

Report of On-Site Evaluation

ACEJMC

Undergraduate program

2021-2022

Name of Institution: **Iowa State University**

Name and Title of Chief Executive Officer: **Wendy Wintersteen, President**

Name of Unit: **Greenlee School of Journalism and Communication**

Name and Title of Administrator: **Michael Dahlstrom, Director**

Date of 2021 - 2022 Accrediting Visit: **Oct. 31-Nov. 2, 2022**

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

Date of the previous accrediting visit: **Oct. 25-28, 2015**

Recommendation of the previous site visit team: **Re-accreditation**

Previous decision of the Accrediting council: **Re-accreditation**

Recommendation by the 2021-2022 Visiting Team: **Re-accreditation**

Prepared and submitted by:

Team Chair

Name and Title: **David Boardman**

Organization/School: **Dean, Klein College of Media and Communication, Temple University**

Signature

Team Members

Name and Title: **Michael Cherenson, APR, Fellow PRSA**

Organization/School: **Executive Vice President, SCG Advertising and Public Relations**

Signature

Name and Title: **Barbara Cochran**

Organization/School: **Professor Emerita, University of Missouri School of Journalism**

Signature

Name and Title: **Kenn Gaither**

Organization/School: **Interim Dean of the Elon University School of Communication**

Signature

PART I: General Information

Name of Institution: Iowa State University

Name of Unit: Greenlee School of Journalism and Communication

Year of Visit: 2022

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

- ☒ Higher Learning Commission
- ☐ Middle States Commission on Higher Education
- ☐ New England Commission on Higher Education
- ☐ Northwest Commission on Colleges and Universities
- ☐ Southern Association of Colleges and School Commission on Colleges
- ☐ Western Association of Schools and Colleges

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

- ☐ Private
- ☒ Public
- ☐ Other (specify)

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

Iowa State University of Science and Technology is a state institution of higher education under the control of the Board of Regents, State of Iowa and is authorized to conduct its business pursuant to Iowa Code Chapters 262 and 266.

The Iowa General Assembly chartered Iowa State University in 1858 as the Iowa Agricultural College. The college was designated the nation's first land-grant college when Iowa became the first state to accept the terms of the Morrill Act in 1862.

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

- ☒ Yes
- ☐ No

If yes, give the date of the last full accrediting visit. If there was a revisit, give the date of the last full visit and the date of the revisit: **Oct. 25-28, 2015**

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

The unit has been continuously accredited (re-accredited) since 1948.

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

The Greenlee School of Journalism and Communication is committed to a philosophy that draws its goals from the larger purposes of a land grant university as well as its accrediting organization, the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). The School strives to serve students, the university, professional communicators and the general public of Iowa, the nation and the world through teaching, scholarship, service and professional outreach activities that:

- *Educate students for careers in journalism and mass communication.*
- *Promote an understanding and appreciation of the First Amendment and the role of journalism and communication in all societies.*
- *Foster theoretical and applied scholarship that improves the practice of journalism and communication.*
- *Emphasize communication in an increasingly diverse and multicultural world.*
- *Promote accountability and ethical performance.*
- *Increase communication effectiveness in a fast-changing technological society.*
- *Engage in substantial service to the University, the profession and the public.*

The activities of the School reflect the University's commitment to excellence in teaching, research, creativity, professional practice and extension, and the University's recognition of the importance of service.

The mission statement was adopted in 2003 and last revised in 2015.

7. What are the type and length of terms?

Semesters of 16 weeks

Summer sessions of 4, 6, or 8 weeks

Winter session of 4 weeks

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

☒ Bachelor's degree

☒ Master's degree

☐ Ph.D. degree

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

Journalism and Mass Communication, Bachelor of Science
Advertising, Bachelor of Arts
Public Relations, Bachelor of Science

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

The university requires 120 semester hours for an undergraduate degree.

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

Three semester credit hours must be earned for the school's required 400-hour internship. Additional internships (variable credit up to three credit hours) are possible if approved by a Greenlee faculty mentor.

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

The school has three majors: advertising, journalism and mass communication, and public relations. There are no official designations of chairs for each major. No formal sequences or specialties exist at the school level, are approved by the college or recognized by the university. A common core of courses unifies the school's three majors.

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

Reported annually, there were 29,969 students as of Fall 2022. Previous years reported on the [Iowa State University Fact Page](#).

14. Number of undergraduate majors in the accredited unit, by sequence. (If the unit has pre-major students, list them as a single total). Give the semester and academic year represented. Add lines as needed.

Name of Sequence or Specialty	Primary and secondary undergraduate majors Fall 2022 (10-31-22).
● Advertising	128
● Journalism and Communication	180
● Public Relations	158
● Total	466

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 for 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.)

Course	Section	Spring 2022	Fall 2022
		Enrollment	Enrollment
JL MC 201	1	17	18
	2	18	20
	3	18	18
	4	18	19
	5	15	20
	6	16	-
JL MC 302	1	16	15
JL MC 303	1	19	17
JL MC 307	A1/A 2	16	11
JL MC 307	B1/B2	16	10
JL MC 307	C1/C2	19	14
JL MC 308	1	7	12
JL MC 310	1	13	13
JL MC 316	1	14	15
	2	18	17
JL MC 317	1	5	-
JL MC 344	1	-	9
JL MC 346	1	15	-
JL MC 349	1	-	10
JL MC 390A	1	9	10
JL MC 390J	A1/A 2	14	-
JL MC 390J	B1/B2	15	-
ADVRT 334	1	15	-
	2	6	15
	3	-	17
ADVRT 336	1	15	13
P R 321	1	12	16
	2	11	19
	3	14	-

Some skills courses were offered online during the pandemic, but there are no regularly offered online skills courses.

16. Total expenditures planned by the accredited unit for the 2022–2023 academic year:

Percentage increase or decrease in three years:

2022-2023: \$2,690,535; a 7.6% decrease below FY 2021–2022.

2021-2022: \$2,913,388; a 3.8% decrease below FY 2020–2021.

2020-2021: \$3,029,290; a 3.0% decrease below FY 2019–2020.

Amount expected to be spent this year on full-time faculty salaries: \$2,068,322.

Budget is on a fiscal year model starting July 1 and ending June 30.

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

- Jeff Ames Assistant Teaching Professor
- Sherry Berghefer Teaching Professor
- Jan Boyles Associate Professor
- Michael Bugeja Distinguished Professor
- Deni Chamberlin Associate Professor
- Maria Charbonneaux Assistant Professor of Practice
- Michael Dahlstrom¹ Professor
- Daniela Dimitrova Professor
- Joel Geske Associate Professor
- Gang Han Professor
- Novotny Lawrence Associate Professor
- Tracy Lucht Associate Professor
- Jay Newell Professor
- Angela Powers Professor
- Gary Sawyer Associate Teaching Professor
- Joanna Schroeder Assistant Teaching Professor
- Michael Wigton Associate Teaching Professor
- Erin Wilgenbusch Teaching Professor
- Kelly Winfrey Associate Professor
- Brenda Witherspoon Teaching Professor

¹ Director is a full administrative role with no teaching expectations

18. List names of part-time/adjunct faculty teaching at least one course in fall 2022. Also list names of part-time faculty teaching spring 2022. (If your school has its accreditation visit in spring 2023, also provide the spring 2023 adjunct list in the updated information.)

Fall 2022

- Diane Bugeja Teaching Professor
- Beth Haag Assistant Teaching Professor
- Catherine Huggins Assistant Teaching Professor

Spring 2022

- Diane Bugeja Teaching Professor
- Beth Haag Assistant Teaching Professor
- Catherine Huggins Lecturer
- Christine Jensen Assistant Teaching Professor

19. For each of the last two academic years, please give the total number of graduates from the unit.

2020-2021 academic year: 177 graduates

2021-2022 academic year: 139 graduates¹

¹ Summer 2022 graduation numbers have not yet been released and Spring 2022 graduation numbers do not yet include all students finishing summer internships. The total graduation number will likely increase when more recent data is released.

PART II — Standard 1: Mission, Governance and Administration

The Greenlee School of Journalism and Communication, in various forms, has a long and rich history as one of the nation's oldest programs. Journalism education at Iowa State University dates back to 1905, when a Chicago commodities dealer financed a chair and program because he saw a need for accurate information on agriculture in the Midwest. The program grew within the College of Agriculture, becoming a department in 1925 and achieving ACEJMC accreditation in 1948. In 1990, it was moved to the College of Liberal Arts and Sciences, and in 1998, with a gift from alumni, was named the Greenlee School. Today, it is the only designated school within the College of Liberal Arts and Sciences, and one of only two with that designation at the University.

With that status comes significant stature within the University. Despite being relatively small, Greenlee is admired within Iowa State as one of its higher-profile units, with a strong brand identity, an accomplished alumni population, and a reputation for engaged, happy students.

A hallmark of the School is the dedication of its faculty to the development of their students. On entering Hamilton Hall, a visitor is met with a striking banner titled, "The Greenlee Promise." It reads:

We, the faculty and staff of The Greenlee School, will prepare you for a professional life in journalism and communications, in such a manner that...

You will be able to recognize, seize and realize opportunities to grow your career.

You will become part of a life-enriching community of ISU Greenlee students, staff, alumni, friends and practicing professionals.

You will learn how to adapt and thrive as a working professional in the digital networked world.

You will be challenged to shape your Greenlee experience to match your individualized, personal aspirations.

You will be astonished and inspired by the access and openness of your advisors and mentors among the Greenlee faculty, staff, alumni and visiting professionals.

You will become a hands-on practitioner and protector of one of the most vital pillars of service that upholds and empowers a free, civil and just society.

You will learn how to shape and lead the future of that society and evolve, with integrity, the future of journalism and communications.

You will be expected to work exceptionally hard, as both an individual and a member of a team.

You will be called by and held to the highest standards of academic rigor and personal ethics.

You will have the opportunity to build cherished relationships that last a lifetime.

You will experience the life-changing qualities and power of loyalty – loyalty to a high civic calling, to a community of ideals that will elevate your life, expand your worldview and ignite your aspirations.

You will embark on a personal journey at Greenlee unlike any other found in schools of journalism and communications anywhere in the world.

Above all, you will hit the ground running when you complete your graduation requirements and land your first career job.

In meetings with Greenlee students, the site team learned that the faculty delivers on most of those promises. Consistently, students expressed that their professors are accessible, committed and admired, and graduates are finding jobs in School disciplinary fields at an impressive rate.

Likewise, the current director of the program, who has held that position since 2019, is widely respected by both his own faculty and by colleagues across the University. He has successfully calmed stormy waters that occurred when a previous director, recruited as a change agent, was unsuccessful in winning buy-in from much of the faculty – an unsurprising problem, given that that director had replaced a 14-year incumbent under whom the School had grown significantly. Today, the faculty appear to be cohesive, and many seem ready to move the School forward in new ways.

They had better be. Despite generally positive attitudes within and about Greenlee, the School faces a significant challenge: dramatically declining enrollment. At the time of the last ACEJMC site visit, Greenlee had 870 students; today, it has about half that many, at 438. Greenlee's rate of decline is more than double the University's 20 percent decline from its 2016 peak. In the Responsibility Centered Management (RCM) budget system that Iowa State employs, that enrollment decline means smaller budgets and fewer faculty lines.

While this remains a solid program in most regards, with outstanding job placement of its students and impressive research and creative production by its faculty, it is deeply traditional. In the journalism major in particular, it lags behind peer programs in many aspects of a fast-changing profession, and in the sophistication and breadth of its broadcast/video offerings.

In the site team's meetings with University administrators, the invitation for Greenlee to be more innovative was clear and strong. Equally clear to the site team is that unless the program pushes itself to innovate more quickly and dramatically, it could find itself continuing in a downward spiral of fewer faculty, fewer curricular offerings and fewer students. That said, upper administration is offering incentives to schools and departments with new ideas that will attract students and meet future demands of our society and its workplaces.

The School also has significant issues with diversity, equity and inclusion, most of which are rooted in the broader university and the state within which it operates. But even in light of those challenges, there is more Greenlee can and should be doing.

Overall, this is a unit with a strong foundation, well-earned pride in its history, and capable new leadership. But it must rise to the challenge of securing its own bright future.

Unit performance with regard to indicators:

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

The School's mission statement reads:

The Greenlee School of Journalism and Communication is committed to a philosophy that draws its goals from the larger purposes of a land grant university as well as its accrediting organization, the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). The School strives to serve students, the university, professional communicators and the general public of Iowa, the nation and the world through teaching, scholarship, service and professional outreach activities that:

- . Educate students for careers in journalism and mass communication*
- . Promote an understanding and appreciation of the First Amendment and the role of journalism and communication in all societies.*
- . Foster scholarship that contributes to the building of theory and improves the practice journalism and communication.*
- . Emphasize communication in an increasingly diverse and multicultural world.*
- . Promote accountability and ethical performance.*
- . Increase communication effectiveness in a fast-changing technological society.*

The School also has a strategic plan that was adopted in 2020. While it lays out clear strategies and indicators, it lacks meaningful tactics and actions. And, much to the surprise of the site team, it fails to address the School's most pressing challenge: declining enrollment.

The unit posts its mission statement and strategic plan in a prominent, easy-to-find place on its website.

Yes.

Describe in detail how the mission statement/strategic plan is implemented, plays into the daily life of the unit and its effectiveness in driving progress. Who has responsibility for keeping the plan updated? Is it revised regularly to deal with rapidly changing issues of instruction and technology?

Although the mission statement and strategic plan are revisited every five years, they have changed little even as these industries have evolved at the speed of light. They feel outdated and overly generic.

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

Characterize in depth the leadership of the unit as an agent for progress, advocate for the unit's fields of study within the university and aggressive connector with alumni. What significant achievements can be attributed to the leader? Has the leader built partnerships within the university? Is the leader seen as a strong advocate on matters of diversity, inclusion and equity? Is faculty and student diversity improving? Do scholars and

professionals work collaboratively? Is creativity in curriculum, teaching and research sought and rewarded? Is the leader driving forward the curriculum (while respecting faculty governance and required process) to keep up with a rapidly changing media world?

The current director took the reins in 2019, after a contentious two-year period under the previous incumbent. By all accounts, he managed the School masterfully through the COVID crisis, and appears to be universally respected both by the faculty and staff of Greenlee, by its advisory board and alumni, and by other University constituencies. That said, the site team suggests that a more aggressive, assertive and change-oriented leadership style is called for going forward, and he is well-positioned to provide that. He has accumulated significant political capital in his short tenure and he is poised to spend some of that to move the School forward on curriculum and diversity.

The director offers promising vision in the area of science communication, his own personal specialty. This would appear to be a potential growth area for a university whose official title is “The Iowa State University of Science and Technology,” and where STEM is at its center.

(c) The unit annually updates its data on the ACEJMC searchable database website (<https://lookup.acejmc.org>).

Yes.

(d) The unit gathers, maintains and analyzes enrollment, retention and graduation data and posts them annually in a prominent, easy-to-find place on its websites.

Yes.

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

Faculty governance is clearly a strength of the unit, but may also be a vulnerability. Few programs this site team have observed have such strong policies and procedures on the function of committees and faculty decision-making. But we heard from the dean of the College of Liberal Arts and Sciences, and even from some Greenlee School faculty members, that the emphasis on process at times has inhibited progress at Greenlee.

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

The director is appointed by the dean of the College of Liberal Arts and Sciences, with approval of the provost, president and Board of Regents. The associate dean and directors of graduate and undergraduate education are appointed by the director. Director candidates are solicited through routine search procedures.

The director is evaluated annually by the dean’s office in consultation with the School’s Promotion and Tenure Committee.

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

The processes for faculty grievances are laid out clearly in the University's Faculty Handbook. The emphasis is properly placed on resolving issues within the School, but there are clear channels to take complaints to the College and University levels. Similarly, formal processes exist for students to file complaints either within the School or at the College or University level.

The site team did hear from one faculty member of color that he and other colleagues and students of color do not feel their grievances have been taken seriously enough by the College- and University-level administrators. Details can be found in the Standard 4 review.

SUMMARY:

During this review period, the Greenlee School transitioned from a longtime and respected director who had been in place for 14 years to an external hire who was brought in as a change agent and faced inevitable challenges replacing the incumbent director. That transition was largely unsuccessful and a new director, who had been associate director under both previous directors, was named. He has done an admirable job of calming the waters and positioning the School to meet its significant challenges.

The School has all of the requisite policies, procedures and plans in place, though they seem outdated and may inhibit necessary progress as much as they compel them. The director has built significant relationships and political capital that can now be spent moving Greenlee forward.

Overall evaluation compliance/non-compliance: COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

(a) Students in the unit complete academic requirements for a baccalaureate degree that meet the liberal arts and sciences/general education requirements of the institution. Programs may identify classes within the unit that contribute to a liberal arts and social sciences perspective for graduates from the unit.

The Greenlee School of Journalism and Communication awards bachelor degrees in journalism and mass communication, advertising and public relations. The School also awards a master's degree, but that is not under review.

Like all students at Iowa State University, Greenlee students must complete 120 credit hours to graduate. To earn a bachelor's degree from Greenlee, they must complete a minimum of 34 credit hours within the school and at least 72 credit hours outside public relations, advertising and journalism and mass communication courses. In addition to the School's requirements, students must earn at least 15 hours for a minor or more for a second major; 50 credit hours in College of Liberal Arts and Sciences courses outside the School's curriculum, including 31 required credits in arts and humanities, mathematics, natural sciences and social sciences, and 17 credits in courses required of all university students.

Among the university-wide requirements are a course in international perspectives, a course in U.S. diversity and a course in information literacy. These courses all help address ACEJMC competencies.

The Greenlee School, in addition to the ACEJMC competencies, requires that all graduates should "understand the critical role of a strong foundation in the liberal arts and sciences to professional advertising, public relations and journalism and mass communication education."

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

All Greenlee students take six core courses that offer both theoretical and skills education. The core curriculum of 16 credits in the period under review was: Mass Media and Society; Orientation to Journalism and Communication; Reporting and Writing for Mass Media; Law of Mass Communication; Media Ethics, Freedom and Responsibility; and Professional Media Internship, the capstone course.

Beginning in Fall 2022, the Mass Media and Society introductory course will no longer be required. This change was made to lessen the number of lecture-based required courses. Instead, an advanced theory course has been added as an elective.

In addition to the core curriculum, each major has six required courses for a total of 18 credit hours. The curriculum begins with a mix of theory and skill fundamentals, then moves to skills-oriented courses and finishes with more theory at the same time students are acquiring practical experience in their capstone professional internship.

For Journalism and Mass Communication, the required courses are: Principles of Journalism; Intermediate Reporting and Writing for Mass Media or Reporting and Writing for Broadcast Media; three courses from an approved list that includes such courses as Broadcast Newsgathering and Production, Fundamentals of Photojournalism and Editing; one course from an approved list, that includes such offerings as History of American Journalism and Diversity in the Media.

For Public Relations, the required courses are: Principles of Public Relations; Research and Strategic Planning for Advertising and Public Relations; Public Relations Writing; Public Relations Campaigns, and two courses from an approved list that includes such courses as Strategic Communications in Agriculture and the Environment and Brand Storytelling.

For Advertising, the required courses are: Advertising Principles; Research and Strategic Planning for Advertising and Public Relations; either Advertising Creativity or Advertising Account Management; either Advertising Campaigns or Advertising Portfolio Practicum, and two courses from an approved list that includes such courses as Brand Storytelling and Multimedia Production.

Together, the 16-credit-hour core curriculum and the 18-hour major requirements equal the 34-hour minimum needed to earn the degree. In addition, students can take up to 14 hours of electives among the journalism and communication, public relations and advertising offerings for a total maximum of 48 hours.

Every course syllabus includes the ACEJMC competencies.

Faculty for multi-section courses agree on learning outcomes and devise measurements to assess whether those outcomes are being achieved. This helps to ensure consistency across sections. In some multi-section courses students are tested at the beginning and end to assess learning.

(c) Instruction, whether on-site or online, synchronous or asynchronous, is demanding and current, and is responsive to professional expectations of digital and technological media competencies.

Introductory courses have been adapted to address digital and technological media competencies at the beginning of the student experience. For example, in the required Orientation course, students create an online portfolio. More advanced courses address digital media specifically, such as Multimedia Production, Introduction to Digital Publishing, Publishing for Mobile Devices and Fundamentals of Mobile Photography. The self-study listed two dozen examples of

how digital media is incorporated into journalism, public relations and advertising courses.

In addition to the regular course offerings, the school has developed one-credit short courses to address specific skills and technologies by bringing in professionals who teach the course along with a faculty member. Short-course topics have included podcasting, search engine optimization, virtual reality, advertising analytics and technologies and influencer marketing. Classes may be taught over a weekend or one day a week for several weeks.

While students are learning the basics in their courses, much of their more advanced and public-facing work is done through clubs. The Iowa State Daily, Public Relations Student Society of America chapter and the Sports Media Club are some of those mentioned by students who said those activities are where they get to practice and improve their skills. Many talked about the importance of seeking out these extracurricular opportunities to learn and improve skills they were not getting in the classroom.

One issue that faculty has begun to address is that prerequisites may delay students' opportunities to take more specialized digital media courses, such as Digital Storytelling, until late in their time at Greenlee.

ADVERTISING AND PUBLIC RELATIONS

Public Relations and Advertising students benefit from a balanced curriculum and an experienced, professionally active and dedicated faculty. The major would be well served by additional classes and resources focused on data analytics, social media and hands-on experience using relevant technology required in both disciplines.

JOURNALISM AND MASS COMMUNICATION

Students in this major may further specialize in print/digital journalism, photojournalism, magazine journalism or broadcast journalism. Generally, in course evaluations, internship evaluations, senior surveys and meetings during the site visit, students expressed satisfaction with their instruction. They said that while they may have felt apprehensive when beginning their capstone internships, they were relieved to find that they could do the work. Many expressed a desire for more course offerings in their specific interest area, such as sports journalism.

A strong point is the magazine journalism partnership between the School and Dotdash Meredith, the renowned magazine and digital publishing company with a large office in Des Moines, Iowa, in which students are selected as apprentices and work in the company's offices.

While Public Relations and Advertising majors present work in their Campaigns courses that is critiqued by professionals, Journalism and Mass Communication students have no such opportunity. The faculty has experimented with a joint class in which advanced reporting and photography instructors led students to report on the Iowa presidential caucuses. A second class looked at race in Ames. Another class did a multimedia project on a "cold case" crime. These types of projects could provide opportunity for critique by professionals.

An area that needs to be addressed is broadcast journalism. During the COVID-19 pandemic, broadcast classes were suspended and the sole staff member who maintained a small television

studio in a classroom departed from the School. At the time of the accreditation visit, the studio had been shut down and there was only one faculty member to teach three skills courses geared toward broadcast journalism. Students learn to shoot and edit video, but they have no opportunity to produce a newscast. Greenlee Student TV, the student club for those interested in broadcast journalism, meets one night a week in a dazzling studio in the new Student Innovation Center but has yet to produce a newscast in this facility. Local television news directors said they would like to hire students from Greenlee, especially for producing jobs, but find they are unprepared. One Des Moines news director said she no longer tries to recruit from Iowa State and turns to the University of Iowa instead.

The Journalism curriculum also lacks the specialization that students seek and deserve. There are woefully few if any offerings in such areas as sports journalism, data journalism and investigative journalism.

(d) The unit demonstrates efforts to connect faculty and administrators to the professions they represent, with a specific understanding of the changing skills needed to be successful in the workplace.

The school connects with professions in several ways. The most significant is the capstone internship course in which professionals engage with faculty and students. Professionals provide direct supervision of the student work and complete an extensive evaluation form for each student who does an internship. The professional supervisors are linked directly to the faculty supervisor and provide feedback on how well prepared students are to meet the demands of the workplace. Analysis of supervisor responses for the past four years found that students rated between 4.3 and 4.7 on a scale of 1 to 5 on questions of whether they possess “adequate skills in appropriate technology and software” and whether their academic preparation was “appropriate” for the internship.

The school has an Advisory Council whose members represent a range of professional expertise and who engage with administrators, faculty and students. In a 2021 survey, the Advisory Council was unanimous in agreeing that the curriculum prepares students for careers in journalism and mass communication. The short courses noted above are another way of tapping professional expertise as part of the curriculum.

Finally, the school’s First Amendment Days provides an opportunity to bring professionals to campus to explore with faculty and students the changing climate for freedom of expression.

On an individual basis, faculty members all report contacts with industry professionals through organizations, internships, guest lectures and evaluation of student work.

(e) Student-faculty classroom ratios facilitate effective teaching and learning in all courses. Except for campaigns courses, the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1.

Enrollment figures show all skills and lab courses had fewer than 20 students.

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

When students take courses for internship credit at appropriate professional organizations, the unit must show ongoing and extensive dual supervision by the unit's faculty and professionals.

Students may take up to six semester credits (or their equivalent) at professional media outlets owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

All Greenlee students are required to complete a professional media internship as their capstone course before graduation, for which they receive three credits. The requirement has been in place for more than 20 years. It provides the students with an opportunity to practice what they have learned in a professional setting and serves as an assessment tool for the school. As the self-study says, "The culture of the Greenlee School has long embraced the notion that we yield our final course to the professionals as a test of whether instruction was effective."

The internship has specific requirements and written guidelines for what qualifies as an internship. The student must work 400 hours, must be assigned duties related to journalism and mass communication, public relations or advertising, and the supervisor must have experience in those fields. Students must have an opportunity to create a professional portfolio with the work they perform in the internship. The internship must be supervised by someone other than a family member.

The internship must have both a faculty monitor and a workplace supervisor. The supervisor completes an evaluation form at the midpoint and at the conclusion of the internship, rating students on a variety of skills and aptitudes and also allows for open-ended comments.

While students are responsible for obtaining their own internship, they are assisted by the school's internship coordinator. They receive weekly notices of available internships, they can attend a career fair where they can meet with potential employers and they can also make use of a database of previous internships, which is extensive and varied in opportunities.

To receive credit, students must produce a professional portfolio with examples of their work and write a paper in which they reflect on their experience. They also must complete an evaluation form, in which they rate themselves on the same skills and aptitudes that their supervisors are asked to rate.

In addition to the capstone course, students may take additional internships for 1-3 credits for a total of six internship credits.

SUMMARY:

The Greenlee School curriculum provides education in the liberal arts and social sciences and a balanced mix of theoretical and skills courses in journalism and mass communication. The School involves professionals in evaluating the curriculum and advising faculty. The capstone internship program, required for every student, is well-established, rigorous in its demands and closely supervised. Students would benefit from getting hands-on experience with digital media earlier in their time at Greenlee and also from producing more public-facing work. Current equipment and course offerings are inadequate for students who want to pursue a career in broadcast journalism.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 3: Assessment of Learning Outcomes

Unit performance with regard to indicators:

(a) The unit has a written assessment plan that has been implemented, is up to date and addresses contemporary curricular issues, including instruction related to the rapidly changing digital media world.

The unit posts its assessment plan in a prominent, easy-to-find place on its website.

The Greenlee School of Journalism and Mass Communication created an assessment plan in advance of its 2009 re-accreditation review and subsequently adopted a revised assessment plan in 2012. The plan has since been updated three times, most recently in 2018. The plan is available on the Public Accountability page of the School's website.

The assessment plan relies on three elements: evaluations of and feedback from the capstone internship course; a legislatively-mandated Continuous Improvement Plan (CIP) for courses with 100 or more students; and faculty-initiated course and curriculum changes resulting from assessment findings.

Internship supervisors complete an evaluation that assesses student performance on 36 criteria, many closely aligned with ACEJMC competencies. Those findings are collected and analyzed by the Curriculum Committee, which uses the aggregated data to adjust existing courses and develop new ones. Such changes are discussed and voted on in faculty meetings.

The Continuous Improvement Plan, which was adopted at all three of Iowa's Regent universities in 2012, requires an assessment of learning outcomes for all classes of 100 or more. That plan was utilized until 2020, but has been suspended since the COVID-19 pandemic. At Greenlee, the classes that required a Continuous Improvement Plan included a number in the core curriculum, including Mass Media and Society, Reporting and Writing for the Mass Media, Advertising Principles, Public Relations Principles, Strategic Planning for Advertising and Public Relations, Mass Communication Law, Media Ethics, and Diversity and the Media. Faculty established learning outcomes for each course and in some courses conducted pre-course and post-course tests. The results were collected by the University and forwarded to the Board of Regents. Individual Greenlee faculty used the test results to make changes if necessary to the relevant courses and included the results in their annual reports to the school director.

Individual faculty members use direct and indirect measures, including student evaluations and feedback from professionals, to make adjustments in courses and teaching methods. Those changes are included in faculty annual reports and collected in an assessment portfolio shared with all faculty.

The School reports a total of 288 course or curriculum changes made in the past three years based on direct and indirect measures and instructor-initiated changes, or an average of 96 changes per year. The total includes a higher than normal number of 67 instructor-initiated

changes in 2020 when Covid-19 forced the move to virtual instruction, requiring numerous adjustments.

The unit posts its assessment plan in a prominent, easy-to-find place on its website.

(b) The unit defines the goals for learning that students must achieve, including the professional Values and Competencies” of the Council. (See Standard 2: Curriculum and Instruction.)

ACEJMC’s Professional Values and Competencies are enumerated in the School’s assessment plan and in all syllabi and are posted on the School’s website. A 6-foot poster inside the entrance to the School’s building lists the 12 competencies. The School provided maps showing how the competencies are taught in each of the three majors. During the period under review, the school based its assessment plan on the 12 Values and Competencies. It has moved to the new list of 10 beginning with the 2022-2023 academic year.

Questions about how well students are mastering the ACEJMC competencies are included in both direct and indirect measurements. The internship evaluation that provides the key direct assessment measure includes questions about how well students show their mastery of specific competencies. Students respond to the same questions in their internship self-evaluation. Surveys of alumni and the advisory council also include questions based on the competencies.

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

The school’s assessment plan uses both direct and indirect measures to assess student learning.

Direct measures:

1. Data from Internship Supervisor Evaluations, both quantitative and qualitative, are collected annually and analyzed by the Curriculum Committee. For the quantitative analysis, a baseline of 4 is set on a scale of 1-5, with 5 being “strongly agree” that a student demonstrates a specific competency or skill. If the number falls below 4, that leads to a further review. No such review was triggered during the years since the previous re-accreditation visit. Qualitative responses to open-ended questions are also collected from internship supervisors and reviewed. The Curriculum Committee and individual instructors used both quantitative and qualitative data from these evaluations to make changes in curriculum and specific courses.
2. Outside Professionals are asked to render judgment on student work. In courses that use real-world clients, students present to professionals and receive their feedback. This is used by instructors to assess student learning and instigate change where needed.
3. Under the university’s Continuous Improvement Plan, instructors establish learning outcomes for large-enrollment courses and use testing to evaluate what was achieved. This measure has been put on hold by the university, but faculty are still setting goals for learning outcomes and collecting data on student progress.

Indirect measures:

1. The Curriculum Committee oversees two of the indirect measures, Student Learning Objectives and Course Mapping. Every course syllabus must include learning objectives as well as ACEJMC competencies. Course mapping to show which competencies are taught in each course is conducted by faculty every four years and reviewed by the Curriculum Committee. The course mapping for each major was provided in the self-study and showed all competencies are being taught.
2. Student Internship Evaluations are aggregated and compared with supervisor evaluations. Recent evaluations showed students rated themselves most highly on working ethically, showing sensitivity to diversity and cultural issues, eagerness to learn new skills and ability to take direction. They ranked themselves lowest, but still above 4, on academic preparation, dealing with conflict and self-confidence.
3. Faculty mentors conduct Student Internship Exit Interviews and obtain qualitative data that is shared with the internship coordinator.
4. Student Course Evaluations provide another indirect measure of how well students are learning in individual courses.
5. Transcript Audits provide a mechanism to see if there are bottlenecks or potential problems that would keep students from graduating in a timely manner.
6. Student Graduation and Retention Data are reviewed by the director and associate director, who would take action if needed. Up to now, the school has stayed near the top of college and university averages.
7. Senior Exit Interviews score above 4 on a 5-point scale, indicating overall satisfaction. The data are used to identify ways to improve the student experience and show which opportunities students use most.
8. Student Job Placement figures for the past three years show a placement rate of 91 percent in 2018/2019, 87 percent in 2019/2020 and 91 percent in 2020/2021.
9. The most recent Alumni Survey was conducted in 2017 of the class of 2010. A total of 13 responded. These alumni remained satisfied with their student experience and all but one was employed full-time.
10. The annual Advisory Council Survey is another mechanism for getting the views of alumni and other professionals. Ratings and comments in the most recent surveys were almost universally positive. The surveys included numerous comments about the need for more focus on diversity, equity and inclusion, which prompted faculty discussion and action.

(d) At least one direct and/or indirect measure should include journalism and mass communication professionals engaged in assessment data collection.

As described above, internship supervisor evaluations provide quantitative and qualitative data for the principal direct measure used in assessment. In addition, professionals provide feedback in advertising and public relations courses that prepare materials for real-world clients. The Advisory Council consists of professionals, many of whom are alumni, who provide feedback through meetings and an annual survey. Individual instructors engage with professionals to advise on student work and industry trends, to perform guest lectures in class and to teach short courses.

(e) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction. There is substantial, concrete evidence of “closing the loop,” generally and specifically. Multiple examples of “closing the loop” are evident.

The School’s assessment plan charts the direct and indirect measures, who is responsible for collecting the information, how the results are reported and how the results are used. The key data is assigned to a faculty committee and analyzed for possible action. Proposed actions are brought back to faculty, voted on and adopted.

The self-study reports that the school made more than 96 changes per year for the past three years to its curriculum and courses. Some examples include:

- When internship supervisors and students reported a desire for more training in design, a design lecture course was dropped as a prerequisite so that students could take a design skills course earlier.
- By dropping a requirement for the introductory Mass Media course, students can now take additional advanced writing courses.
- Short courses taught by professionals were added in response to requests from internship supervisors and students for specific training. These courses included podcasting; search engine optimization; virtual reality; and training for Public Relations and Advertising students in market analytics such as Hootsuite, Talkwalker, Hubspot, Adobe Marketing Cloud and Salesforce Marketing Cloud; podcasting, and virtual reality.
- Based on supervisor feedback that students should be taught to incorporate more data into their stories, an instructor subscribed to several consumer data sources to incorporate into various courses.
- Guest speakers addressed race issues in class, which led to more extensive conversations during the semester.

SUMMARY:

The School has a clear and specific assessment plan based on direct and indirect measures. Data is continually collected, analyzed and disseminated. The feedback loop is closed with numerous actions annually. The chief direct measure is the internship supervisor evaluation. The direct measures could be bolstered if the professional critiques delivered in Public Relations and Advertising Campaigns classes could be extended to Journalism and Mass Communication. The active and engaged Advisory Council could be asked to conduct portfolio reviews for seniors.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 4: Diversity and Inclusiveness

Unit performance with regard to indicators:

(a) The unit has a written diversity plan that has been implemented and discussed annually, for achieving an inclusive curriculum, a diverse, culturally proficient faculty, staff and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity, identify under-represented groups and articulate key performance indicators upon which the unit intends to focus and improve.

The unit posts its diversity plan in a prominent, easy-to-find place on its website.

On paper, the Greenlee School appears to meet ACEJMC's criteria on this important standard. The School has a written diversity plan, updated in 2021. The plan includes five goals, with specific action items. The plan explicitly supports ACEJMC's commitment to diversity and articulates key performance indicators. Likewise, the College of Liberal Arts and Sciences, in which Greenlee sits, clearly outlines its own commitment to "diversity of people and ideas" in its Strategic Plan, stating it will strive to "lead the university in promoting the knowledge and skills that are required for current and former students to work effectively and equitably in a multicultural, collaborative, and technologically complex world." And the University's new strategic plan states that ISU will work "to be the university that cultivates a diverse, equitable and inclusive environment where students, faculty and staff flourish."

All of this is easily accessible, and looks strong to those interested in this aspect of the School, the College and the University. This perception would be bolstered by the fact that in 2014, the Greenlee School won the Equity and Diversity Award from the Association for Education in Journalism and Mass Communication.

On the ground, however, the site team found that today, the reality of diversity, equity and inclusion in Greenlee is quite different. While the goals and values are laudable, the exercise of those values is not reflective of ACEJMC's Diversity and Inclusiveness standard.

(b) The unit's curriculum creates culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit's curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society.

The unit indicates that almost all classes either require students to be aware of, understand or develop skills in applying concepts associated with domestic and/or global diversity. Of the 43 courses mapped by the School, it states 34 move beyond awareness of domestic and/or global diversity to require application and evaluation of diversity. Following is that mapping:

Courses Requiring Application and Evaluation of Diversity Competencies

Course	Domestic Diversity	Global Diversity
ADVRT 230: Advertising Principles	x	x
ADVRT/P R 301: Strategic Planning for Advertising and Public Relations	x	
ADVRT 334: Advertising Creativity	x	
ADVRT 335: Advertising Media Planning	x	x
ADVRT 336: Advertising Account Management	x	
ADVRT 434: Advertising Campaigns	x	
ADVRT 436: Advertising Portfolio Practicum	x	
JL MC 101: Mass Media and Society	x	x
JL MC 201: Reporting and Writing for the Mass Media	x	x
JL MC 242: Visual Principles for Mass Communicators	x	x
JL MC 302: Intermediate Reporting and Writing for the Mass Media	x	x
JL MC 303: Reporting and Writing for Broadcast Media	x	
JL MC 307: Digital Video Production	x	x
JL MC 308: Broadcast News Gathering and Production	x	x
JL MC 310: Fundamentals of Photojournalism	x	
JL MC 311x: Fundamentals of Mobile Photography	x	
JL MC 315: Digital Storytelling	x	
JL MC 316: Visual Communication Design	x	x
JL MC 344: Feature Writing	x	
JL MC 349: News and Feature Editing	x	
JL MC 460: Law of Mass Communication	x	
JL MC 461: History of American Journalism	x	
JL MC 462: Media Ethics, Freedom and Responsibility	x	x
JL MC 464: Journalism and Literature	x	
JL MC 474: Communication Technology and Social Change	x	
JL MC 476: World Communication Systems	x	x
JL MC 477: Diversity in the Media	x	x
P R 220: Public Relations Principles	x	x
P R 321: Public Relations Reporting	x	x
P R 322x: Strategic Counseling in Public Relations	x	x
P R 323x: Strategic Communication in Agriculture and the Environment		x
P R 420: Crisis Communication	x	x
P R 424: Public Relations Campaigns	x	
ADVRT / JL MC / P R 499A: Professional Media Internship	x	x

A review of the syllabi indicated diversity is a common theme. The faculty say they implement discussion and assignments that highlight diversity. And the University requires that all students take at least one class that covers domestic and international diversity.

However, in conversations with students, nearly all of whom were white, the site team found that understanding of diversity and inclusion issues was quite shallow and unsophisticated. For many students from small towns across Iowa, these concepts are entirely new when they get to Iowa State, so the challenges for faculty are substantial in this regard.

Greenlee instructors often invite diverse speakers to visit and speak to their classes. The following list provides some specific examples of how faculty provide instruction on issues and perspectives to develop cultural communications proficiency:

- ADVRT 434: Advertising Campaigns; class partnered with University President Wintersteen, the Office of Diversity and Inclusion, and the College of Design to develop campaigns promoting civility on campus.
- JLMC 101: Mass Media and Society; students learn about socialization and the constructions of gender identities as well as connecting Blackface Minstrelsy to contemporary issues in journalism, advertising and public relations.
- PR 424: Public Relations Campaigns; class participates in the Invent2Prevent national campaign competition, which focuses on identifying and preventing targeted violence against marginalized groups.
- JLMC 497C: Contemporary Magazine Publishing; students learn how magazines and media brands are developed to serve audiences around specific interests, including gender, sexual orientation, race, religion, culture, organization affiliation and community. Students also explore how magazines and media brands have the power to both perpetuate stereotypes and ignite social change.

Some faculty members explore issues of diversity and inclusion as a focus within their scholarship, which extends into the classroom to further influence how students understand mass communications across diverse cultures in a global society. A few examples are listed below:

- Distinguished Professor Michael Bugeja publishes articles on best practices surrounding diversity and inclusion within classrooms and academic units, including “Updating the Trigger Warning in Contentious Times,” published in Inside Higher Ed and “Exploring Diversity via Discussion and Introspection,” published in Profiles in Diversity Journal.
- Associate Professor Deni Chamberlin’s current scholarship is creating a series of portraits with an oral history of the trans movement in America. Her past projects have included, “Vang,” a documentary project about immigrant farmers in Iowa and “Voices,” a series of portraits and interviews with recent immigrants in Iowa.
- Associate Professor Joel Geske publishes and speaks on creating inclusive spaces for students, including, “Creating Inclusive Groups in the Advertising Classroom,” published in Journal of Advertising Education and “The Framing of Sexual Orientation Through “Gay-Vague” Ads,” as an AEJMC best practice in teaching.

(c) The unit demonstrates effective efforts to enhance all faculty members’ understanding of diversity, equity, inclusion and ability to develop culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit also demonstrates intentional efforts to recruit and retain faculty and professional staff who are from demographics that are historically, domestically marginalized.

The Greenlee School established a diversity subcommittee in 2010 as part of the Undergraduate Committee to promote diversity and inclusion initiatives within the School. In 2020, the faculty voted to elevate the subcommittee into its own standing Diversity Committee, a move that allows its members to more fully devote their attention to expanding the School’s work in the areas of diversity, equity and inclusion.

While the School has successfully elevated diversity planning and programing, its ability to recruit and retain diverse faculty has not been as effective. At the time of the last site-team visit in 2015, the full-time faculty of the Greenlee School was 26 percent people of color. Today, that sits at 16 percent. Only one faculty member is Black – and he is actually only three-quarters of a Greenlee position, with the other quarter assigned to the English Department. In an interview with the site team, that faculty member reported that he is openly seeking a position elsewhere after only three years at Iowa State. While he feels supported within the School, he does not feel safe or comfortable in the broader campus.

The unit has experienced heavy turnover in recent years, especially among faculty of color. The dean and provost expressed that this is a common problem at the University across schools and colleges, especially as the political environment in Iowa has been increasingly perceived as unwelcoming to people of color, and the Legislature has been somewhat hostile to higher education.

At a time of budget contraction, addressing this decline in faculty diversity will be especially challenging but is essential to meeting ACEJMC's standards.

(d) In alignment with the institution's mission, the unit demonstrates effective efforts to help recruit, retain and graduate a student population reflecting the diversity of the population the institution aims to serve.

Here, too, the School clearly has good intentions but with abysmal results. At the time of the 2015 ACEJMC site visit, Greenlee's student population was 78 percent white. Today, it is 83 percent white.

While that matches the demographic makeup of this overwhelmingly white state, it reflects significant backsliding in the recruitment and retention of students of color in a state and region in which minority populations are growing quickly. The Greenlee School has only 13 Black students among its 438 total.

Faculty members report that in recent years, recruitment outreach to urban high schools with significant minority populations has fallen off.

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

While they expressed support for the Greenlee environment overall, some students and faculty of underrepresented groups indicated that they do not feel safe in the broader campus and nearby community.

A faculty member of color referred specifically to two instances where he and others were made to feel unsafe and concluded that the College and University did not respond appropriately:

- Immediately following the 2020 presidential election, the Iowa State College Republicans posted on social media a call for its members to "arm up." The

faculty member said he and others reported that they no longer felt safe on campus but the administration's response was feeble.

- During the COVID-19 crisis, he said, many faculty and staff members asked for more stringent safety measures than the administration was willing to impose. Unlike many public universities around the country, Iowa State made mask-wearing optional early on, leading many employees to feel at great risk. This faculty member, whose parents both died of COVID, said the Greenlee director accommodated his wish to teach only online but he was deeply disappointed in the University's stance.
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SUMMARY:

While the Greenlee School and its leadership make a meaningful effort to meet this important standard, they face stiff headwinds from a variety of geographic, demographic, cultural and political conditions at Iowa State University and the state of Iowa. Concerns related to Standard 4 go beyond headcounts, syllabi and planning – which are considerable – and are rooted in a genuine concern for students, their well-being and readiness for a rapidly changing world.

Overall evaluation, compliance/non-compliance: NON-COMPLIANCE

Table 6: Faculty Populations, Full-time and Part-time**Academic year: 2021-2022 Full-time faculty**

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	0	0%	1	4%
White	9	36%	7	28%
American Indian/Alaskan native	0	0%	0	0%
Asian	0	0	1	4%
Hispanic/Latino (any race)	1	4%	1	4%
Native Hawaiian/Other Pacific Islander	0	0%	0	0%
Two or more races	0	0%	0	0%
Other race	0	0%	0	0%
International (any race)	1	4%	1	4%

Notes: A survey of faculty was conducted to allow individuals to identify their own gender, race and international status; 25 of 27 employees responded to the survey; 20 were full-time and 5 were part-time. Percentages are taken from the 25 that responded.

The international category does not represent a unique group of faculty; these faculty also self-identified within one of the previous categories.

This data represents faculty during the academic year 2021-2022. Updated faculty demographics are discussed elsewhere in the self-study to reflect the current faculty present during Fall 2022.

Academic year: 2021-2022 Part-time/adjunct faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	0	0%	0	0%
White	5	20%	0	0%
American Indian/Alaskan native	0	0%	0	0%
Asian	0	0	0	0%
Hispanic/Latino (any race)	0	0%	0	0%
Native Hawaiian/Other Pacific Islander	0	0%	0	0%
Two or more races	0	0%	0	0%
Other race	0	0%	0	0%
International (any race)	0	0%	0	0%

PART II — Standard 5. Faculty

Unit performance with regard to indicators:

(a) Full-time faculty have primary responsibility for curricula, oversight of courses, research/creative activity and service.

As a research-intensive university, Iowa State has high expectations for scholarship and all tenure-eligible faculty are expected to engage in research and creative activities. These faculty are also expected to support the University's shared governance model through service. The legislative body of the school is the faculty, who have ultimate responsibility for approving policies and procedures within the School, including curriculum, course revisions and grading procedures.

The 23 faculty in the Greenlee School are split into two tracks: tenure-eligible faculty, of which there are 12; and non-tenure-eligible faculty, or term faculty (11). Of the dozen tenure-track faculty, none are at the assistant professor level. Faculty in the latter category are grouped as professors of teaching or practice at the assistant, associate and full levels.

The review process for tenure-eligible faculty is funneled through a position responsibility statement (PRS), which clearly delineates all individual faculty contributions to teaching, research/creative activities and institutional service. The unit provides detailed descriptions to define this trio of areas and outline expectations. The PRS gives faculty ample latitude to document their full range of activities relative to the School, institution and profession. In the spring of each semester, faculty are required to complete a comprehensive form that both describes and measures work in a broad range of areas, from instruction to professional and scholarly activity to grants and funding. As part of this report, faculty list improvements made in their courses over the past year. This segment of the report is used to assess the closing of the feedback loop in the School's Outcomes Assessment Plan.

Greenlee has a reputation across the University for effective shared governance, including faculty input to identify greatest teaching and disciplinary needs for faculty line replacements.

(b) The unit's faculty (full- and part-time) are highly qualified and keep their expertise current through professional development opportunities and maintain relationships with professional and scholarly associations.

Of the unit's 12 tenure-eligible faculty, 11 have doctoral degrees, the other an MFA degree. Of the 11 term faculty, all but two have master's degrees. Faculty members who engage in research and/or professional activities are expected to make original contributions to their disciplinary areas and to engender the respect of peers in and outside the outside. College promotion and tenure rules specify position responsibilities focusing on professional practice or creative activity must show works tantamount to the rigor of traditional research.

Through its curricular structure, faculty have opportunity to interact with the professional community through programing such as one-credit short-course intensives that bring professionals into the classroom to partner with faculty in topical areas including podcasting, search engine optimization and advertising analytics. Student feedback on such courses is mixed;

one described his course as “chaos,” while another questioned the workload for a one-credit course. Others praised the range of intensive course offerings and their experimental nature.

Many faculty, particularly in advertising and public relations, said they bring their professional networks into their classrooms as guest speakers and for instructive collaborations. Students appreciated the “real world” perspectives such professionals bring to their courses, in addition to the work in some courses that require serving professional clients.

Greenlee faculty are also active in professional organizations, often serving in leadership roles for associations including AEJMC, BEA, ICA and PRSA, among others. School faculty include the incoming president of the American Journalism Historians Association, the editor-in-chief of Journalism and Mass Communication Quarterly and editor-in-chief of the Journal of Popular Culture.

Evidence suggests the unit both encourages and provides support for professional and scholarly activity, although two faculty members expressed concern the School’s lack of tenure-track probationary faculty affects research productivity and could hamper research output in the future.

(c) The unit requires, supports and rewards faculty research, creative activity and/or professional activity. Expectations for promotion and tenure are clear.

The unit provides a comprehensive overview of the hiring process that evinces considerable foresight and faculty involvement. Hiring and retaining underrepresented faculty is an ongoing Gordian knot for the School. It has implemented some steps – arguably not enough – to reach diverse faculty, including job postings to several diverse associations and opportunity hires, the latter of which led to the joint placement of a highly regarded faculty member who studies African Americans in film in Greenlee and the English Department.

The promotion and tenure process is sufficiently rigorous, guided by the university’s policies. Evaluation of faculty for promotion and/or tenure is predicated on evidence of excellence in teaching, research, creative activities and/or professional practice and reach. Promotion in academic rank is awarded based on the achievements appropriate to the advanced rank. New faculty meet with the promotion and tenure committee early in their employment and receive clear expectations and guidance of advancement standards. Junior-level faculty are also assigned a faculty mentor. Centralizing the advising function to allow faculty to focus on teaching, research and professional activity has ostensibly worked well, and faculty still provide mentoring support to students through the Greenlee Faculty Mentorship Program, which was launched in fall 2022.

Reporting structures and expectations of scholarly and instructional activity are clear and thorough. To support faculty, the unit provides noteworthy funding for travel and professional development, a mentoring program and university-level resources to enhance teaching and secure grants. Faculty report a well-defined pathway for tenure and promotion and widespread support from the School and its leadership for advancement.

Despite impressive support for junior-level faculty, there is concern over faculty attrition. Since 2017, the School has lost seven faculty members (three at associate rank and four at assistant rank). Under a short-term “Reimagining LAS” plan to reduce the College deficit, vacated faculty lines return to the College and are not replaced unless they direct toward a potentially revenue-

producing program or unit. The Reimagining Plan, which extends through 2026, creates challenges for Greenlee toward maintaining and growing its full-time faculty base.

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

The table of Scholarship, Research, Creative and Professional Activities demonstrates robust activity in alignment with the unit mission and values. In the period of review, Greenlee faculty have published 139 conference papers and five sole- or co-authored books. Faculty have also received more than 50 internal or external grants.

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Full Professors (6)	Associate Professors (10)	Assistant Professors (4)	Other Faculty** (11)	Totals (31)
Awards and Honors	40	18	13	7	2	40
Grants Received Internal	40	15	14	12		41
Grants Received External	12	6	3	3		12
Scholarly Books, Sole- or Co-authored	5	3	1	1		5
Textbooks, Sole- or Co-authored						
Books Edited	5	2	3			5
Book Chapters	30	15	13		2	30
Monographs						
Articles in Refereed Journals	110	30	48	31	2	111
Refereed Conference Papers	139	40	62	38	2	142
Invited Academic Papers	4	1	3			4
Encyclopedia Entries	10		10			10
Book Reviews	8	2	5	1		8
Articles in Non-refereed Publications	125	103	16	7		126
Juried Creative Works	1		1			1
Non-juried Creative Works	1		1			1
Other (please specify1)	5	5				5

**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.*

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

Greenlee faculty are known and respected on campus. They are highly regarded university citizens who maintain positions of leadership and visibility. Within the School, students report faculty as highly knowledgeable, engaged and accessible. Greenlee faculty are known across campus for caring for their students and fostering meaningful student-centered relationships. One student remarked student-faculty mentoring relationships were “mind-blowing.” Faculty emphasize the collegiality around the School and an environment that is supportive.

SUMMARY:

Expectations for faculty success are clearly communicated. Greenlee provides resources and support for faculty at all levels, from mentoring and grant opportunities to professional development. Scholarship and creative activity are valued, fostering an environment for faculty advancement. Faculty are active in their disciplinary areas as scholars and leaders. Students rave about the Greenlee faculty, uniformly extolling their commitment to the student academic experience and mentoring.

Overall evaluation, compliance/non-compliance: COMPLIANCE

Part II, Standard 6. Student Services

The unit supports students with services that promote learning and ensure timely completion of their program of study.

Unit performance with regard to indicators:

(a) The unit and institution ensure that students are aware of graduation requirements.

Three full-time academic advisors work with Greenlee majors, and the School values faculty-student mentoring relationships. Of note, faculty meet with student mentees their first year, providing guidance and internship support culminating as faculty of record for the required capstone internship course. The School also employs a full-time internship coordinator and administrative undergraduate secretary.

Students receive comprehensive information about degree planning and curriculum requirements in JL MC: 110 Orientation to Journalism and Communication, a required course before students proceed in their major areas. During the course, students complete semester-by-semester graduation plans and must meet with an advisor to approve their plans. Students then meet with an advisor prior to every registration period for guidance and support. Advisors and students work from a registration checklist every semester and a degree audit to track progress and ensure all requirements are met. Students can also meet with an assigned Greenlee faculty mentor to augment formal advising.

(b) Professional advisors, and faculty where appropriate, provide students with academic and career advice.

Since fall 2021, the College of Liberal Arts and Sciences has centralized all academic advising. Undergraduate students work with a trio of professional academic advisors throughout the duration of their undergraduate program. Faculty are required to maintain weekly office hours.

The senior exit survey measures students' overall satisfaction with academic support, including advising. The response rate has plummeted since a 58 percent response rate in 2019 to 15 percent in 2021. Despite the drop, student ratings from one (low) to five (high) of the academic advising and support functions were encouraging. In 2021, respective scores for Greenlee were 4.37 (faculty advising), 4.25 (academic advising), 3.62 (internship coordination) and 4.33 (preparation for career goals). The unit is encouraged to expand its evaluation of academic and student services to capture more robust data toward enhancing its services, including intentional efforts to boost response rates.

Students were generally pleased with their interactions with academic advisors and appreciated their knowledge of the curriculum. The aforementioned Greenlee Faculty Mentoring Program, which formally launched in fall 2022, holds promise as a structured mentoring experience. Anecdotally, it appears faculty-student relationships are blossoming through the classroom experience and students feel supported by faculty for career, professional and academic guidance.

(c) The unit keeps students informed about its policies, activities and requirements.

There is evidence of an information and guidance pathway through the School starting with the JL MC 110 course. Students receive a weekly newsletter (“This Week at Greenlee”) that provides the latest information on School activities, guest speakers, presentations, student media, internship opportunities and contest/program deadlines. Faculty are encouraged to complement the newsletter with targeted emails to students. Digital signage in and around the School provides similar updates and information.

(d) The unit and institution provide extra-curricular activities and opportunities relevant to the curriculum and that help develop students’ professional and intellectual abilities and interests.

The School has a vibrant student media ecosystem, offering a panoply of organizations ranging from unit-specific clubs (Advertising Club, Sports Media Club, First Amendment Club) to chapters of national organizations (Association for Women in Communications, Barbara Riedesel PRSSA Chapter, Leo Mores SPJ Chapter, Michael Bugeja Kappa Tau Alpha Chapter). Also available are a host of student-run media outlets, including Cardinal Eats, a food publication; Ethos, a general interest magazine; Trend, a publication focusing on fashion, beauty and lifestyle; KURE 88.5 radio; and Iowa State Daily, which has operated since 1890. In addition, the School maintains Cardinal & Gold Advertising Agency, which develops advertising and creative services for campus organizations and academic units.

The impressive list of organizations afforded to ISU students provides hands-on training, professional development and leadership opportunities. Students in all three major areas said they were encouraged to participate in student media and expressed awareness of the many extracurricular opportunities accorded to them at Greenlee.

(e) The unit uses retention and graduation data to improve student services, such as advising, and to reduce barriers to student success.

The university reports its enrollment, retention and graduation rates 10 days into the fall semester. The School in turn collects its data from LAS and the institutional research office. All data is then shared with faculty and made public on the School’s Public Accountability webpage. The reported drop in enrollments are supported by data on the website. The School has seen decreasing enrollments since 2016. From fall 2014 to fall 2021, total enrollment has fallen from a peak of 844 secondary and primary majors to 468, a 45 percent decrease. While the institution as a whole has experienced enrollment decline, the School’s decrease is noteworthy and will require significant attention to halt the slide.

For retention, Greenlee is at or above University average and generally above that of the College. Four-year graduation rates are consistently higher than University and College averages.

Despite the falling number of graduates, Greenlee students are competitive on the post-graduate job market. Placement rates during the period of review hover around the 90 percent mark. A 2018 Greenlee alumni survey indicated a mode of 4.61/5.0 for overall knowledge gain, overall

writing ability and creativity, with satisfaction scores dipping below 4.0 for understanding diversity in media (3.84), awareness of university issues (3.69) and awareness of international issues (3.38). While most alumni are pleased with their experience at Greenlee, the low response rate (n=13) does not provide a robust measure of alumni satisfaction. A core experience mentioned by alumni through this survey and corroborated by current students is the importance of internships and the capstone course. The internship and capstone course emerged as key experiential requirements that prepared students for the professional world. One student remarked of her preparation at Greenlee for her internship as follows: “I felt like I was taking a test and I knew all the answers. I felt very supported and prepared for my internship.”

Data from student advising evaluation suggest a responsive and effective advising function in the School, particularly in teaching degree audits (4.63/5.0), respecting students (4.77/5.) and timely answers to calls and emails (4.61/5.0). Overall, Greenlee advisors scored an average of 4.07/5.0 across all measures.

SUMMARY:

Greenlee faculty are accessible to students and have a hard-earned reputation as strong mentors. Centralized advising through a professional center has worked well. Students are encouraged to participate in student media and are well-prepared for internships and professional lives after Greenlee. Perhaps the greatest issue facing the School is addressing the precipitous enrollment drop to augur well for a School with so many strengths.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

Unit performance with regard to indicators:

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

The Greenlee School is housed within the College of Liberal Arts and Sciences (LAS), which determines the School's budget and administers grants for the unit's technology. The University, College and industry benefactors such as the Greenlee family and Dotdash Meredith, have played a significant role in the unit's success.

Table 10. Budget

	2019-2020	2020-2021	2021-2022
Administrative Salaries ¹	\$128,370.43	\$172,247.08	\$177,008.19
Teaching Salaries (full-time)	\$2,261,079.86	\$2,124,121.63	\$2,027,351.18
Teaching Salaries (part-time)	\$268,324.84	\$267,484.35	\$272,241.86
Teaching Assistants	\$52,685.10	\$52,685.10	\$46,121.18
Clerical Salaries	\$351,415.87	\$351,415.87	\$306,809.22
Equipment			
Equipment Maintenance	\$2,000.00	\$2,000.00	\$2,000.00
Supplies ²	\$38,742.00	\$38,742.00	\$47,242.00
Library Resources			
Databases, online information systems			
Travel ³	\$5,000.00	\$5,000.00	\$5,000.00
Research			
Other (Please List)			
Student Workers	\$13,094.10	\$13,094.10	\$13,614.20
ITS General ²	\$2,500.00	\$2,500.00	\$16,000.00
	\$3,123,212.19	\$3,029,290.13	\$2,913,387.82

¹ Administrative Salaries represent the Director's salary and administrative increments for faculty with partial administrative roles or those engaging in temporary administrative work. The values for 2020-2021 and 2021-2022 are increased due to additional faculty administrative increments to assist with tasks related to COVID-19 and completing the accreditation self-study, respectively.

² Additional funding from distance education/online courses ended in 2020, but units that had built those funds into their anticipated annual budgets, such as Greenlee, were given a permanent addition to their budget based on the previous three-year average earned. These funds constitute the increase in supplies and IT general within the 2021-2022 column.

³ Travel in this budget represents funds dedicated to bringing speakers or award winners to campus. Travel and professional development for faculty are supported through private funds.

The Greenlee School base budget is listed above from the annual budget appropriations. The Board of Regents has instituted consecutive years of tuition increases during the review period except for 2020-2021.

The School is facing budget cuts due to deficits at the College level and decreasing enrollments in the School. These cuts will primarily come from not replacing faculty when they depart or retire. In addition, planned renovations were canceled in 2020 due to the pandemic and subsequent loss of anticipated funds.

(b) Resources provided by the institution are adequate to achieve the unit’s mission and are fair in relation to those provided to other units.

While administrators indicate the projected AY23 Greenlee budget is sufficient to continue covering immediate classes, the College of Liberal Arts and Sciences in Spring 2022 announced a multi-year “Reimagining LAS” initiative to reduce its budget in response to changing enrollment and student demand. LAS began FY2022 with an annual budget deficit of \$11.4 million, relative to a \$105 million operating budget, which is expected to grow to an annual deficit of \$15 million by FY2025.

The dean has stated that College’s financial position has faced challenges, not only related to enrollment levels that have declined across ISU starting in 2016, but also declines in the demand for courses that satisfy general education requirements, as most students now arrive on campus having already earned a significant number of college credits in high school. Each unit in LAS received an initial 10 percent budget cut in 2020.

Under the new Reimagining LAS initiative, each unit within LAS was given a second, differential budget cut based on factors such as enrollment, student credit hours, change in enrollment and student credit hours, and faculty research productivity. The Greenlee School was given another 10 percent budget reduction, near the average for all units within the College. All units are currently developing plans to meet their budgetary targets by 2026. The Greenlee School is on track to meet its budgetary target based on known or anticipated faculty departures and retirements.

The Greenlee School is beginning to explore other potential changes to help offset costs while bolstering student recruitment. Since salaries constitute the majority of the School’s budget, these cuts have primarily come from not replacing faculty when they depart or retire.

Unit Comparison Data for Fall 2021 and FY 2022

	Student Enrollment ¹	State Budget	FTE Faculty ²	Student Credit Hours
Psychology	864	\$4,726,583	28.6	16,171
Computer Science	738	\$4,801,411	33.4	14,726
Greenlee School of Journalism and Communication	468	\$2,913,388	20.5	5,217
Ecology, Evolution and Organismal Biology	426	\$3,058,818	22.9	8,987

¹ Primary and secondary majors

² While 7/8-time faculty are considered full-time, the values in the column are calculated mathematically for easier comparison

(c) The unit’s facilities and information resources enable and promote effective scholarship, teaching and learning.

The Greenlee School has been housed in Hamilton Hall, a former publishing warehouse, for many years. In 2000, the building interior received a facelift for slightly less than \$2 million. Overall, the facilities are clean and well maintained. The main floor offers engaging spaces and modern classrooms; the basement and top floor are serviceable but offer less charm. Faculty and staff are housed in Hamilton Hall.

Hamilton Hall includes nine labs (some of which are used for teaching), four conference rooms and six traditional classrooms that are controlled and scheduled by the University. Many Greenlee classes take place in these University classrooms or labs, but as needed, classes may also be scheduled outside of Hamilton Hall. Student clubs and publications use computer labs and conference rooms. All conference rooms are available for scheduling student club or publication meetings and are regularly used by student publications/organizations.

Video and audio equipment in the broadcast news facility are a detriment to the program as equipment is outdated, in disrepair, with little staff support. The equipment, and limited faculty and staff support undermines efforts to prepare students for careers in broadcast journalism.

In contrast, the new Student Innovation Center, completed in 2021, is an impressive, flexible, technology-rich campus hub for project-based learning, entrepreneurship and multidisciplinary collaboration. The facility provides space for students, faculty and staff to share ideas, experiment and create new products and includes a media production suite available for students and clubs. In particular, the Innovation Center includes state-of-the-video, podcasting and audio equipment and studios.

While the Student Innovation Center is an inspiring facility that provides an abundance of opportunity, it is not utilized for instruction or academic labs, which seemed to be a missed opportunity.

Iowa State libraries contain more than 1,803,425 volumes, 248,373 electronic journals and serve more than 1,322,730 visitors annually. The library system includes 2,594 seats, 10 faculty, 26 Academic Librarians and 80 full time professional and support staff

(d) The institution and the unit provide faculty and students with equipment, or access to equipment, and technical assistance needed to support student learning, curriculum and the research, creative and professional activities of the faculty.

The Greenlee School continues to have resource needs and is challenged to keep technology aligned with evolving industry needs, especially in the areas of broadcast journalism and digital communications.

IT staff are readily available to support students. Serviceable cameras and related equipment are available for checkout by students. As noted, video and audio equipment in the broadcast news facility are subpar. Technology and audio visual equipment at the new Student Innovation Center, however, is state-of-the-art, and Innovation Center staffing seems ample, informed and accessible. Incorporating this new facility into the Greenlee School continues to be a missed opportunity.

Greenlee Computer Labs offer the Adobe Creative Cloud and other relevant software. In

response to the challenges of remote learning during the pandemic, the College worked with Adobe to pay for and provide licenses to students in courses that require use of the software. This arrangement is not approved for ongoing needs including students who require access to the software but do not meet this limited criteria.

SUMMARY:

Greenlee is well-served by a dedicated space that helps create a collegial learning environment. In Hamilton Hall, students have ample access to traditional computer labs and meeting space, but access to state-of-the art video, audio and digital media tools are limited. School-wide remote access to applicable software, especially Adobe Creative Cloud, would be of great value. The Student Innovation Center is dazzling, but the strategy to deny access to academic programs is dizzying. Given budget concerns, Greenlee students would be well-served by greater access to this state-of-the-art facility.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

(a) The unit consults and communicates regularly with its alumni, and actively engages with them, other professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.

The Greenlee School has a particularly active and engaged alumni network, especially in the state of Iowa. The School actively maintains contact with them, and uses their feedback in the effort to keep curriculum current.

The Advisory Council, made up of alumni and employers, is especially engaged and is truly advisory and not simply ceremonial. The Council includes many distinguished alums, among them:

- The president and general manager of WRAL-TV in Raleigh, N.C.
- The former CEO of the Cox Media Group
- The engineer of the U.S. Senate Democratic Media Center
- The media relations manager of Dow DuPont
- The vice president of communications for the National Pork Board
- The corporate and foundations manager for the Girl Scouts of America
- The senior director of track communications for NASCAR

These and other members of the council help set the direction and strategy for the School. In addition, they serve as mentors, helping students with direct links to the industry with internships, networking fairs and career advice. Alumni working in the associated professions are brought in to teach one-credit “short-course intensives,” especially in emerging skills and technologies. Examples include podcasting, virtual reality, search engine optimization, and influencer marketing.

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

Greenlee School faculty exhibit a high level of engagement with professional practice, through three broad categories of service:

- Campus and community dialogues. As relevant issues of concern about media and communication emerge on campus and in the broader Ames community, Greenlee faculty have provided leadership.
- Research. Greenlee faculty members are regularly sought out for reliable research and interpretation of issues discussed in academic and popular media.
- Leadership in academic and professional organizations. Greenlee faculty have served in leadership roles in a variety of national and international organizations,

including: the American Journalism Historians Association (AJHA), Association for Education in Journalism and Mass Communication (AEJMC), Association for Schools in Journalism and Mass Communication (ASJMC), Broadcast Education Association (BEA), International Communication Association (ICA), National Communication Association (NCA), Popular Culture Association (PCA), and Public Relations Society of America (PRSA).

In addition, one faculty member is a respected national voice on journalism ethics and writes regularly for the Poynter Institute for Media Studies.

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

The Greenlee School's primary civic outreach is its nationally recognized First Amendment Days, the longest-running such celebration of free speech and free press of any university in the United States. Events are held throughout the year, culminating in a weeklong series in the spring. The events engage not only the entire Iowa State University community, but much of Central Iowa.

These events are organized by faculty and students of the Greenlee School. This year's version included presentations by the CEO of PEN America on protecting free speech on college campuses; by a Michigan judge on allowing sexual assault victims to tell their stories; by library administrators on the freedom to read controversial publications; and by press-law experts on the future of the landmark *New York Times v. Sullivan* libel case.

The school also stages the Greenlee Summit, on current issues in journalism, advertising and public relations.

The site team did note that while many journalism programs around the country are creating initiatives to serve "news deserts" in their surrounding areas with student-produced journalism – initiatives that benefit both the students and those communities – Greenlee has no such programs.

(e) The unit supports scholastic journalism.

As part of First Amendment Days, the Greenlee School offers a special focus on scholastic journalism. High-school journalists and their teachers from Iowa and surrounding states receive special invitations to participate, and panels geared to their interests and needs are included.

Additionally, Greenlee faculty present workshops at the annual Iowa High School Press Association conference and serve as judges in various high-school journalism competitions.

The Greenlee School has also been an active participant in the ISU 4U Promise Program, a partnership with two Des Moines elementary schools with significant proportions of students from underrepresented communities. The program pledges tuition awards for students who complete fifth grade at those schools and who are later accepted into a degree program at Iowa State. Faculty volunteer at ISU 4U Promise events to talk about careers in the media.

SUMMARY:

The Greenlee School has an engaged alumni population and leverages that effectively through its advisory board and other means. The faculty work to stay abreast of developments in their associated industries, and work to benefit the community through their expertise.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS:

- A talented, committed faculty that is clearly student-focused and accessible.
- Impressive research and creative production across the faculty.
- A director with a good vision for the future and trust from internal and external constituencies.
- Strong support from alumni and especially its Advisory Council.
- A reputation across campus as a strong, collegial unit.
- Faculty engagement in academic and professional organizations.
- The capstone internship program required of all students, providing robust direct measures for assessment.
- Enthusiastic and ambitious students.

WEAKNESSES:

- Dramatically declining enrollment that threatens the School's vitality.
- Ineffective recruitment and retention of faculty of color.
- Ineffective recruitment of students of color.
- A broadcast/video program that is inadequate to meet students' needs.
- Facilities that are inadequate for broadcast/video and may limit future growth overall.
- Journalism curriculum that offers little in such subfields as sports journalism, data journalism, investigative journalism, solutions journalism, and other areas offered by most good programs.
- Too much reliance on student-run clubs to provide hands-on experience in many areas.
- A strategic plan that is not strategic and lacks specific actions.

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

Standard 4: Diversity and Inclusiveness

3) In the case of a recommendation for accreditation or reaccreditation, with standard(s) not in compliance, list the deficiencies that need to be addressed before the next site team evaluation.

Both the percentage of faculty and of students of color in the Greenlee School declined dramatically since the last accreditation. The School currently lacks effective strategies to recruit and retain such faculty and students.

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

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

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

The deficiencies noted in the last site-visit report were these:

- *Directors' planned departure at end of academic 2016-17 creates uncertainty.* No longer applicable.

- *More work needed on incorporating digital into curriculum.* Still applies.

- *Enrollment growth is taxing the school's infrastructure and building.* No longer applies.

- *Inability to recruit African American and Latino faculty.* Remains a significant problem.

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

Overall, this was one of the better written and organized self-studies this team of experienced evaluators has seen. However, more reflection on the program's inadequacies would have been beneficial.

Jan. 18, 2023

Dear ACEJMC Committee and Council members,

We thank the site team for their report and for their recommendation of re-accreditation for the Greenlee School of Journalism and Communication at Iowa State University. I want to share some positive commitments we have received after discussing the report with our upper administration and faculty.

- We have received approval to use the state-of-the-art media production studio in the new Student Innovation Center for our broadcast classes. The site team's report noted that this space is normally restricted from instructional use and greater access would serve our broadcast students.
- The provost and dean are jointly supporting two new term faculty hires to strengthen our broadcast and digital initiatives. The search process will begin this semester and we plan to have new hires in place for the fall.
- We will invest in attracting diverse applicant pools and ideally use these new hires to increase the diversity of our faculty. At the same time, our faculty voted to launch a Greenlee Visiting Professional Program that will provide an additional pathway to increase the diversity in our classrooms. The program will host and compensate professionals with diverse perspectives to speak in our classes, network with our students and connect with our faculty. We plan to host our first Greenlee visiting professional this semester.
- We have voted as a faculty to move forward with the process of creating a new major in Sports Media, as was suggested as an opportunity in the site team's report.

We are pleased with how the site team's report has already initiated positive outcomes, and we sincerely thank our president, provost, dean of the College of Liberal Arts and Science and the director of the Student Innovation Center for their support.

Sincerely,

Michael Dahlstrom



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