

## Report of On-Site Evaluation

ACEJMC

Graduate/Undergraduate programs

2015– 2016

Name of Institution: **Massey University**

Name and Title of Chief Executive Officer: **The Right Honorable Steve Maharey, Vice Chancellor**

Name of Unit: **School of Communication, Journalism and Marketing**

Name and Title of Administrator: **Dr. Shiv Ganesh, Head of School**

Date of 2015 - 2016 Accrediting Visit: **Feb. 28-March 3, 2016**

Undergraduate program recommendation by 2015 - 2016 Visiting Team: **Accreditation**

Graduate program recommendation by 2015-2016 Visiting Team: **Accreditation**

*Prepared and submitted by:*

### Team Chair

Name and Title: **Peter Bhatia**, Editor and Vice President

Organization/School: **The Cincinnati Enquirer/Enquirer Media**

Signature



### Team Members

Name and Title: **Marie Hardin**, Dean

Organization/School: **College of Communication, Pennsylvania State University**

Signature



Name and Title: **John Paluszek**, Senior Counsel

Organization/School: **Ketchum, New York**

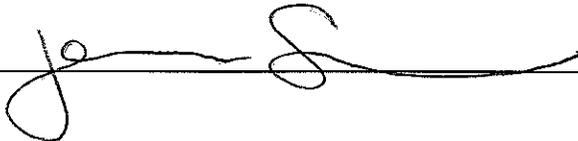
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Name and Title: **Jennifer Sizemore**, Vice President of Communications and Marketing

Organization/School: **Fred Hutchinson Cancer Research Center, Seattle**

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## **PART I: General information**

Name of Institution: Massey University

Name of Unit: School of Communication, Journalism and Marketing

Year of Visit: 2016

Eligibility: As requested by the ACEJMC Pre-Visit team in 2015, two contextual documents are included under an 'Eligibility' heading which outline 1) how the equivalence between the US semester hours system and the NZ credits system was determined and approved by the Executive Director of ACEJMC in 2013 and also 2) the justification for putting forward both the Postgraduate Diploma in Journalism and the Master of Journalism as part of our suite of Graduate Journalism Programs.

### **A Brief Glossary**

To facilitate the accreditation team's reading of the accreditation material, we have used North American terminology and spelling throughout the documentation. However, there remain a number of places in the appendices, particularly in university policies and forms, where New Zealand vocabulary and spelling are used; accordingly, we surmise the team will find it helpful to access this brief glossary from time to time.

<u>New Zealand term</u>	<u>Equivalent U.S. term</u>
Academic staff	Faculty
Contract staff	Adjunct faculty
Extramural student	Distance student
Internal offering	Face to face (as opposed to distance) delivery
Marking	Grading
Paper	Course, or class
Postgraduate student	Graduate student
Programme	Program
Staff	Both faculty and administrative personnel
Tutorials	Workshops/sessionals

## **School of Communication, Journalism and Marketing, Massey University, New Zealand**

### **Calculation of Semester Hours for ACEJMC Eligibility Purposes**

The “[Accrediting Council on Education in Journalism and Mass Communications] recognizes and safeguards the institutional diversity of each accredited program” (ACEJMC, 2012, p. 7).

Therefore, as the New Zealand (NZ) university course credit system differs from the United States of America’s (USA) semester hour system, we have provided below a method of calculating semester hours based on workload equivalence between the two systems.

Within most USA universities, 120, 124 or 128 semester hours are required to graduate (40 courses or 10 per year), requiring most students to take 5 courses and 15 hours a week for each semester (over four years). Most USA classes meet for 3 hours per week and students receive 3 semester (or credit) hours of credit for one class.

In New Zealand, the Bachelor of Communication is a three-year degree following on from an extra (to the USA) year in high school (Year 13) and comprises 24 courses (8 per year) and two semesters per year. Each course in the Bachelor of Communication is worth 15 credits under the New Zealand system (equating to 10 hours of work per week including lectures, tutorials and self-study time). In New Zealand, usually four courses are taken each semester at university; however, five courses are taken each semester in Year 13.

The NZ Ministry of Education requires four contact hours a week for each course in Year 13 and we posit that this extra year of secondary school should be considered the equivalent of the freshman year in the USA. Contact hours are treated as equivalent to semester hours in this instance – see ‘University Entrance’ below.

We also claim four semester hours for each 15-credit Bachelor of Communication course (which means that students take a total of 16 hours per week per semester) based on the equivalence of workload between the USA and NZ courses outlined under ‘Workload Equivalence’ below.

### **University Entrance**

Massey University requires that prospective students achieve University Entrance (UE) as a condition of entry to the University. University Entrance is determined by achievement of the following aspects of the National Certificate in Educational Achievement (NCEA)<sup>1</sup>. A New Zealand Qualifications Authority (NZQA) recent review of the requirements for University Entrance has resulted in a ‘raising of the bar’ from previous years. From 2014, prospective students will be required to obtain NCEA Level Three<sup>2</sup> (with at least 60 New Zealand credits at Level Three or above) alongside 42 credits from the approved subjects list at Level Three (see Appendix A) and literacy and numeracy requirements. These subjects

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<sup>1</sup> Only the typical criteria for a NZ student through the current secondary school system are presented here. Massey University entrance can also be achieved through demonstration of qualifications and/or experience held that are equivalent to NCEA requirements. This is usually done in the case of potential students who are mature and have worked in a relevant field for a long period of time, or have come to the University from another country or school system. Further entry criteria may be required in some cases, for example, those that are from non-English speaking backgrounds need to show evidence of English proficiency (usually determined via the International English Language Testing System (IELTS)).

<sup>2</sup> NCEA Level One typically aligns with Year 11, NCEA Level Two with Year 12 and NCEA Level Three with Year 13.

align with the general education requirements of the USA degree and add to the foundations of the Bachelor of Communication degree by providing a broad education base in the liberal arts and sciences.

Specifically, to obtain University Entrance to the Bachelor of Communication degree from 2014, the following is required from students in Year 13:

- NCEA Level Three (comprising 60 credits at Level Three or above and 20 credits from Level Two or above)
- Three subjects - at Level Three or above, made up of:
  - 14 credits each, in three approved subjects
- Literacy - 10 credits at Level Two or above, made up of:
  - 5 credits in reading
  - 5 credits in writing
- Numeracy - 10 credits at Level One or above, made up of:
  - achievement standards – specified achievement standards available through a range of subjects, or
  - unit standards - package of three numeracy unit standards (26623, 26626, 26627-**all three required**).

Each NCEA Level Three course is worth 14 New Zealand credits (a total of 56 credits across four double-semester courses). This translates as 4 courses x 2 semesters x 4 hours each = 32 semester hours. This leaves 4 New Zealand credits outstanding to obtain in NCEA Level 3 or above: This in turn equates to just above 1 hour per semester or just above 2 semester hours per academic year.

The total semester hours from Year 13 (all in effect outside the School of Communication, Journalism and Marketing) is therefore: 34 semester hours.

### **Workload Equivalence**

The Massey University Qualifications Framework<sup>3</sup> states the following:

Every course has a credit value that indicates its specific contribution to the qualification(s) to which it contributes. Courses normally have a value of 15 credits, or multiples of 15 (usually 15, 30, 45, 60, 90 or 120), depending on the course size. The standard undergraduate course is 15 credits delivered over one or two semesters.

The value of a course in credits gives an indication of the total amount of time (including lectures, laboratories, tutorials, visits, on-line engagement, contact and block courses and study time) that students might reasonably expect to have to spend in order to meet the assessment requirements satisfactorily. Converted into a number of hours per teaching week, this is referred to as the effective weekly hours for the course.

For a standard undergraduate (15 credit) single semester course, [the workload of 10 hours]<sup>4</sup> of study time per week is expected, including exams, lectures, labs, assignments, and self-study (p. 11).

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<sup>3</sup> Massey University. (2011). Massey University Qualifications Framework. Retrieved 5 March, 2013 from <http://www.massey.ac.nz/massey/fms/PolicyGuide/Documents/Academic/Massey%20University%20Qualifications%20Framework.pdf>

<sup>4</sup> In 2013, the University moved to a standard of 10 hours per week per 15 credit course.

The Massey University International Office has provided an equivalence letter based on their work with USA-based students and NZ students engaged in student exchanges within the USA. It states that a Massey University semester of 60 credits (four 15 credit courses) is equivalent to a USA semester workload of 15 semester hours or US credits (five courses at three US credit hours each).

Therefore, the three-year Bachelor of Communication degree is associated with four credit hours per course (as measured by the USA system):

Number of courses taught within the School:	12 courses (48 semester hours)
Number of courses taught from outside the School:	8 courses (32 semester hours)
Number of electives taught from outside the School:	2-4 courses (8-16 semester hours)
Total credit hours from outside the School:	40-48 semester hours

**Final Total: 34 hours (Year 13) + 40-48 hours (Bachelor of Communication) = 74-82 semester hours of courses taken outside the School over a four year period.**

## **Justification of Inclusion of the Postgraduate Diploma in Journalism and Master of Journalism in the Application for Accreditation**

The School requests that ACEJMC consider our entire Graduate Journalism Program for accreditation, which consists of both the Postgraduate Diploma in Journalism as well as the Master of Journalism. Please note the New Zealand term “Postgraduate” is the same as the US term “Graduate”.

The Postgraduate Diploma in Journalism is the New Zealand equivalent of a professional one-year Master’s program, as understood in the US. As explained in the completed Self-Study Report, Massey’s Postgraduate Diploma in Journalism meets all of the criteria ACEJMC specifies for accreditation under “Review of Professional Graduate Programs” (ACEJMC booklet, 2014-2015, p. 19).

The Postgraduate Diploma in Journalism is a nine-month graduate program, making it very similar to Columbia Journalism School’s 10-month Master of Science. Like Columbia, the Massey program also covers “the skills, art and ethics of journalism by reporting, writing and producing stories that range from short news pieces to complex narrative features” (retrieved from <http://www.journalism.columbia.edu/page/7-our-programs/7>).

Further, the Postgraduate Diploma in Journalism is a stand-alone qualification. Students who complete the Postgraduate Diploma in Journalism can enter the industry, and most do. However, students can choose to go on and complete another course, the six-month Journalism Project, which then gives them the Master of Journalism. The Journalism Project comprises a major investigative journalism feature, as well as a critical reflection on the process of researching and writing the investigative journalism feature.

### **(1) Check regional association by which the institution now is accredited.**

As Massey University is located in New Zealand, it is accredited by the Committee on University Academic Programs (CUAP), of which the Vice-Chancellor of Massey University, the Hon. Steve Maharey, is currently the Chair. As noted at [www.universitiesnz.ac.nz/aboutus/sc/cuap](http://www.universitiesnz.ac.nz/aboutus/sc/cuap):

The Committee on University Academic Programs (CUAP) considers academic matters across the university system including the exercise of program approval and moderation procedures, advice and comment on academic developments, and encouraging the universities to develop courses of study that will facilitate the transfer of students between programs and institutions.

Under New Zealand legislation, the New Zealand Vice-Chancellors’ Committee (Universities NZ) exercises the powers with respect to program approval and accreditation that are held by the New Zealand Qualifications Authority (NZQA) for the rest of the tertiary education sector. Universities NZ has delegated its powers to CUAP. CUAP undertakes its program approval and accreditation functions within policies, such as the gazette criteria for program approval, developed by NZQA following consultation with the university sector. Representatives of CUAP meet representatives of NZQA four times annually to discuss matters of mutual interest, and CUAP nominates university representatives to working groups convened by NZQA to consider a range of academic matters when invited to do so.

**(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.**

Massey University was established as a university with full autonomy and degree-conferring powers under the Massey University Act (1964) and is a public benefit entity.

Massey University is defined as a university under Section 162 of the Education Act (1989). Section 162 states:

- (a) that universities have all the following characteristics and other tertiary institutions have 1 or more of those characteristics:
  - (i) they are primarily concerned with more advanced learning, the principal aim being to develop intellectual independence:
  - (ii) their research and teaching are closely interdependent and most of their teaching is done by people who are active in advancing knowledge:
  - (iii) they meet international standards of research and teaching:
  - (iv) they are a repository of knowledge and expertise:
  - (v) they accept a role as critic and conscience of society; and
- (b) that—
  - (iii) a university is characterized by a wide diversity of teaching and research, especially at a higher level, that maintains, advances, disseminates, and assists the application of, knowledge, develops intellectual independence, and promotes community learning.

**(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: Not applicable.

**(5) When was the unit or sequences within the unit first accredited by ACEJMC?**

Not applicable.

**(6) Attach a copy of the unit's undergraduate mission statement and the separate mission statement for the graduate program. Statements should give date of adoption and/or last revision.**

School of Communication, Journalism & Marketing Mission

The School of Communication, Journalism and Marketing is a diverse learning community that prepares students for professional careers in the communication industry, founded upon the free exchange of ideas and information with citizens, clients, and consumers. We engage extensively with industry, alumni, and *Tangata Whenua*. We produce research of both local and global relevance.

Missions of Majors in the Bachelor of Communication:

The Marketing Communication major equips students with knowledge and skills relating to communication facets of the marketing profession, including advertising, branding, and consulting.

The Public Relations major equips students with the essential knowledge, skills and strategies required for public relations practice in Aotearoa/New Zealand.

The Journalism Studies major initiates students into the field of journalism, teaching practical and critical skills across a range of platforms.

The Communication Management major grounds students in the knowledge and skills essential to professional communication in the workplace, including managing relationships, cultures, and communication technologies.

(Approved by the Head of School, Oct 2013; Reviewed by the School Executive, June 2014; Revised Nov 2014; Revised June 2015, Revised Nov 2015).

Missions of Graduate Journalism Programs:

The Postgraduate Diploma in Journalism program empowers students to become great journalists. It does this by giving them the practical and critical skills they need, both to produce honest, balanced and incisive journalism, and to advance the practice and standing of the journalism profession.

The Massey Master of Journalism program provides students with advanced investigative journalism skills and experience, plus the ability to critically reflect on the process of producing investigative journalism.

(Adopted March, 2013; reviewed June 2015).

**(7) What are the type and length of terms?**

Semesters of 12 teaching weeks (called Semester One and Semester Two)

Summer sessions of 10 weeks (called Semester Three or Summer School)

Semester One begins in February and runs through to June. Semester Two begins in July and runs through to November. Semester Three or Summer School begins in November and runs through to February.

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

- Bachelor's degree
- Postgraduate diploma
- Master's degree
- Ph.D. degree

**(9) List the specific undergraduate and professional master's degrees being reviewed by ACEJMC.  
\*Indicate online degrees.**

Bachelor of Communication: Four majors  
    Communication Management  
    Journalism Studies  
    Marketing Communication  
    Public Relations  
Graduate Journalism Program  
    Postgraduate Diploma in Journalism  
    Master of Journalism

**(10) Credit hours required by the university for an undergraduate degree: (Specify semester-hour or quarter-hour credit.)**

As outlined in our eligibility statement, Bachelor of Communication courses are equivalent to four semester or US credit hours each. New Zealand Bachelor's degrees are usually designed to be completed after three years of full time study, following an additional thirteenth year of secondary school. The Bachelor of Communication degree requires an equivalent of 96 semester or credit hours within the three years of tertiary study.

*Hours required for Graduate Journalism qualifications:*

- The Postgraduate Diploma in Journalism requires 32 semester hours.
- The Master of Journalism degree requires 48 semester hours.

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

Students may earn four semester hours for internship experience in the Bachelor of Communication degree by successfully completing 219.311 Communication Internship.

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

The University has delegated program leader responsibility for all undergraduate majors delivered by the School to the Head of School, Professor Shiv Ganesh. Within the School, leadership has been devolved as follows:

Name of Specialty (Major)	Person in Charge
Communication Management	Dr. Doug Ashwell
Journalism Studies	Associate Professor Grant Hannis
Marketing Communication	Dr. Ravi Balasubramanian
Public Relations	Dr. Chris Galloway

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

In 2015, Massey University had 29,860 students. This total was made up of 11, 707 full-time students, 18,152 part-time students and one unknown.

As of February 2016, Massey University had 25,142 students. This total is made up of 9,503 full-time students, 15,062 part-time students and 577 unknown/undecided.

**(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):**

Name of Undergraduate Major	2015 Headcount and EFTS	
	2015 Headcount	2015 EFTS
<b>Communication Management</b>	189	106.8
<b>Journalism Studies</b>	327	178.9
<b>Marketing Communication</b>	246	138
<b>Public Relations</b>	280	167.4
<b>Comm. Management/Journalism Studies*</b>	6	167.4
<b>Total</b>	**	591.1

\*This is a double major consisting of 120 credits made up of at least 45 credits from each major and an additional 30 credits from either or both majors.

\*\* An accurate total is difficult to obtain as headcounts count one student twice if they are doing a double-major.

Name of Undergraduate Major	2016 Headcount and EFTS	
	2016 Headcount (as at February)	2016 EFTS (as at February)
Communication Management	137	96.4
Journalism Studies	183	143.1
Marketing Communication	221	169.4
Public Relations	221	177.1
Comm. Management/Journalism Studies*	0	0
<b>Total</b>	**	586.0

\*This is a double major consisting of 120 credits made up of at least 45 credits from each major and an additional 30 credits from either or both majors.

\*\* An accurate total is difficult to obtain as headcounts count one student twice if they are doing a double-major.

Graduate Journalism Program	Headcount and EFTS	
	2016 Headcount (as at February)	2016 EFTS (as at February)
<b>Postgraduate Diploma in Journalism</b>		
Internal (onsite)	19	19
Distance (online)	0	0
<b>Master of Journalism</b>		
Internal (onsite)	1	0.5
Distance (online)	2	1.0
<b>Total</b>	22	20.5

**(15)Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrolment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary. Include a separate list for online skills courses, which also must meet the 20-1 ratio. (\* The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)**

The 20:1 ratio is applied to labs or ‘tutorials’ in skills courses, as lecture sizes are generally inclusive of all students in the course. The table below reports the numbers of tutorials and workshops for skills classes taught by the School in the Bachelor of Communication, along with average attendance rates and

enrollment figures for Semester Two 2015 and Semester One 2016 by onsite (Internal = I) or online (Distance = D) offerings. Onsite totals can be split over the three campuses.

Note: Not every course is offered every semester. For example, 156.334 is offered internally on two campuses and via distance in Semester Two 2015 and offered internally on one campus in Semester One, 2016.

Course	Title	2015 Semester Two Enrolment	2016 Semester One Enrolment	Tutorial/Workshop cap	Average attendance (Adobe Connect sessions for Distance students)
156.333	Market Analysis	Not offered	6 (I) 26 (D)	No cap - designed to be run in small groups	
156.334	Marketing Consultancy Project	84 (I) 69 (D)	12 (I)	Four workshops run as part of lecture	90% - 100% average attendance
156.339	Retail Marketing	Not offered	54 (I) 56 (D)	20	90% average attendance
219.100	Intro to Business Communication	150 (D)	321 (I)	20	
219.101	Media Skills Tutorial	218 (I) 73 (D)	Not offered	20	85% attendance (tutorials are voluntary)
219.101	Media Skills Workshop: Using video cameras, audio recording in sound booth, media conference			15	
219.107	Introduction to Cross-Cultural Communication	251 (I) 83 (D)	Not offered	20	70% average attendance
219.202	Professional and E-Business Writing	74 (I)	53 (I) 134 (D)	20	80% attendance
219.205	Professional Presentations	Not offered	48 (I)	20	Average of 14-15 students attend
219.206	Communication and Technological Change	Not offered	46 (I) 51 (D)	No cap (small class)	Follows on from lecture. For distance, small learning is through interactive wikis with the lecturer.
Course	Title	2015 Semester Two Enrolment	2016 Semester One Enrolment	Tutorial/Workshop cap	Average attendance
219.209	Public Relations Practice	Not offered	141 (I) 49 (D)	20	Average of 10-15 students attend
219.209	Public Relations Practice Workshop: Videoing and editing			15	
219.231	Introduction to Journalism	18 (I)	71 (I) 43 (D)	20	Usually lower than 20 students

<b>219.231</b>	Introduction to Journalism Workshop: Drone photography and audio recording			15	
<b>219.234</b>	Editing and Publishing	51 (D)	17 (I) 23 (D)	15	Average of 5-10 students
<b>219.310</b>	Speech Writing	13 (I) 51 (D)	Not offered	No cap	Average of 13 students attend
<b>219.311</b>	Communication Internship	18 (I) 2 (D)	6 (I) 1 (D)		Taught on a one-to-one basis due to students numbers
<b>219.312</b>	Risk and Crisis Communication	5 (I)	16 (I)	20	Average of 6-10 students attend
<b>219.335</b>	Media Law and Ethics	50 (I) 53 (D)	Not offered	20	
<b>219.336</b>	Investigative Reporting	13 (I) 32 (D)	Not offered	15	Average of 5-10 students
<b>219.340</b>	Feature Writing	9 (I) 13 (D)	Not offered	20	
<b>219.340</b>	Feature Writing Workshop: Drone photography and video recording			10	
<b>219.709</b>	Advanced Journalism Issues	4 (D)	Not offered		Taught on a one-to-one basis due to student numbers
<b>219.712</b>	Print News Journalism*	27 (I)	19 (I)	20	100% average attendance
<b>219.713</b>	Multi-Media Journalism*	27 (I)	19 (I)	20	100% average attendance
<b>219.713</b>	Multi-Media Journalism Workshop: Drone photography, audio and video recording/editing*			20	
<b>219.715</b>	Research Methods in Journalism*	27 (I)	19 (I)	20	100% average attendance

\*Double-semester course.

In 2015, there were 27 students in the Postgraduate Diploma in Journalism program, all required to take all courses. At the time of writing, 19 students are enrolled in the Postgraduate Diploma for 2016.

For all skills-based courses in the Postgraduate Diploma, we ensure the teacher-to-student ratio does not exceed 1-to-20. For instance, based on the 2015 program:

- For news writing tutorial work in which the students write stories for publication in local news media, there is one tutor for every six students. Thus the teacher-student ratio is 1:6.
- Faculty provide one-to-one supervision of the students' final investigative projects, which they either complete individually or in pairs. Therefore the ratio is either 1:1 or 1:2.
- A technician supports classes in which technical skills are taught (including news photography and drone flying/filming), effectively splitting the class in two. The ratio is 1:13.

The class is divided in two for the practical, shorthand speed work, with the faster speeds held at different times from the slower speeds. This achieves a teacher-student ratio of 1:13.

In 2016, three students will be completing the Master of Journalism. Each Master of Journalism student is individually supervised, thus making the teacher to student ratio 1:1.

**(16) Total expenditures from all sources planned by the unit for the 2015 academic year:** \$6,114,663.00

**Total expenditures from all sources planned by the unit for the 2016 academic year:** \$6,577,400.00

**Percentage increase or decrease in three years:** 11.7%

**Amount expected to be spent in 2016 on full-time faculty salaries:** \$4,961,405.00

**(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.**

Definition: Full Time – Faculty hired full time (37.5 hours per week) on a permanent contract.

Academic Name	Title	Position	Campus
Shiv Ganesh	P	Professor and Head of School	Albany
Sandy Bulmer	Dr.	Senior Lecturer and Associate Head of School	Albany
Margaret Brunton	AP	Associate Professor	Albany
Andrew Chrystall	Dr.	Senior Lecturer	Albany
Henry Chung*	AP	Associate Professor	Albany
Jonathan Elms*	AP	Associate Professor, Sir Stephen Tindall Chair in Retail Management	Albany
Craig Fowler	Dr.	Senior Lecturer	Albany
Chris Galloway	Dr.	Senior Lecturer and Discipline Leader, Master of Public Relations Practice	Albany
Flora Hung-Baesecke	Dr.	Senior Lecturer	Albany
Jae-Eun Kim*	Dr.	Senior Lecturer	Albany
Valentyna Melnyk	P	Professor	Albany

Academic Name	Title	Position	Campus
<b>Andrew Murphy*</b>	Dr.	Senior Lecturer	Albany
<b>Nitha Palakshappa</b>	Dr.	<b>Senior Lecturer and Discipline Leader, Marketing</b>	Albany
<b>Leo Paas*</b>	P	Professor	Albany
<b>Loren Stangl</b>	Dr.	Lecturer	Albany
<b>Harald van Heerde*</b>	P	Professor, MSA Charitable Trust Chair in Marketing	Albany
<b>Susan Fontaine</b>	Dr.	<b>Senior Lecturer and Associate Head of School</b>	Manawatu
<b>Doug Ashwell</b>	Dr.	<b>Senior Lecturer and Discipline Leader, Communication</b>	Manawatu
<b>Mark Avis</b>	Dr.	Lecturer	Manawatu
<b>Emma Dresler</b>	Dr.	Senior Lecturer	Manawatu
<b>Steve Elers</b>	Mr.	Lecturer	Manawatu
<b>Judith Holdershaw</b>	Dr.	Senior Lecturer	Manawatu
<b>Heather Kavan</b>	Dr.	Senior Lecturer	Manawatu
<b>Niki Murray</b>	Dr.	Senior Lecturer	Manawatu
<b>Daniela Rosenstreich</b>	Dr.	Senior Lecturer	Manawatu
<b>Jagadish Thaker</b>	Dr.	Lecturer	Manawatu
<b>Franco Vaccarino</b>	Dr.	Senior Lecturer	Manawatu
<b>Akhteruz Zaman</b>	Dr.	Lecturer	Manawatu
<b>Elizabeth Gray</b>	Dr.	<b>Senior Lecturer and Associate Head of School</b>	Wellington
<b>Ravi Balasubramanian</b>	Dr.	Senior Lecturer	Wellington
<b>Fiona Chan</b>	Dr.	Senior Lecturer	Wellington
<b>Jeannie Fletcher</b>	Dr.	Lecturer	Wellington
<b>Grant Hannis</b>	AP	<b>Associate Professor and Discipline Leader, Journalism</b>	Wellington
<b>Mimi Hodis</b>	Dr.	Lecturer	Wellington

Academic Name	Title	Position	Campus
<b>James Hollings</b>	Dr.	Senior Lecturer	Wellington
<b>Jenny Zhengye Hou</b>	Dr.	Senior Lecturer	Wellington
<b>Ming Li</b>	Dr.	Senior Lecturer	Wellington
<b>Erika Pearson</b>	Dr.	Senior Lecturer	Wellington
<b>Raja Peter</b>	Dr.	Senior Lecturer	Wellington
<b>Sean Phelan</b>	Dr.	Senior Lecturer	Wellington
<b>Frank Sligo</b>	P	<b>Professor and Director of Stakeholder Relationships</b>	Wellington
<b>Catherine Strong</b>	Dr.	Senior Lecturer	Wellington

\*this listing includes Marketing faculty members who do not teach into the Marketing Communication major

***(18)List names of part-time/adjunct faculty teaching at least one course in fall 2015. Also list names of part-time faculty teaching spring 2015. (If your school has its accreditation visit in spring 2016, please provide the updated list of faculty at time of visit.)***

Definition:

Part Time: Faculty on part time hours, permanent contract

Fixed Term: Faculty on full or part time hours, hired for short periods (6 months – 2 years)

Part Time (Permanent)			Fixed Term		
Name	Title	Position	Name	Title	Role
<b>Rebecca Gill</b>	Dr.	Senior Lecturer	<b>Pamela Feetham</b>	Ms.	Assistant Lecturer
<b>Simon Cope</b>	Mr.	Senior Tutor	<b>Angela Feekery</b>	Dr.	Lecturer
<b>Shirley Morrison</b>	Ms.	Shorthand Tutor	<b>Elena Maydell</b>	Dr.	Lecturer
<b>Malcolm Wright</b>	P	Professor	<b>Margie Comrie</b>	AP	Senior Tutor
			<b>Fran Tyler</b>	Ms.	Assistant Lecturer
			<b>Murray McRae</b>	Mr.	Assistant Lecturer
			<b>Meredith Gray-Greener</b>	Ms.	Tutor

<b>Sarah Dodds</b>	Ms.	Senior Tutor
<b>Deborah Stites</b>	Ms.	Tutor
<b>Phoebe Elers</b>	Ms.	Tutor
<b>Rachael Pond</b>	Dr.	Lecturer
<b>Gurvinder Shergill</b>	Dr.	Senior 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 communication**

72 or more semester (credit) hours outside of journalism and mass communications

<b>Academic Year</b>	<b>Total Graduates</b>	<b>Number</b>	<b>Percent</b>
<b>2015</b>	118	118	100%
<b>2014</b>	112	110	98.2%

## **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.*

The Massey University School of Communication, Journalism and Marketing was created following the merger of several departments in 2009. It serves all three of Massey's campuses in Albany (suburban Auckland), Wellington and Manawatu (Palmerston North) on the north island of New Zealand. The university has awarded a Bachelor of Communications degree since 2004 and the School launched the country's only Master of Journalism program in 2013. Today it is the largest communication school in the country with about 600 undergraduates and a graduate cohort of about 20.

The communication program at Massey has roots dating to 1979 with a first course in organizational communication in the business school. Today, the School is part of the College of Business/Massey Business School and is the only School within the college equally distributed across all three campuses of the university. The university dates to 1927, founded as an agricultural school at Palmerston North. It was a center of distance education and in 1992, for example, 15,000 students were "extramural," the New Zealand term for distance students, and 9,000 were on campus at Palmerston North. Today, the university enrolls roughly 30,000 students with half being distance students. The Albany campus in suburban Auckland opened in 1993 and in 1999 Wellington Polytechnic was merged into Massey, creating today's three-campus system. A process begun in 2008 consolidated the university into five colleges operating across the three campuses.

A shorthand description of the three campuses (and use of the word shorthand is intentional – students in the School are required to learn shorthand), according to the head of school would be:

ALBANY (Auckland) – the suburban campus and “innovation” center, becoming defined around its marketing, retail and public relations programs. An online professional PR master’s program is launching there this year.

MANAWATU (Palmerston North) – the college town and “connection” center, the historic home of distance learning, also home to marketing faculty and tied deeply into the School’s parent Business college and numerous other academic programs.

WELLINGTON – the urban campus and “creative” center, defined by journalism and graduate programs.

Today, the School offers four majors for undergraduates: Communication Management, Journalism Studies, Marketing Communication, and Public Relations. Journalism Studies is not offered at the Albany campus. The other three are offered at all three campuses as well as by distance learning. The graduate programs are on the Wellington campus. It includes a Postgraduate Diploma in Journalism program and a Master of Journalism program.

Undergraduates typically earn their degree in three years. They fulfill their baseline college requirements in an extra, fifth year of secondary education, roughly equivalent to a freshman year at a U.S. university. The Postgraduate Diploma in Journalism is a 12-month program grounded in professional skills needed in New Zealand including news writing, investigative reporting, court reporting, media law and a mastery of shorthand. Students who earn at least a B average can advance to the Master of Journalism program, another six months, which requires a 5,000-word investigative report and a 10,000-word

academic research report pertaining to the investigation.

New Zealand is a richly multicultural country that celebrates its indigenous people as well as its British immigrant past. Throughout the report you will see Māori words and terms used. This is very much a part of the culture of the university and the country. The Māori name for the university is *Te Kunenga ki Pūrehuroa*. It means “From inception to infinity.” Massey's academic year begins in February (the site team visit coincided with the beginning of the year's first term). First terms run February-June. Second term is July-November. Summer school is November-February.

The School is led by a head of school. An associate head of school and campus administrator is based on each campus. A School executive officer oversees administrative staff. Discipline heads are spread among the three campuses. The School has 46 faculty members, full- and part-time.

Unit performance with regard to indicators:

**(a)The unit has a written mission statement and engages in strategic or long-range planning 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 School has a written statement of Missions, Values and Goals that maps to a five-year strategic plan. It is both simple and complex in its makeup. The missions simply state that in all four disciplines the School will prepare outstanding practitioners. The values statement (see below) maps to ACEJMC values and competencies.

### **Ngā Mātāpono: Our Key Values**

*Te Pou Aro Kōrero* (the School's Māori name) is built on the foundational role that the free flow of ideas and information plays in the functioning of a democratic society. Three values undergird our curriculum: *Korero*, *Ngaiotanga* and *Matatini*. Their English approximations are: Free Exchange, Professionalism and Diversity. Each encapsulates the purpose of two of ACEJMC's values and competencies (VC).

*Kōrero / Free Exchange* denotes the free flow of ideas, information, speech, narrative, news, discussion and discourse and connotes truth and fairness in expression. In this way, it embodies two of ACEJMC's values and competencies:

VC1: understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.

VC6: demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

*Ngaiotanga / Professionalism* signals our deep investment in the development of our students' ethical and professional integrity. We ensure that they know the history and role of their profession and know and can apply the ethical principles and codes of conduct of that profession, reflecting two of ACEJMC's values:

VC2: demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

VC6: demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

*Matatini / Diversity* defines our understanding of diversity and highlights our commitment to *Te Tiriti o Waitangi*, the Treaty of Waitangi, the founding document of Aotearoa New Zealand that establishes the bicultural nature of Aotearoa New Zealand. We nurture our students' commitment to indigenous and other local forms of diversity and to global forms of diversity in an interconnected and multicultural world. This commitment to diversity reflects two of ACEJMC's values:

VC3: demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

VC4: demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

The strategic plan lists six goals, supported by objectives and benchmarks. The goals summarized:

1. Ensure an exceptional, distinctive and transformative experience for students.
2. Faculty will produce and publish world-class and practice-relevant research.
3. Cultivate meaningful and extensive relationships with all stakeholders to ensure relevance of teaching and research.
4. Ensure communication programs are nationally and internationally recognized.
5. Contribute to public understanding on social, economic, cultural and environmental issues.
6. Ensure faculty and students participate in a strong, vibrant and inclusive workplace culture.

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

The School executive group has primary responsibility for governance. It meets monthly. Members include the head of school, the three associate heads of school, executive officer, director of stakeholder relations and discipline leaders. A School *hui* (retreat) is held annually. Each campus faculty meets six to eight times a year. Discipline leaders have occasional meetings. It does not track faculty governance in the way that would typically be the case at an American university.

Standing committees include Technical Advisory Group, Operations and Administrative Group, Bachelor of Communication Advisory Group, Ph.D. Coordination Group, Journalism Curriculum Review Committee and Integrated Program Planning Committee. Ad hoc committees are formed around special projects and events, including one for seeking ACEJMC accreditation.

**(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 head of school has been in place since 2013. He is based on the Albany campus but is a common sight on all three campuses, regularly commuting from his home in Auckland and the Albany campus to Manawatu and Wellington. As he puts it, he knows all the flights and flight attendants. He is credited with bringing stability and strong leadership to a school that had been through many heads since its

formation in its current form. The team he formed of associate heads of school and discipline leaders and expanded membership in the School executive group is regarded as capable and operating in the best interests of students and faculty.

The head of school received high marks from his faculty and staff in a July 2015 evaluation. Primary strengths attracting the most mentions were approachable, transparent, genuinely committed and good communicator. Leading skills to be developed: He works too much. On a five-point scale, 5 being the highest ranking, he received a 4.48 on “I have trust and confidence in my head of school” and 4.27 on “My head of school has trust and confidence in me.” The most critical words about the head of school (though only mentioned by a few) were about micromanaging.

Comments from the faculty during the site-team visit: The head of school typically is "more likely to use a carrot than a stick." Another: "I feel as though my voice is heard." A third, veteran faculty member "We're in a very good position. I feel very good about where we're headed."

The pro vice-chancellor who heads the business college in which the School is based proudly proclaims it “the best journalism program in the country” and cheers the “fantastic” job done by the head of school in managing three distinct operations and leading forward the School’s research, connection to practice and quality of teaching.

Nonetheless, “equivalency” across the three campuses remains a major challenge for the head of school. While all acknowledge there has been tremendous progress since creation of the three-campus School and under the current leadership, differences in faculty, equipment and programming remain real. In addition, Wellington, home of the postgraduate and master’s program and possessed of the best equipment, still isn’t always fully embraced as the other campuses because of its past as a polytechnic campus before merging into Massey. It isn’t a matter of fairness or even reality and isn’t a view shared by the School’s leadership, but perceptions die hard and School, college and university leadership understand this challenge requires more work. At the same time, it isn’t an overwhelming factor or a distraction from the work being done on all three campuses and through distance learning. In fact, one faculty member acknowledged that Manawatu is the “weak sister” in Journalism Studies in Wellington, which must be addressed over time. The School does successfully manage a wide range of students thanks to its leadership and dedicated faculty.

Another recent School discussion surfaced significant frustration with university process and negotiation of bureaucracy to get requests approved. Application for sabbaticals is one example.

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

Recruitment practices mirror those common to American academic process. In searching for a head of school, responsibility rests with the pro vice-chancellor who will prepare a job description and lead the search process. Typical membership on a committee would include another head of school, HR staff, School representatives and perhaps an outside expert from the discipline in question. Outside search firms may be used. Diversity is a factor in screening applicants. International candidates are often

interviewed using technology before being brought to New Zealand. Faculty opinion is sought before decisions are made by the committee.

New leadership hires go through extensive managerial orientation. Evaluation on performance is done in numerous regular ways including being measured against achievement objectives and 360-degree feedback. Faculty and staff contribute. Responses are shared.

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

The School has well-articulated processes for handling complaints of any kind and believes in quick resolution of disputes. Associate heads of school are charged with handling student complaints, including receiving, investigating and providing responses, “following the principles of natural justice.” There are various dispute resolution options for students, faculty and staff to follow, depending on the nature of the complaint. Some involve university Human Resources, some could rise to senior leadership of the university, some could involve union representation for faculty. “Investigation, mediation, adjudication” are guiding principles.

**SUMMARY:** Massey’s School of Communication, Journalism and Marketing is a complex operation spanning three campuses. It has made substantial progress under its current head of school in building a collaborative environment across campuses and creating an improved operation for faculty (whose frustrations center more around university practice than life in the School) and students who feel well-prepared for the professions in New Zealand.

**Overall evaluation (undergraduate program): COMPLIANCE**

**Professional master’s program / Unit performance with regard to indicators:**

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

The graduate program uniquely offers two levels for students to pursue. The 12-month Postgraduate Diploma in Journalism program is an intense skills-based curriculum with a heavy dose of multimedia education. Some students may continue on for another six months to earn a Master of Journalism that requires a major investigative published work and a related academic research paper.

The Graduate Journalism Program mission statement:

The Massey Graduate Journalism program will empower students to become great journalists. It will do this by giving them the practical and critical skills they need, both to produce honest, balanced and incisive journalism, and to advance the practice and standing of the journalism profession.

Its stated goals follow the goals of the School, but are adapted for graduate work. They are:

- Teaching and learning: To ensure an exceptional and distinctive learning experience at Massey for all graduate students in journalism.
- Faculty will produce and publish world-class research, both for the international academic community and for the journalism industry, and this research will inform our teaching, especially nurturing the research capability of the journalism students.
- Faculty will liaise with all relevant stakeholders in the field of journalism – both within New Zealand and internationally – and appropriately reflect their concerns and interests in our teaching.
- We will present the Master of Journalism, a highly regarded, internationally recognized graduate journalism qualification, in a way that fits the needs and expectations of overseas journalism students as well as New Zealand students.
- Our journalism program will promote an understanding of the social, economic, cultural and environmental issues facing New Zealand, including those that affect *tangata whenua* (Literally “people of the land, the Māori).  
We will disseminate our research and advice on these matters to industry participants and the wider community, such as by making comment in the media and by making our research findings available to the industry.
- We will seek to maintain and enhance the income streams generated by the journalism program, to ensure the program is financially sustainable over time and can achieve its goals.
- We will ensure our faculty and students experience the best working and academic environment possible.

**(g) The unit has designated administrative oversight of the professional master’s program as well as policies and procedures that ensure faculty oversight of educational policy and curriculum in the professional master’s program.**

The graduate program resides at the Wellington campus and is overseen by the program leader for Journalism and Journalism Studies, and the associate head of school for that campus. Faculty meet regularly to discuss the program’s progress. There are two meetings a year with the program’s Industry Liaison Committee (made up of faculty and professionals) to make curricular adjustments.

**SUMMARY:** The unique graduate program sequencing in journalism combines the possibility of students getting an intense preparation in journalism skills and potentially moving on to a major journalistic work with accompanying academic research. The pro vice-chancellor who oversees the college in which the School is based calls the graduate program a “real jewel we need to protect and support.”

**Overall evaluation (professional master’s program): 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. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet these requirements.**

The School offers four undergraduate majors in the Bachelor of Communication: Communication Management, Journalism Studies, Marketing Communication, and Public Relations; and a graduate program in Journalism.

Before looking at specifics, a quick discussion of New Zealand bachelor's degree requirements through the lens of U.S. university standards and ACEJMC eligibility requirements is in order. In short, New Zealand has a Year 13 of high school and assesses credits differently than U.S. universities. The following explanation details how the two different crediting systems can be considered equivalent, thereby ensuring compliance with the 72-hour rule:

At most U.S. universities, 120, 124 or 128 semester hours are required to graduate (40 courses or 10 per year), requiring most students to take five courses and 15 hours a week for each semester (over four years). Most U.S. classes meet for three hours per week and students receive three semester (or credit) hours for one class.

In New Zealand, the Bachelor of Communication is a three-year degree that follows an additional year of high school (Year 13), during which five courses are taken in two semesters. The New Zealand bachelor's degree comprises 24 courses (eight per year), with two semesters per year. Each course in the Bachelor of Communication is worth 15 credits under the New Zealand system (equating to 10 hours of work per week including lectures, tutorials and self-study time).

The New Zealand Ministry of Education requires four contact hours a week for each course in high school's Year 13; therefore Massey believes this extra year of secondary school is equivalent to a U.S. university freshman year.

Massey also calculates four semester hours for each 15-credit Bachelor of Communication course (students take a total of 16 hours per week per semester), based on the equivalence of workload between the U.S. and New Zealand as outlined like this in Massey's Qualifications Framework:

- Every course has a credit value that indicates its specific contribution to the qualification(s) to which it contributes.
- Courses normally have a value of 15 credits, or multiples of 15 (usually 15, 30, 45, 60, 90 or 120), depending on the course size.

- The standard undergraduate course is 15 credits delivered over one or two semesters.
- The course credits indicate the total amount of time (including lectures, laboratories, tutorials, visits, online engagement, contact and block courses and study time) that students might reasonably expect to have to spend in order to meet the assessment requirements satisfactorily.
- A standard single semester course assumes 10 hours of study time. The effective weekly hours for the course are the number of instruction hours per week.

Based on analysis of U.S.-based students and New Zealand students on exchanges in the U.S., the Massey University International Office assesses that a Massey University semester of 60 credits (four 15-credit courses) is equivalent to a U.S. semester workload of 15 semester hours or U.S. credits (five courses at three U.S. credit hours each).

Therefore, the three-year Bachelor of Communication degree is associated with four credit hours per course (as measured by the U.S. system):

- Number of courses taught within the School: 12 courses (48 semester hours)
- Number of courses taught from outside the School: 8 courses (32 semester hours)
- Number of electives taught from outside the School: 2-4 courses (8-16 semester hours)
- Total credit hours from outside the School: 40-48 semester hours

Total: 34 hours (Year 13) + 40-48 hours (Bachelor of Communication) = 74-82 semester hours of courses taken outside the School over a four-year period.

Following these assumptions and calculations, in 2014 and 2015, 98.2 percent and 100 percent of Bachelor of Communication students, in the four majors being accredited, respectively complied with the 72-hour rule.

The majors are structured to make it seamless to comply with the rule:

- The Communication degree is taught across two Colleges (the Massey College of Business and the College of Humanities and Social Sciences), so by its structure, the Bachelor of Communication degree requires several courses to be taken from outside the School, even when a major is chosen from within the School. A student must take 56 credits within the School, and at least 74 outside the School.
- To ensure this requirement, the core curriculum includes eight core courses (four of which are taught in the School; four in the College of Humanities and Social Sciences), and eight courses from within the School, for each major. The four outside-the-School courses from the core equate to 16 credit hours taken outside the School.
- The School requires a minor for each major, which is four additional courses. It is also required to be taken from outside the School, in the College of Humanities and Social Sciences: 16 credit hours.
- Electives (four courses) can be taken from anywhere in the university; the School reports that most students choose to study outside of the School: another 16 credit hours (mostly) outside the unit. The School is currently drafting a regulations change that will require students to take at least two of the four electives outside the School.

**(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 uses two instruments to ensure that ACEJMC's 12 values and competencies are embedded in its curriculum, and to ensure a balance between conceptual and skills classes. The first instrument is the School's framework for communication pedagogy, called *Matapono*; the second is a framework for learning goals and outcomes.

The School's *Matapono* framework was developed as part of a continuous improvement program examining the quality of the School's offerings. There are three values and seven competencies in the *Matapono* -- the results of two consultative processes. The first process was a 2012 review of the Bachelor of Communication, and the second was a 2013-2015 consultative process with Māori stakeholders, driven with the help of the Office of the Associate Pro-Vice Chancellor Māori and Pasifika (Pacific Islanders). The *Matapono* is, visually, everywhere you go in the School. Posters calling out *Korero* (Free Exchange), *Ngaiotanga* (Professionalism), and *Matatini* (Diversity) are in every room and prominently displayed in hallways.

The *Matapono* positions the unique and local quality of communication education in New Zealand in a broader historical and global context. Important for this report's purposes, the document clearly shows how the 12 ACEJMC values and competencies are embedded within it and also provides a template for the School to assess the quality of courses and programs.

The second framework for building and evaluating courses was also done in response to a 2012 Bachelor of Communication Review as well as subsequent graduating year reviews. It is a framework for learning goals for the undergraduate curriculum that has been used to develop a graduate profile for each major with four components: theories, values, practice and skills. Each major has four learning goals, with each goal outlining one of the components of the framework. This template is meant to ensure an appropriate balance between theoretical/conceptual and skills courses and is used to assess the balance across the curriculum in the four majors.

The School recently created three "Discipline Coordinator" roles, for Journalism, Communications and Marketing. These three faculty members are the leads for their specialties across the three campuses. While there are some concerns about academic freedom among faculty about this effort, the idea is to ensure equivalency in teaching and learning outcomes across the three campuses – not to enforce single-textbook mandates or the like.

Here is a description of the first-year core coursework, followed by the four majors up for accreditation:

### **Bachelor of Communication core**

The core courses within the School ensure that every major has some visibility into the four majors: Principles of Marketing; Introduction to Business Communication; Media Skills; Introduction to Cross-Cultural Communication. While journalism is addressed in the Media Skills course, it is discussed from the point of view of organizations interfacing with journalists, rather than the practice of journalism.

The required courses in the College of Humanities and Social Sciences are more broad and conceptual: *Tu Kupu*: Writing and Inquiry; Creative Communication; Introduction to Media Studies; Language and Communication.

### **Journalism Studies major**

The undergraduate Journalism Studies program introduces students to the vocational skills of journalism, and the academic study of journalism. In every course, current digital skills and practices are integrated into coursework and instruction. This major includes concepts and theory and skills work. Some graduates find work in industry, but the expectation is that a postgraduate diploma and its real-world experience will be required to contribute in a modern newsroom.

In the Journalism Studies major, students must complete Introduction to Journalism, and Feature Writing and Freelancing. They also can choose up to three of: News Media Processes; Communication and Technological Change; Editing and Publishing; Documentary (Non-Fiction) Film. In order to ground the students in the foundational reasons that journalism matters and must be practiced responsibly, they must also complete at least three of these four courses: Media Law and Ethics; Investigative Reporting; History of Journalism; Communication Internship. Students increasingly are availing themselves of the internship option and feedback from those who do and the employers who host them is enthusiastic.

### **Communication Management major**

The Communication Management major aims to prepare students to work in a variety of communications-related positions, focusing on management techniques, organizational change and internal and external communication.

Every student must complete both Communication and Technological Change, and Organizational Communication. They must complete at least one of these two courses: Cross-Cultural Communication and/or Interpersonal Communication. Students are encouraged to broaden their knowledge of navigating challenging communications situations in Gender and Communication in Organizations; Cross-Cultural Communication; and Interpersonal Communication; and to gain real, tangible professional skills in Speech Writing and a Communication Internship (they can have no less than two courses from those five options).

They can also add to their breadth of marketable skills with any/all of Professional and E-Business Writing; Professional Presentations in Business; and Public Relations Practice.

### **Marketing Communication major**

The School's Marketing Communication major seeks to equip students with knowledge and skills relating to communication facets of the marketing profession, including advertising, branding and consulting. In this regard, the School acknowledges that its location in the university's College of Business offers both challenges and opportunities. The self-study explains how the School is managing this potential tension: "On one hand, contextualizing and asserting the value of communication and

journalism with business disciplines like Economics or Accounting can be difficult. On the other, our institutional location enables us to emphasize the professional nature of our qualifications and their relevance to the world of work ...The college ... contains not only standard business disciplines, but also curricula in public sector management, sports management and aviation management. As a result, Business and Management education is seen in expansive terms.”

The Marketing Communication curriculum addresses this with a balance of theoretical/conceptual courses and professional skills courses within the context of organizational management education. Marketing Communication majors take four second-year courses: Strategic Marketing Management; Consumer Behavior; Marketing Communication; and Marketing Consultancy Project. They must also complete at least one of two courses, Professional and E-Business Writing or Public Relations Practice; as well as complete three courses from this list: Cross-Cultural Communication; Public Relations Management; Interpersonal Communication; Communication Internship; or Media Law and Ethics.

### **Public Relations major**

Public Relations majors are similarly provided with a curriculum spectrum that addresses the School’s mission for them, i.e., equipping students with the essential knowledge, skills and strategies required for public relations practice in New Zealand. They, too, must take the School’s eight first-year core courses and undertake a four-course minor in the College of Humanities and Social Sciences -- as well as complete four additional courses as electives in another university program.

The Public Relations major requires that students complete two courses, Public Relations Practice and Public Relations Management. They must also select no more than three courses from this list: News Media Processes; Professional Presentations in Business; Communication and Technological Change; and Introduction to Journalism. Furthermore, these students must complete at least three courses from among these five: International Case Studies in Public Relations; Speech Writing; Communication Internship; Risk and Crisis Communication; and Media Law and Ethics.

The Public Relations major balances theoretical/conceptual and professional skills courses reflecting the breadth and depth of contemporary public relations practice. It is also creative, focusing on the need for communication professionals to tailor their program-building to the different cultural settings of their audiences. It examines aspects of public diplomacy and efforts of parties in conflict to use public relations techniques to position their respective causes in the minds of international publics.

The curriculum meets the standards of The Commission on Public Relations Education (“The Professional Bond” 2006).

**(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.**

Current digital practices and multimedia instruction are embedded in the School’s four majors, from the core first-year curriculum through each of the four majors. The quality and currency of instruction is consistent across the four sequences. No notable differences in quality emerged, so we will address the instruction competency in general, across the School’s four majors.

Multimedia instruction involving still photography and some video and audio skills, as well as best practices, characterizes most courses within the Bachelor of Communication. For example, the first-year core course, Media Skills, involves hands-on work with video and audio production equipment and production and post-production laboratories, which gives students real-life technical skills that are expected in entry-level positions. As courses become more advanced, the digital and multimedia components are part of integrated assignments rather than siloed as tech or skills courses. Students confirmed that digital and multimedia angles and skills are covered throughout the curriculum, even if not called out in course descriptions. They do note that to become proficient in post-production or high-end video editing, they need to seek coursework elsewhere or spend their own time learning. Some examples of where the coursework includes digital practices include:

- Professional and E-Business Writing – Students interview university students in another country via Skype, gaining insight into cross-cultural communication and the facilitation of meetings by distance.
- Introduction to Journalism (core course for Journalism Studies major; optional for PR) – Students conduct an audio interview and learn how to edit it. According to the syllabus, this course also covers the broader world of digital storytelling and collection.
- All Journalism Studies courses on the Wellington campus include an embedded aerial camera (drone) segment, in which ethics and law are discussed and technical skills are learned.
- In Public Relations Practice (core course for Public Relations major) students prepare campaign collateral for a real-world partner organization, including a media release, brochure and video.
- The Communications and Technological Change elective course was cited by multiple students for its challenging, current view of the fast-paced change in the industries.
- Wikis and podcasts are used in multiple courses to facilitate both internal communication and increased production capabilities.

One complaint from students was that social media skills and practice were essentially absent from curriculum. Some said they had gone “searching for education” in that area so that they would feel more qualified to apply for jobs. However, other students and graduates said they would have preferred that outside experts working in social media roles would have been brought in as guest lecturers, as the social media space changes so quickly it is understandably difficult for faculty to add much to the conversation for digital native students.

And, confirming what was heard from students, it became clear that despite a level of integration of theory and some hands-on production skills in the required coursework, a student could conceivably graduate with a journalism major and never have taken the hard-core camera/video/photo/digital production coursework that is offered not in the School, but in the College of Humanities and Social Sciences.

Digital capabilities are driving an historic strength of Massey: distance learning. Rich media to enable those courses continues to evolve, with the expansion of facilities enabling more lectures to be recorded for on-demand, or streamed live. Faculty express real passion for their distance students, because they are often living through more serious real-world challenges than resident students. They use AdobeConnect to talk 1:1 weekly with their students.

Student media is mostly absent from the three Massey campuses, and what exists is not current nor digital – it is a monthly print magazine that is funded by Massey External Relations though staffed and contributed to mostly by students.

**(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.**

Enrollment figures for 2015 Semester Two and 2016 Semester One show full compliance with the 20-1 cap. The total numbers reflect that some sections are taught across all three campuses, and additional tutorials are added as student caps are reached.

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

The School believes internships are important to developing and maintaining relationships with industry and ensuring currency of the curriculum. The four majors in the Bachelor of Communication program all approach the internship program in the same way. They offer an optional internship course in the final year of the degree to students with the appropriate prerequisites. Internship placements are highly valued by students who can take advantage of them; there is some feeling that the requirements for eligibility are not known early enough by enough students to qualify. Efforts are underway to more effectively communicate the opportunity and its prerequisites.

Each intern has two supervisors: a workplace mentor, and an academic supervisor, who grades the student's assignments. At any given time, a professor may have two or three active interns to track and course-correct. Faculty describe these relationships as a time-consuming but fulfilling part of their work: A productive internship helps both the student and the School's reputation. Students on the intern course email their academic supervisor daily, and complete three assignments above and beyond the work they are doing for their workplace. Each of the three campuses has its own course coordinator who is also available to assist any of the interns or either of the two supervisors should the need arise.

Students who have taken the internship opportunity are passionate about its utility for their future career options. And they said they are prepared to do the real-world work when they arrive. "The subjects are well mixed-up enough to give us theory and skills so we can operate in a media environment," said one. "It's definitely transferable stuff," said another.

Even a student who decided against a career in journalism after his internship was glad that he had the opportunity to test out the workplace before diving into a career. "I learned a lot and also learned it just wasn't for me," he said.

The internship assignments are flexible and students may choose according to their major or minor and in discussion with their academic supervisor. For example, students in Journalism Studies can take an assignment to help build their portfolios. Marketing Communication students may create a real-world marketing communication plan, public relations students a PR plan, and so on. The academic evaluation is submitted to their campus course coordinator, and the signed-off results are assessed by the campus associate head of school and the College's examinations committee.

In mid-late 2014, the internship evaluation form was updated to more closely reflect ACEJMC competencies and values (For example, new questions were added on numeracy skills and ethical understanding.).

**SUMMARY:** The School's four undergraduate majors prepare students with theory and real-world skills. The coursework is built on the *Matapono* and ACEJMC competencies, and students and professors alike speak of the importance of learning to think, and do. A growing internship program is well-supported and closely structured to ensure maximum utility for the student. Across-the-board small class sizes allow for 1:1 time and personal coaching. While the New Zealand education system means the credit-hour requirements at Massey look different than at U.S. universities, the careful analysis and comparison exercise undertaken by the School to show equivalency with U.S. standards and ACEJMC requirements is convincing.

**Overall evaluation (undergraduate program): COMPLIANCE**

**Professional master's program / Unit performance with regard to indicators:**

**(f) At least half of the required credit hours are in either professional skills or courses that integrate theory and skills appropriate to professional communication careers.**

Massey is the only university in New Zealand to offer a master's degree in journalism. University administrators characterize it as a "jewel" for the School and for Massey. Graduate students who study journalism may earn two degrees: The Postgraduate Diploma in Journalism and the Master of Journalism. All students who earn the master's must have completed the postgraduate degree and have qualified to enter the master's program.

The coursework is all contained in the year-long postgraduate diploma program. The five courses emphasize journalism skills, with appropriate theoretical grounding integrated into the classes. Students take them simultaneously. The courses are: Print News Journalism; Multimedia Journalism; Media Law, Ethics and Workplace Practice; and Research Methods in Journalism. Plus shorthand. Overwhelmingly, the emphasis is on professional skills development. All courses include learning outcomes related to critical thinking, and the media law and ethics course requires a theory-based journalism-issue oral presentation. The research methods course includes material designed to help students understand the historical and contemporary role of journalism in society.

Graduates said the program was critical in their ability to prepare for and secure jobs at newspapers, radio and television outlets across New Zealand, where a postgraduate degree is often required. They praised the combination of requirements, the access they had to faculty members, and the connections faculty members had to the news industries.

The shorthand does not count toward the degree. Graduates said they appreciated the shorthand training.

The six-month master's program is for qualified students who desire to move beyond the diploma coursework. The six-month extension involves the production of an in-depth, long-form journalism

project along with an academic paper that critically explores the theoretical, ethical and social issues dimensions of the project. Students work one-on-one with a faculty member through the project. School administrators said they plan to grow enrollment in the master's program.

**(g) Instruction and curricular requirements for professional master's students are more advanced and rigorous than for undergraduate students, including courses open to both undergraduate and graduate students.**

The graduate programs are offered only at one campus (Wellington). None of the classes for the postgraduate diploma overlap with those in the undergraduate majors, and the demands for skill development and demonstration of proficiency are significantly greater. Postgraduate students are required to write at least 40 stories for mainstream media outlets and complete an internship. They are also required to produce critical essays and presentations on topics in journalism.

**SUMMARY:** The curriculum for the postgraduate journalism degree is rigorous and professionally oriented, well-designed to prepare students for the world of work. The master's program is unique in that students who qualify and wish to pursue it spend six months doing a major investigative work as well as an academic reflection on the work.

**Overall evaluation (professional master's program): 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 detailed written diversity plan developed and implemented in concert with national cultural and legal traditions and requirements. These include the recognition of the Treaty of Waitangi and the State Sector Act guaranteeing protection of Māori customs and interests. The unit plan defines diversity as threefold: a range of demographic characteristics; special reference to culturally and economically marginalized groups; and a democratic and healthy workplace climate and culture. The diversity plan therefore incorporates the needs of Pacific Island people, women and other minority groups.

The plan has five major benchmarked and measured goals: diversity in curriculum and pedagogy; diversity in the student body; diversity among academic and professional staff; an inclusive and open School culture; and the promotion and communication of diversity. Each of the five goals is articulated in detail and linked to several specific objectives, all associated with benchmarks for regular assessment of progress. The School assesses progress toward meeting goals on a six-month basis and conducts a comprehensive review of the goals and objectives every second year at the faculty annual retreat.

**(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.**

In addition to addressing diversity issues in curriculum and instruction as elements of many courses, the unit has established required courses relating to mass communications across diverse cultures domestically and in global societies. Three such courses are structured with this emphasis. The core first-year course, Introduction to Cross-Cultural Communication, presents lectures raising awareness of differences and diversity across cultures. It centers on the importance of engaging with individuals with diverse cultural backgrounds and includes assessments of students applying cross-cultural theories in given social contexts. The Organizational Communication course, compulsory for the Communication Management major, also covers diversity in terms of the country's Human Rights Act. Students in two majors can also elect to take an upper-level undergraduate elective course on cross-cultural communication. Public relations majors must take Public Relations Practice in which students work with community groups reflecting a breadth of diversity in ethnicity, national origin, physical ability, gender and sexual orientation. In addition, International Case Studies in Public Relations focuses on the need of communications professionals to tailor their program-building to the different cultural settings of their audiences.

More generic courses such as Interpersonal Communication and Communication and Technological Change also address diversity issues. In demonstrating how the latter course meets ACEJMC values and competencies the unit emphasizes diversity internationally.

Students say that they are enriched intellectually and socially by the many discussions of diversity issues throughout the unit's curriculum and instruction.

**(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 pursues affirmative action recruitment programs available within the university to hire women, individuals with disabilities and Māori minority group representatives. Half the faculty is female. By ethnicity, combined totals of the faculty and professional staff are European (Caucasian) 33, Asian 12, Māori 2, and unspecified 2.

During the past three years, there were 12 full-time faculty openings with two female acceptances; one minority acceptance; and three international acceptances. Part-time faculty recruitment was more limited with only two openings and no females, minorities or international faculty acceptances.

To help achieve diversity in its faculty and professional staff, the School implements Massey University adherence to the New Zealand national government's "Appointment To Supernumerary Academic Positions Policy". This government co-funded program provides limited-tenure employment opportunities for prospective career academics from under-represented categories. It enables individuals to complete post-graduate qualifications at Massey University and gain experience in an academic role leading to an academic career. Currently these supernumerary positions within the School include four full-time faculty and two graduate students.

The School's recruitment of diverse faculty and professional staff is inhibited by what it calls a required "rare mix" – qualified candidates who are both familiar with journalism practice in New Zealand as well as possessing university qualifications and research experience. So, in pursuit of retention, the university supports professional development initiatives that promote and engage group representation for growth and leadership for women, people with disabilities, Māori and other minority groups. The Māori faculty member expressed support for the mentoring provided and is about to submit his Ph.D.

**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 enrollment by ethnic groups in 2015 is listed as: European (Caucasian) 70.9 percent, Māori 11.3 percent, Pacific Peoples 6.0 percent, Asian 6.3 percent, Middle Eastern/Latin/African 2.2 percent, and other 3.2 percent. This tracks generally with the area of service, which the School considers to be all of New Zealand.

The School confronts two concurrent challenges in its recruitment and retention of students from minority populations. It addresses both the cultural and economic inhibitors to development of a diverse

student body. Combined School/university outreach initiatives to high schools with high concentration of Pasifika and Māori students stress that a degree in communications can advance cross-cultural communications abilities. Too, addressing economically stressed parents, these outreach programs document the outstanding graduate employment rate and professional-level salaries. Successful graduates offer testimonials of such achievements. The Director of Stakeholder Engagement is charged with the School's overall student recruiting efforts and ensuring that diversity of the student body is adequately integrated into those efforts.

Retention of minority students centers on Māori in keeping with obligations under the Treaty of Waitangi. The School has modified its web presence and rituals to reflect its educational responsibilities under the treaty. It recently established and awarded five scholarships for Māori students. It is also attempting to recruit another Māori faculty member and is studying addition of more Māori-related curriculum options including a Māori Communications minor.

**(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.**

Massey University provides the School with resources to maintain a climate free of harassment and discrimination. It has a comprehensive Harassment and Discrimination at Work Policy and an associated Harassment and Discrimination Procedures. The university interfaces with the School on these issues with the Staff Engagement Survey instituted in 2013. The School itself has Harassment Officers on all three of its campuses. They provide a confidential resource for faculty, staff and students concerned about issues of discrimination, bullying and harassment.

**SUMMARY:** The School has a comprehensive plan for diversity and inclusiveness and implements it effectively. In addition to being responsive to gender, race, ethnicity and sexual orientation the unit is sensitive to the needs of people with disabilities and members of under-represented lower-income groups.

**Overall evaluation (undergraduate program): COMPLIANCE**

**Overall evaluation (professional master's program): COMPLIANCE**

Full School Faculty Population by Academic Status 2010 – 2015.

Year	Professors	Associate Professors	Lecturers/ Senior Lecturers
2010	3	1	33
2011	3	1	31
2012	1	2	34
2013	2	5	31
2014	2	5	31
2015	5	4	31

Full School Faculty (Academic) and Staff (Professional) Ethnicity in 2015.

Ethnicity	Academic	Professional
Māori	1	1
European	27	6
Asian	12	0
Unspecified	0	2

\*This table includes Marketing faculty who do not currently teach into the Marketing Communication major of the Bachelor of Communication, but who may in future teaching allocations

## **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.**

Performance expectations for academic staff members are presented and reinforced in three ways: through review of a required annual “performance development plan”; salary review and recommendation; and through the university’s promotion process.

The performance development plan process is the “primary mechanism” for confirming expectations of faculty members, according to the head of school. Each August all full-time faculty members complete a form that asks them to outline their achievements in teaching, research and service and to provide objectives for the following year. They are also asked to provide any student teaching evaluations they have solicited and to update a three-year research plan. These documents are reviewed by an associate head or head of school, who then meet with the faculty member and provide written comments.

The salary review, which happens on the anniversary of the hire date for faculty members, also reinforces expectations. Written requests for increases are endorsed by administrators to the pro vice-chancellor. Finally, the School’s written criteria for evaluating faculty members for promotion is outlined in a document that details expectations at each rank, the process for application, and review procedures. (This document may be compared to “Promotion and Tenure” guidelines in units at U.S. institutions.)

Faculty members in the School report that they understand the university’s expectations for their teaching, research and service and what they need to do if they hope to be promoted.

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

In 2016, the School has 42 full-time faculty members (36 of whom teach in programs under ACEJMC review) and four part-time faculty members. The head of school said that staffing is adequate for the School’s needs.

Full-time faculty members are required by university policy to coordinate and oversee all courses. However, part-time faculty members teach some course sections. Even so, the percentage of full-time faculty members who teach sections of core and required courses is high – at least 85 percent during each of the past three years.

**(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.**

Faculty members come from a variety of professional backgrounds and with scholarly expertise in relevant areas. According to the self-study, the School’s full-time faculty bring a combined 285 years of experience in the communications professions. The CVs of faculty members indicate that many have had significant roles in journalism and communication. For instance, faculty members bring work experience as web designers, public relations consultants, lobbyists, corporate communications and media relations managers, and magazine and newspaper reporters and editors.

Faculty members also stay current on trends in the professions through engagement and consulting with those in the professions. An evaluation of CVs indicates that faculty members participate in a wide variety of industry-related organizations and are occasionally involved in marketing, journalism or communication projects (consulting, writing, research or production).

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

Faculty members are required to use the university’s online course evaluation tool to solicit student input with each course they teach at least once every two years. The course evaluation tool, which contains both closed- and open-ended questions, can be customized. Faculty members report that they use the course evaluation tool more often than required so they can monitor student learning and improve their courses.

Faculty members in the School have been recognized at the college and university level for their teaching excellence. In the past five years, they have won 11 teaching awards at Massey, including awards for sustained teaching excellence at the university level and several awards from student organizations. The pro vice-chancellor characterized teaching as a strength of the School and said that faculty members win a disproportionately large number of college teaching awards.

Two faculty members won AEJMC’s First Prize in its “Great Ideas for Teachers” competition in 2013. Because of the university’s emphasis on research, it is not surprising that faculty members in the School have also published in scholarly journals about teaching-related topics such as ethics in the curriculum and encouraging critical thinking in the classroom.

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

The School is generally viewed positively across the university, according to the pro vice-chancellor and faculty members from other units. The School was characterized by those from programs as having a “constant drive to grow and expand and develop” programs and as “dynamic” and “entrepreneurial.”

**Overall evaluation (undergraduate program): COMPLIANCE**

**Professional master's program / Unit performance with regard to indicators:**

**(f) Faculty members teaching in the professional master's program meet the criteria for graduate instruction at that university.**

The university specifies no specific criteria for faculty members to teach at the graduate level, and neither does the college or School. (All but one faculty member in the School have a Ph.D., and the one who does not is scheduled to finish his doctorate by the end of the academic year.)

**(g) Graduate faculty teach the majority of professional master's courses.**

Full-time faculty members have taught the majority of graduate courses (excluding a required course in shorthand that does not count, in credits, toward the degree). For instance, in 2015, full-time faculty members taught 84 percent of all graduate courses.

**SUMMARY:** Expectations of faculty are clear. Its teaching performance is at a high level as measured by university awards. Faculty rank is different in New Zealand with junior faculty typically entering at the lecturer or senior lecturer level, from which they may advance to associate professor and professor.

**Overall evaluation (professional master's program): 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.**

Massey University supports the research of faculty members using a “Performance Based Research Fund” with support from the New Zealand government; the funds are also disbursed at the college and School level. Because research productivity is tied directly to funding, the emphasis on research productivity across the university, including in the School, is unambiguous. Funding supports research, travel and leave-time for research, including for both short and long periods. The head of school and faculty members confirmed that School support for research-related travel is adequate.

Faculty members are allotted time for research and professional activity through workload allocation, which provides that 40 percent of a full-time faculty member’s time be dedicated to these activities. The School asks faculty members to produce a three-year research plan that is updated and discussed as part of their overall professional development.

The university, college and School also reward research through various honors and awards. One example is a Research Translation Competition, which recognizes faculty members who are judged to most effectively translate their research findings to the professions at which they are aimed. In 2015, four of the finalists in the competition were from the School.

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

Massey, like other universities in New Zealand, does not adhere to a tenure system similar to that found in the United States. However, it does through its hiring and promotion practices make its expectation for research clear. The expectation is included in its position announcements, through statements such as “The successful candidates will exhibit an established record of, or a strong potential for, a program of research in communication that is innovative and has impact.” The expectation is also embedded in the evaluation of faculty candidates for promotion; all levels of promotion require demonstrated scholarly activity. The requirement that faculty members maintain a three-year research plan also helps clarify expectations around scholarly activity.

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

The university recently initiated a consultation process with faculty around a new 21<sup>st</sup>-century definition of scholarship, which aims to develop a wider definition of what scholarship means than is currently emphasized by the Performance Based Research Fund process. The head of school confirmed that faculty members have adequate leeway for research and scholarly activity that is appropriate to their specializations and experience, and an evaluation of the publications, research and professional activity by faculty members in the School indicates that this is the case. For instance, faculty members have

published in such well-recognized, peer-reviewed journals in the field as *Human Communication Research*, *Communication Theory*, *Communication Monographs*, and *Health Communication*. They have also published in more practice-oriented, teaching publications such as *Teaching Journalism & Mass Communication Journal* and *Journalism Education* and have presented their work at conferences and workshops that emphasize professional practices in journalism and in the pedagogy of journalism and mass communication. Many faculty members also write for and present to media-related organizations. Examples include commentaries published in *Contemporary Marketing Digest* and presentations at conferences on consumer research and marketing; articles and presentations for industry groups on public relations strategies and practices; workshops and articles on effective deployment of electronic newsletters and other communication practices by non-profit organizations; and freelance publication for a variety of outlets.

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

The School's strategic plan, which outlines its key values, makes the production of "world-class and production-relevant research" a key goal. Objectives under the goal include that faculty members "will publish their research regularly in well-regarded and professionally relevant outlets," including in peer-reviewed journals and other publications considered appropriate to the professions. Another objective in the *Matapono* calls for faculty members to present their research annually at conferences.

The School's objectives around research seem to be embraced by its faculty members, who are engaged in research aimed at making an impact in the communications fields. Faculty members are active in communicating their results through juried publications, trade/professional publications, and conferences, including those of Association for Education in Journalism and Mass Communication (AEJMC) and the International Communication Association (ICA). During the review period, faculty members collectively made 99 conference presentations and published seven authored or edited books, 46 book chapters and 135 refereed journal articles.

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

Research seminars, where faculty members present their current projects to their colleagues in the School, are a regular occurrence. These help encourage ongoing discussions among faculty members, collaboration on projects, and the kind of climate where intellectual curiosity and critical analysis are the norm.

**SUMMARY:** Research is both prolific and deeply embedded in the culture of the School and the university. The Performance Based Research Fund is a key element, but so is the buy-in by faculty of the importance of consistent and original research.

**Overall evaluation (undergraduate program, professional master's program): COMPLIANCE**

Scholarship, Research, Creative and Professional Activities  2010-2015	Total from Unit*	Individuals				Totals
		Full Professors (2)	Associate Professors (3)	Senior Lecturers/L ecturers (30)	Other Faculty* * (0)	
Awards and Honors	76	19	11	46		53
Grants Received Internal	21		4	17		21
Grants Received External	13	4	1	8		13
Textbooks, Sole- or Co-authored	3			4		4
Books Edited	6		1	5		3
Book Chapters	49	5	10	34		46
Articles in Refereed Journals	144	10	26	108		135
Refereed Conference Papers	96	4	24	68		90
Encyclopedia Entries	1			1		1
Book Reviews	4			4		4
Articles in Non-refereed Publications	12			12		12
Non-juried Creative Works	5			5		5
Other – Conference	105	2	15	88		99
Other – Oral Presentation	55	3	2	50		55
Other – Reports	15	3	4	8		10

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

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

## **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.**

At Massey, student advising is a formal shared-services centralized function at the university level. Massey course advisors advise students using the university calendar, program guide and courses website. Students say “everything you need is online.” Compliance with program requirements is monitored each year/semester that the student enrolls using the Student Management System. The process monitors the success rate of students every semester.

The School additionally employs one full-time and one part-time program support coordinator to assist students with program-specific queries and with meeting institutional requirements. The coordinator at the Palmerston North campus gets especially high marks from students. The coordinator helps with degree and coursework questions and leave the larger university enrollment questions to the centralized services.

Students report that counseling is readily available and though some said that the required minor in another school could “cause things to clash up” with required courses in overlapping time slots, the complaint didn’t seem widespread or systemic.

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

All faculty members are required to make themselves available to students for a minimum of three set office hours per week, which they do. Students report that additional appointments outside of those times are common. In addition, faculty interact with students online via discussion forums on the online learning support system, Stream (though in reality, direct email is the most often-used form of out-of-class communication). Lecturers in the School hold workshops in AdobeConnect that give distance students real-time access. All of this correspondence time is taken into account for workload considerations.

Students say that they feel that they can “talk anytime about anything” with the faculty. While the School sets a 48-hour turnaround time for the lecturer to respond to an email or other request/question, one student’s experience was affirmed multiple times: “It is normal for me to be emailing at midnight and just as normal to get a response right away. That means a lot.”

A consistent “open-door policy” and a feeling that the faculty is “always there for you and want you to do well” contributes to the positive sense of availability and accessibility.

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

See advising section above for the specific functions that keep students informed of their academic progress and standing. Additionally, the majors have Facebook pages and online newsletters, and the physical campus is replete with flyers and posters reminding students of opportunities.

**(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.**

Some School students are active in the university monthly magazine, *Massive*, which is independently operated by the university student association, funded by university External Relations, and advised by School faculty. Journalism faculty encourage undergraduate students pursuing the Journalism Studies major to submit articles to *Massive*. The past two editors of *Massive* were Journalism Studies majors. There is no more frequent or digital student publication. In one feature-writing class, students do publish – mostly in community newspapers around the country.

Students are also active in a group that provides both social and professional opportunities, Massey Association of Communication Students (MACS), a club that was jointly founded on the Albany and Wellington campuses. The club works to enhance both the personal and academic experiences of School students. In addition to hosting social get-togethers each semester, MACS brings two or three external speakers to campus each semester, including presentations by high profile people such as the chief safety officer of Air New Zealand, a human resources manager at Fairfax Media, the chief executive of the Public Relations Institute of New Zealand (PRiNZ), and the marketing manager for Radio Network. On each campus, faculty members in the School act as advisors to MACS student leaders.

The MACS student leadership works to promote the group on social media, posting relevant articles to the group's Facebook page. The MACS groups on different campuses have different goals and aspirations, but the leadership teams hope to expand the group's role, including holding more regular and more frequent social get-togethers. Students independently brought up MACS and talked about it as a great group for networking, and mentioned a new program that takes students out to meet the workforce, interfacing at newspapers, radio networks and other industry targets.

Students can also join the Massey College of Business student clubs, which include: Beta Alpha Psi; Investment Club; Business Students Group; and Social Innovation New Zealand.

“The student life is amazing,” said one student from the Wellington campus. “It’s like a big family. Everyone looks out for each other.”

**(e) The unit gathers, maintains and analyzes enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. Clear and accurate data are published on the accredited unit's website.**

Student data is available in Rapid (the university's data warehouse). Rapid is described as a powerful tool that provides enrollment data that can be drilled down and analyzed at program and major level. Information on enrollment, retention and graduation rates for the Public Relations, Journalism Studies, Marketing Communication and Communication Management majors in the Bachelor of Communication

degree and for the entire University from 2010-2015 can be accessed. Graduating Year Reviews also involve analysis of and recommendations about retention and graduation rates.

Data are published on the School's website: <http://www.massey.ac.nz/?a8ee72522o>. The School graduated 138 students in 2015 and shows about a 60 percent (from 59 percent to 62 percent) retention rate across the four majors.

**SUMMARY:** The School delivers on the hard and soft measures of the Student Services standard. The advising function is mostly centralized but the School augments that shared service with its own specialized analysts. Data is available and extensive, and communication of requirements and opportunities is plentiful. On the more qualitative side, the availability of the faculty to the students is a strength. Students feel supported and express enthusiasm for their ability to get what they need, when they need it, from their instructors. And the School has fostered a culture that grew its own student-run organization for Massey communications students – an organization that continues to grow membership and add programs and services.

**Overall evaluation (undergraduate program): COMPLIANCE**

**Professional master's program / Unit performance with regard to indicators:**

**(f) The unit has appropriate admissions and retention policies for the professional master's program. The enrollment, retention and graduation data are published on the unit's Website.**

The School outlines requirements to enter the postgraduate and master's programs on its website. Applicants for the postgraduate diploma must have completed an undergraduate degree (it does not need to be in journalism), detail their journalism experience, write an essay on why they wish to become a journalist, and furnish their academic transcript. They must also take a spelling and grammar test and a basic newswriting test and complete an interview. In 2015, the program enrolled 27 of 42 who applied.

Applicants to the Master of Journalism program must have an average of a B or higher in the postgraduate program courses. Another way to enter the master's program is to complete Massey's Postgraduate Diploma in Business and Administration (Communication) with an average of at least a B in all courses and to have at least three years' journalism experience. The master's program is much smaller than the Postgraduate Diploma; in 2015, just three students graduated with the degree.

Graduation data for 2015 are found on the School's website. Enrollment and retention data for the postgraduate diploma and master's program are not posted. School administrators said the retention rate for both programs is high.

**Overall evaluation (professional master's program): 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 pursues an equivalency of its resources, facilities and equipment across its complex three-campus system spanning almost the length of the New Zealand North Island. It confronts challenges related to the varied locations, academic offerings and enrollments of the campuses. The site team visited two of the School's campuses – at Manawatu (Palmerston North) and Wellington. Resources at the School's third campus, at Albany (a suburb of Auckland), were described in phone interviews and a video summary produced and presented during the site visit.

The unit's detailed annual budget refers to funds directly under its control. This budget has increased from \$5,915,257 in 2014 to \$6,577,400 in 2016 (NZ dollars). Much of the increase has been related to teaching salaries and, to a lesser degree, administrative salaries. Research expenditures, at a much lower level, have also grown appreciably.

The School's annual budget can be supplemented via annual university funding -- that is, contestable (competitive) mechanisms for units to increase their equipment and technology resources. A College Minor Capital fund is managed by the Massey Business School Pro Vice-Chancellor's Office for individual items costing between \$2,000-\$20,000. The University Capital Equipment program provides funding for individual items between \$20,000 and \$150,000. A third mechanism, for higher-level strategic resource initiatives more than \$150,000, is administered by the university senior leadership team. The School is the only unit of the college to increase its income from 2013 onward.

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

The School receives approximately 38 percent of its revenue in government funding. However, it contributes 58 percent of its revenue – the second highest rate in the university – to the university, thus constraining some long-term, strategic expenditures.

In relation to other Massey units, the School performs quite competitively in funding rounds within the college and the university financial support systems. For example, within the College Minor Capital funding, in 2012-2014 the School obtained well over half of the contestable funding for its teaching and support needs. In that resources at the three campuses differ somewhat, a School-wide Technology Advisory Group reporting to the head of school is charged with coordination to improve equivalency. The School is planning a more strategic implementation of the group's work and outcomes.

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

The School's priority in promoting effective scholarship, teaching and learning is to build relevant digital literacies for its students. Among its commitments are two full-time dedicated staff professionals who provide technical support in digital technology. Multimedia instruction is designed to give students technical skills expected in the industry. Hands-on work with video and audio production and post-production laboratories facilitate delivery of this instruction. At Manawatu and Wellington the School collaborates with the School of English and Media Studies (EMS) within the College of

Humanities and Social Services in sharing facilities and resources.

At Manawatu, the unit is centered in the multi-story Social Sciences Tower, a facility it shares with several other university units. The School uses one classroom in the building and classrooms in other buildings on campus. At Manawatu, the School has been upgrading facilities and teaching support equipment. It is now prioritizing a transition from significant reliance on English and Media Studies technical resources to having its own more easily accessible facilities.

The Wellington campus, in an urban setting, is creative in adapting to relatively limited space. In one of many examples, its small video studio is a flexible resource for a range of academic instruction and exercises. It is a component of a compact, newly opened Digital Media Production Village. In addition to the television studio, the “village” includes an audio sound booth for radio narration and voice-overs and a range of relevant equipment. It can be used by students independently or with staff technical support. Classes are taught in the Communication Lab, which has a digital video streaming system.

The School is addressing the need for additional resources at the Albany campus. A key need at Albany is an expanded media lab with video cameras for production work, dedicated computers for editing and multimedia applications. Some funding to address these needs is being sought from the college and the university.

**(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.**

The School’s equipment is supplemented by that of the School of English and Media Studies as well as facilities in its academic home in the College of Business. This coalition, the use of additional university facilities, and the variant needs at the three campuses make for a challenging management of resources. The School appears to be addressing the challenge; faculty and students report that they find these arrangements adequate for their needs.

At Manawatu, facilities and equipment reflect an emphasis on student preparation to meet industry needs such as familiarity with current information technology. In the Communication Teaching Laboratory, optimized for small group tutorial and lectures and interactive training, activities are recorded on up to three Panasonic AW-HE130 remote-control PTZ video cameras; the adjoining Multimedia Suite control room serves students and faculty as a video-editing suite with Apple Final Cut Pro 6/7X Adobe Premiere-Pre Pro CC, PhotoShop and Avid Media Composer software. Also at Manawatu: The Media Center facility, a multipurpose room for small group teaching and desktop video conference meetings and computer training. This space is also used for public relations students to meet and work with clients. A modest but sufficient equipment room is available to students for their temporary equipment needs.

The Wellington campus has several facilities for instruction in industry-grade communication operations. A video studio is equipped with 2 x HD XDCAM cameras, an iPad teleprompter, and 1 x MBox Pro mixer connected to its control room. Additional facilities at Wellington include a sound studio, media center, newsroom and media practice lab. At Albany, equipment available to students and faculty includes IMAX computers for post-production and “Whisper Room” technology to maximize voice-over quality.

University resources supplement those of the School and its EMS and Business college partners. For example, the university's "Rich Media Learning" project at Manawatu is testing a Sonic Foundry Mediasite that enables live and on-demand streaming of lectures, seminars and special events. The university also provides the School's students with dozens of lecture theatres, teaching rooms, computing labs and shared classrooms across the campus.

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

Faculty and students mainly use university facilities for information and research data. A well-equipped and recently updated university library at Manawatu is digitally available to on-campus and distance learning students. A supplemental reading room there contains volumes of communication periodicals and related research data.

**SUMMARY:** The School is progressing in its mission to increase equivalency in resources, facilities and equipment across its complex three-campus system in keeping with the varied needs of students and faculty at each location. Its assets are supplemented by shared facilities with other university units and the university itself.

**Overall evaluation (undergraduate program): COMPLIANCE**

**Overall evaluation (professional master's program): COMPLIANCE**

## PART II — Standard 8: Professional and Public Service

*The unit and its faculty advance journalism and mass communication professions and fulfill obligations to 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.**

An Advisory Board including industry representatives, faculty, alumni and a student representative advises on three of the School's Bachelor of Communication majors: Communication Management, Marketing Communication and Public Relations. A Journalism Advisory Board, also comprised of industry representatives, faculty, alumni and student representatives advises on the Graduate Journalism Program and the Journalism Studies major in the Bachelor of Communication. An interesting wrinkle for the Advisory Board is that it also advises on the entire structure of the Bachelor of Communication degree – which can be earned either with a major in the School and a minor in the College of Humanities and Social Sciences, or vice versa. Only the degree via one of four undergraduate majors in the School of Communication, Journalism and Marketing, based in the College of Business, is up for accreditation.

The functions of the Advisory Board for the Bachelor of Communication are:

- Advising on the overall strategy and direction of the School; curriculum development including professional and theoretical balance; currency of curriculum and instruction; responsiveness to professional needs; external image; and other questions of strategy and direction that may arise.
- Helping establish, develop and promote the School's position within networks of practice (including opportunities for internships, extracurricular student activities, faculty professional development).
- Acting as a sounding board for new ideas and developments in the School.
- Providing professional advice on the quality of student work; though the e-portfolio project has stalled, that will be a forum for such critiques.

The School has strong links to industry and academic associations that help to keep curriculum current and relevant. Multiple faculty serve in leadership roles and as members in numerous associations. CEOs and heads of departments from some of New Zealand's largest companies and government agencies regularly deliver guest lectures to students throughout many of the courses.

The School works to tie its curriculum to civic service. In 2014, the Organizational Communication course built its curriculum around a Palmerston North City Council case study. Students generated a report to improve communication at the Council. Council employees were regular guest speakers throughout the semester.

Internships are a further element in developing and maintaining relationships with industry and ensuring currency of the curriculum.

**(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.**

Faculty members are sought for their expertise giving interviews with major media outlets and providing consultation and advice to government departments and industry. Lecturers, each with differing expertise, routinely issue press releases on matters of public concern or interest, and are available for comment in all branches of the news media. One lecturer has assumed a quasi-regular role commenting on international news issues on a television news program. Faculty have played a prominent role in sitting on, and liaising with a watchdog body, the NZ Press Council.

Campus media are not operated by the School, but the School provides board members and fulfills an advisory and advocacy function. Faculty from the School have acted as judges and commentators on numerous news media awards, including New Zealand's prestigious Canon Media Awards (different categories), Community Newspaper Awards, ASPA Awards (student journalism) and others.

The school has organized and hosted national and international conferences, including with Red Cross (on war reporting); Center for Investigative Journalism (on investigative reporting, most recently in 2015); and JEANZ (Journalism Education Association of New Zealand, most recently in 2015). It also hosted the JEANZ 40th anniversary with a major conference. At some of these events, international speakers have been recruited, including from the United States and Australia. The School hosted the VIIIth International Congress on Public Relations and Advertising in Wellington in January 2016.

The School supports the Auckland University of Technology in its production of the *Pacific Journalism Review*, providing board members, research associates, and guest editorships.

**(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.**

All faculty in the School are members of national and international academic and professional associations. Here is a sampling:

*Active service on professional governing bodies such as:*

- Member of the Advisory Board for the Waitakere Learning College of New Zealand, advising on the Diploma of Communication Studies and communication components in other programs
- Member of the Project Operation Group for the China Food and Drug Administration Food Safety Scholarship Program
- Member of the New Zealand Center for Investigative Journalism

*Committee member, officer or chair of academic association including:*

- Member of the Business Chapter of the New Zealand China Research Center
- Member of the Research Network on Workplace and Organizational Discourse
- Research Associate of Victoria University of Wellington, School of Linguistics and Applied Language Studies 'Language in the Workplace' Research Project

- Outstanding M.A. thesis committee member, Communication and Aging Division, National Communication Association
- Member of the Northern Division Committee, Public Relations Institute of New Zealand

*Officer in a business/professional organization examples include:*

- University representative on Journalists Training Organization Council
- Judge for professional association competitions (Council of Public Relations Firms, Hong Kong)
- Research associate at the Auckland University of Technology-based Pacific Media Centre
- Executive of Speech Freedom of Kapiti Coast.

**(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.**

Faculty members are actively engaged in the community with contributions made nationally and internationally. Executive education programs including two courses for the Center for Public Health Research on developing media profiles, speech-writing courses for the New Zealand Ministry of Business, Innovation and Employment, and Te Haahi Ratana, a Māori religious organization, have been delivered by members of the faculty.

While there is quite a bit of activity in faculty service – both civic and educational, it is less programmatic than it is “ad hoc” as one faculty member put it.

Some of the public service activities include:

- Advisor to Asia NZ regarding grants to journalists
- Advisor to NZ Press Council in revising its principles to include internet media and blogs
- Mentor at Lightinglab Business Accelerator
- Judges for Canon Awards
- Judge for Community Newspaper Association Awards
- Judge for the Inaugural Australian and New Zealand Marketing Academy Layton Dissertation Award
- Certification and accreditation with external bodies includes: Maintaining professional certification with the Australian and New Zealand Marketing Academy, the New Zealand Marketing Association, Public Relations Institute of Australia, Public Relations Institute of New Zealand, New Zealand Institute of Directors and LEADR Association of Dispute Resolvers.

Other practice-oriented intellectual contributions include editor of an introductory textbook commissioned by the national Journalism Training Organization, a commissioned report for expert court evidence, consultant and narrator on KHF Media docu-drama and business mentoring.

In an unusual activity in service to the School, several faculty members participate in *Waiata*, which was described as a group of faculty who perform “merry singing” at various campus events.

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

Faculty members regularly fulfill speaking roles at the scholastic level – a recent example is a presentation to a conference of media studies teachers and local high schools. This service area is also referred to as more ad hoc than strategically planned, but two unit-level efforts are in flight, one to place

students as volunteers in high schools, and the other to increase systematic outreach to high schools and high school students.

In July 2015 the School played a part in a Massey one-day seminar for local schoolchildren showcasing communication. It also maintains a table at the university's annual open house for high schools in the Wellington region. The School also offers annual workshops for high school advisors relating to the curriculum offerings of the School.

Faculty members have worked with community newspapers' efforts to get high school students' work into the paper. There have also been a variety of one-off lectures to high school students, and some writing competitions for students 15 years and under.

**SUMMARY:** The School's faculty are active at every level of professional and public service. The School interfaces formally with alumni and professionals via an external Advisory Board and supports its faculty's participation in academic associations dedicated to the improvement of journalism and mass communications as academic disciplines – the list of appointments, committees, and positions of authority on these bodies was too long to include in total. While both scholastic and civic/professional service are vital parts of the faculty contributions, they are both more ad hoc than programmatic at the School level.

**Overall evaluation (undergraduate program): COMPLIANCE**

**Overall evaluation (professional master's program): 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’s assessment plan, drafted in 2012, maps learning outcomes to ACEJMC’s values and competencies and adheres to the core values of the School as listed in its *Matapano*. Assessment activities including a 2011 review of the Bachelor of Communication and 2013 graduating year reviews from PR and Marketing majors have informed the plan. Ongoing assessment activities using direct and indirect measures keep the plan sharp.

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

The plan states:

*The purpose of assessment in the School of Communication, Journalism and Marketing is threefold:*

- 1. To ensure that students are learning core values and competencies embedded in our curricula.*
- 2. To identify specific initiatives that the School can undertake to better embed these values and competencies.*
- 3. To assess the impact of initiatives designed to improve student learning.*

*The School is committed to the provision of a learning environment that nurtures and properly supports the diverse learning communities that constitute the School. It will ensure that assessment tasks and procedures are designed to be inclusive and do not disadvantage any group or individual. Thus, assessment activities in the School are designed to evolve and change over time so that they can properly respond to the complex three-campus environment in which the School operates. In turn, the assessment plan itself is a living document that both documents the history of our assessment activities as well as charts a course for future assessments.*

Direct assessment measures:

- Evaluation of student work as judged against the School’s core values, including assessments from professionals and including recommendations for curricular improvement.

The School’s direct assessment plan is a first for the college and a relatively new concept for higher education in New Zealand. From the self-study: The goals of the project are to provide the School with evidence-based feedback on the extent to which core values and competencies are appropriately embedded in communication and journalism curricula; to initiate projects that assess specific curricula in order to generate recommendations for review, action and continuous improvement; and to trace and assess how actions stemming from the recommendations proceed over time and are implemented.

The plan is to be managed on a regular basis by a faculty member. The plan began in 2014-15 with an assessment of all four majors by the faculty. Journalism and communication professionals were added in 2015 for assessment of student work and evaluation against the *Matapano*.

- Evaluation of internships. Data from employer evaluations has been used since 2011 to make sure the internships align with curriculum. Since 2013, the School's ACEJMC committee also has monitored the evaluations.

In addition, an e-portfolio project, initially planned for 2015, will be implemented next academic year. It was postponed in favor of the direct assessment project mentioned above and by the search for an appropriate digital platform. Professionals will be involved in the portfolio evaluation.

Indirect measures:

- Pre- and post-testing. Originally conceived as a direct measure, this rubric-based test has shifted to indirect because of the subjective nature of student evaluations of what they have learned. The test is designed to assess first-, second- and final-year students in their "awareness, understanding and application" in journalism and mass communication. Students generally report favorable reactions to the skills learned and the structure of the degree program. This was another place where the need for more on social media in the curriculum was called out.
- Exit interviews of students as they near graduation. Two cycles have been conducted, assessing quality of learning experience, perceptions of the relevancy of their education, and seeking suggestions for improvement.
- Advice from industry professionals on a Bachelor of Communication Advisory Committee.
- Student evaluations of teaching

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

A sampling of changes made as a result of assessment, as cited in the self-study:

- Establishment of internship programs across all majors.
- Introduction of Principles of Marketing as a core class to address numeracy issues and to introduce students to marketing's role in communication.
- Reworking the sequencing of PR classes and making Public Relations Practice a pre-requisite for Public Relations.
- Increasing the professional emphasis in the Communications Management major by adding core classes and a capstone assignment in Organizational Communication class.
- Making the final assignment in Feature Writing and Freelancing a capstone assignment.

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

Alumni serve on an Industry Liaison Committee that meets twice annually to assess and review the program and make recommendations for change and improvement.

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

Industry professionals are involved in a range of assessment activities. Three worked on the Direct Assessment project. Internship evaluation is a key part of assessment.

**SUMMARY:** Assessment is part of the culture at the School and includes a set of direct and indirect measures that are being used to consistently upgrade the quality of the education students are receiving.

**Overall evaluation (undergraduate program): COMPLIANCE**

**Professional master's program / 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.**

As with the undergraduate program, learning goals and outcomes are carefully and completely mapped to the ACEJMC values and competencies.

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

From the assessment plan:

The purpose of the assessment policy of the Graduate Journalism Program is to provide a framework for the design of grading, detail how and by whom grading and feedback occur within a course, and how grading-related tasks relate to course and program-intended learning outcomes. Assessment, for the purposes of this policy, is an evaluation of the performance of a cohort of students as a whole; it is concerned, for example, with whether a graduating cohort as a whole has achieved sufficient mastery of each of ACEJMC's professional values and competencies, and whether any changes in curriculum and instruction overcame weaknesses revealed by the previous assessment. The program is committed to the provision of an environment which encourages and properly supports a diverse learning community. The program will continue to ensure that graded assignments and procedures are designed to be inclusive and do not disadvantage any group or individual. Other principles include:

- Assignments are designed to provide students with the opportunity to develop aptitudes for, and be assessed on, learning outcomes that have been defined for the program they are undertaking, aligned with ACEJMC's 13 values and competencies, and the additional Master's-level competency.
- A variety of assignment measures are used, and innovation in the tools and techniques of measuring student achievement is designed to enhance the student learning experience, and ensure a better match with subject and discipline benchmarks.

- Course design reflects a commitment to aiding further learning through providing formative feedback on performance to facilitate the development of students as self-regulated learners.
- Students have access to and are made fully aware of university policy and what constitutes academic misconduct and the consequences associated with it.
- The scheduling of assignments and the amount of assessed work required will be manageable and provide a reliable and valid profile of achievement without overloading faculty or students.

Direct measures:

- Pre & Post tests: Prospective students are tested for “awareness, understanding and application” in journalism and mass communication. This test takes the form of a pre-selection interview by a journalism lecturer and an industry representative, testing knowledge of journalism, and an aptitude for it, based on a standardized questionnaire. This is supplemented by a language proficiency test, and a journalism writing test that measures ability in media writing, news judgment, and democratic culture. These tests are an admission requirement. At program end, students’ journalistic competence is assessed by their compliance with industry standards. These include: production of a substantial portfolio of journalism published in credible mainstream news media (student media is not acceptable), satisfactory reports from workplace internship supervisors, attainment of at least 80 wpm shorthand skills, and satisfactory grades.
- Journalism Assessment Review: The committee meets every year in November for a formal review of the program. This review takes into account student performance as measured by grades and course averages, the quality and range of publications by students, feedback received from student surveys, recommendations for curricular change from the independent experts’ panel and from the industry liaison committee, and any other advice received from student work placement supervisors or other relevant sources. It then revises the next year’s program in the light of feedback received.

Indirect measures:

- Industry liaison review: The committee is composed of faculty, student and industry representatives, and meets twice a year to make sure the program is continuing to meet the needs of industry and students. The members of the committee include alumni and students.
- Assessment by independent experts’ panels, Competenz and the Capstone Measure Assessment. Along with all other New Zealand journalism schools, the graduate program is subject to assessment by the journalism industry training body, Competenz.

Each year, each school submits examples of student work to Competenz in two subject areas, together with the curriculum for those subjects. These examples include ungraded work – i.e. the first drafts sent through by students, plus the comments that were sent back by lecturers. A panel of industry representatives, with some journalism educators from all schools, then assess each school’s curriculum, and student performance, against knowledge and competency criteria (as outlined by both ACEJMC and Competenz). Massey is an active participant in this process, providing faculty to help assess other journalism schools, as well as submitting its own student work.

The School also has its own Capstone Measure Assessment Committee, which assesses the long-form piece of investigative journalism and essay about the investigation required of master's students. The committee is made up of a faculty member not teaching the course and two industry practitioners of investigative journalism. This committee met in 2015 to assess the student work and changes resulted. For example, students were giving more leeway on timing of submission of their long-form piece.

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

As mentioned, the School uses two independent outside assessments. Here's more background on Competenz. It is the result of the merger of training organizations over the years that were created with government and industry support to provide training and accreditation of journalism programs. Schools that participate must implement recommendations from Competenz to receive its accreditation. While participation is not mandatory, all the New Zealand university journalism-related enterprises do so for competitive reasons. While there is government funding behind Competenz, School officials assure there is no hidden agenda nor fear of encroachment into journalistic decision-making by the government. (By the way, the shorthand education requirement in the School comes from Competenz and its predecessors and is generally still embraced in New Zealand as an efficient and effective note-taking technique, even in the digital age.)

From the self-study: Competenz makes specific suggestions for change where necessary. For example, in 2013 the panel said more demanding work should be included in the assignments, so a local government exercise as part of the students' newsgathering module was added. As another example, Competenz's 2014 assessment of the photography module noted that grading did include giving students simple general feedback on their work, but "more specific and detailed feedback on each of the categories would be helpful." In light of that, in 2015 a specific, rigorous feedback rubric using quantified grading of each category of the student's photographic work was introduced. In grading the technical quality of each student's work, students now get quantified feedback on the quality of the photos' exposure, focus, framing, lens angle, composition, use of background and props, and news angles, as well as how the photos reflect the news values in the story, complement the accompanying stories, and the level of difficulty the student encountered obtaining the shots. Grading of each student's photographic slideshow now includes quantified feedback on how well the slideshow portrays its theme, reflects sound news sense and flows from one photo to the next. Audio commentary grading that accompanies each student's slideshow now includes quantified feedback on how well the audio has been edited and how well the commentary adds information and context to the photos.

In 2014, the School's Journalism Assessment Review Committee assessed student performance in writing beat stories and made changes to courses for 2015. In 2015, student performance in covering local government was assessed, based on ungraded stories, and a gap in their knowledge of ACEJMC value and competency 8 ("Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve") was identified. The course was modified for 2016, specifying that students must produce one story demonstrating accurate coverage of a meeting and one demonstrating coverage of a local government issue as it applies to their beat.

The self-study notes that in 2014 the student representatives in the Industry Liaison review asked that the diversity module include a greater Māori component and this was done in 2015. Also in

2014 the student representatives asked that more time be spent on news photography, and extra sessions were scheduled for that year and subsequent years. Likewise, in 2013 the industry members of the committee recommended an increase in the amount of time spent teaching digital media on the course, which was implemented. In 2014, the School worked with the industry members of the committee to ensure each student had an appropriately sized geographical area in Wellington in which to search for stories for publication.

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

As noted above, alumni serve in assessment panels for the graduate program.

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

Outside investigative journalists serve on the Capstone Assessment Committee mentioned above.

**SUMMARY:** Assessment is equally an important part of the postgraduate and master of journalism program at the School. While the latter is relatively new, assessment will be a regular feature in improving the program.

**Overall evaluation (professional master's program): COMPLIANCE**

**PART III: Summary by site visit team  
of the undergraduate program**

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

STRENGTHS:

- Strong support from university leadership and the college in which it is based.
- Financial support from the government remains significant (especially by contemporary U.S. standards).
- Strong internal leadership from head of school who leads well the three campus operations and has strong support from his faculty.
- Faculty highly regarded for teaching and with a prodigious research record that continues to improve.
- Makes the most of its unusual home in the Business college to build marketing expertise, create unusual academic partnerships and broaden the potential student experience.
- Dedicated student body that is especially distinguished by significant population of “extramural” or distance students working to get their college educations.
- A commitment to assessment and constant improvement of the curriculum.

WEAKNESSES:

- Other than a monthly print magazine, there is a lack of student media and need for more creative and current outlets for student work.
- “Equivalency” across the three campuses remains a work in progress, especially in terms of equipment, and requires ongoing effort for the School and three campuses.
- New Zealand’s dedication to multiculturalism and embrace of its Māori culture is inspirational. But more Māori faculty and students must be recruited.

**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 that 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. N/A**

**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 extremely well-done. It was thorough, clear and captured the complexities of Massey's three-campus situation. It reflected the hard work and preparation that went into it.

**PART III: Summary by site visit team  
(Professional master's program)**

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

STRENGTHS:

- Strong connections established with industry.
- Curriculum that prepares students for New Zealand newsrooms.
- Well-designed program that leads logically from a postgraduate degree to Master of Journalism, the nation's first.
- Outstanding faculty based on Wellington campus committed to the new program.

WEAKNESSES:

- Students say more social media training for the professions is needed.
- More digital media production experience needed in the curriculum.

**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 that recommendation. N/A**

**6) If the unit's professional master's program was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. N/A**