

# Report of On-Site Evaluation

ACEJMC

Undergraduate program

2015- 2016

Name of Institution: **Iowa State University**

Name and Title of Chief Executive Officer: **Steven Leath, President**

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

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

Date of 2015 - 2016 Accrediting Visit: **Oct. 25-28, 2015**

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

Date of the previous accrediting visit: **Oct. 25-28, 2009**

Recommendation of the previous site visit team: **Reaccreditation**

Previous decision of the Accrediting Council: **Reaccreditation**

Recommendation by 2015 - 2016 Visiting Team: **Reaccreditation**

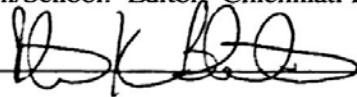
*Prepared and submitted by:*

## **Team Chair**

Name and Title: **Peter Bhatia**

Organization/School: **Editor, Cincinnati Enquirer**

Signature

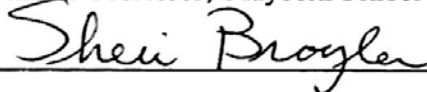


## **Team Members**

Name and Title: **Sheri Broyles**

Organization/School: **Professor, Mayborn School of Journalism, University of North Texas**

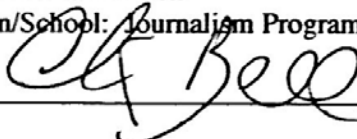
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Name and Title: **Clark Bell**

Organization/School: **Journalism Program, McCormick Foundation, Chicago**

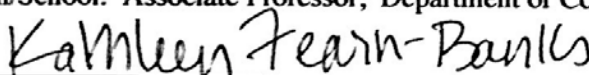
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Name and Title: **Kathleen Fearn-Banks**

Organization/School: **Associate Professor, Department of Communication, University of Washington**

Signature



## PART I: General information

Name of Institution: Iowa State University

Name of Unit: Greenlee School of Journalism and Communication

Year of Visit: 2015

### 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.

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

If yes, give the date of the last accrediting visit: October 25-28, 2009

### 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. Attach a copy of the unit's mission statement. 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 Communications (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 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 helps to improve journalism and communication performance.
- Emphasize communication in an increasingly diverse and multicultural world
- Promote accountability and ethical performance.
- Increase communication effectiveness in a fast-changing technological society.

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 for the school's 2015-2020 strategic plan.

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

Semesters of 16 weeks  
Summer sessions of 4, 6, or 8 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. List the specific degrees being reviewed by ACEJMC. \*Indicate online degrees.**

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

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

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 may 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 adviser.

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

The school has three majors: journalism and mass communication, advertising and public relations. The Board of Regents, State of Iowa, approved the public relations degree in fall 2013. There are no official designations of chairs for each major. No formal sequences or specialties exist at the school level or are approved by the college or recognized by the university.

In the journalism and mass communication major, there are informal advising tracks for print, electronic media, visual communication and science communication; however, students are not required to specialize in any advising track to meet degree requirements. A common core of courses unifies the school's three majors.

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

Reported annually, 36,001 students as of fall 2015. Fall 2015 marks the seventh year of record enrollment and the ninth consecutive year of growth at Iowa State.

Previous years reported on the Iowa State University fact page <http://www.ir.iastate.edu/FBArchive.html>.

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

**Fall 2015 Enrollment by Major**

	Primary	Secondary	Total
Advertising	231	16	247
Journalism and Mass	329	27	356
Public Relations	240	27	267
Total	800	70	870

Reported enrollment is based on the 10<sup>th</sup> instructional day of the fall 2015 semester.

**15. 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.**

Skills Course	Enrollment		
	Spring 2015	Fall 2015	
Course number and title	Section		
JL MC 201: Reporting and Writing for Mass Media	1	18	17
	2	18	17
	3	18	17
	4	18	18
	5	18	15
	6	18	
	7	15	18
	8	17	17
	9	14	16
	10	18	18
JL MC 202: Intermediate Reporting and Writing for the Mass Media	1	13	13
	2		19
JL MC 206: Reporting and Writing for the Electronic Media	1	19	15
	2	15	16
JL MC 306: Electronic Media Production	1	17	18
JL MC 307x: Digital Video Production	1	18	18
	2	17	17
	3	18	18
JL MC 309x: TV News Production	1	16	9
JL MC 310: Fundamentals of Photojournalism	1	17	18
JL MC 312: Advanced Techniques in	1		
JL MC 315: Multimedia Production	1	11	17
JL MC 316: Introduction to Digital Publishing	1	16	18
	2	17	15
	3	18	18

JL MC 317: Publishing for Mobile Devices	1	12	
JL MC 344: Feature Writing	1	fall only	18
	2	fall only	16
<b>Skills Course</b>			<b>Enrollment</b>
		Spring	Fall 2015
JL MC 346: Public Affairs Reporting	1	15	11
JL MC 347: Science Communication*	1	9	
JL MC 349: Print Media Editing	1	fall only	18
JL MC 390: Variable topic, specialty writing: fashion, editorial	1	17	spring only
	2	20	spring only
ADVRT 334: Advertising Creativity	1	18	18
	2		18
ADVRT 336: Advertising Account Management	1	20	20
P R 321: Public Relations Reporting	1	18	18
	2	19	18
	3	15	18

**16. Total expenditures planned by the unit for the 2014 – 2015 academic year:**

Percentage increase or decrease in three years:

2015 – 2016: \$2,717,475; a 10.3% increase over FY 2014–2015

2014 – 2015: \$2,463,628; a 10.6% increase over FY 2013–2014

2013 – 2014: \$2,226,679; a 8.6% decrease over FY 2012–2013

**Amount expected to be spent this year on full-time faculty salaries:** 2015 – 2016: \$1,414,485

2014 – 2015: \$1,418,462

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

**17. 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.**

**2015-16 Academic Year**

Eric Abbott	Professor	Phased retirement
Jeff Ames	Lecturer	
Sherry Berghefer	Lecturer	
Jan Lauren Boyles	Assistant Professor	

Michael Bugeja	Professor
Dennis Chamberlin	Associate Professor
Raluca Cozma	Associate Professor
Michael Dahlstrom	Associate Professor
Daniela Dimitrova	Professor
Joel Geske	Associate Professor
Deb Gibson	Senior Lecturer
Gang Han	Associate Professor
Catherine Huggins	Lecturer
Su Jung Kim	Assistant Professor
Suman Lee	Associate Professor
Tracy Lucht	Assistant Professor
Lisa Munger Oakes	Lecturer
Jay Newell	Associate Professor
Andrew Pritchard	Assistant Professor
Dara Wald	Assistant Professor
Michael Wigton	Lecturer
Kelly Winfrey	Assistant Professor
Erin Wilgenbusch	Senior Lecturer
Brenda Witherspoon	Lecturer

**18. List names of part-time/adjunct faculty teaching at least one course in fall 2014. Also list names of part-time faculty teaching spring 2014. (If your school has its accreditation visit in spring 2015, please provide the updated list of faculty at time of visit.)**

**Fall 2015**

Gavin Aronsen	Graduate Teaching Assistant
Diane Bugeja	Senior Lecturer
Beth Haag	Lecturer
Pauli Mayfield	Graduate Teaching Assistant
Bret Voorhees	Lecturer

**Spring 2015**

Brooke Benschoter	Lecturer
Diane Bugeja	Senior Lecturer
Andrea Dominick	Lecturer

Beth Haag	Lecturer
Michael Irwin	Lecturer
Loran Lewis	Lecturer
Pauli Mayfield	Graduate Teaching Assistant
Michael Morain	Lecturer
Lisa Munger Oakes	Lecturer
Rachel Murdock	Graduate Teaching Assistant
Kathie Obradovich	Lecturer
Akshaya Wijavalakshmi	Graduate Teaching Assistant
Bret Voorhees	Lecturer

**19. Schools on the semester system:**

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

2014 – 2015 ACADEMIC YEAR (FALL 2014, SPRING 2015, SUMMER 2015\*)

TOTAL GRADUATES: 130

NUMBER: 130

PERCENT: 100%

2013 – 2014 ACADEMIC YEAR: (FALL 2013, SPRING 2014, SUMMER 2014)

TOTAL GRADUATES: 148

NUMBER: 148

PERCENT: 100%

*\*Official summer 2015 figures are not reported by the university until November 2015. As only preliminary figures are available, data on spring 2015 graduates is omitted.*



## **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.*

Journalism education has been a part of Iowa State since 1905. In 1925, the Department of Technical Journalism was founded in the College of Agriculture. It received its first ACEJMC accreditation in 1948. It became the Department of Journalism and Mass Communication in 1969 and moved from Agriculture to the College of Liberal Arts and Sciences in 1990 with the merger of Telecommunicative Arts with Journalism. Advertising became a major in 1991. The department became the Greenlee School of Journalism and Communication in 1998, the result of a gift from alums Robert and Diane Greenlee. Public Relations became its own major in 2013.

Today, Greenlee is the largest unit within the College of Liberal Arts and Sciences and the only of its 23 units to have School status. It has seen record enrollment growth since 2011 and under its current director has dedicated itself to an efficient and simplified path to graduation for its students, with minimal debt and successful placement in their respective fields. Faculty scholarship, once a problem, is now a significant strength. Assessment through university and ACEJMC-mandated programs has become commonplace. ACEJMC's values and competencies are deeply ingrained in the School. It wins praise from senior leadership as an "integral part of the campus," according to the Liberal Arts and Sciences dean and from the provost.

The dean credits the director for building the School back from a near-death experience when a consulting firm recommended its elimination in 1989. An outcry from alumni and professionals saved it. In addition, all the School's assistant professors left in 2003 amid charges of racism resulting from a mid-term tenure review. The director arrived shortly thereafter and began the rebuild.

Enrollment in fall 2015: 870

Advertising: 247 total (231 primary, 16 secondary)

Journalism: 356 total (329 primary, 27 secondary)

Public relations: 267 total (240 primary, 27 secondary)

Spring 2015 enrollment: 798 total.

Fall 2011 enrollment: 653 total.

The School's public accountability page notes 46 percent of students graduate in four years. More than 60 percent graduate in 4 and 4 1/2 years because they take their required internship the summer after commencement.

In the lobby of the School's home, Hamilton Hall, three banners hang. One contains the Greenlee Promise, a document suggested by the School's Advisory Council in 2011 that was embraced and signed by the faculty after its creation.

**It reads:**

**Greenlee Promise**

**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.

**Students responded with their own promise:**

**The Student Promise**

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

We will consistently show the Greenlee faculty and staff our genuine respect for their efforts, knowledge and experiences.

We will vigorously pursue excellence in all assignments and in every activity within the Greenlee School and the professional world.

We will become opportunistic learners and seekers of ideas – open to fresh thinking, new perspectives and every teachable moment.

We will exercise the highest levels of personal integrity and professional ethics in our conduct

and our work.

We will become active, engaged citizens of the School, Iowa State University and the community.

We will embrace and fully utilize the resources provided by the Greenlee School and its faculty and staff.

We will become part of something larger than ourselves, positively representing the Greenlee tradition in the classroom, during extracurricular activities, on internships and in the community.

We will work exceptionally hard, both as individuals and members of a team.

We will become respected, valued professionals in our chosen fields.

We will be generous role models -- during and after our Greenlee education -- eagerly sharing our experience with future generations.

We will continuously expand our skills, learn from our mistakes and improve our practice of the craft.

We will accept and be energized by our responsibility to shape and elevate the future of journalism and mass communication.

Those hang today with a third banner outlining ACEJMC's values and competencies.

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 Greenlee School is a unit that is well-planned, has a mission statement and actively prepares for the future via its strategic plan. The sophistication and seriousness with which it takes its plans (and fulfills stated goals) is well beyond what might be expected from a School within a large college. Here is the mission statement:

*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.*
- . 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 School has done strategic planning since 2000. The plan is revised every five years to reflect changing needs and requirements. Its Long Range Planning Committee is in charge of the process. The most recent update was approved in January 2015. The latest version emphasizes collaborations outside the School for students and faculty. Here is an example of a goal from the current plan:

***Sustain the School's scholarly output to enhance its reputation as part of a Research I institution.***

***Strategy A:*** *Sustain scholarly output by the faculty and students that generate national acclaim and positive evaluations.*

- . Target resources toward individuals or ideas that show the greatest potential to enhance scholarship.*
- . Devote staff time toward publicity of research activities.*

*Indicators:*

- 1 Publication output in appropriate scholarly venues.*
- 2 Participation in the leading conferences, meetings and symposia in the field.*
  - 1 Awards received in appropriate scholarly venues.*
  - 2 Financial support for faculty research and related travel.*
  - 3 Publicity generated and acknowledged regarding research.*

***Strategy B:*** *Continue to support grant-writing efforts within the School.*

- Designate staff time to assist in the search and identification of potential external funding agencies.*
- Maintain internal funding to support grant-writing.*
- Explore development of options providing more targeted grant opportunities and guidance for the School*

*Indicators:*

- 1 Number of grants submitted to internal and external organizations.*
- 2 Number of grants funded by internal and external organizations.*

***Strategy C:*** *Facilitate collaborative research at both the disciplinary and interdisciplinary levels within ISU and with other universities, industries or organizations.*

- Provide incentives to explore potential collaborations.*
- Facilitate systems to bring potential collaborators together.*

*Indicators:*

- 1 Number of collaborative projects proposed, funded or completed.*
- 2 Number of scholars and professionals who visit the School.*
- 3 Number of faculty who are invited to visit other scholarly venues.*

***Strategy D:*** *Maintain a curriculum that results in an average teaching load of two courses with*

*advising each semester for faculty members with active scholarly programs.*

*Indicators:*

*1 A teaching load that accommodates active research agendas.*

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

Faculty governance is very well-developed, thanks to the commitment of the director, and is outlined in a governance document maintained by the School's Long Range Planning Committee. Updates occurred in spring of 2015. Faculty meets monthly during the fall and spring semesters. The agenda is not controlled by the director, who puts out a call to the School's standing committees for proposals to be considered or topics to be discussed. If the director has an item for consideration, he works through the appropriate committee. Agendas and documents are distributed a week in advance to allow consultation and discussion. Meetings are open to all faculty and staff, including part-time lecturers. Minutes are publically posted, including those of committee meetings.

Standing committees include:

- Long Range Planning, responsible for the strategic plan.
- Curriculum
- Graduate Steering, advising the graduate faculty.
- Undergraduate, coordinating the undergrad program including advising and internships.
- Diversity
- Director's Advisory
- Promotion and Tenure

**(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 current director has been in place for 13 years and has led Greenlee forward in a manner that has distinguished the School within the university and within the academic journalism and mass communication world. Under his leadership enrollment has grown significantly, student and faculty awards have been plentiful, faculty scholarship has exploded, curriculum has been made more efficient to the benefit of the students, a PR major was added in addition to journalism and advertising, partnerships have been formed with other academic departments on campus, his fundraising prowess has increased the School's endowment tenfold, placement rates for graduating students are at almost 100 percent and the School's record on promotion and tenure has been outstanding. By any indicator, his leadership has been profoundly successful, marked by a collaborative, nurturing and friendly style.

Perhaps his greatest accomplishment is a collegial and effective learning environment and a faculty that works together for the benefit of the school and its students. To a person, the faculty praised the director's style and leadership. Everyone said they were happy there and respected the director. Everyone. Faculty member: "He allows us to be ourselves. He respects our specialties." Another: "He's our bulldog." He is known in the School for guiding and creating

opportunities for junior faculty to thrive. His monthly Greenlee Roundtable brings together the junior faculty to share research, understand process and prepare for seeking promotion and tenure.

Student comments reflect the success of what the director has built. “The Greenlee name is one I will always be glad to carry.” “I know I can get a job right out of school.” “This is a big university but the School feels like a community. There’s something here for everyone.” The word community came up time and time again.

The director is a tireless promoter of Greenlee and his regular *Good News from Greenlee* email blasts, celebrating accomplishments at the School, were a factor in his dean telling him to dial it back a little. Academic colleagues praised the School for “communicating about itself very well.”

The director has announced he will leave the job at the end of his current contract, at the end of academic year 2016-17. Students, faculty, staff and colleagues note this as a major loss for Iowa State.

The associate director is stepping down at the end of the current academic year after 10 years in the job, citing an unrealistic workload for a position that is officially part time.

**(d)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 normal search procedures.

The director is evaluated annually by the dean’s office in consultation with the School’s Promotion and Tenure Committee. Faculty fills out a form anonymously using a variety of indicators and with room for open-ended comments. The director fared well in his most recent review.

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

Procedures exist for the full range of possible grievances. Processes for faculty are defined in the university’s Faculty Handbook. There is a university Faculty Appeals Committee and complaints can also move through departmental administrative channels. The director has 15 working days to respond and can name a special committee to deal with the grievance. If not resolved within the School, faculty has the right to appeal to the provost, who can refer the case to a University Faculty Appeals Committee.

Formal processes exist for students as well, though resolving the complaint within the School is preferred. Ultimately, students may file a formal complaint with a dean or senior vice president. Formal complaint and appeals processes are documented.

**SUMMARY:** The Greenlee School is a model for effective leadership, shared governance and smart planning. It is led by an outstanding director who has taken the School to new heights. In addition, he is highly regarded for his leadership style.

**Overall evaluation, compliance/non-compliance: 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 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution.**

There are three majors within the School. Following are the number of hours inside and outside the unit. The required core courses and major courses total 34 hours for majors. Any courses beyond the 34 hours are listed as “unassigned” in the degree audit.

Majors within Greenlee are required to have a secondary area of expertise, which can be a minor or double major outside the School. This requirement, coupled with the required university and college courses (a minimum of 50 within the college but outside the School), ensures that all students meet the required 72 hours outside of journalism and mass communication.

<u>Specialization</u>	<u>Hours within School</u>	<u>Total outside School</u>	<u>Total hours</u>
Journalism and Mass Comm	34 - 48	72 - 86	120
Advertising	34 - 48	72 - 86	120
Public Relations	34 - 48	72 - 86	120

The college exceeds the ACEJMC expectation of at least 95 percent of the graduating classes having at least 72 or more semester hours outside of journalism and mass communications.

<u>Graduation classes</u>	<u>Graduates</u>	<u>Number 72+ hours</u>	<u>Percent</u>
2014-2015 academic year	130	130	100%
2013-2014	academic year	148	148
	100%		

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

Every student in the School is exposed to each of the 12 values and competencies a minimum of three times. Every major within the School is exposed to all 12 values and competencies within the six required core classes. In addition, each of the three majors requires coursework where students practice the 12 values and competencies at least twice.

Skills classes are designated as the 300 level, and theoretical classes are designated as 400 level, with the exception of the internship capstone 499, which would be considered a skills class. Overall there is a balance between skills and theoretical, although there is a bit more weight on



the skills, especially in the Journalism and Mass Communication major. Journalism and Mass Communications majors have a close balance of theoretical and skills classes.

Theoretical courses (5)

JLMC 101	Mass Media and Society
JLMC 110	Orientation to Journalism and Mass Communication
JLMC 460	Law of Mass Communication
JLMC	Select two (2) from 400-level list of courses

Skills courses (7)

JLMC 201	Reporting and Writing for Mass Media
JLMC 202	Intermediate Reporting and Writing for the Mass Media.
or	
JLMC 206	Reporting and Writing for the Electronic Media.
or	
JLMC 321	Public Relations Writing
JLMC	Select four (4) from 300-level list of courses

ADVRT 499	Professional Media Internship
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Advertising majors have a balance of theoretical and skills classes.

Theoretical courses (6)

JLMC 101	Mass Media and Society
JLMC 110	Orientation to Journalism and Mass Communication
ADVRT 230	Principles of Advertising
ADVRT 434	Advertising Campaign
or	
ADVRT 436	Advertising Portfolio Practicum
JLMC 460	Law of Mass Communication
JLMC	Select from 400-level list of courses

Skills courses (6)

JLMC 201	Reporting and Writing for Mass Media
ADVRT/PR 301	Strategic Planning for Advertising and Public Relations
ADVRT 334	Advertising Creativity
or	
ADVRT 335	Advertising Account Management
JLCM or ADVRT	Select two from 300-level list of courses

ADVRT 499	Professional Media Internship
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Public Relations majors have a balance of theoretical and skills classes.

Theoretical courses (6)

JLMC 101	Mass Media and Society
JLMC 110	Orientation to Journalism and Mass Communication
PR 220	Principles of Public Relations
PR 424	Public Relations Campaigns
JLMC 460	Law of Mass Communication
PR/JLMC/ADVRT	Select one (1) from 400-level list of courses

Skills courses (6)

JLMC 201	Reporting and Writing for Mass Media
PR/ADVRT 301	Strategic Planning for Advertising and Public Relations
PR 321	Public Relations Writing

PR 499	Professional Media Internship
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PR/JLMC/ADVRT Select two from 300-level list of courses

**(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.**

While the words “digital” may not appear in the descriptions of many classes, it is often found in the 390 skills classes or the 497 seminar/theoretical classes. These classes are used for special topics courses that allow the curriculum to be nimble and change as needed.

A sampling of courses that Greenlee students can choose from include:

- Reporting and Writing for Electronic Media (student promote stories on social platforms)
- Visual Principles of Mass Comm (use Excel to create infographics)
- Reporting of Public Affairs (create a website)
- Multimedia Production (design info for the web and other electronic platforms)
- Introduction to Digital Publication (Illustrator, Photoshop, InDesign, Excel)
- Mobile Publishing (requires multimedia components for story packages)
- Electronic Media Production
- Communication Technology and Social Change
- Audience Analytics (uses Excel and demonstrations of statistical software)
- Public Relations Techniques (practice a variety of social media techniques)
- Public Relations Campaign (create/maintain Facebook page to share news)
- Advertising Campaigns (includes social media and online campaigns)

It should be noted that while “digital” may be indicated in many syllabi, it often referred to the use of a digital equipment rather than creating content for digital platforms (e.g., Twitter for news alerts or branding as well as other social media platforms such as Facebook, Instagram and Pinterest). Students expressed a desire to create multimedia content that will better prepare them for these new jobs post-graduation. A mobile publishing class (300 level) requires multimedia components for story packages.

Teaching and learning is valued by the School and the university as evidenced by 10 teaching awards received by faculty since the last accreditation. These include:

- Liberal Arts and Sciences Outstanding Introductory Teaching Award
- LAS Early Achievement in Teaching
- LAS Excellence in Graduate Mentorship
- LAS Outstanding Achievement in Teaching

In addition, the director reads through each faculty member's student evaluations each semester and writes a letter that is attached to the scores. That's more than 50 letters each semester complimenting teachers for instruction or, in the rare case, recommending improvement, typically suggesting a visit from the university's Center for Learning and Teaching.

In annual reviews, the overall teaching score also considers advising, including the number of students and internships. The director also works with assistant professors in the Greenlee Roundtable to improve teaching and to share with the group any issue that has come up and how to resolve it. Speakers are brought into the Roundtable so that assistant professors can get new perspectives.

**(d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; a student-teacher ratio of 20-1 in skills and laboratory sections is strongly recommended and the ratio in each section should not exceed 20-1.**

**Journalism and Mass Communication.** The largest class in this major is Mass Media and Society. A Principles of News class, which would mirror the Principles of Advertising and Principles of Public Relations classes, is being added to the curriculum. Enrollment in Mass Media and Society is 350+. Skills classes include:

- Reporting and Writing for Mass Media
- Intermediate Reporting and Writing for Mass Media
- Reporting and Writing for Electronic Media
- Electronic Media Production
- Digital Video Production
- Television News Production
- Fundamentals of Photojournalism
- Advanced Techniques in Photojournalism
- Multimedia Production
- Introduction to Digital Publishing
- Publishing for Mobile Devices
- Feature Writing
- Public Affairs Reporting
- Science Communication
- Print Media Editing

All are at or below the 20-student cap.

**Advertising.** The largest classes in this major are Mass Media and Society and Principles of Advertising, with an enrollment of 250+. Skills classes include:

- Reporting and Writing for Mass Media

- Advertising Creativity
- Advertising Account Management
- Advertising Account Management
- Electronic Media Production
- Fundamentals of Photojournalism
- Advanced Techniques in Photojournalism
- Multimedia Production
- Introduction to Digital Publishing
- Publishing for Mobile Devices
- Public Relations Writing

All are at or below the 20-student cap.

**Public Relations.** The largest classes in this major are Mass Media and Society Principles of Public Relations, and enrollment of 250+.

Skills classes include:

- Reporting and Writing for Mass Media
- Public Relations Writing
- Electronic Media Production
- Digital Video Production
- Television News Production
- Fundamentals of Photojournalism
- Advanced Techniques in Photojournalism
- Multimedia Production
- Introduction to Digital Publishing
- Publishing for Mobile Devices
- Advertising Creativity
- Advertising Account Management
- Feature Writing
- Public Affairs Reporting
- Science Communication
- Print Media Editing

All below the 20-student cap.

Overall, the School oversees the enrollment of these classes to ensure that skills classes remain small to ensure the best learning environment.

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

A 400-hour, three-credit internship is the capstone required of all majors in the School. In addition to faculty who oversee the internships, there is a full-time internship coordinator who oversees more than 100 internships annually. Internships have a specified process that includes:

- Completion of a pre-approval form to ensure that students have completed all the prerequisites.

- Submission of internship proposal by the student that outlines his or her goals and includes detailed information about the internship experience.
- Upon approval, the student can begin his or her internship.
- Both students and their professional on-site supervisors are required to complete midterm and final evaluations.

The internship is graded on a satisfactory-fail basis. Students may repeat the internship for up to a total of six hours of internship credit.

Most students take the internship during the summer, working 40-hour weeks for 10 weeks to complete the required 400 hours. For the majority of students this means, in effect, they will take nine semesters to graduate – the normal eight long semesters plus one summer.

**SUMMARY:** The Greenlee School has been meticulous in ensuring that students receive a strong liberal arts and sciences education – 100 percent of students meet the 72-hour requirement of coursework in the liberal arts and sciences. Students receive a balance of theoretical and skills classes within the School. However, in some classes “digital” appears to be in name only and does not require the creation of content for a variety of digital platforms. Some students complained about not being able to get into the mandatory law course.

**Overall evaluation, compliance/non-compliance: 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 diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit’s definition of diversity and identify the under-represented groups.**

The Greenlee School follows guidelines set by the college and university. Its broad definition defines diversity according to four dimensions:

- Personhood and character
- Internal dimensions -- racial identity, age, gender, sexual orientation, physical and mental abilities
- External dimensions -- religion, education, socio-economic class, work experience, marital and parental status, appearance, geographic location and hobbies
- Organizational dimensions such as management statistics, classification, field of study, seniority, rank and union affiliation.

The school set diversity goals in 2004 shortly after the current director took the helm. He served as chairman of the college’s first Diversity Committee, which developed “A Clear, Accountable Commitment to Diversity” report. The recommended guidelines included recruitment of women and underrepresented minority faculty. The report was updated in 2013 making diversity “central to the mission of the college and university.”

**(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.**

Faculty and students agree that diversity is a topic that permeates all classes and is an integral part of the ethics course taught by the director. In addition, there are two other diversity courses: Ethnicity, Gender, Class and the Media, which is offered each semester and usually attracts large numbers of students because of the university’s requirement that all students take a U. S. diversity course and World Communication Systems, an elective course that is taught each year.

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

The School won the AEJMC Diversity and Equity Award in 2014, which celebrates moves toward a diverse faculty. In its application for the award, the School said:

*“Two faculty members represent as many countries in Asia (China and South Korea), two faculty members have dual citizenship (U.S. and Maltese; U.S. and Polish) and two faculty members are Eastern European citizens (Bulgaria and Romania).”*

The unit said it has lost some minority faculty members because of better opportunities or their desire to relocate. Open positions have been advertised in minority job banks, sites, and publications. Equality and equity in salaries are always stressed in recruiting efforts.

The School says international faculty members serve as a testimony of its desire for diversity.

There is one Asian-American associate professor, three international males, two international females, seven white males and 11 white females on the full-time faculty. For the past few years, one black female, one black male, and one Asian female have been part of the part-time faculty. That total may change each semester. The unit, with 25 percent minority faculty, is a little more diverse than the wider university with 21.7 percent minority.

The School posted six faculty openings in the years 2012-2015. There were 217 applicants in the hiring pool, of which 26 were minorities. One minority finalist was considered in 2013-2014, but no offers were made. There were 80 women in the pool. Offers were made to six women and all accepted. One of them is international.

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

The population of Iowa is 87.6 percent white, 5.5 percent Latino, 3.3 percent African-American, 2 percent Asian, and less than 1 percent other races. The student body of the Greenlee School is 75.8 percent white, 4.5 percent Latino, 2.6 percent African-American, 2.8 percent Asian, 7.6 percent international. Other categories are under 1 percent and or not reported.

Efforts are made to recruit minority students from area high schools. Scholarships and advising services are available for retention.

**(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.**

Minority faculty and students say the camaraderie and collegiality of the School is sincere. There are numerous Asian students and some blacks in the grad school program. There is a university Martin Luther King Jr. Award -- one for faculty, one for students -- for persons raising awareness on diversity issues. One Greenlee faculty member has won this award. *Uhuru*

(“freedom” in Swahili) is a multicultural magazine published by students at the School. Some syllabi are available in Mandarin. Annual Chinese Lunar New Year celebrations and Black History Month events are held. The school and university offer partner benefits for LGBT faculty and staff. Multi-cultural art is often displayed in the building. There was a prominent display in a hallway presenting university history in relation to black scientist George Washington Carver and Jack Trice, an African American football player who died playing for the university in 1923. The university’s football stadium is named for Trice. The university’s athletic department offers mentoring to minority athletes through its Cyclone Connect program. A Greenlee faculty participates as a mentor.

**SUMMARY:** Despite efforts, the School has had difficulties in retaining faculty from American underrepresented ethnic groups, but is successful in hiring and retaining women and international faculty. Its student body has a higher percentage of ethnic minorities than the university or the state of Iowa. The curriculum and culture are inclusive of minority issues, events and discussion.

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



Table 6. Faculty Populations, Full-Time and Part-Time  
Full-time faculty, fall 2015:

Group	% of total faculty (N=29)		% of total faculty (N=29)	
	Female		Male	
Black / African American				
White	11	38%	7	24%
American Indian / Alaskan native				
Asian			1	3.4%
Hispanic / Latino (any race)				
Native Hawaiian / other Pacific Islander				
Two or more races				
Other race				
International	2	7%	3	10.3%

Full-time faculty: Includes tenured and tenure-track professors, senior lecturers and lecturers. A tenure / tenure-track full-time faculty member is defined by a 4-4 teaching load with course releases for research and advising. Currently all full-time faculty are assigned a 2-2 teaching load. A senior lecturer / lecturer full-time faculty member is defined by a 4-4 teaching load with a course release for advising students. Currently all full-time senior lecturer / lectures have a 4-3 or 3-4 teaching load. Full-time faculty: n=24  
Professor on phased retirement included in full-time faculty.

Part-time faculty, fall 2015:

Group	% of total faculty (N=29)		% of total faculty (N=29)	
	Female		Male	
Black / African American	1	3.4%		
White	2	7%	2	7%
American Indian / Alaskan native				
Asian				
Hispanic / Latino (any race)				
Native Hawaiian / other Pacific Islander				
Two or more races				
Other race				
International				

Part-time faculty: Includes senior lectures, lectures and graduate teaching assistants (GTA). Part-time senior lecturers, lectures and GTA contracts range from one course per year to a 3-4 teaching load with no obligations for advising or service. Part-time faculty: n=5

## **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.**

The Governance Document for the Greenlee School of Journalism and Mass Communication (rev. 4/4/2015) is the guiding document for the School. It delineates the governance, administration, faculty responsibilities, faculty meetings, faculty committees, faculty annual reviews, promotion and tenure, and post-tenure review. It also defines appointment, reappointment, advancement and performance evaluation of non-tenure eligible faculty. Qualifications for appointment, grievance procedures and how to amend and interpret the governance document are also specified.

Faculty are evaluated annually based on the original offer letter/letter of intent. The faculty member completes an annual form, which includes awards received, courses taught, number of advisees, classroom innovation, scholarship (for tenure-track and tenured faculty) and grants. The form also asks for outreach, professional practice and service. Other contributions also can be noted.

The documentation is submitted to the director in March, and the director holds an annual review meeting by April 15. By May 1 the director provides faculty members with written record of the review meeting and any agreements reached.

Full-time faculty members are selected through national searches, which begin with faculty recruiting and interviewing prospective candidates at AEJMC. Positions are advertised focusing on diversity publications as well as *Inside Higher Education*, the *Chronicle of Higher Education* and AEJMC. The deadline for applicants is November 1.

The search committee purposefully has faculty from all ranks. A rating system developed by university human resources is used to rank applicants. The dean looks at this ranking to ensure a diverse field. If it is determined that there isn't enough diversity, the search can be cancelled. Once approved the five to six finalists are contacted for phone interviews. The top three candidates are forwarded to the dean and HR. HR reviews the diversity of the final candidates, and the dean reviews credentials and approves candidates for the campus visit.

A rigorous three-day schedule begins with the dean's entrance interview, allowing time for the candidate to ask questions. Candidates teach a class and do both a teaching and a research/scholarship presentation to faculty. The candidate also meets with students. At the end of the visit the candidate meets with the dean and associate dean. Salary and benefits are discussed at the exit interview.

The faculty ranks all candidates as acceptable and not acceptable. The dean makes the final decision.

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

Full-time faculty have taught a majority of core and required courses in the last three years.

- 67% in the 2014-2015 academic year
- 71% in the 2013-2014 academic year
- 54% in the 2012-2013 academic year

Workload (teaching/research/service) is indicated for full-time faculty. Workload for all lecturers is stated as 100/0/0. They do perform committee work and advise students. For example, if a lecturer is on a 4/4 teaching schedule, with each class at 10 percent of workload, then lecturers would be 80/0/20. If a lecturer teaches a 3/3 with a course release each semester for advising, then the workload might be 60/0/40.

**(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.**

All Greenlee School faculty have professional experience. However, in most cases, tenured and tenure-track have more scholarly activity, and lecturers have more professional experience. Spring 2015 data indicate that part-time faculty have extensive professional experience, or an average of 17.9 years per person. Overall this provides the School with a balanced faculty of scholars and professionals.

The School has an endowed professional externship through the Jack Shelley Fund. This endowment is used to send faculty without professional experience into the industry or allows those with experience to sharpen their skills. Several faculty members have done externships in both advertising and public relations agencies. Faculty have also used funding from the endowment to return to news organizations to hone their digital skills.

Two advertising faculty have applied for and received an Advertising Education Foundation fellowship. The visiting professor program is a two-week fellowship that exposes professors to the day-to-day operations of an advertising agency, marketing or media company as well as to provide a forum for the exchange of ideas between academia and industry.

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

All faculty in the School are evaluated for teaching performance every semester by the director. Both part-time and full-time teachers receive a written evaluation letter. If a problem is identified, someone from the Center for Learning and Teaching is asked to visit that faculty member's classes.

When a problem is identified, the faculty member is given specific instructions on how to improve. If the person is an assistant professor, his or her mentor will work with them. Mentors also sometimes sit in on classes. The associate director also mentors lecturers. In addition to annual evaluations by the director, peer evaluations for teaching are conducted in Year 2 for midterm review and in Year 5 before going up for tenure. Part-time faculty don't receive a letter of evaluation each semester.

All faculty receive feedback from students for every course. Students from across the School who met with the site team were overwhelming positive about the faculty.

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

The faculty from other units spoke highly of the director and the faculty. Some had served on promotion and tenure committees, search committees and awards committees with Greenlee faculty. Some had worked with faculty as part of cluster hires within the university.

These faculty from across the university noted that the School has a good balance between basic research and a professional program. They also said the School communicates well with others across campus through regular emails titled *Good News from Greenlee*.

Faculty from other units complimented the professionalism of student reporters from the *Iowa State Daily*. They also complimented the director for being a good campus citizen and respected colleague.

**SUMMARY:** All faculty in the Greenlee School have professional experience. Students were overwhelmingly enthusiastic about the faculty members and the experience they bring to the classroom. Faculty members are dedicated, hard-working and respected by their colleagues across campus. They are committed to enhancing the program and preparing students to become successful professionals upon graduation.

**Overall evaluation, compliance/non-compliance: 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.**

The unit follows the mission of the university, which expects tenure-track faculty to participate in activities that include both traditional research and creative works. Outstanding teaching is and has been the dominant demand of the faculty, but research is stressed in the unit. A poor teacher cannot earn tenure and promotion even with outstanding research. Recently tenured faculty said they felt there is a balance between the two. Since the last accreditation, 10 tenured/tenure-track faculty have left the school through resignations, retirement and, in one case, death.

The faculty is credited with writing six books, 22 book chapters, 96 refereed journal articles, 143 refereed conference papers, 17 invited academic papers, 10 encyclopedia entries and 36 non-refereed publications. Each of the 24 full-time faculty members has published or produced a creative project.

Faculty Professional Development Assignments (FPDA) are offered to faculty with at least half-time positions. FPDAs are one-to-two semesters with tenured faculty given priority (and with six months' pay available). Leaves without pay for periods up to a year are also available. Two faculty members had FPDAs during the accreditation period.

Funding of \$3,000 is available for professional development for tenured and tenure-track faculty for conference travel, research trips and other opportunities.

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

Assistant professors are mentored for tenure and promotion by senior faculty. Each has a dedicated mentor and also consults with the director. There are monthly Greenlee Roundtables to help faculty prepare for tenure; individual research projects and problems are discussed within the group. Research Fridays feature prominent speakers who keep faculty up to date on scholarship/creativity activities. In addition, each tenure-track faculty member has a Personal Responsibility Statement developed with the director. It identifies individually what is required in activities and time commitments to be on a path for tenure.

Junior faculty are reviewed after three years and must undergo a more rigorous review three years later. Usually tenure and promotion are simultaneous. It is possible to be promoted and not tenured. Tenured faculty have post-tenure reviews.

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

At the time of the site visit, there were 24 full-time faculty – three full professors, seven associate professors, six assistant professors and two senior lecturers and five lecturers. Since 2010, five assistant professors were hired, three assistant professors were promoted to associate professor and one associate was promoted to full.

**(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.**

*Good News from Greenlee* is distributed by email to the campus community and on the website. It includes reports on the productivity of the faculty. Faculty in other college units spoke about how the publication has kept them aware of the works of the Greenlee faculty.

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

New faculty members support each other at the monthly Greenlee Roundtables. This camaraderie and collegiality continues and faculty members are aware of each other's work and find mutual support. There is a wide range of intellectual interests within the department.

**SUMMARY:** Faculty scholarship is plentiful and regular at Greenlee. Junior faculty report a supporting environment with clarity as to the path they should pursue to eventually gain tenure.

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

**Scholarship,  
Research, Creative  
and Professional  
Activities**

	Total from Unit*	Full Professors (4)	Associate Professors (9)	Assistant Professors (7)	Other Faculty Y ** (0 )	Total s (20)
Awards and Honors	39	9	21	11		41
Grants Received Internal	53	9	30	18		57
Grants Received External	17	7	16	7		30
Scholarly Books, Sole- or Co-authored	5	3	1	2		6
Textbooks, Sole- or Co-authored						
Books Edited						
Book Chapters	18	7	8	7		22
Monographs						
Articles in Refereed	86	27	39	30		96
Refereed Conference	127	32	52	59		143
Invited Academic Papers	17	9		8		17
Encyclopedia Entries	10	4	1	5		10

## 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.**

Faculty and staff work closely with students from orientation to graduation. The Student Services Office in Hamilton Hall features two full-time academic advisors, a full-time internship coordinator and secretary. At freshman orientation, advisors help students develop individualized four-year academic plans. Students give high marks to the availability and comprehensive work of Greenlee's career counseling services.

The Student Services Office also coordinates the mandatory 400-hour professional internship, which requires significant planning and evaluation. The internship coordinator oversees more than 100 summer internships and about 50 throughout the academic year. Students expressed satisfaction with the internship and career networking opportunities. The "Jump-Start" career fairs and professional development workshops are well attended and successful in developing leads for jobs and internships.

The 2014 Jump-Start event drew 250 students and 35 companies. About half the internships are paid. A corporate-funded program provides support for student scholarships and paid internships. The Student Services Office transfers advising duties to faculty members once students complete two core journalism classes. The faculty advisors review student four-year plans and continue to meet with students prior to registration each semester. The process ensures that students are aware of graduation requirements. The faculty advisors also provide internship and career guidance.

The academic planning exercises have helped Greenlee achieve four-year and five-year student graduation rates that are significantly higher than those of the College of Liberal Arts and Sciences and the university.

### **(b) Faculty members are available and accessible to students.**

Most faculty members are highly involved with students. Many are accessible beyond the posted hours and stay digitally connected to students on academic and career topics. Faculty working with student media, clubs and professional organizations are viewed as helpful and engaged.

Each full-time faculty member is required to advise undergraduate majors. Tenured and tenure-track professors and full-time lecturers are provided with a one-course release for advising duties. Most of the faculty members embrace their advising duties.

Overall, students are appreciative of the personal attention. Formal evaluation of advising services takes place at least twice for each student, including during a senior exit survey. Recent graduates rate advising services at about 4.0 on a 0-5 scale.



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

A well-designed website is the main source of information about the School's activities, requirements, course work and policies. The Student Services Office also provides email updates on career and internship opportunities. The director and a unit communications specialist are active in keeping students informed via emails, social media and publications.

**(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.**

The School offers students a variety of media clubs and campus chapters of professional organizations. The independent *Iowa State Daily* soon will move from Hamilton Hall, though the resulting classroom space may not be controlled by Greenlee.

Other student-run publications include a men's magazine, a fashion publication, a multi-cultural magazine and a law/politics commentary journal. Greenlee students also are active in ISUtv and the Cardinal & Gold Advertising Agency. SPJ and PRSSA have strong Iowa State campus chapters. Leaders of the clubs, organizations and student media outlets are invited to join Greenlee's Student Advisory Board. Duties of the board include selection of the Outstanding Advisor Award.

Intellectual abilities and interests also are developed in "Fact or Truthiness," a learning community established in 2013. The learning community emphasizes news literacy and critical thinking skills. Members are guaranteed seats in the same sections of select core classes. In addition, eight Greenlee students are selected annually for academic-year apprenticeships at Meredith Corp. publications. At least a dozen former apprentices have become regular Meredith employees.

The School also offers mass communication study abroad programs, which are lead by the School's director of undergraduate education. Recent summer tours include *Poland through a Lens* and essentials of journalism at Italy's University of Urbino. Greenlee students also participate in overseas programs offered through the university's Office of Study Abroad. In spring 2016, a dozen Greenlee students will embark on a four-month, 15-credit hour semester study trip to Florence, Rome, Sienna and Urbino.

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

The School's website provides comprehensive information on enrollment, retention and graduation information. Enrollment has increased significantly since the last accrediting visit. A new major in public relations contributed to the growth. About 10 percent of the School's enrollment consists of students with a second major in another discipline.

Graduation and retention rates exceed university and college performance. Using the 2011 entering class as a base, Greenlee retained 87.5 percent of students through the second year. More than 60 percent of that cohort will graduate in four years or less and more than 70 percent graduate within five years. Job placement data is collected six months after students graduate. Of those responding, almost all land a job or continue with their educations.

**SUMMARY:** Mentoring is a top priority at the Greenlee School. The site team found the academic and career advising systems, extracurricular activities and online presentation of data meet accreditation standards. Upon graduation, students are prepared for diverse careers in a rapidly evolving profession.

**Overall evaluation, compliance/non-compliance: 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.**

Greenlee's base budget is set by the College of Liberal Arts and Sciences. It totals \$2.7 million in the current academic year, compared with \$2.46 million a year earlier. Most of the annual budget is earmarked for salaries and benefits, with a limited amount for supplies. The School's endowment and cash total more than \$6 million.

The School's rapid enrollment growth requires resources, facilities and equipment for teaching and research. Employers in the multi-platform digital age expect more from recent college graduates. Strategic industry and professional partnerships also have become more important as students are required to create content across platforms during their skills class projects and internships. Funds for equipment and software are drawn from grants and endowments, including assets from the 1994 sale of television station WOI. In academic year 2014-2015, Greenlee undergraduates received \$3.4 million in university scholarships and another \$197,000 from the School.

Long-range planning anticipates steady enrollment gains and the need for more classroom space and equipment to facilitate skills courses that cannot exceed the accreditation standard of 20 students.

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

Greenlee has more majors than any other unit in the college. In the three years of tuition freezes imposed by the Iowa State Board of Regents, Greenlee enrollment increased by 14.5 percent to 793 students. In fall of 2015-2016, the enrollment is 870 students. The School now graduates about 150 students per academic year.

The college seems to appreciate the School's enrollment growth and "has done all it could for Greenlee in the new academic year," according to the self-study. Despite the enrollment gains, the director and other administrators say the projected budget is sufficient to cover the cost of classes. The college funded this year's budget increase despite a \$4 million shortfall in its own coffers.

Because of the enrollment increases, faculty members are assigned more advisees and greater internship supervision responsibilities. In response, the college in 2014 added a third academic advisor to work with new students and coordinate the School's ambitious internship activities.

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

Greenlee is housed in a 40,000-square-foot former publishing warehouse built in 1940. Hamilton Hall is well situated in the eastern sector of the main campus. A \$2 million interior remodeling project completed in 2003 provided better classroom design, more laboratory space and improved research facilities. The lobby level is easy to navigate and provides comfortable lounge space for students to study or relax. The building has a “homey” feel with an inviting mix of student photographs and journalism-related display art (such as quotes about press freedoms, enlarged magazine covers and noteworthy newspaper front pages). There is sufficient room for offices, but conference space is tight.

Creative use of space is the norm at Greenlee. Two years ago, the school converted an open lab and reading room into a digital newsroom. Over semester break, the *Iowa State Daily* was to move out of Hamilton Hall to free space for classrooms. However, that space is not guaranteed for Greenlee usage. Larger Greenlee lecture classes are sometimes assigned to nearby buildings. One faculty leader said “more space, technology and support services would be useful ... but we make do.”

**(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.**

Hamilton Hall has four general classrooms, six multimedia computer labs, a digital newsroom with a studio and a focus group room. The labs have access to the same comprehensive array of software. Faculty and students say the Snapstream video service is especially valuable for research and data analytics.

Students are generally satisfied with the quality and access of the School’s technology. The WOI endowment funds a technology staff specialist and equipment and maintenance needs. Greenlee students and media club members also can check out equipment from the university’s Communications Building. The building’s wireless system was praised, although two faculty members are concerned that information technology functions are becoming overly centralized.

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

The School maintains archives in a media resource center and convenient access to online materials and databases. Iowa State’s Parks Library has an extensive collection of journalism and mass communication books, journals and databases.

**SUMMARY:** At present, Greenlee’s functional equipment, serviceable facilities and physical resources are sufficient to meet accreditation standards. However, the enrollment increases and demands of multimedia instruction have led to serious discussion about additional classrooms, offices, conference rooms, computer labs and multimedia newsroom/studio space.

**Overall evaluation, compliance/non-compliance: 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.**

Alumni support and participation levels are strong. Greenlee has formed tight networks among graduates, professionals and media organizations. The school's contact and follow-through have broadened opportunities for students and sparked alterations in curriculum and teaching methods.

Distinguished alumni serve on the Greenlee School Advisory Council and participate in the assessment of student learning. In addition to financial contributions and volunteering of time, council members have identified grant opportunities to enhance Greenlee's faculty research, academics and student services.

Council members also coordinate the annual Futures Forum, a networking and career-planning event. Recent forum topics have included *Standing Out in Social Media* and *Non-traditional Career Paths*. The School's communications specialist closely consulted with alumni when creating a recent branding campaign. The director spends a significant amount of time on developing alumni and professional relations.

**(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.**

Through classroom instruction and faculty research, Greenlee has a commitment to journalistic ethics and public service journalism. Much of its work is showcased in partnership with other university programs.

Iowa State University is a global leader in science, technology and agricultural development and extension services. Greenlee faculty takes an active role in agricultural communications research and outreach in environmental sustainability, food safety and biotechnology issues. The School has been a major contributor to statewide and national education and public-service campaigns. The School has increasingly extended its communications expertise in developing cultures, nations and economies. Projects are often carried out in partnerships with complementary Iowa State units, other universities, government agencies or NGOs.

**(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 School encourages faculty participation in academic associations and professional organizations. Faculty have a well-established legacy of assuming leadership positions in Association for Education in Journalism and Mass Communications activities. Faculty members also are active in the International Communication Association, International Environmental Communication Association, American Journalism Historians Association and National Press Photographers Association.

The faculty often serve as sources of information, research results and interpretations of issues discussed in the academic and popular press.

**(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.**

Greenlee is active in campus and community dialogues on the issues, challenges and opportunities related to the profession. Student media and campus chapters of media organizations have taken lead roles in professional and community service activities. Annual signature events include the campus and community-wide *First Amendment Day* and the *Chamberlin Lecture* featuring distinguished journalists and media executives who discuss the state of the profession. The School also partners with the Catt Center for Women in Politics to host campus appearances of political commentators.

The university’s strategic plan addresses the ideals of putting science, technology and human creativity to work. The School is especially strong on agriculture-related topics. Faculty has extensive research projects in health, agriculture and environmental sustainability. Faculty members also have done significant work on issues involving female farm owners.

The campus chapter of PRSSA hosts an annual organ donor awareness event.

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

Greenlee is an active participant in the Iowa High School Press Association and the AEJMC Scholastic Journalism Division. The School’s support of scholastic journalism includes support of the annual First Amendment Day activities, a press freedom high school essay contest and sponsorship of Scripps National Spelling Bee events in Iowa.

The director’s *How-To News Writer: 25 Ways to Develop Reporting, Writing and Digital Skills* is a popular community workshop and high school classroom resource.

**SUMMARY:** The School regularly consults and communicates with alumni. It serves the professions and the public by reinforcing the principles of journalism and mass communication education. Faculty are involved in academic and professional associations. The School manages public events, community service projects and various scholastic journalism activities.

**Overall evaluation, compliance/non-compliance: 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.**

It would be difficult to find another accredited unit that puts more energy into making sure the ACEJMC competencies are tracked throughout the curriculum and in the assessment process. The self-study included comprehensive mapping of all coursework against the competencies.

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

The assessment plan was first created in 2009 and has been revised several times. A minor revision occurred in 2014 to reflect curricular changes.

The School considers its plan to include three primary elements:

- The first is mandated by the Iowa Legislature. It is built around CIPs: “Course-level Continuous Improvement Plans,” required for courses enrolling 100 or more. At Greenlee, this includes many of its core courses, such as the required Mass Media and Society class and the introductory reporting and writing class. The state plan requires course-learning objectives and assessment mechanisms that echo ACEJMC’s requirements, but are not mapped against ACEJMC competencies.
- Second is the assessment by industry professionals of students in the capstone internship experience. As noted earlier in this report, the 400-hour internship required for graduation is an essential part of the Greenlee experience and a major contributor to its high placement rate for graduates. (Many internships turn into regular jobs.) Every student is evaluated at the internship’s mid-point and at completion. They are assessed against the 12 competencies. The information is part of the feedback loop used by leadership and faculty to continually evolve what is being taught.
- The third element is that loop. Faculty changes to curriculum as a result of feedback from direct and indirect measures are collected and posted to the School’s assessment page on its web site. An example: “I instituted writing conferences (twice a semester) ... to ascertain not only students’ progress, but their impressions about the courses and their content. Information gleaned from these conferences will be implemented into changes for 2013 syllabi.” Using assessment to improve teaching is part of the annual evaluation of faculty.

The School employs multiple direct and indirect measures:

DIRECT:

- The Continuous Improvement Plans.
- Aggregation of internship evaluation data received from professional supervisors. For the past three years, on a scale of 1 to 5, 5 being the highest, the average ratings against

the 12 competencies has been about 4.5. If a competency were to fall below 4.0, it would trigger a review by the School's Undergraduate and Curriculum committees.

- Judgment of student work by outside professionals. This takes place in a number of ways, including review of student portfolios by Advisory Council members and course presentations for visiting professionals.
- Pre- and post-tests in designated courses. This is currently done in multiple classes ranging from the introductory Mass Media Course to the 400-level media law course. Some of the testing is dictated by the CIP process. Others are at departmental discretion.

INDIRECT:

- Student personal assessments from their internships.
- Student class evaluations are a constant. Instructor scores falling below a 4 mean on a 5-point scale will result in a "conversation."
- Degree audits to assess whether there are issues preventing on-time graduation.
- Job-placement statistics. Placement figures reflect students employed full-time, continuing education or otherwise occupied (e.g. military service, not seeking employment).
- Graduating class and Advisory Council surveys.

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

Answered under letter (b).

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

In fall 2014, the School asked its Advisory Board to review the program. The resulting survey noted concern about resources available to sustain the program, the increasing pressure on a building that is jam-packed and keeping up to date with changing technology and its impact on the profession. New courses, including *Publishing for Mobile Devices*, have roots in this survey.

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

As noted above, this is a key part of assessment at Greenlee.

**SUMMARY:** Greenlee was found out of compliance on this standard last evaluation cycle. It has embraced assessment since, including the crucial use of feedback to "close the loop", thus improving, changing and evolving instruction.

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



### **PART III: Summary by site visit team**

#### **1) Summarize the strengths and weaknesses of the unit.**

##### STRENGTHS:

- An outstanding and venerable director who has built and led the Greenlee School into a respected place in journalism and mass communication education.
- Extraordinary support for junior faculty from the director and tenured faculty.
- Demanding internship program that prepares students for life after graduation.
- Off-the-chart placement rates for graduates (almost 100 percent).
- Strong faculty, known for its collegiality and excellent quality of instruction.
- Motivated students who represent the School well across the campus and in the professions.

##### WEAKNESSES:

- Director's planned departure at end of academic 2016-17 creates uncertainty.
- More work needed on incorporating digital into curriculum.
- Enrollment growth is taxing the school's infrastructure and building.
- Inability to recruit African American and Latino faculty.

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

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

N/A

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

N/A

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

N/A

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

Out of compliance on Standard 9: “The School needs to implement an assessment plan featuring multiple direct and indirect measures, procedures for gathering and analyzing information from these measures, a timeline for executing its assessment program, and a process for applying findings to improve curriculum, instruction and student learning.”

The findings from the last visit have been embraced and resolved. Assessment is ongoing.

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

The self-study was outstanding, the result of a collaborative process that involved significant work in advance by faculty committees. It was printed and bound, making the site team’s work much easier. In addition, graphics and charts used extensive color. This was a model for doing it right.