping up with new happenings in the field

Professors

Strong network for finding jobs after graduation

Tech

Increasing my technical skills though coursework and my internship

Grammar classes with Leigh Anne Jasheway, (This class is the reason I've found the success that I have), Journalism specific study abroad programs (Cuba, Sri Lanka, Alaska), Real world journalism work (Forests + Fire)

the Grammar class, anything with Joe Henderson or Duncan Macdonald or :Lauren Kessler or Ken Metzler. Learning to write and edit.

Fostering a space for creative thinking and exploring new perspectives.

i think the SOJC has a tremendous community and sense of belonging that spanned Allen Hall. The teachers were thoughtful and some of the best I have had (John Mitchell, Kelli Matthews)

Curriculum and professors

Interview class

Real, practical knowledge of the profession and its future; where do students and recent grads fit into the profession.

Internships.

Vocational training, advising, portfolio focus, outstanding professors

The staff and faculty at the SOJC were the most helpful staff I found at the UO and I was also at the business school.

Teachers and curriculum

Certain members of faculty, budget for upgrading facilities, connections with professional journalists and the overall liberal culture.

Communication, creative problem solving and critical thinking

The elective classes like Presentations and social media workshops and resume building classes were by far the most helpful to transitioning me into the professional world. They helped prepare me for real world situations and I use those classes the most as reference to my current job.

Professionalism and availability of faculty.

They were a good beginning; they prepared me to learn much more.

Great teachers

Small class sizes

Great teachers

Great reputation, dean John Hulteng, faculty more focused on experience than degrees, chance to sample other university departments

Faculty, computer labs, software, career advisors

Great professors and classes

Tight-knit community
Professors with experience

Teachers with relevant experience first.

CREATIVE, DIVERSITY

Plenty of student publications to work for, which I feel prepared me for my work more than classes (which of course were great too, but you can't beat hands-on experience like The Emerald!) Also lots of interesting classes that I felt rounded out my journalism education (history of communications was a favorite!)

prepares you well for the real world, access to internships and professionals

I received a strong education in reporting, interviewing, and other research methods for journalism.

Great Professor's with knowledge in the industry

Professors

Creating whole/creative people, not just ad grads.

professors with experience in the advertising industry

Facilities, some outstanding professors, good content

Bedrock journalism.

A strong journalism school with Infohell to weed out people not seriously interested in the major, so that upper division classes contained serious students

Faculty and real-life applications

Writing, editing, informations gathering when I attended

Dedicated faculty, numerous opportunities to expand my field of study, excellent contacts with professionals working in the field.

Teaching different ways to tell stories, teaching "creatives" how to get jobs, basic journalism fundamentals

knowledge, inspiration, communication skills

Strong reputation in News-Editorial

Large variety of classes and offerings, motivated students and faculty, freedom to tackle the topics you’re interested in, good facilities

A solid journalist education. I left feeling qualified to taken on the job of a newspaper writer.

Faculty, course options

The community and the real world opportunities you get.

Cutting-edge, access to professionals in the field who want to share, knowledgable professors that loved teaching.

Well-rounded class offerings

Diverse, broad introduction and expanation of the communication aspects of the time through experienced professors.

Excellent professors, emphasis on theory in addition practical, ahead of the time on things like web publishing

small class

Variety of classes
Outside classroom experience (clubs, real clients, guest speakers, etc.) and support from professors. Inside classroom was a strength, too, of course, but when coupled with real world / non-classroom setting, this is where I felt SOJC excelled. This was especially true once I graduated and got my first job and realized many other entry level folks had no non-classroom work, for example.

Gateway classes and the professionals in the school.

The teachers

Desire to stay modern

Breadth of the curriculum; strong focus on fundamentals--e.g., grammar, composition

The faculty, the research opportunities, the resources that we provide to students.

The SOJC faculty is phenomenal. They go above and beyond to make sure their students are not only learning the material but that they are able to learn the material in a way that mirrors their own creativity in passion. I learned more about myself in those classes than in any other class on this campus.

Large student body, large faculty, good-to-excellent facilities, faculty committed to professional education, enough or more than enough highly motivated students

Preparation for professions in the media/communications field through a diverse education of skills.

Basic skill-set, reputation (may have changed since I graduated)

Its teachers, its alumni, its history, its commitment to journalism as a profession and a calling

The specific details that make advertising different than "marketing" more broadly.

The faculty

Outstanding faculty; coursework, enhanced by the U’s excellent courses in social science, history, literature, etc.

Student groups, alumni association (networking opportunities)

really too long ago to be relevant

Faculty (most but not all). Diversity of courses.

Sense of community, professors with both real life experience and teaching ability

Great professors

lots of opportunities to participate in career-related activities, access to professionals in the field, great classes

Strong faculty

Professors who were willing to experiment and go with projects students came up with.

Photography, videography, audio and editing

Capstone courses which give students real clients and work to complete in the field.

Quality, committed teachers/professors who personally keep striving to be better.

Broad education, knowledgable and approachable professors, good student culture

Knowledge base

Good choice of classes
Most SOJC students had higher aspirations than other U of O students which created a competitive atmosphere.

Knowledgable and inspiring professors.

Field specific focuses- pr, magazine, advertising - and great, useful field-focused classes once a full-time SOJC major

Good group work tactics and lots or publications and activities to be involved with

Good teachers and career advisors.

Ethics history

Small classes, incredible professors and faculty and outstanding resources

Its faculty and its broad liberal arts and sciences education requirement for a journalism major and degree.

The opportunity to explore whatever we were passionate about

Biggest strength: passionate teachers and advisers who are dedicated to their students and help them discover their skills. Additionally, equipment rentals, labs, and general access to tools that encourage students to explore and learn beyond what their assignments teach.

Learning the hands on skills about how to actually create content instead of just talking about and judging content that already exists.

Qualified instructors, personal attention, high standards.

Writing

Had some really outstanding classmates (they had more of a clue than I ever did).

Grad student interaction

The SOJC brand has helped elevate people's opinions of me, my work, and my education.

Reputation

Interesting classes and people.

I was at the Portland campus, so I felt removed from the SOJC. I keep up with the newsletters that are sent to me, though.

Faculty

Strong faculty, resources

I think the SOJC has passionate professors who are thoroughly invested in their students.

Top ranked program

Design, Advertising and Information Gathering

High expectations, professional training, real world practice

Supportive faculty and effort to provide "real world" experience was paramount in the PR program.

It did a great job preparing me for my career of focus and opened me up creatively in a way that gave me a better sense of the industry and what type of work I would be doing.

It was a good, solid program, and I was proud to be a part of it. I remember having a monthlong internship at the Oregonian as part of a class, and that was an inspiration.
dynamic staff, great resource, awesome class variety

Great people with a great sense of humanity. They foster the idea of "being kind"

The project based courses (campaigns, strategic planning, etc)

The faculty and resources

The faculty, the commitment to journalism and journalistic ethics

Great professors, dedication to journalism, analyzing and deepening the skills of the craft, and a sense of community.

The honors program was fantastic, but there needs to be more of an emphasis on a project based thesis people can actually use in their portfolio instead of a research based thesis--no one in this industry wants to read a 50-pg paper.

The caliber of professors who had excelled as professionals in their respective fields and brought real-time knowledge and experience to their teaching.

Teachers, Opportunities

Basic writing, photography, PR and advertising skills

I felt like I received one of the best journalism degrees in the country. The skills and experience of the professors helped bridge the gap between the real world and education.

entertaining and competent teachers, good curriculum

Camraderie among students.

Community, Fantastic professors

the professors and their experiences

A great reputation, a strong community, passionate educators.

The professors. They are the keys. So many of the professors at SOJC have decades of experience in various fields and also are up to date in the ever changing landscape of journalism.

The SOJC does an amazing job at being well-rounded and constantly improving. They take current issues in the world, and even within the school, and do their best to address them as a team.

Well prepared, knowledgeable professors.

Academic Advisors. Also, the professors that continually demonstrated genuine care, concern and respect for students. (Peter Laufer, Pat Curtin, Leigh Jasheway and Erin Hanna)

Teaching writing skills as well as research skills. Although, some of what I learned related to conducting research is outdated and could have focused more on online research.

It used to be an excellent school which stressed non-ideological journalism

Excellent faculty

Solid professors who could teach

faculty

The variety of classes

Access to professors who were experienced in their fields so we had real world assignments

Solid writing and PR programming.
Smart professors, structured well

The professors are passionate about their fields and most have relevant real world experience.

Strong faculty, focused J school, wide range of available classes that cover a lot of different disciplines and variety of subject matter.

faculty & resources

The faculty are great. I was always able to reach out to them for advice and I grew quite close with several of them.

The professors and access to world class computers and software.

Faculty and resources

Well respected program

Professors, labs,

Its faculty, and advising and GTF staff.

The strengths of the SOJC were ensuring that students were given real-world scenarios and opportunities with which to build their skills. For instance, there were tons of opportunity in something like AHPR or PRSSA to learn from real-world professionals. The capstone classes and even the strategic PR plans we worked on were extremely helpful because we got to interact with real clients or evaluate real companies.

Access to professionals in the field

As a public relations major, it was a requirement to build and present a personal work portfolio. This was a tremendous help post graduation and interviewing for jobs. Having writing examples, resume, and real PR experience, I was fully prepared walking into every interview.

Practical application to develop critical thinking skills, writing

Accessibility of professors, quality of teaching, camaraderie with the J-school faculty and students

Great faculty, student camaraderie

Learning from those who had real life experience in their field

Great professors, interesting classes for the most part.

Excellent faculty. I was in journalism with an emphasis on electronic media. We had professionals teaching us. And Rebecca force was an incredible professor.

respect, social responsibility, outstanding professors, full of creatives

Reasonably good sense of what students need to learn to be successful

Solid professors, difficulty of major made it high quality

There were a few great faculty

the critical cultural studies graduate faculty. And Leslie was supportive as grad director. Unionized graduate assistants

Strong course work (Information Gathering - which is gone), high requirements, focused professionals

From what I know now (not related to my time in SOJC), the multimedia program rocks

Faculty and hands-on learning
Exceptionally knowledgeable and talented faculty and staff, bleeding edge curriculum that adapts (and shapes) the industry in a period of tremendous change

**Assistance from my advisor**

**Size of classes**

**Experienced faculty. Experiential learning opportunities.**

**Inspiration, Wisdom, Variety**

**Quality of education, resources, curriculum and real-world experience faculty bring to the classroom**

I liked that we had a lot of flexibility to take relevant classes and build skillsets outside of school, i.e. individual/group projects, internships, work, etc.

**Professors, internships**

**Stresses the importance of knowing multiple skills.**

Diverse range of courses, awesome professors, lots of ways to get involved outside of class, great new/clean/comofortable building

**The ad team**

Professors with professional experience and a desire for you to succeed. The availability of equipment to get hands-on experience.

**Professors and alumni in the field**

**Diversity of research, opinion, and expertise**

**Cool professors, technology access**

**The course options were good and the teachers were credible.**

**The diversity we learned in our education, and above all deadlines and sticking to them**

**Excellent choices in electives and I liked all the liberal arts classes I took to get my journalism degree.**

**Excellent writing/editing/communication curriculum that's very effectively taught and appropriately rigorous.**

**Daily emerald and flux**

portfolio preparation, critical thinking focus, having professional speakers

**Extreme emphasis on professional development and getting a job.**

**The professors are amazing they truly care about our education**

**Faculty are incredible in their fields.**

**Connection to the reality of the field. I thought there was a great mix of theory and practical application**

professors, the programs like Flux and Snowden Internships

**Money for resources, the honors program, and the Portland senior experience**

**Great creative courses**

**Student involve opportunities, professional development opportunities**
Q18 - In your opinion, what were/are the weaknesses of the SOJC?

<table>
<thead>
<tr>
<th>In your opinion, what were/are the weaknesses of the SOJC?</th>
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<tbody>
<tr>
<td>Few internship opportunities in the late 1990s</td>
</tr>
<tr>
<td>At the time, internships and career placement opportunities were lacking.</td>
</tr>
<tr>
<td>At that time, the program was limited in focus to account management and media planning; that has since changed to be more well rounded. But clearly, based on the success our grads have had in all aspects of their fields, SOJC has been doing an outstanding job. I also think professors/instructors shouldn't be so quick to judge who might be successful and not.</td>
</tr>
<tr>
<td>No weaknesses that I can think of</td>
</tr>
<tr>
<td>The skill set I acquired while at the SOJC was very niche and has not served me well in finding related-but-not-exactly-the-same jobs.</td>
</tr>
<tr>
<td>Many media jobs/internships are located in larger metropolitan areas</td>
</tr>
<tr>
<td>Not enough promotion of, or information about job opportunities in the field of Communication. Being in the Communication field my entire working life, I have had the opportunity to learn about all the potential jobs a Communication degree supports. There has got to be a better way to prepare students about these opportunities.</td>
</tr>
<tr>
<td>Honestly can't think of any</td>
</tr>
<tr>
<td>While technically sound, little applied toward workplace politics, which is part of any job.</td>
</tr>
<tr>
<td>Professors that hadn't been in the industry in a long time</td>
</tr>
<tr>
<td>I think in 1995 we missed a golden opportunity to be out front of the pack with regard to the challenges and opportunities afforded by the rise of the internet.</td>
</tr>
<tr>
<td>Tough to get in but that's a good thing once you're admitted to the J school</td>
</tr>
<tr>
<td>Degree requirements such as economics, not beneficial.</td>
</tr>
<tr>
<td>no comment</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>No weaknesses.</td>
</tr>
<tr>
<td>Many -- not all -- professors were old, conservative and out of touch</td>
</tr>
<tr>
<td>I attended SOJC during a time of transition and most of the professors were older. It wasn’t really the school’s fault, it was just timing. So I was prepared for a world that was already outdated. Also, at that time, internships were not really part of the experience, but luckily I sought them out on my own. I think the school is very different now and is doing a better job at keeping up with the rapidly changing world.</td>
</tr>
<tr>
<td>lack of focus on data (relevancy and accuracy of information, yes, but not quantitative data)</td>
</tr>
<tr>
<td>Na</td>
</tr>
<tr>
<td>Distance from large newspapers</td>
</tr>
<tr>
<td>Lack of classes in innovative journalism fields like sojo, social media, dslr video, engagement journalism</td>
</tr>
</tbody>
</table>
It was geared towards old-school journalist-types when I attended school. For someone interested in advertising and marketing, it was limited.

Didn’t learn how media relations work

Poor to no career advice or job help. No understanding of how the jobs operated after I graduated.

Lauren Kessler was a terrible advisor

I would have like more professionals from the industry to speak/visit

At the time, I felt that student should not be able to intern for a newspaper until they had completed both Reporting 1 & II. I don’t know if that’s changed -- it was 16 years ago.

I graduated during a time when the journalism industry was in flux. I don’t feel like the SOJC fully prepared us "traditional news" students for the emerging digital world as well as they could have. Fortunately, I've been able to figure out/find that experience professionally.

Seems like job placement is rare and disappointing for all grads in all degrees.

There could have been more opportunities for internships

advising

The number of students no longer matches the size of the facility. SOJC is growing, so resources such as the computer lab become more difficult to access.

magazine writing, advertising, editorial writing, helping me get a job in Journalism or a related field.

I don't remember there being extra-curricular organizations other then the Daily Emerald. A course in statistical analysis of some kind would have been helpful.

The lack of ethnic diversity.

Subjective grading

Slow to react to the change in the industry.

Responsiveness & adaptability to the speed of change in digital media tech & related audience behavior

Some of the professors thought too highly of themselves

A couple of professors were not good. Some of the classes were tons of busy work that I never used later in life.

The PR major program was solid, but I definitely would’ve appreciated more of a focus on how PR is a part of an overall integrated marketing plan. Need more on how paid media, SEO/SEM, social, etc. are complementary part of a PR campaign and how they work together.

Advisory support and tracking

getting a true understanding for what it's like to be a strategic planner at an ad agency

The main reason I went to graduate school was that I felt the career connections at the SOJC were somewhat poor. I didn’t feel that students were exposed to enough potential careers, and certainly weren’t given connections that helped them get a great job or internship. My classmates at the SOJC were more experienced and quite frankly more talented that my graduate classmates at Stanford, and yet my classmates at Stanford were getting jobs at the Seattle Times and the New York Times because our professors were focused on helping us establish our careers, while my SOJC classmates were stuck at internships at tiny town papers in Iowa.

During my tenure at SOJC, social media platforms were on the rise and curriculum was heavily weighted toward that. There was less focus on traditional media relations, media strategy, messaging, relationship building skills.

There are no classes in broadcast journalism and no alumni events in Southern California.
No coop or stronger internship program

The environment is very liberal and being conservative is difficult. There's no room for an opposing view without ridicule.

lack of professional exposure in terms of guest speakers, internship

easy to fall through the cracks

Needed student lounge & study area where I could interact with peeps

Gateway didn't focus enough on advertising and public relations. Needed more required anyaltical courses for public relations.

Not enough support for Duck TV. It's where I got all of my relelvent hands on experience and why I have a job right now. Also, I never use Final Cut Pro. Strictly Premiere professionally.

When I was there, the digital media aspects were limited for a PR focus.

Availability and ethics.

in 1982 there was little access to photojournalism and technology

Technological foresight

None

N/A

The professors were knowledgeable, but not approachable. Most were a bit imperious and didn't like you unless you were very involved in the school (e.g. Ad Team, PRSA, etc). I wasn't, because I had to have a job and that hurt me. There was a strong culture of being "in" or "out" with the professors and I wasn't in the right club. We were NOT AT ALL prepared to look for jobs, interview, or network. And, we weren't really prepared to have a job.

Career guidance was non existent in my day, unless you were a professor favorite. More support was needed for people who were the first generation in their family to go to college and seek white-collar work.

Because of its geographic location, it's not in a major market and getting a job after school was extremely difficult

When I attended the electronic media tools were dated.

Not enough support for international students

It had a distance problem with the professional world that I was studying -- magazine and book publishing.

the diversity

too much focus on public relations and marketing

Not enough career opportunities when I graduated, as an international student (back in 1990)

career guidance

Career advising

The Professional Masters felt like an afterthought in relation to the rest of the school. The program was very helpful to me, but it was a struggle to get resources (finances, job opportunities, etc) because we weren't undergrads or research grad students.

Lacking diversity

Nothing I can think of
None when I was there.

Not enough connections to media, allowing a smooth transition to employment.

Instructors with huge egos and those who played obvious favorites

lack of structure in some programs; ineffectiveness of tenure-track faculty

Lots of cliques in student groups and professors play favorite, skills/assignments in class are too basic/old fashioned/out of date to relate to real world newsrooms.

At the time I was specializing in photo-journalism and there was only one photography professor. I was then able to take special studies classes in the Arts Department. A very special time in a special place with professors who cared.

close knit community

Academic counselors for transfer students. I was unable to learn the exact value of my transfer credits until my second to last year of school. I ended up taking duplicate classes and had to scramble in my last year to fill missing credits.

I probably needed additional input as to specific careers available and how to translate that into a job

Too long ago to really remember anything negative!

Lack of younger professors, with slightly more relevant experience within the industry.

Instructors' political bias bleeding into the teaching

little diversity

I graduated as part of the old curriculum. I had no video editing or social media skills, very limited data journalism skills and no knowledge of photoshop. All those skills are essential in today's journalism industry and I had to learn a lot of them on the job.

Needed more class variety

Location, in relation to media centers

Bivins. His class is awful. Old teachers who don't teach new trends and focus on just writing papers. Teachers who are uninspiring. That care more about their teaching schedule than their students. The required classes (j101/201/300 A and B) were so boring and useless. I call belmic learning. I regurgitate everything for the paper and test just to pass and never use it again in my life. Everyone dreaded those classes and teachers.

One of the main weaknesses is that the journalism track makes students do too many different things, while also not giving students the opportunity to try things they are interested in, especially during the first couple of years. I think that a lot of students come out being mediocre at a lot of things rather than excelling in targeted areas. I understand that most people in media jobs need to be able to do a lot of different things and a wide skill set is important, but I think the balance of curriculum was off when I attended. I think we were pulled in too many directions at the same time we weren't given enough time to actually become proficient at all the skills we were being taught. Importance of internships wasn't stressed enough, and there weren't enough opportunities for internships compared to the amount of students. I think there should be more emphasis on creating a portfolio and having pieces that can be used to get jobs. Taking an ethics class should be required. I think a lot of students leave the SOJC without adequate knowledge of current ethical practices and problems they will face. There is also a lack of focus on editing and other job skills that aren't writing and multimedia production. I think overall the journalism track focused too much on being a reporter. Not everyone who works in journalism ends up being a reporter and it felt like there weren't as many classes, information, and opportunities related to other potential jobs (e.g. editor). I believe there was only one maybe two classes that focused on editing, when that's an important skill for everyone to learn and understand even as reporters. The SOJC has a lot of connections, but I don't think most students are able to take advantage of that. I wish there had been more opportunities to have
working professionals come to the SOJC and talk or lecture students; the few times we had that, I found it really inspiring and helpful.

Lack of resources and access to current technology - but that was in 2003. It may be different now.

Would have liked to see more internship opportunities and placement opportunities for summer internships...and stressing the importance of them.

Lack of cutting edge technology then, but I'm sure that has changed now

Lack of international study

Public relations profs didn’t have real world experience. They were purely theoretical people so couldn’t give real world perspectives

Not familiar with the real world, operates with liberal agenda, prepares students only for NYC

More tactical skills

Too many choices, not enough time.

opportunity for local internships

Huge amounts of favoritism amongst students and professors.

It can be clique-y and is only aimed for those who are aimed at hard-news journalism

Statistics Curriculum should be strengthened for the graduate program.

NA

It was the weakness of the era. As a female focusing on newswriting my options were limited.

More group projects would better prepare people for grad school. I wish there were more internships promoted and encouraged toward my interests

an evening class on small newspaper publishing.

Career counseling (at that time - it could have changed significantly by now)

At the time (1989-1993) - they weren't that connected to internships and jobs outside of Eugene/Portland.

tenured faculty with little or no real world experience

Data Science in regards to advertising but too be fair, it wasn't as critical when I attended as it is today. I've hired and run teams in advertising and it's always something I have to train. Very few people truly understand it but it's critical for everyone to understand in today's environment.

I wish I had learned more about video, web skills and database journalism.

From a PR perspective specifically, there could have been more emphasis on data, research, media relations and excel.

same

I was enrolled in the Broadcast program, which was great, but I often felt like it didn't receive the same opportunities and resources as other majors. For example, Advertising had many trips to LA and New York for networking, and there was never a trip like this offered for Broadcast students. I would have liked to seen some more opportunities like this provided.

Internships or experience needed to work in the field

Mandatory courses that were of no interest to me and/or helpful to my major
Real world preparation, limited technology, professor lineup

When I was there, 1986-'88, there were no computer labs, although that sure would have helped. I used an electric typewriter. Then, the school was smaller too in terms of # of professors and geographic footprint. It is greatly improved now.

Lack of a rigorous curriculum, pandering to under-qualified students

I would have liked more internship and job opportunities in the local community. In 1985 that was lacking. I am sure it is much better now.

It was a long, long time ago.

when I was attending Internships and such weren't available in Advertising. I'm glad that they are now.

NA

Sometimes faculty can be overly critical of others (see former tension between faculty and Daily Emerald). They can be a little too honest/opinionated in situations when tact would be more appropriate. As a school we don't always need to operate in "interview mode." Also, a few students see a J-comm degree as an easy alternative to a business degree (I worry about some of these students). That second one's not so much a weakness of the school, just an attitude I've observed. The answer to the second problem is to reclaim the narrative about SOJC students who've changed majors to make it about discovering a passion or realizing a desire to change the world, versus a desire to avoid statistics.

Lack of guidance, support for incoming students

Nothing comes to mind.

Didn't always feel cohesive at times. I think the faculty relationships sometimes set the stage for how students interact with each other.

Complete lack of diversity; no career or graduate school advising. No help with internships unless you were one of the school favorites

There need to be more workshops to teach students programs and new classes for students to take.

Lack of national prominence.

Lack of training in InDesign, Publisher, and Photoshop

I feel if a Department of Education quality control representative were to sit in with me on my classes during my time at the SOJC, it can be fairly stated that the opinions of said rep would not be favorable. Felt a lot like classes designed to justify the major, not necessarily enrich the student. I took some 400 level J class with GTF Toby that to this day I don't know what it was about. It's a dying field, or at least evolving in a way that investing in four years of school for it doesn't correlate to relevant knowledge or professional success. I couldn't believe they were investing in renovating Allen Hall considering the climate. It was like renovating a Blockbuster Video in like 2004, just made no sense. I love UO and because of the life experiences I can't say I regret it. I have no reason to crap on it. Just calling it like it is. Go Ducks

Too few internships locally

I graduated too long ago to have this be applicable.

Needs more collaboration with real companies

Some of the intro courses class sizes were really large, and there was a lot less attention on you. It's very easy to get lost in the mix if you're not involved in all the clubs and extracurricular. Speaking from a student athlete opinion who didn't have the option to participate it was too easy to get lost in it all.

Placing me in a job after school.
Some of the professors didn't seem to enjoy acting as advisers

Just because they were professionals in their field did not make all of them great teachers

Real world advertising is much different and less vague/big picture as what was taught. I think classes related to specific industries (retail, state, social, etc) or specific roles in an agency would have been an extremely useful thing to learn.

From 2000-2004, the curriculum for Electronic Media - Video Production correlated to very specific career opportunities in the Television industry. For people like myself who didn't wish to become On-Air talent and preferred behind-the-scenes production, I found that a college degree was helpful but not totally essential. It would be an improvement to focus on additional alternative curriculum paths for those with more behind-the-scenes aspirations.

At the time attended - lack of equipment

There was no preparation for the workplace.

Thinking that the Oregon Journalism Degree really carried as much weight as they said it would outside of the Pac Northwest. I moved to Boston only to find that BU, Syracuse, and many others had excellent programs AND they really WORKED to provide PAID internships to their students over Summer breaks. UO very, very behind on that.

That gateway could have been stronger in not just being so heavily focused in journalism for students that are not interested in journalism but are pr or ad majors. It made that time difficult to learn skills you won't be using.

Media relations and strategy

The facilities could have been better as well as some of the hardware, but I am sure that has changed since the late 1970s and early 1980s (hopefully)

Not geared toward the real world not helping student finding band obtaining opportunities in the field of study.

In the Ad program there is a huge lack of opportunities outside of classes. If students want to participate in the ad world there need to be more activities and the ability to connect with professionals in the field.

In the field experience,

The SOJC, in my time, treated some students as elites. Many of those so-called elites were very good as ass-kissing. Many of those elites are no longer in journalism. I was in the limbo between elites and mediocre students, although I got very good grades. I was never helped along to an internship. I found my own. After graduation, the SOJC has not done a good job of staying connected to me, although I've been a successful columnist, city editor and magazine executive editor in the Northwest. I've published two books, but the SOJC has never recognized them in print or online. I have always lived within four hours or less of the J-School. Professor Russial has been my only real contact with the SOJC since graduation. I do belong to the UO Alumni Association.

Focusing too much on the creative aspect of advertising. Teach students about, teach a course on analytics. How to actually run a paid campaign on social platforms, what impressions and engagements mean. Teach the technology behind everything.

Connecting students to professionals in top-tier companies and media industry outside of Oregon. Access to opportunities in NY, LA, San Fran, abroad, etc would be very beneficial

Some minor favoritism seemed present

My answer has more to do with University requirements but I wish I had more opportunity to take classes in the SOJC that I wanted to take. For example, I wasted time taking 3 science classes when I wanted to take photography.

N/a

I believe I needed a little more experience with what I would actually be doing at an agency (collating media lists, doing clipping reports, pitching to media on the phone, etc.)
Felt that sometimes some professors created/spearheaded special projects/groups just for the headline/credit rather than benefit of students.

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<tr>
<td>Not preparing us for finding real-world jobs and the ease of getting gainful employment with a Journalism degree</td>
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<tr>
<td>exploitation of student abilities (services for free), little to now assistance with related employment after graduation</td>
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<tr>
<td>I think SOJC could offer courses for alumnae who have holes in their experience to update them on current media platforms, analytics, etc. and how to apply those disciplines in their current positions. I think there is an untapped market of professionals who aren't planning on getting their master's, but would like to keep their skills current.</td>
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<td>Insufficient notification of internships, job opportunities pre &amp; post-graduation, &amp; time with professors.</td>
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<th>career preparation, internships,</th>
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<tr>
<td>Not all teachers were able to think beyond the private sector, which the program seems to set students up to be successful within. I have worked with both private and public clients and organizations since graduating, and would have loved more emphasis on the public side.</td>
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<tr>
<td>When I was a student majoring in Advertising we had to choose between the creative or management track. I would have liked to have been equally educated in both areas.</td>
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<td>Access to the larger UO professors and resources for students in Portland-based programs.</td>
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<tr>
<td>At the time some classes felt very large (I found more value in my small group courses); some very experienced professors who were smart but kind of phoning it in at the end of their careers (and a bit cranky)</td>
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<tr>
<td>Some of the professors spend more time traveling around lecturing on their fields of expertise than really trying to make classes engaging or working well with students</td>
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<tr>
<td>It didn't prepare many students for the ladder than needed to be climbed in the media industry. Many left expecting to get hired in top markets, without realizing the value of real world experience and working your way up from the bottom.</td>
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<td>Not being able to take more hours in SOJC in the first two years</td>
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<tr>
<td>The PR program was on the weak side and felt &quot;3rd place&quot; compared to journalism and advertising. No trophies in the trophy case, not strong/serious support for Bateman, and some of the professionals in their fields just were not effective teachers. I think the SOJC struggled with the professional vs academic sides to a undergraduate degree.</td>
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<tr>
<td>I never really had a lot of opportunities to meet my counselors and didn't feel like there was a lot of added value outside of the faculty. I was very grateful for the Portland Senior Experience internship and some of the student groups; although, the student groups had strong clique dynamics.</td>
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<td>I wasn't completely prepared to find a job within the industry.</td>
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<tr>
<td>The media landscape has changed so rapidly... it was in the process of changing while I was enrolled at SOJC (facebook had just started) and as a result I feel like I am already really behind in how to utilize this new technology.</td>
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<tr>
<td>Undervaluing the experience the professional master's students brought with them to the program</td>
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<tr>
<td>No enough classes that focus on professionalism. Too many students coming out with no professionalism experience or knowledge</td>
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<tr>
<td>Lack of media/comm studies related research opportunities for undergraduates</td>
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<tr>
<td>Numbers/Analysis of success metrics</td>
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<tr>
<td>networking with professionals in the industry; I would have liked to have had more guest speakers from the industry, people with less academic background and more in the field</td>
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Lack of personal connection with students who were not all A students. Difficulty getting in touch with instructors.
I needed guidance and connection with instructors, especially since I was working 40 hours a week while completing the program. It truly felt like a school of "good ol' boys"; difficult to find a way in.

I'm not sure I used the career resources as much as I could have. Make sure those resources are well known to students, before and after graduation.

Some of the class curriculum/projects.

In my time not enough technology, but maybe that was too soon.

At the time, I don't recall having access to industry experts outside of our professors.

More diversity representation in faculty, staff, students, and curriculum.

There still wasn't a digital journalism field when I graduated in 2011 -- I'm not sure what's being offered now.

Would have liked knowledge about more types of careers before choosing my concentration, didn't get to take all the classes I wanted in order to figure out what advertising area to focus in (account executive, media planning, etc.)

Lack of internship opportunities.

Big and sometimes felt impersonal.

Nothing comes to mind from when I was in school. Couldn't say about now.

I never learned how to be an effective reporter or how to fact check at any stage in a reporting project.

If you're a transfer student you are pretty much ignored; the TAs and faculty didn't know you so didn't encourage you to participate in extracurricular activities.

favoritism, negative views of the ad world after college.

Professional preparation.

It didn't really support PR, which was my field. It's much better now.

Perhaps not enough internship opportunities for students looking to enter into their desired fields.

Teaching of quantitative analysis; Treatment of job applicants; Too political.

The SOJC should focus more on creating experiences and opportunities for the majority of the student body as opposed to for the few students who can afford to go to Sri Lanka or New York. The SOJC also really misses the mark when it comes to preparing students to actually get jobs in media or communications fields. I went into communications and one of my friends went into PR, and the year after we graduated we contemplated starting a blog called "What They Don't Teach You In Journalism School" because there was so much that we were just missing when we joined the workforce. I can appreciate that there will always be a learning curve when it comes to new jobs and things like that, but there's a difference between a learning curve and lacking practical knowledge like what to expect from office culture or strategies for communicating with clients. The SOJC put way too much emphasis on us all being "storytellers," which isn't inherently bad, but it is also a deeply naive way to think about what skills a person needs to be successful in a job. I also thought that Gateway, as a structure, sounded way better on paper than it was in practice. To put GTFs in charge of such a critical moment in a student's journalism education is irresponsible. Not that there aren't some great GTFs. I had a few. I also had some that were not well-suited to teach the course, and I felt cheated by that experience. College is expensive, and it is insulting to pay to take classes taught by people who are undertrained for the job. If Gateway is too big of a best for good faculty to teach, I think the SOJC should reimagine the setup so that students can have a more meaningful experience.

Getting appointments with career counselors was hard due to the demand of them.
Technology at the time was lacking.

Lack of diversity in class options

Perhaps require an internship or have class specifically for them.

My biggest critique of the SOJC is its blatant favoritism of the advertising major. Advertising students are constantly given more opportunities, like the trip to NYC, while journalism professors get laid off to make room for ad professors. The SOJC sometimes seems to completely disregard the J part of journalism.

Learning computer skills/programs

at the time i was there, the magazine program was in a bit of transition, but i know it's much stronger now

There isn't enough emphasis placed on the level of work OUTSIDE of the SOJC that is required to succeed in this industry. Too many graduates leave unprepared for the incredibly difficult job hunt in the journalism field and don't have the additional experience to stand out in a crowded field. Also, a higher emphasis could be placed on visual communications (photography, in particular).

I was in the SOJC during the transition from traditional curriculum to Gateway. I'm sure some of the kinks have been worked out over the years, but I feel like I was in a limbo where I didn't fully get a "digital immersion"-type experience, but also didn't get the reporting/research basics of a class like Info Hell. So, a weakness (at least during my tenure) might have been not focusing enough on now-ubiquitous media.tech tools.

Sports journalism. Best sports broadcasting opportunities come from KWVA radio and internships.

Keeping up on real world and digital journalism

My PR teacher had been away from agency work for awhile.

Very competitive environment

Info Hell (which I've heard has improved in terms of applicability and relevance, but, apart from enabling to me feel very accomplished upon completion, was a seemingly useless course).

I view myself as more introverted, so had a hard time being assertive with professors to inquire about research or other assistance opportunities. I wish they had been a little more open about opportunities.

In my time, we had no Ph.Ds in the SOJC.

Dean Sabine

At that time diversity, but it's getting better

none come to mind

none, really

Lack of opportunity given rural setting

I remember a couple professors who used their classes, regardless of the stated syllabus, to espouse their personal political views. Carl Bybee was one of them. The result was I learned nothing to help me in the industry and felt cheated, given the amount of money I was spending for a good education.

Then, there were no word processors, let alone computers. They could have had word processors but didn't. And the person in charge of public relations was an ineffective teacher, in my opinion.

Media Relations. Also, they were slow to realize the potential of social media, but that's not a surprise as no journalism program in the country saw that coming in 2006.

Would love to see it emerge as more of a "brand name" journalism school, it's on par with Syracuse, Columbia, Missouri, etc
Preparing students for "real world"...although that's a tall order

I didn’t feel as though the connections outside of Eugene and Portland were strong. I am from the Bay Area and didn't find connections to any potential employers through the SOJC.

Focus on trade skills - coursework & curriculum tends to de-emphasize critical thinking over craft.

As an alumni trying to make a career transition, I wish I had access to an SOJC alumni database or LinkedIn group.

Arrogance of professors

The big intro workshops that everyone had to make it through in the beginning

Good overall

The PR capstone course didn’t serve as effective preparation for creating the kind of work expected in the workplace.

Couldn’t always get into pre-rec courses, computer lab was often full

First, the SOJC does not teach the basics of being an entry level PR professional (i.e., building media lists, Cision). Secondly, there is a strong focus on how to get a job after graduation, which is great, but the only focus is working in PR agency. There are a great many other things you can do with PR degree. I work in politics and find that my degree helps me in my current work.

I wish someone guided me to professions, because I was clueless! haha

Doesn’t teach material that applied to multiple cultures. It assumes we know what our peers know which doesn’t apply at all

Educating students on available resources such as financial or career.

I graduated before the computer age. In hindsight, I could have benefitted from a class in numerical analysis and research sources.

A need for more immersive opportunities stateside or locally so students can save money. Media in Ghana is amazing, but as someone paying out of my own pocket, I have a hard time justifying going to Ghana when I can’t even afford to fix my car. Also there is a culture emphasizing the separation between these Ad, PR, and Journalism when communications is so intermingled these days with other things. I got my degree in journalism, I wish there was more of an acknowledgement that we might not go into this field and what we can get out of it/apply to other fields

Facilities/computer lab (which have since been updated)

The SOJC could do a better job of offering students resources for post-college jobs outside of Oregon. I wanted to move back to Denver after graduating, but found virtually no opportunities in any of the online or in-person job portals the school offered.

Insufficient focus on individual needs (1966-67)

Willis Winter, I thought he was a first class jerk

Placement

Lots of students needing guidance and faculty access; more industry connections

I received a broadcast concentration journalism degree without shooting an inch of film or tape because Freemesser hoarded the cameras.

1. SOJC does do enough to explain what are the best jobs out there in the real world in terms of economics. 2. You teach on camera news anchoring, and reporting. You do not teach on-camera hosting. Why not? This is a viable career choice that often pays a lot.

I wish I had better exposure of social media and technology
The school can be a little "cliquey" and the professors play into that. I imagine this can be said about all schools but I do think it's odd that a large percentage of professors play into these silly politics. I feel like the professors should be a little more mature when it comes to treating all students fairly and not punishing a student for their personality or because another student has a vendetta against them. Also, there's way too large of a focus on agency. A good number of students in the SOJC do come from money but not all students can afford to move to a big city and/or work at an agency. I don't think the SOJC caters to underprivileged students in terms of income, race and sexuality.

A boring dean

None come immediately to mind

Undergrad courses focused largely on theoreticals or versus actual in-the-field job necessities. It should have been a requirement for all Sophomore - Senior students to have at least one internship in the field Outside of UO organizations (with the exception of the Daily Emerald) to gain a greater understanding of what the field actually expects and requires of its working members.

The worst part about my experience at SOJC was taking a class from Janet Wasko. I will never forget feeling like I was robbed of tuition and opportunity to learn when taking her class. This was truly the biggest disappointment while being in the J School.

Not enough contact with professionals or enough internships at that time

In my personal opinion I did not see as much cultural diversity within the J school and had to seek other organizations to find that

Need more focus on history at the grad level

Use of data, math skills in the communications industry

Lack of prep for securing a job following graduation, lack of internship opportunities, lack of computer labs, little to none study abroad opportunities, lack of practical advertising classes in account management/strategy/account planning

The business of journalism and business in general -- we never even looked at an Excel file

Direction & career advise / planning

Guidance on starting my thesis was a bit lacking

Career development

Program inconsistent,not very strategic in its design.

None, I liked the program.

Internal infighting among the faculty

few

More classes and workshops focusing on freelancing would be incredibly beneficial for navigating the job market after graduating.

Can't think of anything.

Back then the portfolio program for the Creative track was weak.

That its part of UO, which has a superb reputation especially because of Marcus Mariota

Terrible cell reception in our lovely Allen Hall! Ha! :) In seriousness, the only weakness I can point to is the SOJC's all-consuming worship of all things video and multimedia production with too little focus on the art of writing well. There are so many production-related classes, and even quite a few reporting classes, but very few classes
focused on the art of long-form or in-depth writing. Writing & video/mm production are both extremely important, but writing takes the backseat to video & multimedia at the SOJC, and I graduated with many colleagues who were excellent and driven students but still terrible writers upon leaving our program.

At that time, US was still ethno-centric tho oregon a pacific rim state. most profs had little or no knowledge of my country tho singapore's quite developed and my previous work experience counted almost for nothing.

I came out of my undergrad thinking I would score a job with one of the top PR agencies in the world. Not only did I have the experience to attain an entry level coordinator position, but the professors always hyped up the education they were delivering. After interviewing with over a half-dozen PR agencies and representatives, and working as a marketing assistant for a hospitality company, did I realize that I paid tens of thousands of dollars for a degree. Low and behold, I learned more about my field (starting with the basics of just APA to developing media kits and writing and recovering RFPs) in that eight-month period I was a marketing assistant than I did in the three years I was studying journalism and public relations. I urge the professors to push kids into getting internships while they are in school. I urge professors to give kids the realistic understanding that they aren't going to graduate with a $100,000 salary as the VP of global communication for Nike. Look at half that amount...and then some more, and tell students that the hard work isn't over after you get that price of paper with your name on it. It's only just begun.

your TV studio was totally outdated. Lane Community College gave me actual experience

This was years ago. Technology has improved.

At that time we didn't have too much contact with working journalists. I recognize the value of internships but too many of them use students as free slave labor without much emphasis on developing their experience. I would hope that student opportunities are vetted to be sure students will truly benefit.

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<tr>
<th>Lack of technical instruction</th>
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<td>Too heavily focused on only building a career within specific areas (i.e. ad students are heavily pushed towards ad agencies)</td>
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<th>global vision</th>
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<tr>
<th>Tv production</th>
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<th>Few internships in area</th>
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<th>not prepared enough for job searching/acquiring</th>
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<th>Career coaching</th>
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Back then Allen Ha was an f building and we used typewriters

As a transfer student, it was a bit challenging to get involved in the student organizations, due in large part to the tenure established by other students before I arrived.

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<th>25 years ago, it was outreach and student prep for career</th>
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<tr>
<th>Lacking job-specific skills (data analytics, UX/UI, front end development, SEO... things I wish I had background on now or had at least been exposed to)</th>
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<th>Too many group project</th>
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<th>Lack of any internship opportunities. I believe that a lot of the reason I had issues getting interviews after I graduated was because I had no internship experience. The SOJC didn't help with that, and really made it nearly impossible as a transfer student. I was not allowed to take any ad specific classes in my first of two years at the SOJC. I went into that first summer looking for internships, but was repeatedly denied due to a lack of ad specific classes. At the end of my second year, with ad experience, I graduated and was no longer eligible for most</th>
</tr>
</thead>
</table>
internships. There needs to be more support from the SOJC for transfer students in my situation, and a change to how their courses are laid out.

I was clueless about how to navigate college, and didn’t get much help. I only met with my adviser twice in four years. I didn’t find any employment in the field.

Classes offered in the 300 & 400 level for your major. I felt very limited to specific aspects in traditional advertising. With industries changing as fast as they are now, the courses offered need to be reflected similarly. i.e. Persona / Company Brand or Brand Development.

Although I love the SOJC, I do not think they really prepared me or us for the real world. Actually practicing in the field at a could PR/Ad agencies, I learned and grew so much by actually writing and doing PR than learning about it in school.

Educating students on opportunities and jobs

Profs with lame experience; no encouragement to students who aspire to fo something bigger than a small-town paper in OR

None noted.

Focused classwork in field, apparent preference of majors (ad), allocation of funds (expensive major, printing will add up), transparent communications between faculty and students

When it comes to resumes I believe that there should be a SOJC template resume. In one term, I had to produce three resumes/cover letters for three different SOJC classes. Each instructor was different and what was the correct way to write a resume. That made it difficult because I would get docked points in one class and another I wouldn’t therefore lowering my score. Same goes with cover letters. My resume could fulfill two pages, some said it was ok to use two pages and some said not too. My prior military experience in the Marine Corps is what contributed to a lengthy resume.

N/a

When I attended, the faculty was respectable, but not youthful. This lead to some missteps in my preparation for real world PR. The Portland Senio Experience at the time was severely unorganized and ended up to be a big disappointment.

Major disconnect between Eugene and Portland campuses

Technical skills

Being a PR major I was only encouraged to find an agency to work for after graduation. I felt professors and admin pushed it like it was the only option, and frankly I never saw myself working for an agency. I tried it during a few internships, but fell into media doing radio, and now sports communications. I also think there was a lot of pressure on certain classes that I only need to take to fill a hole for the PR requirement. There were communications or journalism classes I felt could have better benefited me that I didn’t have room for, and instead took research classes I don’t remember anything from. The most influential classes and helpful ones were elective based such as Presentations (which I use those skills, thanks to Mark Lewis, on a daily basis), were classes I wish I could have taken more of.

Crappy equipment--recording equipment in certain journalism classes, and the typewriters--at the time, the only ones with any sort of computer were the magazine journalism folks.

In total, they were an excellent introduction.

None

Number of video cameras available

Unknown

Team-building
<table>
<thead>
<tr>
<th>Could be better at helping get internships</th>
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<tbody>
<tr>
<td>I did not have the confidence in myself or my talents to seek a position after graduation</td>
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<tr>
<td>Even more real world experience would have been valuable</td>
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<tr>
<td>Leaving behind the &quot;average&quot; student.</td>
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<tr>
<td><strong>LACK OF JOB OPPORTUNITIES</strong></td>
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<tr>
<td>I think teachers/advisers should have encouraged students to work for student publications more. You can study journalism all you want, but without a portfolio of student work and real journalism experience, it'll be much harder to find a job. I knew tons of journalism majors who never worked for a student publication and now are not working in journalism like they'd hoped. Also, maybe SOJC romanticized the industry a bit too much. I'm employed but it's hard out here, and I've seen journalists better than me lose their jobs. I was not prepared for that. Don't scare them away, of course, but be honest about the hardships of a career in journalism.</td>
</tr>
<tr>
<td>When I was a student, there was no internship support - especially for students like me who had to work their way through school. Networking events did not exist. I could reach my academic advisor reasonably easy, but the other professors were tough to contact or schedule appointments with because of limited office hours (often two or three hours per week).</td>
</tr>
<tr>
<td>It was impossible to take the classes I was most interested in because they filled up so fast.</td>
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<tr>
<td>My experience was hard because there was a recession going on when I graduated, so I don't hold that against the SOJC at all.</td>
</tr>
<tr>
<td>Portfolio preparedness. Graduated with solid knowledge, but a portfolio that wasn't competitive with the industry.</td>
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<tr>
<td>back then, the facilities, but now they're beautiful</td>
</tr>
<tr>
<td>Professors choose favorites &amp; leave everyone else to figure things out for themselves.</td>
</tr>
<tr>
<td>I needed to find a job in New York for family reasons and I was on my own in that effort.</td>
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<tr>
<td>Although I had some great professors, there were some pretty mediocre professors too (including at least one who is still on the faculty). It's also disappointing that Infohell is no longer around.</td>
</tr>
<tr>
<td>research methods. The class was unhelpful and poorly planned. I would have enjoyed an opportunity to learn more effective tools for research and analytics</td>
</tr>
<tr>
<td>too few full-time tenure-line faculty at time I attended (much improved now)</td>
</tr>
<tr>
<td>None that I could detect. The new computer lab and digital paste-up facilities were brand new and cutting edge.</td>
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<tr>
<td>Didn't do enough Hands on news reporting, sometimes felt too broad, I didn't get a realistic expectation of what working in the field would be,</td>
</tr>
<tr>
<td>Professors hadn't worked in the field in decades. They were biased against students who didn't share their political views.</td>
</tr>
<tr>
<td>When I went there, it wasn't super diverse (in students or professors). I had a couple &quot;bad apple&quot; teachers as well.</td>
</tr>
<tr>
<td>Some professors had too much of a partisan bent and did not teach their courses instead turning them into political indoctrination sessions. I didn't pay off student loans for 13 years to hear someone pontificate day in day out about the War in Afghanistan!</td>
</tr>
<tr>
<td>I wish there was a requirement on using excel. I know there are classes on excel in the business school and I wish I had a better grasp on the program before starting my job, specifically for budgeting and analytics.</td>
</tr>
<tr>
<td>At the time when I attended, it was extremely difficult to access professors. I only had one opportunity to talk with a career advisor and it was the fall of my senior year. I wish that I had met with someone my freshman year that would have helped me with a roadmap, or at least upon getting into the J-school.</td>
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</tbody>
</table>
Not enough resources for working/lower income students

Not enough business and marketing, communication courses were mostly taught in a vacuum.

During my time there, Allen Hall was feeling pretty dated. I know there have been some improvements since then. But I never felt like the building was necessarily conducive to students deciding to be there to study or collaborate together. The exception was the computer lab.

Less PhD

N/a

Computer access - the lab was much smaller then and everyone needed access to InDesign, etc. so it wasn’t as easy. But the labs/computer access is much better now.

Not enough writing for PR majors (ex. plans, press releases, etc.)

Not preparing students for the reality of finding a job after graduating

Not very good preparedness for entry level positions at PR agencies. PR courses were too focused on planning and activities you really only do when you’re employed in PR 3+ years. Things like building media lists and managing coverage and speaking/award databases NEED to be taught. Those are the things new hires are doing. They aren't creating a crisis comms strategy or full blown PR plan.

Political correctness; the nearly complete lack of genuine ideological diversity among the faculty

Honestly, one of the major weaknesses is that when I went through the SOJC, they taught me Final Cut Pro X instead of Adobe Premiere, which is considered the industry standard. This has made my job search process difficult. Additionally, the career advisors weren’t really a helpful resource for me. I didn’t realize that career advisors were separate from academic advisors until my senior year. More communication needs to be given to students at an earlier time about this resource.

There has to be more room for quieter students to thrive.

Today: not serious about teaching media management, media economics, media entrepreneurship. Then: no sustained, focused attention on media ethics.

Computer labs with Macintosh products that frequently experienced network failures.

No focus on getting careers for graduates (believe this has changed since I graduated), focus on traditional journalism over other focuses

The facilities at the time were extremely outdated and the practical experience was lacking.

Underfunded, then and now

Such a strong program. Perhaps a broader reach into California, NY, Texas and Chicago ad markets

It was slow to adapt to social/digital media, and I was scrambling for courses in 07/08

I can’t think of any back then -- but in this decade I wonder what SOJC is doing to remain relevant.

For PR, the material. A lot of the things we learned are outdated. Good for background and basic knowledge, but rarely used in our field today.

ditto

Faculty (a couple). Disconnection with the real world. Lack of understanding of business in general and the business of communication. Disconnection with other School's e.g., Business and its marketing programs.

In the early 90s, it was modern resources and support for finding internships

Inadequate career support/resources, or resources are difficult to find
Emphasis of jobs available did not encompass the true full range of communications-related positions out there; for example, as a electronic media student, job emphasis was either TV reporting or Hollywood. Being in a communications field since graduation, I've found many jobs in both public and private sector that utilize the same skill sets. Need to broaden the range of "acceptable" communications positions out there!

Too much theory, too little real world reporting

Only having Mac programs

Weren't great ties/introductions/networking to job opportunities and professionals in states other than Oregon.

Can't think of any just now, except maybe I should have been challenged more personally. My responsibility, however.

Being in Eugene limits access to top people in industry

The professor were intolerant of conservative views

NA

Availability of equipment to check out. You had to be in specific classes to checkout specific gear which made it difficult to pursue self directed learning.

N/A

Too many general upper level SOJC classes lead by too many teachers using the class as content fodder to write their next text book, that you'll be required to buy the following year. Honestly, it's a nice scheme.

Did not feel ready for the job market. How to brand or market myself post-grad

When was there, the classes were limited based on your concentration. Now I'm happy that people can take classes in many forms (photojournalism and broadcast instead of or). There was no daily news student broadcast program like other colleges offer. Internships we're not required when I thought they should have been. Some of the broadcast equipment was outdated, but luckily I hear they've upgraded.

Few class choices

Nothing that I experienced comes to mind.

Having to take econ

When I graduated I'd only written one press release for an assignment, and it never came up as a need in my internship. I was especially interested in writing, but my lack of practice writing releases and other non-web content pieces made it take a while to get more writing opportunities in my work. Many of my peers fumbled their way through the grammar course but peer reviews always made me feel like they had a long way to go. I write this knowing that there is (and was) still much for me to learn, but it was astonishing that so many students in a school of journalism had such weak writing abilities.

I would've preferred to learn more hands on things - more time in the labs, learn how to use in design and other parts of the creative suite more than we did, etc. I know we did some of that, but I felt the ratio between historical lectures, multiple choice tests, watch this film and write a paper, etc. were not helpful and I would've rather done all the classes toward the end where we actually learned how to do things. I get that learning history and ethics and intangible things is also important, but that could've a single introductory class, and the rest of the program could've been learning to physically create content. Also, those last couple group projects at the end - write a 40 page paper with 6 other people - were horrific and I did not learn anything except that group projects very rarely work as intended.

I would have benefited from job counseling during the program.

Not professionally aggressive
At the time I emphasized broadcasting, which I felt was largely overlooked by the the J-School (but some classmates would disagree).

None

Too much focus on agencies in the advertising classes.

Needs more design classes.

Helping you find a job or internship in your field. I'm basing this from 30 years ago.

Not enough Portland inclusion. However, that would be difficult because everyone in the Strat Comm program were working professionals, so I'm not sure there would've been enough time to devote to things outside of class relating to the SOJC.

Depth of instruction

Prioritizing

needs to improve its internship opportunities, access to media professionals, and help students understand the real hardships the industry is going through.

Career Services

At the time, the equipment/technology was a bit antiquated

There is WAY too much emphasis placed on agency work, across the board. There are so many lucrative career paths within the Ad and PR fields that were never touched on. I think it sets an unfair precedent for students, given there is limited agency roles available and its truly not for everyone. I got this feedback from students I met with this June during portfolio reviews.

A lot of the knowledge is what we may use after +3 years of experience but it would have been nice to have a better idea of what to expect in an entry-level position, even if it was just addressed for a few days during Gateway.

I can't remember any. I learned most of my practical knowledge of newspaper work by working at the Emerald, which I consider part of my UO education.

limited study abroad options for advertising majors

I felt that while I knew my teachers were passionate about learning, their knowledge of "what the business is like today" (television news) was limited, and frankly, lacking. While you do get "on the job" training anywhere you go, I felt woefully unprepared for the "day to day" of a TV news job. We did not do frequently, intensive, timely newscasts at the J School. Many other universities do.

I wish there had been more exposure to job specific programs/software (example is Cision for PR students since nearly every agency based internship asks for knowledge of media list building)

No communication between the different majors

Linking to more professionals (but hard to remember that far back).

EVERYONE needs to take an ethics class, not just the honors students. You should also scrap the econ requirements, that was an awful class. Add an ethics and another history class instead of the econs. Also, profs are not hard enough on people in terms of their writing skills. Love the writing lab, but not everyone uses it. We need standards like the Medill F etc...

At the time, I don't recall strong career service resources. But it's also possible I just didn't avail myself to them.

Lack of recognition

Lack of investigative reporting training
I don't believe there are many weaknesses. The only thought I have is in the promotion of the SOJC to current and future students. It seems like other schools, like the Business school, have better marketing efforts and the SOJC doesn't receive as much prestige as the other schools.

availability of teachers for help

Oregon thinks too highly of itself. UO is not and never will be a top tier journalism school -- it's a good school, but doesn't have the alumni base nor resources to compete with a Columbia, Missouri, USC, Syracuse or Northwestern. Nor should it. There are things that make Oregon unique and positive. Stop trying to be what you're not.

Favoritism in the Ad school

I don't think I was as career-minded as I should have been - and when I graduated I didn't feel fully prepared to apply for jobs in my area of study. But this was probably my fault.

I had a hard time accessing support, whether it be undergrad and career counseling or mentorship.

The weaknesses were the lack of networking abilities into sports journalism field while I was there. Most of the professors, etc all came from news. So I had to find my way to get into the sports journalism field.

There were times when the faculty seemed to favor some students over others, but this is something that comes with any institution.

--

Students are frequently treated like another number or statistic within the SOJC

I needed more hands-on work experience to obtain employment in the field and SOJC did not help enough in obtaining that. Also, with the focus now on social media/online media, a lot of what I learned feels outdated. However, the writing skills I learned in the program are invaluable to my profession.

In today's media climate where propaganda is king, I no longer respect journalism and bemoan the loss of real journalists.

I've heard you're cutting your exceptional professional faculty in favor of "research faculty." Very disappointing.

At the time, computer terminals were just coming to newsrooms, but UO was a bit late to that game. They arrived after I graduated.

There was a lot of favoritism to those who were enrolled in Allen Hall PR, etc.

A bit "Clickesh" at times. But I'm sure that has changed since I left.

Too large of entry level courses.

Realistically, my time working at a PR agency did not match some of what I learned at SOJC.

There was very little focus on digital advertising and media planning, both of which are very important and common jobs in the industry at the moment. Very disappointing I wasn't taught about the digital side of advertising, just the traditional.

Like the real world, the SOJC doesn't necessarily push students to do things outside their primary interest areas - it's very possible to complete a degree while focusing 90% of your time in the J school on things you were already interested in. While that's not a bad experience, it may not always teach students to look for the right angles to tell "uninteresting stories," and that's one of the best ways to encourage curiosity, in my experience.

I think auxiliary, real world skills of the journalism/media field, such as developing freelance rates and networking, should be required, not just some workshop class.

Its geographical proximity to professionals in major metros that students can learn from.

Real-world/career courses
lack of connection with the Emerald. At the time 76-78 the was little or no comment from academic staff regarding student writing at the Emerald. There was a conscious disconnect.

Equipment availability, student work recognition for projects outside of the SOJC but still related to the field. I believe the SOJC could have more writing classes available (or even mandatory) for students in the public relations specialty. I felt somewhat unprepared for all the writing that is required of a PR professional. For instance, I think the grammar / AP style classes were fantastic, but I would have loved more writing classes, especially in the foundational courses. In addition, I felt like the basics of PR were also somewhat overlooked, as most of the PR classes focused on high level plans, rather than understanding how to build a targeted media list, draft a pitch or fully grasp what role media and PR can play together.

Was not innovative at the time

Crises Management and strategic thinking would be areas that I would have liked to learn more about during my time at SOJC.

I received more guidance from professors (opportunities, jobs, hands-on advice) from the Warsaw Sports Marketing Center than SOJC. The two schools did not play well together, whereas I wanted to pursue a career in sports PR. Twenty years later, I am still grateful to Mr. Warsaw who helped me land a pivotal job. The Warsaw Center has kept up communication with me, I have never heard from anyone at SOJC

Over-emphasis on print (the holy grail) and advertising areas of journalism study

Back in the day, computers were not used in class, and that was a big setback. My internship wasn’t in my field of study, although I doubt there were many such opportunities in Eugene. The market was pretty weak back then, no fault of SOJC. Some of the professors had been "out of the field" for a bit too long

It took forever to get an advising appointment. Could be more internship opportunities.

The media landscape has changed so much in the last decade it would have been almost impossible for SOJC to prepare me for where I am today. Not sure how to fix that.

I don’t think Gateway is producing the same caliber of student that the Information Gathering (and other) programs produced.

Lackluster internship offerings;

Not many opportunities to work in sports media, as was the case back then.

Not a portfolio school, don’t do a good enough job at giving expectations that few will actually work in advertising, not enough professor nepotism internships to go around, building at the time was old, very little group space, uncomfortable classrooms.

The quarter system is too short/rushed for graduate level inquiry. Switch to semesters.

Dissemination of information about all there was to offer, the lack of cross over between disciplines including marketing

None. It seems to be adjusting swimmingly to the changing media environment, staying ahead of the changing technological curve.

Criminally under recognized outside of the region, a bit too willing to throw adjuncts (and recently NTT faculty) to the wolves on short notice, ironically poor internal communications and message shaping

I can’t think of any.

Really feeling embraced as future contributors to the industry

Assistance finding work in my field after graduation. Hiring faculty with advanced degrees instead of hiring the most qualified and experienced person.

Playing favorites, not going into depth about actual career paths and what they entail
Past weaknesses were the amount of academic advisors available and ability to collaborate more with SOJC students for group projects

<table>
<thead>
<tr>
<th>Weaknesses</th>
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<tbody>
<tr>
<td>I felt like most classes were too focused on particular jobs and didn’t showcase the breadth of options available post-grad.</td>
</tr>
<tr>
<td>Nothing, other than that some classes felt too big...but that’s probably inevitable.</td>
</tr>
<tr>
<td>At my time, we had no computers. UOfo in 1980’s was a decade behind in this area</td>
</tr>
<tr>
<td>I can’t think of anything further that I wish I had during my time at the SOJC.</td>
</tr>
<tr>
<td>No computers at that time and no electronic layout skills could be taught.</td>
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<tr>
<td>At the time, there was not enough focus on digital as a medium.</td>
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<tr>
<td>I got no help from faculty regarding career advice or internships. They didn’t seem interested or available. (This was a long time ago.)</td>
</tr>
<tr>
<td>Favoritism</td>
</tr>
<tr>
<td>We had manual typewriters in 1985-1989. We had no copy editing courses. My advisor was never there. She was gone the entire time I was a student. No help getting internships. No career counseling.</td>
</tr>
<tr>
<td>Blindsided by changes in the journalism field, which left me unprepared for the job market; lack of access or exposure to internship/job opportunities; sorely lacking exposure to web technologies and hybrid data analytics/software development/journalism careers</td>
</tr>
<tr>
<td>Not tough enough academically</td>
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<tr>
<td>discussion about diversity, practical knowledge of copyright laws and usage</td>
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<tr>
<td>Lack of design and art direction professors who are up to date with modern technology and practices.</td>
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<tr>
<td>Some faculty are too wrapped up in their work to properly share experiences with SOJC students</td>
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<tr>
<td>large classes, a lack of mandatory meetings with advisors</td>
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<tr>
<td>Wish I had taken more digital focused courses. I graduated in 2009 and all print majors were screwed.</td>
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<tr>
<td>heavily focused on agencies, little to no focus on in-house</td>
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<tr>
<td>Lack of relevant PR courses</td>
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<tr>
<td>Teaching traditional PR and communications tactics</td>
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Q22 - Please use this space to tell us anything else you believe we should know about your SOJC experience that we haven't asked you.

Please use this space to tell us anything else you believe we should know about your SOJC experience that we haven't asked you.

When I got into real newsrooms, I felt prepared on a technical level but unprepared on an emotional level to deal with deadline stresses and real-world challenges with hard-nosed editors, money-focused publishers, etc. Not sure how to better prepare students. Maybe that’s just something you have to experience and grow from.

I've found that as a result of attending UO SOJC I've had a much better understanding of my industry as a whole relative to my peers.

I very much enjoyed by time at UO.

The Portland Experience program was amazing and led to full time employment.

Overall, just being part of the university and specifically the J-school were rewarding experiences.

It was one of the most exciting, creative, and memorable periods of my life. I learned a ton about writing, visual communication, working in groups, sharing ideas, and not being afraid to operate outside of my comfort zone.

I loved it. Met great people and I still feel the support of the network as a working professional.

No jobs out there. Every employer wanted "experience," but get it somewhere else.

Dean and professor recommendations contributed to obtaining professional job offers.

I don't know how relevant any of my answers are because I went to the school so long ago! I appreciate the continued growth the school seems to value.

What we want to study if we were to come back to school, How we maintain what we learned in SOJC, What's your thoughts on the effectiveness of the SOJC degree in career/job hunting

I came from LCC and was already employed full time at radio station KPNW AM/FM as a reporter/writer while I finished up school. I was learning more on the job than from UO.

Journalism inspired me to go on and receive my MA in Composition/Rhetoric and Curriculum Design.

Everyone hated "Info Hell" but that class was such a formative experience for me as a journalist. It was a true test of pressure and dedication; skills that are seriously needed in the field of journalism. I asked students in the new Gateway program if there was anything like this and there wasn't, which was kind of disheartening as a J-student to know that there was no longer a core class required that truly "weedded" out who was capable of making it.

J school was tops and I enjoyed all my classes and working on Daily Emerald. It was a great experience that enabled me to become a successful grant writer.

I have combined my BA in Broadcast Journalism with an MAT in Teaching to become a respected member of the media in Southern Oregon.

Other than working on the Daily Emerald, I didn't get alot out of my years at U of O. My electives were much more interesting. No career counselor tried to contact me or help me. My degree has been fairly useless in my life. All it does for me is say that I did graduate college.

My experience was fine but most recently, I’ve been upset that I have not received the Commemorative book that the SOJC was promoting and asking alumni to contribute some memories to. I sent in something about years at SOJC. I was then surprised to be notified that if I wanted the book I would have to pay $40 or something like that to receive it. I was unable to purchase the book and thought that first of all the price was too much, and secondly that SOJC should have had grant funds or donations to cover the cost of distributing the book, especially to alumni who had responded by sending in comments for the book.
Thank you!

I started school there in 2006 and I was one of the last classes to take Information Gathering before the switch to Gateway. Instead of creating a curriculum that would let those of us who took that class "catch up" by taking more digitally-minded classes after the switch, we were left to learn that for ourselves in other ways. Seriously. I've been in the newspaper industry and marketing industry for seven years now and all of my video knowledge comes post-grad. I recently interacted with Gateway 3 students who are sophomores who have my current knowledge when it comes to video. You know how frustrating that is? The J-School was still teaching a class in 2006-07 that was obsolete. All I heard about during school was how the industry was changing because of digital and yet we were taking classes that were print focused. That set a whole generation of students behind and we got caught up in the changing digital media landscape and the only reason people were able to make themselves hirable was by learning on their own. I cannot stress enough that the J-School needs to be more mobile to the changes in the industry. Still teach what makes a good journalist (reporting, writing, editing, grammar, ethics) because those skills are paramount. But more photography, videography, data analysis, coding, design, etc. are, in my mind, must-haves now. I want to end by saying I have my current job because I took a photojournalism class at the J-School, so I don't want to totally disparage the department. My professors, the classes I took and along with my work at the Emerald prepared me to know the industry enough to identify where I needed to improve or learn new things. I just wish I could have done that in a college class instead of on the job.

Professors were not supportive of the Oregon Daily Emerald. It created an us vs. them environment

I come back to the J-School a couple times a term and help with Dave Koranda's media class.

Online coursework and engagement was excellent, though the liberal bias went too far.

I loved how fluid the assignments were. it wasn't rigid and it made you flex your strategic thinking

I absolutely LOVED my SOJC experience. I got into every journalism graduate school I applied for (including Columbia, Northwestern, USC, Berkeley, and Stanford) 100% because of what I learned at the SOJC and the portfolio I was able to build there. I was the one of the most prepared students in graduate school thanks to the SOJC, which allowed me to perform very well. I just think the SOJC could step up its game in terms of helping the students get good jobs after graduation.

It's been a while and so much about journalism has changed. Writing skills remain paramount, but impactful communication, reasoning and storytelling are skills all should be taught - amidst the growing number of digital platforms students want to practice

Further evaluation of professors who let their emotional and personal life affect the teaching and professionalism.

It was amazing. It was like being in a club that was so tight-knit and supportive. I lived in my professors office and they were always available and excited to help me on projects that weren't even related to their classes. I wouldn't trade it for anything.

I was well prepared to work in PR coming out of SOJC along with the internships I had at PR agencies. I also found that the people I hired who were UO SOJC alums were the strongest on skills and work ethic.

The lead professors need to take a step back and analyze how they are interacting with the THOUSANDS of students they allow into the program. There are too many depressed, anxious, and suicidal kids who cannot connect with the right people at the right time.

I enjoyed the profs, and study of the history of journalism especially.

My education at the SOJC prepared me well for a very successful communications career that lasted over 40 years.

Loved the SOJC and the Daily Emerald. Cheers!

After 10 years in the newspaper business, I leveraged my investigative reporting skills into positions with government, and later, with a Fortune 500 company as a corporate safety officer.
Although I went into the environmental regulatory field, SOJ skills were used daily in analysis, research, writing, presentations, etc.

I feel like the way the curriculum is set up, students just a brief overview of any given topic or skill and at the end of the program, unless the student has the smarts to direct their education specifically and really become proficient in a more narrow area, people will graduate with few advanced skills. For me personally, I already had been invested in journalism since a young age, so I was basically going through the motions of classes assignments to get a degree, Nothing really challenged me and I didn’t come away with much value added.

I was lucky to have several scholarships for excellence in journalism that helped pay for my schooling

More alumni cultivation. When I was a student I would have killed to be put in touch with some alums in the professional journalism ranks. The SOJC doesn’t link it’s undergrads with alums enough. Also, I think an internship should be mandatory for graduation - this is something Northwestern does that we don’t. And internships are essential if you want to get a job.

Stop giving scholarships to all the same students. Spread the wealth. The honors program was better than having to take the required a/b classes. But lookin back on it, again, I don’t use any of what I learned in the real world.

Please note that I went on to study graphic design and received an MFA in design from the Academy Of Art Univ. This greatly impacted my capability to have the profession that I now have as an Art Director.

I loved the SOJC!

Help students get internships and jobs when they graduate.

I wish the School of Journalism and Communication had been more integrated with the rest of the universioty, although, I believe that problem has been addressed very successfully since my days at the University.

I think that the SOJC handled a few plagiarism issues horribly. Every student should be punished the exact same regardless of how many ad teams they are on

I believe we should help people who want to do more entertainment based journalism.

I had a great time at the UO and I recommend the SOJC to anyone who inquires about the program.

I learned to be flexible, adapt to change, an re-package my basic skills to a variety of endeavors. The ability to express ones self clearly, accurately, and ethically is an asset in whatever one does.

I graduated in late March 1966 and went to work for the Associated Press a week later.

I have and continue to use most of what I learned at the SJOC in my daily work; the education I received is still relevant, 40+ years later

I entered the P.R. field much more prepared than many of my counterparts, especially in regard to writing.

Please note that I also graduated with a second BS in Environmental Studies, and often found it difficult to double major with a department outside of the SOJC.

The SOJC should continue to strive to become a Top 20 Journalism program. I also believe there should be more inclusion amongst the student body, especially for foreign students. I have had little communication with the SOJC since graduation. Hoping this changes over time.

I did attend graduate journalism school at UC Berkeley three years after graduating because I could not find a job as a reporter on a daily newspaper after graduating from the UO.

NA
I was and am proud to have graduated from the University of Oregon.

Thanks to my Master’s degree, I landed a much better paying job that allowed me to recover the cost of my tuition within three years on the pay increase alone!

I really admired and cherished Anne Maxwell. Also Greg Kerber took a chance on admitting me into the school. I’m really grateful and have had a long successful career as an advertising.

I attended before there merger with the COMMS department and during a period of budget retrenchment.

Wish you had better career placement services back then.

You are doing a great job— I’m going to apply for graduate school next year.

Hello — It’s Mason Hughes — Regarding the questions below about alumni networking, I would love that! But, I also feel I don’t know what’s going on with the SOJC in general. I just searched my emails and the only emails I have are from May over a couple day period for a fundraiser (which, I did know about/donated to, but ONLY because I still keep in touch with Katie Underwood and she hit me up). I also personally still keep up with Pat Curtin and Kelli Matthews via social media, so in that sense still feel like I have a general idea of the happenings at the SOJC, but nothing specific from the school. ALL of my SOJC updates/happenings come strictly from my personal contacts still at the school. With that said, it’s very possible that I haven’t subscribed to the correct newsletters to get updates...

Kind of just did that.

Is

When I attended UO did not have internship or other type career path support

Did having the UO Degree/name/brand really help me get a job... No. It didn't open doors as I was led to believe. Not as national as they think... but I did get great jobs, it just wasn't the "bright spot" that we were all told. But once in interviews, I excelled in part due to my experience. So I guess I'd recommend branding SOJC to areas other than the west...

The beer was good during page layout at the Emerald, but seriously, it was the hands-on experience that the most important. I ave had a lot of editors tell me that sheepskin isn't worth anywhere near as much as good clip-file and the U of O journalism school gave me that

The SOJC has a strong presence in the Pacific Northwest. There needs to be more connections in other regions of the country.

I was a post baccalaureate student, so not a true undergraduate.

The workshops should be pushed more. I took the Final Cut workshop with Artie and found it extremely helpful. Wish I had taken more workshops.

I think there should be a class specifically to teach how to use Microsoft Excel to its full potential.

N/A

The Emerald was key to everything. Of course, I am speaking of a wholly different time: 1969-1974.

I got a good education but I never felt at home during my time at UO.

I am very proud to be an SOJC Duck & have referred several young people interested in communications to consider the SOJC. Unfortunately, I am disabled so that is about the extent that I can do as an alum to support current SOJC students, along with some $$$.

Teachers should be conscious about how they play favorites with students, as it is, in my experience, a qualifying factor in how much a student enjoyed their time within the program. The Advertising program seems to struggle in this respect, in feedback I've received from my peers.

Being a part of a student run agency, Allen Hall PR, was one of the most beneficial prep experiences for my future career.
I enjoyed the SOJC curriculum immensely.

If I had to do it over again I would chose the Ad major instead of PR. I enjoyed my experience, however I'm not sure I'd recommend the PR major. I would recommend the SOJC, overall I was satisfied.

I am very proud of my time at the University of Oregon and the School of Journalism and Communication. I feel that my education and time there prepared me well for a career in communications - as much as, and often more so, than my friends in other majors. I believe that my time and money spent in the SOJC was a great investment.

My experience was unique, my years at UO were right around the start of the Allen Hall remodel, we actually took classes over on Agate near Hayward Field.

I enjoyed the guests from different industries that came to speak to classes, and look forward do doing the same.

For PR majors, there should be more education on media relations/communications.

Although I'm not working in Journalism, I work in Marketing and those skills translate

Still proud of being a Duck in a Boston newsroom

I am pleased with how the school is evolving to prepare students for today's media opportunities. Critical thinking, information literacy skills are still essential. I am very impressed with the education my daughter received at SOJC (2008 graduate). If anything, the program has just gotten better.

It was an awfully long time ago, so much has changed.

I have also been an adjunct in the program. I wish the budget allowed for smaller classes for freshmen/sophomores. I wish grade inflation didn’t exist.

N/A

Work harder on preparing students for employment in the private sector; knowledge of markets

This survey does not take into account those of us who enrolled in a graduate program with a lot of experience in the field already.

Awesome school environment.

greg kerber, duncan mcdonald, tim gleason all deeply touched my life and i will always be grateful to them.

My best professors were adjuncts. They had recent, real world experience and an understanding of the level of effort needed to succeed. They were always my most accessible and inspiring teachers.

For a university with stellar athletic programs, sports journalism needs to be embraced even more. Students could gain invaluable experience covering high level teams while in college if trained and educated properly.

After i graduated as a top student, the J school ignored me for years. You have thought they want to keep me in the fold. Now i no longer believe in the Fourth Estate because it neglected its duties for fluff. Also journalists in the 21st centuryabetted the radicalization of the right by thinking it was enough just to ask both sides even if one side was giving crazy answers.

I'm based in SF Bay Area and happy to work with PR/Social media interns. I'm a freelance travel writer and blogger.

N/A

While I am not in the journalism or communication field professionally, I think my time at the SOJC was truly invaluable. I chose to pursue a Master's in Public Health after graduating and see campaigns fail all the time due to poor communication. Also, many of my co-workers work can go unnoticed because they dislike writing and using visual platforms to portray or share their work. I also can take information and quickly condense it into readable information. I cannot express how valuable my SOJC education was and continues to be daily. Thank you.

I have been married to a UW Husky since 1956 and my children and grandchildren collectively attended UW, WU, UW,
Was consistently invited back to speak with students real world advertising projects and campaigns

Encourage students to get involved with the Oregon Daily Emerald. While independent from the SOJC, it is a wonderful hands-on resource for students. I learned most of my hard skills in reporting, writing and editing there.

Am forever thankful for things Rebecca Force taught me there that I use every time I go on-air now

Ask if I would like to stop in and share with students about my "real world" application of my education.

The teachers were incredible and very inspirational.

Favorite teacher of all time was Mark Lewis. Truly incredible hero, and I think about him often

Saw it as a weeding out process, rather than a learning process.

I think it would be valuable to better teach students how to pitch both reporters and new business.

No complaints. Without the UO and SOJC I would not be as successful as I am today. I sincerely thank UO for believing in me when no one else did.

The SOJC helped me understood what the world will expect of a student and professional transitioning into a full-time career.

I was a transfer student from Portland State College (now University), was married and had two children by the time I graduated in 1962. I went to the U of O on the strong recommendation of Joe Rigert, my brother-in-law, a 1957 U of O graduate, who was working for the Oregon Journal as a reporter. He went on to the AP and Minneapolis Tribune. I am so glad I enrolled in the U of O. The networking opportunities at the School of Journalism and Communications enabled me to secure a reporting position at the Eugene Register-Guard upon graduation. I was there five years before leaving for the San Diego Tribune (now the San Diego U-T) where I spent nearly 25 years, covering almost every major beat. I had a great career and my newspaper experience led to another career working for a U.S. Congresswoman and for U.S. Senator Dianne Feinstein, of California.

It's a great education. I am happy with my decision to go to the SOJC.

Students were focused and committed to the role of the Fourth Estate.

I was the person who funded the first 2 years of Sports Media Workshop. I also funded 2 years of OnCamera Hosting Workshop through Theater Arts because you have no one in the J-school who knows how to teach it. I have offered to fund another hosting workshop if SOJC will co-host it.

NA

I thoroughly enjoyed my time at the SOJC and am still convinced it's one of the best schools.

Professor Wales recognized my talent and directed me toward the ad agency business. He identified my strengths and paved the way for my successful career

After 10 years in newspaper journalism, I went to "the dark side" as a public relations practitioner. Fortunately, I took a couple PR/marketing classes, but no one told me that many journalists wind up in public affairs

I had an advantage being in a newspaper family and was able to create my own internships each summer

I felt very prepared in the real world with my practical PR education compared to my friends who went to schools that were theory based. I am proud to be a duck and an sojc grad!

I know that there have been a lot of improvements since I graduated, but one of the things I struggled most with was figuring out the path to finding a job in advertising post graduation. I lacked the information on internship opportunities during college and leading up to graduation had little to no insight into how to secure an advertising related job after. I was lucky to land a paid internship that eventually turned into to a full time job fairly soon after graduating, however, it was the only opportunity I really had on my radar and if it had fallen through I would've likely been unemployed much longer. One of the things I've really enjoyed since graduating is helping prospective ad students discover their path to a career in advertising. I think the SOJC should utilize the alumni more, they can
be such a huge tool and great help to students finding their way into internships and jobs. Bring the alumni into the fold and they will return the favor back.

I wish there would have been more help planning my future post-graduation. More assistance helping me figure out what exactly I was going to do and the best resources to do it. More connections with alumni.

It always felt like the Eugene mothership viewed the program as an afterthought instead of a key piece of the university. I value my education there but don't have the sort of affinity for the university that one would expect.

I am so incredibly grateful to have gone through this program. Having professors like Dan Morrison helped make me a more powerful visual storyteller and confident individual by empowering me to have the proper skills to advocate for myself in the workplace upon leaving the SOJC. Their constant support and encouragement in working to produce better work has made me a stronger and more confident individual prepared for whatever the future may bring.

Nil

Fostering small cohorts of students who work often with the same professors seems smart -- it made all the difference in my education & experience there. I have friends, resources, connections, support in my field for life because of it, and that's big in our industry.

The campus is awesome

I received the basics at UO but really honed my skills at the University of Missouri.

I worked on the ODE for four years and was editor my senior year. That was a very important part of my development. I worked as a daily journalist for more than 20 years (AP, San Jose Mercury, San Francisco Chronicle) and then as an editor and communications professional for Stanford Graduate School of Business. Throughout my career and today I believe responsible journalism is a mainstay of a strong democracy. I think this role is getting lost of the current Fog of War.

Undergrad prerequisites trumped real world experience which prohibited me from taking the major I wanted. I was working in TV but couldn’t take electronic media classes

I participated (and loved) the SOJC honors program

I had Dr Bill Winter for several classes and he was an education by himself

While I didn't go into a strictly communications field (I went into higher ed administration), I use my PR degree and the skills I gained at the SOJC every day.

Nice to see all the improvements over the years!

One of my favorite classes was taught by a member of the professional community in Eugene. What was a benefit of this was they were learning, we were learning and everyone was teaching one another as the class progressed.

I think incorporating more real world experiences and practice into classes would be beneficial for learning and doing PR. Writing press releases for companies and having more involvement with agencies would really enhance the student experience. The advising office and staff is phenomenal but I think the SOJC needs more opportunities for scholarships along with internships. They are hard to come by and I feel like the SOJC only had limited info on internships and if they did, they weren't for the Eugene/Portland area

As much as I hated group projects-- they are important for how they reflect the personalities you need to learn to work with and around

I had an absolutely education university of Oregon school of journalism.

Almost every class I took was relevant to my internship, AHPR, and my jobs. I'm very proud of the school, and the diploma I received.

Great staff and faculty! I never thought about adding the J-school as a degree until I took J 350 with Dean Mundy as an elective because I needed to fulfill gen ed elective credits.

I have heard that the requirements to get into the school have been loosened. If that’s true, it’s fairly upsetting. I worked very hard to get in by high standards, and lowering them diminishes respect for the school and its graduates.
I brag about my time in the SOJC. I think it was a great program for me, I had some of the best professors, (Mark Lewis, John Mitchell and Rachel Allen as an advisor). But I don't feel it prepared me for the real world as best it could. I did the Portland Senior Experience and was not impressed with the end result. I felt there was too much hype around it and honestly should have stayed in Eugene to finish out my time. I think encouraging students to explore all that Communications and PR should be pushed more than just one avenue.

I loved going back to school after being in journalism and related work for about a decade. I felt there were gaps in my experience, and grad school--especially being a GTF--gave me a lot more confidence that I did, indeed, know what I was doing. I loved being a decade older than the other students, and advising them as a GTF.

Encourage the students to do summer or school long internships. I don't remember them being available in my day and I missed out on valuable, albeit unpaid experience

I feel I got an excellent education at a top notch program. I feel fortunate this was available to me at a state school.

I spent 2 years with a PR advisor, then ended up a print journalist. So, maybe it was just my maturity level at the time but I think better tracking would have helped.

My time was in old Allen and I barely had the downstairs lab open before I graduated. Resources and opportunities were different then if you weren't a standout talent or high GPA, despite your passion.

**ALLEN HALL'S OPENING HOURS SHOULD BE LONGER. SINCE A LOT OF STUDENTS' STUDENT ID CARD DOES NOT WORK.**

I should add that I transferred to UO after three years at a community college in California, which I feel was equally responsible for preparing me for my career. I worked at student publications at both schools and believe those experiences, more than the name of my alma mater, got me an internship and the newspaper job I have today. I loved my time at UO and SOJC but the student publications were always where my heart was. They are a vital part of SOJC, even if they are not classes.

Another issue I found is that all of the internships were unpaid. I interviewed for one PR internship that would have been full-time the entire summer in Portland, but I had to turn it down, because it was unpaid. As a student who had to support myself financially with no backup help, I couldn't take three months off work to do this, although the experience would have helped my career.

Love my Ducks!!!!

John Faville was my teacher/mentor and literally made my education.

I believe there is favoritism, cliques and bias towards 'cool' students

I remember Dean Rea with a baseball glove on the first day of the journalistic writing course. He said most of us would not make the cut and 40 students soon were winnowed to 15.

I wish I had been better informed about the various opportunities to apply for scholarships. I came out with a lot more debt than I perhaps needed to.

Connie Chandler was the best teach I had in the J school!

Several professors and GTAs opened doors for me, helped connect me with writing jobs and got my foot in the door.

The skills I use in my job now I learned at the Emerald.

My experience sucked. As one of the founders of the Oregon Commentator in 1983, I was pretty much blackballed by the liberal establishment in the J-school. I would do assignments in groups; my teammates would get As and I'd get an F. Clear discrimination, but what can you do as a teenage undergrad?

I wish I'd had a little more proactive help after graduation learning where I could work and how to apply for jobs. I also wish they had required us to take a business course.

It was a great experience. I do think that the Sojc could do a better job of linking students to agencies. My agency has a relationship with USC annenberg and we get our interns directly from that program.

I would love to see you require a class on how to run your own business or how to become a freelancer as so many of media and communication jobs require people to be knowledgable in being an independent contractor.
The ‘real world’ experience of Professors is key, and, PLEASE, get editorial bias out of the ‘news.’ It is an embarrassment to the profession.

Would not be where I am without the SOJC.

since there aren’t many PR agencies in Eugene, it could be cool if soon to be grads could intern remotely for an agency in a city like SF, LA, etc. Just 5-10 hours a week would have been valuable. Everyone wanted an agency internship in Eugene but it was very hard to find. Agencies rarely hire account coordinators or assistant account executives straight out of college if they don’t have some type of agency experience. So this means we have to start out in an internship position which only pays minimum wage. It’s hard to live on your own with that kind of salary!

I was a post-baccalaureate student who earned a BSJ at UO; Kappa Tau Alpha member

The SOJC is such a family. It is a community within the already welcoming campus community. There is something so special about the SOJC and the only way you can feel it is if you’re a part of it.

I loved my time in college, but it cost way too much. I typically advise the next generation to get on-the-job experience and to avoid the debt that comes with a postsecondary education. It really isn’t necessary for this field.

Everything I know about being a journalist I learned from my Reporting 1 teacher, an adjunct professor with a sharp wit and a keen eye for good writing. Mike Seither, I owe you

The grad school felt excluded from campus life in a way I hadn’t expected

The experience led to initial work in the field, then on to related fields for which I was well prepared.

Integration between other SOJC majors would be an awesome experience whether for a class, contest or student group (Example: Ad students collaborating with PR students for overall campaign)

To this date, I am frustrated when I receive material from the UO, especially for events, that fails to include all of the who, what, where, when, why and how.

I often wonder about why connection to the SOJC now that I’m almost 25 years out of undergrad and in a completely different field.

Nothing comes to mind

I haven’t worked in the field of journalism/public relations professionally but have used what I learned to be more effective in my chosen field of Christian ministry overseas. And, certain words of some of my professors still ring in my "ears"

---

It was incredible and so valuable in many ways. I haven’t directly pursued journalism as a career, but my time at the SOJC has prepared me for whatever I do end up pursuing.

My time at the SOJC was an incredible experience for me, changing me from someone who felt indifferent to career opportunities to very optimistic at how many truly interesting jobs exist. I’m still in contact with several instructors and am grateful to them every day for helping me find this path.

Overall, the faculty and GTFS and the new facility (was new at the time) were all amazing. I made a point to involve myself in internships on campus, PRSSA and one of the magazines and I loved having those opportunities. I did feel like I had to fight tooth and nail to get them though.

It was hard on the quarter system to get internships. Most summer internships started in May.

Flexibility is a critical aspect if want recruit grad students with significant professional experience as I had.

Students who violate the ethical code of conduct should be more seriously punished.

Make it clearer that the SOJC includes Portland. I think it would also be good to have the working professionals who are back in school go down to Eugene (on a volunteer basis) and see if there are any ways the grad students can assist undergrads.
(I haven't been on campus since 2014, so this may have changed since) In my opinion, the faculty should make more of an effort to reach out to their students of color. To make sure they feel supported at the SOJC. Many times we’re the only black, hispanic, etc. in the class, and at times it can feel isolating. If a student of color isn't from the PNW they may not feel comfortable speaking up about how they feel. There are a lot of students of color who could have done big things while at the SOJC if they had the right support system.

I look back fondly on my experience at SOJC, but I think I would probably like it even more today than I did back then with the advancement of technology

It's been almost 30 years since I graduated, so my memories are becoming hazy, but I have no regrets about choosing the UO to pursue my journalism education, which led to a great career in newspapers, and now content marketing.

I loved the teachers. I have lifelong friends from my university experience. I do not feel though that I have an alumni network of journalists to fall back on of journalists. Either its there and I don’t know it exists, or its not there. The University seems to be focused on advertising, marketing and public relations these days. As I think anyone writing for a newspaper or reporting for a TV station will tell you - public relations and market reps are gatekeepers and frequently lie or conceal truth. It feels as if the University has to decide at some point if it wants serious journalists, or if it wants to create the next generation of spin-artists. IMO - there should be both schools of thought, and I think the University wants both. But the journalists (people who report for TV or write news) really could use a professional network in the after undergrad world. I don't feel that exists right now. See: Annenberg, Cronkite schools.

I use my journalism and communications education every day, from my personal projects to the jobs I've held - whether they've been in the field or not.

Great experience. Was all set to get my grad degree there before I landed a dream job at the time. Very fond memories of the people and the school. Still connect with a lot of SOJC grads.

Loved all the experiential learning opportunities available and those should be kept/increased like Sri Lanka, Cuba, Alaska, study abroad etc... Those were highlights of my time in SOJC

I was a non-trad transfer student, for which there weren't tremendous resources at the time. I'm hopeful that the school seeks to support non-trads as well as trads, as the college experience for each group is vastly different, with unique challenges.

I was never trained or inspired to do the hard-core investigative work that I later learned on the job.

Oregon's practice of hiring alumni for teaching positions is embarassing. You're not Harvard. Just stop it. It weakens the quality of the program.

Best years of my life.

The SOJC was my home for four years and I am forever grateful that I chose this school.

I worked with Lois McCarty and Dr. Korns in the University Relations Office. That experience is as invaluable and an honor.

It disappointing that students are the victims from budget cuts that are the result of SOJC spending more than its budget allocation. (smaller total number of classes/professors and loss of free printing)

Despite having internships in the field that I obtained on my own in my hometown, I felt unprepared to obtain employment in the field and never really got a decent job in this profession. Again, I do utilize the writing skills I obtained in my current profession.

It was great to study journalism at UofO before the media turned into a propaganda machine.

I am currently the Risk Manager at UO.

My summer internship at an Eastern Oregon newspaper and two years of experience at the Emerald were key to me getting a job.

I was well-prepared to enter my field, the breaks just didn't go for me so had to reconsider my options.
Most people I know, including myself, who graduated with journalism/PR have marketing jobs. Including a bit of marketing in the curriculum would be very helpful! I realize marketing is down through the business school, but it very connected with journalism/pr professions, too.

The courses are great, but they don't change enough in relation to the ever changing and developing advertising world. Additionally, there were not enough chances or opportunities to join a club like Ad Team or gain relevant internships through the UO. I feel my education at the SOJC has not prepared me for real world jobs as much as I had hoped it would.

As alumni, I don't feel like we're asked to contribute our skills back to the school. How can we help? (Aside from donating, of course.)

Despite the above statement, the writing, interviewing, and critical thinking skills I received are the foundation of my career in non-profit Development and Public Relations/Marketing

The SOJC was awesome and provided me with great networking opportunities. My current agency office in San Francisco has around 7 Ducks, and UO has a great reputation for training knowledgeable PR pros.

At the time, the relationship with the Guard meant everything. Good to see that changed over the years.

I received my masters degree before anyone ever thought of computers becoming part of our lives, so some of what you asked about really doesn't apply to me.

I had a great time in the J School & love seeing my classmates flourish. People like John Strong, Andy Maser, & Theresa Gonzalez have all gone on to great things in the last 10 years. It's awesome.

Even though I don't work in media/communications specifically, I work for Nike World Headquarters and use the skill set I earned from the SOJC daily. I would NOT have been able to make it here without my education from the SOJC. You have to be strong, professional and respectful to make it here and stay here long term. I applaud the SOJC for "raising me right."

SOJC currently seems to suffer from a lack of overall cohesiveness. Faculty and staff appear to pursue their own goals rather than working together to achieve a greater purpose.

Things in the field have changed so much, but I value my time there and what I learned.

Rhetoric is a good complement to communication yet UO didn't really have a rhetoric program and that is a drawback.

I am a proud graduate of the SOJC- and I'm grateful for what I learned, I think students now are better prepared than we were with the changes in tech etc.

Lauren Kessler was disrespectful; she sat on my thesis committee and it was obvious she didn't even bother to read my thesis. I hope she retires soon and hasn't damaged other students.

Give even more support to the student publications. I learned at least as much from them as I did my actual classes, and they are truly extraordinary. I represented them nationally more than once; I can say from experience that they're honestly close to one-of-a-kind.

I think the emphasis was on writing quality in our day and the use of words & news not to sensationalize everyday. We were taught to bring the truth to our readers.

If there is a job placement assistance office in the SOJC I was unaware of it. Finding a journalism job is hard and having the backing of the SOJC to find work would be helpful.

Please provide more study abroad programs!!! I had to take an international studies on in France for a fall term because there was not a journalism one available.

Bateman team was a great experience! And I still follow Kelli Matthews on Twitter for industry related news/tips/trends etc.

You didn't ask if I would recommend prospective students to attend

Allen Hall Studios is maybe the largest contributing factor to the fact that I had a portfolio when I graduated and experience to talk about at job interviews. Thank you Maya and Ed!
I remain in touch with the professors I valued most and they remain a constant source of inspiration and connectedness to the greatest graduate school I could have attended.

Working at the Emerald was an amazing experience, and the faculty (with one notable exception) scoffed at the notion.

Brent Walth is by far the best professor the SOJC has ever seen. Keep him.

Professors should Skype in professionals from the field of students’ interests once a month.

None

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<td>2</td>
<td>I would be willing to participate in alumni events to support current students</td>
<td>1.00</td>
<td>5.00</td>
<td>3.75</td>
<td>0.94</td>
<td>0.89</td>
<td>634</td>
</tr>
</tbody>
</table>
Appendix II.9.F
SOJC STUDENT AWARDS: 2012–2017

2012

AMERICAN ADVERTISING FEDERATION
National Student Advertising Competition
Region 11: Second Place

ASSOCIATED COLLEGIATE PRESS
Online Pacemaker Awards
*Flux* magazine, Univ. of Oregon, Eugene, Ore.
http://fluxstories.com
Ainslie Forsum, editor
Lisa Heyamoto, adviser

Multimedia Story of the Year - Finalist
*Flux* audio slideshow of “Born in the Wrong Body”
Ming Guo, Producer

COLUMBIA SCHOLASTIC PRESS ASSOCIATION
Digital Magazine Silver Crown
Lacey Jarrel, Editor in Chief, Ethos

HEARST INTERCOLLEGIATE JOURNALISM AWARDS
Tenth place, Overall
Seventh place, Writing
Tenth place, Multimedia

NATAS NORTHWEST REGIONAL COLLEGE STUDENT AWARDS FOR EXCELLENCE
Photographer/Editor
*Canopy Connections*, University of Oregon
Sreang Hok, Photographer/Editor
Quinn Moticka, Editor/Photographer
Megan Toth, Assistant Editor
Kelly Sky, Assistant Editor
Daniel L Miller, Adviser
ASSOCIATED COLLEGIATE PRESS

Magazine Pacemaker
*Ethos*, University of Oregon
Lacey Jarrell, Gracie Roberts, editors
Connor Corr, adviser

*Flux* magazine, University of Oregon
http://www.fluxstories.com/category/blog/
Maya Lazaro, editor
Lisa Heyamoto/Tom Wheeler, advisers

HEARST INTERCOLLEGIATE JOURNALISM AWARDS

Intercollegiate Competition—Photojournalism
Eighth place, University of Oregon
Tenth place, Multimedia, University of Oregon

Multimedia Competition IV—Team Reporting
First Place: “Up In the Smoke”
Ainslie Forsum, Erik Bender, Tommy Pittenger, Austin Taylor, Alex McDougall and Laura Lundberg (*Flux*)

NATAS NORTHWEST REGIONAL COLLEGE STUDENT AWARDS FOR EXCELLENCE

Arts and Entertainment/Cultural Affairs
*We Refuse To Be Enemies*, University of Oregon
Brandy Dominguez, Videographer/Lighting
Summer Luu, Co-Director/Editor
Colette Levesque, Editor
David Zupan, Producer/Co-Director
Adviser: Daniel Miller

SPJ MARK OF EXCELLENCE

National—Online In-Depth Reporting
National Winner: “Along the Route of the Whale,” by Carol Ann Bassett (adviser) and staff, University of Oregon

2014

AMERICAN ADVERTISING FEDERATION
National Student Advertising Competition
Region 11: 3rd in Region
Best Presenter (John Hanlon)
ASSOCIATED COLLEGIATE PRESS
2014 Magazine Pacemaker
*Ethos*, University of Oregon
Conner Gordon, editor
Mark Blaine/Conner Gordon, advisers

COLUMBIA SCHOLASTIC PRESS ASSOCIATION
College Hybrid Publication Gold Crowns
*Flux* magazine
[www.fluxstories.com](http://www.fluxstories.com)
University of Oregon

HEARST JOURNALISM AWARDS PROGRAM
Tenth place—Overall
Eighth place—Writing
Ninth place—Multimedia

SPJ MARK OF EXCELLENCE
Region 10

Best Student Magazine
Finalist: *Ethos*—Fall 2014, Gordon Friedman, Delaney Pratt, Staff, University of Oregon

Best Digital-Only Student Publication
Winner: *Science & Memory* by Staff of Science & Memory, University of Oregon

Best Use of Multimedia
Winner: *Life Below The Line* by Max Thompson, Allen Hall Studios, University of Oregon

Television Feature Reporting
Winner: NW stories—Gil Gilbertson, by Sutton Raphael Garrett Guinn Amanda Butt Fahmo Mohammed, University of Oregon

AMERICAN ADVERTISING FEDERATION
National Student Advertising Competition
National Championship: First Place
Region 11: First Place
Bolton-MacVicar Best Presenter Award: Brandon Mai

2015 Most Promising Multicultural Students
Juwan Wedderburn
Ryan Delaney
Yolanda Saetern
Kim Uong
ASSOCIATED COLLEGIATE PRESS

Online Pacemaker Awards
*Flux* magazine, University of Oregon
http://fluxstories.com
Ainslie Forsum, editor
Lisa Heyamoto, adviser

*Ethos*, Finalist, University of Oregon
http://www.ethosmagonline.com
Gordon Friedman, editor
Mark Blaine/Conner Gordon, advisers

COLUMBIA SCHOLASTIC PRESS ASSOCIATION

College Digital Publication Gold Crowns
ormagazine.net, University of Oregon School of Journalism and Communication

College Magazine Gold Crowns
*Flux* magazine, University of Oregon

HEARST JOURNALISM AWARDS

Multimedia
Sixth Place: Kathryn Boyd-Batstone, Zachary Raphael, Zolboo Bayarmagnai, Elora Overbey, Sumi Kim, Craig Garcia

Multimedia IV—Team Reporting
Tenth Place: Elora Overbey, Mary Jane Schulte, University of Oregon

2015 NATAS NORTHWEST REGIONAL COLLEGE STUDENT AWARDS FOR EXCELLENCE

Long Form Non-Fiction
*True Fighters*, University of Oregon
Derek Brown, Co-Director
Davis Burns, Co-Director

2014 SPJ MARK OF EXCELLENCE

Region 10

Best Student Magazine
Finalist: *Ethos*—Fall 2014, Gordon Friedman, Delaney Pratt, staff, University of Oregon

Best Digital-Only Student Publication
Winner: *Science & Memory* by Staff of Science & Memory, University of Oregon
Finalist: *OR Magazine* Spring 2014 Issue by staff of OR Magazine, University of Oregon

Best Use of Multimedia
Winner: *Life Below The Line* by Max Thompson Allen Hall Studios, University of Oregon

Television Feature Reporting
Winner: NW stories—Gil Gilbertson by Sutton Raphael Garrett Guinn Amanda Butt Fahmo Mohammed, University of Oregon
2016

ASSOCIATED COLLEGIATE PRESS
Magazine Pacemaker
Ethos
Emerald Media Group
Flux
University of Oregon
Online Pacemaker
Finalist: Emerald Media Group

COLUMBIA SCHOLASTIC PRESS ASSOCIATION
College Digital Magazine Gold Crowns
OR Magazine
University of Oregon School of Journalism and Communication

HEARST JOURNALISM AWARDS PROGRAM
2015 – 2016 Intercollegiate Winners
Overall: Eighth Place TIE, University of Oregon
Multimedia: Fifth place
Writing: Tenth place
Photojournalism: Seventh place

2016 NATAS NORTHWEST REGIONAL COLLEGE STUDENT AWARDS FOR EXCELLENCE
Long Form Non-Fiction
Fitting the Description in North Portland
University of Oregon
Jarratt Taylor, Director

2015 SOCIETY FOR PROFESSIONAL JOURNALISTS (SPJ)
Television Feature Reporting
National Winner: “Artist and ‘Bug Guy’ Christopher Marley,” by Nicolas Walcott, Dana Bredeweg and Chloe Huckins, University of Oregon School of Journalism and Communication

Best Use of Multimedia
Region 10 Winner: Out Of The Shadows: Cuban Improv Actor Carlos Borbon by Garrett Guinn Dana Bredeweg Andrew Spangler, School of Journalism and Communication

Best Digital-Only Student Publication
Winner: OR Magazine Spring 2015 Issue by Fahmo Mohammed, Kyle Hentschel, and staff of OR Magazine, School of Journalism and Communication
2017

AMERICAN ADVERTISING FEDERATION
National Student Advertising Competition
Region 11: Third place
Best Presenter in Region: James McAndrew
2017 Most Promising Multicultural Students
Key Higdon
Esther Knox

COLUMBIA SCHOLASTIC PRESS ASSOCIATION
College Digital Magazine Gold Crowns
OR Magazine
ormagazine.uoregon.edu
University of Oregon
College Print Magazine Gold Crowns
Flux
University of Oregon

HEARST JOURNALISM AWARDS
Multimedia
Tenth Place: University of Oregon
Multimedia IV—Team Storytelling—News
Second Place: University of Oregon
Kyle Hentchel, Srushti Kamat, Key Higdon, Judd Smith, Kylie Juggert, Mackenzie Moran

Investigative Reporters and Editors: 2016
Student reporting at a small paper
Kenny Jacoby, Cooper Green and Jarrid Denney

2017 NATAS NORTHWEST REGIONAL COLLEGE STUDENT AWARDS FOR EXCELLENCE
Short Form Non-Fiction
Looking Back, Moving Forward: The Northern Spotted Owl Story
University of Oregon
Christian Hartwell, Producer/Director/Lead Editor
Noah Hoffman, Director of Photography
Euell Macke, Sound Designer/Assistant Editor

THE ONE CLUB
Golden Pencil
One Contest for Art and Copy: Caleb Couturie and Stacy Yurisheva
Appendix II.9.G
PORTFOLIO REVIEW FORM (QUANTITATIVE)

Advertising Portfolio Assessment

Q1 Thank you for agreeing to review our students' work. Thinking about the totality of work you reviewed, please answer the following questions. You can come back to this form as necessary to complete it; it does not have to be completed all at once. We expect it will take about 20 minutes to complete after you have reviewed the portfolios.

Q2 We expect our students to develop the ability to write correctly and clearly in forms and styles appropriate to the advertising profession.

Q3 Overall, the portfolio work of advertising majors demonstrates the ability to write correctly and clearly in forms and styles appropriate to the advertising profession. (Please leave blank if you lack enough material by which to judge.)

   ○ Strongly agree  (1)
   ○ Agree  (2)
   ○ Somewhat agree  (3)
   ○ Neither agree nor disagree  (4)
   ○ Somewhat disagree  (5)
   ○ Disagree  (6)
   ○ Strongly disagree  (7)

Q4 Briefly list any particular strengths you noted in students' ability to write correctly and clearly in forms and styles appropriate to the advertising profession.

Q5 Briefly list any particular weaknesses you noted in students' ability to write correctly and clearly in forms and styles appropriate to the advertising profession.

Q6 We expect our students to develop the ability to critically evaluate their work for accuracy and fairness, clarity, appropriate style and grammatical correctness.
Q7 Overall, the portfolio work of advertising majors demonstrates the ability to critically evaluate their work for accuracy and fairness, clarity, appropriate style and grammatical correctness. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q8 Briefly list any particular strengths you noted in students' ability to critically evaluate their work for accuracy and fairness, clarity, appropriate style and grammatical correctness.

Q9 Briefly list any particular weaknesses you noted in students' ability to critically evaluate their work for accuracy and fairness, clarity, appropriate style and grammatical correctness.

Q10 We expect our students to develop the ability to think critically, creatively and independently.
Q11 Overall, the portfolio work of advertising majors demonstrates the ability to think critically, creatively and independently. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q12 Briefly list any particular strengths you noted in students’ ability to think critically, creatively and independently.

Q13 Briefly list any particular weaknesses you noted in students’ ability to think critically, creatively and independently.

Q14 We expect our students to develop the ability to conduct research and evaluate information by methods appropriate to the advertising profession.
Q15 Overall, the portfolio work of advertising majors demonstrates the ability to conduct research and evaluate information by methods appropriate to the advertising profession. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q16 Briefly list any particular strengths you noted in students’ ability to conduct research and evaluate information by methods appropriate to the advertising profession.

Q17 Briefly list any particular weaknesses you noted in students’ ability to conduct research and evaluate information by methods appropriate to the advertising profession.

Q18 We expect our students to develop the ability to apply tools and technologies appropriate to the advertising profession.
Q19 Overall, the portfolio work of advertising majors demonstrates the ability to apply tools and technologies appropriate to the advertising profession. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q20 Briefly list any particular strengths you noted in students' ability to apply tools and technologies appropriate to the advertising profession.

Q21 Briefly list any particular weaknesses you noted in students' ability to apply tools and technologies appropriate to the advertising profession.

Q22 We expect our students to develop the ability to understand and apply ethical principles appropriate to the advertising profession.
Q23 Overall, the portfolio work of advertising majors demonstrates the ability to apply ethical principles appropriate to the advertising profession. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q24 Briefly list any particular strengths you noted in students’ ability to apply ethical principles as relevant to the advertising profession.

Q25 Briefly list any particular weaknesses you noted in students' ability to apply ethical principles as relevant to the advertising profession.

Q26 We expect our students to develop the ability to demonstrate a conceptual understanding of the use and presentation of images and information and apply them to the advertising profession. Please answer the following questions in regard to how well student work demonstrates a working knowledge of this concept.
Q27 Overall, the portfolio work of advertising majors demonstrates a conceptual understanding of the use and presentation of images and information as relevant to the advertising profession. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q28 Briefly list any particular strengths you noted in students' understanding of the use and presentation of images and information and apply them as relevant to the advertising profession.

Q29 Briefly list any particular weaknesses you noted in students' understanding of the use and presentation of images and information and apply them as relevant to the advertising profession.

Q30 We expect our students to develop the ability to apply basic numerical and statistical concepts.
Q31 Overall, the portfolio work of advertising majors demonstrates the ability to apply basic numerical and statistical concepts. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q32 Briefly list any particular strengths you noted in students' ability to apply basic numerical and statistical concepts.

Q33 Briefly list any particular weaknesses you noted in students' ability to apply basic numerical and statistical concepts.

Q34 We expect our students to develop the ability to demonstrate an understanding of diversity in domestic and global society and its impact as relevant to the advertising profession (e.g., incorporating diverse perspectives or issues, applying a global lens in conceptual work).
Q35 Overall, the portfolio work of advertising majors demonstrates an understanding of diversity in domestic and global society and its impact as relevant to the advertising profession. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q36 Briefly list any particular strengths you noted in students' ability to demonstrate an understanding of diversity in domestic and global society and its impact as relevant to the advertising profession.

Q37 Briefly list any particular weaknesses you noted in students' ability to demonstrate an understanding of diversity in domestic and global society and its impact as relevant to the advertising profession.

Q38 We expect our students to develop the ability to demonstrate an understanding of how professionals and institutions shaped communications relevant to the advertising profession (e.g., the history of the field in the US).
Q39 Overall, the portfolio work of advertising majors demonstrates an understanding of how professionals and institutions have shaped communications relevant to the advertising profession. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q40 Briefly list any particular strengths you noted in students' ability to demonstrate an understanding of how professionals and institutions have shaped communications relevant to the advertising profession.

Q41 Briefly list any particular weaknesses you noted in students' ability to demonstrate an understanding of how professionals and institutions have shaped communications relevant to the advertising profession.

Q42 We expect our students to develop an understanding of the range of freedom of expression around the world and apply the principles and laws of freedom of speech to the advertising profession (e.g., libel, copyright, first amendment rights, expectations of privacy.)
Q43 Overall, the portfolio work of advertising majors demonstrates an ability to apply free speech principles and laws as applicable to the profession. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q44 Briefly list any particular strengths you noted in regard to free speech knowledge and application.

Q45 Briefly list any particular weaknesses you noted in regard to free speech knowledge and application.

Q46 You're almost finished. Please type your name in the space below. As a reminder, your name will not be connected with your answers on this form in any manner but will be included on the list of about 20 professionals who reviewed our students' work. That list is provided to our accrediting body.

Q47 Please type your official job title and place and of employment. Again, this information is solely for the list provided to our accrediting body to demonstrate that we asked respected professionals to review our students' work.

Q48 Thank you for your time. We appreciate your input as we assess how well we are preparing our students for the profession. Your comments will help us continue to shape and refine our curriculum.

This is the first time we have done students portfolio reviews in this manner, and we'd appreciate any comments you might wish to share with us as to how we can make this process better for reviewers like yourself.
Journalism Portfolio Assessment

Q1 Thank you for agreeing to review our students' work. Thinking about the totality of work you reviewed, please answer the following questions. You can come back to this form as necessary to complete it; it does not have to be completed all at once. We expect it will take about 20 minutes to complete after you have reviewed the portfolios.

Q2 We expect our students to develop the ability to write correctly and clearly in forms and styles appropriate to the journalism profession.

Q3 Overall, the portfolio work of journalism majors demonstrates the ability to write correctly and clearly in forms and styles appropriate to the journalism profession. (Please leave blank if you lack enough material by which to judge.)

   ○ Strongly agree (1)
   ○ Agree (2)
   ○ Somewhat agree (3)
   ○ Neither agree nor disagree (4)
   ○ Somewhat disagree (5)
   ○ Disagree (6)
   ○ Strongly disagree (7)

Q4 Briefly list any particular strengths you noted in students' ability to write correctly and clearly in forms and styles appropriate to the journalism profession.

Q5 Briefly list any particular weaknesses you noted in students' ability to write correctly and clearly in forms and styles appropriate to the journalism profession.

Q6 We expect our students to develop the ability to critically evaluate their work for accuracy and fairness, clarity, appropriate style and grammatical correctness.
Q7 Overall, the portfolio work of journalism majors demonstrates the ability to critically evaluate their work for accuracy and fairness, clarity, appropriate style and grammatical correctness. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q8 Briefly list any particular strengths you noted in students’ ability to critically evaluate their work for accuracy and fairness, clarity, appropriate style and grammatical correctness.

Q9 Briefly list any particular weaknesses you noted in students’ ability to critically evaluate their work for accuracy and fairness, clarity, appropriate style and grammatical correctness.

Q10 We expect our students to develop the ability to think critically, creatively and independently.
Q11 Overall, the portfolio work of journalism majors demonstrates the ability to think critically, creatively and independently. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q12 Briefly list any particular strengths you noted in students’ ability to think critically, creatively and independently.

Q13 Briefly list any particular weaknesses you noted in students’ ability to think critically, creatively and independently.

Q14 We expect our students to develop the ability to conduct research and evaluate information by methods appropriate to the journalism profession.
Q15 Overall, the portfolio work of journalism majors demonstrates the ability to conduct research and evaluate information by methods appropriate to the journalism profession. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q16 Briefly list any particular strengths you noted in students' ability to conduct research and evaluate information by methods appropriate to the journalism profession.

Q17 Briefly list any particular weaknesses you noted in students' ability to conduct research and evaluate information by methods appropriate to the journalism profession.

Q18 We expect our students to develop the ability to apply tools and technologies appropriate to the journalism profession.
Q19 Overall, the portfolio work of journalism majors demonstrates the ability to apply tools and technologies appropriate to the journalism profession. (Please leave blank if you lack enough material by which to judge.)

   ○ Strongly agree (1)
   ○ Agree (2)
   ○ Somewhat agree (3)
   ○ Neither agree nor disagree (4)
   ○ Somewhat disagree (5)
   ○ Disagree (6)
   ○ Strongly disagree (7)

Q20 Briefly list any particular strengths you noted in students’ ability to apply tools and technologies appropriate to the journalism profession.

Q21 Briefly list any particular weaknesses you noted in students’ ability to apply tools and technologies appropriate to the journalism profession.

Q22 We expect our students to develop the ability to understand and apply ethical principles appropriate to the journalism profession.
Q23 Overall, the portfolio work of journalism majors demonstrates the ability to apply ethical principles appropriate to the journalism profession. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q24 Briefly list any particular strengths you noted in students’ ability to apply ethical principles as relevant to the journalism profession.

Q25 Briefly list any particular weaknesses you noted in students’ ability to apply ethical principles as relevant to the journalism profession.

Q26 We expect our students to develop the ability to demonstrate a conceptual understanding of the use and presentation of images and information and apply them to the journalism profession. Please answer the following questions in regard to how well student work demonstrates a working knowledge of this concept.
Q27 Overall, the portfolio work of journalism majors demonstrates a conceptual understanding of the use and presentation of images and information as relevant to the journalism profession. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q28 Briefly list any particular strengths you noted in students' understanding of the use and presentation of images and information and apply them as relevant to the journalism profession.

Q29 Briefly list any particular weaknesses you noted in students' understanding of the use and presentation of images and information and apply them as relevant to the journalism profession.

Q30 We expect our students to develop the ability to apply basic numerical and statistical concepts.
Q31 Overall, the portfolio work of journalism majors demonstrates the ability to apply basic numerical and statistical concepts. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q32 Briefly list any particular strengths you noted in students’ ability to apply basic numerical and statistical concepts.

Q33 Briefly list any particular weaknesses you noted in students’ ability to apply basic numerical and statistical concepts.

Q34 We expect our students to develop the ability to demonstrate an understanding of diversity in domestic and global society and its impact as relevant to the journalism profession (e.g., using diverse sources/perspectives, reporting on diversity issues, incorporating a global lens in conceptual work).
Q35 Overall, the portfolio work of journalism majors demonstrates an understanding of diversity in domestic and global society and its impact as relevant to the journalism profession. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q36 Briefly list any particular strengths you noted in students’ ability to demonstrate an understanding of diversity in domestic and global society and its impact as relevant to the journalism profession.

Q37 Briefly list any particular weaknesses you noted in students’ ability to demonstrate an understanding of diversity in domestic and global society and its impact as relevant to the journalism profession.

Q38 We expect our students to develop the ability to demonstrate an understanding of how professionals and institutions shaped communications relevant to the journalism profession (e.g., the history of the field in the US).
Q39 Overall, the portfolio work of journalism majors demonstrates an understanding of how professionals and institutions have shaped communications relevant to the journalism profession. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q40 Briefly list any particular strengths you noted in students’ ability to demonstrate an understanding of how professionals and institutions have shaped communications relevant to the journalism profession.

Q41 Briefly list any particular weaknesses you noted in students’ ability to demonstrate an understanding of how professionals and institutions have shaped communications relevant to the journalism profession.

Q42 We expect our students to develop an understanding of the range of freedom of expression around the world and apply the principles and laws of freedom of speech to the journalism profession (e.g., libel, copyright, first amendment rights.)
Q43 Overall, the portfolio work of journalism majors demonstrates an ability to apply free speech principles and laws as applicable to the profession. (Please leave blank if you lack enough material by which to judge.)

○ Strongly agree (1)
○ Agree (2)
○ Somewhat agree (3)
○ Neither agree nor disagree (4)
○ Somewhat disagree (5)
○ Disagree (6)
○ Strongly disagree (7)

Q44 Briefly list any particular strengths you noted in regard to free speech knowledge and application.

Q45 Briefly list any particular weaknesses you noted in regard to free speech knowledge and application.

Q46 You're almost finished. Please type your name in the space below. As a reminder, your name will not be connected with your answers on this form in any manner but will be included on the list of about 20 professionals who reviewed our students' work. That list is provided to our accrediting body.

Q47 Please type your official job title and place and of employment. Again, this information is solely for the list provided to our accrediting body to demonstrate that we asked respected professionals to review our students' work.

Q48 Thank you for your time. We appreciate your input as we assess how well we are preparing our students for the profession. Your comments will help us continue to shape and refine our curriculum.

This is the first time we have done students portfolio reviews in this manner, and we'd appreciate any comments you might wish to share with us as to how we can make this process better for reviewers like yourself.
Public Relations Portfolio Assessment

Q1 Thank you for agreeing to review our students' work. Thinking about the totality of work you reviewed, please answer the following questions. You can come back to this form as necessary to complete it; it does not have to be completed all at once. We expect it will take about 20 minutes to complete after you have reviewed the portfolios.

Q2 We expect our students to develop the ability to write correctly and clearly in forms and styles appropriate to the public relations profession.

Q3 Overall, the portfolio work of public relations majors demonstrates the ability to write correctly and clearly in forms and styles appropriate to the public relations profession. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q4 Briefly list any particular strengths you noted in students' ability to write correctly and clearly in forms and styles appropriate to the public relations profession.

Q5 Briefly list any particular weaknesses you noted in students' ability to write correctly and clearly in forms and styles appropriate to the public relations profession.

Q6 We expect our students to develop the ability to critically evaluate their work for accuracy and fairness, clarity, appropriate style and grammatical correctness.
Q7 Overall, the portfolio work of public relations majors demonstrates the ability to critically evaluate their work for accuracy and fairness, clarity, appropriate style and grammatical correctness. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q8 Briefly list any particular strengths you noted in students’ ability to critically evaluate their work for accuracy and fairness, clarity, appropriate style and grammatical correctness.

Q9 Briefly list any particular weaknesses you noted in students’ ability to critically evaluate their work for accuracy and fairness, clarity, appropriate style and grammatical correctness.

Q10 We expect our students to develop the ability to think critically, creatively and independently.
Q11 Overall, the portfolio work of public relations majors demonstrates the ability to think critically, creatively and independently. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q12 Briefly list any particular strengths you noted in students’ ability to think critically, creatively and independently.

Q13 Briefly list any particular weaknesses you noted in students’ ability to think critically, creatively and independently.

Q14 We expect our students to develop the ability to conduct research and evaluate information by methods appropriate to the public relations profession.
Q15 Overall, the portfolio work of public relations majors demonstrates the ability to conduct research and evaluate information by methods appropriate to the public relations profession. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q16 Briefly list any particular strengths you noted in students' ability to conduct research and evaluate information by methods appropriate to the public relations profession.

Q17 Briefly list any particular weaknesses you noted in students' ability to conduct research and evaluate information by methods appropriate to the public relations profession.

Q18 We expect our students to develop the ability to apply tools and technologies appropriate to the public relations profession, including presentation skills.
Q19 Overall, the portfolio work of public relations majors demonstrates the ability to apply tools and technologies appropriate to the public relations profession. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q20 Briefly list any particular strengths you noted in students’ ability to apply tools and technologies appropriate to the public relations profession.

Q21 Briefly list any particular weaknesses you noted in students’ ability to apply tools and technologies appropriate to the public relations profession.

Q22 We expect our students to develop the ability to understand and apply ethical principles appropriate to the public relations profession.
Q23 Overall, the portfolio work of public relations majors demonstrates the ability to apply ethical principles appropriate to the public relations profession. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q24 Briefly list any particular strengths you noted in students’ ability to apply ethical principles as relevant to the public relations profession.

Q25 Briefly list any particular weaknesses you noted in students' ability to apply ethical principles as relevant to the public relations profession.

Q26 We expect our students to develop the ability to demonstrate a conceptual understanding of the use and presentation of images and information and apply them to the public relations profession. Please answer the following questions in regard to how well student work demonstrates a working knowledge of this concept.
Q27 Overall, the portfolio work of public relations majors demonstrates a conceptual understanding of the use and presentation of images and information as relevant to the public relations profession. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q28 Briefly list any particular strengths you noted in students' understanding of the use and presentation of images and information and apply them as relevant to the public relations profession.

Q29 Briefly list any particular weaknesses you noted in students' understanding of the use and presentation of images and information and apply them as relevant to the public relations profession.

Q30 We expect our students to develop the ability to apply basic numerical and statistical concepts.
Q31 Overall, the portfolio work of public relations majors demonstrates the ability to apply basic numerical and statistical concepts. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q32 Briefly list any particular strengths you noted in students' ability to apply basic numerical and statistical concepts.

Q33 Briefly list any particular weaknesses you noted in students' ability to apply basic numerical and statistical concepts.

Q34 We expect our students to develop the ability to demonstrate an understanding of diversity in domestic and global society and its impact as relevant to the public relations profession (e.g., using diverse sources/perspectives, addressing diversity issues, incorporating a global lens in conceptual work).
Q35 Overall, the portfolio work of public relations majors demonstrates an understanding of diversity in domestic and global society and its impact as relevant to the public relations profession. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q36 Briefly list any particular strengths you noted in students' ability to demonstrate an understanding of diversity in domestic and global society and its impact as relevant to the public relations profession.

Q37 Briefly list any particular weaknesses you noted in students' ability to demonstrate an understanding of diversity in domestic and global society and its impact as relevant to the public relations profession.

Q38 We expect our students to develop the ability to demonstrate an understanding of how professionals and institutions shaped communications relevant to the public relations profession (e.g., the history of the field in the US).
Q39 Overall, the portfolio work of public relations majors demonstrates an understanding of how professionals and institutions have shaped communications relevant to the public relations profession. (Please leave blank if you lack enough material by which to judge.)

○ Strongly agree (1)
○ Agree (2)
○ Somewhat agree (3)
○ Neither agree nor disagree (4)
○ Somewhat disagree (5)
○ Disagree (6)
○ Strongly disagree (7)

Q40 Briefly list any particular strengths you noted in students’ ability to demonstrate an understanding of how professionals and institutions have shaped communications relevant to the public relations profession.

Q41 Briefly list any particular weaknesses you noted in students’ ability to demonstrate an understanding of how professionals and institutions have shaped communications relevant to the public relations profession.

Q42 We expect our students to develop an understanding of the range of freedom of expression around the world and apply the principles and laws of freedom of speech to the public relations profession (e.g., libel, copyright, first amendment rights, expectation of privacy, etc.)
Q43 Overall, the portfolio work of public relations majors demonstrates an ability to apply free speech principles and laws as applicable to the public relations profession. (Please leave blank if you lack enough material by which to judge.)

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q44 Briefly list any particular strengths you noted in regard to free speech knowledge and application.

Q45 Briefly list any particular weaknesses you noted in regard to free speech knowledge and application.

Q46 You're almost finished. Please type your name in the space below. As a reminder, your name will not be connected with your answers on this form in any manner but will be included on the list of about 20 professionals who reviewed our students’ work. That list is provided to our accrediting body.

Q47 Please type your official job title and place and of employment. Again, this information is solely for the list provided to our accrediting body to demonstrate that we asked respected professionals to review our students’ work.

Q48 Thank you for your time. We appreciate your input as we assess how well we are preparing our students for the profession. Your comments will help us continue to shape and refine our curriculum.

This is the first time we have done students portfolio reviews in this manner, and we’d appreciate any comments you might wish to share with us as to how we can make this process better for reviewers like yourself.