DONALD W. REYNOLDS
SCHOOL OF JOURNALISM
AND CENTER FOR ADVANCED MEDIA STUDIES

University of Nevada, Reno

2019-2020 SELF-STUDY REPORT

Submitted to the

ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS

Table of Contents

Self-Study Report
for Accreditation in Journalism and Mass Communications

Undergraduate site visit during 2019-2020

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

Name of Institution: University of Nevada, Reno

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

Address: 1664 N. Virginia Street / Mail Stop 0310 / Reno, NV 89557-0310

Date of Scheduled Accrediting Visit: Nov. 3-6, 2019

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: Alan G. Stavitsky

Title: Dean

Signature: _____

Administrator to whom journalism/mass communications administrator reports:

Name: Kevin R. Carman

Title: Executive Vice President & Provost

Signature: _____

PART I: General Information

This general information section will be included in its entirety in the site team's report, and it must present the most current information available. Before the site visit, the unit should review its responses to the questions below and update them as necessary. The unit then should provide a copy of this updated section for each team member when they arrive on campus. A digital copy in **Word document format** of the updated responses also must be provided to the team chair to be included in the digital team report sent to the ACEJMC office.

In addition, if any significant changes not covered in this section have occurred since the original self-study report was submitted, the unit should describe and document those changes and present this new material to the team when members arrive.

Name of Institution: University of 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
_x_ Northwest Association of Schools and Colleges
___ Southern Association of Colleges and Schools
___ Western Association of Schools and Colleges

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

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

___ Private
_x_ Public
___ Other (specify)

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

The 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?

_x_ 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:

_x_ Bachelor's degree
_x_ 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		Fall 2019	
Course Number	**# Enrolled**	**Course Number**	**# Enrolled**
312: Web Video/Social	15	312: Web Video/Social	18
313: Photojournalism	17	313 Photojournalism	18
319: Data Journalism	17	361: Writing Strat Com	12
361: Writing Strat Com	19	418: Magazine Writ	15
402: Business Journ	18	425: Audio Prod	16
418: Magazine Writ	14	432: Creative Solutions Strat Comm	17
423: Newscast Prod	10	442: Adv Strat Comm	15
442: Advanced Strat Comm	20	443: Strat Comm Campaigns	7
448: Data Visualization	16	455: Human-Centered Design	13
460: News Studio	5	460: News Studio	10
482: Internatl Reptg	17	462: Documentary Film	15
AVERAGE	**15.3**	**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.

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

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

List below each of the separate programs of study in the unit. These may be called emphases, concentrations, sequences, or majors; please identify each program with a separate set of requirements.

Give the number of students by class (year in school) in each of these programs at the end of the 2018–2019 academic year. If all of your students technically come under one major but you subdivide those majors into sequences or tracks, please list students by those sequences or tracks. Please be sure to list separately all subsidiary programs of study, even if not formally identified by computer or register codes.

Show the number of undergraduate degrees conferred during academic year 2018–2019. Please include all semesters or quarters. If the unit has a formal pre-major status, list the number of such students.*

Add or delete lines as needed.

Undergraduate programs of study	Number of Students				Total students	Degrees Conferred 2018-19 bachelor's
	fresh	soph	jr.	sr.		
Pre-majors, if any*	80	51	21	9	161	
1. News**		23	33	73	129	68
2. Strategic Communication***		21	43	56	120	52
3. Visual Communication		10	21	32	63	25
4. General Journalism****			2	3	5	3
Total students	80	105	120	173	478	148

* Students who have declared their intention but have not completed the requirements for admission to the major.
**Now designated "News, Broadcasting and Documentary" under new requirements. (Note that some students declared two or more emphases [see page 4]. In those cases, they are categorized here under the first emphasis declared.)
***Now designated "Public Relations and Advertising" under new requirements.
****Students who did not select a specific emphasis at the time they applied for the major; this is no longer permitted under new requirements.

Table 2. Full-Time Faculty

List names of full-time journalism and mass communications faculty members assigned to the unit and provide requested information for the quarter or semester **immediately preceding** the accreditation visit. Add or delete lines as needed.

   (As part of the updated General Information Section, faculty lists will be updated to reflect the academic term when the visiting team is on campus. For more information, see the "General Information" section of the Self-Study report form.)

Semester or Quarter: Spring, 2019

	years full-time professional experience	years full-time college teaching	years on this faculty	years at present rank	highest earned degree	tenured (y/n)	credit hours taught per semester	% of time tchg.	rsch.	svc.
Unit Administrator										
Alan Stavitsky	8	29	7	7	PhD	Y	0			100
Professors										
Alan Deutschman	20	8	8	8	BA	N	6	40	40	20
Caesar Andrews	25	10	9	7	BA	N	6	40	40	20
Associate Professors										
Donica Mensing	2	21	21	12	PhD	Y	0	0	20	80
Gi Woong Yun	1	15	3	3	PhD	Y	6	40	40	20
Bob Felten	25	16	16	5	BA	N	12	80	0	20
Howard Goldbaum	16	29	16	16	MA	Y	6	40	40	20
Assistant Professors										
Kari Barber	6	6	6	6	MFA	N	3	40	40	20
Katherine Hepworth	2	6	6	6	PhD	N	6	40	40	20
Benjamin Birkinbine	2	5	5	4	PhD	N	6	40	40	20
Laura Crosswell	2	6	4	4	PhD	N	6	40	40	20
Ran Duan	1	<1	<1	<1	PhD	N	6	40	40	20
Todd Felts	15	11	11	11	EdD	N	6	40	40	20
Patrick File	5	5	4	4	PhD	N	3	40	40	20
Ezequiel Korin	15	2	2	2	PhD	N	6	40	40	20
Paromita Pain	2	1	1	1	PhD	N	6	40	40	20
Sheila Peuchaud	4	14	4	4	PhD	N	6	40	40	20
Myrton Running Wolf	10	2	2	2	PhD	N	3	40	40	20
Instructors/Lecturers										
Nico Colombant	16	5	5	3	MA	N	9	80	0	20
Alison Gaulden	21	12	12	4	MBA	N	9	50	0	50
Amber Walsh	5	3	2	1	MFA	N	12	80	0	20
Vanessa Vancour	8	5	5	5	BA	N	6	50	0	50
Paul Mitchell	14	27	22	22	PhD	N	3	50	0	50

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 semesters or quarters before the accreditation visit.** Present the names in groups by semester or quarter. Put an X under the appropriate teaching responsibility. Add or delete lines as needed.

Semester or Quarter: Fall/Spring, 2018 - 19

Name and Rank	years full-time professional experience	years teaching experience	highest earned degree	now working full-time as professional (y/n)	working toward degree (y/n)	credit hrs. teaching this semester	teaching responsibilities: in charge of course	lectures	assists in lab	assists teacher in charge
David Calvert LOA	12	10	BA	Y	N	6	x			
Landon Miller LOA	5	3	BA	Y	N	3	X			
Matthew Bieker LOA	5	1	BA	Y	N	2			X	X
Nisha Sridharan LOA	1	3	MA	Y	N	2			X	X
Caren Roblin LOA	13	<1	BA	Y	N	1			X	X
Jeri Chadwell Rank	5	2	MA	Y	N	1			X	X

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

The University offered its first coursework in journalism, through the Department of English, in 1922, taught by local newspaper professionals. The following year Alfred Higginbotham, a legendary figure in school history who was known as "Higgy" and taught into the 1960s, came to the University and expanded the curriculum. In 1924, six men and five women became the first Nevada students to graduate with degrees in journalism.

Higginbotham founded the Nevada State Press Association and established one of the first Kappa Tau Alpha chapters. The Society of Professional Journalists honored him with its first national professor-of-the-year award.

The program attained department status within the College of Arts and Sciences in 1945. In the early 1980s efforts began to create a freestanding school of journalism. Those efforts gained traction when Donald W. Reynolds, owner of the Donrey Media Group, made a grant of $125,000 to underwrite the salaries of a group of Reynolds Visiting Professors.

In 1984, the Nevada Board of Regents created the Donald W. Reynolds School of Journalism and Center for Advanced Media Studies. Travis Linn, Dallas bureau chief of CBS News, was named the first dean of the school. Linn led the effort to design a new building, which was funded by Reynolds and matched by the state legislature, alumni donors and media companies. The building opened in the fall of 1992.

The Reynolds School benefited greatly from the support of the Donald W. Reynolds Foundation, which provided more than $20 million for endowed chairs and capital projects through three decades before the foundation closed as part of a planned liquidation in 2017. Notably, the foundation provided $7.9 million for a major renovation and technology upgrade of the Reynolds School building. This project was completed in 2012.

The school suffered from significant, unforeseen leadership transitions beginning in 2002, including the deaths of two sitting deans and the resignation of one dean after less than a year as a result of serious health issues. This resulted in a decade of administrative turnover which hampered the program's strategic development. With the current dean in place since early 2012, the school has experienced stable leadership, faculty and staff growth, and has developed strong momentum. It recently received national awards for curricular and experiential innovation, from the Online News Association in 2018, and for equity and diversity, from AEJMC in 2019.

The school's traditional professional orientation has been augmented in recent years with increased scholarly productivity through hiring new faculty with research commitments and through revitalization of the school's Center for Advanced Media Studies. This aligns with the University's attainment of Carnegie R1 status.

The University's public radio stations were moved under the oversight of the school in 2018, offering increased opportunity for students and an incubator for the school's bilingual-media initiatives.

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

The Reynolds School of Journalism and Center for Advanced Media Studies is situated in the center of the University of Nevada, Reno (UNR) 268-acre campus. The university is a land-grant institution, established in 1874 in Elko and relocated to Reno in 1887. UNR offers about 150 degree and certificate programs at the undergraduate and graduate levels, including a school of medicine.

The Reynolds School is one of 12 freestanding UNR colleges and schools. These include: College of Agriculture, Biotechnology and Natural Resources; College of Business; College of Education; College of Engineering; College of Liberal Arts; College of Science; Orvis School of Nursing; School of Community Health Sciences; UNR School of Medicine; School of Social Work and the Graduate School.

UNR is one of eight institutions in the Nevada System of Higher Education (NSHE), which includes two universities (the University of Nevada, Las Vegas is the other), one state college, four community colleges and the Desert Research Institute. UNR is accredited by the Northwest Commission on Colleges and Universities.

As Nevada's land-grant institution, the university operates the state's Cooperative Extension system, which has a presence in each of Nevada's 17 counties.

The university was elevated in 2018 to R1 status in the Carnegie Classification of Institutions of Higher Education, placing UNR among 130 universities rated with "very high research activity." UNR is also ranked in the top tier of "best national universities" by *U.S. News & World Report*. The university also has an application under review at this writing with the Carnegie Foundation seeking the designation of Carnegie Engaged University.

The university has experienced considerable growth in enrollment and numbers of faculty since the previous self-study. In spring 2019, full-time student enrollment was 21,463, with 767 full-time faculty. A slight decline in enrollment to 21,003 was reported for fall 2019.

There has been significant construction of new campus buildings since the previous self-study: three residence halls, the Pennington Student Achievement Center, the E.L. Weigand Fitness Center, and the University Arts Building (adjacent to the RSJ). Construction is well underway on a new engineering building at this writing. The Gateway District project is soon to break ground, with a new business building in design stages. Further, the university acquired and renovated a downtown Reno building to become the InNEVation Center, a co-working and industry incubator space. (The Reynolds School opened a community podcasting studio in 2017 in the InNEVation Center. It's not a typo, rather a play on the state's name.)

On July 5, 2019, a boiler in a residence hall exploded during maintenance, causing significant damage to two dormitories and a food commons. (Fortunately, the explosion happened during a summer lull on campus and the buildings had been evacuated due to a gas leak just prior to the blast. Eight minor injuries occurred.) The incident forced the university to relocate about 1,300

students, mostly incoming freshmen, just five weeks before the start of fall semester. UNR contracted with the nearby Circus Circus casino to convert a hotel tower into a makeshift residence hall, renamed Wolf Pack Tower, and constructed a temporary food commons. One of the damaged residence halls is expected to be out of commission for at least two years; the other, less impacted by the explosion, may be available to house students again next year.

Nevada's legislature meets every two years. During the most recent session, in the spring of 2019, legislators budgeted for the "funding formula," basically per-student funding, at a similar level as for the previous biennium. The legislature declined to fund NSHE's request for "enhancement funding" for the university system, meaning major new programs (in UNR's case, an advanced manufacturing initiative), instead investing new dollars in the state's community colleges. Nevada's disinvestment in higher education began during the most recent recession, when state support declined 40 percent for the biennia covering 2009-2013. A new funding model for NSHE approved during that time allowed the University to keep more tuition and fee revenue, particularly for out-of-state students. This provided incentive for UNR to recruit out of state, particularly in California. However, this has been more challenging in the past few years, a result of changes in the Western University Exchange tuition reciprocity program, which makes attending UNR less attractive financially, and due to California's reinvestment in its higher-education systems.

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

Since our previous reaccreditation in 2014, the Reynolds School has been actively adding faculty and staff, updating curriculum, adding new curricular emphases, developing entrepreneurial initiatives, revising our required internship program, building new research laboratories, reimagining our approach to endowed chairs, increasing focus on recruitment and retention, and we have taken on management of the university's public radio stations. These will be summarized below and discussed in more detail in other sections of the Self Study.

- **Faculty and staff growth**: our previous self-study noted 19 full-time faculty and staff members; the current self-study notes 30 full-time faculty and staff.
- **Curricular change**: we have undertaken ongoing curricular revision, notably two updates of our pre-major core. The first revision involved restructuring the classes from multiple small sections to a more uniform system of lectures with lab sections, to address inconsistency of rigor and overuse of adjuncts. The second revision, taking effect during fall 2019, involved a renewed focus upon writing in each of our emphasis areas, in response to assessment findings.
- **New curricular emphases**: we established new emphases in Spanish-language media and Media Studies (to begin Fall 2019). This was the logical progression of ongoing development of new courses and drawing upon strengths of newly hired faculty.
- **Entrepreneurial initiatives**: We evolved a focus on providing opportunity through a model of "in-house startups." These include Noticiero Móvil, our award-winning Spanish-language news service (which was an outgrowth of our previous Nevada Media Alliance); the Reynolds Media Lab, our internal production agency (which includes a podcasting suite); Our Town Reno, a

street-reporting project; Reno/Tahoe Business, a business and economics reporting vertical; and the Hitchcock Project for Visualizing Science, launching in fall 2019. A design agency is in the planning stages as well at this writing.

- **Revised internship program**: We added a practicum option to our required internship program, to take advantage of experiential-learning opportunities in the in-house firms noted above as well as better preparing students for freelance work. (This was also a response to burdensome new UNR policies regarding internships and service-learning that have caused some longstanding RSJ internship placements to stop taking our students as interns.)
- **New labs**: We established research and teaching labs for eye tracking and for virtual reality/immersive media.
- **Reimagining endowed chairs**: We modified our approach to two longstanding Reynolds Chair positions. When the previous Reynolds Chair in New Media Technology retired, rather than fill the position with another continuing faculty member, we established a model of serial visiting professorships in partnership with leading-edge organizations. Our first partnership began in spring 2019 with the Electronic Frontier Foundation, resulting in ongoing projects with multiple classes and three internships related to cybersecurity. (The EFF partnership produced an "Atlas of Surveillance," an interactive map displaying the use of surveillance technology by government agencies in the Southwestern U.S.; for an example of national media coverage of this project, see: https://www.vice.com/en_us/article/xwewjj/this-interactive-map-tracks-our-growing-surveillance-state.) We also switched the focus of our Reynolds Chair in Media Entrepreneurship when the previous chair left, changing from a conceptual approach to entrepreneurship to a practice-based approach. This involved changing the entrepreneurship chair to a chair in science communication, to build and lead our entrepreneurial Hitchcock Project on Visualizing Science.
- **Focus on recruitment and retention**: We seek to increase our recruitment and retention with renewed attention to clarity of recruitment materials, increased online outreach and engagement with prospective students, experimentation with journalism-specific initiatives within UNR's campus-wide Nevada Bound visitation program, scheduling additional sections of our seminar for academically at-risk students, and adding math modules to our JFIT academic boot camp (for Journalism Freshman Intensive Transition).
- **Management of UNR's public radio stations**: Management of KUNR (NPR and regional news and information) and KNCJ (classical music and jazz) was shifted from the Office of the Provost to the Reynolds School in July 2018. This formalized what had become a relationship of informal oversight following the arrival of the current dean, who has a professional and scholarly background in public radio. The stations have benefited from the Reynolds School's training partnership with NPR, Spanish-language content from Noticiero Móvil, and podcasts produced by RSJ students and faculty. RSJ students have benefited from increased internship and part-time work opportunities.

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 the standard(s), the reasons cited, and how these problems have been addressed.

The Reynolds School was found in compliance with all nine standards during our previous reaccreditation. The 2013 site team did note three weaknesses in its summary:

- Heavy reliance on part-time faculty, especially in delivering the core curriculum
- Inconsistency of rigor and teaching of core courses

- Lack of coordination, learning outcomes and vision for the visual sequence

In addition, the site team also raised two additional concerns in the visit report. These included:
- Student dissatisfaction with online tutorials then being used in JOUR 208 (under Standard 2, p. 19)

- Problems with the "in-class" advising process then in place (under Standard 6, p. 32)

Each of these problems has been successfully addressed, as will be noted below.

Weaknesses Cited

1. Regarding the "heavy reliance" on part-time faculty noted in 2013, particularly in our core curriculum, there has been a major reduction in adjunct faculty usage during the period of the self-study. (Part-time adjunct faculty are known as Letter of Appointment faculty, or LOAs, at UNR, a reference to their contractual status at the university.) In the year prior to the previous site visit, academic year 2012/2013, 38 percent of RSJ courses were taught by LOAs (35 out of 91 fall/spring sections). In the year prior to the current site visit, AY 2018/2019, only 7 percent of RSJ courses were taught by LOA faculty (five out of 73 fall/spring sections).

We reduced reliance on part-time faculty as a result of two factors. First, our so-called "First Four" courses (JOUR 107, 108, 207, 208) were previously taught in a small-course format, with numerous 18-student sections. In spring semester 2015 we adopted a new format for the First Four, with large lectures coupled with lab sections. This reduced the need for large numbers of lead instructors, and also alleviated the second concern noted by the site team: inconsistency across multiple sections.

A second factor was the growth of our regular faculty during the period of the self-study, which eased the need to hire LOAs. At the time of the 2013 site team, our regular instructional faculty numbered 14. At this writing, there are 22 instructional faculty members in the Reynolds School.

For the core curriculum (comprising JOUR 101, 107, 108, 207, 208, 305, and 401), during the period of the self-study, only 14 percent of core courses (12 out of a total of 83 courses in fall and spring sections) were taught by LOAs. Nine of those 12 LOAs were teaching in fall 2014, the last semester for the small-class First Four format. Since spring 2015, of 67 fall/spring sections of core courses, we used only three LOAs (4 percent). (In summer sessions we offered 14 sections of core courses since 2015; five were taught by LOAs [36 percent].)

2. Regarding "inconsistency of rigor" in core course teaching, this was addressed in large part as a corollary of mitigating the previous weakness. There are now far fewer lead instructors under the new large course format and they are almost always regular faculty working from a set of student learning objectives (SLOs in UNR parlance) that are commonly agreed upon by faculty

teaching in the core. Faculty teaching core courses meet periodically to discuss issues of consistency and coordination. Further, the associate dean in reviewing student course evaluations is alert to potential issues, as is the Curriculum Committee.

3. Regarding concerns in the visual communication emphasis, these have been addressed in several ways. There had been turnover of faculty teaching in this area during the period prior to the 2013 site visit. A new faculty member joined the RSJ in 2013 and has brought leadership and stability to the visual emphasis (she was granted tenure and promoted to associate professor, effective 2019). We also added another faculty member for this emphasis (at lecturer rank). They revised the SLOs for the core courses (JOUR 108: All Things Media: Design and JOUR 300: Visual Communication) and developed new courses (notably JOUR 308: Web Design for Social Engagement and JOUR 482: Data Visualization) to establish a focused curriculum.

Further, the evolution of the previous "broadcasting" curriculum into documentary and web video production has resulted in new courses that augment the basic visual emphasis. Similarly, the expansion of our photojournalism courses into immersive media (such as virtual and augmented reality) offers more choice and enrichment.

We developed new labs, for eye tracking and for immersive media, during the period of the current self-study, that also support teaching and research in the visual emphasis.

Additional concerns noted by the 2013 site team

The team cited student dissatisfaction with the online tutorials previously used in JOUR 208. Those tutorials were phased out as the course was revamped for the large-class format and are no longer in use; the faculty member who developed them is on phased-in retirement.

The team expressed concern with the "in-class advising process" being implemented at the time of the 2013 visit. That was an interim strategy in place as we transitioned from the previous model in which all faculty advised all students individually each semester prior to registration for the next semester's courses. That model had proved unsustainable as the student body grew, so the RSJ phased in a group advising model, conducted in classes. That was in place for only one year, after which the university provided funds for the Reynolds School to hire a full-time academic advisor, who remains in place and leads our advising program, in collaboration with the associate dean, recruitment and retention coordinator, and faculty mentors.

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.

There was broad participation in the preparation of the self-study. Various faculty contributed to the drafting of the standards within their areas of responsibility. Staff provided data where appropriate. Our Journalism Student Council and the RSJ student senator met with school leadership during AY 2018/2019 to provide input. There was discussion in faculty meetings, as

well as within the Dean's Advisory Council, identifying strengths and weaknesses of the program. The dean oversaw the process.

Strengths identified during the process:

- Innovative, energetic, committed faculty & staff: The RSJ team has nearly doubled since the previous site visit, resulting in a balance of professionals and scholars who work collegially and collaboratively in the service of students.
- Solid retention and graduation rates: The school's retention and graduation rates compare favorably with other UNR units, particularly for students of color.
- Stability of leadership: The 2013 site team noted years of turnover among previous deans. The current dean has been in place since 2012, providing continuity of mission and vision.
- Endowment support for academic programs and student assistance: The Reynolds School is the beneficiary of numerous endowments that provide ongoing support for operations as well as faculty. (Though the Donald W. Reynolds Foundation liquidated and ceased operation in 2017, its endowments continue to generate funds.)
- Experiential learning opportunities: The school offers a range of in-house experiential, entrepreneurial programs for student learning and professional practice, including Noticiero Móvil, Reynolds Media Lab, Our Town Reno, Reno/Tahoe Business and the Hitchcock Project for Visualizing Science.

Weaknesses identified during the process:

- Soft enrollment: Though current enrollment is larger than at the time of the previous visit, overall headcount has been decreasing in recent years; an encouraging sign is that the number of new freshmen has increased slightly in the past two years (from 69 in AY17/18 to 73 in AY18/19 to 78 in AY19/20).
- Dependence on external funding for numerous positions: The flip side of our endowment support, noted above, is that numerous positions are funded through non-state funds, leaving the RSJ vulnerable to decline in financial markets.
- High advisor-to-student ratio: We have one full-time academic advisor for about 475 undergraduate students, above the university's recommended ratio of 350:1.
- Space concerns: We are outgrowing the RSJ building, constructed in 1992 for a significantly smaller student body and faculty. There are no available office spaces for upcoming hires.

Changes undertaken and planned as a result of the process:

We have been addressing the weaknesses noted above on a continuing basis. As noted in our strategic plan, there is increased emphasis upon recruitment and retention of students to deal with enrollment challenges; the modest increase in the number of new freshmen during the past few years is an encouraging sign. We continue to seek more state-funded lines through UNR's internal RFP process, as well as seeking more endowment funds in our development efforts to provide more depth in supporting personnel funded on soft money. The dean continues to lobby the provost for an additional advisor position; we are optimistic as a result of NSHE's new

student-success initiative, which calls for all system institutions to reduce their advisor-to-student ratios. Finally, regarding space concerns, we are in discussion with UNR facilities staff about options for renovating existing space to create new offices; we did this in 2017 to create a new faculty office in RSJ 303.

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.

Undergraduate catalog:
https://catalog.unr.edu/preview_program.php?catoid=35&poid=64923&returnto=33328
Curriculum:
https://www.unr.edu/journalism/degrees/bachelors-degree;
https://www.unr.edu/degrees/journalism/ba
Mission and scope:
https://www.unr.edu/journalism/our-school/our-story
https://www.unr.edu/degrees/journalism

Part II, Standard 1. Mission, Governance and Administration

Before the visit: As part of the self-study process, the unit should self-report data directly into ACEJMC's searchable database, https://lookup.acejmc.org, by the time of the site visit. Instructions are at http://www.acejmc.org/resources/ acejmc-database-instructions-2.

During the visit, the unit should provide the following in the workroom or access to:
• internal reports on curriculum, educational policy, etc.
• files related to searches and hiring decisions regarding administrators
• files related to concerns and complaints expressed by faculty, staff or students

Executive summary:

The Reynolds School of Journalism is a freestanding unit, without formal departmental structure, with a dean reporting directly to the university provost. The school's leadership team includes an associate dean, director of the Center for Advanced Media Studies and graduate director. The RSJ Strategic Plan provides direction by focusing our work on key imperatives. The most recent plan was approved in November 2017; faculty have begun the process of revision. The school has a tradition and culture of shared governance, leveraging our relatively small size to work together as a "college-wide" collective. Faculty are also actively engaged in administration and governance of the university. The dean is evaluated annually by the provost and at least every three years by the faculty.

Respond to each of the following instructions. (Boldface type on questions/directives. Use regular type on responses.)

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.

Raeven Blackman-Shipp, administrative assistant, provides general administrative support for the dean's office, with a focus on human resources matters, and serves as executive assistant to the dean. She reports directly to the fiscal officer, and ultimately to the dean.

Sally Echeto, faculty support coordinator, provides general administrative support to the faculty, manages student records and serves as an executive assistant to the associate dean. She reports directly to the associate dean, and ultimately to the dean.

Barbara Colbert-Trainor, fiscal officer, manages budgets and payroll and (non-student) school records. She also supervises the administrative assistant and student workers. She reports to the dean.

Laurice Antoun-Becker, director of development, is responsible for the school's development efforts (as well as major gift fundraising for our public radio stations) and for assisting the dean in external relations, such as alumni affairs and special events. She reports jointly to the dean and the university's vice president of development and alumni relations.

Luke Sorensen, technology coordinator, manages information and communication technology for the school, including our community podcasting studio at the university's downtown center. He reports directly to the associate dean, and ultimately to the dean.

Jessica Fagundes, communications specialist, manages the school's communications and marketing programs, as well as overseeing the RSJ website. She reports to the dean.

Paul Mitchell, recruitment and retention coordinator, manages the school's undergraduate recruitment and retention initiatives, as well as the JFIT summer academic boot camp. (He also teaches some classes.) He reports to the dean.

Gi Woong Yun, Center for Advanced Media Studies (CAMS) director, manages the research grant programs, labs, speaker series and professional development events of CAMS. He reports directly to the associate dean and ultimately to the dean.

Donica Mensing, associate dean, oversees the day-to-day work of the faculty, course scheduling, faculty evaluation and tenure and promotion processes, and student issues (including advising). She reports to the dean.

Al Stavitsky, dean, is the chief academic and administrative officer of the Reynolds School. He is responsible for budgets, personnel, development and external relations, engagement with community and the professions, intra-university relations, and oversight of the public radio stations. He reports to the university executive vice president and provost.

Kevin Carman, executive vice president and provost, is the chief academic officer of UNR, reporting to the president. The executive vice president and provost has overall leadership and responsibility for all academic units, and acts for the president in his absence. All college deans report to the executive vice president and provost.

Marc Johnson, president, oversees all university activities and has final decision-making authority. This includes a wide array of policy-making decisions, including curriculum standards, institutional diversity, collaborative research endeavors, student achievement, and statewide and nationwide outreach efforts. The president reports to the chancellor of the Nevada System of Higher Education.

2. Describe the unit's process for strategic or long-range planning. Provide 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 and how it is has encouraged and contributed to quality and innovation in the unit.

The faculty review the school's strategic plan every few years at the fall retreat and discuss the extent to which the current plan may need updating. The 2013 plan was fully revised and approved by the faculty on November 17, 2017. During the 2018/2019 academic year, the faculty reconsidered the mission statement as a first step toward updating the current strategic plan. The Dean's Advisory Council also regularly engages in evaluation of the strategic plan. A revised mission statement was approved on August 22, 2019. (The newly revised mission statement and the current strategic plan are found in the Appendix under Standard 1.)

The plan provides direction by focusing our work on key imperatives and offering a snapshot of progress at any given time. It contributes to quality and innovation by highlighting those programmatic opportunities that the faculty and school leadership have chosen to emphasize and pursue.

3. Describe the unit's policies and procedures for faculty governance. Provide in a digital format 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. (Note the passages and pages specific to the directive.)

We are proud of the Reynolds School's tradition and culture of shared governance. Given our scale as a relatively small freestanding school, without departmental structure, we are able to meet and work together regularly as a "college-wide" collective. Faculty/staff retreats are held at the start of the fall and spring semesters, and we generally hold two additional school-wide meetings during each semester. Our standing committees meet regularly during the academic year to develop proposals to bring to the full faculty for approval.

The faculty approved a revision of the school's bylaws on May 9, 2018 to incorporate the school's reorganization in 2015 (establishing the position of associate dean) as well as updated UNR and RSJ promotion and tenure policies. The revised bylaws were approved by the UNR Faculty Senate in December 6, 2018 and are currently awaiting review by the university's Office of General Counsel, which makes recommendations before the president issues final approval. There is a significant backlog of college bylaws awaiting review in the counsel's office, exacerbated by the time-consuming legal issues resulting from the July 2019 boiler explosion. Pending final approval, we have been told by the provost's office to operate under this proposed revision, which is included in the Appendix under Standard 1. The faculty/staff Administrative Manual is also included in the Appendix under Standard 1.

Student participation in governance is provided through the Journalism Student Council, an advisory board that meets each semester with the dean and associate dean. In addition, the dean meets at least once each semester with the Reynolds School's representative to UNR student government, our senator to the Associated Students of the University of Nevada (ASUN).

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

There were eight all-faculty/staff meetings in AY 2018/2019: retreats at the start of fall and spring semesters, plus three meetings in fall 2018 and three meetings in spring 2019.

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

Standing RSJ committees:
Assessment   (Patrick File)
Curriculum   (Alan Deutschman)
Diversity   (Vanessa Vancour)
Personnel   (Gi Woong Yun, elected)
Scholarships   (Nico Colombant)
Technology   (Caesar Andrews)

Ad hoc committee:
Video production faculty search   (Gi Woong Yun)

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

The Reynolds School elects a representative to the UNR Faculty Senate, who serves a three-year term. Our current senator is Laura Crosswell. Faculty and staff also serve on a variety of university wide committees. Prominent examples include:
- Kari Barber serves on the Graduate Council
- Todd Felts serves as Academic Director of the Northern Nevada International Center (UNR's global exchange entity)
- Donica Mensing serves on the University Courses and Curriculum Committee, the University Core Board and the Research Council
- Paul Mitchell serves on Target 500, UNR's student recruitment and retention council
- Gi Woong Yun serves on the University Technology Council

The dean serves on the university's Dean's Council, Academic Leadership Council (comprised of deans and program heads, which meets monthly to consider matters of campus-wide concern), as well as the Outreach and Engagement Council and the Student Media Advisory Board (ex-officio).

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

The process for selecting and appointing the dean is set forth in the RSJ Bylaws (page 4) and is administered by the president's office.

The dean is evaluated annually (on a calendar-year basis) by the executive vice president and provost. In addition, every three years the provost's office solicits faculty and staff feedback through a confidential survey of the dean's performance, most recently in spring 2019. The provost discusses the results with the dean. Further, RSJ Bylaws provide opportunity for annual faculty review of the dean, to be conducted by the school's Personnel Committee, though the faculty did not choose to do so during the period of this self-study.

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

Students who voice complaints are typically directed to the associate dean, if they did not seek out the associate dean or dean on their own. If the problem is related to a specific class, the student is advised to first address the issue with the instructor.

If such a meeting doesn't resolve the issue, the student returns to the associate dean, who makes an initial determination about the complaint. If still unsatisfied, the student may file a formal complaint with the dean or with UNR's Office of Student Judicial Affairs or the Title IX office. The provost's office is the final arbiter of student complaints.

Formal complaints tend to be grade appeals for which there is a standard university process.

Faculty and staff who have complaints may address the associate dean or the dean, depending on the nature of the complaint. The Faculty Senate and university administration have formal appeals processes in place for matters that cannot be resolved at the college level.

Part II, Standard 2. Curriculum and Instruction

Make the following documents available in a digital format and in the workroom during the visit:
• a complete set of syllabi for all courses offered by the unit during the current term, the immediate past regular term, and the immediate past summer and special session (including interim terms and courses offered by correspondence, online or distance education).
(NOTE: the syllabi are available in the Appendix under Standard 2, organized by semester.)

Executive summary:

The Reynolds School requires 120 credits (units, in UNR parlance) for graduation, with 39 units required for the Journalism major. There is a seven-course required "core" totaling 21 units, which includes a required internship or practicum class. (An updated core took effect in fall semester 2019.) The curriculum is organized around five emphases: news, broadcasting and documentary; public relations and advertising; visual communication; Spanish-language media; and media studies. (The Spanish-language media and media studies emphases launched in fall 2019.) We are 100% compliant with the 72-hour rule.

Core and required courses instruct majors in all of ACEJMC's 12 professional values and competencies. Instruction is kept current through faculty professional development (including an annual field trip to Silicon Valley) and through visiting professionals as instructors and speakers. We ensure consistency across courses with multiple sections through standardized learning objectives and through faculty collaboration and coordination. The RSJ has a longstanding internship requirement (with a practicum option added in spring 2019), overseen by a director of internships and experiential learning.

Please respond to each of the following instructions:

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. (Please see example provided separately with this template.)

Number of hours/units required for graduation: 120 units
Number of hours/units required for major degree: 39 Journalism major units

Core Courses for All Students in Program (21 credits earned)
1) JOUR 103: Introduction to Media and Society
2) JOUR 107: Media Writing
3) JOUR 108: Design
4) JOUR 208: Images and Sounds
5) JOUR 305: Media Ethics (also fulfills Core Objective [CO]12, an Additional Silver Core [UNR general education] requirement)

6)   JOUR 401: First Amendment and Society (also fulfills CO8, an Additional Silver Core requirement)
7)   JOUR 499: Professional Internship or JOUR 416: Reynolds Media Lab Practicum (CO14, an Additional Silver Core requirement)

Additional course(s) in emphasis that all students in emphasis must take:
Emphasis (18 credits)
1) News, Broadcasting and Documentary: JOUR 318: Narrative: The Art of Storytelling or JOUR 319: Data Journalism (NOTE: Beginning spring semester 2020, this will be replaced with a new emphasis requirement — JOUR 307: Multimedia Reporting and Editing)
2) Public Relations and Advertising: JOUR 351: Principles of Strategic Communications, JOUR 361: Writing for Strategic Communication and JOUR 442: Advanced Strategic Communication
3)   Visual Communication: JOUR 300: Visual Communication and JOUR 318
4)   Spanish-Language Media (begins fall 2019): JOUR 306: Latinas/os in the Eyes of the Media (CO10 Diversity & Equity, an Additional Silver Core requirement), JOUR 307 or JOUR 361, JOUR 482: International and Cross-Cultural Reporting or JOUR 351, JOUR 465: Noticiero Móvil or JOUR 440: Advanced Media Production, JOUR 465 (second semester, in Spanish) or JOUR 442: Advanced Strategic Communication (Spanish section)
5)   Media Studies (begins fall 2019): JOUR 307 or JOUR 361, two of JOUR 360: Media and Politics or JOUR 413: Media History or JOUR 481: Race, Gender and Media

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.

Students are required to complete 120 units to graduate from the University of Nevada, Reno. The journalism major is 39 units. Requirements for the major are listed in the university catalog and include the number of units that students must take outside the Reynolds School of Journalism. The relevant passage in the university catalog states:

III. ADDITIONAL COLLEGE REQUIREMENTS (4-8 UNITS)
Students are required to take at least 72 units outside the School of Journalism to meet accreditation requirements.
https://catalog.unr.edu/preview_program.php?catoid=25&poid=19783&returnto=10714

The university admissions and records office maintains an academic advising report for all students. This report tracks the 72-credit rule and records the number of units students take outside the Reynolds School. Students must fulfill this requirement before graduation will be approved.

Credits outside the Reynolds School of Journalism include:
- 24 to 27 units of university core curriculum courses
- 4 to 8 units of foreign language
- 18 to 24 units of a required minor

We encourage students to consider double majors and double minors as an asset for their personal growth and career aspirations; this also helps them satisfy the 72-credit rule. If a student completes the university core curriculum, foreign language requirement and required minor, and still has not reached the 72-credit requirement, he or she is advised to take relevant electives to meet the standard. Students have online access to their advising reports and can track this requirement, along with other requirements, through the MyNevada system. Graduation is not approved until the students have met this accreditation requirement.

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 RSJ Assessment Plan maps the school's curriculum to ACEJMC's 12 professional values and competencies, defining the learning objectives we have developed to assess each of the 12 competencies and identifying the courses where these competencies are taught. That document, included in the Appendix under Standard 2 (as well as under Standard 9), provides additional detail to supplement the general summary below:

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.*

All RSJ students are required to take JOUR 401: The First Amendment and Society, which focuses on the history, evolution and application of the First Amendment. In addition, discussion and application of the rights included in the First Amendment are included in the two required applied media writing courses (JOUR 107 and JOUR 207) and discussed in our Media Ethics course (JOUR 305).

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 up to today's media environment.*

This concept is first addressed in JOUR 107: Media Writing (former title: All Things Media: Fundamentals) and followed up in JOUR 207. Students are provided with an overview of major shifts in audience, culture and media economics in two applied writing and reporting courses. The evolution of media professionalism and codes of conduct are addressed in JOUR 305: Media Ethics, a conceptual course. A second conceptual course reinforces what students have learned about these concepts, along with emphases on origins of the press, in JOUR 401: First Amendment and Society. JOUR 413: Media History, is a capstone course and elective in the journalism major that covers these issues in depth.

Beginning fall 2019, we have added a new core course, JOUR 103: Introduction to Media and Society, which will provide additional emphasis on media history, including the origins of the press in the United States and the major shifts in audience, culture and economics. In spring 2020, our second writing course (JOUR 207) is being replaced by two writing courses: JOUR 307: Multimedia Reporting and Editing and JOUR 361: Writing for Strategic Communications. These courses will include the elements of media history covered until now in JOUR 207.

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.*

In the past three years, the Diversity Committee has undertaken a review of all syllabi and noted instances where faculty addressed diversity – in class policies, guest speakers, and course topics. As a result of this review, all faculty have been made more aware, and strongly encouraged, to weave an understanding and expectation of what diversity means throughout their courses. Consequently, our students are exposed to conversations about diverse ideas, identities, audiences and communities throughout the curriculum.

In addition, the faculty who teach JOUR 305: Media Ethics added a student learning outcome to the course to ensure that anyone who teaches the course makes explicit the importance of diversity in teaching ethics:

> "Students will be able to:
> 4. demonstrate an understanding of diversity's impact on the credibility and civic purpose of professional media practice, as well as knowledge and skills to incorporate multiple perspectives and represent diverse stakeholders equitably and accurately."

This course is required for all our majors and minors. In addition to diversity themes being present in all of our required courses, we have several electives that cover themes of diversity, both domestic and international:

JOUR 306: Latinas/os Through The Eyes of The Media
JOUR 455: Human Centered Design and Innovation
JOUR 460: News Studio/Noticero Móvil
JOUR 462: Documentary Filmmaking
JOUR 481: Race, Gender and Media
JOUR 482: International and Cross-Cultural Reporting

Students in our strategic communications courses -- such as J351: Principles for Strategic Communication, J430: Media Selection for Strategic Communication and J432: Creative Solutions for Strategic Communication – frequently consider issues related to special advertising and public relations efforts aimed at diverse groups.

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

While many of our courses include some content related to visual/electronic media literacy, we have two courses in our required curriculum that cover these issues in depth: JOUR 108: Media Design (formerly titled All Things Media: Design) is a three-credit course emphasizing visual literacy in the production and analysis of visual images, both text and images. JOUR 208: Media Production (formerly titled All Things Media: Images and Sounds) is a second three-credit course on this subject that expands on the concepts provided in JOUR 108 and focuses on production and literacy of still images, audio and video materials.

In addition, we have a number of upper division electives that provide additional opportunities to learn, reflect upon and practice the use and presentation of ethical visual and electronic design:
JOUR 300: Visual Communication
JOUR 303: Media Graphics
JOUR 307: Multimedia Reporting and Writing (begins spring 2020)
JOUR 308: Web Design for Social Engagement: History and Contemporary Issues
JOUR 312: Web Video for Social Engagement
JOUR 313: Photojournalism
JOUR 405: Motion Graphics
JOUR 423: Newscast Production
JOUR 425: Audio: Radio, Podcasting, and Beyond
JOUR 448: Data Visualization for Social Engagement
JOUR 452: Web Design for Media Professionals
JOUR 455: Human Centered Design and Innovation
JOUR 462: Documentary Filmmaking

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.

This concept is most specifically addressed in J305: Media Ethics, a course required for all journalism majors and minors. This course addresses ethical principles as they relate to all of the school's professional emphases. Additionally, ethical principles are addressed and applied throughout skills-based classes and capstone experiences.

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

The competencies in this goal are shared by every member of our faculty. From the first week of their first course in the journalism school (now JOUR 103; most recently JOUR 107) students are challenged to examine their assumptions, interrogate their habits, and challenge themselves to practice rigorous, systematic, inclusive thinking. Reynolds students are confronted with real-world issues and problems throughout the curriculum, from entry level through capstone, and are presented with frameworks for problem solving that they apply in numerous settings. Our required courses (as well as our electives) address the development of critical, creative and

independent thought processes through class discussions, assignments, final projects, practicums, campaigns, internships and portfolios.

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

Throughout the curriculum, students are taught methods to conduct research and evaluate information by methods appropriate for different communication purposes. Our pre-major courses stress research appropriate for reporting and writing, including evaluating the credibility of sources, knowing how to search online, interviewing and using primary and secondary sources. In our Media Ethics and First Amendment courses (JOUR 305 and JOUR 401) students learn academic research methods to locate and analyze cases and evaluate content qualitatively and quantitively. Students in the Strategic Communication sequence are introduced to research techniques applicable to their discipline in J351: Principles of Strategic Communication and JOUR 442: Advanced Strategic Communication, including ethnography, focus groups, surveys and other information gathering methods.

In addition, our new JOUR 103: Introduction to Media and Society course will include instruction in social science methods and research so students will have familiarity with ethnography, content analysis, political economy and critical analysis.

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

As with many of the other standards, writing is emphasized throughout the curriculum, in both conceptual/theoretical and skill-based course settings, and at both introductory and upper levels, across all our emphases. Further, clear, correct writing is stressed as essential for RSJ students engaged in their (required) internships, as well as in experiential, capstone experiences. Nearly all of our courses include a writing component and students are instructed and assessed on their writing abilities.

Most specifically, students are required to take two writing-focused courses:
JOUR 107: Media Writing, which includes a weekly three-hour lab devoted to information gathering, writing, coaching and feedback on writing.
JOUR 207: Words and Numbers, which also includes a weekly three-hour lab devoted to information gathering, writing, coaching and feedback on writing. (In spring 2020 this course will be replaced by either of two courses, one focused on multimedia reporting [JOUR 307] and writing and one focused on strategic communications writing [JOUR 361]).

Other writing intensive courses include:
JOUR 318: Narrative: The Art of Storytelling
JOUR 320: Social Journalism
JOUR 361: Writing for Strategic Communications
JOUR 402: Business Journalism
JOUR 418: Magazine Writing
JOUR 441: Health Advertising and Marketing

JOUR 442: Advanced Strategic Communication
JOUR 481: Race, Gender and Media
JOUR 482: International and Cross-Cultural Reporting

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.

Professional standards are stressed in all of our pre-major courses and applied in all of our upper-division courses. Clarity, accuracy, fairness and writing mechanics appropriate for media professions are introduced in our first courses, built on in our 200 and 300-level courses and demonstrated in our senior level courses, capstones, practicums and internships. Every student is required to demonstrate professional standards by working for a professional organization in an internship or practicum. Mentors evaluate students on their professional standards and share their feedback with the internship coordinator and the student.

Goal 11, Numeracy: Demonstrate numerical literacy.
Numerical literacy is stressed in our pre-major courses, including in our JOUR 207 course, Words and Numbers. Students are introduced to evaluating statistics in information gathering and presenting numerical data in reporting stories and writing press releases. JOUR 108: Design and JOUR 208: Images and Sounds also use quantitative reasoning in content creation and production. Additionally, news students are encouraged to take JOUR 319: Data Journalism, where they learn to find, evaluate, analyze and visualize numbers in reporting. JOUR 448: Data Visualization for Social Engagement also teaches students how to critically analyze numbers and present them in ethical and clear ways for audiences.

When we replace JOUR 207 with either of two additional writing courses, numerical literacy will be stressed in both of those courses (307 and 361). Some of this material is also being added to JOUR 107: Media Writing, so students will be practicing numerical literacy in their first writing and reporting course.

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

All of our pre-major courses incorporate deep and sustained use of technology in creation and production. Students meet in state-of-the art computer labs in all four of our pre-major courses and have access to the full Adobe Suite software package. They have access to production studios and broadcast labs and a well-stocked equipment room. Students can check out still cameras, video cameras of varying levels of professional quality, recording devices, microphones, tripods, lighting, and related accessories within the RSJ. Discussions of the use of technology for both practical and conceptual purposes are regular features of our skills courses.

The Reynolds Media Lab is open approximately 10 hours a week for students to drop-in and request help with technology-related projects, and to collaborate on a number of entrepreneurial ventures within the school that use a wide range of technology.

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

Faculty stay current with professional expectations in a number of ways: through professional conferences, professional development, collaborations with professional journalists and public relations professionals, through professional literature and in their own practice. Every semester we have between one and five local professionals teach in our classes and numerous guest speakers provide additional channels for faculty to learn about and respond to professional expectations. Organized programs also infuse the school with the latest insights in the field's current expectations in digital, technological and multimedia competencies. These annual programs include the Reynolds Visiting Professor in Media Technology (currently from the Electronic Frontier Foundation), our Diversity Fellow in Residence, the Robert Laxalt Distinguished Writer, Ted Scripps Lecturer, and the Frank McCulloch Courage in Journalism awardee.

Further, for the past three years, we have organized an August road trip for faculty to visit Silicon Valley tech firms, other digital startups and innovative organizations to meet with professionals and witness the state of the art in digital technology and practice. The trips are funded through our Semenza Endowment, originally created to establish a teaching award for RSJ faculty. The dean received approval from the UNR Foundation to utilize additional endowment funds for professional development related to instruction. Firms visited include Google News, Apple, Pixar, Electronic Frontier Foundation, Kaiser Family Foundation, Stanford Design School and VR Lab, AJ+, Center for Investigative Reporting, Berkeley Institute for Data Science, KPIX-TV, CNET, Google Voice, and YouTube.

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

After the 2013 site team noted consistency as a potential problem, the Curriculum Committee recommended changes, which the faculty approved, to the way our pre-major courses were delivered. Rather than offering multiple, independent sections, we moved to a model in which each pre-major course consists of lectures twice a week for 50 minutes, accompanied by weekly three-hour labs with 16 to 18 students each. The vast majority of lectures are taught by full-time faculty members who also supervise the graduate assistants and temporary teaching instructors who teach the labs. The full-time faculty members often teach lab sessions as well, and often fill in if lab instructors have to miss a class. All four of our pre-major courses operate on this model and this has done a great deal to standardize the learning objectives, workload and standards of our courses.

In addition, the university instituted a requirement that all courses must have published student learning outcomes, and all courses must use those SLOs whenever they are taught. This has also provided stability in curriculum, standards and learning objectives across sections. When upper-division courses have multiple sections, faculty members coordinate with each other and stay in contact on the standards and objectives of the course.

Finally, our progress in this area is also due to growth in our faculty numbers. In previous years the school hired a relatively large number of part-time instructors. Now that we have a larger number of faculty, we hire far fewer part-time instructors and this had multiple benefits for the school, including the consistency of our curriculum.

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. In a digital format, provide 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, which have been required of all Reynolds School majors for more than 30 years, are overseen by the school's Internship Coordinator. For the past six years, this has been Alison Gaulden, a lecturer for the school who handled the internship program as a half-time position. Beginning fall 2019, we have hired a full-time director of internships and experiential learning, Claudia Cruz. Approximately 120 to 140 RSJ students complete credit-bearing internships every year.

Selecting sites: For many years we have encouraged students to find their own internship sites as part of learning and demonstrating initiative and independence. Students must be declared journalism majors, having completed JOUR 107, 108, 207 and 208 with a cumulative GPA of 2.5 or higher. Students are encouraged to meet with the internship coordinator before seeking an internship to make sure they understand what is required and what they need to do to be prepared. A description of internship requirements as well as related documents can be found at: https://www.unr.edu/journalism/professional-experience/internships-and-practicums

Once a student locates an internship site, she or he fills out an approval form available on the school's website. The form provides information about the student, including a required LinkedIn profile, and information about the proposed mentor and site. The internship coordinator reviews the form, verifies information about the site and the proposed mentor by making phone calls and online searches, and then approves or rejects the internship. Once approved, the student is able to register for the three-credit internship course, JOUR 499. All internship sites have to be approved in advance of any work or credit.

Beginning August 2018, the university implemented new regulations that require all internships sites to be approved by the vice provost for undergraduate education. To be approved, sites must provide proof of liability insurance, sign a contract and waiver of indemnity and fill out a site inspection form that must be reviewed and approved by the risk management office.

These new requirements imposed a significant burden on the school. Long-time internship mentors resisted the new policies and some sites have had trouble complying with the regulations. We have now worked out a system for requesting waivers from some of the requirements when appropriate. However, having a full-time internship coordinator starting fall 2019 will help us develop a more systematic workflow in response to these new university policies.

Supervision: Students are required to post weekly responses to prompts provided by the internship coordinator. This weekly contact enables the coordinator to stay in touch with students and monitor their progress. In addition, students must attend three internship class sessions, which focus on strengthening students' business and professional skills. These sessions cover self-assessment skills, workplace expectations, social media expectations, overcoming workplace challenges, evaluations and negotiations.

Mentors are required to submit both midterm and final evaluations of the students. They are asked to review the final evaluation with the student in person whenever possible, so the student benefits from direct feedback. The midterm evaluation enables the coordinator to identify problems so as to make adjustments before the end of the internship.

Students must complete 120 hours of supervised work on their internship, receive satisfactory feedback from their mentor and participate in weekly posts and the three internship class sessions to pass the internship course. Students are graded on a Satisfactory (equivalent to a grade of C or better) or Unsatisfactory basis as determined by the internship coordinator.

Practicums: A final note regarding the required internship. Beginning in spring 2019, students were given the option to complete an internship *or* a practicum to fulfill major requirements. This new policy was developed partly in response to the university's internship regulations and partly in response to changing conditions in the media industries. For a practicum, students are supervised by a faculty member rather than a professional outside mentor. Students must propose work for a specific outside client or pitch freelance proposals that they then execute under the guidance of the faculty mentor. Examples of practicum work include a student-run, faculty-supervised in-house design agency completing graphic design work for external clients, students creating podcasts to the specification of the university counseling office, and freelance work aired on KUNR, our local public radio station.

Recent internship sites include:
Nevada Legislature
KUNR Public Radio
Reno Gazette Journal
The Abbi Agency (integrated communications firm)
KPS3 (advertising agency)
UNR School of Medicine
The Children's Cabinet (social service nonprofit)
City of Reno
KOLO-TV (Reno)
Reno Aces and Reno 1868 FC (minor league baseball and soccer)
Nevada Museum of Art
Electronic Frontier Foundation
The Nevada Independent (digital news agency)
National Charter School Association of Nevada
Dolan Auto Group
Renown Health (community hospital)

Peak Sports Management (collegiate sports marketing)
San Mateo Daily Journal (California)
Lotus Radio Group
Sinclair Broadcasting
KOVR-TV (Sacramento)
Wolf Pack Athletics
Orange Tree Productions (commercial and documentary video agency)

Part II, Standard 3. Diversity and Inclusiveness

Executive summary:

The RSJ Diversity Plan is reviewed annually by the faculty and school leadership to assess progress toward our goals for diversity, equity and inclusion. The plan was revised most recently in 2018 and 2019. Our 2017 revision of the RSJ Strategic Plan wove attention to diversity, equity and inclusion into each of the school's strategic goals. The school has a standing faculty Diversity Committee and a student advisory panel to provide feedback on climate issues. Our curricular commitment includes stand-alone courses dealing with diversity and inclusion issues, modules in courses across the curriculum, a new emphasis in Spanish-language media, and experiential learning projects such as Noticiero Móvil, a bilingual news service.

Noticiero Móvil's partnership with public radio station KUNR has been honored with ONA's Grand Prize for Innovation in Journalism Education, two national Murrow Awards from RTDNA and a Best in Innovation Award from the Public Media Journalists Association (formerly PRNDI).

We have developed recruiting and outreach programs aimed at under-represented students, as well as initiatives to retain students of color and at-risk students. The RSJ has been successful in retaining and graduating those students. During the period of the self-study we have also had success in recruiting and retaining women and minority faculty and staff. The school has brought to campus and community numerous visiting professionals and speakers to introduce students to diverse perspectives. This includes our annual Diversity Fellow in Residence program.

The Reynolds School received AEJMC's 2019 Equity and Diversity Award.

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"

On the following pages.

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.).

Nevada

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?

Group	% of population
Black/African American	10%
White	74%
American Indian/Alaskan native	1%
Asian	8%
Hispanic/Latino (any race)	29%
Native Hawaiian/other Pacific Islander	< 1%
Two or more races	4%
Other race	9%
Female	49

Table 5. Undergraduate 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.

Academic year: 2018 – 2019

Group	Male	Female	% of total in unit	% of total in institution
Black/African-American	7	17	4%	3%
White	145	285	63%	56%
American Indian/Alaskan native	1	8	1%	1%
Asian	14	21	5%	8%
Hispanic/Latino (any race)	31	92	18%	21%
Native Hawaiian/other Pacific Islander	1	0	< 1%	1%
Two or more races	22	30	8%	7%
Other race	2	6	1%	2%
International students (any race)	1	2	< 1%	1%

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%		

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.

Academic years:	2016 – 2017*	2017 - 2018	2018 - 2019
Openings	1	1	2
Total applicants in hiring pool	62	99	40
Females in hiring pool	20	37	9
Female finalists considered	1	2	5
Offers made to females	0	1	0
Offers accepted by females	0	1	0
Minorities in hiring pool	51	44	8
Minority finalists considered	4	1	4
Offers made to minorities	1	1	0
Offers accepted by minorities	1	1	0
International faculty in hiring pool	N/A		
International faculty considered	N/A		
Offers made to international faculty	N/A		
Offers accepted by international faculty	N/A		

*Does not include a Search Exception granted for a targeted diversity hire.

Table 8. Part-time/adjunct 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.

Academic years:	2016 - 2017	2017- 2018	2018 - 2019
Openings	2	0	0
Total applicants in hiring pool	17	0	0
Females in hiring pool	9	0	0
Female finalists considered	2	0	0
Offers made to females	1	0	0
Offers accepted by females	1	0	0
Minorities in hiring pool	4	0	0
Minority finalists considered	2	0	0
Offers made to minorities	0	0	0
Offers accepted by minorities	0	0	0
International faculty in hiring pool	N/A		
International faculty considered	N/A		
Offers made to international faculty	N/A		
Offers accepted by international faculty	N/A		

2. Attach to this report 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.

A copy of the RSJ Diversity Plan is included in the Appendix under Standard 3. It was first approved by the faculty in 2000, revised in 2013 and 2018, and updated most recently on August 22, 2019.

The Reynolds School's standing Diversity Committee meets regularly during the academic year to review progress toward the goals of the diversity plan and to discuss any issues that may have arisen. The committee reports to school leadership and to the faculty. A student diversity advisory panel was organized in 2017 and meets periodically with the committee and school leadership.

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.

Our curricular commitment to foster understanding of inclusion is broadly applied. It includes stand-alone classes, modules in courses across the curriculum, a new academic emphasis in Spanish-Language Media, as well as experiential learning projects. Such projects include our Noticiero Móvil bilingual news service and periodic communication campaigns undertaken by student teams (such as the "Yes Always" campaign to promote sexual consent).

There are diversity goals targeted for the following required classes: JOUR 103: Introduction to Media and Society, 107: Media Writing, 207: Words and Numbers, 208: Media Production, 305: Media Ethics, 401: First Amendment and Society and 499 (internship), as indicated in the RSJ Assessment Plan. This overlaps with three of the 14 UNR Core Objectives, part of the university's general-education requirements. (See https://www.unr.edu/provost/faculty-affairs/curriculum-central/core-curriculum/silver-core-requirements/objectives.)

Our Race, Gender and Media class is offered every semester (JOUR 481), addressing how media create and challenge social constructions of gender and race, with emphasis on women and people of color as media professionals and consumers. Diversity modules were developed for JOUR 305: Media Ethics and a Student Learning Objective related to diversity was added to the course. (Prof. Sheila Peuchaud earned an Honorable Mention from AEJMC in the teaching tips competition for a Diversity Style Guide developed for the ethics class [included in the Appendix under Standard 3].)

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

In addition to the ways in which global society is addressed in the courses noted and programs noted above, we have dedicated courses speaking to issues and perspectives related to mass communications across diverse cultures globally. These include JOUR 482: International and Cross-Cultural Reporting, as well as JOUR 306: Latinas/os in the Eyes of the Media. Further, with the hiring of an assistant professor of global media in 2018 (Paromita Pain), a Global Media class is in the planning stages.

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 Reynolds School strives to maintain an inclusive and supportive climate and culture, free of harassment and discrimination. We were honored to receive AEJMC's 2019 Equity and Diversity Award as validation of our efforts.

Our 2017 revision of the RSJ Strategic Plan, developed after extensive deliberation with students, faculty, staff and alumni, wove attention to diversity, equity and inclusion into each of the school's strategic goals.

Our commitment was tested during the fall of 2017 when the university was riven by campus unrest after a series of racial incidents. It started when a UNR student (not a journalism major) was identified among the marchers in the Charlottesville white-supremacist march and was followed by an incident in which a UNR police officer was captured on video joking about shooting an African American student during a traffic stop. The Reynolds School community responded promptly and proactively, engaging our students and faculty in a series of "Pizza and Perspective" open-forum events, affording an opportunity to share fears and anger in a safe space. RSJ faculty and student leaders joined with UNR student government to launch and moderate a film series, featuring films that highlighted issues of diversity and inclusion. In addition, school faculty were called upon by UNR leadership to provide training for campus police and for faculty on topics such as cultural sensitivity and dealing with hateful speech in the classroom.

Ongoing progress is monitored by our standing Diversity Committee, by outreach to students through the RSJ Student Advisory Panel, and through regular communication among school leadership and the Journalism Student Council and the RSJ representative to student government (the Associated Students of the University of Nevada, or ASUN).

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.

In addition to participating in the university's student-recruiting initiatives, the Reynolds School developed school-specific programs, with a special focus on recruiting under-represented groups. The university has a longstanding campus visitation program called Nevada Bound, which brings in students for campus tours. Because the Nevada Bound format only allows for a brief visit to the RSJ, we created in 2017 a dedicated Nevada Bound for prospective journalism students from Clark County (which includes Las Vegas and is home to many diverse students). Our program brings in students the day before the regular campus program, giving our recruiter and faculty an opportunity to promote our program, allow the high schoolers to sit in on RSJ classes, and meet with our current students. We add additional Las Vegas-area high schools to the program each year.

After the *Las Vegas Review Journal* discontinued its long-running High School Journalism Day program in 2011, the RSJ re-established the annual program in 2017. Our students and faculty travel to Las Vegas for a day of workshops and lectures for scholastic media, that also serve to highlight RSJ programs and recruit students. We target middle and high schools with diverse populations in our invitations.

Further, the RSJ established a relationship with a Reno-area high school that has a communications emphasis (as part of the local Washoe County School District's "Signature Academies" program). RSJ faculty travel to the school to give lectures and workshops to students (as early as freshman year) and invite the high school students to visit the Reynolds School for tours, classes and reviews of scholastic media.

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.

The Reynolds School has been effective in retaining and graduating minority students. The number of minority journalism students granted undergraduate degrees increased 33% between 2016 and 2018, from 51 to 68. Our minority graduation rates increased considerably during the same two-year period: the four-year rate improved from 50% to 60.6% while the six-year rate improved from 38.9% to 64.7%.

Special programming to retain students of color includes our JOUR 110: Success Strategies seminar for first-year students who have been identified by our academic advisor and our recruitment and retention coordinator as being at risk, many of whom are minorities. The seminar was formerly offered only in fall semester, but we added a spring seminar in 2018. In addition, the RSJ participates in the university's NevadaFIT program (for Freshman Intensive Transition), an academic bootcamp for first-year students that takes place each fall, prior to the start of the semester. Students in our JFIT program are retained in numbers higher than non-participants, and JFIT fall-to-fall retention for 2019 was higher than the university average. We place special emphasis on recruiting students of color to JFIT, and in selecting students of color as mentors for freshmen in the program.

In addition to the school's standard advising processes, our recruitment and retention coordinator also advises students of color. He also holds special Friday afternoon sessions for JOUR 110 students, to ensure that they remain in good academic standing.

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

Diversifying the faculty has been a priority for the school during the period of the self-study. The 2013 self-study listed 14 full-time faculty, of whom only four were female and three were minorities. The current self-study lists 24 full-time faculty, of whom 12 are female and nine are minorities.

Our four most-recent tenure-track hires have all been people of color. In one case, we utilized the university's process for targeted "impact hires" to recruit a Native American faculty member as assistant professor of race and media. Our most-recent professional staff hire ("administrative faculty" in UNR parlance) was a woman of color selected as director of experiential learning and internships, who joined us on August 1, 2019.

We are supported in our efforts by UNR policy, which requires all search committees to designate a member as "Diversity Advocate," to ensure compliance with best practices, and requires all candidates to submit a diversity statement, as follows: "Please write a brief statement (one page maximum) about how you would contribute toward our mission of creating a culturally inclusive environment in the role for which you are applying."

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 developed a Faculty Mentorship Policy (included in the Appendix under Standard 3) to help ensure the professional success of our faculty. One important goal of the policy is to protect diverse faculty members from time-consuming service requests that faculty of color often receive. The dean requests that all junior faculty confer with him before accepting service commitments outside the RSJ, to ensure that such service does not unduly distract from research and teaching responsibilities and aligns with the faculty member's goals and program for attaining tenure and promotion.

During the period of the self-study, the school retained an African American faculty member by securing funding to convert a visiting position to an ongoing endowed professorship and retained a female faculty member who had received an offer from another institution with a successful counteroffer.

Two female faculty members were tenured and promoted to associate professor in 2019. Another female faculty member was promoted to full professor in 2019.

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.

The university has no formal hiring process for part-time faculty. However, we are always alert to opportunities to recruit minority and female professionals from the professional community and from among our alumni.

Of the five part-time faculty teaching in fall semester 2019, one is female and one of the males is Native American and Hispanic. Of the six part-time faculty who taught in spring 2019, three were female (one of whom was from India).

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 are sufficient and those examples should include the name, title, subject area/expertise, race, gender of speakers to provide context. The unit has the option of providing a complete list in a separate digital file.)

AY 2016/17:
--Dean Baquet, executive editor of the *New York Times* (male, African American), public talk on covering the Trump Administration
--Tristan Ahtone, Native journalist and Nieman Fellow (male, Native American), Diversity Fellow in Residence
--Katherine Boo, Pulitzer-winning journalist and author (female, white), workshop and public talk on covering global poverty
--Paul Kitagaki, Pulitzer-winning *Sacramento Bee* photojournalist (male, Japanese American), CAMS talk on documenting the history of World War II internment camps
--Stephen Stirling, reporter for *The Star Ledger* and New Jersey Advance Media (male, white), Scripps lecture on his history of alcoholism and recovery

AY 2017/18:
--Jenni Monet, Native journalist (female, Native American), Diversity Fellow in Residence
--Leila Fadel, NPR correspondent (female, Arab American), Scripps lecture on international reporting
--William Yu, digital strategist for Giant Spoon (male, Asian American), CAMS talk on media portrayals of Asian Americans
--Shaun King, columnist for The Intercept (male, African American), public talk on the Black Lives Matter movement
--An Xiao Mina, technologist for Meedan (female, Asian American), workshop on using translation and verification technology for covering immigration issues

AY 2018/19:
--Leonard Pitts, Pulitzer-winning syndicated columnist (male, African American), Scripps lecture on news in the age of Trump
--Eun Sung Kim, professor, Kyunghee University and Fulbright Scholar (male, Korean), CAMS talk on use of technology for protest surveillance in South Korea
--Brenda Salinas, audio partnerships coordinator for Google News (female, Mexican American), "Protect Your Magic" workshop (on sexual-harassment prevention)
--Adolfo Flores, Buzzfeed immigration reporter (male, Hispanic American), Diversity Fellow in Residence
--Daysi Rodriguez, outreach coordinator for Tu Casa Latina (immigrant rights nonprofit), (female, Hispanic American), guest speaker for students in immigration reporting project

Part II, Standard 4. Full-Time and Part-Time Faculty

Make the following documents available in a digital file (included in the Appendix under Standard 4):
- curriculum vitae of each full-time faculty member (Full-time faculty refers to those defined as such by the unit.)
- résumés of adjunct or part-time faculty, and of graduate students serving as teachers of record, teaching during the fall 2019 semester

Print copy in the workroom only:
- records on faculty promotion and tenure

Executive summary:

The RSJ faculty is well balanced in terms of degrees, professional experience, gender, race and rank. Regarding rank, of the 15 tenure-track or tenured faculty, nine are assistant professors (though three will go up for tenure and promotion in the next academic year, 2020/2021). General expectations for faculty are set forth in the Nevada System of Higher Education Code; tenure and promotion criteria are determined within the unit, and policies are published and incorporated in RSJ bylaws. The Reynolds School has an endowment to support professional development in teaching which funds, in addition to faculty travel to workshops, an annual faculty road trip to visit Silicon Valley and San Francisco Bay Area tech firms, educational institutions and other entities engaged in innovative practice. Faculty workloads vary by rank and administrative responsibilities. All core and required courses for the past two academic years were taught by full-time faculty; the percentage for the previous year was 86%. Faculty are evaluated annually under processes set forth by the NSHE Code and UNR bylaws. The Reynolds School has an elected Personnel Committee that reviews faculty self-evaluations and provides feedback to the associate dean and dean about faculty performance. Faculty achievement in teaching includes individual awards, pedagogic publication, UNR and NSF grants for curricular development, and receipt of ONA's Grand Prize for Innovation in Journalism Education for our experiential-learning initiatives in bilingual media.

Please respond to each of the following instructions:

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

Degrees: Of the 24 full-time faculty listed, 14 hold doctorates, seven hold the MFA or master's degrees, and three hold bachelor's degrees.

Professional experience: eight faculty have five years or less, six have five to 10 years, and 10 have more than 10 years of experience.

Gender: 12 women, 12 men.

Race: two African American, three Asian, three Latinx, one Native American, 15 white.

Rank: 15 faculty are tenure-track or tenured (nine assistant professors, four associate professors, two full professors). Three faculty are non-tenure-track professors (based on significant professional experience: two full professors and one associate professor). Three lecturers. Three administrative faculty (who also teach).

2. Describe how the unit selects full-time and part-time faculty and instructional staff. Provide in digital format examples of published advertisements for faculty openings in the past six years (before the self-study year) that show required and preferred qualifications of candidates.

The hiring process for full-time faculty and instructional staff is guided by UNR policies and is overseen by UNR Human Resources. The unit requests approval to launch a search from HR, whether a replacement position or a new line authorized by the Office of the Provost. Once approval is granted, the dean appoints a search committee and names a chair and a Diversity Advocate. All search committee members must complete Implicit Bias training, provided by HR staff, before being permitted to review applications.

The search committee, in consultation with the dean and HR, prepares a position description and advertisement. (Advertisements for faculty searches during the period of the self-study are included in the Appendix under Standard 4.) The search committee, in consultation with the dean and HR, determines the placement of ads. Recruitment by faculty to specific individuals is encouraged, as is contact with other schools and organizations that might be able to recommend candidates.

The committee reviews all applications and may choose whether to conduct preliminary video or telephone interviews with potential candidates or recommend a final list of three or four individuals to be invited for a campus visit. A one- to two-day visit for each candidate includes a teaching demonstration, a presentation of research or creative work and meetings with faculty, community professionals and the dean.

All faculty are encouraged to provide feedback to the search committee which then makes recommendations to the dean. The dean determines whether to make an offer to a candidate and negotiates salary and terms of employment in consultation with the provost.

UNR does not have a formal policy for hiring of part-time faculty. As noted in Standard 3, the RSJ follows long-standing practice to select a qualified and diverse pool of part-time faculty.

3. Describe the unit's expectations of faculty members in teaching, research, creative and professional activity, and service and its process for the award of tenure, promotion, reappointment and salary. (Provide digital access to relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit. Please provide specific page numbers.)

General expectations of faculty are set forth system-wide in the NSHE Code. (See https://nshe.nevada.edu/leadership-policy/board-of-regents/handbook/board-of-regents-handbook-subchapters/.) Chapter 5 deals with personnel policies and Chapter 3 concerns tenure and promotion policies. UNR and RSJ expectations are aligned with those of peer public research institutions. Workload expectations are discussed under question #5.

Detailed criteria related to promotion and tenure for RSJ faculty are determined within the unit. Processes follow NSHE and UNR policy. The tenure-stream faculty approved a revision of RSJ promotion and tenure processes and policies on January 12, 2018, which are published in the document *Policies and Criteria for Tenure and Promotion* (included in the Appendix under Standard 4) and incorporated in the school's bylaws.

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

As noted above in Standard 2, the Reynolds School has an endowment that provides support for professional development in teaching. This has been used by individual faculty to fund travel to workshops related to teaching, as well as funding the faculty "road trips" to Silicon Valley and the San Francisco Bay Area for the past three summers to visit tech firms, educational institutions and other entities engaged in innovative digital practice. This informs and sparks teaching innovation and effectiveness. Firms visited include Google News, Apple, Pixar, Electronic Frontier Foundation, Kaiser Family Foundation, Stanford Design School and VR Lab, AJ+, Center for Investigative Reporting, Berkeley Institute for Data Science, KPIX-TV, CNET, Google Voice, and YouTube.

In addition, the university partners with the Association of College and University Educators (ACUE, https://acue.org), a provider of online training programs. All newly hired UNR faculty are required to complete ACUE training within their first two years at the university. ACUE's stated mission is to train faculty "in the use of evidence-based teaching practices that promote student engagement, persistence to graduation, career readiness, and deeper levels of learning." While the training is conducted online, senior UNR faculty provided individualized and cohort-based support to faculty going through the program. The effectiveness of the ACUE program is monitored annually by the university's Academic Leadership Council, which includes the RSJ dean.

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

Workloads for full-time faculty vary by rank. University policy sets forth general expectations, which are modified as needed by academic units to achieve their missions. (See https://www.unr.edu/administrative-manual/2000-2999-personnel/academic-and-administrative-personnel/2660-faculty-workload-policy.)

RSJ tenure-stream (that is, both probationary and tenured faculty) generally have a workload of 40% teaching, 40% research and 20% service. The percentages vary for other faculty: generally 80% teaching and 20% service for lecturers, and 50% teaching and 50% administration for administrative faculty members.

For probationary faculty, the teaching load is two courses per semester, with two course releases available to focus on scholarship (timing of the releases to be determined in consultation with the associate dean). For tenured faculty, the teaching load is two courses one semester and three courses for the other semester, with the possibility of course releases as a result of administrative duties (such as graduate studies director or CAMS director).

For lecturers, the standard teaching load is four courses per semester, with the possibility of course releases as a result of administrative or service duties (such as management of the Reynolds Media Lab or oversight of the NSAC competition team).

Administrative faculty members, such as the recruitment and retention coordinator and the coordinator of Noticiero Móvil, are on 12-month contracts. Teaching loads may vary based on changing responsibilities in their areas but are generally two courses in both fall and spring semesters.

Variance from these general standards is determined by the dean and/or associate dean in consultation with faculty and is stated in the faculty's member annual role statement.

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

Percentage of core and required courses taught by full-time faculty:
2018-19 school year: 100%
2017-18 school year: 100%
2016-17 school year: 86%

7. Describe the unit's processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Use a digital format to provide any course evaluation forms, peer review forms or other documents used in evaluations.

Evaluation processes and general criteria are dictated by the NSHE Code and UNR policy. Faculty are rated Excellent, Commendable, Satisfactory or Unsatisfactory, and given a One or Two within each grade. The numerical ratings come into play when a pool of merit funding is available from the state or the university. (See pp. 32-34 of https://nshe.nevada.edu/wp-content/uploads/file/BoardOfRegents/Handbook/title2//T2-CH05%20Personnel%20Policy%20for%20Faculty.pdf.)

Criteria for promotion and tenure are established by the Reynolds School, and set out in our document *Policies and Criteria for Tenure and Promotion* (revised January 12, 2018), which is incorporated in the RSJ Bylaws and is included in the Appendix.

The Reynolds School faculty elect members of a Personnel Committee, by a process set out in the school's bylaws (page 6). The committee meets during each spring semester to review faculty self-evaluations and provide feedback and make recommendations to the associate dean about faculty performance during the previous year (UNR evaluations are based on the calendar year). The associate dean then prepares annual evaluations, reviewed and approved by the dean, and meets with each faculty member. (A copy of the annual evaluation template for faculty is included in the Appendix under Standard 4.)

8. List selected achievements in teaching in the past six years: awards or citations for high-quality teaching; grants or other support for development of curriculum or courses; publications and papers on teaching; etc. (Five citations each year are sufficient, but the unit has the option of providing a full list in a separate digital file.)

AY 2013/2014:
- Andrews, RSJ Semenza Teaching Award
- Mensing and Ryfe (2013), Blueprint for change: From the teaching hospital to the entrepreneurial model of journalism education, *#ISOJ The Official Research Journal of the International Symposium on Online Journalism* 2(2), 144-161.

AY 2014/2015:
- Deutschman, RSJ Semenza Teaching Award
- Felts, Distinguished Faculty Award, UNR Honors Program
- Gaulden, PRSSA Dr. F.H. Teahan Chapter Outstanding Faculty Advisor (national award)
- Hepworth (2015), Designing engaging educational materials, *Journal of Digital Media Arts and Practice* 2015(1), 14-25.

AY 2015/2016:
- Gaulden, ASUN Faculty Member of the Year (from UNR student government)
- Gaulden, ASUN Faculty Advisor of the Year (for RSJ PRSSA chapter)
- Online News Association Challenge Fund Grant for development of Noticiero Móvil, experiential learning bilingual news service
- Vancour, RSJ Semenza Teaching Award

AY 2016/2017:
- Colombant, RSJ Semenza Teaching Award
- Colombant, UNR Curriculum Development Grant
- Gaulden, PRSSA Dr. F.H. Teahan Chapter Outstanding Faculty Advisor (national award)
- Korin, Provost's Diversity and Equity Course Development Award
- Mensing (2017), The curious case of U.S. journalism education: Shrinking newsrooms, expanding classrooms, in Goodman and Steyn (eds.), *Global Journalism Education in the 21st Century*, 219-242 (Austin: Knight Center for Journalism in the Americas).

AY 2017/2018:
- Birkinbine, RSJ Semenza Award
- Hepworth and Canon (2018), Improving science students' data visualizations: A STEAM-based approach, *Dialectic* 2(1).
- Hepworth, Mensing and Yun (2018), Journalism professors' information-seeking behaviors: Finding online tools for teaching, *Journalism & Mass Communication Educator* 73(3), 255-270.
- Korin, Service-Learning Course Development Award
- Online News Association Challenge Fund Grant for development of student-run immigration reporting project

AY 2018/2019:
- Felten, RSJ Semenza Award
- Felts, Distinguished Outreach Faculty Award (UNR)
- Online News Association Grand Prize for Innovation in Journalism Education, for Noticiero Móvil and affiliated bilingual projects
- Peuchaud, Honorable Mention, AEJMC Best Practices in Teaching Diversity
- Yun, Senior Researcher, National Science Foundation grant: "Enhancing Diversity by Changing Institutional Culture and Scaffolding Student Success"

Part II, Standard 5. Scholarship: Research, Creative and Professional Activity

Executive summary:

Scholarly research and creative activity are central to UNR's mission as a land-grant Carnegie Research 1 university. Accordingly, the Reynolds School works to recruit and retain faculty members who are accomplished scholars, encompassing both peer-reviewed publication and peer-reviewed creative and professional activity. The RSJ provides annual research funding, course releases to probationary faculty and internal grants through our Center for Advanced Media Studies. In addition to school research support, the university offers various funding programs through the office of the vice president for research and innovation. During the period of the self-study, RSJ faculty published eight books, 45 refereed journal articles and 18 book chapters, among other publications. Faculty also produced seven juried creative works.

Please respond to each of the following instructions:

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

As a land-grant Carnegie Research 1 university, scholarly research and creative activity are central to UNR's mission. To that end, the Reynolds School works to recruit and retain faculty members who are accomplished scholars, encompassing both peer-reviewed publication and peer-reviewed creative and professional activity.

Our document *Policies and Criteria for Tenure and Promotion* (revised most recently on January 12, 2018) sets forth in detail RSJ tenure processes, standards and expectations related to research, creative and professional activity. Policies and criteria defined in the document are in accordance with Chapter 3 of the Nevada System of Higher Education Code as well as UNR policies (see https://www.unr.edu/provost/policies-and-procedures).

We achieve our scholarly mission by providing travel support to all faculty, course releases to probationary faculty, and internal grants through RSJ's Center for Advanced Media Studies (CAMS). The CAMS Research Grant program has awarded $80,714 to RSJ faculty since it was established in AY 2013/2014. (A companion CAMS program offers research grants to RSJ graduate students.)

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).

On the following page.

Faculty Member	Period of Activity
Andrews, Caesar	2013 - 2019
Barber, Kari	2013 - 2019
Birkinbine, Ben	2015 - 2019
Bor, Stephanie	2013 - 2014
Colombant, Nicolas	2016 - 2019
Crosswell, Laura	2015 - 2019
Dailey, Larry	2013 - 2015
Deutschman, Alan	2013 - 2019
Duan, Ran	2018 - 2019
Felts, M. Todd	2013 - 2019
File, Patrick	2015 - 2019
Fogarty, Mignon	2014 - 2016
Gaulden, Alison	2013 - 2019
Goldbaum, Howard	2013 - 2019
Hepworth, Katherine	2013 - 2019
Holden, Ben	2013 - 2014
Korin, Ezequiel	2016 - 2019
Mensing, Donica	2013 - 2019
Mitchell, Paul	2013 - 2019
Pain, Paromita	2018 - 2019
Peuchaud, Sheila	2015 - 2019
Ryfe, David	2013 - 2014
Stavitsky, Al	2013 - 2019
Vancour, Vanessa	2014 - 2019
Yun, Gi	2016 - 2019

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

On the following page.

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				
		Full Professors (5)	Associate Professors (5)	Assistant Professors (12)	Other Faculty** (4)	Totals (26)
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.

4. List in a digital file list 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 in a separate digital file. (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 should be reported in Standard 8.

A list of scholarly, research, creative activities of the faculty is included in the Appendix under Standard 5.

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.

University policy governing sabbaticals and leaves is set forth in the University Administrative Manual. (For sabbaticals, see https://www.unr.edu/administrative-manual/2000-2999-personnel/academic-and-administrative-personnel/2680-sabbatical-leave-and-procedures and for leaves see https://www.unr.edu/administrative-manual/2000-2999-personnel/academic-and-administrative-personnel/2678-faculty-leave-of-absence-without-salary.) Deans and a university committee review sabbatical proposals and make recommendations to the provost (as delegated by the president), who has final approval. Leaves are considered and may be granted by the president.

No RSJ faculty requested sabbaticals during the past six years, primarily because our cohort of assistant professors was not yet eligible. (During AY 2019/2020, however, two newly promoted faculty will be on sabbatical: Katherine Hepworth for the entire year and Kari Barber for spring semester 2020.) Todd Felts received a one-semester leave in 2015 to teach in Spain through the University Study Abroad Consortium.

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

The Reynolds School offers all faculty annual travel support in the amount of $2,500 as well as $250 for membership dues in academic and/or professional associations. In addition, our Center for Advanced Media Studies has an annual program of CAMS Research Grants. (The most recent Call for Proposals is included in the Appendix under Standard 5.) Faculty apply for CAMS grants by submitting detailed research plans and budgets to the center director for approval. CAMS grants provide up to $3,000 in research support for individual faculty and up to $4,500 for joint projects. As noted above, since the CAMS grant program was launched in 2013 by the current dean, $80,714 has been awarded to RSJ faculty.

In addition to these internal programs, the office of the UNR vice president for research and innovation (VPRI) provides research support for which RSJ faculty are eligible to apply. This includes a dedicated program for faculty in the Reynolds School and the College of Liberal Arts, to demonstrate the university's commitment to non-STEM-related scholarship, including creative activity. (See https://www.unr.edu/research-innovation/research-hub/internal-funding/research-travel.) The VPRI also offers various funding opportunities for international travel, research enhancement and publishing assistance, through which RSJ faculty have been funded. (See https://www.unr.edu/research-innovation/research-hub/internal-funding.)

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

Faculty Member	Years Traveled					
	2013 - 14	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19
Andrews, Caesar	x	x	x	x	x	x
Barber, Kari	x	x	x	x	x	x
Birkinbine, Ben			x	x	x	x
Bor, Stephanie	x					
Colombant, Nicolas				x	x	x
Crosswell, Laura			x	x	x	x
Dailey, Larry	x	x				
Deutschman, Alan	x	x	x	x	x	x
Duan, Ran						x
Felts, M. Todd	x	x	x	x	x	x
File, Patrick			x	x	x	x
Fogarty, Mignon		x	x			
Gaulden, Alison	x	x	x	x	x	x
Goldbaum, Howard	x	x	x	x	x	x
Hepworth, Katherine	x	x	x	x	x	x
Holden, Ben	x					
Korin, Ezequiel					x	x
Mensing, Donica	x	x	x	x	x	x
Mitchell, Paul	x	x	x	x	x	x
Pain, Paromita						x
Peuchaud, Sheila			x	x	x	x
Ryfe, David	x					
Stavitsky, Al	x	x	x	x	x	x
Vancour, Vanessa		x	x	x	x	x
Yun, Gi				x	x	x

Part II, Standard 6. Student Services

During the visit, the unit should make the following accessible to the team:
- advising records
- other files related to student services

Executive summary:

During the academic year prior to the site visit, the Reynolds School awarded $163,700 in scholarships to 81 students from funds controlled by the unit. The RSJ has a professional academic advisor who provides orientation sessions to all incoming Journalism students before their first semester at the university, as well as meeting individually with students throughout their academic careers. RSJ students are in full compliance with the 72-hour rule. The academic advisor reports to the associate dean, who evaluates the effectiveness of the school's advising services.

RSJ students have access to a broad range of student media and professional organizations. In addition to independent student-run print, digital and broadcast media, the school operates a number of in-house entrepreneurial ventures for experiential learning, related to bilingual journalism, science communication, business news and multimedia street reporting, as well as opportunities with public radio station KUNR. Students gain additional experience and networking opportunities through clubs such as PRSSA, Ad Club, ONA and NPPA.

Reynolds School students have successful career outcomes relative to other units on campus, according to the Nevada Career Studio's annual Career Outcomes Surveys. Our retention and graduation rates also compare favorably with university averages.

Please respond to each of the following instructions:

1. **Complete and attach Table 9, "Student Aid."**

   On the following page.

Table 9. Student Aid

Provide information for each of the two years preceding the accreditation visit.

	2017 - 2018	2018 - 2019
SCHOLARSHIPS AWARDED TO UNDERGRADUATE STUDENTS IN THE UNIT		
Total amount of scholarship dollars from funds controlled by institution	N/A	N/A
Number of students receiving scholarships from funds controlled by institution	N/A	N/A
Median individual scholarship from funds controlled by institution	N/A	N/A
Total amount of scholarship dollars from funds controlled by unit	$ 153,500	$ 163,700
Number of students receiving scholarships from funds controlled by unit	75	81
Median individual scholarship from funds controlled by unit	$ 2,046.67	$ 2,020.99
UNDERGRADUATE ASSISTANTSHIPS OR WORK-STUDY APPOINTMENTS		
Number of students holding appointment	0	1 Work-Study
Range of stipends		

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 digital files of advising guides, manuals, newsletters or other internal communication with students. Provide a print copy in the workroom. Describe availability and accessibility of faculty to students.

The RSJ academic advisor provides orientation sessions to all declared incoming pre-Journalism students throughout the summer before their first semester at the university. (There are generally six-to-eight sessions, depending upon enrollment and student signups.) These sessions offer an

overview of school and university requirements, including the Silver Core general-education curriculum, and provide assistance to students who seek to make changes to the initial course schedules prepared for them by the UNR Office of Admissions and Records. (Admissions and Records registers all UNR incoming students, upon enrollment, to their first-semester classes.)

During their first semesters on campus, all UNR students are required to see an academic advisor to discuss their second-semester course schedules. Holds are placed on registration until those meetings occur, ensuring that students are meeting requirements. In subsequent years, academic advising is optional, but RSJ culture is such that most students seek advising throughout their academic careers. The RSJ advisor generally meets with about 475 to 500 students per year.

In addition to advising sessions, students track their progress online through the Academic Advising Report (AAR) function of the university's MyNevada registration and records system. AAR monitoring includes the 72-hour rule, as well as other RSJ and UNR requirements.

Students in their senior years who have applied to graduate see a clerical RSJ staff member who checks their status and must certify that they have met all requirements for graduation.

Faculty are widely accessible to students. They are required to hold regular office hours and are responsive via email at other times.

Digital files of advising materials are included in the Appendix under Standard 6.

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.

The RSJ academic advisor is evaluated annually by the associate dean, to whom she reports. The university has traditionally not incorporated measures of accuracy or of faculty feedback in these evaluations; student opinion is captured through questions about advising effectiveness in the Exit Survey completed by graduating seniors, and has been positive regarding the advisor.

The UNR provost, however, has expressed a desire to centralize many aspects of advising on our campus and has charged a vice provost with leading an effort in the current academic year to consider strategies. Among the proposals is a coordinated approach to evaluating the performance of all UNR academic advisors.

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.

RSJ students benefit from a variety of student media and professional organizations, both within and outside the school. As previously noted, the school operates a series of entrepreneurial

ventures for experiential learning: Noticiero Móvil, Reynolds Media Lab, Our Town Reno, Reno/Tahoe Business and the Hitchcock Project for Visualizing Science. A design agency is under development at this writing. Students gain additional experience and networking opportunities through clubs such as PRSSA, Ad Club, ONA and NPPA.

In addition, UNR student government (Associated Students of the University of Nevada, or ASUN) operates independent student media. These include *The Nevada Sagebrush*, the weekly student newspaper and digital outlets; Wolf Pack Radio, which both streams online and is broadcast part time over a local community radio station (KWNK); *Insight* magazine, published each semester; and *Brushfire*, an arts journal published each semester. While these student media are run by student managers with oversight by ASUN professional staff, the dean sits on the Student Media Advisory Board in an ex-officio capacity.

As noted earlier, the university's professional radio stations were moved under the Reynolds School in 2018 and provide opportunities for students to work as interns and part-time staff.

See:
http://nevadasagebrush.com
http://wolfpackradio.org
http://www.insightunr.com
http://unrbrushfire.org
https://www.kunr.org

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.

The Nevada Career Studio is the university's central career services office, offering job-search counsel and workshops as well as maintaining a jobs board. (See: www.unr.edu/career.) While the RSJ does not have a dedicated career office, there are elements of career advice included in workshops attached to the internship course, led by our director of internships and experiential learning. Further, given the sense of community for which the school is known, RSJ faculty regularly tap their personal and professional networks to help students land positions.

Our students have successful career outcomes relative to other units on campus. The Nevada Career Studio conducts annual Career Outcomes Surveys for each UNR graduating class, measuring the rate at which graduates are either employed, enrolled in further education or enlisted in military service within 12 months of graduation. (See: www.unr.edu/career/reports-and-outcomes.)

For the three most recent years in which data are available:
- Class of 2018: RSJ career outcomes 92% (UNR average 90%)
- Class of 2017: RSJ career outcomes 94% (UNR average 91%)
- Class of 2016: RSJ career outcomes 93%, highest campus rate (UNR average 88%); this was the first year that such surveys were conducted

6. Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major and in comparison to university rates. Discuss the findings of the analysis. Provide the URL where the unit shares its most recent retention and graduation data with the public.

Enrollment, retention and graduation rate data are collected and reported by UNR's Office of Institutional Analysis. (See: www.unr.edu/ia.) The data is made available online to units via the Power BI Cloud. We are able to compare RSJ data to other colleges and to university averages.

Our retention rates compare favorably with university averages. At this writing, fall-to-fall retention for the 2017 cohort was 81.2% (UNR average 81.5%) and for the 2018 cohort was 83.6% (UNR average 83.5%).

Graduation rates for the school are reported in two ways: an "overall" rate for students who start their academic careers as pre-journalism majors, regardless of whether they may change majors and ultimately graduate in another unit, and a "college" rate for students who begin and graduate as journalism majors. Our most-recent six-year overall graduation rate was 71.6%, with a six-year college rate of 55.7%. UNR's six-year graduation rate was 58%.

Our most-recent four-year overall graduation rate was 54%, with a four-year college rate of 44%. That compares to UNR's four-year graduation rate of 37.1%.

RSJ retention and graduation data are shared at: https://www.unr.edu/journalism/our-school/student-achievement-data

Part II, Standard 7. Resources, Facilities and Equipment

Executive summary:

The Reynolds School budget for the year preceding the accreditation visit totaled $2,718,477, representing an increase of about 9.6% over three years. RSJ resources are adequate to fulfill our mission and reach our strategic goals. State funds, which cover some faculty salaries and fringe expenses as well as operating support, are supplemented primarily by development-generated revenue from individuals and foundations. Overall, the Reynolds School is treated equitably relative to other UNR units in terms of state support. Our most pressing need for resources is additional state-funded lines for faculty and staff, to enable us to move people off of soft money.

The RSJ building has eleven classrooms, eight of which are computer labs. Six of the labs are loaded with the Adobe software suite. Media production facilities include a general-purpose studio with a cyclorama wall and a news studio with adjacent audio production room. There are 30 individual faculty and staff offices, as well as laboratory spaces for eye tracking and virtual reality equipment. There is a shortage of office space in the RSJ building (as well as across campus), requiring us to explore renovation options.

Please respond to each of the following instructions:

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

On following page.

Table 10. Budget

Show below the annual unit budget for each of the three years preceding the accreditation visit. "Annual budget" refers to funds directly under control of the unit for the entire year (12 months). Budget figures should not include expenditures for building maintenance, retirement allowances, scholarships, prizes or student aid. List student newspaper budget only if it is under control of unit and is used in instruction.

Budget Item	2016 - 2017	2017 - 2018	2018 - 2019 (Self-study year)
Administrative salaries	$ 565,505	$ 571,045	$ 673,907
Teaching salaries (full time)	$1,326,929	$1,277,256	$1,527,204
Teaching salaries (part time/adjunct)	$ 121,918	$ 54,500	$ 62,350
Teaching assistants	$ 103,817	$ 151,194	$ 143,336
Clerical salaries	$ 137,261	$ 146,025	$ 92,476
Equipment	$ 81,925	$ 166,008	$ 61,941
Equipment maintenance	$ 10,735	$ 8,284	$ 2,557
Supplies	$ 39,845	$ 37,189	$ 36,506
Library resources	$ 3,090	$ 2,807	$ 3,935
Databases, online information services	$ 2,884	$ 8,560	$ 16,921
Travel	$ 54,671	$ 70,488	$ 72,182
Research	$ 30,400	$ 32,508	$ 25,162

Other (please list)
Student Travel: $3,913 (2016-17); $5,526 (2017-18); $8,396 (2018-19)
Renovation: $36,412 (2017-18)

TOTAL ANNUAL JOURNALISM/
MASS COMMUNICATIONS BUDGET

Fiscal Year 2016 - 2017: $2,478,980

Fiscal Year 2017 – 2018: $2,525,864

Fiscal Year 2018 – 2019: $2,718,477

64

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 dean prepares a budget proposal prior to the start of the university's fiscal year (which begins July 1), in consultation with the school's leadership team and fiscal officer. Plans are based on the previous year's budget, factoring in any anticipated new expenses and resources (such as spending authority from the various self-supporting endowment accounts). The budget proposal is submitted to the university's Office of Planning, Budget and Analysis for approval.

Faculty are engaged in the process in several ways. As a collective they participate in general discussion of school priorities to be reflected in the budget. Individual faculty with programmatic responsibilities consult with the dean during the budget-preparation process. These include directors of the graduate program, Center for Advanced Media Studies, Reynolds Media Lab, Noticiero Móvil, Hitchcock Project for Visualizing Science and the endowed chairs. (KUNR's budget is kept separate from the RSJ budget, though the dean consults with the station GM about that budget.)

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.

Reynolds School resources are adequate to fulfill our mission and reach our strategic goals. Sources of revenue include:
- State funds
- Endowments
- Private gifts from individuals
- Foundation support
- Course fees paid by students
- Research grants
- Revenue from rental of labs or studios

State funds, which cover some faculty salaries and fringe expenses as well as operating support, are supplemented primarily by development-generated revenue from individuals and foundations. This supplemental funding provides a margin of excellence in attaining our goals.

For the current fiscal year, FY 2020 (which began July 1, 2019), state funds provided by central administration totaled $2,897,124. As noted under Part I: General Information, our projected total expenditure for salaries and operations for FY 2020 is $2,946,143. This figure, however, doesn't include many of the programmatic expenses of running CAMS, our entrepreneurial entities, activities such as the Next Generation Radio Nevada and Diversity Fellow in Residence programs, as well as our public events.

To fund these programs and initiatives, we draw upon some of our 24 endowment and nine gift accounts. For FY 2020, we are authorized by the UNR Foundation to spend up to $722,164 from the various endowments and up to $608,581 from gift funds, which are dedicated to specific purposes. We are careful in stewarding these accounts and always seek to carry funds over into the next fiscal year.

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

Overall, the Reynolds School is treated equitably relative to other UNR units in terms of state support. We do have the benefit of endowment funding that generally exceeds amounts available to similar sized units on campus and have more endowed positions per capita than any other UNR unit.

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.

The Reynolds School building was opened in 1992, with an $8 million renovation and technology upgrade in 2011 and 2012 that was supported by a major grant from the Donald W. Reynolds Foundation, with a school match. (Students, faculty and staff relocated to another campus building during the academic year in which the construction took place.)

The RSJ building has eleven classrooms, one of which is a 75-seat lecture hall used by other UNR units as well as our classes. Eight of the classrooms are computer labs, each equipped with between 16 and 20 iMac computers; six labs are loaded with the Adobe software suite.

Media production facilities include a general-purpose studio with a cyclorama wall (also used for school events) and a news studio with anchor desk, attached video and audio control rooms, and a radio/podcasting production room.

There are 30 individual faculty and staff offices, and there are laboratory spaces for eye tracking and virtual reality equipment.

KUNR and KNCJ are located in a separate campus building, Cain Hall, a five-minute walk from the RSJ building. Studios and offices cover about 4,500 square feet; the stations' satellite dishes are outside Cain Hall. The RSJ does not administer student media, which are independent of the university.

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

Our most pressing need for resources is additional state-funded lines for faculty and staff. At this writing, we have no state lines for two lecturers, the coordinator of our bilingual-news service, the development director and technology coordinator. All are funded largely or totally on soft money (that is, endowment or foundation funding). If endowments would go "under water" if markets turn down, as occurred during the latest recession, it would be challenging to sustain all these positions.

Our approach to address this situation is multifaceted. For example, the dean decided not to replace the endowed chair in media technology upon his retirement with a permanent faculty member. Instead, we created a rotating visiting position. This enabled us to move the RSJ tech coordinator, who had been paid from soft money, onto the state salary line attached to the chair; we then used the chair's support account to fund the rotating visiting position.

We also utilize salary savings from retirements, resignations and sabbaticals, when available, to move faculty and staff from soft money to state lines for a year or two. This allows endowment balances to increase.

Another pressing need is office space, which is a campus-wide issue as well. As noted elsewhere in this document, our approach has been to renovate building space to establish new offices. In seeking new positions through the university's RFP process, we include funding requests to cover renovation costs. (The university provided about $35,000 for renovation to create a new office in RSJ 303 for a recent hire.)

Part II, Standard 8. Professional and Public Service

Executive summary:

The Reynolds School is actively engaged with the profession and the public. We manage the university's public radio stations, hold high-profile public events, sponsor trainings for students and local professionals, organize a High School Journalism Day program in Las Vegas and operate a community podcasting studio in the university's downtown Reno center. Faculty hold leadership positions in professional and academic organizations, including ACEJMC, ASJMC, ASNE, PRSA, the Nevada Broadcasters Foundation and the Society for Advancing Business Editing and Writing. Alumni and professionals participate as guest speakers, as portfolio reviewers for our program of assessment, as internship supervisors and as members of the RSJ Dean's Advisory Council. The school communicates regularly with our alumni through the RSJ website, e-newsletters, social media and the dean's semester-in-review videos.

Please respond to each of the following instructions:

1. Summarize the professional and public service activities undertaken by the unit. Include operation of campus media if under control of the unit; short courses, continuing education, institutes, high school and college press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concern; and similar activities.

The Reynolds School is actively engaged with the profession and public. As noted elsewhere in this self-study, since July 2018 the RSJ has had oversight of KUNR and KNCJ, the public radio stations and digital outlets for Northern Nevada and the Eastern Sierra. (Campus media are independent of the school, though the dean serves on the Student Media Advisory Board and faculty consult with student editors when requested.)

The school regularly sponsors training events for students and professionals. During the past academic year we twice brought in SPJ Google trainer Mike Reilly for day-long workshops on using Google tools for sourcing, research and mapping, as well as scraping PDFs with Tabula and Chrome.

In addition, our student Online News Association chapter partners with the regional ONA professional chapter to sponsor "pro-am" professional development events. Most recently we brought in an SPJ trainer, Lynn Walsh, who led a workshop on creating content on Facebook and using Facebook's analytics matrix.

Other activities: faculty members teach continuing education courses for community members through UNR's extended studies unit. The school conducts an annual High School Journalism Day for middle- and high-school students and their advisors in Las Vegas, in which RSJ faculty and students hold workshops on scholastic media topics. We operate an International Summer Institute for students from Sookmyung Women's University in Korea.

We hold several annual public events. Each fall the Robert Laxalt Distinguished Writer Program brings journalists of varied backgrounds to campus to present a lecture, read from their work at a downtown bookshop, and meet with students. (Robert Laxalt was a renowned Nevada writer and long-time RSJ professor.) During the period of the self-study, the Laxalt speakers were: Sheri Fink, Jim Lynch, Jess Walter, Richard Ford, Sally Denton and Timothy Egan. For 2019, the Laxalt speaker will be Jessica Bruder.

In 2017 we raised funds to launch an annual First Amendment Forum, to highlight contemporary issues and challenges to free expression. Here are the themes and speakers for the first three forums:

- 2017: "The First Amendment Under Fire? Assessing Current Threats to the Press and the Public Sphere": David Greene, Electronic Frontier Foundation; RonNell Anderson Jones, University of Utah School of Law

- 2018: "Can They Do That? Threats to Press Freedom in Historical and Legal Context": Trevor Timm, Freedom of the Press Foundation; Lucy Dalglish, University of Maryland School of Journalism

- 2019: "Uncommon Law: The Past, Present and Future of Libel in America": Jane Kirtley, University of Minnesota School of Journalism and Mass Communication

The Ted Scripps Lectures, now in their 56th year, are presented to an invited audience of our graduating class, alumni and donors. During the period of the self-study, Scripps speakers have included syndicated columnist Leonard Pitts, Leila Fadel and Mandelit del Barco of NPR, Zack Greenburg of *Forbes*, Keith Garvin of ABC News and KPRC-TV (Houston), Jill Leovy of the *Los Angeles Times* and Stephen Stirling of New Jersey Advance Media. The 2020 Scripps Lecturer will be Paula Kerger, president and CEO of PBS.

Other public events are arranged serendipitously when important professionals and scholars visit campus or community. These have included Dean Baquet, Katherine Boo, Ira Glass and Jay Rosen.

We operate the Reynolds Community Podcasting Studio in UNR's downtown Reno facility, the InNEVation Center (not a typo, rather a play on Nevada), for community members and nonprofits to produce podcasts and other forms of audio production, such as oral history and language preservation.

In June 2020 the school will host the global conference of the International Society of Weekly Newspaper Editors on the UNR campus. RSJ faculty will lead and participate in workshops with ISWNE members.

2. In a digital file, list examples of professional and public service activities undertaken by members of the faculty in the past six years (before the self-study year). Limit to five

examples per faculty member. The unit has the option of providing a complete list in a separate digital file. Do not include service to the unit or institution; this information should be presented in Standard 1.

A list of professional and public service activities undertaken by RSJ faculty is included in the Appendix under Standard 8.

3. Describe the unit's contact with alumni, professionals and professional organizations to keep curriculum and instruction, whether online or on-site, current and to promote the exchange of ideas. Contact may include alumni and professional involvement in advisory boards, curriculum development, guest speaking, placement, internships, and fundraising. Provide advisory board members' names and contact information.

Alumni and professionals, often one and the same in our case, are regularly engaged with the school to keep curriculum and instruction current and to provide a sense of contemporary communication practice and culture. Our Dean's Advisory Council meets each semester (members are listed below). Professionals, some of whom are also DAC members, participate in portfolio reviews during the academic year. Many also speak in classes, supervise internships and network with students in their job searches.

The RSJ has an active fundraising program, with a full-time director of development. We are involved in the campus-wide Campaign for the New Nevada, a comprehensive development campaign with a goal of $500 million (between the "silent phase" launch in 2013 and the campaign conclusion at the end of 2020).

Dean's Advisory Council members:
- Ann Burns, promotion manager, KTVN-TV: aburns@ktvn.com
- Wendy Damonte, VP for advocacy and community partnerships, Renown Health: wdamonte@renown.org
- Brian Duggan, executive editor, *Reno Gazette Journal*: bduggan@reno.gannett.com
- Rob Gaedtke, president and CEO, KPS3: rob@kps3.com
- Valerie Glenn, CEO and principal (retired), The Glenn Group: valerierglenn@outlook.com
- Jamie Kingham, owner, Jamie Kingham Photography: info@jamiekingham.com
- Season Lopiccolo, founder and COO, Noble Studios: season.lopiccolo@noblestudios.com
- Atul Minocha, partner and CMO, Chief Outsiders: aminocha@chiefoutsiders.com
- Marlene Olsen, principal strategist, GoodStanding: marlene@goodstandingoutreach.com
- Lynn Purdue, partner, Purdue Marion & Associates: lynn@purduemarion.com
- Caren Roblin, digital strategist, DailyStory: carenroblin@gmail.com
- Katie Romanko, program manager, Economic Development Agency of Western Nevada: romanko@edawn.org
- Barry Smith, executive director (retired), Nevada Press Association: barrynv@gmail.com
- Amanda Thiebaud-Horn, senior VP for communications, Nevada Museum of Art: amanda.horn@nevadaart.org
- Abbi Whitaker, owner and president, The Abbi Agency: abbi@theabbiagency.com

4. Describe the unit's methods for communicating with alumni, such as newsletters or other publications. Provide the web link for communication during the previous academic year or provide print copies in the workroom.

The Reynolds School communicates regularly with alumni through a variety of channels. Our communications and marketing specialist and her student assistants manage social media messaging over Instagram, Facebook, Twitter and LinkedIn. Note the links below:
Instagram: instagram.com/rsjnevada
Facebook: facebook.com/ReynoldsSchool
Twitter: twitter.com/RSJNevada
LinkedIn: www.linkedin.com/school/rsjnevada.

We provide news about the school and promote events on the RSJ website: journalism.unr.edu. (The website is 100% accessible to Web Content Accessibility Guidelines 2.0 Level AA standards.)

At the end of fall and spring semesters, we produce RSJ "Semester in Review" videos that are shared through social media and the website, as well as distributed within an "e-newsletter" sent to an alumni list of about 2,200 people. Here is a link to our spring 2018 semester review video, which received a "Silver Spike Award of Excellence for Audio, Video and Webcasts" from the Sierra Nevada PRSA Chapter:
https://vimeo.com/272618439

5. Describe the unit's support of scholastic (high school) journalism, including workshops, visiting lectures, critiques of student work, etc.

The RSJ supports scholastic journalism in several ways. As noted above, we hold an annual High School Journalism Day in Las Vegas (which has attracted middle-school students as well) and plan to add a similar event in Reno this spring. We also partner with local Spanish Springs High School, which has been designated a Signature Academy for communication by the Washoe County School District. SSHS students visit the RSJ each year to sit in on classes and get critiques from RSJ student journalists, and RSJ faculty and the dean travel to Spanish Springs to meet with students as early as ninth grade to expose them to opportunities available at the Reynolds School.

It's worth noting that Professor Patrick File worked with the Nevada Press Association and legislators to push for enactment of "New Voices" legislation in 2017 that expands free expression rights for scholastic journalists in Nevada. He received the press association's First Amendment Champion Award for his work and continues to speak to student journalists and their advisors at RSJ events about their rights.

Part II, Standard 9. Assessment of Learning Outcomes

Executive summary:

The Reynolds School's Assessment Plan sets forth our program for assessment of student learning outcomes and defines the school's learning goals. We employ three direct measures: a pre- and post-test of student knowledge related to core courses; professional reviews of student portfolio work; and employer evaluations of student internships. In addition, we gather and evaluate data from several indirect measures: retention and graduation rates; student placement patterns; student performance in contests and competitions; and senior exit surveys and interviews. The school has closed the loop by using assessment findings to improve curriculum and instruction in numerous ways during the period of the self-study. This includes, among other changes: a renewed stress on writing across all curricular emphases, addition of a new reporting course, addition of a grammar test and restoration of an introductory conceptual course. The RSJ Assessment Committee has also worked to strengthen our assessment processes and instruments. Journalism and mass communication professionals, many of whom are alumni, are actively engaged in the assessment process, as portfolio reviewers, internship supervisors and as members of our Dean's Advisory Council. RSJ students have won regional and national awards, as individuals and as teams, during the period of the self-study.

Please respond to each of the following instructions:

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

The RSJ Assessment Plan is included in the Appendix, under both Standards 2 and 9. This latest revision was approved by the faculty on December 12, 2018. It took effect the following semester, spring 2019.

The Assessment Committee is preparing a revision for faculty consideration during fall 2019. The revision will address curricular changes that come into play in spring 2020 when JOUR 207 is removed from the core and the new JOUR 307 class will be first offered and will become a locus of portfolio review. It will also address how to incorporate assessment in the practicum class, JOUR 416, which since spring 2019 has been available as an alternative to the internship requirement.

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.

Definition of our goals for learning is incorporated into the Assessment Plan, on pages 1-5.

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

<div align="center">Collection and reporting of data</div>

From the Assessment Plan (p. 6):
To assess the extent to which students achieve our stated learning goals, the Reynolds School employs the following *direct measures*:

- **Pre-test/post-test.** Administered every fall and spring semester for students in our introductory reporting and writing course, JOUR 107, then again for graduating seniors toward the end of each semester. This provides a gauge of students' knowledge of topics related to core courses.

- **Professional reviews.** At least once each academic year, media professionals evaluate a random selection of student assignments from JOUR 207, Words and Numbers, using rubrics provided by the Reynolds School and factoring in relevant elements of ACEJMC's competencies and values. (Note that JOUR 207 will be removed from the core effective spring 2020, to be replaced by writing courses in each emphasis. The professional reviews will then shift to the required writing courses. This will be addressed in the forthcoming revision of the Assessment Plan, mentioned above.) In addition, student work is regularly critiqued by outside professionals in several higher-level courses.

- **Internship evaluations**. Every student majoring in journalism is required to complete an internship or practicum. Internship performance is evaluated using learning goals that are aligned with ACEJMC's 12 principles. (Assessment of the practicum option will be addressed in the forthcoming revision of the Assessment Plan.)

In addition to the direct measures listed above, the Reynolds School gathers and evaluates data from several *indirect measures*. These include:

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

<div align="center">How the unit used analysis of the data</div>

The Reynolds School has a standing Assessment Committee, appointed by the dean and comprised of faculty. Per our Assessment Plan (p. 6), the committee "is charged with ensuring that appropriate data are collected, organized and analyzed and sharing observations and recommendations with faculty, including the Reynolds School Curriculum Committee."

The committee oversees data gathering and analysis, reports findings to the faculty, and coordinates with school leadership and the RSJ Curriculum Committee to bring forth recommendations for improving curriculum and instruction. The committee also regularly reviews assessment processes and instruments, and suggests revisions where necessary (such as a revised rubric to assess writing), to increase the effectiveness of the Reynolds School's program of assessment.

During the period of the self-study, the school used our analysis of assessment data in numerous ways to close the loop and improve curriculum and instruction. A summary of these actions follows:

- A renewed stress on writing across all RSJ curricular emphases was approved by the faculty in AY 2018/2019 as part of a curricular update, several years in the making, in response to ongoing concern about writing deficiencies noted in professional reviews, internship-placement feedback, and by the Dean's Advisory Council
    - Notably, our JOUR 207 core course, a survey overview of writing for news and strategic communication, will be removed from the required "First Four" in spring 2020, to be replaced by writing-intensive classes in each emphasis area (as noted in Standard 2)
    - More long-form writing was added to JOUR 361 in response to feedback from professional reviews
- A new course on news reporting (JOUR 307) will be added to the News, Broadcasting and Documentary emphasis, effective spring 2020, in response to professional reviewer concerns about writing samples that showed students conflating reporting and public relations writing
- The curricular revision includes added structure, in the form of more required classes, in response to student comments in the exit survey that some needed more guidance and depth than had been previously provided in RSJ's traditionally flexible curriculum
- A grammar test was added in JOUR 107 in 2016 after professional reviews noted many students were using incorrect grammar and AP style
- A weekend workshop on workplace professionalism and time management was added in fall 2018 to the required internship class (JOUR 499) in response to employer comments in internship evaluations about student problems as well as student concerns, expressed in their self-reporting, about being unprepared for professional settings
- A module on data journalism was added to JOUR 207 in fall 2017 after concerns were raised in portfolio reviews that students lacked proficiency in numeracy (that module will shift to JOUR 107 in spring 2020 when JOUR 207 is removed from the "First Four")
- Additional modules on math were added to the RSJ's JFIT academic bootcamp in 2016 after retention data showed RSJ fall-to-fall retention rates for the camp were below those of other UNR colleges in the FIT, for Freshman Intensive Transition program (by 2019, the JFIT program had a fall-to-fall retention rate higher than the UNR average, 88.9% compared to 85.7% campus-wide)
- We restored our JOUR 101 conceptual introductory course in fall 2019, which had been removed from the core several years earlier, in large part because curricular mapping undertaken by the Assessment Committee found insufficient attention in the curriculum for the Professional Value and Competency related to history, for students who did not take the elective JOUR 413 History of Journalism course (the 101 class was brought back as JOUR 103 for reasons having to do with articulation of coursework with other NSHE schools)

- The Curriculum Committee has recommended that an additional breadth requirement be incorporated for all RSJ students, Philosophy 102: Critical Thinking and Reasoning, based on feedback from internship placements and professional reviewers about deficiencies in critical thinking and problem-solving skills (the faculty will consider this recommendation in fall 2019)

The annual reports of the Assessment Committee since AY 2013/14 are included in the Appendix under Standard 9. They indicate that during the six-year review period the committee has, in addition to considering assessment data and its implications for program improvement, devoted much consideration to ways to strengthen our assessment processes and instruments.

Some examples of program improvement:
- 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)

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

Numerous journalism and mass communication professionals are involved each semester, many of them our alumni, in the assessment process. Many serve as supervisors of internship placements, some participate in portfolio reviews, and others are members of the Dean's Advisory Council (DAC), which meets every semester to discuss student performance. (DAC members often supervise interns and review portfolios as well as serving on the council.)

5. In a digital file, list 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.

Student awards are listed in the Appendix under Standard 9.

6. In a digital file, list by specialty each member of the graduating class of 2015 and those graduates' current jobs. If practical, 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 profession and to improve curriculum and instruction.

Information on the graduating class of 2015 is included in the Appendix under Standard 9.

Graduates are tracked centrally by UNR's Office of Alumni Relations; that data is available to the school through a shared data base. The UNR Career Center conducts annual surveys of graduates and makes that data available to units in aggregate form. The RSJ also participates in the enrollment surveys sponsored by ASJMC and conducted every two years, currently by Texas Tech. In addition, RSJ communication and development staffers track our alumni through information posted on LinkedIn and other social media channels.

Standard 1: Mission, Governance & Administration

Reynolds School of Journalism and Center for Advanced Media Studies
Mission Statement
Revised August 22, 2019

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.

**Donald W. Reynolds School of Journalism
and Center for Advanced Media Studies**

Strategic Plan

Note: This Strategic Plan was approved by the faculty on November 17, 2017, replacing the previous plan that was approved by faculty on February 15, 2013 (as a revision and update of the 2003 strategic plan with 2005 addendum).

This Reynolds School Strategic Plan is built upon the following goals, determined in collaboration with faculty, staff and students; UNR academic leadership; and RSJ external stakeholders, including the Dean's Advisory Council:

- Enhance recruitment and retention strategies to build undergraduate and graduate student enrollment

- Develop innovative new academic programs to promote student success and foster a culture of diversity and inclusion

- Enhance a culture of scholarship and boost research productivity

- Build professional and public partnerships for experiential learning and experimentation in media practice, and for community engagement and public service

- Increase and enhance fundraising activities

These goals will be attained by pursuing the strategic objectives described below. Progress toward the goals will be reviewed annually by the RSJ faculty and staff.

Goal 1: Enhance recruitment and retention strategies to build undergraduate and graduate student enrollment

Strategic objectives:
- Increase resources and programs devoted to recruitment and retention, as well as to diversity, equity and inclusion
- Improve recruitment efforts through the RSJ website, social media and online marketing, incorporating the School's diverse voices and cultures
- Build pipelines to high schools throughout the region with active student media programs and populations of underrepresented students
- Improve retention through expanded advising services and year-round JOUR110 class
- Enhance existing and add new boot camps (e.g. NPR, JFIT, motion graphics)

Goal 2: Develop innovative new academic programs to promote student success and foster a culture of diversity and inclusion

Strategic objectives:
- Develop undergraduate major track in bilingual and multicultural media
- Establish a rotating Media Technology chair to infuse programs with leading-edge techniques and tools
- Enhance interdisciplinary partnerships across campus (e.g. health communication, Spanish for the Professions, science communication, Communication Studies, entrepreneurship center)
- Increase global connections with international institutions and faculty, and support study-abroad initiatives
- Remodel RSJ 304 as flexible classroom to enable new teaching methods
- Provide faculty and staff training to enhance climate of diversity, equity and inclusion

Goal 3: Enhance culture of scholarship and boost research productivity

Strategic objectives:
- Develop interdisciplinary and joint doctoral program partnerships
- Leverage CAMS to promote development of faculty research capacity and collaboration
- Expand external grant seeking
- Increase applied- and engaged-research and professional-development activities
- Increase level of research dealing with topics of diversity, equity and inclusion

Goal 4: Build professional and public partnerships for experiential learning and experimentation in media practice, and for community engagement and public service

Strategic objectives:
- Utilize Reynolds Community Podcasting Studio for community engagement activities, particularly with communities of color
- Leverage new KUNR relationship for added public service, community engagement and experimentation with media practice
- Develop Reynolds Media Lab as the RSJ engagement/partnership hub
- Establish regular series of Latino community events through Noticiero Móvil
- Build an alumni network for professional partnerships and student opportunities

Goal 5: Increase and enhance fundraising activities

Strategic objectives:
- Improve and increase contact with alumni and friends
- Increase contact with mid-level donors to boost giving
- Identify and cultivate new major gift (including Planned Giving) prospects
- Expand and diversify Dean's Advisory Council
- Identify new foundation grant sources

Standard 2: Curriculum & Instruction

Reynolds School of Journalism
University of Nevada, Reno
Assessment Plan

MISSION AND OBJECTIVES
The community of professionals and scholars in the Reynolds School of Journalism is dedicated to advancing the practice and knowledge of journalism, strategic communications, graphic design and other fields of media. In this pursuit, we remain faithful to the enduring principles of professional media — analytical thinking, clear writing, compelling presentation, ethical behavior and sophisticated use of technology and research. Objectives are directly aligned with core values and competencies established by the Accrediting Council on Education in Journalism and Mass Communication, and are tailored to fulfill overlapping assessment expectations of the University of Nevada, Reno.

This assessment plan describes the steps established for ensuring that RSJ students explore all 12 core values and competencies.

LEARNING GOALS AND OBJECTIVES
Our assessment plan is anchored by 12 curricular learning goals with corresponding objectives that are compatible with ACEJMC's recommended values and competencies. They include the following:

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.

Learning Objective 2: Students will demonstrate awareness of the five rights protected by the First Amendment.

Learning Objective 3: Students will demonstrate knowledge of the main areas of First Amendment law, including libel, obscenity, prior restraint and commercial speech.

> **Goal 1: Courses targeted**
> - 107 Fundamentals
> - 108 Design
> - 207 Words/ Numbers
> - 305 Media Ethics
> - 401 First Amendment
> - 499 Internship
> ----
> *Overlap with UNR Silver Core Curriculum Objectives:*
> 7. Artistic composition, interpretation and expression
> 8. Constitution

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 up to today's media environment.

> *Learning Objective 1*: Students will demonstrate knowledge of the history of the press, including landmark events and influential figures.
>
> *Learning Objective 2*: Students will demonstrate awareness of historical trends and practices different from and similar to today's media profile.

Goal 2: Courses targeted
- 103 Media and Society
- 107 Fundamentals
- 305 Media Ethics
- 401 First Amendment

Overlap with UNR Silver Core Curriculum Objective:
5. History and culture

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 voices and experiences.
>
> *Learning Objective 2*: Students will demonstrate sensitivity to and understanding of the cultures, histories, perspectives, and socio-economic and political characteristics of diverse groups.
>
> *Learning Objective 3*: Students will demonstrate an ability to engage members of diverse groups over issues of community interest.

Goals 3 and 4: Courses targeted
- 103 Media and Society
- 107 Fundamentals
- 207 Words/Numbers
- 208 Images/Sounds
- 305 Media Ethics
- 401 First Amendment
- 499 Internship

Overlap with UNR Silver Core Curriculum Objectives:
6. Cultures, societies and individuals
10. Diversity and equity
11. Global contexts

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.
>
> *Learning Objective 2*: Students will demonstrate visual literacy in creating photographs, video, web products and other digital content that communicate the essence of storytelling clearly and effectively, with an awareness of and an adherence to ethical standards.

Goal 5: Courses targeted
- 108 Design
- 207 Words/ Numbers
- 208 Images/Sounds
- 305 Media Ethics
- 499 Internship

Overlap with UNR Silver Core Curriculum Objectives:
7. Artistic composition, interpretation and expression
9. Science, technology and society

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 codes of ethics and standards of truth and their historical development.
>
> *Learning Objective 2*: Students will demonstrate an ability to anticipate and recognize ethical issues when they arise and to reason through them, while taking multiple perspectives into account.

Goal 6: Courses targeted
- 107 Fundamentals
- 108 Design
- 207 Words/ Numbers
- 208 Images/Sounds
- 305 Media Ethics
- 401 First Amendment
- 499 Internship

Overlap with UNR Silver Core Curriculum Objective:
12. Ethics

> *Learning Objective 3*: Students will demonstrate an ability to explain their ethical reasoning about a particular dilemma in terms that can be understood by a diverse group of people.
>
> *Learning Objective 4*: Students will be able to demonstrate an understanding of diversity's impact on the credibility and civic purpose of professional media practice. Students will gain the knowledge and skills to incorporate multiple perspectives and represent diverse stakeholders equitably and accurately.

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 in the work of others.
>
> *Learning Objective 2*: Students will demonstrate media literacy in discerning the authenticity and value of various forms of media.

Goal 7: Courses targeted
- 103 Media and Society
- 107 Fundamentals
- 108 Design
- 207 Words/ Numbers
- 208 Images/Sounds
- 305 Media Ethics
- 401 First Amendment
- 499 Internship

Overlap with UNR Silver Core Curriculum Objective:
3. Critical analysis and use of information

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

Learning Objective 2: Students will develop their ability to assess the soundness of information gathered, whether for their own work or the work produced by others, effectively applying tools and techniques for verification.

> **Goal 8: Courses targeted**
> - 103 Media and Society
> - 107 Fundamentals
> - 207 Words and Numbers
> - 305 Media Ethics
> - 401 First Amendment
> - 499 Internship
> ----
> *Overlap with UNR Silver Core Curriculum Objectives:*
> 2. Quantitative reasoning
> 3. Critical analysis and use of information
> 4. Physical and natural phenomena

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.

Learning Objective 3: Students will demonstrate an ability to use styles and forms appropriate to their chosen communication profession – whether promotional campaigns or news content, whether in print, broadcast, social media or other emerging forms.

> **Goal 9: Courses targeted**
> - 103 Media and Society
> - 107 Fundamentals
> - 207 Words and Numbers
> - 305 Media Ethics
> - 401 First Amendment
> - 499 Internship
> ----
> *Overlap with UNR Silver Core Curriculum Objective:*
> 1. Effective composition and communication

Learning Objective 4: Students will demonstrate ability to fashion stories that flow well across multimedia forms to engage diverse consumers.

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.
>
> *Learning Objective 2*: Students will demonstrate techniques and practices that re-inforce fidelity to facts, truth, proper context, fairness and accuracy.
>
> *Learning Objective 3*: Students will cultivate fundamental language skills, including consistent competencies in grammar, punctuation and style.

Goal 10: Courses targeted
- 107 Fundamentals
- 108 Design
- 207 Words/ Numbers
- 208 Images/Sounds
- 305 Media Ethics
- 401 First Amendment
- 499 Internship

Overlap with UNR Silver Core Curriculum Objectives:
13. Integration and synthesis
14. Application

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.
>
> *Learning Objective 2*: Students will demonstrate ability to perform basic calculations and apply basic numerical and statistical concepts.

Goal 11: Courses targeted
- 108 Design
- 207 Words and Numbers
- 208 Images and Sounds

Overlap with UNR Silver Core Curriculum Objective:
2. Quantitative reasoning

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.
>
> *Learning Objective 2*: Students will demonstrate ability to use a range of technical software and hardware tools to gather, develop and distribute content.

Goal 12: Courses targeted
- 108 Design
- 207 Words and Numbers
- 208 Images and Sounds
- 499 Internship

Overlap with UNR Silver Core Curriculum Objectives:
1. Effective composition and communication
9. Science, Technology and Society

ASSESSMENT MEASURES

To assess the extent to which students achieve our stated learning goals, the Reynolds School employs the following *direct measures*:

- **Pre-test/post-test.** Administered every fall and spring semester for students in our introductory reporting and writing course, Jour 107, then again for graduating seniors toward the end of each semester. This provides a gauge of students' knowledge of topics related to core courses.

- **Professional reviews.** At least once each academic year, media professionals evaluate a random selection of student assignments from JOUR 207, Words and Numbers, using rubrics provided by the Reynolds School and factoring in relevant elements of ACEJMC's competencies and values. Additionally, student work is regularly critiqued by outside professionals in several higher-level courses.

- **Internship evaluations**. Every student majoring in journalism is required to complete an internship. Their performance is evaluated using learning goals that are aligned with ACEJMC's 12 principles.

In addition to the direct measures listed above, the Reynolds School gathers and evaluates several *indirect measures*. These include:

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

ASSESSMENT PROCESS

The Reynolds School has a standing Assessment Committee. This committee is charged with ensuring that appropriate data are collected, organized and analyzed and sharing observations and recommendations with faculty, including the Reynolds School Curriculum Committee.

Standard 3:
Diversity & Inclusiveness

DIVERSITY PLAN

**Donald W. Reynolds School of Journalism and
Center for Advanced Media Studies
University of Nevada, Reno**

Approved by the faculty, August 22, 2019 (as revision and update of previous plans, adopted in 2000, 2013 and 2018)

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.

Purpose

The Donald W. Reynolds School of Journalism and Center for Advanced Media Studies is committed to diversity, equity and inclusion. Central to our mission is the goal of fostering social, cultural and intellectual diversity – within the Reynolds School and across the campus and the state. We seek to serve as a change agent: to address and enhance diversity through our curricula as well as through our public scholarship and outreach efforts. Reynolds School students will develop knowledge, skills and talents that contribute to more meaningful and diverse content, whether in news, strategic communication or other forms of media. Further, another outcome of our efforts should be a more diverse professional workforce.

The RSJ mission in this regard reflects the mission of the University of Nevada: to respect and seek to reflect the gender, ethnic, cultural, and ability diversity of the citizens of Nevada in our academic and support programs, and in the composition of our faculty, administration, staff, and student body. Our faculty and staff work collaboratively to fulfill this mission, with a standing Diversity Committee, appointed by the Dean, and a student advisory panel, providing oversight and leadership.

Background

The university's distinct obligations as a land-grant institution committed to respecting and reflecting the gender, ethnic, cultural, and ability/disability diversity of the citizens of Nevada are considered a "core value" of the university. This is also reflective of the Accrediting Council for Education in Journalism and Mass Communication (AEJMC), our national accrediting body; ACEJMC includes Diversity and Inclusiveness as one of its nine accrediting standards. The RSJ has made significant progress in its efforts to achieve gender and ethnic balance within its faculty and staff ranks, and within its student body, as well as to create a culture and climate of inclusion.

This Diversity Plan builds upon and updates a plan that was first adopted by the RSJ faculty in October 2000, with revision in 2013 and 2018, and incorporates best practices of our peer programs and of University of Nevada, Reno units. The plan includes the School's working

definition of diversity, and is structured to achieve several diversity goals, which are incorporated into the School's Strategic Plan (updated most recently on November 17, 2017):

1. Develop innovative academic programs to promote student success and foster a culture of diversity and inclusion

2. Recruit and retain diverse faculty and staff

3. Recruit and retain diverse students

4. Provide professional development for faculty and staff to develop and enhance cultural competence

In these four areas, the plan details the RSJ's goals, what the School has done and is currently doing, as well as proposed ideas. We identify a mix of strategies and actions; some in place and some attainable. This plan is a dynamic document: to be reviewed, assessed and revised.

RSJ Definition of Diversity

The RSJ defines diversity in terms of respecting and valuing differences among individuals and groups. We embrace a rich mix in the composition of our student body, staff and faculty as an essential aspect of the school community.

We seek to be active, in terms, for example, of recruiting more students and faculty of color. And we seek to be reactive, to prevent discrimination or bias.

We embrace differences in many dimensions -- beyond race, ethnicity, and sexual orientation – to also encompass religion, belief systems, physical ability, country of origin, experience of trauma, and other aspects of social diversity. We recognize that categories of difference are not always fixed but can be fluid and may change over time.

We recognize that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others.

We agree that everyone is diminished if all are not represented, and we believe that as a result of recognizing diversity we are all changed. We are not "helping" others, but rather are being helped and transformed ourselves as part of the process.

We believe that the School honors diversity by operating in a consistent manner toward:

- Providing a supportive learning environment in which to challenge assumptions for all groups in our student body, faculty, staff and visitors.

- Demonstrating mutual respect for qualities and experiences that are different from our own.

- Attracting and retaining diverse faculty, staff, and students.

- Challenging stereotypes and encouraging on-going examination of cultural values.

Goal 1: Develop innovative academic programs to promote student

success and foster a culture of diversity and inclusion

Strategies:

- The Diversity Committee shall regularly review diversity focused academic programs and make recommendations to the faculty and School leadership on areas for improvement
- The Diversity Committee, for reporting purposes, shall regularly review syllabi and student learning objectives for diversity relevant content and student learning outcomes, and report to the dean and the faculty on areas in need of emphasis.
- The committee shall make recommendations to faculty on increasing the School's global connections

- The committee shall counsel and make recommendations to faculty on speakers and relevant campus events that provide multiple perspectives, to be integrated into RSJ classes, ongoing RSJ events and the various speaker series.

- The committee shall work with the Assessment Committee to devise measures for the School's assessment plan that ascertain student learning on diversity issues.

- The committee shall convene a student advisory committee to provide feedback to the faculty and School leadership on relevant curricular and programmatic issues.

Goal 2: Recruit and retain diverse faculty and staff

Strategies:

- The dean's charge for each search committee shall include diversity language in the position announcement, appointment of a Diversity Advocate, discussion of nationally recognized best practices for recruiting diverse applicants and development of a networking strategy above and beyond traditional search advertising.

- When necessary, at the recommendation of UNR Human Resources, each search committee shall explore additional options for increasing the diversity of the applicant pool.

  To strengthen retention, the dean associate dean and faculty shall offer robust support and guidance to faculty navigating tenure-track processes, utilizing the RSJ Faculty Mentoring Policy
- The dean annually reviews overall recruitment patterns and results, and reports findings to the faculty. Effective efforts to diversify faculty and staff are recognized and efforts that fall short are identified for improvements.

- The dean and faculty shall reach out to graduate students of color at academic and professional conferences, to encourage them to apply for RSJ faculty positions.

- The associate dean shall confer with faculty and networks with alumni, Dean's Advisory Council members and professionals to recruit a diverse pool of LOA instructors.

Goal 3: Recruit and retain diverse students

Strategies:

- The dean and recruitment/retention coordinator shall utilize UNR's Slate prospective–student data base to target underrepresented students
- The dean and recruitment/retention coordinator shall attend recruitment events coordinated by the university, particularly those in targeted areas with diverse populations.

- The School shall sponsor events that attract underrepresented students, such as hosting High School Journalism Days in Las Vegas and Reno, and partnering with the Washoe School District's Signature Academies.
- The School shall sponsor events that enhance professional opportunities for underrepresented students, such as the RSJ's Next Generation Radio Nevada program in partnership with NPR.

- The School shall promote retention by connecting underrepresented underclassmen with successful upperclassmen and graduate students through the RSJ Mentor Program, managed by the recruitment/retention coordinator, and through JFIT.

- The School shall create web and social–media content that speaks to prospective students of color, to promote recruitment and retention, including content in Spanish.

- The Graduate Studies Committee shall work to network and develop relationships with institutions that have diverse student populations (such as historically Black universities and universities with large Hispanic populations), to promote recruitment of diverse graduate students.

Goal 4: Provide professional development for faculty and staff to develop and enhance cultural competence.

Strategies:
- The Diversity Committee shall recommend to the dean topics (and presenters) for professional development activities related to diversity, which may be funded from the RSJ's Semenza Endowment if there is an instructional component.

- The Diversity Committee shall recommend to the dean the names of thought leaders from our constituent professional specialties, who endorse and implement diverse practices, for invitation to campus to present to faculty, staff, students and the professional community.

- The dean shall support faculty and staff travel to academic and professional conferences with diversity content, and faculty attending such conferences shall report back to the dean and faculty about innovative approaches that may be considered and applied in the RSJ.

Standard 6:
Student Services

University of Nevada, Reno

University General Course Catalog 2018-2019

ARCHIVED CATALOG: LINKS AND CONTENT ARE OUT OF DATE. CHECK WITH YOUR ADVISOR.

Journalism, B.A.

Description

The Bachelor of Arts with a major in Journalism has a strong professional orientation in news, strategic communications and visual communication across all media platforms. Journalism is also an excellent double major as the program is flexible and provides media skills applicable to many professions. We prepare students for success and leadership in emerging media sectors through our teaching, research, creative activity, and engagement with the media professions and the community. Our educational emphasis is high tech, high touch, experiential and ethical. Further information can be obtained on the School of Journalism website: http://journalism.unr.edu

http://www.unr.edu/assessment/plans-and-forms/journalism/journalism-ba

Contact Information

301 Reynolds School of Journalism
(775) 784-6531

Paul Mitchell (recruitment, retention) - pmitchel@unr.edu
Jean Dixon (all journalism and transfer student advising)- jdixon@unr.edu
Sally Echeto (graduating seniors) - echeto@unr.edu
Donica Mensing (Associate Dean) – dmensing@unr.edu

Transfer to the University of Nevada, Reno

Use the transfer agreement and the degree planner (available by clicking [icon] at the top right of this page) to build your plan for graduation with your advisor. Course substitutions not identified on the transfer agreement require UNR advisor approval.

If a major-to-major transfer agreement is not available for your transfer institution, please check the General Core agreement if available. If neither is available, access established transfer course equivalencies to assist in your planning.

Admission Requirements

Students may declare "pre-major" status in journalism to indicate an interest in the degree. Official acceptance into the major occurs after the student has completed the following four courses with a C or better and an overall 2. 5 GPA (in journalism and at the university overall):
JOUR 107, JOUR 108, JOUR 207, and JOUR 208.

Graduation Requirements

Total Units	120
Cumulative GPA	2.5
University GPA	2.0
Major GPA	2.5
Residency Requirement	30 Upper-Division Units at UNR
Upper-Division Requirement	40 Upper-Division Units
Half Program Units/4 Year Institution	60 Units

I. Silver Core General Education Requirements (24-27 units)

NOTE: Refer to the Core Curriculum chapter of this catalog for information regarding the "Core English and Math Completion Policy ."

Students in this major must meet all Silver Core Objectives (CO1 through CO14). Courses satisfying Core Objectives are designated (e.g., CO9) in General Catalog curricula and course descriptions.

A. Silver Core Writing and Prerequisite (3-6 units) - CO1, CO3

- ENG 101 - Composition I (3 units)
- ENG 102 - Composition II (3 units) CO1, CO3
  NOTE: ENG 100J may substitute for ENG 101.Students who place in ENG 102 are not required to complete ENG 101 or ENG 100J.

B. Silver Core Mathematics and Prerequisite (3 units minimum) - CO2

- APST 270 - Introduction to Statistical Methods (4 units) CO2 **OR**
- MATH 120 - Fundamentals of College Mathematics (3 units) CO2 **OR**
- STAT 152 - Introduction to Statistics (3 units) CO2 **OR**
  Refer to the Core Curriculum chapter for a list of approved CO2 courses.

C. Silver Core Natural Sciences (6 units minimum) - CO4, CO4L

At least one course must have an approved lab component. Refer to the Core Curriculum chapter for a list of approved CO4/CO4L courses.

D. Silver Core Social Sciences (3 units) - CO6

Refer to the Core Curriculum chapter for a list of approved CO6 courses.

E. Silver Core Fine Arts (3 units) - CO7

Refer to the Core Curriculum chapter for a list of approved CO7 courses.

F. Silver Core Humanities (6 units) - CO5

- CH 201 - Ancient and Medieval Cultures (3 units) CO5

- CH 202 - The Modern World (3 units) CO5 **OR**
- CH 212 - Science, Technology, and Society in the Modern Era (3 units) CO5, CO9

G. Silver Core Constitution (3 units) - CO8

- JOUR 401 - First Amendment and Society (3 units) CO8 (units counted in Major Requirement)

II. Additional Silver Core Requirements (12 units maximum)

Students must take courses that satisfy the following Core Objectives. Some or all of these Silver Core Objectives may be satisfied in the Major Requirements (Section IV). Refer to the Core Curriculum chapter in this catalog.

A. Science, Technology & Society Course - CO9

- JOUR 304 - Social Media and Society (3 units) CO9 (units counted in Major Requirement) **OR**
  Refer to the Core Curriculum chapter for a list of approved CO9 courses.

B. Diversity & Equity Course - CO10

- JOUR 481 - Race, Gender and Media (3 units) CO10 (units counted in Major Requirement) **OR**
  Refer to the Core Curriculum chapter for a list of approved CO10 courses.

C. Global Context Course - CO11

- JOUR 482 - International and Cross-Cultural Reporting (3 units) CO11 **OR**
  Refer to the Core Curriculum chapter for a list of approved CO11 courses.

D. Ethics Course - CO12

- JOUR 305 - Media Ethics (3 units) CO12 (units counted in Major Requirement)

E. Capstone Integration & Synthesis Course - CO13

Refer to the Core Curriculum chapter for a list of approved CO13 courses.

F. Application Course - CO14

- JOUR 499 - Professional Internship (1 to 3 units) CO14 (units counted in Major Requirement)

III. Additional College Requirements (4-8 units)

Students are required to take at least 72 units outside the School of Journalism to meet accreditation requirements. Besides silver course requirements and major requirements, students must also take:

A. Foreign Language (4-8 units)

Must demonstrate proficiency in a foreign language equal to a second-semester course level by:

(a) completion of a second-semester college course in a foreign language,
(b) placement examination or credit-by-examination through the Department of World Languages and Literatures.

Note(s):

- First-semester foreign language courses are prerequisites for the courses listed above.
- Four years of high school foreign language instruction does not satisfy this requirement.

- Students must complete a minimum of 40 upper-division credits to graduate. The journalism major requires 27 upper-division credits; this means another 13 credits of upper-division courses must be earned as part of the core curriculum or the minor requirement.

IV. Major Requirements (39 units)

The journalism major includes 21 journalism core units and 18 journalism elective units.
Twelve of the required 39 units must be earned in courses numbered 400-499.

A. Journalism Core (21 units)

- JOUR 107 - All Things Media: Foundations (3 units)
- JOUR 108 - All Things Media: Design (3 units)
- JOUR 207 - All Things Media: Words and Numbers (3 units)
- JOUR 208 - All Things Media: Images and Sounds (3 units)
- JOUR 305 - Media Ethics (3 units) CO12
- JOUR 401 - First Amendment and Society (3 units) CO8
- JOUR 499 - Professional Internship (1 to 3 units) CO14

B. Journalism Electives (18 units)

Students may take any upper-division journalism courses, not in the journalism core, to satisfy the journalism electives requirement. Overall, students must complete 6 upper-division electives, TWO of which must be at the 400-level.

Electives in the journalism major are organized by emphasis. We strongly advise students to select courses within an emphasis in a particular professional field (News, Strategic Communications, or Visual Design). We also encourage students to take one to three electives in a second emphasis depending on personal and professional career goals. We encourage students to talk with a faculty mentor when planning a path through the journalism major.

Many upper-division electives require prerequisites. Please plan your electives carefully to insure that you are prepared to take the 400-level courses you need to graduate. Some courses are taught every semester but others are only taught once a year or once every other year. Please check the class schedule on MyNevada for a list of those courses taught in a given semester. For a complete list of journalism courses and prerequisites, visit the Course Descriptions section in the online catalog.
The following list of electives is organized by emphasis.

News emphasis

- JOUR 312 - Web Video for Social Engagement (3 units)
- JOUR 313 - Photojournalism (3 units)
- JOUR 318 - Narrative: The Art of Storytelling (3 units)
- JOUR 319 - Data Journalism (3 units)
- JOUR 320 - Social Journalism (3 units)
- JOUR 402 - Business Journalism (3 units)
- JOUR 416 - Reynolds Media Lab Practicum (3 units)
- JOUR 418 - Magazine Writing (3 units)
- JOUR 423 - Newscast Production (3 units)
- JOUR 425 - Audio: Radio, Podcasting, and Beyond (3 units)
- JOUR 460 - News Studio (3 units)
- JOUR 462 - Documentary Filmmaking (3 units)
- JOUR 482 - International and Cross-Cultural Reporting (3 units) CO11
- JOUR 490 - Special Problems (different topics offered every semester)

Strategic Communications emphasis

- JOUR 351 - Principles of Strategic Communications (3 units)
- JOUR 361 - Writing for Strategic Communications (3 units)
- JOUR 430 - Media Selection for Strategic Communications (3 units)
- JOUR 432 - Creative Solutions for Strategic Communications (3 units)
- JOUR 433 - IMC Competition (3 units)
- JOUR 442 - Advanced Strategic Communications (3 units)
- JOUR 443 - Strategic Communications Campaigns Studio (3 units)
- JOUR 446 - Crisis Communication (3 units)

Visual Communications emphasis

- JOUR 300 - Visual Communication (3 units)
- JOUR 303 - Media Graphics (3 units)
- JOUR 308 - Web Design for Social Engagement: History and Contemporary Issues (3 units)
- JOUR 312 - Web Video for Social Engagement (3 units)
- JOUR 313 - Photojournalism (3 units)
- JOUR 354 - Game Design for Journalists (3 units)
- JOUR 416 - Reynolds Media Lab Practicum (3 units)
- JOUR 452 - Web Design for Media Professionals (3 units)
- JOUR 460 - News Studio (3 units)
- JOUR 462 - Documentary Filmmaking (3 units)

Additional Journalism Electives

- JOUR 304 - Social Media and Society (3 units) CO9
- JOUR 360 - Media and Politics (3 units)
- JOUR 413 - Media History (3 units) CO13
- JOUR 455 - Human Centered Design and Innovation (3 units)
- JOUR 481 - Race, Gender and Media (3 units) CO10
- JOUR 490 - Special Topics
  (Watch for new special topics courses every semester)

V. Minor Requirements (18-21 units)

Students may complete any minor approved by the University, except that students may not receive credit for both a minor and a major in the same discipline. Completion of a second major or degree approved by the university satisfies this requirement.

Journalism students are encouraged to consider a second major or double minor. With advance planning, many double majors can be completed within four years.

VI. Electives (13-23 units)

VII. Recommended Schedule

If you are considering a double major or double minor please make an appointment with a journalism advisor so we can assist in your selection of core curriculum courses.

A. First Year

First Semester (16 units)

- ENG 101 - Composition I (3 units)

- APST 270 - Introduction to Statistical Methods (4 units) CO2 **OR**
- MATH 120 - Fundamentals of College Mathematics (3 units) CO2 **OR**
- STAT 152 - Introduction to Statistics (3 units) CO2

- Foreign Language 111 (4 units)
- Fine Arts Course (3 units) CO7
- JOUR 107 - All Things Media: Foundations (3 units)

Second Semester (16 units)

- ENG 102 - Composition II (3 units) CO1, CO3
- Foreign Language 112 (4 units)
- Natural Sciences Course (3 units) CO4L
- Social Sciences Course (3 units) CO6
- JOUR 108 - All Things Media: Design (3 units)

B. Second Year

First Semester (15 units)

- JOUR 207 - All Things Media: Words and Numbers (3 units)
- CH 201 - Ancient and Medieval Cultures (3 units) CO5
- Natural Sciences Course (3 units) CO4 or CO4L
- Minor (6 units)

Second Semester (15 units)

- JOUR 208 - All Things Media: Images and Sounds (3 units)
- CH 202 - The Modern World (3 units) CO5
- Science, Technology & Society Course (3 units) CO9
- Minor (3 units)
- General Elective (3 units)

C. Third Year

First Semester (15 units)

- JOUR 305 - Media Ethics (3 units) CO12
- JOUR Emphasis course #1 (3 units)
- Minor course (6 units)
- Diversity & Equity Course (3 units) CO10

Second Semester (15 units)

- JOUR Emphasis course #2 (3 units)
- JOUR Emphasis course #3 (3 units)
- Global Context Course (3 units) CO11
- Minor course (3 units)

- General Elective (3 units)

D. Fourth Year

First Semester (15 units)

- JOUR 499 - Professional Internship (1 to 3 units) CO14 (3 units required)
- JOUR 401 - First Amendment and Society (3 units) CO8
- Capstone Integration & Synthesis Course (3 units) CO13
- JOUR Emphasis course #4 (3 units)
- Minor (3 units)

Second Semester (13 units)

- JOUR Emphasis course #5 (3 units)
- JOUR Emphasis course #6 (3 units)
- General Electives or Minor (7 units)

Navigating the Journalism Major

THREE STEPS TO GRADUATE

1

Take these four pre-major journalism courses.

JOUR 107: **All Things Media: Fundamentals**

JOUR 108: **All Things Media: Design**

JOUR 207: **Words and Numbers**

JOUR 208: **Images and Sounds**

2

Apply to the Journalism major and choose a track. You can mix and match courses across all tracks, but it's good to have a focus.

News: broadcast, print, digital, podcasting, long-form narrative, magazine, editorial

Strategic Communication: public relations, advertising, social media marketing

Visual Communication: graphics, user experience, video, photography, web

3

Take your last three journalism core courses (below) along with six upper division classes.

JOUR 305: **Media Ethics**

JOUR 401: **First Amendment and Society**

JOUR 499: **Professional Internship**

BY THE NUMBERS

7 core journalism courses you must take

6 upper division journalism courses of your choice

2 must be upper division journalism courses at the 400 level

39 number of credits needed for the journalism major

2.5 GPA you must have to graduate from the journalism major

QUESTIONS?

Book an appointment with RSJ Academic Advisor Jean Dixon on the advising page of the website or email her at jdixon@unr.edu

journalism.unr.edu/students/current-students/advising

journalism.unr.edu

Journalism Major: Choose your adventure

CORE | ALL STUDENTS

Required pre-major courses

JOUR 107: All Things Media: Fundamentals
JOUR 108: All Things Media: Design
JOUR 207: All Things Media: Words & Numbers
JOUR 208: All Things Media: Images & Sounds

Required major courses

JOUR 305: Media Ethics
JOUR 401: First Amendment & Society
JOUR 499: Professional Internship

All journalism majors take seven required core classes, plus six upper division journalism courses (two of which must be at the 400 level).

Select six courses in one track or a combination of tracks.

NEWS TRACK

Pre or co-requisites

JOUR 318: Narrative: The Art of Storytelling **or**
JOUR 319: Data Journalism

JOUR 312: Web Video for Social Engagement
JOUR 313: Photojournalism
JOUR 320: Social Journalism
JOUR 402: Business Journalism
JOUR 418: Magazine Writing
JOUR 423: Newscast Production
JOUR 425: Audio: Radio, Podcasting & Beyond
JOUR 455: Human Centered Design & Innovation
JOUR 460: News Studio: Noticiero Móvil
JOUR 482: International & Cross-Cultural Reporting

ADDITIONAL COURSES

JOUR 304: Social Media & Society
JOUR 360: Media & Politics
JOUR 413: History of Journalism
JOUR 416: Reynolds Media Lab Practicum
JOUR 481: Race, Gender & Media
JOUR 490: Special Topics

Watch for new special topic courses every semester!

STRATEGIC COMMUNICATION TRACK
(PUBLIC RELATIONS & ADVERTISING)

Prerequisite

JOUR 351: Principles for Strategic Communication

JOUR 361: Writing for Strategic Communication
JOUR 430: Media Selection for Strat Comm
JOUR 432: Creative Solutions for Strat Comm
JOUR 433: IMC Competition
JOUR 442: Advanced Strategic Communication
JOUR 443: Strategic Comm Campaigns Studio
JOUR 446: Crisis Communications

VISUAL COMMUNICATION TRACK

Prerequisite

JOUR 300: Visual Communication

JOUR 303: Media Graphics
JOUR 308: Web Design for Social Engagement
JOUR 312: Web Video for Social Engagement
JOUR 313: Photojournalism
JOUR 452: Web Design for Media Professionals
JOUR 460: News Studio: Documentary

REYNOLDS SCHOOL OF JOURNALISM / FOUR YEAR PLAN OUTLINE

FIRST YEAR

FIRST SEMESTER (16 UNITS)

- ENG 101 - Composition I (3 units) CO1
- Math course based on SAT/ACT/Accuplacer scores CO2
- Foreign Language 111 (4 units)
- Fine Arts (3 units) CO7, Social Science or Exploration course
- JOUR 107- All Things Media: Foundations (3 units) CO6

SECOND SEMESTER (16 UNITS)

- ENG 102 – Composition II (3 units) CO3
- Foreign Language 112 (4 units)
- Natural Sciences (3 units) CO4 or CO4L
- JOUR 108 w/lab - All Things Media: Design (3 units)
- Fine Arts, Social Science or Exploration course

SECOND YEAR

THIRD SEMESTER (15 UNITS)

- JOUR 207 w/lab- All Things Media: Words & Number(3 units)
- CH 201, CH 202 or 212, or CH 203 (3 units) CO5
- Natural Sciences (3 units) CO4 or CO4L
- Minor course (3 units)
- Minor course (3 units)

FOURTH SEMESTER (15 UNITS)

- JOUR 208 w/lab - All Things Media: Images & Sounds (3 units)
- CH 201, CH 202 or 212, or CH 203 (3 units) CO5
- Science, Technology & Society (3 units) CO9
- Minor (3 units)
- General Elective (3 units)

THIRD YEAR

FIFTH SEMESTER (15 UNITS)

- JOUR 305 - Media Ethics (3 units) CO12
- JOUR Emphasis #1 (3 units)
- Minor courses (6 units)
- Diversity & Equity Course (3 units) CO10

SIXTH SEMESTER (15 UNITS)

- JOUR Emphasis #2 (3 units)
- JOUR Emphasis #3 (3 units)
- Global Context Course (3 units) CO11
- Minor courses (6 units)

FOURTH YEAR

SEVENTH SEMESTER (15 UNITS)

- JOUR 401 - First Amendment and Society (3 units) CO8
- JOUR 499 - Professional Internship (3 units) CO14
- Capstone Integration & Synthesis (3 units) CO13
- JOUR Emphasis #4 (3 units)

EIGHTH SEMESTER (13 UNITS)

- JOUR Emphasis #5 (3 units)
- JOUR Emphasis #6 (3 units)
- General Electives or Minor (7 units)

GRADUATION UNITS/CREDITS CHECKLIST

- ☐ *120 total units for BA Journalism*
- ☐ *72 units outside Journalism*
- ☐ *40 upper-division units*
- ☐ *30 upper-division units at UNR*
- ☐ *60 units at 4-year institution*

The Reynolds School / Each Semester Plan

Name _____   **Student** _____
Date _____   **Advisor** _____ **Catalog Year___**

Graduation numbers

120 total units for BA Journalism: _____

  72 units outside Journalism: _____

  40 upper-division units: _____

  30 upper-division units at UNR: _____

  60 units at 4-year institution: _____

FIRST YEAR: SPRING

Class: _____ Credits:

Class: _____ Credits: ____

Class: _____ Credits: ____

Class_____ Credits: ____

Class: _____ Credits: ____

Optional:
Summer: _____Credits: ____
Summer: _____ Credits: ____

THIRD YEAR: FALL

Class: _____ Credits: ____

Class: _____ Credits: ____

Class: _____ Credits: ____

Class: _____ Credits: ____

Class: _____ Credits: ____

Optional:
Wintermester: _____ Credits: ____

THIRD YEAR: SPRING

Class: _____ Credits: ____

Class: _____ Credits: ____

Class: _____ Credits: ____

Class: _____ Credits: ____

Class: _____ Credits: ____

Optional:
Summer: _____Credits: ____
Summer: _____Credits: ____

FOURTH YEAR: FALL

Class: _____ Credits: ____

Class: _____ Credits: ____

Class: _____ Credits: ____

Class: _____ Credits: ____

Class: _____ Credits: ____

Optional:
Wintermester: _____ Credits: ____

FOURTH YEAR: SPRING

Class: _____ Credits: ____

Class: _____ Credits: ____

Class: _____ Credits: ____

Class: _____ Credits: ____

Class: _____ Credits: ___

If needed:
Summer: _____ Credits: ____
Summer: _____ Credits: ____

Bachelor of Arts in Journalism (2019-2020)

120 credits, minimum 2.5 CUM GPA and 2.5 Journalism GPA required

Silver Core General Education Requirements

(CO1 + CO3) Composition, 6 credits – two required

ENG 101 Composition I, or ENG 100I – Composition Studio
(Students who place in ENG 102 do not take ENG 101 or 100I)
ENG 102 – Composition II

(CO2) Mathematics or Statistics, 3 credits – one required
Based on SAT/ACT or Accuplacer score – see CO2-verified courses

(CO4 + CO4L) Physical & Natural Sciences, 6 credits – two required
Take one CO4 – with mini-lab experiences and one CO4L (lab)
BIOL 100A – Principles of Biology lecture
ENV 101 – Introduction to Environmental Science + CO9
OR - you can take two, CO4L courses
ANTH 102 - Introduction to Physical Anthropology
AST 109 - Planetary Astronomy
AST 110 - Stellar Astronomy
ATMS 117 - Meteorology
ATMS 121 - Climate Change and Environmental Impacts (4 units)
BIOL 100 - Biology: Principles and Applications
CHEM 121A - General Chemistry I (3 units) **AND**
CHEM 121L - General Chemistry Laboratory I (1 unit)
CHEM 122A - General Chemistry II (3 units) + CO9 **AND**
CHEM 122L - General Chemistry Laboratory II (1 unit) + CO9
GEOG 103 - Physical Geography of the Earth's Environment
GEOG 121 - Climate Change and Environmental Impacts (4 units)
GEOL 100 - Earthquakes, Volcanoes, and Natural Disasters
GEOL 101 - General Geology (4 units)
NUTR 121 - Human Nutrition
PHYS 100 - Introduction to Physics
PHYS 151 - Gen Physics I & Lab (4 units)
PHYS 152 - General Physics II & Lab (4 units)

(CO5) Core Humanities, 6 credits – two required

CH 201 - Ancient (History) and Medieval Cultures
CH 202 - The Modern World **OR** CH 212 -Sci, Tech & Society + CO9
CH 203 - American Experience & Constitutional Change

(CO6) Social Science, 3 credits – one required

ANTH 101 - Introduction to Cultural Anthropology
ANTH 202 - Archaeology
COM 113 - Fundamentals of Speech Communication
ECON 100 - Introduction to Economics + CO12
ECON 102 - Principles of Microeconomics
ECON 103 - Principles of Macroeconomics
GEOG 106 - Introduction to Cultural Geography + CO11
HIST 228 - Introduction to Latin American History and Culture II
JOUR 103 - Intro to Media & Society – REQUIRED for Journalism
PSC 101 - American Politics: Process and Behavior + CO8
PSC 211 - Introduction to Comparative Politics + CO11
PSC 231 - Introduction to International Relations + CO11
PSY 101 - General Psychology
SOC 101 - Principles of Sociology
WMST 101 - Introduction to Women's Studies + CO10

(CO7) Fine Art, 3 credits – one required
See "CO7 verified courses," more than 70 courses

ART 100 - Visual Foundations
ART 101 - Drawing I
ART 124 - Introduction to Printmaking
ART 141 - Introduction to Digital Photography
ART 151 - Introduction to Time-Based Media/Videography
ART 208 - Fiber Arts
ART 211 - Ceramics I
ART 214 - Introduction to Book Art: Intersection of Art and Design
ART 216 - Sculpture I
ART 231 - Painting I
ART 253 - Cinema II-Sound Era
ART 260 - Survey of Art History I   (Continued on next page…)

ART 261 - Survey of Art History II + CO11

DAN 101 - Dance Appreciation + CO11

ENG 202 - Film Analysis and Interpretation

ENG 205 - Introduction to Creative Writing: Fiction and Poetry

ENG 246 - The Art of Literature

JOUR 162 - History of Documentary

MUS 121 - Music Appreciation

MUS 122 - Survey of Jazz + CO10

MUS 123 - History of American Popular Song

MUS 124 - History of the American Musical Theatre

MUS 128 - A History of Dance Music

MUSA 151 through MUSA 173 = 1 to 2 credit courses for non-music majors. Learn how to play an instrument or sing

MUSE 101 through MUSE 193 = 1 credits courses for students who want to join a vocal or instrumental group

PHIL 202 - Introduction to the Philosophy of the Arts (3 units) CO7

SOTA 101 - Introduction to the Arts (3 units) CO7

THTR 100 - Introduction to the Theatre (3 units) CO7

THTR 105 - Introduction to Acting I (3 units) CO7

THTR 210 - Theatre: A Cultural Context (3 units) CO7, CO10

(CO8) U.S. and Nevada Constitution, 3 credits – JOUR 401 is required

JOUR 401 – First Amendment and Society, counts for CO8 as well as an upper-division Journalism *required* course

Additional Silver Core Requirements – 12 credits max.

These can be satisfied outside Journalism, or satisfied by a Journalism upper-division course

(CO9) Science, Technology and Society, 3 credits – one required

Jour 304 - Social Media and Society – also counts as an upper-division Journalism elective course

Jour 404 – Cybersecurity and Surveillance (Junior/Senior) – also counts as an upper-division Journalism elective course

Or any other CO9 verified course

(CO10) Diversity & Equity, 3 credits – one required

Any class on the CO10 verified course list

OR - Jour 306 Latinas/os Through the Eyes of the Media – also counts as an upper-division Journalism elective course

OR - Jour 481- Race, Gender and Media – also counts as an upper-division Journalism elective course

(CO11) Global Context, 3 credits – one required

Any class on the CO11 verified course list

OR - Jour 482- International and Cross-Cultural Reporting – also counts as an upper-division Journalism elective course

(CO12) Ethics, 3 credits – Jour required course

Jour 305 - Media Ethics – also counts as upper-division Journalism *required* course

(CO13) Capstone Integration & Synthesis, Analyze complex issues using knowledge learned in Core and Major courses. **3 credits – one required**

Any class on the CO13 verified course list

OR - Jour 413 - History of Journalism – also counts as upper-division Journalism elective course

(CO14) Internship or Practicum, 3 credits – Jour required course

Jour 499 - Professional Internship – also counts as upper-division Journalism *required* course. May repeat for an additional 1-credit

OR Jour 416 - Reynolds Media Lab Practicum - also counts as upper-division Journalism course.

Foreign Language – 4 to 8 credits - one or two classes required

Complete second semester/level 112

Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Spanish or American Sign Language

○ Spanish requires online placement test

● Continued on next page

JOURNALISM Major Courses, 13 classes (39 credits)

7 Journalism required courses, 3 credits each = 21 credits

Jour 107 - Fundamentals (Pre-Journalism) w/lab
Jour 108 - Design (Pre-Journalism) w/lab
Jour 207 - Word & Numbers (Pre-Journalism) w/lab
Jour 208 - Images & Sounds (Pre-Journalism) w/lab
Jour 305 - Ethics
Jour 401 - First Amendment & Society + CO8
Jour 499 - Professional Internship + CO14

6 Journalism electives, upper-division courses, 3 credits each = 18 credits

Focus on one track – can take course from another track or Special Topic

News/Broadcast/Documentary Track, 3 credits each

Choose one of these classes

JOUR 318 - Narrative: Art of Storytelling * One Prerequisite

Or, JOUR 319 – Data Journalism

JOUR 312 - Web Video for Social Engagement
JOUR 313 - Photojournalism
JOUR 320 - Social Journalism
JOUR 402 - Business Journalism
JOUR 416 - Reynolds Media Lab Practicum
JOUR 418 - Magazine Writing
JOUR 423 - Newscast Production
JOUR 425 - Audio: Radio, Podcasting, and Beyond
JOUR 460 - News Studio
JOUR 462 - Documentary Filmmaking
JOUR 482 - International and Cross-Cultural Reporting + CO11
JOUR 490 - Special Problems (topics vary every semester)

Public relations & Advertising (Strat Com) Track, 3 credits each

JOUR 351 - Principles of Strategic Communications * Prerequisite

JOUR 361 - Writing for Strategic Communications
JOUR 430 - Media Selection for Strategic Communications
JOUR 432 - Creative Solutions for Strategic Communications
JOUR 433 - IMC (Integrated Marketing Comm. Competition)
JOUR 442 - Advanced Strategic Communications
JOUR 443 - Strategic Communications Campaigns Studio
JOUR 446 - Crisis Communication

Visual Communication Track, 3 credits each

JOUR 300 - Visual Communication * Prerequisite

JOUR 303 - Media Graphics
JOUR 308 - Web Design for Social Engagement
JOUR 312 - Web Video for Social Engagement
JOUR 313 - Photojournalism
JOUR 416 - Reynolds Media Lab Practicum
JOUR 448 - Data Visualization
JOUR 452 - Web Design for Media Professionals
JOUR 460 - News Studio
JOUR 462 - Documentary Filmmaking

Additional Journalism upper-division choices, 3 credits each

JOUR 304 - Social Media and Society + CO9
JOUR 306 Latinas/os Through the Eyes of the Media + CO10
JOUR 360 - Media and Politics
JOUR 413 - History Of Journalism + CO13
JOUR 455 - Human Centered Design and Innovation
JOUR 481 - Race, Gender and Media + CO10
JOUR 490 - *Special Topics - new courses offered each semester*
JOUR 490B - *Special weekend 1-credits courses each semester*

Minor Requirement - 18 to 21 credits on a topic outside Journalism.

A Minor is not required if you declare a second Major
UNR Undergraduate Minor list *– More than 80 choices*

General Elective Courses - 13 to 23 credits on any topic needed to reach 120 total credits.

General Electives are usually not required if you declare a second Major – Also, a second Minor could substitute for this category

REYNOLDS SCHOOL OF JOURNALISM
SUMMER/FALL 2019 UNDERGRADUATE COURSES

SUMMER

SUBJECT	SECTION	TITLE	SESSION	DAYS	START	END	INSTRUCTOR
JOUR 208	2001 & 2011*	Images and Sounds	05/20/2019 - 06/07/2019	MTWR	1 p.m.	5 p.m.	Goldbaum
JOUR 300	1001	Visual Communication	05/20/2019 - 08/15/2019	Online course			Hepworth
JOUR 313	3001	Photojournalism	05/20/2019 - 08/15/2019	T	9 a.m.	12 p.m.	Calvert
JOUR 401	2001	First Amendment and Society	05/20/2019 - 06/07/2019	MTWRF	9 a.m.	12 p.m.	Birkinbine
JOUR 304	3001	Social Media and Society	06/10/2019 - 07/12/2019	MTWR	10:10 a.m.	12:10 p.m.	Pain
JOUR 305	3001	Media Ethics	06/10/2019 - 07/12/2019	MTWR	1 p.m.	3 p.m.	Peuchaud
JOUR 499	3010	Professional Internship	06/10/2019 - 08/15/2019	Apply online for approval			Gaulden
JOUR 108	4001 & 4101*	All Things Media: Design	07/15/2019 - 08/15/2019	MTWR	1 p.m.	5 p.m.	Calvert
JOUR 318	4001	Narrative: The Art of Storytelling	07/15/2019 - 08/15/2019	MTWR	10:10 a.m.	12:10 p.m.	Korin

*Students must take both the lecture and lab sections of this course.

register + find more class descriptions at **my.nevada.unr.edu**

TURN TO OTHER SIDE FOR FALL COURSES

REYNOLDS SCHOOL OF JOURNALISM
SUMMER/FALL 2019 UNDERGRADUATE COURSES

FALL

SUBJECT	SECTION	TITLE	DAYS	START	END	INSTRUCTOR
JOUR 300	1001	Visual Communication	TR	3 p.m.	4:15 p.m.	Walsh
JOUR 300	1002	Visual Communication	MW	9 a.m.	10:15 a.m.	Duan
JOUR 305	1002	Media Ethics	TR	4:30 p.m.	5:45 p.m.	Gaulden
JOUR 305	5501	Media Ethics	TR	1:30 p.m.	2:45 p.m.	Peuchaud
JOUR 306	1001	Latinas/os Through the Eyes of the Media	TR	10:30 a.m.	11:45 a.m.	Korin
JOUR 312	1001	Web/Video Social Engagement	M	9 a.m.	11:45 a.m.	Staff
JOUR 313	1001	Photojournalism	TR	9 a.m.	10:15 a.m.	Calvert
JOUR 318	1001	Narrative: The Art of Storytelling	TR	3 p.m.	4:15 p.m.	Mitchell
JOUR 320	1001	Social Journalism	TR	10:30 a.m.	11:45 a.m.	Pain
JOUR 351	1001	Principles of Strategic Communications	MW	11 a.m.	12:15 p.m.	Gaulden
JOUR 351	1002	Principles of Strategic Communications	TR	10 a.m.	11:15 a.m.	Crosswell
JOUR 361	1001	Writing for Strategic Communications	TR	10:30 a.m.	11:45 a.m.	Gaulden
JOUR 401	1001	First Amendment and Society	MW	4 p.m.	5:15 p.m.	File
JOUR 416	1001	Reynolds Media Lab Practicum	R	10:30 a.m.	1:15 p.m.	Walsh
JOUR 418	1001	Magazine Writing	R	12 p.m.	2:45 p.m.	Deutschman
JOUR 425	1001	Audio: Radio Podcasting & Beyond	W	9 a.m.	11:45 a.m.	Colombant
JOUR 432	1001	Creative Solutions for Strategic Communications	MW	11 a.m.	12:15 p.m.	Staff
JOUR 441	1001	Health Advertising & Marketing	MW	2:30 p.m.	3:45 p.m.	Crosswell
JOUR 442	1001	Advanced Strategic Communications	TR	1:30 p.m.	2:45 p.m.	Gaulden
JOUR 443	1001	Strategic Communications Campaigns Studio	MW	2:30 p.m.	3:45 p.m.	Felts
JOUR 455	1001	Human Centered Design & Innovation	MW	1 p.m.	2:15 p.m.	Running Wolf
JOUR 460	1001	News Studio	TR	9 a.m.	10:15 a.m.	Vancour
JOUR 462	1001	Documentary Filmmaking	T	12 p.m.	2:45 p.m.	Barber
JOUR 481	1001	Race, Gender and Media	TR	9 a.m.	10:15 a.m.	Running Wolf
JOUR 490A	1001	Media Economics	MW	1 p.m.	2:15 p.m.	Birkinbine
JOUR 490A	1002	Cybersecurity and Surveillance	MW	9 a.m.	10:15 a.m.	Yun
JOUR 490B	1001	Advanced Photojournalism	R	10:30 a.m.	1:15 p.m.	Calvert
JOUR 490B	5711	Lights + Camera	T	2 p.m.	4:45 p.m.	Sorensen
JOUR 499	1001	Professional Internship	Apply online for approval			Staff

register + find more class descriptions at **my.nevada.unr.edu**

REYNOLDS SCHOOL OF JOURNALISM
SPRING 2019 ONE-CREDIT LATE START CLASSES

Take any of these one-credit, one-weekend classes to get more hands-on journalism experience while fulfilling graduation requirements!

Course hours are Friday from 5:30 to 8 p.m., Saturday from 9 a.m. to 5 p.m. and Sunday from 9 a.m. to noon unless indicated

1 **TECHNICAL POST-PRODUCTION |** JOUR 490B/691B.5715
Feb. 8-10 | Taught by Luke Sorensen

2 **WHY DO PLANTS GO TO SPACE? COMMUNICATING AND VISUALIZING MUTANT SPACE PLANTS FROM NASA'S BIOLOGICAL RESEARCH |** JOUR 490B/691B.5718
March 9-10 | Saturday and Sunday from 9 a.m. to 5 p.m.
Taught by Katherine Hepworth, Gi Woong Yun and Won-Gyu Chio

3 **VIRTUAL REALITY PHOTOGRAPHY WORKSHOP |** JOUR 490B/691B.5716
March 29-31 | Taught by Howard Goldbaum

4 **MOBILE PHOTOGRAPHY|** JOUR 490B.5712
March 29-31 | Taught by David Calvert

5 **DESIGN AND STYLE |** JOUR 490B/691B.5717
April 12-14 | Taught by Amber Walsh

6 **INTRODUCTION TO DSLR CAMERAS |** JOUR 490B.5711
April 19-21 | Taught by David Calvert

FIND THESE COURSES ON MYNEVADA.UNR.EDU
Search for the subject "JOUR" and select the session "Dynamically Dated"

find class descriptions at **journalism.unr.edu**

REYNOLDS SCHOOL OF JOURNALISM
WINTER/SPRING 2019 UNDERGRADUATE COURSES

N

WINTER

SUBJECT	SEC.	TITLE	DAYS	START	END	INSTRUCTOR
JOUR 208	5801	All Things Media: Images and Sounds	MTWR	9 a.m.	1 p.m.	Barber
JOUR 300	5801	Visual Communication	Online			Hepworth
JOUR 304	5801	Social Media and Society	MTWRF	9 a.m.	12 p.m.	Pain
JOUR 401	5801	First Amendment & Society	MTWRF	1:30 p.m.	4:30 p.m.	Birkinbine
JOUR 490B	5801	Consumer Research for a Multicultural World	MTWR	9 a.m.	1 p.m.	Korin

SPRING

SUBJECT	SEC.	TITLE	DAYS	START	END	INSTRUCTOR
JOUR 300	1001	Visual Communication	MW	2:30 p.m.	3:45 p.m.	Walsh
JOUR 300	1002	Visual Communication	MW	11 a.m.	12:15 p.m.	Duan
JOUR 304	1001	Social Media and Society	TR	4:30 p.m.	5:45 p.m.	Peuchaud
JOUR 304	1002	Social Media and Society	MW	10 a.m.	11:15 a.m.	Yun
JOUR 305	1001	Media Ethics	MW	10 a.m.	11:15 a.m.	Peuchaud
JOUR 305	1002	Media Ethics	TR	10:30 a.m.	11:45 a.m.	Gaulden
JOUR 312	1001	Web/Video Social Engagement	M	9 a.m.	11:45 a.m.	Colombant
JOUR 313	1001	Photojournalism	TR	1:30 p.m.	2:45 p.m.	Calvert
JOUR 318	1001	Narrative	TR	1:30 p.m.	2:45 p.m.	Barber
JOUR 319	1001	Data Journalism	TR	12 p.m.	1:15 p.m.	Pain
JOUR 320	1001	Social Journalism	MW	9 a.m.	10:15 a.m.	Vancour
JOUR 351	1001	Principles of Strategic Comm	MW	1 p.m.	2:15 p.m.	Crosswell
JOUR 351	1002	Principles of Strategic Comm	MW	11 a.m.	12:15 p.m.	Crosswell
JOUR 361	1001	Writing for Strategic Comm	TR	3 p.m.	4:15 p.m.	Felten
JOUR 401	1001	First Amendment & Society	TR	4:30 p.m.	5:45 p.m.	File
JOUR 402	1001	Business Journalism	MW	11 a.m.	12:15 p.m.	Deutschman
JOUR 416	1001	Reynolds Media Lab Practicum	W	10 a.m.	12:45 p.m.	Colombant/Walsh
JOUR 418	1001	Magazine Writing	MW	2:30 p.m.	3:45 p.m.	Deutschman
JOUR 423	1001	Newscast Production	TR	10:30 a.m.	12:15 p.m.	Miller
JOUR 433	1001	IMC Competition	MW	2:30 p.m.	4:30 p.m.	Felten/Korin
JOUR 442	1001	Advanced Strategic Comm	TR	12 p.m.	1:15 p.m.	Felten
JOUR 446	1001	Crisis Communications	MW	4 p.m.	5:15 p.m.	Felts
JOUR 448	1001	Data Visualization	W	3 p.m.	5:45 p.m.	Hepworth
JOUR 460	1001	News Studio: Noticiero Móvil	R	9 a.m.	11:45 a.m.	Vancour
JOUR 481	1001	Race, Gender and Media	TR	3 p.m.	4:15 p.m.	Running Wolf
JOUR 481	1002	Race, Gender and Media	MW	1 p.m.	2:15 p.m.	Running Wolf
JOUR 482	1001	International & X-Cultural Reporting	T	10:30 a.m.	1:15 p.m.	Colombant
JOUR 490A	1001	Media Economics	MW	2:30 p.m.	3:45 p.m.	Birkinbine
JOUR 490A	1002	Surveillance and Cybersecurity	MW	1 p.m.	2:15 p.m.	Yun
JOUR 490B	1001	Advanced Media Production	F	1 p.m.	4 p.m.	Korin
JOUR 490B	1002	Advanced Photojournalism	T	9 a.m.	11:45 a.m.	Calvert
JOUR 490B	5713	Lighting and Camera Studio	T	2 p.m.	4 p.m.	Sorensen
JOUR 499	1001	Professional Internship	Apply online for approval			Gaulden

JOURNALISM 499 INTERNSHIP CHECKLIST

1 **FULFILL JOURNALISM MAJOR REQUIREMENTS**
- Complete core classes
  - If you started in school year 18-19 or before: JOUR 107, 108, 207 and 208
  - If you started in school year 19-20 or after: JOUR 103, 107, 108, 208 and 307 or 361
- Maintain 2.5 GPA in core classes and cumulative

2 **CHECK THE WEBSITE FOR**
- Current internship openings & approved internship sites
- FAQs for more details

3 **DO THESE STEPS BEFORE REGISTERING**
- Make appointment with internship director
- Secure internship
- Fill out online application for internship approval and other waivers
- Register and pay for JOUR 499

4 **FULFILL THE REQUIREMENTS OF THE CLASS**
- On-site or virtual internship work
- Weekly online discussions and assignments
- Three one-hour mandatory class sessions

QUESTIONS?
Contact Claudia Cruz at **claudiacruz.unr.edu**

JOURNALISM.UNR.EDU/INTERNSHIP

Standard 8: Professional & Public Service

Standard 8, Q2: examples of professional and public-service activities

Andrews:
- ACEJMC Accrediting Committee member and site team chair/member
- Co-chair, ASNE Education Committee
- Maynard Institute for Journalism Education consultant and trainer

Barber:
- Judge, iDMAA and University Film and Video Association
- Program reviewer, Pacific University

Birkinbine:
- Editorial board member, *Political Economy of Communication*
- Vice chair, Political Economy Division, IAMCR

Colombant:
- Mentor, NPR Next Generation Radio Nevada

Crosswell:
- Manuscript reviewer, *Critical Public Health, Journalism & Mass Communication Quarterly, Journal of Marketing & Public Pol*icy

Deutschman:
- Board of Governors, Society for the Advancement of Business Editing and Writing

Duan:
- Manuscript reviewer, *Environmental Communication, Journal of Environmental Science, Risk Analysis, Science Communication*
- Paper reviewer, ICA

Felts:
- Board of Trustees, Nevada Humanities and Northern Nevada HOPES (health care facility)

File:
- Editorial board member, *Journal of Civic Information*
- Founding board president, Nevada Open Government Coalition
- Lobbied Nevada Legislature on behalf of Nevada Press Association to enact "New Voices" law bolstering protection for scholastic media rights (and received NPA's 2017 First Amendment Champion Award)
- Manuscript reviewer, Ameri*can Journalism* and *Communication Law & Policy*

Gaulden:
- President, PRSA North Pacific District

Hepworth:
- Manuscript reviewer, *Dialectic* and *Journal of Design History*
- Paper reviewer, AIGA

Korin:
- Paper reviewer, AEJMC and ICA
- Pre-conference program organizer, ICA

Mensing:
- Manuscript reviewer, *Journalism, Journalism Practice, Journalism Studies* and Routledge Press

Pain:
- Manuscript reviewer, *JMCQ, JOBEM, Journalism Studies, Media Asia, New Media & Society*, and Routledge Press
- Paper reviewer, AEJMC and NCA

Stavitsky:
- ACEJMC Accrediting Committee member and site team member
- ASJMC vice president (will serve as president in AY 2021/2022)
- Board of Directors, Nevada Broadcasters Foundation
- Distinguished Scholar, Radio Preservation Task Force of the Library of Congress
- Editorial board member, *Journal of Radio & Audio Media*

Vancour:
- Mentor, NPR Next Generation Radio Nevada
- Mentor, ONA Leadership Collaborative

Yun:
- Editorial board member, *Asian Communication Research, Asian Journal of Communication, Journal of Computer Mediated Communication, Mass Communication & Society*
- Manuscript reviewer, *Journal of Communication* and *JMCQ*
- Paper reviewer, AEJMC and ICA
- Vice president, Korean American Communication Association

Standard 9: Assessment of Learning Outcomes

RSJ Assessment Committee
2013-2014 Annual Report

The Assessment Committee began its work this year in the context of the AEJMC accreditation review process the RSJ had recently undergone. In that report, the accreditors noted that while the RSJ assessment plan was good, it stopped short of assessing the entire curriculum. In fact, most of the assessment plan ends at J207-208 (with the exception of surveys done in J305 and J401). So the bulk of the committee's time this year has been devoted to pulling the assessment plan through the curriculum.

In the midst of engaging in this exercise, UNR launched a new assessment process for its core curriculum. As part of this process, the core curriculum board asked every major on campus to map its curriculum against new assessment standards. These standards announce 4 levels of student competency: builds foundation; Develops; Integrates Objectives, and Satisfies. Given this direction, the assessment committee decided to adopt this language to describe 4 levels of competency in the RSJ curriculum.

The assessment committee only partially achieved its goals. It built a new curriculum map set against the new 4 competency levels. It articulated two new learning goals (storytelling and numeracy), and mapped all of the learning goals contained in the school's assessment plan across its curriculum, from J107 to J481.

But a final bit of work remains to be done. This work includes: establishing language for the two new learning goals, to include learning objectives associated with these goals; establishing the classes or set of classes in which each learning goal will be satisfied; and, inviting the curriculum committee to consider a draft revision of the school's assessment plan and curriculum map. The assessment committee failed to meet its goal because during the spring semester 2 of its members—David Ryfe and Ben Holden—accepted positions at other universities. The committee felt that the remaining work was crucial, and so should be undertaken by continuing full-time faculty.

The school's new academic chair, Donica Mensing, has copies of the draft curriculum map and revised assessment plan, so that this work can be continued during the 2014-2015 academic year.

As it worked on a revised assessment plan, the committee also collected data associated with the current plan. In discussions of these data, the committee confirmed several prior observations: that in the first four classes roughly 30% of students are not meeting basic proficiency standards in writing or visual communication; that students often struggle with the logistics of these classes; and that J101, the foundation course in the current curriculum is disconnected from the rest of the curriculum. Since these issues are already being dealt with in a revision of the lower-division curriculum, the committee did not forward new suggestions.

As mentioned above, the school does not collect systematic data on student learning in the upper-division classes, so it is difficult to know whether and how this curriculum might be changed for the better. Those questions await a revised assessment plan!

May 29, 2015

Assessment Committee Report, 2014–15

<u>Members</u>: Caesar Andrews, chair; Katherine Hepworth; Donica Mensing

Committee work for the year included revising the senior exit survey, repositioning the survey of incoming majors as a knowledge test for students at both the start and the end of their experience at the Reynolds School, and creating a plan for automating data-gathering. As in preceding years, samples of student projects were collected from selected journalism courses. Because 2014–15 was a transition year for curriculum changes in the First Four core courses, reviews of the upcoming rounds of student projects will allow comparisons between the old and the new approaches to Jour 107, 108, 207 and 208.

All known survey responses from recent semesters were compiled and tabulated (thanks to Barbara Trainor and Gillian Griffith). Best we can tell, no backlog exists.

Internship coordinator Alison Gaulden is revising the survey of internship mentors. She intends to conduct this new survey of employers over the summer.

More broadly, committee members discussed a wide range of assessment matters in six meetings between November 2014 and May 2015. One early conclusion was that the basic building blocks of effective assessment are largely in place. At the same time, some opportunities were identified to strengthen RSJ's assessment.

The committee organized around three primary tasks:
1. Revise and update knowledge tests and surveys.
2. Automate the tests and surveys.
3. Analyze data and share findings with faculty and staff.

Our recommendations for the three areas can serve as starting points for the next Assessment Committee.

1. Revise and update knowledge tests and surveys.
Recommendations:
1A. Reorganize RSJ's student learning objectives to show how specific direct and indirect measures are used to address each of the 12 ACEJMC competencies and values.
1B. Revise knowledge-based test to be completed by incoming majors *and* graduating seniors each semester.

1C. Continue separate survey section focused on students' perspectives and impressions (as opposed to fact-based knowledge test) – information such as their media consumption patterns, experiences at RSJ, and other self-reflections.

1D. Refine steps for gathering random student work samples. Update rubrics for evaluating content. Renew process for involving faculty and panels of professionals in reviewing student work.

2. Automate the tests and surveys.

Recommendations:

2A. Continue the conversion of student surveys and assessment examples of student work into a centralized, easily accessible digital cloud storage account (via the RSJ Assessment Google account, making use of Google Drive, Forms and Sheets online tools).

2B. Continue the automation of data collection and visualization of digitally collected assessment information.

2C. Evaluate and improve the graduating senior exit survey, the version first conducted online in Spring 2015.

3. Analyze data and share findings with faculty and staff.

Recommendations:

3A. Devote a portion of one faculty meeting each semester to assessment updates or, when merited, to brainstorming on assessment priorities. Apply results as part of ongoing improvements in curriculum and instruction.

3B. Provide faculty and staff fuller access to assessment data via a centralized site. House surveys, analysis, raw data and related information in one place.

Note on UNR assessment: RSJ is required to submit an annual assessment report to the university. Donica Mensing was able to arrange for that report to be completed and submitted Fall 2015.

May 17, 2016

Assessment Committee annual report, 2015-16

Committee: Sheila Peuchaud (spring), Donica Mensing, Katherine Hepworth, Caesar Andrews (chair)

The Assessment Committee met twice each semester - Sept. 17, Dec. 3, Feb. 18 and May 12. Creating a knowledge test, fine-tuning the senior exit survey, and automating all assessment tests and surveys were frequent topics of discussion, though other tasks and ideas were addressed. This report proposes an updated RSJ Assessment Plan, summarizes four committee goals achieved during the 2015-16 academic year, and mentions a few additional points.

Highlights from internship coordinator Alison Gaulden's annual report on the internship program, a source of both direct and indirect assessment measures, are also included.

- **DRAFT PLAN:** An updated assessment plan was drafted with the goal of listing all 12 ACEJMC values and competencies for assessment and further clarifying student learning objectives. While the current plan outlines just six categories explicitly, the language actually refers to all 12 in some manner. In our proposed revisions, the 12 values and competencies are each stated directly. The school may still designate fewer specific student learning objectives as priorities at any point. But the overall framework for assessment would be based on 12 consistent, clearly stated sets of objectives.
    - o NEXT STEP: Present proposed changes to dean, associate dean and full faculty. Confirm that all 12 ACEJMC values and competencies are explicitly covered in curriculum.

- **TEST KNOWLEDGE:** Faculty members contributed substantially to creation of a pre/post test of students' media knowledge. The initial test in fall 2015 covered 30 items in the form of multiple choice, true/false and fill in the blank, including a three-item section on strategic communications. The second round of testing was conducted in spring 2016. Eight of the 12 ACEJMC values and competencies are addressed directly in the test: First Amendment,

communications history, domestic diversity, global diversity, ethics, numeracy, technology and visual media. (ACEJMC values not on the initial test are targeted through other assessment efforts.) ... The test is administered twice each fall and each spring. The "pre" is for students entering Jour 107, at the beginning of their transition toward majoring in journalism. The "post" is for seniors, completed as they apply for graduation. Test results should help measure the collective impact of curriculum and instruction, especially in six core courses – our First Four plus two other required classes, ethics and media law.

- o NEXT STEPS: Confirm that each test item is consistently covered as part of instruction in at least one core course. ... Committee members are already starting to identify some less revealing results from fall 2015 and spring 2016 that merit tweaking or replacing certain test items.

- **TWEAK SURVEY**: Our survey of graduating seniors on their personal outlook and impressions of the Reynolds experience, a staple of RSJ assessment for several years, was updated. Some questions were refined or replaced, with the goal of producing more revealing or more precise responses. For example: The previous question about RSJ's role in students' readiness after graduation was revised to encourage wider-ranging, candid responses.
  - o NEXT STEPS: Continue analyzing results and sharing the most compelling details with faulty and staff. Use outcomes to help generate ongoing ideas for RSJ improvements.

- **AUTOMATE DATA-GATHERING:** Tests and surveys in 2015-16 were automated. This is a substantial convenience in gathering responses, calculating results and being able to quickly analyze details for ways to continue improving the assessment process. Highlights from the first round of revised senior survey results were shared with faculty and staff via the associate dean's memo.
  - o NEXT STEPS: Progress was made in housing test and survey templates and raw data in one primary location. More work is needed to make data easily accessible for committee purposes and for any other interested faculty members.
- **ASSESS INTERNSHIPS**: Alison Gaulden reports a total of 137 students completed internships since summer 2015. She began

tracking compensation in spring 2016, when about 32 percent of interns were paid. Most students said they felt prepared for their work experiences. Based on recent feedback, clarifying the time commitments expected of interns by employers, even those offering unpaid internships, is one area to explore next semester.

- o NEXT STEPS: Alison plans a fall 2016 survey of employers and mentors. Topics will include details on students' readiness and performance, and employers' expectations and satisfaction. A significant redesign of the internship program has been underway the past two or three years. Data from the upcoming survey should help provide additional guidance for the ongoing changes.

ADDITIONAL POINTS
Ideas worth consideration:

- o **REVISIT CONTENT REVIEWS**: Creating a more consistent structure for assessing the quality of writing and other work within the School of Journalism is a logical next step, whether through portfolios, final projects, or some other effective form. Final projects from selected courses were being gathered for review via whatever system is established.

- o **USE ALUMNI, PROFESSIONALS**: The school's engagement with alumni and other professionals seems robust. Two thoughts surfaced for making sure that assessment benefits from these efforts: 1) Document interactions. 2) Specify how the school makes use of media professionals to help identify strengths and weaknesses, and help pinpoint improvements.

- o **REFLECT UNR ASSESSMENT**: Russell Stone, director of assessment and accreditation, briefed RSJ committee members May 12 on changes in UNR's assessment plans. Each academic unit on campus is expected to develop a five-year plan, with increased emphasis on longitudinal outcomes. ... The university plans to track student data more thoroughly and develop more practical analytics for assessment. Committee members expressed an interest in Reynolds being an experimental participant of the first wave of this initiative. One RSJ request: Track the cohort of students entering Jour 107 in fall 2016; follow overall

academic performance throughout their UNR enrollment; build data on what Stone referred to as "moments" or turning points; and, over time, identify potential for impact on RSJ curriculum, instruction and other efforts related to increasing student success.

May 31, 2017

To: Al Stavitsky, Donica Mensing
From: Assessment Committee. Caesar Andrews, Patrick File, Alison Gaulden, Donica Mensing

Subject: 2016-17 committee report

The Assessment Committee met five times during the academic year – Oct. 13, Nov. 15, Dec. 1 (with content reviewers), Feb. 27 and May 9. Accomplishments included resumption of student writing reviews by outside media professionals, tweaks to knowledge tests designed to fulfill ACEJMC guidelines on values and competencies, and experiments to help determine the usefulness of grammar/language tests.

Additionally, committee members revisited several ideas not fully developed this year, but perhaps worth consideration by the next Assessment Committee. We continued discussion on updating the RSJ Assessment Plan. We also talked about two proposed measures for assessment: creating a new survey of Reynolds School alumni; and further aligning internship evaluations with ACEJMC values and competencies.

Summary of key committee matters from 2016-17:

- **CONTENT REVIEW COMPLETED**
  The committee resumed annual critiques by outside reviewers of journalism students' work. In December 2016, seven media professionals evaluated random samples from the writing course JOUR 207. Reviewers were advised to evaluate content as they would the work of applicants seeking internships. They determined how often articles in the pool fit the three criteria in our rubric: fully meets expectations (20 times), substantially meets expectations (41 times) or failed to meet expectations (37 times). Reviewers also provided comments on areas RSJ may target for further improvement: Writing with clarity, reporting depth, minimizing unattributed opinions and sharpening grammar.
  - ➤ ASSESSMENT ACTIONS: Committee members discussed possible next steps at their February meeting and shared key points during the March faculty meeting. Details were intended for consideration by Curriculum Committee members as well as other colleagues. To help reinforce the skills areas valued by potential employers, instructors for JOUR 107 AND JOUR 207 shared reviewers' key points with students. ... The professionals also suggested ways to improve upon our review process: Provide reviewers the assignment instructions given to students; send articles to be reviewed well in advance of critique meeting; then explore media standards and trends in greater detail when reviewers gather on campus.

- **PRE/POST TEST AND SENIOR SURVEY COMPLETED**
  Incoming majors and graduating seniors completed the same knowledge test in fall and spring. Seniors also filled out surveys on their impressions of program.
  - ➤ ASSESSMENT ACTIONS: Key results of senior surveys were shared during faculty meeting. ... Additional analysis is needed to help identify more ideas for developing curriculum and influencing instruction and other RSJ efforts. Enough data is now available to merit a multi-year assessment of results, perhaps during 2017-18.

■ **IMPACT OF GRAMMAR, LANGUAGE TESTING BEING EVALUATED**
Experimentation continued on tests initiated in Jour 107 and 207 courses in 2016.
Objective: Evaluate practical impact of testing, namely whether repetitive exercises can help students improve basic language skills. These efforts started as individual class activities, but they fit the Assessment Committee goal of identifying opportunities that can be expanded to benefit overall program.

> ASSESSMENT ACTIONS: The grammar/punctuation/language/etc. testing amounted to informal pilot projects over the past year. The next steps involve determining whether such tests are contributing to measurable impact on students' skills. If results are promising, testing can be expanded beyond one or two courses. One example to consider: Create self-directed exercises. Use them to help prepare students for course work details involving grammar, punctuation, style and other language usage.

Among committee topics that deserve more discussion and development:

1. UPDATE ASSESSMENT PLAN. We propose a revised plan that lists all 12 ACEJMC values and competencies. The current plan reflects all 12 in some regards, but singles out just seven explicitly. We want to consider whether revising the plan will create a clearer and more consistent approach to assessment expectations.

2. CREATE ALUMNI SURVEY: We plan to compose and distribute an alumni survey to report on the extent to which graduates believe their Reynolds School education was successful in meeting its aim of "advancing the practice of and knowledge about journalism and related fields." (See Reynolds School Assessment Plan, rev. 3/14).

   The survey will be keyed to the school's seven learning goals and objectives, which satisfy the ACEJMC professional values and competencies: writing, visual literacy, First Amendment, diversity, critical thinking, and numeracy. (If RSJ's Assessment Plan is expanded to more explicitly reflect all 12 ACEJMC guidelines, our alumni survey objectives may be changed to reflect that number.)

3. REVISE INTERNSHIP EVALUATIONS: We have finally categorized and digitally rendered three years of data from both students and mentors to evaluate elements of the internship program. Student input both from course work and end-of-semester evaluations can give us insight into sites we want to continue partnering with, feedback we can provide the sites, as well as student interpretation of how well their course work prepared them for internships. The employer/mentor data will give us insight into whether students are exposed to and adhering to the 12 values and competencies.

   We'd like to conduct an Outcomes Survey for the internship program to assess and compare readiness for industry internships by sophomores, juniors and seniors. Anecdotally, several mentors are concerned with the level of preparation. Our next steps include conducting a survey that measures readiness based on industry expectations, and analyzing changes needed to address any shortcomings.

RATING JOUR 207 STORIES:

Local professionals reviewed randomly selected stories from spring 2016 and fall 2015. Totals below show number of times articles were rated at each level.

- Fully met publication criteria for interns: 20

- Substantially met publication criteria for interns: 41

- Failed to meet publication criteria for interns: 37

FAVORABLE: Based on number of positive comments by reviewers.
- Interesting ideas, 27
- Effective writing quality, 17
- Effective reporting, sourcing, use of quotes, 14
- Clean copy (grammar, style, punctuation, style), 5

FLAWED: Based on reviewers' most frequently mentioned criticisms.
- Lack of clarity, focus, organization, structure, 36
- Incomplete reporting, depth, sourcing, 24
- Inappropriate editorializing; opinion; PR tone, 23
- Blatant grammar, style, punctuation problems, 17
- Obvious errors, 13
- Excessive typos, 11
- Misuse of quotes, 8

Sampling of specific flaws identified by reviewers:
- Headlines not supported by story.
- Ineffective leads: Weak, buried or overloaded.
- Story not interesting.
- Poor storytelling.
- No nut graf.
- Wrong word choices.
- Overly long sentences, paragraphs.
- Run-on sentences.
- Wordy.
- Overly repetitive text.
- Sudden shifts to first-person.
- Jargon.
- Inconsistent use of verb tenses in same story.
- Misused numbers: Too many; inaccurate; out of context.
- Overuse of dashes.
- Plagiarism (one case).
- Facts stretched and tailored to fit preconceived notions.
- Sloppy editing.

Reynolds School of Journalism

Writing Rubric for Assessment

Students will demonstrate written communication skills through the ability to write and edit a news story for a professional news outlet regardless of medium.

Fully met	Substantially met	Failed to meet
No grammatical, punctuation errors	Some grammatical, punctuation errors	Major grammatical, punctuation errors
Lead is interesting and grabs reader attention	Lead is buried	Lead is buried; story has fact error
Proper usage of quotes that help tell the story	Quotes in story do not help tell the story	No quotes, or poorly used quotes
AP style is correct	Minor AP style errors	Major AP style errors
No awkward phrases or word choices	A few awkward phrases or word choices	Multiple awkward phrases or word choices
Structure of story flows well in text, video, and audio and keeps reader engaged	Structure of story is disjointed in text, video, and/or audio, and takes a reader on wild ride	Story does not flow at all in text, video, and/or audio
Reporting advances and supports main parts of the story	Reporting supports main parts of the story	Reporting fails to support main parts of the story

May 21, 2018

To: Al Stavitsky, Donica Mensing

From: Assessment Committee – Alison Gaulden, Patrick File, Donica
           Mensing and Caesar Andrews (chair)

Subject: **Assessment Committee report, 2017–18**

Committee members completed a productive academic year of increased
attention to assessment. A summary of activities is below. Three attachments
provide additional details.

- **Updating RSJ Assessment Plan.** The committee recommends expanding
  the plan's total number of student learning objectives from seven to 12,
  creating a more obvious and parallel alignment with all 12 ACEJMC values
  and competencies. Core courses that address specific assessment goals
  are now listed in the plan for each objective. Overlapping relevant topics
  from UNR's Silver Core Objectives also are listed. … *Revised Assessment
  Plan as of May 2018 is attached. Additional verification and refinements
  are needed before updated plan is ready for full consideration.*

- **Reviewing Standard 9.** Committee members completed a checklist for
  the template that is used by ACEJMC site teams to evaluate the
  assessment standard. Responses to the template questions are not
  intended to be comprehensive, but they do serve as a practice-run on the
  kinds of assessment details site teams evaluate. Test-driving the
  template shows Reynolds efforts are mostly solid, though in need of more
  consistency and more follow-through on implementing and evaluating
  changes. … *Responses to Standard 9 template questions are attached.
  Key points are below:*
      On the right track:
      ■ Written plan with objectives and goals.
      ■ Obvious inclusion of all 12 ACEJMC values and
        competencies (based on pending revisions).
      ■ Ample direct and indirect measures.

      Needing more attention:
      ■ Consistency and documentation of how assessment data
        are used to help drive improvements.
      ■ Confirmed presence of media history, numeracy and
        research in core courses.
      ■ Evidence of alumni/professional feedback on curriculum
        and instruction.

- **Conducting review of student work:** Five media professionals critiqued writing samples from fall Jour 207. They discussed observations during assessment meeting Dec. 5, 2017. Results were shared with faculty.

- **Documenting assessment discussions.** Raeven Blackman-Shipp generously sifted through the minutes of RSJ faculty meetings since fall 2013, compiling brief notes on the presence of assessment-connected topics. This list can help in tracking and documenting assessment activity, extending beyond just the work of committee. ... *Assessment notes from meeting minutes is attached.*

- **Ongoing efforts:** Routine assessment continued on:
  o Pre/post media knowledge tests. Fall and spring.
  o Surveys of graduating seniors' impressions of program. Fall and spring.
  o Internship assessments, using the 12 ACEJMC values and competencies as a guide. Ongoing.
  o Occasional discussion of data such as graduation and retention rates, and job placement.
  o Also: Committee members Alison Gaulden and Patrick File, along with Ben Birkinbine, started work on a writing assignment rubric for consideration by all Reynolds instructors.

- **Committee meetings:** Members met six times during the academic year. *Fall 2017:* Oct. 12, Nov. 2 and Dec. 5 (with panel of media professionals reviewing students' stories). *Spring 2018:* Feb. 20, April 5 and May 3.

LOOKING AHEAD: Some tasks from 2018-19 are incomplete or continuous by nature. Incoming Assessment Committee members may choose to add these to their considerations:
- Review syllabuses to verify presence of the appropriate number of ACEJMC values and competencies for each core course.
- Determine next steps for recommending revisions to Reynolds Assessment Plan.
- Evaluate strengths and weaknesses of individual assessment tools and tactics. Assess value of information being gathered. *Note that the attached Standard 9 template that was completed in spring 2018 may serve as one guide for next committee.*

Attachments:
– Recommended revisions, Reynolds Assessment Plan.
– Checklist using Standard 9 template.
– Raeven Blackman-Shipp's compilation of assessment-related items pulled from faculty meeting minutes, fall 2013-spring 2018. (May 3 to be added.)

CONSIDER SHORT STATEMENT/QUOTE OF COMMITMENT. DEAN?

MISSION AND OBJECTIVES

The community of professionals and scholars in the Reynolds School of Journalism is dedicated to advancing the practice and knowledge of journalism, strategic communications, graphic design and other fields of media. In this pursuit, we remain faithful to the enduring principles of professional media — analytical thinking, clear writing, compelling presentation, ethical behavior and sophisticated use of technology and research. Objectives are directly aligned with core values and competencies established by the Accrediting Council on Education in Journalism and Mass Communication, and are tailored to fulfill overlapping assessment expectations of the University of Nevada, Reno.

This assessment plan describes the steps established for ensuring that RSJ students explore all 12 core values and competencies.

LEARNING GOALS AND OBJECTIVES

Our assessment plan is anchored by 12 curricular learning goals with corresponding objectives that are compatible with ACEJMC's recommended values and competencies. They include the following:

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.

Goal 1: Courses targeted
- 107 Fundamentals
- 108 Design
- 207 Words/ Numbers
- 208 Images/Sounds
- 305 Media Ethics
- 401 First Amendment
- 499 Internship

Overlap with UNR Silver Core Curriculum Objectives:
7. Artistic composition, interpretation and expression.
8. Constitution.

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.

Learning Objective 2. Students will demonstrate awareness of the five rights protected by the First Amendment.

Learning Objective 3. Students will demonstrate knowledge of the main areas of First Amendment law, including libel, obscenity, prior restraint and commercial speech.

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 up to today's media environment.

Goal 2: Courses targeted
- 107 Fundamentals?
- 305 Media Ethics
- 401 First Amendment
- 499 Internship

Overlap with UNR Silver Core Curriculum Objective:
5. History and culture.

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

> *Learning Objective 2.* Students will demonstrate awareness of historical trends and practices different from and similar to today's media profile.

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.

Goals 3 and 4: Courses targeted
- 107 Fundamentals?
- 207 Words/Numbers
- 305 Media Ethics
- 499 Internship

Overlap with UNR Silver Core Curriculum Objectives:
6. Cultures, societies and individuals.
10. Diversity and equity.
11. Global contexts.

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

> *Learning Objective 2:* Students will demonstrate sensitivity to and understanding of the cultures, histories, perspectives, and socio-economic and political characteristics of diverse groups.

> *Learning Objective 3:* Students will demonstrate an ability to engage members of diverse groups over issues of community interest.

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

Goal 5: Courses targeted
- 108 Design
- 207 Words/ Numbers
- 208 Images/Sounds
- 305 Media Ethics
- 401 First Amendment
- 499 Internship

Overlap with UNR Silver Core Curriculum Objectives:
7. Artistic composition, interpretation and expression.
9. Science, technology and society.

> *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.

> *Learning Objective 2:* Students will demonstrate visual literacy in creating photographs, video, web products and other digital content that communicate the essence of storytelling clearly and effectively, with an awareness of and an adherence to ethical standards.

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 codes of ethics and standards of truth and their historical development.

Learning Objective 2. Students will demonstrate an ability to anticipate and recognize ethical issues when they arise and to reason through them, while taking multiple perspectives into account.

Learning Objective 3. Students will demonstrate an ability to explain their ethical reasoning about a particular dilemma in terms that can be understood by a diverse group of people.

Learning Objective 4. Students will be able to demonstrate an understanding of diversity's impact on the credibility and civic purpose of professional media practice. Students will gain the knowledge and skills to incorporate multiple perspectives and represent diverse stakeholders equitably and accurately.

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 in the work of others.

Learning Objective 2: Students will demonstrate media literacy in discerning the authenticity and value of various forms of media.

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

Learning Objective 2: Students will develop their ability to assess the soundness of information gathered, whether for their own work

or the work produced by others, effectively applying tools and techniques for verification.

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.

Learning Objective 3: Students will demonstrate an ability to use styles and forms appropriate to their chosen communication profession – whether promotional campaigns or news content, whether in print, broadcast, social media or other emerging forms.

Goal 9: Courses targeted
- 107 Fundamentals
- 207 Words and Numbers
- 208 Images and Sound
- 305 Media Ethics
- 401 First Amendment
- 499 Internship

Overlap with UNR Silver Core Curriculum Objective:
1. Effective composition and communication.

Learning Objective 4: Students will demonstrate ability to fashion stories that flow well across multimedia forms to engage diverse consumers.

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.

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.

Learning Objective 2: Students will demonstrate techniques and practices that re-inforce fidelity to facts, truth, proper context, fairness and accuracy.

Learning Objective 3: Students will cultivate fundamental language skills, including consistent competencies in grammar, punctuation and style.

Goal 10: Courses targeted
- 107 Fundamentals
- 108 Design
- 207 Words/ Numbers
- 208 Images/Sounds
- 305 Media Ethics
- 401 First Amendment
- 499 Internship

Overlap with UNR Silver Core Curriculum Objectives:
13. Integration and synthesis.
14. Application.

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.

> *Learning Objective 2*: Students will demonstrate ability to perform basic calculations and apply basic numerical and statistical concepts.

Goal 11: Courses targeted
- 108 Design?
- 207 Words and Numbers
- 208 Images and Sounds?

Overlap with UNR Silver Core Curriculum Objective:
2. Quantitative reasoning.

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.

> *Learning Objective 2*: Students will demonstrate ability to use a range of technical software and hardware tools to gathering, develop and distribute content.

Goal 12: Courses targeted
- 108 Design
- 207 Words and Numbers
- 208 Images and Sounds

Overlap with UNR Silver Core Curriculum Objectives:
1. Effective composition and communication.
9. Science, Technology and Society.

ASSESSMENT MEASURES

To assess the extent to which students achieve our stated learning goals, the Reynolds School employs the following *direct measures*:

- **Pre-test/post-test.** It gauges students' knowledge of topics, including media law and ethics. The test is administered every fall and spring semester for students in our introductory reporting and writing course, Jour 107, then again for graduating seniors toward end of each semester.

- **Professional review.** At least once each academic year, media professionals evaluate a random selection of student projects, using rubrics provided by RSJ and factoring in relevant elements of ACEJMC's competencies and values. Additionally, portfolios of student work are critiqued by outside professionals as part of selected higher-level courses.

- **Internship evaluations.** Every student majoring in journalism is required to complete an internship. Their performance is evaluated using learning goals that are aligned with ACEJMC's 12 principles.

In addition to the direct measures listed above, RSJ gathers and evaluates several indirect measures. These include:

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

ASSESSMENT PROCESS
The RSJ has a standing Assessment Committee. This committee is charged with ensuring that appropriate data are collected, organizing and analyzing these data, and sharing observations and recommendations with faculty, including those serving on the RSJ Curriculum Committee.

CHECKLIST FOR Standard 9: Assessment of Learning Outcomes
Regularly assesses student learning and apply results to improve curriculum, instruction.

1. **VERIFYING OBJECTIVES**
a) *Does RSJ have a written statement that defines goals for learning that students must achieve, including the "Professional Values and Competencies" of ACEJMC?*
   Yes. The Assessment Plan is currently under revision. The committee discussed the possibility that, once the revision is completed, there might be some value in making it publicly available on the RSJ website.

   - *Who is in charge of the assessment program (e.g., administrator, sequence coordinator or faculty committee)?*
      It's a faculty committee.

   - *How has the unit verified that core and required courses cover all 12 of ACEJMC's professional values and competencies?*
      In our Nov. 2, 2017, meeting, the committee identified core and required courses that align with the 12 ACEJMC values and competencies.

   - *How has the unit ensured that the syllabuses for these courses state learning outcomes that address the values and competencies appropriate for each course?*
      In fall 2018, individual members of the Assessment Committee will review relevant syllabi for learning objectives that address the values and competencies and consult faculty who teach those courses and oversee those syllabi to address any perceived shortcomings or concerns.

2. **ESTABLISHING MEASURES**
b) *Does written assessment plan use multiple direct and indirect measures to assess student learning?*
   Yes.

   - *What direct measures of assessment does the unit use, where in the curriculum and when?*
      The RSJ Assessment Plan relies on multiple direct and indirect measures to assess student learning. These include the following direct measures:

      ■ **Pre-tests and post-tests:** In the first semester of a student's first course in the journalism program, a pre-test survey is administered that includes questions about many of the competencies required of our students. Questions cover the First Amendment, libel, privacy and copyright, as well as issues related to diversity, demography, ethical reasoning, strategic communications, visual communication and numerical reasoning.

      Then, the semester a student graduates, the post-test is given as part of an exit interview. The same questions are included in the survey so their progress in developing these competencies can be assessed and evaluated.

The surveys are administered digitally and the results of each semester's surveys kept in a university-administered online storage server accessible to faculty and administrators. No identifying information is collected at any point in the process. Once a year the Assessment Committee reviews the results of the surveys and shares those results at a school-wide faculty meeting. Recommendations are solicited from faculty on observations they make about the results and discussed by the Assessment Committee for further action.

- **Writing and visual rubrics**: Once a year a random sample of stories produced in the pre-major courses are collected and evaluated by a panel of professional journalists and strategic communicators. Professionals are provided the stories in advance along with a rubric for evaluation. Then, the professionals and the Assessment Committee meet for an extended discussion of their observations and evaluations. This feedback is summarized by the committee and shared with faculty at a faculty meeting. Any findings from the assessment relevant to curriculum and teaching methods are discussed with faculty and the Curriculum Committee.

- **Internship supervisor surveys**: Every major in the Reynolds School is required to complete a three-credit internship under the mentorship of an experienced professional. As part of the internship, mentors are required to fill out a final evaluation assessing the work of the intern. Besides being important for the grading component of the internship course, the results of the surveys are summarized and provided to the Assessment Committee on an annual basis for consideration and sharing with the full faculty.

- *What indirect measures does it use, where and when?*
  The following indirect measures are also used by the Assessment Committee to understand how well the school and students are performing on various measures:

  - **Retention and graduate rates:** The university provides data about the performance of students by college for every semester on recruitment, retention and graduation. This information is shared with the dean and associate dean, and is part of the annual assessment report provided to the faculty for their review and feedback.

  - **Student placement:** We have a group for Reynolds School alumni on LinkedIn with more than 750 members. This provides us generally current information on where our alumni are working, their job titles and geographic location. This information is also evaluated and used by faculty and administrators when considering curricular changes, assessing the state of the job market and identifying related industries.

  - **Syllabi:** All syllabi are stored in NevadaBox, a university-administered shared hard drive. Faculty have access to all syllabi by semester for reference. Syllabi are reviewed every semester by the associate dean and on an as-needed basis by the Diversity Committee.

  - **Student performance in competitions**: A Google drive document is shared among faculty that lists the competitions and awards our students are eligible to

2

enter. We use the document to coordinate and gather information on the number of entries submitted and competitions won. Results are shared annually with faculty.

- ■ **Exit surveys**: An exit survey is administered to graduating seniors. All seniors are emailed a minimum of three times to visit the journalism school office and fill out the exit survey and post-test before graduation. Those who fill out the surveys are given a Reynolds School water bottle. Participation rates vary. Results of the exit survey are shared annually with the faculty and discussed by members of the Assessment Committee to determine what, if any, responses would be warranted based on the data.

In the future, we plan to investigate a portfolio requirement for our students. At present, this is part of some classes but is not a requirement for all majors.

- *Are these measures effective for assessing ACEJMC's professional values and competencies?*
  Measures are compatible with values and competencies. Their effectiveness is subject to ongoing review.

3. COLLECTING DATA; IMPROVING QUALITY

c) *Does RSJ collect and report data from its assessment activities and apply the data to improve curriculum and instruction?*
The Reynolds School collects data on a regular basis, and it applies information accumulated in these efforts to various formal and informal discussions of curriculum and instruction. Some assessment activities are well-established. In a few cases, more consistent analysis of results will help increase assessment impact.

- *How does the unit collect and analyze the findings and identify unsatisfactory learning of specific values and competencies?*
  Content review by local professionals is one consistent form of assessment deployed by the school. These outside reviewers use a writing rubric provided by Reynolds to evaluate random selections of work from a required writing course. In addition to submitting their ratings, written critiques and marked text, professionals meet with Assessment Committee members for a debriefing on their observations.

  Following content reviews, the committee aggregates favorable and unfavorable comments. Results are shared with faculty and compared with internal School of Journalism observations of reporting and writing quality within the program. Some faculty in turn share results with students, a way to reinforce quality expectations of employers.

  Feedback from professionals, combined with long-standing faculty concerns, contributed to experimental, self-directed quizzes launched in fall 2017 to help students improve proficiency in grammar, punctuation and style.

  On occasion, results of other measures such as the pre-test/post-test knowledge quizzes and senior exit surveys are reviewed and highlights shared with the faculty and staff. Recent example: The associate dean presented a summary of results from recent tests and surveys during May 9, 2018, faculty meeting. Additionally, at the

same May meeting, the internship coordinator shared key results from ongoing assessment of internship program.

Reynolds has sufficient direct and indirect measures in place. They are referenced in the continuous evaluation of student learning. At the same time, increasing the impact of assessment requires more thorough follow-up on opportunities presented by the accumulated data. Scheduling data analysis consistently and documenting actions taken in response will help build upon current efforts.

- *What specific values and competencies had graduating classes not mastered satisfactorily?*

  All 12 values and competencies are covered in core courses. Most appear to be covered sufficiently. Though the committee identified at least three areas that may not yet be fully and consistently embedded in core courses – history, research, numeracy. This is not to say the topics are not addressed at all. For example, Jour 207 in fall 2017 substantially increased attention to numeracy with a fuller complement of course work on data reporting. And media history is briefly addressed in media ethics course. Building on these kinds of efforts will move the program closer to fulfilling all 12 areas cohesively and consistently. A syllabus review planned for fall 2018 should further verify whether values and competencies are sufficiently covered.

  Commendable writing examples are cited in annual content reviews. But reviewers also point to familiar areas still needing improvement: Sharpened news judgment; more thorough reporting that supports premise of story; clear and concise writing; less obvious advocacy in news articles.

- *How does the unit decide how to address these areas of concern and what actions did it take to do so?*

  The associate dean leads ongoing exploration of curriculum and instruction. One recent example: News faculty members met in spring 2018 to brainstorm on strengths and weaknesses in curriculum, with an eye toward more advanced reporting opportunities. ... Another means of identifying and addressing concerns is the annual content review of students' work by outside professionals. This feedback serves as a reminder to keep spotlight on the fundamentals of reporting and writing. In response to ongoing critiques of language mechanics such as grammar, punctuation and style, a battery of self-directed quizzes was developed to help students increase proficiency in these areas.

- *How does the unit evaluate whether its actions overcame the weaknesses in student learning and what were the results?*

  Feedback from professionals on critical thinking, reporting and writing is aggregated. Concerns expressed by reviewers are often consistent with points of improvement identified by faculty: story ideas with clear audience purpose; in-depth reporting with multiple sources; writing with clarity and concision. The feedback is helpful and signs of progress can be found. Now that the current approach to content reviews has been tested for two years, a more thorough system for evaluating results can be established. ... Results of knowledge tests and surveys are discussed periodically at faculty meetings. More thorough review of selected results will help increase impact of assessment.

- *Was the program of data analysis and action effective for identifying and overcoming unsatisfactory student learning?*

Somewhat, but probably not enough. To move the school's overall efforts to the next level of assessment, structure must be solidified, with a schedule for analyzing information and documenting impact on curriculum and instruction.

4. SEEKING HELP FROM ALUMNI, OTHER PROFESSIONALS

d) *How and how well does RSJ maintain contact with alumni to assess their experiences in the professions and to seek suggestions for improving curriculum and instruction? (List surveys, advisory boards, social media initiatives, portfolio reviews and other activities.)*

How: The dean has an Advisory Council, a group of 12-20 alumni from media industries providing guidance and insight about industry needs. The information from the Council meetings is not necessarily shared with faculty, but opportunities to do so may exist.

The university reaches out to graduating seniors through a survey. UNR captures participants for a five-year follow-up. Information is shared with RSJ. But RSJ has a limited number of participants. The timing coincides with other data RSJ is trying to determine and makes for too lengthy a session for more student engagement. Needs increase in participation numbers.

No other specific outreach to alumni about curriculum was found. Needs vast improvement.

e) *How and how well does unit include other members of journalism and mass communication professions in its assessment process? (List surveys, advisory boards, social media initiatives, portfolio reviews and other activities.)*

The school invites professionals from the news industry, including alumni, to review student writing samples. They provide significant feedback. The Assessment Committee shares results with full faculty. Examples of specific actions in response include:
- New rubrics devised to address common complaints.
- AP style-type quizzes.

Needs improvement in capturing how many students are affected and results actions taken.

Faculty often invite alumni and other professionals to review student projects in most strategic communications courses and in media ethics. Feedback is reviewed by individual instructors and applied to improve student learning within courses. But results are not always captured at the overall program level and shared to improve curriculum.

Discussion of assessment and related topics
From Reynolds School faculty meetings, fall 2013-spring 2018 (as of April 20)

2017 – 2018

4/6/18

Assessment goals distributed for reference in 2019 syllabus design.

RSJ students will be competing in Bateman Competition on 4/12/18

3/2/18

JOUR 207 assignment feedback by assessment panel distributed.

1/19/18

Discussion: RSJ goals for 2018 include leading diversity hiring and student

recruitment/retention; domination of certain categories of Hearst Awards

Mignon and Caesar seek feedback on grammar quiz & lesson series. Fall 2018 should see

more lessons added.

12/13/17

Grammar quizzes uploaded to WebCampus. See handouts for usage instructions.

2nd round of JOUR 207 content reviews has been completed; consolidated reviewer

feedback to follow in Jan. 2018 meeting.

11/27/17

New student enrollment is up 13%.

93% of RSJ graduates surveyed are employed after graduation.

9/29/17

Diversity Committee is developing a student panel for consultation on diversity-related

issues.

8/24/17

Supplemental grammar quizzes and learning modules will be made available for faculty

use on 8/28/17; feedback on effectiveness is encouraged.

5/10/17

RSJ retention rate is 83.2%; an increase of 1.2% from previous year.

Assessment handout: identify areas of study covered in your courses.

Future Reynolds Media Lab practicum and professional partnerships are being explored.

4/7/17

Faculty expressed a desire for a New Media Technology Chair hire who could better help students with their understanding of algorithms, visual data, metrics and statistics.

3/3/17

RSJ enrollment decreased by 5% in 2016.

Motion: Hours for internship requirements decreased; classroom hours and weekly mentor feedback requirements added. Passed.

Assessment Committee update on measures: analysis of data gathered with an eye toward potential changes to the school is the next step.

1/19/17

Caesar and Mignon introduced the development of grammar & conventions quizzes for students, seeking faculty feedback.

Discussion: potential major tracks that might align with student self-branding.

12/14/16

Discussion: introducing degree specializations to align with the way students "brand themselves" after graduation.

9/30/18

Strategic plan revisions include promotion of undergraduate enrollment growth and professional partnerships for experiential learning.

8/25/16

Journalism major enrollment has decreased since 2013.

Motion: JOUR minor requirements revised to increase credits. Passed.

Discussion: the language with which students discuss their career goals is increasingly vague; how do we best advise & teach them?

Discussion: JFIT as a potential requirement for all frosh.

Discussion: student writing goals.

5/4/16

Announcement: RSJ graduate program enrollment is up 30%

4/1/16

Motion: introduce a Serious Games minor; passed

Discussion: student needs and specific goals to meet those needs

2/19/16

Discussion: using Semenza account to fund workshop to assess diversity in teaching.

1/14/16

JOUR 120 to be resubmitted for Core status because 75% of students enrolled in it are not JOUR majors; it is an important recruitment source.

10/23/15

Discussion: How can/should JOUR 120: Media in Modern Life be changed to suit the changes in new Silver Core Curriculum? Can it be absorbed into other courses?

How can the RSJ better collaborate with professionals to shape academic work?

10/2/15

Motion/Discussion: adding 15 credits of breadth requirements, eliminating 15 credits of liberal arts requirements; increase credits in JOUR major overall. Changes passed.

Discussion: the RSJ's reputation and the needs of graduate and undergraduate programs. There is a need to develop a research methods course for undergraduates.

8/20/15

A tutorial on organizing student evaluation data was given.

2014 – 2015

5/6/15

New graduate exit interviews and internship mentor surveys implemented to measure student preparedness.

4/3/15

Motion: Curriculum committee proposed changes to the number of credits required for JOUR students in order to match ACEJMC standards. Changes passed.

2/27/15

Mignon announced online grammar help for students and requested faculty feedback. Katherine Hepworth proposed regular brownbag luncheons to discuss helping at-risk students.

1/14/15

Curriculum changes that make double majors quicker and easier to accomplish are needed.

How do our students compete on a global scale?

Formal mentoring and experiments with eliminating grading were discussed.

10/17/14

Hearst Foundation competition announced

8/22/14

RSJ graduation rates have been increasing annually since 2012.

Memo: Pilot & Implementation of the New Online Course Evaluation System

JOUR pre-majors have almost doubled since 2013.

2/21/14

Announcement: First 4 syllabi drafts have been submitted. Teams are working to develop learning objectives.

1/15/14

Discussion: Changes to First 4; updates to syllabi to reflect assessment connection

12/11/13

Discussion: changes to First 4 w/ committee formation proposed

11/15/13

Reaccreditation debrief segueing into curriculum discussion to improve First 4

May 14, 2019

To: Al Stavitsky, Donica Mensing

From: Assessment Committee – Alison Gaulden, Gi Woong Yun, Ben Birkinbine and Patrick File (chair)

Subject: **Assessment Committee report, 2018-19**

Committee members completed a productive academic year improving assessment. A summary of activities is below. Attachments provide additional details.

- **Aligning syllabi with goals in RSJ Assessment Plan.** The committee reviewed syllabi in required RSJ classes (current and future)—JOUR 103, 107, 108, 207, 208, 305, 401, 499—for their alignment with the goals identified in the RSJ assessment plan. We met with instructors of those courses to ensure that the classes meaningfully addressed the goals with which they are aligned. *Relevant attachment: RSJ Assessment Plan*

- **Finalizing RSJ Assessment plan.** Following the review/alignment of required class syllabi, the RSJ Assessment Plan was finalized and approved by the full RSJ faculty on Dec. 12, 2018, in time for the 2019 self-study year for ACEJMC accreditation. *Relevant attachment: RSJ Assessment Plan*

- **Professional reviews of student work.**
    - Four media professionals critiqued writing samples from JOUR 207, fall 2018 semester. The committee discussed the professionals' feedback in subsequent meetings (Dec. 7, 2018; Feb. 8, 2018) and shared the results with faculty on April 5, 2019, including a proposal for curricular improvements made through a joint assessment and curriculum committee (planned for fall 2019). This joint committee will address improving communication related to "closing the assessment loop" through curricular improvements. *Relevant attachment: Summary of Pro Reviews of JOUR 207*
    - Media professionals also regularly review and rate student work in strategic communication electives taught by Professors Bob Felton, Alison Gaulden, Laura Crosswell and Todd Felts. These include JOUR 443, 442, 361, 351, and 432. The faculty report that this review process has prompted syllabus revisions, such as when professionals have noted a lack of longer form writing in JOUR 361, for example, or the need to incorporate video work into JOUR 432.

- **Conducting review of assessment tools/tactics/data.** The committee reviewed the various means of collecting assessment data, where it is stored, and how it is used, toward developing consistent curricular review and improvement. These included:
    - Pre/post-test questions: Dr. Yun analyzed questions and improved faulty questions, committee recommended adding questions related to demographics

and preparation at the high school level. Dr. Birkinbine undertook to revise the test for Fall 2019.
- o Rubric for professional review of student work: committee is preparing a more precise rubric and criteria for this important assessment activity, which could also inform a generalized writing rubric for RSJ classes.
- o Student and mentor evaluations from internships: Prof. Gaulden began gathering/centralizing this data for more consistent analysis and curricular improvement.

- **Ongoing efforts:** Routine assessment continued on:
  - o Pre/post media knowledge tests. Fall and spring.
  - o Surveys of graduating seniors' impressions of program. Fall and spring.
  - o Internship assessments, using the 12 ACEJMC values and competencies as a guide. Ongoing.

- **Committee meetings**: Members met six times during the academic year. *Fall 2018*: Sept. 27, Oct. 30, and Dec. 7. *Spring 2019*: Feb. 8, March 29 and April 26.

Looking ahead. Assessment activities of 2018-2019 cued up some important work to be done next year, including:
- Convene a joint committee on Assessment and Curriculum for implementation of improvements identified through assessment measures, including:
  - o Develop recommendations for implementing professional feedback into writing intensive courses.
  - o Identify means to professionally assess non-written production work in required course work.
  - o Renew efforts to emphasize numeracy in required courses, a deficiency identified through ongoing assessment measures.
- Incorporate measures of diversity competence in professional review of student work, and other assessment measures.
- Incorporate plagiarism cognizance in assessment.
- Improve alumni outreach on curriculum improvement and industry trends
  - o Partly an extension/result of success of professional review of Prof. Gaulden's JOUR 442 syllabus, conducted in Summer 2018.
- Continue review and documentation of how assessment data are used to help drive improvements.
  - o This should include a review of courses that include professional reviews of student work, and how we collect and use the resulting data.

Attachments:
- RSJ Assessment Plan
- Summary of Pro Reviews of JOUR 207

Reynolds School of Journalism
University of Nevada, Reno
Assessment Plan

MISSION AND OBJECTIVES
The community of professionals and scholars in the Reynolds School of Journalism is dedicated to advancing the practice and knowledge of journalism, strategic communications, graphic design and other fields of media. In this pursuit, we remain faithful to the enduring principles of professional media — analytical thinking, clear writing, compelling presentation, ethical behavior and sophisticated use of technology and research. Objectives are directly aligned with core values and competencies established by the Accrediting Council on Education in Journalism and Mass Communication, and are tailored to fulfill overlapping assessment expectations of the University of Nevada, Reno.

This assessment plan describes the steps established for ensuring that RSJ students explore all 12 core values and competencies.

LEARNING GOALS AND OBJECTIVES
Our assessment plan is anchored by 12 curricular learning goals with corresponding objectives that are compatible with ACEJMC's recommended values and competencies. They include the following:

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.

Learning Objective 2: Students will demonstrate awareness of the five rights protected by the First Amendment.

Learning Objective 3: Students will demonstrate knowledge of the main areas of First Amendment law, including libel, obscenity, prior restraint and commercial speech.

> **Goal 1: Courses targeted**
> - 107 Fundamentals
> - 108 Design
> - 207 Words/ Numbers
> - 305 Media Ethics
> - 401 First Amendment
> - 499 Internship
>
> ----
> *Overlap with UNR Silver Core Curriculum Objectives:*
> 7. Artistic composition, interpretation and expression
> 8. Constitution

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 up to today's media environment.

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

Learning Objective 2: Students will demonstrate awareness of historical trends and practices different from and similar to today's media profile.

Goal 2: Courses targeted
- 103 Media and Society
- 107 Fundamentals
- 305 Media Ethics
- 401 First Amendment

Overlap with UNR Silver Core Curriculum Objective:
5. History and culture

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 voices and experiences.

Learning Objective 2: Students will demonstrate sensitivity to and understanding of the cultures, histories, perspectives, and socio-economic and political characteristics of diverse groups.

Learning Objective 3: Students will demonstrate an ability to engage members of diverse groups over issues of community interest.

Goals 3 and 4: Courses targeted
- 103 Media and Society
- 107 Fundamentals
- 207 Words/Numbers
- 208 Images/Sounds
- 305 Media Ethics
- 401 First Amendment
- 499 Internship

Overlap with UNR Silver Core Curriculum Objectives:
6. Cultures, societies and individuals
10. Diversity and equity
11. Global contexts

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.

Learning Objective 2: Students will demonstrate visual literacy in creating photographs, video, web products and other digital content that communicate the essence of storytelling clearly and effectively, with an awareness of and an adherence to ethical standards.

Goal 5: Courses targeted
- 108 Design
- 207 Words/ Numbers
- 208 Images/Sounds
- 305 Media Ethics
- 499 Internship

Overlap with UNR Silver Core Curriculum Objectives:
7. Artistic composition, interpretation and expression
9. Science, technology and society

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 codes of ethics and standards of truth and their historical development.

Learning Objective 2: Students will demonstrate an ability to anticipate and recognize ethical issues when they arise and to reason through them, while taking multiple perspectives into account.

> **Goal 6: Courses targeted**
> - 107 Fundamentals
> - 108 Design
> - 207 Words/ Numbers
> - 208 Images/Sounds
> - 305 Media Ethics
> - 401 First Amendment
> - 499 Internship
> ----
> *Overlap with UNR Silver Core Curriculum Objective:*
> 12. Ethics

Learning Objective 3: Students will demonstrate an ability to explain their ethical reasoning about a particular dilemma in terms that can be understood by a diverse group of people.

Learning Objective 4: Students will be able to demonstrate an understanding of diversity's impact on the credibility and civic purpose of professional media practice. Students will gain the knowledge and skills to incorporate multiple perspectives and represent diverse stakeholders equitably and accurately.

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 in the work of others.

Learning Objective 2: Students will demonstrate media literacy in discerning the authenticity and value of various forms of media.

> **Goal 7: Courses targeted**
> - 103 Media and Society
> - 107 Fundamentals
> - 108 Design
> - 207 Words/ Numbers
> - 208 Images/Sounds
> - 305 Media Ethics
> - 401 First Amendment
> - 499 Internship
> ----
> *Overlap with UNR Silver Core Curriculum Objective:*
> 3. Critical analysis and use of information

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

> *Learning Objective 2*: Students will develop their ability to assess the soundness of information gathered, whether for their own work or the work produced by others, effectively applying tools and techniques for verification.

Goal 8: Courses targeted
- 103 Media and Society
- 107 Fundamentals
- 207 Words and Numbers
- 305 Media Ethics
- 401 First Amendment
- 499 Internship

Overlap with UNR Silver Core Curriculum Objectives:
2. Quantitative reasoning
3. Critical analysis and use of information
4. Physical and natural phenomena

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.

> *Learning Objective 3*: Students will demonstrate an ability to use styles and forms appropriate to their chosen communication profession – whether promotional campaigns or news content, whether in print, broadcast, social media or other emerging forms.

Goal 9: Courses targeted
- 103 Media and Society
- 107 Fundamentals
- 207 Words and Numbers
- 305 Media Ethics
- 401 First Amendment
- 499 Internship

Overlap with UNR Silver Core Curriculum Objective:
1. Effective composition and communication

> *Learning Objective 4*: Students will demonstrate ability to fashion stories that flow well across multimedia forms to engage diverse consumers.

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.
>
> *Learning Objective 2*: Students will demonstrate techniques and practices that re-inforce fidelity to facts, truth, proper context, fairness and accuracy.
>
> *Learning Objective 3*: Students will cultivate fundamental language skills, including consistent competencies in grammar, punctuation and style.

Goal 10: Courses targeted
- 107 Fundamentals
- 108 Design
- 207 Words/ Numbers
- 208 Images/Sounds
- 305 Media Ethics
- 401 First Amendment
- 499 Internship

Overlap with UNR Silver Core Curriculum Objectives:
13. Integration and synthesis
14. Application

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.
>
> *Learning Objective 2*: Students will demonstrate ability to perform basic calculations and apply basic numerical and statistical concepts.

Goal 11: Courses targeted
- 108 Design
- 207 Words and Numbers
- 208 Images and Sounds

Overlap with UNR Silver Core Curriculum Objective:
2. Quantitative reasoning

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.
>
> *Learning Objective 2*: Students will demonstrate ability to use a range of technical software and hardware tools to gather, develop and distribute content.

Goal 12: Courses targeted
- 108 Design
- 207 Words and Numbers
- 208 Images and Sounds
- 499 Internship

Overlap with UNR Silver Core Curriculum Objectives:
1. Effective composition and communication
9. Science, Technology and Society

ASSESSMENT MEASURES
To assess the extent to which students achieve our stated learning goals, the Reynolds School employs the following *direct measures*:

- ■ **Pre-test/post-test.** Administered every fall and spring semester for students in our introductory reporting and writing course, Jour 107, then again for graduating seniors toward the end of each semester. This provides a gauge of students' knowledge of topics related to core courses.

- ■ **Professional reviews.** At least once each academic year, media professionals evaluate a random selection of student assignments from JOUR 207, Words and Numbers, using rubrics provided by the Reynolds School and factoring in relevant elements of ACEJMC's competencies and values. Additionally, student work is regularly critiqued by outside professionals in several higher-level courses.

- ■ **Internship evaluations**. Every student majoring in journalism is required to complete an internship. Their performance is evaluated using learning goals that are aligned with ACEJMC's 12 principles.

In addition to the direct measures listed above, the Reynolds School gathers and evaluates several *indirect measures*. These include:

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

ASSESSMENT PROCESS
The Reynolds School has a standing Assessment Committee. This committee is charged with ensuring that appropriate data are collected, organized and analyzed and sharing observations and recommendations with faculty, including the Reynolds School Curriculum Committee.

Rating JOUR 207 student work: News and PR

Four local media professionals reviewed 12 fall 2018 submissions from news and PR assignments. Totals below show the ratings at each level for all 48 reviews. Ratings from 2015, 2016 and 2017 are listed as well, though note that our approach to the reviews have evolved over time (criteria/rubric has changed, earlier reviews did not include PR, number of professionals reviewing has fluctuated).

	2018 total	2018: News[1]	2018: PR	2017	2016/2015
Fully Met Criteria	**4** **8.5%**	2 8.7%	2 8.3%	7 14.6%	20 20.4%
Substantially Met Criteria	**35** **74.5%**	16 69.6%	19 79.2%	33 68.8%	41 41.8%
Failed to Meet Criteria	**8** **17.0%**	5 21.7%	3 12.5%	8 16.7%	37 37.8%

Discussion takeaways
- Lack of understanding of the basics, unclear frame of reference for what a news story or PR pitch is supposed to be
    - "Stories don't read like 'news stories;'" poor or unclear sourcing, incorporate a bias or obvious viewpoint; opinion/personal observation as reporting, general lack of supporting reporting
    - "This is not a [PR] pitch"—lacks focus on what is important or interesting
    - "Just not that interesting. Nobody grabbed anything and ran with it." "Lacked clear focus." Nuggets of a good story were present, but not seized on.
    - "I didn't read a good lede;"
    - Headlines: news story did not deliver on promise of headline, PR pitch headline was weak or uninteresting

Broader discussion points, opportunities for improvement
- Social media aspects of assignments generally much stronger than written portions
- Evidence that students don't read a lot of traditional news stories? Do they lack a frame of reference for this type of writing?
- Where in the process are students getting feedback? An opportunity to workshop? Or are they just told "go produce a news story about _____ ."
    - Better to focus on one or two stories over the course of the semester and workshop hard, or learn by repetition? Incorporate peer-editing?
- "It seems like the problem lies with bad reporting, which leads to bad writing."
- Trend since 2016 review: generally upwards, improving; particularly noted improvements in grammar mechanics, AP style—suggests our incremental changes are working

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[1] One reviewer did not give a rating to one news story, thus a total of 23 ratings for news, 47 ratings overall.

Self-study awards list
Reynolds School of Journalism

2013-2014
- National Student Advertising Competition team takes second place in regional competition
- Bateman public relations team competes for first time in seven years

2014-2015
- Journalism student named 2014 Media Fellow Scholar
- Senior Landon Miller earns top recognition for broadcast news in Hearst Journalism Awards Program
- University of Nevada, Reno Alexa Ard selected for 2015 Carnegie-Knight News21 Program
- Integrated Marketing Communication group's 'edgy creative' earns second place in annual competition
- Bateman competition team wins honorable mention

2015-2016
- Shelbi Whitehead and Stephanie Serrano place in top 20 in Hearst Journalism Awards Multimedia Feature
- Bateman competition team wins honorable mention

2016-2017
- Reynolds School freshman wins Newseum video contest
- Crystal Powell honored with Student Filmmaker of the Year at Nevada Women's Festival
- Bateman competition team wins honorable mention
- IMC team wins second at district

2017-2018
- Robyn Feinberg places in top ten of Hearst Awards for personality and profile writing
- National Student Advertising Competition team takes first at district competition
- Student award national Murrow for reporting at KUNR

2018-2019
- Karina Gonzalez takes 8th and Lucia Starbuck takes 16th in Hearst Journalism News radio category. Taylor Avery places in top 20 in multimedia news and Andrew Mendez places in top 20 for breaking news coverage.
- KUNR wins national Murrow Award for excellence in innovation
- KUNR wins regional Murrow Award for best news series
- National Student Advertising Competition team takes second at district
- Bateman competition team earns honorable mention
- PRSSA Nevada wins Star Chapter Award