

Report of On-Site Evaluation
ACEJMC
Undergraduate program
2013– 2014

Name of Institution: University of Nevada at Reno
Name and Title of Chief Executive Officer: Marc Johnson
Name of Unit: Donald W. Reynolds School of Journalism and Center for Advanced Media Studies
Name and Title of Administrator: Al Stavitsky, Dean

Date of 2013 - 2014 Accrediting Visit: November 3-7

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

Date of the previous accrediting visit: February 10-13, 2008
Recommendation of the previous site visit team: Re-accreditation
Previous decision of the Accrediting Council: Re-accreditation

Recommendation by 2013 - 2014 Visiting Team: Re-accreditation

Prepared and submitted by:

Team Chair

Name and Title: Jan Slater, Dean
Organization/School: University of Illinois, Urbana/Champaign

Signature _____

Team Members

Name and Title: Kathryn Christensen, Professor
Organization/School: University of Nebraska at Lincoln

Signature _____

Name and Title: Joyce Mireault, Sr. Account Manager/Strategist
Organization/School: Canyon Communications

Signature _____

Name and Title: Joe Misiewicz, President & CEO
Organization/School: Indiana Broadcasters Association

Signature _____

Name and Title:
Organization/School

Signature _____

PART I: GENERAL INFORMATION

Name of Institution: University of Nevada, Reno

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

Year of Visit: 2013

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

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

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

- Private
- Public
- Other (specify)

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

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

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

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

- Yes
- No

If yes, give the date of the last accrediting visit: Feb. 10-13, 2008

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1970

6. *Attach a copy of the unit's mission statement. Give date of adoption and/or last revision.*

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

Mission Statement

Approved by faculty February 15, 2013 (as revision and update of 2005 mission statement)

Mission

The Reynolds School of Journalism and Center for Advanced Media Studies is committed to fostering media innovation.

In a climate of disruptive transformation, we strive to link enduring values and practices to emerging forms of journalism and strategic communication. We prepare students for success and leadership in legacy and emerging media sectors through our teaching, our research and creative activity, and our engagement with the media professions and the community. Our educational emphasis is high tech, high touch, experiential and ethical.

Through our Center for Advanced Media Studies (CAMS), we analyze the changing media environment, and develop and document experiments in new models of media practice. In so doing, CAMS connects the Reynolds School to the broader global conversation about the future of news and strategic communication.

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

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

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

Four-year program leading to Bachelor's degree
 Graduate work leading to Master's degree
 Graduate work leading to Ph.D. degree

9. *Give the number of credit hours required by the university for graduation. Specify semester-hour or quarter-hour credit.*

120 semester hours

10. *Give the number of credit hours students may earn for internship experience. Specify semester-hour or quarter-hour credit.*

Three semester hours for one 150-hour internship (required) plus one additional credit of independent study for a second (optional) 120-hour internship.

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

| Name of Sequence or Specialty | Person in Charge |
|--------------------------------------|-------------------------|
| News | Donica Mensing |
| Strategic Communication | Bob Felten |
| Visual Design | Larry Dailey |

12. Number of full-time students enrolled in the institution: 14,208

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

| UNDERGRADUATE MAJORS BY SEQUENCE | |
|-----------------------------------------|---------------------------------------|
| Name of Sequence | Number of Undergraduate Majors |
| News | 74 |
| Strategic Communications | 108 |
| Visual Design | 15 |
| Undecided | 24 |
| Pre-majors | 295 |
| Total | 516 |

14. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary.

| Enrollment in Skills Courses, Spring 2013 | | | |
|--------------------------------------------------|----------------|----------------------------------------|---------------------------|
| Subject | Catalog | Course Title | Current Enrollment |
| JOUR | 107 | Multimedia News Reporting & Writing I | 18 |
| JOUR | 107 | Multimedia News Reporting & Writing I | 18 |
| JOUR | 107 | Multimedia News Reporting & Writing I | 18 |
| JOUR | 107 | Multimedia News Reporting & Writing I | 18 |
| JOUR | 107 | Multimedia News Reporting & Writing I | 18 |
| JOUR | 107 | Multimedia News Reporting & Writing I | 18 |
| JOUR | 107 | Multimedia News Reporting & Writing I | 17 |
| JOUR | 108 | Media Production I | 18 |
| JOUR | 108 | Media Production I | 18 |
| JOUR | 108 | Media Production I | 18 |
| JOUR | 108 | Media Production I | 19 |
| JOUR | 108 | Media Production I | 18 |
| JOUR | 108 | Media Production I | 18 |
| JOUR | 108 | Media Production I | 17 |
| JOUR | 207 | Multimedia News Reporting & Writing II | 16 |
| JOUR | 207 | Multimedia News Reporting & Writing II | 18 |
| JOUR | 207 | Multimedia News Reporting & Writing II | 17 |
| JOUR | 207 | Multimedia News Reporting & Writing II | 17 |
| JOUR | 207 | Multimedia News Reporting & Writing II | 9 |
| JOUR | 208 | Media Production II | 18 |
| JOUR | 208 | Media Production II | 18 |
| JOUR | 208 | Media Production II | 18 |
| JOUR | 208 | Media Production II | 18 |
| JOUR | 208 | Media Production II | 10 |
| JOUR | 303 | Media Graphics | 18 |
| JOUR | 313 | Photojournalism | 18 |
| JOUR | 351 | Principles of Strategic Communications | 20 |
| JOUR | 351 | Principles of Strategic Communications | 18 |
| JOUR | 354 | Game Design for Journalists | 16 |
| JOUR | 418 | Magazine Writing | 16 |
| JOUR | 421 | Television News and Production I | 20 |
| JOUR | 442 | Advanced Strategic Communications | 20 |
| JOUR | 442 | Advanced Strategic Communications | 21 |
| JOUR | 490B | Data Journalism | 19 |
| JOUR | 490B | Social Journalism | 19 |

Enrollment in Skills Courses, Fall 2013

| Subject | Catalog | Course Title | Current Enrollment |
|---------|---------|-------------------------------------------------|--------------------|
| JOUR | 107 | Multimedia News Reporting & Writing I | 16 |
| JOUR | 107 | Multimedia News Reporting & Writing I | 17 |
| JOUR | 107 | Multimedia News Reporting & Writing I | 18 |
| JOUR | 107 | Multimedia News Reporting & Writing I | 16 |
| JOUR | 107 | Multimedia News Reporting & Writing I | 14 |
| JOUR | 108 | Media Production I | 14 |
| JOUR | 108 | Media Production I | 16 |
| JOUR | 108 | Media Production I | 18 |
| JOUR | 108 | Media Production I | 18 |
| JOUR | 108 | Media Production I | 17 |
| JOUR | 207 | Multimedia News Reporting & Writing II | 17 |
| JOUR | 207 | Multimedia News Reporting & Writing II | 18 |
| JOUR | 207 | Multimedia News Reporting & Writing II | 17 |
| JOUR | 207 | Multimedia News Reporting & Writing II | 19 |
| JOUR | 207 | Multimedia News Reporting & Writing II | 17 |
| JOUR | 207 | Multimedia News Reporting & Writing II | 10 |
| JOUR | 208 | Media Production II | 17 |
| JOUR | 208 | Media Production II | 17 |
| JOUR | 208 | Media Production II | 17 |
| JOUR | 208 | Media Production II | 18 |
| JOUR | 208 | Media Production II | 17 |
| JOUR | 208 | Media Production II | 10 |
| JOUR | 303 | Media Graphics | 18 |
| JOUR | 313 | Photojournalism | 18 |
| JOUR | 323 | Radio News & Production | 18 |
| JOUR | 323 | Radio News & Production | 15 |
| JOUR | 418 | Magazine Writing | 14 |
| JOUR | 423 | Television News and Production II | 16 |
| JOUR | 430 | Media Selection for Strategic Communications | 13 |
| JOUR | 432 | Creative Solutions for Strategic Communications | 15 |
| JOUR | 442 | Advanced Strategic Communications | 18 |
| JOUR | 443 | Strategic Communications Campaigns Studio | 18 |
| JOUR | 443 | Strategic Communications Campaigns Studio | 13 |
| JOUR | 481 | Race, Gender and Media | 18 |
| JOUR | 490B | News Studio | 10 |
| JOUR | 490B | PR Writing | 19 |

15. *Total expenditures planned by the unit for the 2013 – 2014 academic year:
Percentage increase or decrease in three years:
Amount expected to be spent this year on full-time faculty salaries:*

- (a) \$1,862,912
- (b) 9% decrease
- (c) \$1,018,535

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

| FULL-TIME FACULTY LIST WITH RANKINGS | |
|--------------------------------------|--------------------------------------------------------------------|
| NAME | RANK |
| Caesar Andrews* | Professor / Leonard Distinguished Professor in Ethics and Writing |
| Kari Barber | Assistant Professor |
| Stephanie Bor | Assistant Professor |
| Larry Dailey* | Professor / Reynolds Chair of Media Technology |
| Alan Deutschman* | Professor / Reynolds Chair in Business Journalism |
| Bob Felten | Assistant Professor |
| Todd Felts | Assistant Professor |
| Howard Goldbaum | Associate Professor |
| Katherine Hepworth | Assistant Professor |
| Ben Holden | Associate Professor |
| Donica Mensing | Associate Professor / Director of Graduate Studies / CAMS Director |
| Paul Mitchell ¹ | Recruitment and Retention Coordinator |
| David Ryfe | Associate Professor / Academic Chair |
| Alan Stavitsky* | Dean / Fred W. Smith Chair / Professor |

17. *List names of part-time/adjunct faculty teaching at least one course in fall 2013. Also list names of part-time faculty teaching spring 2013. (If your school has its accreditation visit in spring 2014, please provide the updated list of faculty at time of visit.)*

Part-Time Faculty teaching at least one course in fall 2013:

- Amy Beck
- Erin Breen
- Laura Brigham
- Brian Burghart
- Nico Colombant
- Brian Duggan
- Alison Gaulden
- Kathy Gordon

* Holds an Endowed Chair position

¹ Paul Mitchell teaches .50 FTE and works administratively as the recruitment and retention coordinator .50 FTE. For purposes of this self-study, he is considered both academic faculty and administrative faculty.

- Michael Higdon
- Lynnae Hornbarger
- Ryan Jerz
- Dana Kilroy
- Kristin Larsen
- Frank Mullen
- Megan Myers
- Chris Orr
- Katrina Raenelle
- Jackie Shelton

Part-Time Faculty teaching at least one course in spring 2013:

- Amy Beck
- Erin Breen
- Brian Burghart
- Alison Gaulden
- Katherine Gordon
- Ryan Jerz
- Dana Kilroy
- Patrick McFarland
- Frank Mullen
- Megan Myers
- Chris Orr
- Kelly Ann Scott
- Jackie Shelton

18. Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates who earned 80 or more semester hours outside the major and 65 or more semester hours in liberal arts and sciences.

| PERCENTAGE OF GRADUATES MEETING REQUIREMENTS | | | | | |
|----------------------------------------------|-----------------|------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------|
| Year | Total Graduates | Number earning 80 or more semester hours outside the major | % earning 80 or more semester hours outside the major | Number earning 65 or more semester hours in liberal arts/sciences | % earning 65 or more semester hours in liberal arts/sciences |
| 2012-2013 | 89 | 89 | 100% | 89 | 100% |
| 2011-2012 | 88 | 88 | 100% | 88 | 100% |

PART II — Standard 1: Mission, Governance and Administration

The policies and practices of the unit ensure that it has an effectively and fairly administered working and learning environment.

Unit performance with regard to indicators:

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

The Reynolds School of Journalism and Center for Advanced Media Studies is one of more than 145 degree programs within the University of Nevada, Reno. This land-grant institution is the flagship of the state system, established in 1874 in Elko and relocated to Reno in 1887. The university enrolls 18,776 undergraduate and graduate students among its six academic units.

Journalism classes began at the University of Nevada, Reno in 1921, and the program grew steadily over the next several decades. The Donald W. Reynolds School of Journalism and Center for Advanced Media Studies was established as an independent school in 1984. In fall 2013, the school had 221 majors distributed among its news, strategic communications, visual design and non-declared sequences. Additionally, it is teaching core requirements to 295 pre-majors. There is no doctoral program at the school and its master's program is being revised. The school is one of the smallest units on campus in size of students and faculty. Yet with the Reynolds support, it boasts one of the strongest financial endowments on campus.

Since 2000, the school has suffered from significant, unforeseen leadership transitions, including the deaths of two sitting deans, the resignation of one dean after less than a year in office as a result of serious health issues, one dean who left after three years, and multiple interim deans. A new dean was hired in April 2012, and in a very short time has shown his leadership ability by developing necessary structures and policies that will guide the school in the future. Within this 18-month window, the school has implemented a new curriculum, a new advising plan, a diversity plan, a revised promotion and tenure document, an assessment plan, and a mission statement and strategic plan.

The Reynolds School faculty approved an updated mission statement and strategic plan in February 2013. Through their commitment to fostering "media innovation", the plan outlines specific goals and timelines. These goals include building an infrastructure to ensure student success, promote realistic undergraduate enrollment growth, create professional partnerships for professional practice, enhance curricula, focus and grow a graduate program, and continue to cultivate scholarship and faculty productivity in a program that traditionally has been professional in orientation.

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

Faculty and administration have worked well in tandem to revise bylaws and update multiple policies and plans. A newly revised set of bylaws outlines a culture of shared governance, as do multiple faculty committees engaged in assessment, curriculum, diversity, communications, personnel, scholarship and technology.

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

The dean serves as the chief academic and financial officer of the school. An academic chair serves at the pleasure of the dean and serves as a liaison for faculty and students, as well as handles various administrative duties such as assessment, advising, and course scheduling.

As stated in (b), a new dean arrived on campus in April 2012 and has made remarkable progress in establishing an infrastructure that provides guidelines for policies, procedures and governance. He is establishing a culture of scholarship and creative endeavor to supplement the traditional professional orientation of the school's faculty, and brought in new assistant professors that have aided in the culture shift as well as enhanced the overall strength of the school.

Other units on campus praise the new dean for his collegiality and prowess at reaching out to others regarding collaborations and partnerships. He has developed the Nevada Media Alliance which partners with local media outlets to use student-generated content on important community issues. The faculty is enthused about the new dean and is carrying heavy service loads within the school to accomplish the goals of the new strategic plan as well as the new curriculum and assessment plan. Central administration gives the new dean high marks for his engagement with external stakeholders, his administrative skills, and his commitment to take on difficult tasks to improve the quality of the program overall.

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

The university has established procedures for both selecting and evaluating administrators. These are outlined in the school's newly adopted bylaws. The university president names the search committee, appoints the chair and with recommendations from the committee, hires the dean.

The provost conducts the dean's evaluation on an annual (calendar year) basis, based upon established criteria for UNR deans. Every three-to-five years, by UNR policy, the university president also may solicit comments on the dean's performance from faculty and staff. The newly approved Reynolds School bylaws also provide for annual faculty review of the dean, managed by the school's Personnel Committee, with findings forwarded to the provost.

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

There is standard university policy and procedures for student complaints. While the school process is not outlined in its bylaws, the self-study indicates that students' complaints are typically directed to the academic chair. If the issue is related to a specific class, the student is advised to address it directly with the faculty member first.

Faculty and staff complaints may be addressed to the academic chair or the dean, depending on the nature of the complaint. The college process is not outlined in its bylaws. The Faculty Senate and university administration have formal appeals processes in place for matters that cannot be resolved at the college level.

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

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

Unit performance with regard to indicators:

(a)The unit requires that students take a minimum of 80 semester credit hours or 116 quarter credit hours outside of the unit and a minimum of 65 semester credit hours or 94 quarter credit hours in the liberal arts and sciences (as defined by the institution) outside of journalism and mass communications. Or, ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.

The Unit is 100% compliant with the 80/65 rule.

(b)The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council. (If the unit has more than one sequence, evaluate each sequence.)

The school requires each student to do four introductory courses. The courses, 107 Multimedia Reporting, 108 Media Production I, 207 Multimedia News Reporting and Writing II, and 208 Media Production II is required for each sequence and before officially declaring Journalism as a major. There are inconsistencies in the four required courses. While the required texts in these courses are identical there is clearly not a standard listing of outcomes on the various syllabi. One issue, not a reflection of the individuals, is that the introductory courses are taught by “Letter of Appointment” (adjunct) faculty. Some use outcomes and others do not. Some use a lengthy list and others a short list. For consistency of learning objectives and assessment there needs to be a ‘template’ for 107/108 and 207/208 that should contain standard outcomes and with similar assignments that allow for measurement of the outcomes. Faculty indicated the assignments in 107/108 and 207/208 are identical but the syllabi do not reflect this. There are three sequences: News, Strategic Communications and Visual Design. The sequences were formulated in 2012. The News curriculum was implemented in fall 2012, with Strategic Communications and Visual Design curriculum beginning in fall 2013. There were few changes in course offerings, but News was a combination of broadcast and print media while Strategic Communications combined Advertising and Public Relations. Visual Design brought in segments of the former Broadcast sequence with new digital technologies. The transition is a work in progress but clearly more attention needs to be paid to the four required courses for all Journalism majors to guarantee that students who do the work in those classes literally leave with identical skill sets and theoretical constructs. The faculty will experiment with a new approach to the four required (107/108 and 207/208) in fall 2014 with a fulltime faculty member teaching two larger classes augmented by smaller labs.

Emphasis in News (74 majors)

The broadcast and print journalism sequences were merged into News. After completing the required 107/108 and 207/208 students pursue the following course work:

Select two of three:

JOUR 318 – Narrative

JOUR 319 – DATA Research, Visualization and Aggregation

JOUR 320 – Social Community Engagement

Select at least one:

JOUR 303 – Media Graphics

JOUR 313 – Photojournalism

JOUR 317 – Travel Writing

JOUR 323 – Radio News

JOUR 354 – Game Design

JOUR 418 – Magazine Writing

JOUR 451 – Interactive Media

One upper division Journalism elective (3 credits)

JOUR 460 – News Studio (required)

Emphasis in Visual Design (15 majors)

This is a new emphasis in the school beginning in fall 2013. There are 15 students in the program. After completing the required 107/108 and 207/208 students pursue the following course work:

JOUR 300- Visual Communication

Select at least two:

JOUR 303 – Media Graphics

JOUR 313 – Photojournalism

JOUR 354 – Game Design

One upper division Journalism elective (3 credits)

JOUR 460 – News Studio (required)

Emphasis in Strategic Communications (108 majors)

The advertising and public relations sequences were merged into the new Strategic Communications curriculum fall of 2013, a culmination of a six-year process. Interviews with faculty indicated that the length of time taken to complete the process was a result of unstable leadership, but also purposeful, allowing time for in depth research of other programs and professional trends to inform the restructuring and even renaming of the sequence. Strategic Communications is considered an emphasis or specialization and the self-study indicates there were 107 students with a Strategic Communications emphasis during the 2012-13 school year; this year's enrollment in the sequence is 108.

The specialization requires 9 units from the following:

JOUR 351 - Principles of Strategic Communications (3 units) is required.

Students can choose two other courses from four options including

JOUR 361 - Writing for Strategic Communications (3 units)

JOUR 430 - Media Selection for Strategic Communications (3 units)

JOUR 432 - Creative Solutions for Strategic Communications (3 units)

JOUR 442 - Advanced Strategic Communications (3 units)

The specialization also requires electives, (3-6 units), and students are advised to fill at least

nine of the school's required 15 electives with credits in their sequence of interest.

Based on their performance in prior courses, students may be invited to participate in one or both of the following courses (faculty permission is required):

JOUR 433R - IMC Competition (3 units)

JOUR 443 - Strategic Communications Campaigns Studio (3 units)

JOUR 354 - Game Design for Journalists (3 units)

During the last visit, the public relations sequence had been without a dedicated faculty member since 2005. The school has since hired a full-time faculty member who has extensive, high-level professional experience in public relations to teach in the Strategic Communications sequence. The school is in the process of looking for another assistant professor for Strategic Communications, but at the time of the visit that position had not been filled, so the sequence is still under staffed given the number of students in that program. The previous visit also pointed out the need to align with recommendations of national PR standards/organizations. However, since the last visit, public relations has been merged and integrated into the Strategic Communications sequence and the self-study indicates that curriculum was revised in 2008 and 2013 to reflect changes in the field, congruent with the recommendations of the national organizations.

(c)Instruction, whether onsite or online, is demanding and current; and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued. (If the unit has more than one sequence, address the quality of instruction by sequence.)

Achievements in teaching and learning are recognized and valued. Based on student meetings it seems clear that instruction is current. Many students were clear that much of course content dealt with the future, however some news students felt much of their preparation was outdated. They also indicated that the professionals teaching part time were appreciated because they, along with fulltime faculty, focused on future developments and approaches to use of media and preparing materials for media. The expectations throughout the program are that students will graduate competent in the digital, technological and multimedia environment. However, students were near unanimous that they were not being well prepared to utilize the 'equipment/software/hardware' through the four required introductory courses. Students feel the on-line tutorials are out of date, not easy to follow if one lacks some basic technical skills and that once they move on to utilize the new equipment they have issues completing assignments.

Students in the News sequence felt the on-line tutorials fell short of adequately preparing them to use equipment in the studios, classrooms and/or labs. While they respected the professional backgrounds of the adjunct faculty teaching the four required courses for all majors, there was a sense that many did not know 'how to teach' and that their explanations of the technical aspects fell short. News students clearly felt they were not ready to move on with photography, video editing and shooting and audio editing after taking the four required courses. They did not feel they learned advanced skills in preparation for pursuing the next level of courses in the News Emphasis. However, they were united in their praise of the faculty and their willingness to help with all matters.

Students in Strategic Communications felt the adjunct faculty brought real-world experiences to the classroom and provided current and professional material that was helpful and useful as they prepared to pursue their sequence. They felt the 'tools' they were taught in these four required courses helped and prepared them for the rest of the program. They felt

they were getting good writing experience in the early courses and good research methods in the later classes. The Strategic Communications program clearly prepares students to develop persuasive messages and to apply critical thinking skills to advertising and public relations situations. It is designed to provide opportunities for students to develop skills through instruction, writing assignments, real-life client campaigns, and a required internship. Students praise their Strategic Communications experience and stress the importance of the business campaigns, NSAC experience and internship experiences. There was high praise for the instruction in Strategic Communications and the commitment of that faculty. Examples cited were: the management of the professional relationships necessary to provide relevant internship opportunities, non-formal student advisement and mentoring, and enrichment of 'real-life' applications to the course experience. Classroom instruction supports and demonstrates the course objectives and the faculty commitment. The curriculum includes appropriate elements of research, strategy, advertising, public relations, and measurement. Beyond the required classes, the school offers an impressive list of opportunities for involvement in student professional organizations, as well as small- and large-scale projects.

Students in Visual Design have issues with the four introductory courses. Students commented on the inconsistency in teaching methods and that learning outcomes were problematic across the four introductory required courses and because of this inconsistency, the students did not feel well prepared to move to the next level of visual design courses. This is a new sequence and students felt 'left out' of the overall school's program

Overall there was mention with all the student groups of variations of 'rigor' in both assignments and grading. One example mentioned and confirmed by students was that it was possible to use a photo taken with an iPhone to complete an assignment while in another section of the same class students had to use professional cameras and provide multiple samples of their photographs.

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

The classroom ratios are excellent. Many are 18:1 or less. Students like the 'community' feel of the smaller class sizes and the unit does an excellent job of maintaining these ratios.

(e) The school advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. (If the unit has more than one sequence, address the opportunities by sequence.)

The school requires all majors to do an internship for three hours of credit as a 400 level course. Students can also do a second internship for one hour of credit that does not count toward the major. Students search for internships on their own as if searching for a job. There is a halftime Internship Coordinator who is developing a data base of internship opportunities, the professionals who mentor at the locations along with a developing list of alumni who have been helpful establishing internships. Students who secure an internship are required to submit a resume, cover letter, LinkedIn page and either a personal website or blog to the Coordinator prior to pursuing the internship search. The student is also required to file regular reports of their experience. The Coordinator does the final grading based on reports and an evaluation sheet from the Intern Mentor. During the semester they do the internship they attend three class sessions with the Internship Coordinator to further develop their resume, website and / or blog and discuss the professional environment.

The evaluation of the resume, cover letter, LinkedIn page and website or blog is done by the Internship Coordinator. Students did indicate faculty were all willing to evaluate this work

as well. Portfolios are not required, however, there are upper level classes requiring students to either work on a portfolio or complete a portfolio. In those classes outside professionals are then called to class to evaluate some of the portfolios.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

The unit has an inclusive program that values domestic and global diversity, and serves and reflects society.

Unit performance with regard to indicators:

(a)The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan.

The school has a written Diversity Plan, approved by the faculty April 19, 2013 as a revision and update of the previous plan that was adopted in 2000. The plan addresses the elements listed in this indicator and sets general strategies for achieving its goals.

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

The school's Diversity Committee is charged with reviewing syllabi annually for diversity-relevant content and working with the Assessment Committee to devise measures that ascertain student learning on diversity issues. One elective class – Race, Gender and Media --- specifically addresses this subject. The required Media Ethics class requires students to research media practices of other countries.

Other curriculum actions pertaining to diversity include a reading list for Jour 418 (magazine writing class) that specifically lists books that focus on racial, ethnicity and poverty issues and assignments in strategic communications classes that focus on underrepresented groups. The school also hosts annually a number of speakers with diverse backgrounds and experiences across varying cultural and ethnic issues. Diversity issues are also specifically included in most syllabi.

(c)The unit demonstrates effective efforts to recruit women and minority faculty and professional staff and supports their retention, progress and success.

The school has, within certain areas, improved its faculty diversity since the last report, when the site team reported that faculty was 48 percent male and 92 percent white with only one person of color. The 2013-14 roster of 14 full-time faculty members, including the dean, is substantially more diverse in terms of race (57 percent white) though less diverse in gender (71 percent male). The full-time faculty roster now includes three women (one of whom is international) and three African-American men.

Beginning in Fall 2013, the university instituted a new policy requiring all faculty search committees to include a Diversity Advocate, trained to ensure the process is conducted in a way sensitive to diversity recruitment and retention best practices. The Reynolds dean was part of a task force at his previous institution, which developed a similar program and has helped shape the Nevada program. The school fully endorses the new policy and has such an advocate on all searches.

The results of searches for full-time faculty members suggest the school is making some improvement in considering and attracting diverse candidates. In 2012, there were four searches for full-time faculty members, with 83 applicants in the hiring pool. Offers were extended to four female candidates, one minority and one international candidate. That

compares to searches in the prior two years in which finalists included no minority or international candidates and only one female.

University policy has no formal hiring process for part-time and adjunct faculty. For the past two academic years, however, more than 70 percent of part-time faculty members in the school were female and/or minorities. For the 2012-13 academic year, adjunct faculty included one Hispanic/Latina female and one American Indian/Alaskan native. All other individuals were white – 11 female and 5 male.

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

For 2012-13, the school's minority population was 35 percent, slightly better than the overall university's minority population (33 percent) during the same year.

Regarding retention efforts, the school cites its J110 class (Success Strategies in Journalism), which is designed to identify and retain students who, based on low SAT or ACT scores, are considered a risk for dropping out. Many of the students are students of color or first-generation students. The class is taught by the school's recruitment and retention coordinator. The faculty also decided against making mandatory grammar tests part of its admission process because they deemed it would have had a "disproportionately negative affect on minority students."

The school launched a partnership with NPR in Summer 2013 that marked the first Next Generation Radio Boot Camp – NPR's diversity training and recruitment workshop -- to be held with a University partner. Students worked closely with NPR journalists for a week, producing content that aired on public radio stations. A donor has agreed to fund the program, used by NPR to track talented students for future positions, again in Summer 2014.

(e)The unit has a climate that is free of harassment and 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.

The school's diversity plan calls for a safe, positive and nurturing environment for all groups in the student body, faculty, staff and visitors. Most faculty members consider the climate a positive one, citing especially the efforts of the dean and the retention coordinator to mentor and protect new faculty as they cope with their new responsibilities. Conflict resolution, when called for, is effective, according to faculty members.

All syllabi include information for students with disabilities.

COMPLIANCE

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

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

Unit performance with regard to indicators:

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

Searches are governed by a process developed by the university's Human Resources Department, including mandatory training for search chairs and coordinators. Effective fall 2013, all faculty search committees must also have a designated "Diversity Advocate."

Within its bylaws, adopted in August 2013, the unit outlines in detail its written process for selecting full-time and part-time faculty and instructional staff.

Full-time faculty selection: The dean forms a search committee of roughly five people and appoints a search chair – the chair and a majority of committee members must be members of the unit's faculty. The committee reviews credentials and recommends preferred candidates to the dean, after which candidates are invited to visit the unit for purposes of teaching demonstration, research or creative presentation and meetings with faculty and others.

Upon the completion of interviews, the dean sets a school meeting during which the chair of the search committee places names of preferred candidates before the faculty for discussion. The voting faculty (all faculty employed on at least a .5 FTE basis, except for contingent lecturers or persons with a Letter of Appointment) then provides the dean with a list of strengths and weaknesses of each candidate, which the dean considers prior to making the appointment.

Part-time faculty selection: university policy does not require formal searches to hire what the school refers to as LOA's (Letter of Appointment faculty): instructors hired to teach one or two courses a semester on a contract basis. The dean and search committee make decisions about specific criteria with the aim of balancing professional and scholarly-oriented faculty. Following the interview process, search committees solicit feedback from faculty, students and others before reporting to the dean, who makes the hiring decision in consultation with the university provost.

Faculty evaluation: Per university policy, faculty members are evaluated (excellent, commendable, satisfactory or unsatisfactory) in writing annually. The school itself has a written document with extensive guidelines and policies. All faculty members are measured in at least three of four areas: teaching (mandatory); research/creative activities; outreach/extension; and service (mandatory). Extensive examples of the measurement criteria are included in the document. Academic faculty submit their review documentation to the three-member personnel committee (elected by the faculty), which reviews it prior to making a report to the dean. Administrative faculty submit their documentation to their supervisors, who then provide their own reviews to the dean for acceptance or rejection. The dean provides all evaluations in writing and meets with each member of the faculty.

Tenure and promotion criteria are also codified. As of September 2013, four of the school's full-time faculty were tenured and five were on tenure track.

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

Tenured and tenure-track faculty at the university are generally expected to have the following apportionment: 40 percent teaching, 40 percent research and 20 percent service. The school standard sets out the following teaching loads: 3-3 for tenured faculty; 3-2 for tenure-track faculty and 4-4 for non-tenure-track academic faculty. Faculty holding endowed chair positions carry a 1-2 or 2-2 course load.

The school reports that at least 60 percent of courses in the previous three academic years were taught by full-time faculty. However, 75 % of the required "First Four" (multimedia news and reporting) are taught by LOAs (Letter of Appointment).

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

Of the 14 full-time faculty members, four hold the rank of professor. Four are associate professors, five are assistant professors and one is designated recruitment and retention coordinator. The degree breakdown: six Ph.D.s, one A.B.D., one J.D., one M.F.A., two M.A.s and three B.A.s. Most full-time faculty members have at least 10 years of full-time professional experience. Years of full-time college teaching range from 2 years to 25.

Part-time faculty credentials are about 50 percent M.A. and 50 percent B.A. with a mix of professional and teaching experience.

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

All classes are evaluated by students through an anonymous and mandatory evaluation survey. Tenure-track faculty and faculty under consideration for promotion are also peer reviewed.

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

Representatives from other units on campus give the school strong marks for collaboration and service. After several years of leadership changes, the school appears on track for much-needed stability as well as clear vision, according to these representatives. They cited numerous examples of outreach to the community and praised the school's commitment to bolster scholarly research as well as education.

COMPLIANCE

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

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

Unit performance with regard to indicators:

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

Each fulltime faculty member who does not hold an endowed chair (9) receives \$1,500 for travel and \$250 for memberships in professional organizations. The Dean has a separate fund. The three endowed chairs have access to funds through the endowed chair funds.

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

The school's policy document, "Faculty Success at the Reynolds School of Journalism: Criteria for annual evaluation, promotion and tenure" indicates the following: "Meaningful inquiry, originality and creativity are social goods-and they are important to the continuing development of faculty members. Therefore, we expect each other to conduct research and/or to engage in other creative activities and/or to undertake outreach and extension work applying ideas to practice."

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

Each faculty member must be evaluated for promotion, tenure and merit recognition based on teaching evaluation and research/creative activities. The other two criteria are outreach/extension work and service. Faculty can opt out of one of the last two or combine them. Peer review is critical with research and/or creative activity.

The faculty does well with invited academic presentations, refereed conference papers and with articles in refereed journals. Recent hires on tenure track seem to have started with publications in refereed journals. While presentations, refereed conference papers and articles in refereed journals have been noted, there seems to be less activity since early 2011 with some faculty. The school went through a revision of the promotion/tenure policy and with the new tenure track hires have provided appropriate release time for these new hires to establish a research/creative agenda. The unit is working on peer evaluation criteria of creative work and assuring those on tenure track need to have clearly defined agendas.

(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.

Faculty members in the school have been active with appropriate professional and academic groups in sharing their work. Several bring national reputations to various meetings/conferences while others are focused on professional organizations and are well known in those organizations for their work.

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

The climate for pursuing scholarly research and creative endeavors has been enhanced with the funding of \$6,300 for research grants in fall 2012 from the Center for Advanced Media Studies. This increased to \$13,000 in fall 2013. These are for the school's faculty with a limit of \$2,000 per grant if an individual project or \$3,000 if a joint project. This marks the first time the Center has provided funding and should stimulate the school's faculty to pursue topics of interest that will lead to additional publications, presentations and/or grants. There seem to be some new projects among faculty in the school and with some outside the school that will add to their scholarly research and creative project portfolio.

COMPLIANCE

PART II — Standard 6: Student Services

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

Unit performance with regard to indicators:

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

This past spring, the faculty voted to lift the requirement that all majors and minors have a mandatory advising session prior to enrolling in classes. In the past, the requirement was enforced by keeping upper-division call numbers private so students could not enroll in upper-division courses without advising and release of the numbers. The self-study and an interview with the academic advisor, as well as other faculty, indicated that as the school's enrollment grew, the system became unsustainable in terms of faculty workload (two-three weeks of faculty time) and student flexibility. It was also noted that the unit was the only unit on campus with such a system. It should also be noted that all university freshmen are required to have two semesters of advising.

The new system requires new and transfer students to see an advisor to ensure they are aware of the unit's policies and requirements, but existing students may enroll in classes without having to see an advisor. In place of the mandatory advising policy, the school has adopted an in-class advising structure and a faculty mentoring process.

In-class advising is held in J101, J120, J207 and all 300-level courses, up to one full class period. That time is committed to sharing general advising information and answering student questions. The academic chair and student coordinator are available for these class sessions. Review of student records and conversations with the academic chair and student coordinator indicate that approximately 50 percent of students have had, or have scheduled appointments with that team for advising.

The faculty mentoring process is not mandatory. Students are encouraged to converse with professors of their choosing regarding career goals. Since the elimination of the mandatory sessions, the new process requires faculty to record names of students with whom they have mentoring discussions, as well as the date of conversations. However, this part of the process was not in effect at the time of this accrediting visit. There was evidence/notation in student files from the academic chair and student coordinator from the meetings they had with students. As part of the new process, this information will be reviewed by the academic chair to ensure the school's culture of "student care" is not negatively affected by the new advising structure. Requirements for acceptance into the journalism major or minor are published in the university catalog, on the university website and the school's website.

This is a new system and the self-study recognizes the need to assess the effectiveness of this approach to advising. Interviews with faculty mirror these concerns. Strategic Communications students interviewed, the majority of whom were juniors and seniors, unanimously expressed their approval of the new process, citing the flexibility and accessibility of school faculty as positive. Conversely, News and Visual Design students expressed concern and the need for more one-on-one academic advising as well as career advising. Visual Design students feel it's a hard sequence to navigate and they would like a point person, someone who is a Visual Design expert, available for advising. News students don't understand why the school 'took away' their advisors, and no one had talked with them about it. They did say they are more concerned with what they need to take outside the major and worried the lack of knowledge/advising will impede their graduation progress.

(b) Faculty are available and accessible to students.

The school has an open-door policy and fosters a climate and sense of community as part of its DNA. Other school colleagues noted the 'student-friendly culture' the school is noted for and students attested to the availability of faculty. All faculty maintain regular office hours that are posted on office doors and listed in syllabuses, and a list is maintained in the dean's office. Faculty are available by email and phone and their contact information is also noted in syllabuses and on office doors. The self-study indicates that some faculty also provide home and cell phone numbers to students, and students also shared the fact that even the LOA's commonly share personal email and cell phone numbers.

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

The school keeps students informed about activities, requirements and policies by providing information on its website. Information about school activities, special events, internships and job opportunities, major and minor requirements, overall degree requirements and academic good-standing requirements are broadly communicated in class and on the website. The journalism student email listserv is used to deliver information to students relative to scholarship, grant and recognition opportunities, internship and job opportunities, special events and ceremonies, school news and events and notable academic affairs such as enrollment dates. The faculty listserv is leveraged by the dean and academic chair to remind faculty to make important announcements to students during class. There are large bulletin boards on each floor of the school and in the stairwell to remind students of academic matters, activities, events, scholarship and other recognition. In some cases, large posters are set up in the school's foyer area to emphasize upcoming registration and session enrollment dates, which were evident during the visit.

Facebook page and video bulletin boards are also used to communicate with students. A recent investment in video bulletin boards, which are flat-screen televisions on each floor of the school, provide informational slides for students announcing academic affair information, events, activities, scholarships, internships and job opportunities. The video board in the school's main floor atrium is an interactive touch screen.

Through interviews with faculty and students, it is obvious there is real community within the college, one that encourages frequent and respectful information exchange.

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

According to the study, the Reynolds School sponsors five student clubs, one which is not currently active, Online News Association. The four active clubs include the American Advertising Federation Ad Club student chapter, Wolf Pack Week, which was formerly the school's broadcast club and produces the video-news show, Journalism Student Advisory Council, and PRSSA. These clubs offer regular activities and opportunities for students to build their professional abilities, network with practitioners, and gain job-seeking skills. Examples of activities held this past spring include a PRSSA hosted LinkedIn workshop, a résumé-workshop, and an "Elevator Speech" training. Wolf Pack Week students produce a video newscast telecast on local cable and is web streamed. Ad Club members take an annual trip to San Francisco to tour advertising agencies and have a long history of participation in NSAC. Students attend PRSSA conferences, and as observed in one of the classes, come back to school and share best practices and learnings from those conferences with classmates. JSAC also works with the dean to support RSJ events.

There are also independent student media opportunities for RSJ students. The student media are independent of the Reynolds School, and operate under the Associated Students of the University of Nevada and provide students with broad and in depth media experience. Many RSJ students serve in leadership positions with these organizations. The Reynolds dean serves as a member of the university's Student Media Advisory Board. The student media on campus include: *The Nevada Sagebrush*, a weekly and online newspaper, which is funded through advertising revenue *Wolf Pack Radio*, broadcast and online radio service, funded by the ASUN, *The Brushfire*, Nevada's first literary arts journal, funded by the ASUN, and *Insight Magazine*, formerly known as *The Artemesia* yearbook, now a monthly magazine, funded by the ASUN.

Another innovative and exciting opportunity hosted by the Reynolds School is the Next Generation Radio Boot Camp. The boot camp is a partnership with NPR and is the first time this NPR diversity training initiative was held in collaboration with a journalism school. Five Reynolds School underrepresented students were paired with professional journalists from NPR/public radio stations for a weeklong multimedia workshop resulting in published content. NPR used the workshop to identify talent for future internships and job opportunities in the public radio system, and to diversify its workforce. The plan is for this boot camp to become an ongoing RSJ/NPR initiative; donors have been identified and the commitment of the public radio system secured.

Other extracurricular opportunities with the Nevada Media Alliance also exist; students can work summers and between academic terms. The Alliance is also linked to regular courses during the academic year, and when school is not in regular session, the dean hires undergraduate and graduate students to produce content and sustain the media partnership, which is funded through foundation support.

Through membership in these organizations, access to student media opportunities and the existence of strong partnerships, students have access to programs, competitions, internships, workshops and conferences to further their academic endeavors.

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

The school publishes retention and graduation statistics on the website. Retention and graduation rates are said to compare favorably with university averages, often exceeding UNR rates.

The university reports an average of 79 percent retention of freshmen from 2008 to 2012; the school reports a 79.75 percent average retention rate of freshmen over the same time period. The retention rate in 2010-11 was lower than the overall university rate at 74 percent vs. 78 percent.

The four year graduation rate for the university averaged 15 percent for fall 2003 to 2006 and the school average for the same cohort and time frame is 22.75 percent, far exceeding the university average. Six-year graduation rate average for the university, for the same period, is 51 percent and the school's is 58.75 percent. It should be noted that many students work extensively outside of the school, which would be expected to impact the graduation rate.

The average years-to-degree for Reynolds School students is reported as slightly below that of the university overall. The university average is reported as 5.1 percent and RSJ average is 4.78 percent for graduating years 2009-2013.

The required grade point average to remain in good standing in the college is 2.5 for the school and the major – the university standard is 2.0. In addition, Journalism students must earn C's or better in J101, J107, J108, J207, and J208 in order to move forward in the program. Journalism majors who fail to meet the requirements for two successive semesters may be

suspended from the major and are unable to take further journalism courses until their grades meet the required standard. The academic chair can provide written permission to proceed on a semester-by-semester basis if the student shows good progress.

Students, who fall below the 2.0 required by the university, are subject to academic probation. Students on academic probation work in consultation with an assigned advisor, and the dean if necessary, to determine credit-load. After three consecutive semesters of academic probation, and failing to meet 2.0 GPA, the student is dismissed from the university.

The school's formal advising evaluation process has been eliminated beyond the senior exit surveys. The dean has charged the Assessment Committee with developing measures for evaluation of accuracy and effectiveness of the new process. The evaluation will also be factored into the position description and role statement for the forthcoming advisor role – but that person is not in place at the time of this accrediting visit.

It's apparent the school takes student services seriously, from the expectation of faculty availability through an open-door policy to the new policy of an in-class advising and a faculty mentoring process. It is cautioned that the elimination of required advising could impact the high retention and graduation rates enjoyed by the school, as well as the reputation of a "student-first" culture. The self-study and faculty interviews indicate there will be close monitoring of the new process and the process is included in the Assessment Plan.

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

The unit plans for, seeks and receives adequate resources to fulfill and sustain its mission.

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 school's budget for the 2013-2014 academic year is \$1,862,912, approximately 55 percent of which will be allocated for full-time faculty salaries. About 40 percent of the \$1.8 million budget is income derived from its extensive endowment accounts, primarily from the Reynolds Foundation. The university employs a fixed budget model regardless of enrollment growth, providing little opportunity to garner increases in state funding.

The equipment budget is \$55,555 which is slightly down from the previous year. The equipment maintenance budget is \$1,747 and while that may be low, given the new equipment it is probably appropriate. There is also a database budget to assist with updating software.

The State of Nevada was among the hardest-hit states during the recent recession and the university sustained significant budget cuts. The school had a 9 percent decrease in its state allocation over a three-year period, and faculty and staff experienced 4.8 percent pay reductions (including mandatory furloughs). At the same time, earnings from the endowment accounts declined causing even more spending restraints.

The university is working hard to restore portions of the salary losses with new merit programs. Market value of the endowments is improving and the school is using its endowments to support faculty travel and research, salaries of staff personnel, and salaries for named chairs. The Donald W. Reynolds Foundation, the school's strongest benefactor and namesake, has announced it will "sunset" in two years. While the immediate impact of the foundation's termination is uncertain regarding new investments, it does require the school to broaden its fundraising efforts and employ strategic methods to continue to use the endowments to fund the current programs already established.

(b)The resources that the institution provides are fair in relation to those provided other units.

The school is the smallest freestanding unit on campus, yet appears to be treated fairly by the university in budget support. As stated in (a), the school draws heavily upon endowment funding that exceeds the amounts available to other units similar in size.

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

The facilities are excellent for scholarship, teaching and learning. Classroom environments are comfortable and well designed for both discussion as well as individual work. Each classroom has the needed digital equipment for any form of presentation. Each classroom is also equipped to display the work of students in all current formats with easy to use control panels. Students made it clear they feel the building provides them with the latest technology to both complete and display projects. Clearly faculty offices are equipped to allow them to pursue a wide-range of scholarly and creative projects and given the classroom environment to allow faculty to utilize a wide range of technology and presentation methods in teaching.

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

In 2011 the school's building went through a \$7.9 million dollar remodeling. The funding came from the Reynolds Foundation. \$4 million was earmarked for broadcast and multimedia equipment. \$3.9 million went for classroom, office and hallway furnishings, monitors and signage. The remodeling of the building has provided students and faculty with state-of-the-art facilities. There are six classrooms with 18-22 computers in each, along with a working lab with 18 computers. The computers had Adobe Suite CS5 and Final Cut Pro 7 and provide excellent workspace. There is a fulltime 'engineer' to assist with needed set-ups and non-functioning equipment 8 hours a day, Monday through Friday. The lab with 18 computers is open 67 hours a week including weekend hours. A student monitor works the labs during those hours. One area of concern from student meetings was that there are instances where they need assistance with software on the computers, but not all student monitors are trained to assist. Also some professionals would suggest Avid is the industry standard for editing, but no Avid editing suites exist. There might be need for a few Avid units.

The School has standardized check out times for equipment and that plan seems to work well. Students do have access to 16 camera kits along with a mix of microphones. There is limited but additional equipment at the University Knowledge Center (Library) for crunch times.

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

The library was recently re-named The Knowledge Center. It is a newly built facility. The library does have various TV and audio recording equipment (cameras, microphones, tripods) available to all students and the school's students do utilize the equipment in the library when various projects for classes in the school have the school's equipment checked out. There is clearly a cooperative spirit and understanding between the school and library and the school's fulltime technical advisor has developed a good relationship with library personnel.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

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

Unit performance with regard to indicators:

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

The active pursuit of relationships with alumni, professionals and professional organizations is evidenced by interviews with professionals, faculty and students. The recent resurrection of the Dean's Council is another sign of the outreach by the school. The Dean's Council is comprised of alumni and media professionals and is meant to support the dean, faculty and students in carrying out the mission of the Reynolds School. The emphasis is on curricular and fundraising. A majority of members are RSJ alumni.

Reynolds school professors frequently invite professionals into their classes as guest lecturers and to consult on student projects and critique student campaigns. In upper-division Strategic Communications classes, professionals evaluate student work through portfolio reviews. The Nevada Media Alliance is another way the Reynolds School works with professional organizations to ensure instruction is current and to promote the exchange of ideas. The NVMA works closely with professional partners in this experiential learning and public service initiative. Editors from KUNR, KNPB and the Reno Gazette Journal engage with students and faculty to plan and produce content.

The Reynolds School's PRSSA chapter, Ad Club, Online News Association and the Journalism Student Advisory Council regularly sponsor events that bring students into contact with professionals, all evidenced by information in the self-study as well as interviews with students and information on the website.

The school also convenes regional media leaders or practitioners for gatherings with RSJ visitors. An example in the self-study noted a visit to the school by media business expert Ken Doctor to present a CAMS Speaker Series presentation; an informal lunch with regional publishers and broadcast managers to discuss business model challenges, which is expected to be convened on a regular basis for continued discussion of shared challenges.

Reynolds School professors are in regular contact with media professionals to inform instruction. A good example shared in the self-study was when a professor spent a week in San Francisco with media and creative professionals, to help in course development. Alumni and professionals that participated included well known alumni at major agencies.

The school maintains an alumni mailing list and email list, and alumni are invited to the schools signature events, sent birthday wishes, and congratulatory notes as appropriate.

The school does not publish a printed alumni newsletter. Social media, including Facebook and Twitter have been used extensively to stay in touch with alumni.

The school's marketing and communications committee is also charged with developing strategy for improved communication with alumni. Alumni are also active as guest speakers, internship mentors, donors and employers.

Interviews with students and faculty noted the active pursuit of relationships with alumni, professionals and professional organizations is a school priority. The presence of these professionals in classrooms and as speakers offers students an enriching educational experience inside and outside the classroom. The school pursues a number of initiatives to foster alumni involvement and to secure internships and jobs for current students. The school

boasts a number of graduates who have made substantial contributions in print, broadcast and advertising and continue to be connected to the school.

Taken together, these activities reflect substantive efforts to create opportunities for exchanging ideas, strengthening the curriculum and engaging faculty, students and professionals.

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

The school has developed a policy document, “Faculty Success at the Reynolds School of Journalism: Criteria for annual evaluation, promotion and tenure”, which outlines the role professional and public service plays in promotion and tenure decisions at the RSJ level, endorsed at the university level. The RSJ document outlines four areas faculty members are measured in: teaching; research/creative activities; outreach/extension; and service. Service is defined as service to the unit and university service. Some of the outreach and extension activities mentioned include research and consultations conducted on behalf of the journalism industry to evaluate and improve industry standards and practices; presentations, workshops and seminars given to practitioners, enterprises and industry groups to help raise industry standards and practices; the development of video, CD-ROMS, DVDs, websites and other modalities for delivering significant information to people, communities and practitioners; transferring university-generated technology to industry or communities of practice; developing and offering journalism education programs to secondary school, community college, Extended Studies and Cooperative Extension students. The funding for these activities, for faculty with no access to endowment funds, include \$1,500 annually for travel, which may be used for outreach and extension as well as scholarship or other uses, and \$250 for association dues. Additional support may be available as needed through the dean’s discretionary accounts.

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

The self-study provides evidence of faculty involvement in a number of media, professional and academic associations and related activities, and faculty represent the school on all university committees. The school currently provides travel support for faculty participation in professional association activities and conferences. As mentioned, in the 2012-2013 school year, faculty members were allotted a \$1,500 travel budget for professional development and presentations. They also receive \$250 for association memberships.

The self-study and faculty vitae reflect active involvement in a wide range of professional organizations in print, public relations, broadcast and online – as trainers, collaborators and speakers. Faculty participate in national organizations such as Student Press Law Center, Council for Higher Education Accreditation, Advertising Association of Northern Nevada, Broadcast Education Association, ACEJMC, Community Foundation of the Chattahoochee Valley, Nevada Broadcasters Foundation, Consortium for Public Radio in Oregon, as well as collaborate with state and regional professional organizations. The college focuses on issues of local, regional and national interest and brings attention to important topics by partnering or sponsoring a broad range of campus events.

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

The Reynolds School is engaged in numerous professional and public service activities to serve both the professional community and the public. Examples in the self-study and interviews with faculty and students illustrate high civic engagement and opportunities for students to become involved in a wide range of service oriented projects.

The Nevada Media Alliance was established by the Reynolds School as a public service news cooperative to provide multiplatform news coverage to professional media partners: KUNR public radio, KNPB public TV, and the *Reno Gazette Journal*. The partnership began with coverage of the Nevada Legislature in spring 2013 and is now an ongoing RSJ initiative.

Since 2007, the Reynolds School has hosted annual ASNE High School Journalism Institutes, comprised of a two-week journalism training program for high school teachers with a heavy focus on online and multimedia skills. The RSJ dean and various professors serve among the institute faculty, with RSJ students in supporting roles. The Journalism Education Association of Northern California, a non-profit organization based in Sacramento that works to serve Western journalism educators and students, has been supported by the school since 2010. Since 2012, the school has hosted a monthly speaker series with presentations by leading media practitioners and scholars, including Reynolds School faculty. Presentations focus on the emerging and enduring issues in the industry; members of the professional community and general public are invited to attend. These presentations are free and promoted around the region, and are made available online through the school's Vimeo channel.

Every semester, the business chair brings in two nationally prominent business journalists to the Reynolds School to engage with students, professionals and community members to speak about business journalism, help lead and mentor student projects, and give interviews to local media outlets. The Frank McCulloch Award for Courage in Journalism is awarded to journalists who have demonstrated courage in reporting in the face of personal or professional risk. The event is free and open to the public. Recipients include a past New York Times reporter, a Los Angeles Times Pulitzer Prize winning photojournalist, and a Mexican who reported fearlessly on drug cartels, even amid death threats and the killing of several of her journalists. Other notable programs include the Robert Laxalt Distinguished Writer Program Continuing Education programs and the State Department International Visitor Leadership Program.

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

The self-study, supporting information and interviews are evidence of a highly active faculty and alumni in scholastic journalism. Faculty members are guest speakers, judges and keynote speakers on and off campus. In conversation with other university faculty, it was mentioned that often times the school's faculty are asked to speak in their classes. Faculty members are involved in and regularly hold leadership positions in professional organizations, organize panels and workshops for local, regional national and international conferences, contribute to professional publications and organize campus events.

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

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

Unit performance with regard to indicators:

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

The school has identified specific learning goals that incorporate those set forth by the Council.

Learning Goal #1 (writing): write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve, and critically evaluate work for accuracy, fairness and style.

Learning Goal #2 (visual literacy): understand concepts and apply theories in the use and presentation of images and information, and apply appropriate tools and technologies.

Learning Goal #3 (first amendment): understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.

Learning Goal #4 (ethics): demonstrate an understanding of professional ethical principles and their historical development, and be able to work ethically in pursuit of truth, accuracy, fairness and diversity.

Learning Goal #5 (diversity): demonstrate an understanding of the diversity of groups (including communities defined by gender, race, ethnicity, age, religion and sexual orientation) in a global society in relationship to communications.

Learning Goal #6 (critical thinking): think critically, creatively and independently, and conduct research and evaluate information by methods appropriate to the communications professions in which they work.

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

Following the site visit in 2008, where the assessment standard was found out of compliance, the school began working on developing assessment related activities. In 2010, a consultant was brought in to discuss the assessment process and the faculty began to develop assessment measures to review the curriculum in the sequences. A standing Assessment Committee was created in 2011, and a formal assessment plan was drafted and approved by faculty in May 2012.

The plan uses both direct and indirect measures and the standing faculty committee on assessment ensures the appropriate data are collected each semester, organizes and analyzes the data and makes recommendations to the curriculum committee. The curriculum committee brings any recommendations to the full faculty.

The direct measures include a pre- and post- survey administered in Journalism 101, Critical Analysis of Mass Communication, Journalism 401, First Amendment and Society, and Journalism 305, Media Ethics

The “First Four” skills courses are used to measure the writing and visual communication skills, and writing and visual rubrics have been developed to measure specific goals. According to the self-study, journalism students are expected to be proficient in five of the six learning goals by the end of their first five core courses. The rubrics are administered each semester with a sample of assignments in the introductory courses, using a professional and one professor who teaches the introductory courses. This has become burdensome and the committee is reviewing how to make this more efficient and effective.

A review of syllabi for the core courses used for the assessment show the lack of consistency in assignments required for measurement. The self-study states that news and strategic communications sequences use portfolios for assessment, yet there was no indication in the report or onsite that there was a systematic gathering of these portfolios, a systematic sampling of these portfolios, identified rubrics for evaluation or use of professionals to review such portfolios.

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

Data has been collected and used to make changes in curriculum as well as individual courses. The design and implementation of the new sequences in news, strategic communications, and visual design were developed from assessment measures. Data collected from the core courses assessment has led the faculty to review the content and delivery methods of Journalism 107/108 and an experimental course is being developed for trial in fall 2014. There has been a somewhat successful effort to standardize syllabi, textbooks, and assignments in the core courses, but students continue to report many inconsistencies, which certainly affect the assessment measures.

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

The previous site team report indicated that the school, with its small staff, didn’t have a strong grasp where even recent alumni have gone. Informal efforts to improve that are underway. With the increasing presence of social media, better informal tracking is available. The university maintains alumni records, but does not provide any tracking data. Faculty provides information regarding alumni through their continued contact with graduates. The Dean’s Council is comprised of media professionals (many of which are alums) and is involved in providing informal feedback on curriculum and student work.

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

Professionals are used within the assessment measures of the core courses and within strategic communications, professionals are used to review student portfolios informally and are also invited into courses to provide feedback. Professionals who serve as internship mentors assess students by filing reports to the Internship Coordinator that evaluate each intern’s performance for professional work.

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths

- A new dean who brings much needed stability and vision to the school
- Enviably external financial support of programs, faculty and facilities
- A resilient, dedicated, and forward-thinking faculty committed to improving the program
- Articulate, enthusiastic students who are positive about their educational experience
- A new emphasis on scholarship and creative endeavor

Weaknesses

- Heavy reliance of part-time faculty, especially in delivering the core curriculum
- Inconsistency of rigor and teaching of core courses
- Lack of coordination, learning outcomes and vision for the visual sequence

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

3) Summarize the problems or deficiencies that must be corrected before the next evaluation (i.e., related to non-compliance with standards). N/A

4) In the case of a recommendation for provisional accreditation, list the deficiencies that must be corrected before the provisional status can be removed. N/A

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

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

The school was found out of compliance with Standard 9, “Assessment of Learning Outcomes” in the 2008 site team report in 2008. The school began to diligently work on assessment following the 2008 visit and put multiple assessment measures in place and used the data collected to review curriculum in 2010-2011. Under new leadership in 2012, an assessment committee was appointed and the faculty formalized its current assessment plan. They continue to use assessment measures to revise curriculum and courses.

During the 2008 site team visit, a lack of diversity among full-time faculty was noted as well as lack of a strategic plan that would aid in the recruitment and retention of a diverse faculty. Since that time, the Reynolds School has hired two additional African-American

faculty and three additional female faculty (as well as three additional female staff members). In addition, a diversity plan was developed to address the recruitment and retention issues.

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

The self-study was well-written and organized. It lacked depth of information between the previous site team visit in 2008 and the arrival of the current dean in 2012.