

Report of On-Site Evaluation

ACEJMC

Undergraduate program

2019-2020

Name of Institution: University of Nevada, Reno

Name and Title of Chief Executive Officer: Marc Johnson, President

Name of Unit: Donald W. Reynolds School of Journalism And Center for Advanced Media Studies

Name and Title of Administrator: Alan G. Stavitsky, Dean

Date of 2019-2020 Accrediting Visit: November 3-6, 2019

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

Date of the previous accrediting visit: November 3-6, 2013

Recommendation of the previous site visit team: Re-accreditation

Previous decision of the Accrediting Council: Re-accreditation

Recommendation by 2019-2020 Visiting Team: Re-accreditation

Prepared and submitted by:

Team Chair

Name and Title: Rafael Lorente, Associate Dean for Academic Affairs

Organization/School: Philip Merrill College of Journalism, University of Maryland

Signature _____



Team Member

Name and Title: Marianne Barrett, Louise Solheim Professor

Organization/School: Walter Cronkite School of Journalism and Mass Communication, Arizona State University

Signature _____



Team Member

Name and Title: Clark Bell, President

Organization/School: Heitwerter Group

Signature _____

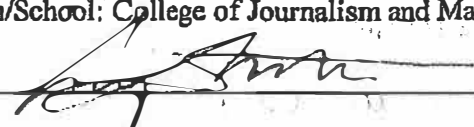


Team Member

Name and Title: Amy Struthers, Professor of Advertising and Public Relations

Organization/School: College of Journalism and Mass Communications, University of Nebraska-Lincoln

Signature _____



PART I: General Information

Name of Institution: University of Nevada, Reno

Name of Unit: Donald W. Reynolds School of Journalism and Center for Advanced Media Studies

Year of Visit: 2019

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

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

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

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

- Private
- Public
- Other (specify)

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

The University of Nevada, Reno is a constitutionally established, land-grant university. It was created by the Nevada State Constitution, which states:

The legislature shall provide for the establishment of a State University, which shall embrace departments of agriculture, mechanic arts and mining, to be controlled by a Board of Regents, whose duties shall be prescribed by law (Article XI, Section 4). The University of Nevada, Reno is specifically authorized to operate and award degrees by the Nevada System of Higher Education (NSHE) elected Board of Regents.

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

- Yes
- No

If yes, give the date of the last accrediting visit: Nov. 3-6, 2013

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

1970

6. Provide the unit's mission statement. Statement should give date of adoption and/or last revision.

The Reynolds School of Journalism and Center for Advanced Media Studies is an inclusive community of faculty, students and staff committed to facing the challenges of truth-seeking, advancing the media professions and serving the public good in a complex world (revised August 22, 2019).

7. What are the type and length of terms?

Semesters of 16 weeks
Summer sessions of 3 and 5 weeks
Intersessions of 3 weeks

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

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

9. List the specific undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC. *Indicate online degrees.

Degree is BA, Journalism.

Sequences (referred to as "Emphases" in our unit):

News, broadcasting and documentary
Public relations and advertising
Visual communication
Spanish-language media (launched Fall 2019)
Media studies (launched Fall 2019)

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

120 semester hours

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

Three semester hours for one 120-hour internship. Students are required to complete either an internship or practicum. Students may earn up to six credits for internships.

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

Name of Emphasis	Person in Charge*
News, broadcasting and documentary	Caesar Andrews
Public relations and advertising	Todd Felts
Visual communication	Katherine Hepworth**
Spanish-language media	Ezequiel Korin
Media studies	Ben Birkinbine

*Emphases are coordinated informally by the relevant faculty, under the direction of the associate dean; the "person in charge" primarily serves to organize meetings or gather data as needed.

**On sabbatical during AY 2019/2020.

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

21,003

14. Number of (spring 2019) undergraduate majors in the accredited unit, by sequence and total (if the unit has pre-major students, list them as a single total):

Name of Emphasis	Undergraduate majors
News, broadcasting and documentary*	87
Public relations and advertising**	97
Visual communication	43
Multiple emphases	90
Spanish-language media	N/A (launches fall 2019)
Media studies	N/A (launches fall 2019)
Pre-majors	161
Total	478

*previously referred to as the News emphasis

**previously referred to as the Strategic Communication emphasis

15. 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. 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.)

Spring 2019	
Course Number	# Enrolled
312: Web Video/Social	15
313: Photojournalism	17
319: Data Journalism	17
361: Writing Strat Com	19
402: Business Journ	18
418: Magazine Writ	14
423: Newscast Prod	10
442: Advanced Strat Comm	20
448: Data Visualization	16
460: News Studio	5
482: Internatl Reptg	17
AVERAGE	15.3

Fall 2019	
Course Number	# Enrolled
312: Web Video/Social	18
313 Photojournalism	18
361: Writing Strat Com	12
418: Magazine Writ	15
425: Audio Prod	16
432: Creative Solutions Strat Comm	17
442: Adv Strat Comm	15
443: Strat Comm Campaigns	7
455: Human-Centered Design	13
460: News Studio	10
462: Documentary Film	15
AVERAGE	14.2

We do not offer online skills courses.

16. Total expenditures planned by the unit for the 2019–2020 academic year: \$2,946,143

Give percentage increase or decrease in three years: +14.3%

Amount expected to be spent this year on full-time faculty salaries: \$1,632,766

17. List name and rank of all full-time faculty in the accredited unit in fall 2019. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

On following page.

NAME	RANK
Andrews, Caesar	Paul & Gwen Leonard Distinguished Professor in Ethics & Writing
Barber, Kari	Associate Professor & Director, Graduate Studies
Birkinbine, Ben	Assistant Professor
Colombant, Nicolas	Lecturer
Crosswell, Laura	Assistant Professor
Cruz, Claudia	Director, Internships & Experiential Learning
Deutschman, Alan	Reynolds Professor of Business Journalism
Duan, Ran	Assistant Professor
Felts, M. "Todd"	Assistant Professor
File, Patrick	Assistant Professor
Gaulden, Alison	Lecturer
Goldbaum, Howard ¹	Associate Professor
Hepworth, Katherine ²	Associate Professor
Korin, Ezequiel	Assistant Professor
Masterson, Katherine	Reynolds Associate Professor of Science Communication (interim)
Mensing, Donica	Professor & Vail Pittman Associate Dean
Mitchell, Paul ³	Coordinator, Recruitment & Retention
Pain, Paromita	Assistant Professor
Peuchaud, Sheila	Assistant Professor
Running Wolf, Myrton	Assistant Professor
Stavitsky, Alan ⁴	Dean & Professor
Vancour, Vanessa ⁵	Coordinator, Noticiero Móvil
Walsh, Amber	Lecturer
Yun, Gi Woong	Associate Professor & Director, CAMS

¹ Howard Goldbaum is on phased-in retirement. He is on leave during fall semester 2019 and is teaching abroad for the University Study Abroad Consortium for the spring 2020 semester, after which he will retire.

² Katherine Hepworth is on sabbatical for the 2019-20 academic year.

³ Paul Mitchell teaches .5 FTE and works administratively as Coordinator, Recruitment and Retention for .5 FTE. For purposes of this self-study, he is considered both academic and administrative faculty.

⁴ Dean Stavitsky also holds the Fred W. Smith Chair.

⁵ Vanessa Vancour teaches .5 FTE and works administratively as Coordinator, Noticiero Móvil for .5 FTE. For purposes of this self-study, she is considered both academic and administrative faculty.

18. List names of part-time/adjunct faculty teaching at least one course in fall 2019. Also list names of part-time faculty teaching spring 2019. (If your school has its accreditation visit in spring 2020, please provide the spring 2020 adjunct list in the updated information.)

Fall 2019

Matthew Bieker
 David Calvert
 Paul Klein
 Landon Miller
 Caren Roblin

Spring 2019

Matthew Bieker
 David Calvert
 Jeri Chadwell
 Landon Miller
 Caren Roblin
 Nisha Sridharan

19. Schools on the semester system:

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

Year	72 or more semester hours outside of journalism and mass communications		
	Total Graduates	Number in Compliance	Percent
2018-2019 academic year	148	148	100
2017-2018 academic year	126	126	100

PART II — Standard 1: Mission, Governance and Administration

Unit performance with regard to indicators:

a). The unit has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit. The unit annually updates its data on the ACEJMC searchable database website (<https://lookup.acejmc.org>).

The Reynolds School has a written mission statement (updated in August 2019) and a strategic plan that was approved by the faculty in November 2017. It replaced a previous plan that was updated in 2013.

The Dean has the support of the Provost and other University leaders. The Provost described the School as one of the University's gems and the Dean as a real University citizen. The Dean has individual meetings every month with the Provost, as well as other meetings as a member of the Dean's Council. He is reviewed annually by the Provost.

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

The School's bylaws were approved in January 2019 and include standing committees on Personnel, Curriculum, Scholarship, Technology, Diversity, Assessment, and Tenure and Promotion. Faculty meetings are typically held three times each semester.

c). The unit's administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.

The Dean assumed office in 2012 and has provided a steady hand after years of instability at the top caused by health issues, a tragic accident and a short tenure. He is respected by students, faculty, University leadership and alumni. Long-time faculty and recent hires described him as innovative, collaborative and an outstanding leader.

"The School is definitely better" than it was six years ago, one faculty member said.

A recent alum described him as being "very hands-on ... all the students know him."

Several people inside and outside the School praised the Dean and the School in general for an innovative spirit appropriate in a changing media landscape.

The Dean and the School are very willing to try new things and equally willing to walk things back when they don't work as well as intended, said an alumni of the program.

The Associate Dean also receives high marks from students and faculty for accessibility, problem solving and mentorship. One student described regular visits to bounce story ideas off of her.

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

The University and the School have processes for selecting administrators. The Dean is chosen by the President after a search committee consisting of members of the School's faculty and professionals and community members. The Associate Dean is chosen by the Dean after recommendations by the faculty. The Graduate Director is chosen by the Dean after a recommendation from a majority of the graduate faculty of the school. There are policies in place for reviewing all three on a regular basis.

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

Student complaints typically go to the Associate Dean, although the Dean is well known enough by students that they sometimes make appointments directly with him. If students have concerns about a faculty member, they are encouraged to first have a conversation with that person before the deans get involved. The University also has a formal process for challenging grades, as well as a Title IX office for appropriate cases.

Faculty complaints also go through the Associate Dean and the Dean. The Faculty Senate and the University have appeals processes in place for issues that cannot be resolved at the School level.

SUMMARY:

The Reynolds School's leadership is highly regarded inside and outside the University. Stability at the top, as well as inspired leadership have allowed the School to make strides in a variety of areas, including curriculum, diversity and experiential learning.

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

Discussions of indicators b, c and e must describe and evaluate the individual academic sequences in the unit.

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

The Reynolds School is 100 percent compliant with the 72-credit rule for the two years preceding this accreditation visit. A report from the university's Admissions and Records office tracks compliance with this rule; students must fulfill the requirement before graduation is approved. By completing the required University core curriculum courses, the unit's foreign language requirement and a required minor, students have ample opportunity to meet the 72-credit rule.

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

The unit has carefully mapped the curriculum to all 12 ACEJMC professional values and competencies through its Assessment Plan. Courses that are theoretical or conceptual in nature are identified in this plan and based on a review of the syllabuses, constitute an appropriate portion of the overall curriculum. In conversation with research-oriented faculty, there is a desire to infuse more theory into more classes.

The major requires 39 units out of a total of 120 units required for graduation. A newly updated seven-course required core of 21 units that launched fall 2019 includes a required internship or practicum class. The new core includes Introduction to Media and Society; Media Writing; Design; Images and Sounds; Media Ethics; First Amendment and Society; and Professional internship or Reynolds Media Lab Practicum.

The four introductory courses, reported by the last site team as having "inconsistencies," have been carefully restructured as large lecture classes with small labs. The lectures are taught by full-time Reynolds School faculty who are charged with providing the consistent attention to learning outcomes as recommended by the last site team. The labs are taught by a combination of permanent faculty, adjuncts and graduate assistants. Students did comment that in some cases the lecture and lab seem disconnected, and also expressed frustration with some labs that turned into more lecture, rather than allowing for time to work on projects.

The remainder of the curriculum is organized around five emphases: news, broadcasting and documentary; public relations and advertising; visual communications; and two new emphases launched in fall 2019, Spanish-language media and media studies. Students take 18 credits, some required and some electives, that are particular to the emphasis they choose.

c). Instruction, whether on-site or online, is demanding and current, and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in

teaching and learning are recognized and valued.

The University instituted a requirement that all courses must have published student learning outcomes, and all courses must use those outcomes whenever they are taught, providing stability and consistency.

The Reynolds School has both a Curriculum Committee and an Assessment Committee that work to ensure rigor and to infuse currency. Faculty indicate that these two committees will be meeting together more rather than meeting separately, to ensure that assessment truly informs curriculum changes.

Professionals serve as adjunct faculty and as guest speakers in the unit, and faculty are expected to stay current through activities such as professional development.

Teaching and learning awards are recognized and are highlighted in a variety of communications materials about Reynolds School accomplishments.

d). Student-faculty classroom ratios facilitate effective teaching and learning in all courses; the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1. (Campaigns classes are exempt from the 20-1 ratio.)

Classroom ratios averaged 15.3:1 in spring 2019 and 14.2:1 in fall 2019. There were 20 or fewer students in each of the skills classes taught in both semesters.

e). The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit.

The Reynolds School has an internship requirement overseen by a full-time director of internships and experiential learning. Students are encouraged to find their own internships. In conversation with students, some expressed concern that a database of internships was not helpful, with very few opportunities. They described success in finding their own opportunities, supported by advice and assistance from well-connected faculty and engaged alums. The director supervises the for-credit internship class and works with students throughout on weekly assignments and prompts for a discussion board.

A practicum option was added in spring 2019 in response to the University's new regulations concerning internship sites that prompted industry partners to discontinue their internships. The practicum allows students to complete the internship requirement by working with a faculty member to complete a professional project.

SUMMARY:

The curriculum has undergone a lot of changes since the last accrediting visit and continues to evolve. This shows an effort to keep pace with rapidly changing industry demands. Many of the changes can be directly tied to assessment activities. The curriculum changes are clear to students, thanks to strong advising.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

Unit performance with regard to indicators:

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

In August 2019, the Reynolds School updated its diversity plan for the third time since 2000.

The diversity plan's mission statement: "To have a measurable impact on the recruitment, retention, graduation rates, employability and graduate school acceptances of Reynolds School students and alumni, particularly those from diverse backgrounds."

The plan includes a detailed and broad definition of diversity and has specific goals that are incorporated into the School's strategic plan. It includes processes for recruiting and retaining diverse faculty, staff and students, as well as professional development opportunities for faculty and staff.

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

The School was recognized with the 2019 AEJMC Equity & Diversity Award.

The School created a Spanish-Language Media emphasis that began in Fall 2019 and seeks to serve the growing Latinx population of the state. The program includes courses such as JOUR 306 Latina/os through the Eyes of the Media.

The bilingual Noticiero Móvil partnership with public radio station KUNR, which is now under the School's control, has won numerous awards, including the Online News Association's Grand Prize for Innovation in Journalism Education.

A Race, Gender and Media Class is offered every semester as an elective for Reynolds students, as well as students from across campus.

JOUR 305 Media Ethics, and other courses, include diversity modules. A faculty member earned an Honorable Mention from AEJMC for a diversity style guide she developed for the ethics class.

The School teaches courses on international and cross-cultural reporting and on the coverage of the Latinx community. A class on global media is in the planning stages.

Students described classrooms where they are encouraged to have respectful conversations about difficult topics. Students and faculty members also gave the School high marks for extracurricular efforts – panels and conversations – designed to deal with climate issues brought on by external events.

The School also has supported extracurricular efforts, such as Café Conversa, a weekly coffee meeting open to all University students and faculty to discuss Latinx and Latin American issues in Spanish. When approached, the Dean agreed to provide the room, pay for the coffee and promote the meetings. Although relatively inexpensive, a faculty member described the School's support as meaningful.

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

Since the 2013 site visit the School has nearly doubled its full-time faculty from 14 to 24. In 2013, only four of the 14 full-time faculty members were women. Today, women make up 50 percent of the full-time faculty. In 2013, three full-time faculty members were people of color. Today, that number is nine, including the last four tenure-track hires.

d). The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

The School participates in a University-wide program called Nevada Bound that brings prospective students to campus. To get more out of the program, the School brings in students from high schools with diverse student populations and media programs a day earlier than the University in order to spend more time with them.

The School also reinstated Journalism Day after it was shuttered by one of the state's newspapers, using it as an opportunity to recruit prospective students.

The School has also begun using a new admissions software system that allows it to send targeted email messages to prospective students by interest, region, and other factors.

The School saw modest, but not insignificant undergraduate enrollment growth this year. However, it is not yet clear if the growth is the result of the recruitment efforts, or other factors.

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

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

Like many of its peers across the country, the University of Nevada, Reno has faced unrest after racial incidents on and off campus. A University undergraduate student made national news when he was photographed during the white nationalist rally in Charlottesville, Virginia in 2017. In another incident, a University police officer was caught on his body camera making an inappropriate remark about possibly having to shoot an African-American man if he ran during a traffic stop.

Students have protested and demanded action. The University recently completed a climate survey. The Reynolds School responded with forums and other events that encouraged the community to discuss the climate on campus and beyond. Both students and faculty gave the School high marks for its response.

A young alum of color credited the School with being quick to react and open to conversations. He also said students reported critically on the University's response. "The School is not just welcoming, it's also empowering," the alum said.

Several faculty members of color described the school as genuinely welcoming, even when they arrived and asked questions about difficult topics that had not previously been addressed.

SUMMARY:

The School has a diverse student body and has made remarkable progress since the last accreditation visit in diversifying its full-time faculty, which at the time was predominantly white and male. The School's leadership also gets credit for its response to racially charged incidents well beyond its own walls. The School's innovative Noticiero Móvil is part of a larger curricular effort that is to be commended for tackling difficult issues in a way that will better prepare students for the future.

COMPLIANCE

Table 6. Faculty Populations, Full-time and Part-time

Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit's total faculty. (Report international faculty the same way the university reports them.)

Academic year: 2018 – 2019 Full-time faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American			2	10.6%
White	6	31.6%	7	36.6%
American Indian/Alaskan native			1	5.3%
Asian	1	5.3%	1	5.3%
Hispanic/Latino (any race)	1	5.3%	1	5.3%
Native Hawaiian/other Pacific Islander				
Two or more races	1	5.3%		
Other race				
International (any race)				

Academic year: 2018 – 2019 Part-time/adjunct faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American				
White		63.6%		27.3%
American Indian/Alaskan Native				
Asian				
Hispanic/Latino (any race)				
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)		9.1%		

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

Unit performance with regard to indicators:

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

In selecting and evaluating the performance of all full-time and part-time faculty and instructional staff, the Reynolds School of Journalism follows the University of Nevada, Reno's (UNR) policies and procedures as specified in Chapters 3 and 5 of the Nevada System of Higher Education's (NSHE) Handbook.

At UNR, these policies and procedures are overseen by the University's Human Resources Department. After a hiring line for full-time faculty is approved by the Provost's office, the Reynolds School receives approval to launch a search from HR. The Dean appoints a search committee and names a chair and diversity advocate. All members of the search committee are required to complete the online Implicit Bias Training course provided by HR before being allowed to review applications.

The search committee prepares a position description, advertisement and recruitment plan. The faculty is actively engaged in the recruitment process which includes outreach to specific individuals, schools of Journalism and Mass Communication and relevant organizations. Positions are advertised widely with particular attention to groups whose members represent underserved communities.

The committee reviews applications and may invite some applicants to participate in preliminary phone or video interviews. The committee recommends to the Dean three or four candidates to be invited for a campus visit. During the visit, candidates demonstrate their teaching, present their research or creative work and meet with faculty, students, members of the community and the Dean.

All faculty are encouraged to provide feedback to the search committee which makes a hiring recommendation to the dean. The dean determines whether to make an offer and negotiates salary.

The University does not have a policy for hiring part-time faculty. When the Reynolds School has a part-time position open, it draws from a pool of qualified and diverse candidates.

As specified in the NSHE handbook, full-time faculty are evaluated annually. Tenure and tenure-track faculty are evaluated on their teaching, research or creative activity and service. Non-tenure track faculty are evaluated largely on teaching or responsibilities specific to their position. Performance ratings are Excellent, Commendable, Satisfactory or Unsatisfactory with One or Two in each grade used in determining merit increases.

Following a process detailed in the Reynolds School's Bylaws, elected members of the Reynolds School's standing Personnel Committee meets each spring to review the evaluations, provide feedback and make recommendations to the Reynolds School's Associate Dean. The Associate Dean prepares the annual evaluations that are reviewed and approved by the Dean and discusses them with each faculty member.

The Reynolds School has a formal process for mentoring faculty that is detailed in its Faculty Mentoring Policy. Tenure-track faculty primarily are mentored by the Associate Dean and by a recently hired

tenured faculty mentor. Junior faculty report the expectations for promotion are clear with the School's leadership "working tirelessly to keep service obligations low," so junior faculty can focus on research. One found the Associate's Dean's suggestions for ramping up research and professional activities to be especially beneficial.

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

The Reynolds School's 24 full-time faculty have primary responsibility for teaching, research/creative activity and service. Workloads vary by rank and responsibility and for the past two academic years, all core and required classes have been taught by full-time faculty. Tenure and tenure-track faculty typically devote 40 percent of their time to teaching, 40 percent to research/creative activity and 20 percent to service. Lecturers devote 80 percent of their time to teaching 20 percent to service and community engagement.

Tenured faculty teach five courses each academic year—two one semester and three the other-- with reduced loads for those who are heavily involved in doctoral programs or research. Tenure-track faculty teach two courses per semester with two course releases available during the probationary period in consultation with the Dean. One faculty member said the course release helped him/her set a research trajectory and complete a set of works-in-progress.

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

The Reynolds School's 24 full-time faculty members are well-balanced both in terms of their professional backgrounds and academic credentials. Just over half have doctorates, seven have an MFA or other master's degree, while three have bachelor's degrees. About one-third have five or fewer years of professional experience, six have between five and 10 years of experience and the remainder have more than 10 years of experience.

The School's faculty are actively engaged in local, regional, national and international professional and academic organizations including AEJMC, the Public Relations Society of America and the International Communications Association. They have produced award-winning scholarly and creative work including the Broadcast Education Association's Best of Festival Award and several honors from the Online News Association.

Through endowment funds, the Reynolds School provides support for professional development and newly-hired faculty are required to complete the Association of College and University Educators' (ACUE) training program that focuses on "promoting student engagement and persistence to graduation."

Funds also support faculty travel to conferences and in each of the last three years, the School has arranged for faculty to visit a number of tech firms in Silicon Valley.

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

The unit evaluates instruction in a number of ways, including peer reviews of classroom teaching and end-of-semester student evaluations. The evaluations include both quantitative and qualitative measures and, as noted elsewhere, items on the evaluation form track with the School's learning objectives and ACEJMC's professional values and competencies.

The Reynolds School is "acutely aware" of the research indicating student evaluations can be biased against women and people of color, and the faculty is working on finding alternative methods of evaluating instruction. The School's leadership uses the evaluations to identify areas of excellence or concerns and discusses both with individual faculty members. The School also has identified retired faculty that it may call on to serve as coaches.

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

Reynolds School faculty and leadership are widely respected across the University. In the site visit team's meetings with members of the community and University leadership, praise for the School and the quality of the education it provides was often effusive. More than one person referred to the School's students as "thoughtful and reflective," especially with respect to controversial issues.

SUMMARY:

The Reynolds School of Journalism has a set of policies and procedures for hiring, evaluating and promoting full- and part-time faculty in terms of teaching, research and service that it diligently communicates to its various constituencies.

COMPLIANCE

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

Unit performance with regard to indicators:

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

The University attained Carnegie Research 1 status in 2018, and the Reynolds School has worked to recruit and retain faculty members who demonstrate professional creative activity or who are productive scholars. Tenure and promotion documents make clear the expectations for faculty productivity, as do annual performance review forms.

Probationary faculty get course releases, and all faculty have access to internal grants and travel funding. The Center for Advanced Media Studies (CAMS) Research Grant Program awarded \$80,714 to Reynolds School faculty since academic year 2013/2014.

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

The unit's published document *Policies and Criteria for Tenure and Promotion* details expectations, processes and standards for research, creative and professional activity. This document was revised in January 2018. Annual review materials include the expectation that faculty report activities in teaching, research/creative activity and service.

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

The Reynolds School makes clear that "several paths for scholarly and creative work are available. The element of peer review is central to all paths..." (*Policies and Criteria for Tenure and Promotion*, January 12, 2018).

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

During the past six years, faculty have presented 106 refereed conference papers, seven juried creative works and six non-juried creative works. In addition, faculty in the unit published eight books, 45 refereed journal articles, 18 book chapters, and seven juried creative works.

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

The wide-ranging research and creative activity interests of the faculty indicate a vibrant climate of intellectual curiosity and critical analysis. Students and faculty for the most part report a supportive climate that honors different points of view. Students and alums talked about the critical thinking skills that they felt they had sharpened thanks to the Reynolds School. Alums also praised the level of intellectual curiosity and critical analysis seen in interns from the School.

SUMMARY:

The Reynolds School supports and rewards faculty research, scholarship and creative activity, resulting in a highly productive six years.

COMPLIANCE

Report of on-site evaluation of undergraduate programs for 2019-2020 Visits

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals (26)
		Full Professors (5)	Associate Professors (5)	Assistant Professors (12)	Other Faculty** (4)	
Awards and Honors	32	2	5	18	7	32
Grants Received Internal	41		2	44	2	48
Grants Received External	26		10	16	3	29
Scholarly Books, Sole- or Co-authored	6		3	3		6
Textbooks, Sole- or Co-authored						
Books Edited	2	1		1		2
Book Chapters	18	1	2	15		18
Monographs						
Articles in Refereed Journals	42	3	10	32		45
Refereed Conference Papers	101	10	14	82		106
Invited Academic Papers				1		1
Encyclopedia Entries	2	1	1			2
Book Reviews	9		1	8		9
Articles in Non-refereed Publications	20	5	6	9		20
Juried Creative Works	7		3	4		7
Non-juried Creative Works	6		5	1		6

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

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

PART II — Standard 6: Student Services

Unit performance with regard to indicators:

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

The Reynolds School has an academic advisor who provides orientation sessions to all declared incoming pre-journalism students during the summer before their first semester at the University. During their first semester on campus, all students are required to meet with an academic advisor to plan second semester schedules. In subsequent years, academic advising is optional. However, the Reynolds School's culture motivates most majors to seek advising throughout their academic careers. The unit's advisor generally meets with more than 450 students per year, well above the University's recommended ratio of 350 students per advisor. By all accounts, she seemingly has the energy and commitment to capably handle the load.

Faculty members provide mentoring and advising help for students seeking assistance. The School's Associate Dean, recruitment/retention coordinator and internship/experiential learning director also are readily available to serve in the advising process. In addition to formal advising, students track their progress online through the advising component of the University's MyNevada system.

The Reynolds School's academic advisor has recorded highly favorable ratings in exit interviews of graduates. She is evaluated each year by the Associate Dean, to whom she reports. The advising process was streamlined from an unwieldy in-class model that was introduced shortly after the last accreditation site visit. A year later, the University provided funds for the Reynolds School to hire the full-time academic advisor. Other schools and colleges within the University are converting to an advising system similar to the Reynolds School's model. However, the Provost is studying the benefits of establishing dotted line reporting relationships with all University academic advisors.

b). Faculty are available and accessible to students.

Students lauded the availability and accessibility of faculty members, many of whom provide students with office and mobile telephone numbers. Faculty are required to post and keep office hours. Student interviews revealed that many faculty members forge close academic and career counselling relationships with students.

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

The Reynolds School prides itself on timely communication with its website serving as the main vehicle for information on activities, requirements, scholarships, special events, internships and career opportunities. There are six video flat screens and six large bulletin boards scattered throughout the lobby and three floors of the building. Students interviewed said open, two-way communication is part of the Reynolds School culture. An administrative staff member was acknowledged for checking the status of seniors and certifying that they have met all requirements for graduation.

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

Students have wide access to student media and campus chapters of professional organizations, including PRSSA, Online News Association, the American Advertising Federation Ad Club and National Press Photographers Association. In addition, the unit operates a series of entrepreneurial ventures for experiential learning, including Reynolds Media Lab, Noticiero Móvil, *Our Town Reno*, *Reno/Tahoe Business*, the Hitchcock Project for Visualizing Science and a student design agency.

The student government operates independent student media, including *The Nevada Sagebrush*, a weekly newspaper and productive digital news outlet, and Wolf Pack Radio, which is streamed online and part time over a local community station. *Insight* magazine and *Brushfire*, an arts journal, are published each semester. While students help manage these projects, there is oversight by the professional staff of the Associated Students of the University of Nevada. The Dean sits on the Student Media Advisory Board in an ex-officio capacity. There also is an active Journalism Student Council.

The university's professional radio stations are now administered by the Reynolds School and provide opportunities for students to work as interns or part-time staff. Students are required to complete an internship or experiential learning practicum in one of the many in-house ventures listed above. Students are assisted by a newly hired director of internships and experiential learning. Burdensome new University rules regarding internships and service-learning have caused some media companies to halt or limit Reynolds School internships.

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

Enrollment, retention and graduation rates are collected and reported by the University's Office of Institutional Analysis. The Reynolds School and University one-year retention rates for freshmen were both 81 percent in the fall 2018 reporting period. The Reynolds School performs well in the graduation rate for students who begin and graduate as journalism majors, with 71.6 percent graduating within six years. That compares with a six-year graduation rate of 58 percent for the university. The most recent four-year graduation rate was 54 percent for the Reynolds School and 37.1 percent for the University.

The University's Nevada Career Studio tracks career outcomes, defined as employed/continued education/military within 12 months of graduation. On a percentage basis, the Reynolds School consistently tracks in the low 90s, slightly above the University-wide performance of 90 percent over the past three years.

SUMMARY:

The Reynolds School takes student services seriously. The Student First culture is anchored by advising, mentoring and open-door faculty accessibility. In the 2018-19 academic year, 81 students received \$163,700 in scholarship funds controlled by the school. The Dean says the Reynolds School is making a firmer commitment to recruitment and retention efforts.

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

Unit performance with regard to indicators:

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

The Reynolds School has a detailed annual budget, with funds allocated to goals specified in the strategic plan, such as support for scholarship and development of new academic programs.

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

The unit administrators express confidence that the Reynolds School has resources adequate to fulfill its mission and reach its strategic goals. This is made possible in part because of the many endowment and gift accounts from which the School can draw.

Administrators also feel that the School is treated equitably relative to other University of Nevada, Reno units.

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

Eleven classrooms, eight of which are computer labs, facilitate teaching and learning. Media production facilities, include a popular podcasting studio, a news studio with an adjacent audio production room and a newly-constructed cyclorama wall, are used by students and faculty alike.

Office space in the building is at a premium, mirroring a shortage of office space across the entire UNR campus.

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

Faculty and students reported adequate access to equipment to support their work. A check-out room is stocked with many types of camera gear. All of the computers in six of the eight labs in the Reynolds School are loaded with the Adobe Creative Suite.

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

The School budget includes a line for library and information resources such as databases and online information services; the budget shows an increase in investment in both areas over the last three years.

SUMMARY:

The Reynolds School budget for the year of record totaled \$2,718,477, an increase of about 9.6 percent over three years. The School manages its state funds carefully to advance its strategic plan, and utilizes

its endowment and gift accounts to fill gaps in faculty and staff salaries. The building is well-equipped for student learning.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

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

The Reynolds School is actively engaged with the profession and the community. In July 2018, the unit was given management oversight of KUNR (National Public Radio and regional news coverage) and KNCJ (classical music and jazz). These public radio stations and digital outlets serve Northern Nevada and the Eastern Sierra. Previously, the stations were controlled by the Office of the Provost.

The Dean's Advisory Council meets each semester to discuss curriculum ideas, new business models and professional media trends. Professionals (including some advisory council members) speak to classes, manage internships, participate in portfolio reviews and network with students on job searches. Advisory Council members interviewed expressed confidence and support of the Dean, partly because of his listening skills and receptiveness to criticism and new ideas. They also cited his commitment to build stronger ties to the Reno community.

The Reynolds School regularly sponsors training events for students, faculty and professionals. For example, a trainer sponsored by the Society of Professional Journalists recently conducted day-long campus workshops on using Google tools. Last spring, an SPJ trainer led a workshop on using Facebook's analytic matrix. In addition, the ONA student chapter partners with the regional ONA professional chapter for training events and professional development workshops.

The Reynolds School regularly communicates with alumni through its website, e-newsletters, social media and the Dean's semester-in-review videos. The unit has a robust fundraising program, with a full-time development director. She and the Dean have visited alumni throughout the state and in Denver, Seattle, Phoenix and Washington. The Reynolds School is the beneficiary of 24 endowment and nine gift accounts. The total value of the endowments stands at \$25.5 million.

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

The Reynolds School holds several annual public events, including the Robert Laxalt Distinguished Writers Program and a First Amendment Forum. Other public events are arranged when professionals and media scholars visit Nevada. They have included appearances by *New York Times* Editor Dean Baquet, NPR personality Ira Glass and media pundit Jay Rosen. In addition, the Ted Scripps lectures are presented to an invited audience of graduating seniors, alumni and donors. The 2020 Scripps lecturer will be Paula Kerger, president and CEO of the Public Broadcasting Service.

In June, RSJ will host the global conference of the International Society of Weekly Newspaper Editors. Faculty members will lead and participate in conference workshops.

c). The unit contributes to the improvement of journalism and mass communication as academic

disciplines by supporting the faculty's involvement in academic associations and related activities.

Faculty members hold leadership positions in professional and academic organizations, including ACEJMC, ASJMC, ASNE (now News Leaders Association), the Student Chapter of PRSA, Society of Advancing Business Editing and Writing and the Nevada Broadcasters Foundation.

The Reynolds School provides funding for faculty travel to association conferences and other professional activities. Faculty members are allotted \$2,500 for travel to professional development trainings and presentations. They also receive \$250 to use towards membership dues. The Dean also oversees discretionary accounts to support additional faculty requests.

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

The Reynolds School faculty members teach continuing education courses for community members through the University's Extended Studies program. The unit also operates an International Summer Institute for students from a leading women's university in Korea.

The Provost saluted the Reynolds Community Podcasting Studio, a downtown facility for community members and nonprofits to produce podcasts, oral histories and other forms of audio media. The Reynolds School also focuses on issues of local and regional interests through sponsorship or partnership of campus events dealing with topics such as affordable housing and social injustice.

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

The Reynolds School conducts an annual High School Journalism Day for high school students and their advisors in Las Vegas, where faculty conduct workshops on scholastic media topics.

SUMMARY:

The Reynolds School has built strong ties to alumni, professionals and the community. Numerous public and campus events have presented learning opportunities for students and faculty. The Dean's Advisory Council and contacts with professional organizations have enhanced curriculum and boosted job opportunities for students. The unit encourages and supports faculty in professional development. Many faculty members have assumed leadership positions in academic and professional media organizations.

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

Unit performance with regard to indicators:

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

The Reynolds School has a robust assessment program directed by a standing faculty committee that meets multiple times per year, and that oversees data gathering and analysis, coordinates with the School’s leadership and Curriculum Committee and reports findings to the faculty.

The Reynolds School has defined student learning goals directly tied to the 12 ACEJMC “Professional Values and Competencies” and tailored to fulfill the overlapping assessment expectations of the University of Nevada, Reno. Each goal has at least two learning objectives through which students’ understanding and ability to demonstrate competency is assessed and the classes in which the Value or Competency will be addressed. Course syllabi and end-of-semester student evaluations track with and reinforce these goals and objectives.

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

Learning Objective 1: Students will demonstrate knowledge of the First Amendment as a pillar of American society and be able to exercise in particular their speech and press rights at levels expected of emerging professionals.

Goal 2, Media History: Understand the origins of the press in the United States, the evolution of media professionalism and codes of conduct and major shifts in audience, culture and media economics leading to today’s media environment.

Learning Objective 1: Students will demonstrate knowledge of the history of the press, including landmark events and influential figures.

Goals 3 and 4, Diversity—domestic and global: Demonstrate an understanding of the diversity of people, including communities defined by gender, race, ethnicity, age, economic class, religion, sexual orientation and other characteristics. Additionally, demonstrate an understanding of mass communications as a global force affecting diverse peoples and cultures.

Learning Objective 1: Students will demonstrate an ability to produce media that serve the needs and interests of diverse communities and reflect their audiences.

Goal 5, Visual/electronic media literacy: Understand concepts and apply theories in the use and presentation of images, sounds and text.

Learning Objective 1: Students will demonstrate knowledge of basic visual literacy concepts. This includes such elements as placement, hierarchy, rule of thirds, and typographic principles.

Goal 6, Ethics: Demonstrate an understanding of professional ethical principles and their historical development, and be able to work ethically in pursuit of truth, accuracy, fairness and diversity.

Learning Objective 1: Students will demonstrate knowledge of professional ethics and truths and their historical development.

Goal 7, Critical thinking: Demonstrate capacity to consider coursework, campus engagement and media industry developments using critical, creative and independent thought processes.

Learning Objective 1: Students will demonstrate an ability to interpret, analyze and evaluate evidence, statements, graphics, questions, etc. in their own work and the work of others.

Goal 8, Research: Conduct research and evaluate information by methods appropriate to the communications professions and for their intended audiences.

Learning Objective 1: Students will demonstrate skills gathering information from documents, databases and other records, and systematically select the most relevant details for media purposes.

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

Learning Objective 1: Students will demonstrate an ability to write with clarity.

Learning Objective 2: Students will demonstrate an ability to write free of errors.

Goal 10, Professional standards: Demonstrate grasp of fundamental standards of quality, including attention to the craft of clarity, principles of accuracy and fairness, and the mechanics of grammar, punctuation and style in all media types.

Learning Objective 1: Students will demonstrate an ability to take stock of their fundamental reporting, writing and presentation skills and pursue means of improving—in the classroom and self-directed.

Goal 11, Numeracy: Demonstrate numerical literacy.

Learning Objective 1: Students will demonstrate understanding of the role of accurate numbers in proper context as essential elements of storytelling.

Goal 12, Technology: Demonstrate both conceptual and practical knowledge of technical tools for gathering and distributing information.

Learning Objective 1: Students will demonstrate an audience-centric understanding of media technology trends, with emphasis on interactivity and innovations.

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

The Reynolds School has a detailed assessment plan, revised and approved by the faculty in December 2018, and uses multiple direct and indirect measures to assess student learning. The plan is undergoing another revision to address the curricular changes that will be effective in Spring 2020.

Direct measures include pre- and post-tests of student knowledge related to core courses, professional reviews of student portfolios and employer evaluations of student interns.

The pre-test, which includes questions on topics related to the Reynolds School's core course is administered in the first of the four core courses: JOUR 107: Media Writing. The post-test is administered to graduating seniors towards the end of each semester.

Once a year, using rubrics provided by the Reynolds School that reflect relevant ACEJMC Values and Competencies, members of the profession review a random sample of stories produced in JOUR 207: Words and Numbers. Student work in several higher-level courses also is regularly critiqued by outside professionals.

JOUR 207 is being removed from the curriculum effective spring and will be replaced with writing courses specific to each emphasis area. Professional reviews of student work will shift to those writing courses.

Students in the Reynolds School are required to complete an internship or practicum. Internship supervisors submit mid- and end-of-term evaluations of students and review the latter in person whenever possible. The evaluations track with relevant ACEJMC Values and Competencies.

Indirect measures include the following:

- Retention and graduation rates
- Student placement patterns
- Student performance in contests and competitions
- Senior exit surveys and interviews

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

The Reynolds School's standing Assessment Committee, appointed by the Dean and comprised of faculty is charged with collecting, organizing and analyzing assessment data and sharing the results with the faculty and the Reynolds School's Curriculum Committee. Six years of assessment reports were provided as part of the self-study. The reports are clear, frank, address concerns raised by the assessment program and recommend courses of action.

For example, in 2015-16 an updated assessment plan was drafted with the goal of testing all 12 ACEJMC Values and Competencies and clarifying student learning objectives. As part of the revision, the pre- and post-test that are a direct measure updated to make sure each item on the test is covered in at least one class. Additionally, in 2017-18, the Committee revised the assessment plan in the context of the accrediting site visit template and identified areas in which the Reynolds School is "on the right track" and those "needing attention."

The results of the Reynolds School's assessment activities routinely are used to refine and enhance curriculum. These include a renewed stress on writing across the curriculum. As noted elsewhere, one of the four core courses, JOUR 207 is being replaced by writing-intensive courses in each emphasis area.

In response to professional reviewers' findings that students were confusing reporting with public relations writing, a new course on news reporting is being added to the News, Broadcasting and Documentary emphasis area.

JOUR 101: Introduction to Media and Society (now JOUR 103), a conceptual introduction course, was added back as a core class to address the Assessment Committee's finding that insufficient attention was being paid to history.

The self-study noted the changes noted below were made as a result of assessment activities:

- Automating data collection
- Sharing and discussing assessment data more widely and regularly with faculty
- Bringing the internship program fully into the assessment program
- Revising rubrics and surveys to improve data quality
- Identifying new areas to explore (such as diversity competence and cognizance of plagiarism, as noted by the 2018/2019 committee)

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

The Reynolds School maintains contact with its alumni through its website, social media and the Dean's end-of-semester review video. As noted elsewhere, Reynolds School alumni frequently speak to classes and serve on the Dean's Advisory Committee, which meets each semester to discuss student performance and industry trends. Several also are internship supervisors and among the industry professionals who review samples of student work.

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

Members of the professions actively are engaged in the assessment process. As noted above, they participate as internship supervisors, are invited to review samples of student work and serve on the Dean's Advisory Committee.

SUMMARY:

The Reynolds School of Journalism has a robust assessment program tied to the 12 ACEJMC Values Competencies and that emphasizes continual improvement through a process that includes specific goals and student learning objectives and the use of direct and indirect measures to ascertain whether those goals and objectives are being met. Its standing Assessment Committee meets multiple times per year and provides frank and honest feedback about student performance to the Reynolds School's leadership and faculty. The Reynolds School taps its alumni to assist with its assessment efforts.

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS

The Dean and the Associate Dean get high marks for leadership. Both were described as accessible, collaborative and creative.

A substantially larger and more diverse full-time faculty than six years ago, with equal numbers of men and women.

A supportive University administration that views the School as an asset.

A diverse faculty and student body and real efforts to address diversity and inclusion issues, even when they arise from outside forces beyond the School's control.

A productive faculty dedicated to student success who are well-balanced in terms of professional experience, academic training and research and creative activity.

A robust assessment program that has multiple direct and indirect measures and follows a process of continual improvement.

Strong student services, advising system and connections with professionals.

WEAKNESSES

The School has an admirable number of endowments. But its reliance on endowment funds to support some faculty and staff members could be difficult to manage the next time the market takes a significant downturn.

A potential reduction in the number of available internships as a result of new University rules that have caused employers to cut back opportunities. Many students are instead taking on-campus practicums that the School will need to properly evaluate.

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

N/A

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

N/A

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

N/A

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

N/A

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

The unit was in compliance on all nine standards during the last site team visit.

Previously cited weaknesses:

Heavy reliance on part-time faculty, particularly in the core curriculum. The School nearly doubled the number of full-time faculty and changed the teaching of its core courses to a model that blends large lectures and small labs. The lectures are taught by full-time faculty, while the labs are taught by a combination of full-time faculty, part-time faculty and graduate assistants.

Inconsistency of rigor and teaching of core courses. The change to a lecture/lab model allows for full-time faculty to create consistency in core courses. The new system is still a work in progress, with some students expressing concern that the lectures and labs are not always well coordinated.

Lack of coordination, learning outcomes and vision for the visual sequence. The University instituted a requirement that all courses have published student learning outcomes, and all courses must use those outcomes whenever they are taught, improving stability and consistency.

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

The self-study was clear and thorough. The School did an admirable job addressing how it has responded to weaknesses highlighted by the last site team.