SELF-STUDY REPORT
for Accreditation in Journalism & Mass Communications

2015-2016

IOWA STATE UNIVERSITY
Greenlee School of Journalism and Communication
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SELF-STUDY REPORT
for Accreditation in Journalism & Mass Communications

Undergraduate site visit during 2015-2016

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

Name of Institution: Iowa State University of Science and Technology

Name of Journalism / Mass Communication Unit Address:
Greenlee School of Journalism and Communication
101 Hamilton Hall
Ames, Iowa 50011

Date of Scheduled Accrediting Visit: October 25 -28, 2015

Journalism administrator: Michael Bugeja, Director

Administrator to whom journalism administrator reports:
Beate Schmittmann, Dean
College of Liberal Arts and Sciences
General Information
Iowa State University is to, “create, share, and apply knowledge to make Iowa and the world a better place.

We must prepare the leaders of our nation and the world. To make the world a better place, Iowa State will call upon its great strengths in student-centered education, global collaboration, and transformational basic and applied research. Iowa State will lead in developing more sustainable ways to produce and deliver safe and nutritious food, water, materials, and energy; integrate the protection of plant, animal, and human health; and care for our environment. We will design tools and infrastructure that will create entrepreneurial opportunities. The major changes sweeping the world are creating extraordinary opportunities for Iowa State to capitalize on its land-grant mission and be at the forefront in addressing our common, global challenges.”

Iowa State University Mission, The Iowa State University Strategic Plan 2010-2015
**Name of Institution:** Iowa State University

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

**Year of Visit:** 2015

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

   ___ Middle States Association of Colleges and Schools
   ___ New England Association of Schools and Colleges
   __ North Central Association of Colleges and School
   ___ Northwest Association of Schools and Colleges
   ___ Southern Association of Colleges and Schools
   ___ Western Association of Schools and Colleges

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

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

   ___ Private
   __ Public
   ___ Other (specify)

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

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

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

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

   __ Yes

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

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

   The unit has been continuously accredited (re-accredited) since 1948.
6. Attach a copy of the unit’s mission statement. Give date of adoption and/or last revision.

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

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

The activities of the school reflect the university’s commitment to excellence in teaching, research, creativity, professional practice and extension, and the university’s recognition of the importance of service.

The mission statement was adopted in 2003 and last revised in 2015 for the school’s 2015-2020 strategic plan.

7. What are the type and length of terms?

Semesters of 16 weeks
Summer sessions of 4, 6, or 8 weeks

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

- Bachelor’s degree
- Master’s degree
- Ph.D. degree

9. List the specific degrees being reviewed by ACEJMC. *Indicate online degrees.

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

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

The university requires 120 semester hours for an undergraduate degree.
11. **Give the number of credit hours students may earn for internship experience. Specify semester-hour or quarter-hour credit.**

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

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

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

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

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

Reported annually, 34,732 students as of fall 2014. Fall 2014 marks the sixth year of record enrollment and the eighth consecutive year of growth at Iowa State.

Previous years reported on the Iowa State University fact page [http://www.ir.iastate.edu/FBArchive.html](http://www.ir.iastate.edu/FBArchive.html).

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

### Spring 2015 Enrollment by Major

<table>
<thead>
<tr>
<th>Major</th>
<th>Primary</th>
<th>Secondary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>215</td>
<td>13</td>
<td>228</td>
</tr>
<tr>
<td>Journalism and Mass Communication</td>
<td>314</td>
<td>29</td>
<td>343</td>
</tr>
<tr>
<td>Public Relations</td>
<td>202</td>
<td>25</td>
<td>227</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>731</strong></td>
<td><strong>67</strong></td>
<td><strong>798</strong></td>
</tr>
</tbody>
</table>

Reported enrollment is based on the 10th instructional day of the spring 2015 semester.

### Preliminary Fall 2015 Enrollment by Major*

<table>
<thead>
<tr>
<th>Major</th>
<th>Primary</th>
<th>Secondary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>235</td>
<td>12</td>
<td>247</td>
</tr>
<tr>
<td>Journalism and Mass Communication</td>
<td>348</td>
<td>24</td>
<td>372</td>
</tr>
<tr>
<td>Public Relations</td>
<td>275</td>
<td>28</td>
<td>303</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>858</strong></td>
<td><strong>64</strong></td>
<td><strong>922</strong></td>
</tr>
</tbody>
</table>

*Official university enrollment figures are available on the 10th instructional day of the fall 2015 semester.
15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary. Include a separate list for online courses. Include a separate list for online skills courses, which also must meet the 20-1 ratio.

<table>
<thead>
<tr>
<th>Skills Course</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course number and title</strong></td>
<td><strong>Section</strong></td>
</tr>
<tr>
<td>JL MC 201: Reporting and Writing for Mass Media</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td>JL MC 202: Intermediate Reporting and Writing for the Mass Media</td>
<td>1</td>
</tr>
<tr>
<td>JL MC 206: Reporting and Writing for the Electronic Media</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>JL MC 306: Electronic Media Production</td>
<td>1</td>
</tr>
<tr>
<td>JL MC 307x: Digital Video Production</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>JL MC 309x: TV News Production</td>
<td>1</td>
</tr>
<tr>
<td>JL MC 310: Fundamentals of Photojournalism</td>
<td>1</td>
</tr>
<tr>
<td>JL MC 312: Advanced Techniques in Photojournalism</td>
<td>1</td>
</tr>
<tr>
<td>JL MC 315: Multimedia Production</td>
<td>1</td>
</tr>
<tr>
<td>JL MC 316: Introduction to Digital Publishing</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td>JL MC 317: Publishing for Mobile Devices</td>
<td>1</td>
</tr>
<tr>
<td>JL MC 344: Feature Writing</td>
<td>1</td>
</tr>
</tbody>
</table>
**Skills Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Spring 2015</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>JL MC 346: Public Affairs Reporting</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>JL MC 347: Science Communication*</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>JL MC 349: Print Media Editing</td>
<td>1</td>
<td>fall only</td>
</tr>
<tr>
<td>JL MC 390: Variable topic, specialty writing: fashion, editorial</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>ADVRT 334: Advertising Creativity</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>ADVRT 336: Advertising Account Management</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>P R 321: Public Relations Reporting</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>

*Dual-listed with graduate course

16. **Total expenditures planned by the unit for the 2015 – 2016 academic year:**

Percentage increase or decrease in three years:
- 2015 – 2016: $2,717,475; a 10.3% increase over FY 2014–2015
- 2014 – 2015: $2,463,628; a 10.6% increase over FY 2013–2014
- 2013 – 2014: $2,226,679; a 8.6% decrease over FY 2012–2013

Amount expected to be spent this year on full-time faculty salaries:
- 2015 – 2016: $1,414,485
- 2014 – 2015: $1,418,462

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

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

**2014-15 Academic Year**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phased retirement, no courses taught in spring 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric Abbott</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>Jeff Ames</td>
<td>Lecturer</td>
<td></td>
</tr>
<tr>
<td>Sherry Berghefer</td>
<td>Lecturer</td>
<td></td>
</tr>
<tr>
<td>Jan Lauren Boyles</td>
<td>Assistant Professor</td>
<td></td>
</tr>
<tr>
<td>Michael Bugeja</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>Dennis Chamberlin</td>
<td>Associate Professor</td>
<td></td>
</tr>
<tr>
<td>Raluca Cozma</td>
<td>Assistant Professor*</td>
<td></td>
</tr>
<tr>
<td>Michael Dahlstrom</td>
<td>Associate Professor</td>
<td></td>
</tr>
<tr>
<td>Daniela Dimitrova</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>Joel Geske</td>
<td>Associate Professor</td>
<td></td>
</tr>
</tbody>
</table>
### Part One | General Information

#### Fall 2015
- Gavin Aronsen: Graduate Teaching Assistant
- Diane Bugeja: Senior Lecturer
- Beth Haag: Lecturer
- Catherine Huggins: Lecturer
- Pauli Mayfield: Graduate Teaching Assistant
- Bret Voorhees: Lecturer

#### Spring 2015
- Brooke Benschoter: Lecturer
- Diane Bugeja: Senior Lecturer
- Andrea Dominick: Lecturer
- Beth Haag: Lecturer
- Michael Irwin: Lecturer
- Loran Lewis: Lecturer
- Pauli Mayfield: Graduate Teaching Assistant
- Michael Morian: Lecturer
- Lisa Munger-Oakes: Lecturer
- Rachel Murdock: Graduate Teaching Assistant
- Kathie Obradovich: Lecturer
- Akshaya Vijayalakshmi: Graduate Teaching Assistant
- Bret Voorhees: Lecturer

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*Faculty Professional Development Assignment (FPDA), no courses taught in spring 15.*

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### 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.

#### Fall 2015
- Deb Gibson: Senior Lecturer
- Gang Han: Assistant Professor
- Su Jung Kim: Assistant Professor
- Suman Lee: Associate Professor
- Tracy Lucht: Assistant Professor
- Jay Newell: Associate Professor
- Andrew Pritchard: Assistant Professor
- John Thomas: Lecturer
- Michael Wigton: Lecturer
- Erin Wilgenbusch: Senior Lecturer
- Brenda Witherspoon: Lecturer

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*Granted tenure and promotion to associate professor, effective August 2015.*
19. Schools on the semester system: For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.

TOTAL GRADUATES: 130
NUMBER: 130
PERCENT: 100%

TOTAL GRADUATES: 148
NUMBER: 148
PERCENT: 100%

*Official summer 2015 figures are not reported by the university until November 2015. As only preliminary figures are available, data on spring 2015 graduates is omitted. Preliminary figures for summer 2015 graduates are available in the workroom.
Supplementary Information
Give the number of students by class (year in school) in each of these programs at the end of the 2014 – 2015 academic year. Show the number of undergraduate degrees conferred during academic year 2014 – 2015. Please include all semesters or quarters.

**Table 1. Students**

<table>
<thead>
<tr>
<th>Undergraduate programs of study</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Total Students</th>
<th>Bachelor’s Degrees Conferred 2014-15¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>12</td>
<td>54</td>
<td>76</td>
<td>86</td>
<td>228</td>
<td>47</td>
</tr>
<tr>
<td>Journalism and mass communication</td>
<td>43</td>
<td>80</td>
<td>95</td>
<td>125</td>
<td>343</td>
<td>67</td>
</tr>
<tr>
<td>Public Relations</td>
<td>28</td>
<td>62</td>
<td>81</td>
<td>56</td>
<td>227</td>
<td>16</td>
</tr>
<tr>
<td>Total Students</td>
<td>83</td>
<td>196</td>
<td>252</td>
<td>267</td>
<td>798¹</td>
<td>130</td>
</tr>
</tbody>
</table>

¹Total students is based on the 10th instructional day numbers reported by the university for the spring 2015 semester.
²Includes fall 2014 and spring 2015 graduates. Summer 2015 graduates are not reported by the university until Nov. 2015.

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

**Table 2. Full-Time Faculty**

<table>
<thead>
<tr>
<th>Unit Administrator</th>
<th>Years full-time professional experience</th>
<th>Years full-time college teaching</th>
<th>Years on this faculty</th>
<th>Years at present rank</th>
<th>Tenured (y/n)</th>
<th>Credit hours taught per semester</th>
<th>Percentage of time teaching / research / service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Bugeja¹</td>
<td>6</td>
<td>34</td>
<td>12</td>
<td>29</td>
<td>Y</td>
<td>0</td>
<td>15 / 15 / 70⁶</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professors</th>
<th>Years full-time professional experience</th>
<th>Years full-time college teaching</th>
<th>Years on this faculty</th>
<th>Tenured (y/n)</th>
<th>Credit hours taught per semester</th>
<th>Percentage of time teaching / research / service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric Abbott¹</td>
<td>2</td>
<td>41</td>
<td>41</td>
<td>28</td>
<td>Y</td>
<td>0 / 10 / 90</td>
</tr>
<tr>
<td>Daniela Dimitrova¹</td>
<td>2</td>
<td>11</td>
<td>11</td>
<td>1</td>
<td>Y</td>
<td>30 / 30 / 40⁵</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Associate Professors</th>
<th>Years full-time professional experience</th>
<th>Years full-time college teaching</th>
<th>Tenured (y/n)</th>
<th>Credit hours taught per semester</th>
<th>Percentage of time teaching / research / service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dennis Chamberlin¹</td>
<td>20</td>
<td>12</td>
<td>10</td>
<td>4</td>
<td>3 / 65 / 15 / 20⁶</td>
</tr>
<tr>
<td>Michael Dahlstrom</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>6 / 40 / 40 / 20</td>
</tr>
<tr>
<td>Joel Geske¹</td>
<td>10</td>
<td>27</td>
<td>27</td>
<td>21</td>
<td>3 / 25 / 5 / 70⁵</td>
</tr>
<tr>
<td>Suman Lee²</td>
<td>6</td>
<td>11</td>
<td>11</td>
<td>5</td>
<td>0 / 45 / 45 / 10</td>
</tr>
<tr>
<td>Jay Newell</td>
<td>20</td>
<td>12</td>
<td>12</td>
<td>6</td>
<td>6 / 50 / 40 / 10</td>
</tr>
</tbody>
</table>
### Assistant Professors

<table>
<thead>
<tr>
<th>Name</th>
<th>Years full-time professional experience</th>
<th>Years full-time college teaching</th>
<th>Years on this faculty</th>
<th>Years at present rank</th>
<th>Tenured (y/n)</th>
<th>Credit hours taught per semester</th>
<th>Percentage of time teaching / research / service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan Lauren Boyles</td>
<td>15</td>
<td>10</td>
<td>**</td>
<td>**</td>
<td>N</td>
<td>4</td>
<td>30 / 40 / 30</td>
</tr>
<tr>
<td>Raluca Cozma</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>N</td>
<td>6</td>
<td>35 / 30 / 35</td>
</tr>
<tr>
<td>Gang Han</td>
<td>10</td>
<td>12</td>
<td>6</td>
<td>6</td>
<td>N</td>
<td>6</td>
<td>40 / 40 / 20</td>
</tr>
<tr>
<td>Su Jung Kim</td>
<td>3.5</td>
<td>7</td>
<td>**</td>
<td>**</td>
<td>N</td>
<td>6</td>
<td>45 / 35 / 20</td>
</tr>
<tr>
<td>Tracy Lucht</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>N</td>
<td>6</td>
<td>45 / 35 / 20</td>
</tr>
<tr>
<td>Andrew Pritchard</td>
<td>6</td>
<td>1</td>
<td>**</td>
<td>**</td>
<td>N</td>
<td>6</td>
<td>50 / 45 / 5</td>
</tr>
</tbody>
</table>

** Joined faculty in August 2014

1 Administrative responsibilities in unit: director, associate director, director of undergraduate and director of graduate education

2 Faculty Professional Development Assignment (FPDA) leave spring 2015

3 Full-time appointment began in fall 2013

4 Phased retirement began in fall 2013

5 Service and administration combined

6 Service, administration and outreach combined

7 Approved for promotion and tenure to associate professor, effective August 2015

### Senior Lecturers

<table>
<thead>
<tr>
<th>Name</th>
<th>Years full-time professional experience</th>
<th>Years full-time college teaching</th>
<th>Years on this faculty</th>
<th>Years at present rank</th>
<th>Tenured (y/n)</th>
<th>Credit hours taught per semester</th>
<th>Percentage of time teaching / research / service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erin Wilgenbusch</td>
<td>10</td>
<td>13</td>
<td>13</td>
<td>7</td>
<td>N</td>
<td>9</td>
<td>100 / 0 / 0</td>
</tr>
<tr>
<td>Deb Gibson</td>
<td>33.5</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>N</td>
<td>12</td>
<td>100 / 0 / 0</td>
</tr>
</tbody>
</table>

### Lecturers

<table>
<thead>
<tr>
<th>Name</th>
<th>Years full-time professional experience</th>
<th>Years full-time college teaching</th>
<th>Years on this faculty</th>
<th>Years at present rank</th>
<th>Tenured (y/n)</th>
<th>Credit hours taught per semester</th>
<th>Percentage of time teaching / research / service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeff Ames</td>
<td>38</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>N</td>
<td>12</td>
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<tr>
<td>Sherry Berghefer</td>
<td>11</td>
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<td>5</td>
<td>5</td>
<td>N</td>
<td>12</td>
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<tr>
<td>John Thomas</td>
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<td>Michael Wigton</td>
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<tr>
<td>Brenda Witherspoon</td>
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<td>12</td>
<td>12</td>
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<td>12</td>
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</tbody>
</table>

** Joined faculty in August 2014

1 Administrative responsibilities in unit: director, associate director, director of undergraduate and director of graduate education

2 Faculty Professional Development Assignment (FPDA) leave spring 2015

3 Full-time appointment began in fall 2013

4 Phased retirement began in fall 2013

5 Service and administration combined

6 Service, administration and outreach combined

7 Approved for promotion and tenure to associate professor, effective August 2015

List names of part-time faculty paid from journalism and mass communications funds and provide requested information. List should include personnel, including laboratory instructors and teaching assistants, who taught any regular course during the year preceding the accreditation visit. Present the names in groups by semester or quarter. Put an X under the appropriate teaching responsibility.

### Table 3. Part-Time Faculty

#### Fall 2014

<table>
<thead>
<tr>
<th>Name</th>
<th>Years full-time professional experience</th>
<th>Years teaching experience</th>
<th>Highest earned degree</th>
<th>Working toward degree (%)</th>
<th>Credit hours teaching this semester</th>
<th>Teaching Responsibilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diane Bugeja</td>
<td>3</td>
<td>22</td>
<td>MS</td>
<td>N</td>
<td>N</td>
<td>X</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In charge of course, Lectures, Assists in lab</td>
</tr>
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### Fall 2014

<table>
<thead>
<tr>
<th>Name</th>
<th>Years full-time professional experience</th>
<th>Years teaching experience</th>
<th>Highest earned degree</th>
<th>Now working as a full-time prof. (y/n)</th>
<th>Working toward degree (y/n)</th>
<th>Credit hours teaching this semester</th>
<th>In charge of course</th>
<th>Lectures</th>
<th>Assists in lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beth Haag</td>
<td>13</td>
<td>10</td>
<td>MA</td>
<td>N</td>
<td>N</td>
<td>6</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Irwin</td>
<td>12</td>
<td>3</td>
<td>MS</td>
<td>Y</td>
<td>N</td>
<td>3</td>
<td>X</td>
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<td></td>
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<tr>
<td>Loran Lewis</td>
<td>15</td>
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<td>PhD</td>
<td>N</td>
<td>N</td>
<td>9</td>
<td>X</td>
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<td></td>
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<tr>
<td>Michael Morain</td>
<td>12</td>
<td>2</td>
<td>MS</td>
<td>Y</td>
<td>N</td>
<td>3</td>
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<td></td>
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<tr>
<td>Lisa Munger-Oakes</td>
<td>13</td>
<td>5</td>
<td>MA</td>
<td>N</td>
<td>N</td>
<td>9</td>
<td>X</td>
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<td></td>
</tr>
<tr>
<td>Bret Voorhees</td>
<td>35</td>
<td>13</td>
<td>MBA</td>
<td>N</td>
<td>N</td>
<td>6</td>
<td>X</td>
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### Spring 2015

<table>
<thead>
<tr>
<th>Name</th>
<th>Years full-time professional experience</th>
<th>Years teaching experience</th>
<th>Highest earned degree</th>
<th>Now working as a full-time prof. (y/n)</th>
<th>Working toward degree (y/n)</th>
<th>Credit hours teaching this semester</th>
<th>In charge of course</th>
<th>Lectures</th>
<th>Assists in lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooke Benschoter</td>
<td>35</td>
<td>2</td>
<td>MS</td>
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<td>N</td>
<td>3</td>
<td>X</td>
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<td></td>
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<tr>
<td>Diane Bugeja</td>
<td>3</td>
<td>22</td>
<td>MS</td>
<td>N</td>
<td>N</td>
<td>6</td>
<td>X</td>
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<td></td>
</tr>
<tr>
<td>Andrea Dominick</td>
<td>13</td>
<td>6</td>
<td>MA</td>
<td>Y</td>
<td>N</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beth Haag</td>
<td>13</td>
<td>10</td>
<td>MA</td>
<td>N</td>
<td>N</td>
<td>6</td>
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<tr>
<td>Michael Irwin</td>
<td>12</td>
<td>3</td>
<td>MS</td>
<td>Y</td>
<td>N</td>
<td>3</td>
<td>X</td>
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<tr>
<td>Loran Lewis</td>
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<td>20</td>
<td>PhD</td>
<td>N</td>
<td>N</td>
<td>9</td>
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<tr>
<td>Michael Morain</td>
<td>12</td>
<td>2</td>
<td>MS</td>
<td>Y</td>
<td>N</td>
<td>3</td>
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<tr>
<td>Lisa Munger-Oakes</td>
<td>13</td>
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<td>N</td>
<td>9</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Kathie Obradovich</td>
<td>28</td>
<td>3</td>
<td>BS</td>
<td>Y</td>
<td>N</td>
<td>3</td>
<td>X</td>
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<tr>
<td>Bret Voorhees</td>
<td>35</td>
<td>13</td>
<td>MBA</td>
<td>N</td>
<td>N</td>
<td>6</td>
<td>X</td>
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</table>
2. Describe the history of the unit in no more than 500 words.

Journalism education began at Iowa State College in 1905. John Clay, a Chicago commodities dealer, financed a chair and program in journalism because he identified a need for accurate information to advance agri-business in the Midwest.

In 1925, the Department of Technical Journalism was founded in the College of Agriculture, offering majors in agricultural and home economics journalism. A graduate degree in technical journalism had roots in the early 1930s, with the first official mention of a Master of Science degree in technical journalism appearing in the 1947 catalog. One year later, the Accrediting Council on Education in Journalism and Mass Communications accredited the department’s undergraduate program. It remains one of a select group continuously accredited since 1948.

In 1969, the unit was renamed the Department of Journalism and Mass Communication. It prospered for two decades. Telecommunicative Arts, located in the Department of Speech Communication, merged in 1990 with journalism, which was moved that year from the College of Agriculture to the College of Liberal Arts and Sciences.

In 1991, advertising studies evolved into a major of its own. The department also touted broadcasting students who gained professional experience at WOI-TV, an ISU-owned TV station. In a 1990s legal battle surrounding the sale of the station, the Iowa Supreme Court authorized the Board of Regents, State of Iowa to sell WOI-TV to Capital Cities Communication, Inc. in 1994. The sale established a million-dollar endowment to “support the university’s electronic media and journalism programs for scholarships, equipment, program development and support” (Minutes of the State Board of Regents meeting, October 27, 1992). WOI radio still broadcasts from campus.

In 1998, the department became the Greenlee School of Journalism and Communication as a result of a generous gift from Iowa State alumni Robert and Diane Greenlee of Boulder, Colorado. Two anonymous gifts financed the $2 million renovation of Hamilton Hall in 2003. The school attracted support from professional media companies between 2003 – 2008. Meredith Corporation provided professionals-in-residence, year-round apprenticeships, and a state of the art multimedia suite. Lee Enterprises supported annual First Amendment Day celebrations, the largest such event in the country. Other corporate sponsors include Gannett and Scripps Howard Foundation.

Public Relations became a major of its own in fall 2013. In fall 2014, Greenlee School enrollment reached 793 students.

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

The Greenlee School is housed in the College of Liberal Arts & Sciences. Of the 22 departments in the College of Liberal Arts and Sciences (LAS), the Greenlee School of Journalism and Communication (GSJC) is the only unit with school status. At the university level, the Greenlee School is one of two schools. The Greenlee School is the largest unit in LAS enrolling 793 students. Despite a national trend of decreasing enrollment in journalism programs, the Greenlee School has continued to see an increase in enrollment since fall 2011. In fall 2013 the Greenlee School had 662 majors. In fall 2014 enrollment reached 793 students – nearly a 20% increase in enrollment.
The school has been able to handle the increased enrollment by establishing a balance between flexible and required courses. All students must take JL MC 101 Mass Media and Society (3 credits), JL MC 110 Orientation to Journalism and Communication (1 credit), JL MC 201 Reporting and Writing for Mass Media (3 credits, C+ or better), JL MC 460 Law of Mass Communication (3 credits), and ADVRT/JL MC/P R 499 Professional Media Internship (3 credits). Each major has additional curricular requirements, but these five core courses unify the school pedagogically while still allowing flexibility for Greenlee electives.

Additionally, the school has received funds from the College of Liberal Arts and Sciences to handle increased enrollments, opening up additional sections of courses (especially skills classes). While the extra funds allowed students to advance in their degree programs with no delays, laboratory space increasingly is becoming an issue as new sections of our gateway class, JL MC 201, Reporting and Writing for the Mass Media, must be scheduled to accommodate majors. Currently, the school has seven reporting/editing labs equipped with 150 computers. As of fall 2014, all 201 reporting labs met for 2 hours and 10 minutes twice per week. The school has discussed several options for converting traditional classrooms into “lab” space, including the purchase of laptop carts, to accommodate additional sections of JL MC 201.

The independent student newspaper, the Iowa State Daily, is scheduled to move to new accommodations outside of Hamilton Hall in 2015. Its existing space will be set aside for additional classrooms. While the repurposing of the space is at the discretion of the university and not the school, additional classrooms in Hamilton Hall may help ease the situation.

The Greenlee School is committed to reducing student debt and ensuring timely graduation. We communicate to all incoming students in our orientation sessions the necessity of monitoring and reducing debt levels. Toward that end, in JL MC 110, Orientation to Journalism and Mass Communication, our students complete an undergraduate plan of study to graduate in four years. Director Michael Bugeja took the lead nationally on the issue of student debt with a series of articles published in the Chronicle of Higher Education and Inside Higher Ed (see appendix part two for the full articles). The school also was among the first accredited programs to create a transparency page (included appendix 6) so that all students visiting the website know how their tuition dollars are being spent.

Through our annual scholarships, available to all students including incoming freshmen, we provide financial assistance to help defray debt. Thanks to scholarship funds and competitive internship grants, including ones from the White House Historical Association and the Scripps Howard Foundation, honoring leadership and work ethic, we award $150,000 in annual scholarships and awards.

In addition to raising awareness about student debt and providing scholarships, the school works hard to place graduates within six months of graduation. To view our methods, see an article written by the director in the appendix. Those efforts have paid off. In 2010, our placement rate was 93% for all majors; in 2011, 97%, in 2012, 96.5%; in 2013, 99.5%; and in 2014, 97%.

As a land-grant university, Iowa State and the Greenlee School also must focus on improving Iowa, the country and the world through its scholarship, teaching and service. Each month the school documents contributions in these areas and posts them on our website. Monthly reports are sent as Good News from Greenlee to more than 200 alumni, industry professionals, university and Iowa stakeholders. The school’s faculty excels in teaching as evident from the number of awards and from consistently high ratings from students. In one seven-year span, from 2008–2014, the faculty and staff amassed more than 50 ISU and national awards for
research, teaching and instruction. Student course evaluation data show that faculty consistently receive scores in the middle 4.0 to 4.5 range (5.0 is a perfect score) for overall effectiveness of class and instructor. Again, these data can be found on our public accountability and transparency page (http://www.greenlee.iastate.edu/greenlee-facts).

Iowa State University’s land-grant values, which include learning, discovery and engagement, are the foundation for the core values of the Greenlee School. Learning includes professional skills and liberal education; discovery includes scholarship in areas such as science and risk communication, communication technology and policy, journalism education, journalism studies, journalism history, law and ethics, public relations, advertising and visual communication; and engagement includes local, regional, national and international service.

That last tenet about engagement on a local-to-global basis underscores our commitments to diversity and worldwide digital communication. We celebrate both, from peer-reviewed scholarship on communication topics and social media in Asia, Africa, Eastern Europe and the Americas, to Lunar New Year and other cultural festivities that occur year-round in the Greenlee School. In matters of equity and diversity, the Greenlee School excels because of the ability of faculty and staff to self-critique. It is difficult to self-critique in contentious climates, which is why we focus on the word “celebrate” when we do diversity.

As such, the Greenlee School is committed to building and maintaining a collegial environment with policies and actions that support:

1. A greater appreciation for and practice of shared and transparent governance.
2. A determination to maintain a healthy balance between scholarship, teaching, and service.
3. Recognition of collective and individual contributions to the school’s strategic plan.

The development and maintenance of a collegial atmosphere are essential given the three-pronged strategic plan faculty and staff members have articulated. The strategic plan details strategies and indicators for the following learning, discovery, and engagement goals:

1. Maintain an undergraduate curriculum responsive to the needs of students and potential employers, maintain a high quality of teaching and teaching environment, and develop and coordinate courses and other methods of curriculum delivery to maximize available resources.
2. Strengthen the local, national and international reputation of the school’s graduate program.
3. Sustain the school’s scholarly output to enhance its reputation as part of a Research I institution.
4. Consistent with the mission of our land grant institution, continue the school’s active service role in the examination of communication issues and opportunities for the benefit of campus and state, national and international communities.

The Greenlee School has had a strategic plan since 2000. The 2015–2020 Strategic plan was approved by faculty vote on January 30, 2015. The full strategic plan is included in Part II, Standard 1.

We have accomplished several goals articulated in our 2010–15 Strategic Plan, as evidenced in this self-study, including:

- A rigorous curriculum without redundancies that maintains a mix of theory and skills based courses.
- A balance between a flexible and required curricula that allows students to explore all
manner of digital and traditional courses while fulfilling ACEJMC values and competencies.

- An outcomes assessment plan that satisfies the standards of ACEJMC by providing data from direct and indirect measures in an effective feedback loop to enhance our offerings.
- An inclusive curriculum that values diversity and incorporates multicultural viewpoints in courses.
- Well-maintained and up-to-date technology monitored by knowledgeable staff so that computer systems are compatible with the industry’s existing software suites, networks and operating standards.
- Positive student course evaluations, plus identification, development and implementation of other means of evaluating teaching and academic advising, such as annual reviews that require instructors to document changes in courses based on our assessment plan.
- Sustained publication output in appropriate journals and paper production in conferences, meetings and symposia in the field, noting awards received for superior work as well as grants submitted for external funding.

By focusing on these and other accomplishments as articulated in this self-study, the Greenlee School will continue to build on a tradition of excellence while preparing students to be professionals and scholars in culturally diverse communication environments. In our latest strategic plan, the faculty and staff will continue their commitment to facilitating, creating, sharing and applying knowledge to improve journalism and mass communication worldwide.

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

Faculty Hires & Promotions: Since 2010, five assistant professors have been hired. Three assistant professors were promoted to associate professor; one associate professor was promoted to full professor. In spring 2015, two assistant professors were approved for promotion to associate professor and granted tenure effective August 2015. Three tenured or tenure-track faculty members have resigned for opportunities elsewhere. Three senior professors retired and one associate professor passed away unexpectedly. We are rebuilding our tenured faculty base with the addition of two new assistant professors in fall 2015. Three lecturers have been promoted to senior lecturer status or had their senior status renewed for another five-year term. All new faculty members since the last re-accreditation have enjoyed successful mid-term reviews.

Faculty Departures

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Beell</td>
<td>Professor</td>
<td>Retired in 2014</td>
</tr>
<tr>
<td>Jeff Blevins</td>
<td>Associate Professor</td>
<td>Resigned spring 2012</td>
</tr>
<tr>
<td>David Bulla</td>
<td>Associate Professor</td>
<td>Resigned spring 2010</td>
</tr>
<tr>
<td>Jane Fritsch</td>
<td>Assistant Professor</td>
<td>Resigned spring 2014</td>
</tr>
<tr>
<td>Jacob Groshek</td>
<td>Assistant Professor</td>
<td>Resigned spring 2010</td>
</tr>
<tr>
<td>Chad Harms</td>
<td>Assistant Professor</td>
<td>Resigned spring 2010</td>
</tr>
<tr>
<td>Barbara Mack</td>
<td>Associate Professor</td>
<td>Passed away in August 2012</td>
</tr>
<tr>
<td>Jane Peterson</td>
<td>Professor</td>
<td>Retired fall 2013</td>
</tr>
<tr>
<td>Marcia Prior-Miller</td>
<td>Associate Professor</td>
<td>Retired spring 2013</td>
</tr>
<tr>
<td>Lulu Rodriguez</td>
<td>Professor</td>
<td>Resigned fall 2013</td>
</tr>
<tr>
<td>Sela Sar</td>
<td>Associate Professor</td>
<td>Resigned spring 2013</td>
</tr>
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Establishing a degree in public relations: At the time of the last site visit, the Greenlee School offered degrees in advertising and journalism and mass communication. In the fall of 2013, the Board of Regents, State of Iowa, approved a
new public relations major to be housed in the Greenlee School. The public relations
degree aims to provide students with the concepts, skills and expertise needed to
help organizations build mutually beneficial relationships with diverse publics. The
Greenlee School has been training public relations professionals for more than 40
years. Since 1996, nearly 1,500 students have either enrolled in the public relations
emphasis area or taken public relations courses and participated in a public relations
internship. By adding a degree in public relations, graduates have credentials that
accurately reflect their academic training. The first cohort of students graduated with
a degree in public relations in May 2014.

The new degree also advances the mission of the Greenlee School because it reflects
today's communication environment and a growth area for job opportunities.
According to the U.S. Department of Labor’s Bureau of Labor Statistics (2012),
the number of public relations managers and specialists in the U.S. is expected to
increase 21 percent (more than 68,000 jobs) between 2010 and 2020. According
to Iowa Workforce Development (2012), employment growth for public relations
specialists in the state is expected to increase about 21 percent between 2008 (2,217
jobs) and 2018 (2,676 jobs). In addition to serving the state of Iowa by educating
future PR professionals, the new major has attracted additional students – both from
Iowa and well beyond – to Iowa State University.

Changes to the Catalog / Curriculum Streamlining: All of the changes to our
curriculum are in an effort to streamline and simplify the curriculum to ensure our
students graduate in a timely matter with the skills and competencies necessary for
successful careers as communicators. Streamlining meant eliminating “intermediate”
courses left over from a bygone quarter system, and making beginning and advanced
classes more rigorous. Emphases in science communication, magazine journalism,
newspaper journalism, photojournalism, broadcast journalism, public relations,
electronic media, etc., were ended because those silos required prerequisites that
culminated in a degree program that never appeared on a diploma. Now we offer
three clean degree sheets in advertising, journalism and mass communication, and
public relations. Each major has a balance of lower and upper core courses with
flexible curricula that can be easily assessed for ACEJMC professional values and
competencies. Moreover, Greenlee consults with industry professionals to create and
adjust courses to be sure our students are receiving the training and skills to succeed
in their future careers.

Courses numbered 390 (skills courses) and 497 (seminars) were added to the course
catalog to allow for the creation of specialized and emerging skills courses and
seminars based on faculty areas of strength. Getting classes into the catalog takes
considerable time. The 390 and 497 classes allow us to respond quickly to industry
demand, and ensure our students are studying leading edge communication trends
and methods. We have offered 390 and 497 classes in areas such as opinion writing,
sports communication, big data analytics and computational advertising.

Changes to the English usage test (EUT) and pre-major designation:
Faculty voted to end the previous version of the English usage test (EUT) beginning
in fall 2013. Under the new guidelines, all incoming students will be given language
training and testing within the required Orientation to Journalism and Mass
Communication course, JL MC 110. The orientation course provides students
with training/refresher in grammar, spelling and word usage appropriate to mass
communication. The orientation course is a prerequisite for the first writing / skills
courses in the curriculum including: Reporting and Writing for the Mass Media (JL
MC 201) and Research and Strategic Planning for Advertising and Public Relations
(ADVRT / PR 301).
With the adjustment to the EUT and the required one credit hour orientation course, JL MC 110, the school eliminated the “pre-major” designation. The change was effective beginning in fall 2013.

**Elimination of the designated area of concentration (DAC):** In February 2013, the faculty unanimously voted to eliminate the DAC requirement all Greenlee majors. The designated area of concentration was made up of 21 credits that each student chose individually, which served as a secondary area of expertise to complement a student's professional and academic interests. In place of a DAC, students are required to have at least one minor (15–21 credits, outside of Greenlee) or declare a secondary major (outside of Greenlee). Declaring a minor or secondary major provides students with a formally recognized sequence of courses. This change is reflected in the 2014 catalog.

**Increase in the number of credits:** In March 2013, faculty unanimously approved an increase in the number of credits in the major that can be taken to 48. This change was made to align with the ACEJMC major credit guidelines.

**Optional second internship for credit:** One, 400-hour, 3-credit internship is required for graduation. This course is extensively monitored by the internship coordinator, faculty adviser, and evaluated by the student and internship supervisor. In addition, students can complete an optional, second internship experience, for which they can earn 1-3 credits. The second internship experience is conducted under the supervision of a faculty adviser and must be with a new organization or a distinctly different position at the original internship site.

**Adjustments to the minor offered from Greenlee:** The Greenlee School currently offers two minors in advertising and journalism and mass communication. The faculty have indicated support for the addition of a public relations minor. The school’s Curriculum Committee is currently working on developing a public relations minor, and adjusting the requirements for the advertising and journalism and mass communication minors.

**Addition of a required ethics course for each Greenlee major:** In keeping with the school’s mission to promote accountability and ethical performance, the faculty voted in April 2015 to add a required ethics course for each Greenlee major. While ethics is currently covered across the Greenlee curricula, the faculty supported an immersive ethics course, which would have advertising, journalism and public relations students in the same classroom discussing ethics. The course will prepare students for the ethical quagmires they will encounter as professionals.

In the fall 2015 semester, the Curriculum Committee will begin the process to include a required ethics course into the 2016–2017 catalog, and to make the necessary adjustments to each major's curricula.

**Plans to launch a doctoral program in science, technology and risk communication discontinued:** Plans to launch a doctoral program in science, technology and risk communication advanced through the university system to the provost's office. Due to budgetary concerns at the time (2012), the proposal was not forwarded to the Board of Regents, State of Iowa, for approval as the university was cutting programs. With the hiring of a new provost and dean, the Greenlee School has been designated as an undergraduate “destination major.” There are no current plans for the proposed Ph.D. program.

**New staff positions & reassigned responsibilities:** To accommodate the school's growing enrollment, two staff positions have been added to support students and the school's activities. The school continues to provide two full-time advisers who advise
students until they complete the first skills course in the curriculum, after which they are paired with a faculty adviser. An additional full-time adviser coordinates the required 400-hour internship and counsels students. A full-time communication specialist position was added to promote the school’s activities and communication with our various interest groups. A full-time program coordinator provides support for Greenlee’s assessment efforts, accreditation, events, alumni and student groups. Prior to fall 2014, the program coordinator’s responsibilities and the internship adviser’s responsibilities were included in one full-time position.

In addition to adding staff, we have also reallocated space to centralize the school’s administration and student services personnel in one area of Hamilton Hall. This has allowed us to coordinate our efforts and provide continuity to our services.

**Iowa Legislature mandated annual assessment & improvement plan for courses at the Regents institutions:** In 2012, legislation was passed requiring course-level continuous improvement plans, with a phased implementation beginning fall 2013 (courses enrolling 300 or more in a year), fall 2014 (courses enrolling 200 or more) and fall 2015 (courses enrolling 100 or more). Enrollment is measured in terms of total annual enrollment across all sections. By fall 2015, 75% of all Greenlee courses will have evaluation plans and data.

The Office of the Senior Vice President and Provost supports the course-level continuous improvement plan initiative and has the following expectations for plans: be based on course-level outcomes; make use of formative and/or summative assessments; make decisions related to course changes based on assessments; and include a feedback loop to reflect upon the impact/success of changes. The plan requires identification of at least two learning outcomes, 1–2 learning objectives and measurements of each of the objectives. As an alternative to the learning objectives approach, instructors can describe their evaluation plans and what they are looking at in order to improve course pedagogy and student learning. See http://www.provost.iastate.edu/help/student-outcomes/course-level-continuous-improvement-plans.

For the 2013–2014 academic year, eight courses followed evaluation plans and collected student data. For the 2014–2015 academic year, 10 courses submitted evaluation plans and collected student data.

**Increased networking opportunities for students:** A full-time adviser coordinates the required 400-hour internship and assists students in the internship process. But with an increase in enrollment and the number of students completing the required 400-hour internship, the school wanted to provide students with additional internship preparation and opportunities to network with professionals. Working with our Alumni & Friends group, we have created a LinkedIn group where professionals can post internship or job opportunities and students can network with the school’s active alumni base.

To prepare students for internships and help them find exciting opportunities, the school created the Jump-Start series, which includes an internship and career fair (one in the fall and one in the spring) and professional development workshops prior to the fairs covering résumés, portfolios, interview dress and etiquette.

Prior to the Jump-Start series, which began in fall 2014, students participated in the College of Liberal Arts and Sciences career fairs, and still do. Given the specific skill set and specialized nature of jobs in communications fields, the Greenlee specific career and internship fair caters to employers who are interested in Greenlee-trained students. The first Jump-Start series was held in fall 2014, and included two
professional development workshops and an internship fair with 35 Iowa employers and 250 student attendees.

The second Jump-Start series was hosted in spring 2015 and included two professional development workshops and a job and internship fair. The workshops assisted students in preparing “elevator speeches” and cover letters. Faculty also helped critique résumés. The job and internship fair had 40 employers (including some from outside Iowa) and 160 student attendees. With the success of these first two fairs, we plan to continue hosting internship and job fairs on an annual/semi-annual basis.

As part of the Jump-Start series, the school is working to expand our corporate partnerships to provide paid internship positions for our students and provide more scholarship funds and paid internships. The school is actively working to form formal partnerships with Woodward Communication, Integer Advertising, Two Rivers Marketing, Iowa Public Television, Cyclone Sports Network and others. The scholarship funds are used to help defray costs of completing the required 499 Professional Media Internship. In addition to adding scholarship opportunities, the school has made progress in connecting students with paid internships. For the 148 internships completed in 2009, 37% were paid. In 2014 of the 172 internships completed, 52% were paid. The complete data for paid and unpaid internships from 2009–2014 are included below.

![Internships Completed](chart.png)

The school is proactive in connecting students with paid internship opportunities. The percentage of students who have paid internships increased from 37% in 2009 to 52% in 2014.

5. If the unit was previously accredited, summarize each deficiency noted in the previous accreditation report that the site team said should be addressed, followed by a response to each, explaining actions taken to address the problems and the results. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify these standard(s), the reasons cited, and how these problems have been addressed.

The 2010 site team found the school non-compliant on one standard: assessment of learning outcomes. While the team acknowledged the excellent job the school does assessing our internship program, the site team expressed concern about the implementation of our assessment plan and how the assessment information is collected and used.

Since the 2010 site team visit, the school reviewed and implemented a revised outcomes assessment plan. The outcomes assessment plan includes collecting data from indirect and direct measures, a timeline for gathering data, who is responsible
for gathering data, how the results will be reported and how the findings will be used to improve curriculum, teaching and student learning. In addition to creating the outcomes assessment plan, we have also published the plan on our website and shared outcomes assessment data from the 2012, 2013, and 2014 faculty annual reviews. Outside of the data collected in accordance with the outcomes assessment plan, course assessment data is also being collected from the continuous improvement plan (CIP) initiative.

Further, the school used the occasion of a 2012 Regents Program Review to invite distinguished members of ACEJMC to monitor the school’s progress toward re-accreditation, including assessment. Information gleaned from that successful visit focused efforts on assessment of learning. The outcomes assessment plan is discussed in Standard 9.

An additional area of concern for the site visit team was focused on coordination of introductory multiple-section courses. In an effort to address these concerns and best serve our students, faculty who teach introductory courses, specifically Research and Strategic Planning for Advertising and Public Relations, P R/ADVRT 301 and Reporting and Writing for the Mass Media, JL MC 201, set regular meetings where common objectives and goals were established. These two courses were selected because they serve as the foundation for the curriculum and provide students with the skills to succeed in future courses. Implementing common objectives and goals is monitored throughout the semester, and includes input from faculty who do not teach the introductory classes but have expectations for students who enter the advanced courses.

The Curriculum Committee and subcommittee members led the efforts to meet with past and current P R/ADVRT 301, Research and Strategic Planning for Advertising and Public Relations, instructors to discuss making the course objectives for 301 more uniform across the multiple sections. In an effort to accomplish this task, new 301 course objectives were written in accordance with ACEJMC guidelines. Also, surveys were designed and given to students enrolled in all sections of 301 to measure student’s comprehension of course objectives in a pre- and post-survey. Once this task was completed the Curriculum Committee decided to use 301’s course objective/ outcome assessment tool as a model for assessing course objectives/outcomes for all multiple course sections offered at Greenlee. In an effort to monitor consistency over time and keep course objectives uniform, instructors for this course meet regularly to review course objectives, goals and assignments.

This approach was used for JL MC 201, Reporting and Writing for the Mass Media, where faculty members agreed to a uniform set of course objectives, similar syllabi and course materials. In creating consistency in course objectives across multiple-section courses, including P R/ADVRT 301 and JL MC 201, we did not attempt to create the exact same experience in each section, but want instructors to have the freedom to reach the course goals and objectives using their individual experiences and strengths. As a result, there is increased communication among instructors and sharing of ideas, assignments and strategies.

6. Describe the process used to conduct the self-study, including the roles of faculty members, students and others. Describe the strengths and weaknesses of the program discovered during the process, and describe any changes undertaken or planned as a result.

The self-study process began with the Greenlee faculty and staff planning meeting on August 19, 2014. The process of conducting the self-study was outlined for the faculty in a memo from the director, which emphasized that every faculty and staff member is
expected to contribute to the self-study by identifying issues that need to be critically assessed, by providing indicators and evidences of success, and by double-checking data.

A tentative schedule for the self-study was distributed noting what kind of information was needed for each section, when the information was due from faculty and staff, when sections were to be drafted, and when each section would be presented to the faculty for approval. The program coordinator and director facilitated the process and worked with committee chairs on deadlines, updates and ACEJMC requests.

In preparation for the self-study, committee chairs met with the director and revisited, updated and revised (as necessary) important documents including the school’s governance document, strategic plan, diversity plan and assessment plan.

Standing committees and units were asked to go over the sections that pertain to their sphere of responsibility. The following is the committee workload list as approved by the faculty:

- **Standard 1: Mission, Governance and Administration** – Long Range Planning (LRP)
- **Standard 2: Curriculum and Instruction** – Curriculum
- **Standard 3: Diversity and Inclusiveness** – Undergraduate
- **Standard 4: Full-Time and Part-Time Faculty** – P&T with input from LRP
- **Standard 5: Scholarship: Research, Creative, Professional** – Grad Steering
- **Standard 6: Student Services** – Undergrad with input from Curriculum
- **Standard 7: Resources, Facilities and Equipment** – Administration
- **Standard 8: Professional and Public Service** – P&T, with input from Undergrad, First Amendment Committee
- **Standard 9: Assessment of Learning Objectives** – Curriculum

Committees and their chairs prepared drafts of each standard, and submitted them to the program coordinator and director. The director and program coordinator reviewed each standard, made edits and collected necessary appendix items. A draft of each standard was sent to the faculty and staff via email.

The faculty and staff reviewed each drafted standard and sent additional data or suggestions for improvement to the program coordinator and director. The program coordinator incorporated those suggestions and edits into the revisions. The first draft of the entire self-study was sent to the faculty and staff in April. Faculty and staff submitted recommended changes and the document was discussed and voted on at the faculty meeting in April.

7. **Provide the Web links to undergraduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements.**

http://catalog.iastate.edu/collegeofliberalartsandsciences/greenleejourncomm/#undergraduatetext

Catalog items are also included in the appendix.
Mission, Governance and Administration
KEY POINTS

Journalism education began at Iowa State University in 1905.

The Greenlee School of Journalism and Communication is the largest unit within the College of Liberal Arts and Sciences and the only LAS unit with school status.

The Greenlee School believes in shared governance and transparency.

Dr. Michael Bugeja has served as the school’s director since 2003.
EXECUTIVE SUMMARY

Journalism education at Iowa State University has a rich history, with journalism first taught at the institution in 1905. In 1925, The Department of Technical Journalism was founded in the College of Agriculture, offering majors in agricultural and home economics journalism. The unit was renamed in 1969 to the Department of Journalism and Mass Communication. And in 1990, Telecommunicative Arts, located in the Department of Speech Communication merged with journalism, which was moved that year from the College of Agriculture and Life Sciences to the College of Liberal Arts and Sciences. In 1998, the department became the Greenlee School of Journalism and Communication.

The Greenlee School of Journalism is one of the 22 departments in the College of Liberal Arts and Sciences (LAS), but it is the only unit with school status. The school is the largest unit in LAS enrolling 793 students (fall 2014). The school is administered by the director, who reports to the College of Liberal Arts and Sciences dean. The director is assisted by an associate director, director of graduate education and director of undergraduate education.

The mission of the Greenlee School is primarily undergraduate education. The school has a small master’s program, enrolling 30–45 students. The master’s program is not under review. The school is committed to a philosophy that draws its goals from the larger purposes of a land-grant university as well as its accrediting organization, the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). The school strives to serve students, the university, professional communicators and the general public of Iowa, the nation and the world through teaching, scholarship, service and professional outreach activities that:

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

The school creates and evaluates its strategic plan on a five-year cycle through a standing Long Range Planning Committee. The committee facilitates faculty discussion to synthesize and capture a shared vision for the unit. The current strategic plan emphasizes a vision of expanded collaborations across units at Iowa State and beyond. Among other goals, the plan emphasizes the importance of applied knowledge appropriate for a land-grant university and a professional school by providing a balance of theory and skills in curricula. It also advocates for an inclusive curricula that values diversity and incorporates multicultural viewpoints in classes. The faculty is the legislative body of the school and has ultimate responsibility for approving educational policies and procedures.
The director is the school’s chief executive officer and is responsible for carrying out school, college and university policies. Current policies and procedures for faculty governance are described in the school’s governance document.

Faculty members have a formal meeting scheduled every month during the fall and spring semesters. The director does not set the agenda but puts out a call for proposals that report out of standing committees. If the director wants to add a main motion to the agenda, he presents the proposal to a standing committee for adjudication. Faculty may add to the agenda in new and other business. The agenda and all associated documents are prepared and distributed one week in advance so that everyone has time to read and consult on listed items. Faculty meetings are open to all faculty and staff members in the school. Part-time lecturers and staff regularly attend faculty meetings and participate in discussions.

Faculty members also contribute to the administration and governance of the university in both elected and appointed capacities. The school’s involvement at this level is especially strong with regard to elected bodies, such as the Faculty Senate, and in areas related to diversity and international research through the various panels and venues offered by the institution. Examples include membership on college and university technology, award and curriculum committees. The director is appointed by the dean of the College of Liberal Arts and Sciences and is evaluated by the faculty annually. All other administrative positions are appointed by the director. The appointees are evaluated annually.

Faculty members who believe they have been treated unfairly in matters related to their employment may appeal their cases through administrative channels or the University Faculty Appeals Committee. Students who believe they have been treated unfairly in matters related to their participation in the school program may appeal through the college and university hierarchy.

The president of Iowa State University is the highest administrative position within the university. Steven Leath was installed as Iowa State’s 15th president on Sept. 14, 2012. All academic units are organized under the Division of Academic Affairs, with each unit reporting to Senior Vice President and Provost Jonathan A. Wickert. The dean from each college reports to the senior vice president and provost. The Greenlee School of Journalism and Communication is a unit within the College of Liberal Arts and Sciences. The College of Liberal Arts and Sciences is led by Dean Beate Schmittmann and three Associate Deans, Arne Hallam, Martin Spalding and Amy Slagell. Greenlee School Director Michael Bugeja, reports to the dean of the College of Liberal Arts and Sciences. Bugeja, Associate Director Joel Geske, Director of Undergraduate Education Dennis Chamberlin, and Director of Graduate Education Daniela Dimitrova have administrative responsibility within the unit.

President Leath is responsible for the operation of the university and reports to the Board of Regents, State of Iowa.

Dr. Jonathan Wickert serves as the senior vice president and provost overseeing all aspects of the university’s academic mission. Dr. Wickert is responsible for planning, budgeting, diversity programs, information technology initiatives and the recruitment and retention of faculty, staff and
students. Reporting to the president, the senior vice president and provost is responsible for the formulation and implementation of institutional policies and operations, consulting with academic deans; associate provosts; vice presidents; senior administration; senior staff and university governance bodies.

Dean Beate Schmittmann of the College of Liberal Arts and Sciences oversees one of Iowa State's largest colleges with 6,964 majors among 22 academic departments and one professional school. The dean of the College of Liberal Arts and Sciences reports to the senior vice president and provost. The dean's responsibilities include developing the college strategic plan and overseeing budget, curriculum, policies and personnel, as well as daily operations and staffing needs.

Three associate deans, with specific administrative functions, report to the dean of the College of Liberal Arts and Sciences. (1) The associate dean for administration, Arne Hallam, is in charge of the budget, personnel, affirmative action, promotion and tenure, space, Miller lecture series, Computation Advisory Committee, online and distance education, study abroad and international students and scholars. (2) The associate dean for academic programs, Amy Slagell, oversees curriculum development, cross-disciplinary studies programs, community college articulation and regents connection, external reviews of LAS programs – policies and planning, regents committee on educational relations, learning outcomes and assessment, student grievances and undergraduate certificate programs. (3) The associate dean for research, Martin Spalding, is responsible for faculty professional development assignments, faculty start-ups, graduate programs and policies, matching funds for grants, research and economic development council, research grants and contracts policy, signature research initiative and small grants.

The Greenlee School director's overall responsibilities include faculty development, program development and administration of the school. The director annually reviews all full-time faculty members; oversees shared governance of the school, its standing committees, promotion, tenure and other school policies; administers the budget, private accounts / fundraising; oversees facilities and personnel for three undergraduate programs and one master's program; and balances faculty members' teaching, research and service responsibilities to ensure equity among all faculty members, insofar as possible. The director is also responsible for appointing administrative positions and, where appropriate, committee chairs and members.

The associate director reports to the director. The associate director is a faculty member who is appointed by the director after consulting with the dean and the school's faculty. The associate director serves in at least a half-time capacity. The associate director works collaboratively with the director on budgets and/or teaching duties, and other matters assigned by the director; helps oversee school policy; acts on behalf of the director in his/her absence; coordinates course scheduling; and supervises lecturers and advising staff.

Director of Undergraduate Education Dennis Chamberlin reports to the director. The director of undergraduate education chairs the Undergraduate Committee and is responsible for carrying out school policy and making day-to-day administrative decisions concerning the undergraduate
The director of undergraduate education calls meetings for the Undergraduate Committee; coordinates student and faculty awards; facilitates scholarships, recruitment and retention; administers policies associated with the advertising, journalism and mass communication and public relations degree programs, including internships and student appeals; and works with the associate director on scheduling of undergraduate courses.

Director of Graduate Education (DOGE) Daniela Dimitrova reports to the director. The director of graduate education chairs the Graduate Steering Committee, and is responsible for carrying out school policy and making day-to-day administrative decisions concerning the graduate program. She is also responsible for calling meetings of the Graduate Steering Committee. The DOGE coordinates admissions, recruitment, retention, scholarships, graduate advising and policies for the graduate program; schedules graduate courses; coordinates assistantships and serves as the liaison to the Graduate College.

Program Coordinator Alyssa Rutt reports to the director. The program coordinator assists the director with external constituents, including the Greenlee Advisory Council and Alumni & Friends; coordinates assessment and accreditation; external recruitment and retention; manages school communications; oversees the Student Advisory Board; plans school events, including Greenlee’s signature events; and supervises the school’s communication specialist.

Administrative Specialist Kathy Box reports to the director. The administrative specialist is the school’s fiscal officer; serves as the personnel-human resources liaison; assists in decisions pertaining to the budget and resource allocation; serves as the building manager; supervises merit staff and brings personnel issues to the attention of the associate director or director; and helps facilitate the functions of the professional and scientific staff.

The Greenlee School of Journalism and Communication was established in 1998. The school first developed a strategic plan for 2000–2005. The creation and evaluation of the school’s strategic long-range planning documents are facilitated by the school’s standing Long Range Planning Committee. Each strategic plan is intended to provide vision over a five-year period. Near the beginning of the last year of each ongoing strategic plan, the LRP Committee leads a discussion with the faculty evaluating the progress made toward the goals in the current plan and brainstorms future directions for the school. These discussions occur during faculty meetings and relevant committee meetings. The LRP Committee then synthesizes the goals and visions offered by the faculty and drafts a strategic plan for the next five years. This draft document is presented to faculty for further discussion, revision and eventual approval. This process ensures that each strategic plan is a product of shared governance that establishes a vision supported by the faculty who will be working to achieve it.

The most recent strategic plan was approved on Jan. 30, 2015, and aims to provide vision for the years of 2015–2020. Because most of the goals proposed in the previous strategic plan were met – including defining learning outcomes and capturing assessment data annually, creating a public relations major, filling specialized positions and nurturing a climate
that celebrates diversity – the faculty were able to define a vision for the current strategic plan that builds off these successes. Specifically, the current strategic plan emphasizes a vision of expanded collaborations – including the creation of student and faculty activities that can engage the communities and stakeholders served by the school, enhancing collaborative connections to the campus community by building linkages across interdisciplinary lines and solidifying existing industry partnerships, while cultivating new relationships that will expand the school's reach. The faculty feel that strengthening our connections outside the school is an appropriate direction for our future as it will both serve external groups, following the spirit of our land grant institution, as well as enrich the school with diverse and pragmatic projects and ideas.
The strategic plan, included in appendix 1, includes specific strategies and indicators. The timeline for achieving these goals is the five-year period noted in the plan itself.

The Greenlee School follows shared governance outlined in a governance document created and approved by the faculty. The faculty is the legislative body of the school and has ultimate responsibility for approving educational policies and procedures of the school, including curriculum and course revisions and grading procedures. Committees are responsible for advising the faculty regarding the development of educational policies and procedures of the school. The director is the school’s chief executive officer and is responsible for carrying out school, college and university policies.

The Long Range Planning Committee is tasked with maintaining the governance document by proposing amendments to keep the document aligned with any policy changes at the broader college- or university-level and to facilitate amendments proposed by faculty in the school. All changes require a two-thirds vote of faculty. The most recent version of the governance document was approved on April 4, 2015, with the majority of changes made to remove redundancies within the document and align policies with changes made at the college and university levels, mainly regarding promotion and tenure procedures. Please see appendix 1 for the complete governance document, which includes details on specific policies and procedures.

Faculty members have a formal meeting scheduled every month during the fall and spring semesters. During the 2014–2015 academic year, the faculty met nine times, which included a faculty planning meeting on Aug. 19, 2014. The faculty met four times during the fall semester and five times during the spring semester. Typically faculty meetings are scheduled for an hour and a half. In addition to the regularly scheduled faculty meetings, special meetings can also be called to handle special assignments, such as the search for a new faculty member. In the spring, a special faculty meeting was called for the faculty to review the candidates for an assistant professor position, vote on which candidates were acceptable or not acceptable, and vote for extending an offer to a candidate. Faculty meetings are open to all faculty and staff members in the school. Part-time lecturers and staff attend faculty meetings and participate in discussion.

In addition to faculty meetings, standing committees meet on a regular basis during the semester. Representation on standing committees includes tenured and tenure-track professors as well as senior and full-time lecturers. Staff members and lecturers are appointed to committees as non-voting members where appropriate. Participation on the school’s committees is one of the principal ways in which the faculty shares in the governance of the school. It is within committees that school policies and procedures are debated and developed before they are recommended to the faculty for approval.

The faculty’s standing committees are Long Range Planning, Curriculum, Graduate Steering, Undergraduate, Diversity and Director’s Advisory. Ad hoc committees, such as those formed for faculty searches, are named by
the director and voted on by the faculty at a faculty meeting, pursuant to Section VII of the governance document.

**Long Range Planning**, chair: Dahlstrom; members: Lucht, Boyles; ex officio: Rutt.

The Long Range Planning (LRP) Committee develops the school’s strategic plan and provides continuing advice to the school regarding changes in the plan. The strategic plan outlines the direction of the school for at least the next five years in regard to curriculum, faculty hiring, funding, computer usage and equipment, and facilities needs. All standing committees provide the LRP Committee with their respective long-range plans for incorporation in the school’s strategic plan.

**Curriculum**, chair: Geske; members: Dahlstrom, Wilgenbusch, Ames, Kim, Gibson, Berghefer, Wald; ex officio: Rutt, Hansen, student representative.

The Curriculum Committee monitors the curriculum and makes recommendations regarding all curricular changes on both the undergraduate and graduate level. It also prepares a long-range plan regarding the school’s curriculum and handles all changes and updates to catalog copy. The Curriculum Committee monitors journals, newspapers and electronic sources for students and makes subscription recommendations.

**Graduate Steering**, chair: Dimitrova, DOGE; members: Han, Lucht. DOGE appointed, two graduate faculty elected by faculty.

The director of graduate education chairs the Graduate Steering Committee. The Graduate Steering Committee advises the graduate faculty regarding all graduate program matters. The committee includes three members of the graduate faculty – the director of graduate education and two members elected by the graduate faculty. The two elected members serve two-year terms. The policy recommendations of the Graduate Steering Committee are presented to the graduate faculty for approval, except for curriculum recommendations, which are presented to the Curriculum Committee before being considered by the full faculty.

The director of graduate education heads the graduate program and reports to the school's graduate faculty members. He/she monitors all aspects of the graduate program, including admissions, assistantships and scholarships, student progress, curriculum, academic standards and teaching assignments. He/she is responsible for encouraging and guiding research and creative activities in the graduate program.


The director of undergraduate education heads the undergraduate program and reports to the school's faculty members. He/she chairs the Undergraduate Committee that coordinates the operation of the school's undergraduate program, with particular emphasis on advising, academic standards, internships and placement and teaching assignments. The committee also oversees software and technology functions and administers the school's scholarships, awards and contests, and the
programs or ceremonies where recipients of scholarships and awards are announced. The Undergraduate Committee comprises five faculty members with voting rights.

**Diversity** (a sub-committee of undergraduate), chair: Cozma; members: Lucht, Geske, Wiegand.

The Diversity Committee is a standing subcommittee within the Undergraduate Committee, tasked with tracking and assessing needs and accomplishments in diversity and inclusiveness across the unit’s four action plans (diverse student body; diverse staff and faculty; diverse curriculum; supportive climate). The subcommittee reviews activities across these action plans in annual year-end reports to be presented to the director and faculty.

**Director’s Advisory**, chair: Bugeja; members: Geske, associate director & curriculum chair; Newell, P&T; Dimitrova, DOGE; Chamberlin, undergraduate chair; Dahlstrom, LRP chair; Cozma, diversity chair; Boyles, assistant professor rep; ex officio: Box and Rutt.

The Director’s Advisory Committee includes the chairs of each standing committee in addition to one assistant professor chosen on a rotating basis. The DEO advises the director regarding a broad range of school matters, such as finances, fundraising, affirmative action, sabbaticals, faculty performance and course scheduling.

**In addition to the above standing committees, tenured faculty members also serve on the Promotion and Tenure Committee.**

**Promotion and Tenure**, chair: Dimitrova; members: Dahlstrom, Chamberlin, Abbott, Cozma. Five faculty elected to three-year terms, the committee elects chair.

The Promotion and Tenure (P&T) Committee is responsible for collecting and presenting information relevant to the evaluation of tenure track candidates from promotion or tenure or both. The committee conducts post-tenure reviews of tenured faculty every seven years and advises the director on any adjunct or temporary appointments at the assistant-associate- or full-professor level. For non-tenure eligible faculty, the P&T Committee conducts reviews of faculty with appointments of three years or more.

Greenlee faculty are actively involved in administration and governance at the university level. These responsibilities are primarily shared among tenured and tenure-track faculty. The school has had at least one representative serving on the Faculty Senate every year during this re-accreditation period. In other elected positions, Daniela Dimitrova serves on Iowa State’s Graduate Council as the arts and humanities representative and Joel Geske serves on the College of Liberal Arts and Sciences’ Representative Assembly.

In keeping with the unit’s commitment to fostering an inclusive environment, the school has been involved in university efforts related to diversity. Joel Geske has served on standing Diversity Committees at both the college and the university levels. Other faculty members help administer programs related to international research and teaching.
Additionally, faculty members are encouraged to serve on university task forces and advisory committees related to their research and teaching interests. The following is a list of individual faculty members’ involvement in university administration and governance:

**ERIC ABBOTT, PROFESSOR**  
Coordinator, Technology and Social Change Interdepartmental Minor Program (1999–2016)

**JAN LAUREN BOYLES, ASSISTANT PROFESSOR**  
Elected representative, Faculty Senate (2015–present)  
Member, ISU Office of the Vice President for Research, Faculty Leadership Steering Committee on Big Data (2014–present)  
Coordinator, Technology and Social Change Interdepartmental Minor Program (2016–)

**MICHAEL BUGEJA, PROFESSOR**  
Executive Committee member, Presidential Task Force to Address Student Alcohol Use

**DENNIS CHAMBERLIN, ASSOCIATE PROFESSOR**  
Board member, International Studies Advisory Board (2012–present)  
Board member, Center for Excellence in the Arts and Humanities (2008–2010)

**MICHAEL DAHLSTROM, ASSOCIATE PROFESSOR**  
Elected representative, Faculty Senate (2009–2013)

**DANIELA DIMITROVA, PROFESSOR**  
Elected member from Arts and Humanities, Iowa State Graduate Council (2013–2016)  
Member, LAS Faculty Development Committee (2009–present)

**JOEL GESKE, ASSOCIATE PROFESSOR**  
Chair, LAS Diversity Committee (2009–2013)  
Member, LAS Representative Assembly (2012–2014)  
Member, Iowa State Committee on Diversity Planning (2006–2013)  
Member, LAS Curriculum Committee (2009–2015)  
Elected representative, Faculty Senate (2006–2012)

**DEB GIBSON, SENIOR LECTURER**  
Member, ISU Performing Arts Council (2007–present)

**GANG HAN, ASSISTANT PROFESSOR**  
Elected representative, Faculty Senate (2012–2015)
The school is administered by a director, who is appointed by the dean of the College of Liberal Arts and Sciences, subject to the approval of the provost of the university, the president of the university and the Board of Regents, State of Iowa. The director of the school is evaluated annually during the spring semester. The Promotion and Tenure Committee consults with the Office of the Dean to ensure the evaluation is undertaken in a timely manner and administers an anonymous evaluation form to the faculty. The form includes an overall rating as well as open-ended questions asking faculty and staff to comment on areas of positive performance and areas where performance may be improved. The Promotion and Tenure Committee tabulates the data and submits both a summary and the original data to the dean of the college. The dean provides a summary report on the performance of the director to faculty and staff in a timely manner.

The associate director is a faculty member who is appointed by the director after consulting with the dean and the school’s faculty. The associate director serves in at least a half-time capacity in the position. The associate director is evaluated annually by the director, who consults with the faculty.

Both the director of graduate education and director of undergraduate education are appointed by the school director after consulting with the faculty. They are evaluated annually by the director, who consults with the faculty, or with just the graduate faculty in the case of the director of graduate education.

The director is permitted to make other administrative appointments where appropriate after consulting with the faculty. Please see the governance document in appendix 1 for more specifics associated with these positions.
Facility members who believe they have been treated unfairly in matters related to their employment may appeal their cases through administrative channels or the University Faculty Appeals Committee. For either remedy, the steps to be taken are described in the university faculty handbook. For appeals through school channels, the director must, in accordance with the university faculty handbook, respond within 15 working days of the date the grievance was received. Grievants desiring a written response from the director should present their grievances in writing to the director. In investigating a grievance, the director may consult with members of the school as appropriate. In addition, the director may name an ad hoc committee to aid in the investigation. If the grievance is not resolved on the school level to the satisfaction of the faculty member, the faculty member may appeal through the university’s administrative hierarchy to the provost, who may refer the matter to the University Faculty Appeals Committee.

In accordance with the university’s formal complaint process, students who believe they have been treated unfairly should first try to resolve the issue informally with the faculty/staff member or department directly involved. If the student is not satisfied after working informally to resolve the complaint, the student may file a formal complaint with the appropriate dean or senior vice president. The university policy library and current university catalog outline the formal complaint and appeals process for students. Excerpts from the above documents are included in appendix 1.
APPENDIX

- Greenlee School 2015-2020 Strategic Plan
- Greenlee School Governance Document
- ISU Faculty Handbook: Formal Complaint Process for Faculty, Resolution of Conflicts
- Formal Complaint / Grievance Process for Students

WORKROOM

- Internal Reports on Curriculum
- Files on Complaints or Concerns
- Complete ISU Faculty Handbook
Curriculum and Instruction
The Greenlee School of Journalism and Communication offers three majors, advertising, journalism and mass communication and public relations.

The school’s curriculum is responsive to industry demand and has developed and modified existing courses to address the changing digital media environment.

Our required Professional Media Internship course, 499, is the school’s unified capstone experience.
EXECUTIVE SUMMARY

The Greenlee School of Journalism and Communication is committed to a philosophy that draws its goals from the larger purposes of a land-grant university as well as its accrediting organization, the ACEJMC. The school’s curricula is designed to support the goals of the school and university and educate students for careers in journalism and mass communication.

The curricula of the three undergraduate programs of study – advertising, journalism and mass communication, and public relations – use the 12 ACEJMC professional values and competencies as learning objectives. The public relations degree has been added to the curricula since our last re-accreditation. Each of the degree programs completes the following core classes: JL MC 101, Mass Media and Society, an overview of communication models; JL MC 110, Orientation to Journalism and Communication, introduction to curricula and requirements of Greenlee majors; JL MC 201, Reporting and Writing for the Mass Media, principles of good reporting and writing across platforms; JL MC 460, Law of Mass Communication, legalities of media across platforms, including the Internet; and JL MC / ADVRT / P R 499, Professional Media Internship, a 400-hour supervised internship experience.

Our Professional Media Internship course, 499, is the school’s unified capstone experience. Our capstone course not only prepares students for their careers after graduation, but also furthers the mission and culture of the university and school. As a land-grant institution, the university emphasizes science with practice. The internship course allows students to practice what they have learned in a professional environment. The culture of the Greenlee School has long embraced the notion that we yield our final course to the professionals as a test of whether instruction was effective. We are somewhat unique in that practice, but it has worked for us for decades, as the achievements of our alumni illustrate. In addition to the value 499 has in preparing our students to transition to professional practice, the course is one of the best sources of assessment information. We gather data from each student and supervisor to discern student strengths and weaknesses and use these data to inform curricular changes, updates or adjustments.

Since the last re-accreditation visit, the school has continued to streamline curricula, ending sequences and duplicative courses, making room for new digital ones. We have developed and modified existing courses to address the changing digital media environment and respond to industry demand. For example, JL MC 315, Multimedia Production, includes a significant focus on evaluating, constructing and designing information for the Web along with other electronic publication systems and JL MC 316 provides students with an introduction to digital publishing. New courses including ADVRT 497J, Computational Communication, partners with design and computer science students to incorporate code into data-driven ads, and JL MC 307x, Digital Video Production, extends video production to advertising and public relations students to meet changing skill expectations of their professions. The following seminars have also been added as a result of professional and industry feedback: social media applications, data driven audience analysis and privacy and security in the digital age.
These courses and seminars have been developed to ensure students are studying leading edge communication trends and methods and are prepared to succeed in the digital workplace.

With the adjustments to our curricula, it was important for us to ensure our courses were fulfilling our learning outcomes, ACEJMC professional values and competencies. As our course mapping data show, the 12 ACEJMC values and competencies are covered in each curricula. Across all courses and degree programs, ethics; thinking critically, creatively and independently; and writing correctly and clearly are a priority and are practiced in the vast majority of Greenlee courses.

On April 24, 2015, the faculty voted to add a required ethics course for each Greenlee major. While ethics is currently covered across the Greenlee curricula, the faculty supported an immersive ethics course, which would have advertising, journalism and public relations students in the same classroom discussing ethics. The course will prepare students for the ethical quagmires they will encounter as professionals.

For the three majors in the school, journalism and mass communication, advertising and public relations, students are required to complete the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>JL MC 101 Mass Media and Society</td>
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<tr>
<td>JL MC 110 Orientation to Journalism and Communication</td>
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<tr>
<td>JL MC 201 Reporting and Writing for the Mass Media</td>
<td>3</td>
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<tr>
<td>JL MC 460 Law of Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>JL MC, ADVRT, P R 499 Professional Media Internship</td>
<td>3 cr., 400 hours supervised internships experience</td>
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<tr>
<td>STAT 101: Principles of Statistics</td>
<td>3</td>
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</table>

Major requirements beyond the core courses are listed below:

**JL MC Major Requirements**

Choose one: JL MC 202, 206, P R 321 3

Intermediate Reporting and Writing for the Mass Media, Reporting and Writing for the Electronic Media, Public Relations Writing

JL MC 300-level from approved list (4 courses) 12

JL MC 400-level from approved list (2 courses) 6

*Unassigned courses in JL MC, ADVRT or PR (optional)* 14 MAX
Majors in JL MC, ADVRT, P R require a minimum of 34 credits and a maximum of 48 credits. For each of the three majors in the school, the core courses and major required courses totals 34 credits.

Each student’s progress toward graduation requirements is tracked by advisers using the university-wide degree audit system. Any course a student takes in JL MC, P R or ADVRT that is beyond the 34 required hours for their major is noted on the student’s degree audit under “unassigned ADVRT / JL MC courses.” P R is not included in the title of the section on the degree audit because it is a new degree, but P R courses will also appear on this list. Each student works with his or her adviser to ensure compliance with the 72-hour rule. As previously cited, we have 100% compliance with the 72-hour rule for the 148 graduates in 2013–2014 and

### P R Major Requirements

<table>
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<th>Course</th>
<th>Credits</th>
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<td>P R 220 Public Relations Principles</td>
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<td>P R 301 Strategic Planning for Advertising and Public Relations</td>
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<tr>
<td>P R 321 Public Relations Writing</td>
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<tr>
<td>P R 424 Public Relations Campaigns</td>
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<tr>
<td>PR / JL MC/ ADVRT 300-level course from approve list</td>
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</tr>
<tr>
<td>PR / JL MC/ ADVRT 400-level course from approve list</td>
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<tr>
<td>Unassigned courses in JL MC, ADVRT or PR (optional)</td>
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### ADVRT Major Requirements

<table>
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<td>ADVRT 230 Advertising Principles</td>
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<tr>
<td>ADVRT 301 Strategic Planning for Advertising and Public Relations</td>
<td>3</td>
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<tr>
<td>ADVRT 334 or 336 Advertising Creativity, Advertising Account Management</td>
<td>3</td>
</tr>
<tr>
<td>JL MC/ P R/ ADVRT 300 level from approved list (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td>ADVRT 434, 435 or 436 Advertising Campaigns or Advertising Portfolio</td>
<td>3</td>
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<tr>
<td>JL MC 400 level from approved list</td>
<td>3</td>
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<tr>
<td>Unassigned courses in JL MC, ADVRT or PR (optional)</td>
<td>14 max</td>
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</tbody>
</table>

The complete list of degree requirements, including university requirements, is available on the curriculum sheets in the appendix.2

Majors in JL MC, ADVRT, P R require a minimum of 34 credits and a maximum of 48 credits. For each of the three majors in the school, the core courses and major required courses totals 34 credits.
100% compliance for the 130* graduates in 2014–2015.

Students are required to fulfill a secondary area of expertise. This requirement can be met by declaring a minor outside of PR, ADVRT, JL MC with at least 15 credits, or a second major outside of PR, ADVRT or JL MC. Minors at Iowa State vary in credit requirements; the minimum is 15 credit hours and the maximum is 21 credit hours. Students are required to complete 120 credit hours for graduation.

The secondary area of expertise requirement, university required courses and College of Liberal Arts and Sciences required courses for graduation, fulfills the 72 hours outside of JL MC, ADVRT or PR. All Iowa State students are required to take an international perspectives course (3 credits) and a U.S. diversity course (3 credits), which help fulfill the ACEJMC requirement for domestic and global diversity. As our course mapping data show, diversity and ethics are covered across the Greenlee curricula. Students also take an information literacy course (1 credit) and fulfill the English requirement (6 credits). Students in the College of Liberal Arts and Sciences are required to complete a minimum of 50 credit hours in LAS, not to include ADVRT, JL MC or PR courses. The college requirements include a foreign language (waived with 3+ years in high school), arts and humanities (12 credits), mathematical disciplines (3 credits), natural sciences (8 credits) and social sciences (9 credits).

Graduation checks are completed for each student to ensure they meet the 72-hour rule, 120 hours for graduation and all other requirements for a degree. The degree audit is used to complete graduation checks. Academic advisers in the Greenlee School and the college graduation office complete graduation checks. If a student has applied for graduation, but has unmet requirements, the student and the faculty adviser receive an email from the graduation office notifying them of the unmet requirements. Students meet every semester with their academic / faculty adviser to assess progress toward graduation and ensure successful completion and compliance with all graduation requirements.

The following sample degree audits are available in the appendix 2:
- Example 1: Bachelor of Arts in advertising, minor, no unassigned courses
- Example 2: Bachelor of Science in journalism and mass communication, minor, two unassigned courses
- Example 3: Bachelor of Science in public relations, double major (political science), one unassigned course, transfer student

The three majors within the Greenlee School share six core courses in which students are exposed to all of the 12 professional values and competencies at the level of being practiced and measured at least once. Of the six core courses, all but one are taught in the Greenlee School of Journalism and Communication. The one external course is an introduction to statistics taught out of the statistics department.

Each major also requires an additional component of courses specific to that major, during which students are exposed to all of the 12 values and competencies at the level of being practiced and measured at least twice. The remainder of the necessary credits comes from a range of skill and theoretical classes that students select to align with their academic and professional interests. These remaining courses further extend their exposure to the values and competencies, with many of the 300-level

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*Official summer 2015 figures are not reported by the university until November 2015. Because only preliminary figures are available, data on spring 2015 graduates is omitted. Preliminary figures for summer 2015 graduates are available in the workroom.
courses focusing on the skill-focused competencies, such as critically evaluating the work of others and applying tools and technologies and 400-level courses focusing on the more theoretical competencies, such as freedom of speech and of the press and history and role of professionals and institutions. Many of the more inclusive competencies, such as practicing professional ethical behavior and diversity, are more evenly spread throughout the course offerings.

The school has both modified existing courses and created new courses to address the changing digital media environment and to respond to industry. JL MC 315, Multimedia Production, now includes a significant focus on evaluating, constructing and designing information for the Web along with other electronic publication systems. JL MC 342L was a more traditional visual communication lab that has been adapted to focus on digital publishing and renamed JL MC 316, Introductory to Digital Publishing. New courses include ADVRT 497J, Computational Communication, which partners with design and computer science students to incorporate code into data-driven ads, and JL MC 307x, Digital Video Production, which extends video production to advertising and public relations students to meet changing skill expectations of their professions.

### Advertising Core Classes

ACEJMC Professional Values and Competencies: Fall 2014 Course Mapping

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Value or competency practiced and measured</th>
<th>Value or competency introduced</th>
<th>Not applicable to course</th>
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<tbody>
<tr>
<td>JL MC 101</td>
<td>Mass Media and Society</td>
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<td>JL MC 110</td>
<td>Orientation to Journalism and Communication</td>
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<td>JL MC 201</td>
<td>Reporting and Writing for Mass Media</td>
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<tr>
<td>ADVRT 230</td>
<td>Advertising Principles</td>
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<td>ADVRT 301</td>
<td>Strategic Planning for Advertising and Public Relations</td>
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<td>ADVRT 334</td>
<td>Advertising Creativity</td>
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<td>ADVRT 336</td>
<td>Advertising Account Management</td>
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<td>ADVRT 434</td>
<td>Advertising Campaigns</td>
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<td>ADVRT 436</td>
<td>Advertising Portfolio Practicum</td>
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<tr>
<td>JL MC 460</td>
<td>Law of Mass Communication</td>
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<tr>
<td>ADVRT 499</td>
<td>Professional Media Internship</td>
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1Core classes does not include courses taught outside the school (STAT 101).
# Journalism and Mass Communication

## Core Classes

### ACEJMC Professional Values and Competencies: Fall 2014 Course Mapping

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<tr>
<th>Course</th>
<th>Value or competency practiced and measured</th>
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<td>JL MC 206</td>
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<td>JL MC 499</td>
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<td>JL MC 499</td>
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*Core classes does not include courses taught outside the school (STAT 101).

## Public Relations

### Core Classes

### ACEJMC Professional Values and Competencies: Fall 2014 Course Mapping

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<tr>
<th>Course</th>
<th>Value or competency practiced and measured</th>
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<td>JL MC 101</td>
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<td>JL MC 110</td>
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<td>JL MC 460</td>
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<td>PR 499</td>
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*Core classes does not include courses taught outside the school (STAT 101).
### Advertising

ACEJMC Professional Values and Competencies: Fall 2014 Course Mapping

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<td>ADVRT 230: Advertising Principles</td>
<td>Freedom of speech and of the press</td>
<td>Domestic diversity</td>
<td>Using images and information</td>
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<tr>
<td>ADVRT 301: Strategic Planning for Advertising and Public Relations</td>
<td>Global diversity</td>
<td>Practicing professional ethical behavior</td>
<td>Think critically, creatively and independently</td>
</tr>
<tr>
<td>ADVRT 334: Advertising Creativity</td>
<td>Researching and evaluating information</td>
<td>Writing correctly and clearly</td>
<td>Applying basic numerical and statistical concepts</td>
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<td>ADVRT 335: Advertising Media Planning</td>
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<td>Critically evaluate your own work and work of others</td>
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<td>ADVRT 336: Advertising Account Management</td>
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<td>Applying tools and technologies</td>
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<td>ADVRT 436: Advertising Portfolio Practicum</td>
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<td>ADVRT 497D*: Creative Communication Values</td>
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<td>ADVRT 497G*: Audience Analysis</td>
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<td>ADVRT 499: Professional Media Internship</td>
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</table>

*Course is cross-listed: PR, ADVRT, JL MC

### Journalism and Mass Communication

ACEJMC Professional Values and Competencies: Fall 2014 Course Mapping

<table>
<thead>
<tr>
<th>Course</th>
<th>Value or competency practiced and measured</th>
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<tbody>
<tr>
<td>101</td>
<td>Freedom of speech and of the press</td>
<td>Domestic diversity</td>
<td>Using images and information</td>
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<tr>
<td>110</td>
<td>History and role of professionals and institutions</td>
<td>Global diversity</td>
<td>Practicing professional ethical behavior</td>
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<td>201</td>
<td>Using images and information</td>
<td>Think critically, creatively and independently</td>
<td>Researching and evaluating information</td>
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<td>202</td>
<td>Writing correctly and clearly</td>
<td>Applying basic numerical and statistical concepts</td>
<td>Critically evaluate your own work and work of others</td>
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(continued)
### Journalism and Mass Communication

**ACEJMC Professional Values and Competencies: Fall 2014 Course Mapping**

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*Course is cross-listed: PR, ADVRT, JL MC

**Courses:**
- JL MC 101: Mass Media and Society
- JL MC 110: Orientation to Journalism and Communication
- JL MC 201: Reporting and Writing for Mass Media
- JL MC 202: Intermediate Reporting and Writing for the Mass Media
- JL MC 206: Reporting and Writing for the Electronic Media
- JL MC 210X: Principles of Agricultural Journalism in Mass Communication
- JL MC 242: Visual Principles for Mass Communicators
- JL MC 306: Electronic Media Production
- JL MC 307X: Digital Video Production
- JL MC 309X: Television News Production
- JL MC 310: Fundamentals of Photojournalism
- JL MC 315: Multimedia Production
- JL MC 316: Introduction to Digital Publishing
- JL MC 341: Contemporary Magazine Publishing
- JL MC 344: Feature Writing

**Values:**
- Freedom of speech and of the press
- History and role of professionals and institutions
- Domestic diversity
- Global diversity
- Using images and information
- Practicing professional ethical behavior
- Think critically, creatively and independently
- Researching and evaluating information
- Writing correctly and clearly
- Applying basic numerical and statistical concepts
- Critically evaluate your own work and work of others
- Applying tools and technologies

**Courses:**
- JL MC 346: Public Affairs Reporting
- JL MC 347: Science Communication (Spring only)
- JL MC 349: Print Media Editing
- JL MC 401: Mass Communication Theory
- JL MC 460: Law of Mass Communication
- JL MC 462: Media Ethics, Freedom, Responsibility
- JL MC 474: Communication Technology and Social Change
- JL MC 477: Ethnicity, Gender, Class and the Media
- JL MC 497D: Creative Communication Values
- JL MC 497G: Audience Analysis
- JL MC 499: Professional Media Internship
4. Explain how instruction, whether onsite or online, responds to professional expectations of current digital, technological and multimedia competencies.

Employer comments from internship evaluations prove to be a useful tool in determining what employers expect of Greenlee students. A review of evaluations from the past four years shows that employers are pleased with the level of current digital technologies that Greenlee students bring to the job.

The school uses feedback from employers to develop and modify existing courses to address the changing digital media environment and respond to industry demand. The following charts illustrate the courses with a focus on instruction in current digital technologies.

**Public Relations**

ACEJMC Professional Values and Competencies: Fall 2014 Course Mapping

<table>
<thead>
<tr>
<th>Course</th>
<th>Value or competency practiced and measured</th>
<th>Value or competency introduced</th>
<th>Not applicable to course</th>
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</thead>
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<tr>
<td>PR 220: Public Relations Principles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR 301: Strategic Planning for Advertising and Public Relations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR 321: Public Relations Reporting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR 424: Public Relations Campaigns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR 497D: Creative Communication Values</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR 497G: Audience Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR 499: Professional Media Internship</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Course is cross-listed: P R, ADVRT, JL MC

P R 220: Public Relations Principles
P R 301: Strategic Planning for Advertising and Public Relations
P R 321: Public Relations Reporting
P R 424: Public Relations Campaigns
P R 497D: Creative Communication Values
P R 497G: Audience Analysis
P R 499: Professional Media Internship

**Digital**

**Content Delivery**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity, Gender, Class and Media</td>
<td>JL MC 477 Course is taught as an online course every semester.</td>
</tr>
<tr>
<td>Electronic Media Production</td>
<td>JL MC 306 Course requires students to produce live television shows twice weekly.</td>
</tr>
<tr>
<td>Public Affairs Reporting</td>
<td>JL MC 346 Students create websites for election news delivery.</td>
</tr>
<tr>
<td>Principals of Agricultural Journalism &amp; Mass Communication</td>
<td>JL MC 210x* The online nature of this course permits video tours and multimedia interaction with professional agricultural communicators offering prominent real world examples to supplement lectures and readings.</td>
</tr>
</tbody>
</table>

(continued)
## Content Delivery

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Technology and Social Change</td>
<td>JL MC 474*</td>
<td>Course focuses on how the technology works, new media industry trends, regulatory issues, impacts of new communication technologies and relationships between new technologies and the broader society.</td>
</tr>
<tr>
<td>World Communication Systems</td>
<td>JL MC 476*</td>
<td>Course examines domestic, international, and transnational media in developed and developing societies; how the media cover key events around the world; who these media are, how they function, who controls them, and how we react to them and to their content.</td>
</tr>
</tbody>
</table>

*Courses are periodically offered online.

## Social Media

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary Magazine Publishing</td>
<td>JL MC 341</td>
<td>Course uses Twitter to post current news regarding the magazine industry for students to review; Twitter content is included on exams.</td>
</tr>
<tr>
<td>Reporting and Writing for the Electronic Media</td>
<td>JL MC 206</td>
<td>Course requires students to use social media platforms to promote their stories.</td>
</tr>
<tr>
<td>Public Relations Campaigns</td>
<td>P R 424</td>
<td>Students create and maintain a course Facebook page to share class news.</td>
</tr>
<tr>
<td>Public Relations Techniques</td>
<td>P R 321</td>
<td>Students practice a variety of social media tactics throughout the course.</td>
</tr>
<tr>
<td>Advertising Campaigns</td>
<td>ADVRT 434</td>
<td>Students grow and develop a new brand with an integrated communications plan including developing social media and online campaigns.</td>
</tr>
</tbody>
</table>

The school has also offered JL MC 390 and 497 special topics seminars in social media, following industry trends.

## Analytic Tracking

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience Analytics</td>
<td>JL MC 497G</td>
<td>Course uses Excel for research and includes a demonstration of a variety of statistical software.</td>
</tr>
</tbody>
</table>

## Digital Strategies

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting and Writing for the Electronic Media</td>
<td>JL MC 206</td>
<td>Conducts its classwork in a studio lab, where students use software for script writing and audio editing.</td>
</tr>
<tr>
<td>Electronic Media Production</td>
<td>JL MC 306</td>
<td>Students operate television cameras, studio equipment and lighting equipment.</td>
</tr>
</tbody>
</table>

(continued)
### Digital Strategies

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Principles of Mass Communication</td>
<td>JL MC 242</td>
<td>Course offers a crash course in Excel so students can learn to create infographics.</td>
</tr>
<tr>
<td>Introduction to Digital Publishing</td>
<td>JL MC 316</td>
<td>Students learn Illustrator, Photoshop, InDesign and Excel</td>
</tr>
<tr>
<td>Fundamentals of Photojournalism</td>
<td>JL MC 310</td>
<td>Course offers extensive instruction in the use of SLR camera equipment.</td>
</tr>
<tr>
<td>Advertising Media Planning</td>
<td>ADVRT 335</td>
<td>Course implements industry-created software to create media plans.</td>
</tr>
<tr>
<td>Public Relations Techniques</td>
<td>P R 321</td>
<td>Students develop public relations strategies as they relate to digital technology throughout the course.</td>
</tr>
<tr>
<td>Public Relations Campaigns</td>
<td>P R 424</td>
<td>Students create communication plans including digital strategies for their client.</td>
</tr>
</tbody>
</table>

### Multimedia

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multimedia Production</td>
<td>JL MC 315</td>
<td>Course focuses instruction on visual storytelling, requiring designing information for the Web and other electronic platforms.</td>
</tr>
<tr>
<td>Mobile Publishing</td>
<td>JL MC 317</td>
<td>Course guides students on storytelling via mobile apps, such as smart phones and tablets.</td>
</tr>
<tr>
<td>Reporting and Writing for the Electronic Media</td>
<td>JL MC 206</td>
<td>Course requires multimedia components (e.g. video broadcasts, podcasts) as part of its story packages.</td>
</tr>
</tbody>
</table>

### Crossover

Significant emphasis is placed on curriculum crossover, where principles and skills learned in one course build upon themselves in subsequent classwork.

<table>
<thead>
<tr>
<th>Course Paths</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>JL MC 242 -&gt; 316 -&gt; 317</td>
<td>Students enroll in JL MC 242, Visual Principles for Mass Communicators for instruction in the understanding and analysis of the visual message. From there, students may take JL MC 316, Introduction to Digital Publishing, where they apply those visual principles via techniques in layout, photo editing and vector artwork. After completing JL MC 316, students are encourages to enroll in JL MC 317, Publishing for Mobile Devices, which incorporates the content learned from both 242 and 316 into the designing of mobile applications.</td>
</tr>
</tbody>
</table>
5 Explain how the accredited unit ensures consistency in learning objectives, workload and standards in courses with multiple sections.

JL MC 201 Reporting and Writing for the Mass Media
To keep consistency across the multiple sections and instructors, instructors have worked together to draw up and implement a standard set of student learning objectives. In addition, instructors have all adopted a standard textbook.

JL MC 202 Intermediate Reporting and Writing for the Mass Media
If there are multiple sections, instructors use the same textbook and meet to coordinate their syllabi with common course objectives.

JL MC 206 Reporting and Writing for the Electronic Media
To keep consistency across multiple sections, instructors have worked together to draw up and implement a standard set of student learning objectives. Instructors use the same textbook and PowerPoint presentations.

JL MC 316 Introduction to Digital Publishing
To keep consistency across sections, instructors have worked together to determine the ACEJMC values and competencies applicable to the course. Instructors use the same syllabus, textbook, and assign a large final project in all sections. Instructors have discussed how to adapt the course to accommodate the shortened schedule they have moved to and have incorporated a curated list of Lynda tutorials to bolster what is covered in the course.

ADVRT/P R 301 Research and Strategic Planning for Advertising and Public Relations
To keep consistency across multiple sections, instructors meet before the beginning of the fall semester and work together to decide the ACEJMC values and competencies applicable to the course and implement a standard set of course objectives. All sections use the same textbook and conduct a course pre- and post-survey to assess student learning outcomes across sections.

While the internship coordinator and Jump-Start Internship and Career Fair events are available to help connect students with internship opportunities, students are responsible for securing their own internships.

The internship must meet strict guidelines for students to receive academic credit:

- A minimum of 400 hours of work.
- Duties related to journalism and mass communication, public relations or advertising.
- A professional supervisor who:
  - Has an education and/or significant professional experience in journalism and communication, advertising, public relations or a closely related field;
  - Works on site with the student and is an employee of the organization where he/she is interning;
  - Is not related to the student.
- A professional workplace (Students cannot work from home or for a student organization).
- Necessary resources and equipment to complete the internship. Students cannot check out Greenlee School equipment for 499.
- An opportunity to build a professional portfolio.

6 Describe the methods used to select sites for internships for credit in the major; to supervise internship and work experience programs; to evaluate and grade students’ performance in these programs; and to award credit for internships or work experiences.
Students are evaluated and receive a satisfactory-fail grade based on the following items:

- Mid and final evaluations provided by internship supervisor.
- Student completion of the mid and final internship evaluations.
- Internship portfolio.
- Internship report.
- Completion of exit interview with the student’s Greenlee faculty adviser or internship coordinator.

The internship policy can be found in the 2015-2016 academic catalog:

**JL MC 499. Professional Media Internship.** Cr. 1-3. Repeatable, maximum of 6 credits. F.S.S. Prereq: JL MC majors: minimum of C+ in JL MC 202 or JL MC 206 or P R 321; ADVRT majors: minimum of C+ in JL MC 201 and ADVRT 301; P R majors: minimum of C+ in P R 321. All students, junior classification, formal faculty adviser approval. Required of all Greenlee School majors. A 400-hour (for 3 credits) internship in the student’s journalism and mass communication or advertising or public relations specialization. Assessment based on employer evaluations, student reports and faculty reviews. Available only to Greenlee School majors. Offered on a satisfactory-fail basis only.

The school’s unified capstone internship course, 499 Professional Media Internship, is carefully monitored and evaluated. Prior to beginning a 499 internship, students meet with their faculty adviser or internship coordinator to discuss internship opportunities. The approval process for an internship begins with the pre-approval form that ensures students have completed all of the prerequisites for 499. Next, students submit an internship proposal outlining their goals for the internship and detailed information about the internship experience including contact information for their supervisor. Once students submit their internship proposal and the internship is approved, students can begin their internship. Appendix 2 includes the 499 syllabus. The 499 syllabus includes the pre-approval form and checklist. The internship proposal is completed online, but a copy of the internship proposal worksheet is included in appendix 2.

During the internship, both students and supervisors are required to complete internship evaluations. The first evaluation is due after completing the first 200 hours, and the second is due at the conclusion of the internship. Each Greenlee student is required to complete a 499 internship experience; therefore, each student has a mid and final self-evaluation and a mid and final evaluation from their supervisor. The mid and final evaluation forms are included in appendix 2. The assessment process and assessment data for JL MC, P R and ADVRT 499 is outlined in detail in Standard 9.
APPENDIX

- Curriculum sheets: advertising, journalism and mass communication and public relations
- Four-year plans: advertising, journalism and mass communication and public relations
- Degree audit examples: BA in advertising, BS in journalism and mass communication and public relations
- Graduation Check
- ADVRT / JL MC / P R 44: Professional Media Internship syllabus
- Internship evaluations: Employer, mid and final
- Internship evaluations: Student, mid and final

WORKROOM

- Course Syllabi: Spring 2015, Summer 2015 and Fall 2015
Diversity and Inclusiveness
The Greenlee School of Journalism and Communication won the 2014 AEJMC Equity and Diversity Award.

Diversity, including gender, race, ethnicity, sexual orientation and global cultures, is emphasized across the curricula, with students developing skills to apply inclusiveness in one or more media platforms.

Our faculty members have won awards for their commitment to teaching diversity and creating inclusive classrooms.
On April 5, 2011, Iowa State University adopted the following institutional statement on diversity:

“Iowa State University is a diverse community of people of all genders, ages, cultures, races, religions, sexual orientations, socio-economic backgrounds, and abilities.

Iowa State celebrates and advances diversity by creating a safe place in which people can express themselves freely and share their unique talents. This diversity of talents enriches our campus by fueling creativity, innovation, and success.

Diversity encompasses acceptance and respect by fostering an environment of inclusion that moves beyond simple tolerance to recognizing the richness in individual identities of people.

Diversity, therefore, is an active process that requires our continuous dedication to promote the success of present and future generations of students, faculty, and staff.”

The Greenlee School administration, faculty and staff strive to be mindful of diversity and inclusiveness in every classroom, advising and/or internship undertaking, and in every official act. The school started articulating diversity goals in 2004, when LAS Dean Michael Whiteford (Dean Schmittmann’s predecessor) appointed Michael Bugeja chair of the college’s first Diversity Committee. The group – whose 15 members from the faculty, staff and student body – wrote the report “A Clear, Accountable Commitment to Diversity.” The report was updated in 2013 and is available in appendix 3. The committee surveyed academic units in the college concerning attitudes about diversity plans, and recommended actions that may be taken across disciplines to enhance diversity.

The Diversity Committee recommended the establishment of clear, accountable guidelines for departments to make diversity central to the mission of the college and the university. Among other measures, the committee suggested that diversity be mentioned in departmental and college mission statements; that the college develop systematic procedures for ensuring that all department chairs communicate the importance of diversity to their constituents; that future Diversity Committees analyze previous diversity-related reports to assess actions and/or progress on those recommendations; and that chairs emphasize the need to recruit and retain women and underrepresented faculty. This is a clear example of how our accrediting standards have helped design and implement college policy. The school’s efforts in diversity were recognized in 2014 with the AEJMC Diversity and Equity Award, which inspired the school’s Diversity Committee to revisit and update its diversity plan in December 2014, committing to enhance diversity even more.

The school follows recruitment and retention guidelines as stipulated by the college and the university. The college’s recruitment and retention guidelines are included in appendix 3. Additionally, for most of the past
six years, women have taken a leadership role in the school as associate
director, assistant director, chair of the Curriculum Committee, chair of the
Promotion and Tenure Committee, chair of Long Range Planning, chair
of Graduate Steering, director of graduate education and chair of search
committees.

In 2012, we added two top candidates—Tracy Lucht, a scholar of gender
and journalism who earned her doctorate from University of Maryland,
and Jane Fritsch, a former reporter with extensive professional
experience—to the faculty roster. In 2014, we hired Jan Lauren Boyles, who
earned her Ph.D. from American University, and Su Jung Kim, a native of
South Korea, who earned her Ph.D. from Northwestern University. In 2012,
we hired two academic advisers — Jessica Hansen and Jason Wiegand.
Wiegand is a member of Kiowa Tribe of Oklahoma and of the National
Academic Advising Association’s (NACADA) Diversity Committee. In 2014,
we hired Juli Probasco-Sowers as an internship coordinator and academic
adviser. These selections not only enhance advising and teaching in
skills classes, but also strengthen our scholarly efforts at understanding
advertising, public relations, and journalism within multicultural contexts.
In August 2015, we will welcome Dara Wald and Kelly Winfrey to the
faculty. Dara Wald earned her Ph.D. in the Department of Wildlife Ecology
and Conservation at the University of Florida in 2012 and most recently
was a postdoctoral fellow at Arizona State University. Her research and
teaching will focus on science communication. Kelly Winfrey, earned her
Ph.D. in 2012 from the University of Kansas, will have a joint appointment
between the Greenlee School and the Carrie Chapman Catt Center for
Women in Politics.

Indeed, the school’s culture emphasizes multiculturalism. One quarter
of the faculty is or was a citizen of another country, including Bulgaria,
Cambodia, China, South Korea, Malta, Poland, Romania and the
Philippines. Eric Abbott is a principal researcher in the university’s
sustainable rural livelihood initiatives in Uganda, and Lulu Rodríguez (left
ISU in 2013) has been a communication consultant for the World Bank and
the US Agency for International Development. Abbott has received both
the college and university awards for international service; Rodriguez was
chosen by LAS for its highest instruction award, the Master Teacher, for
her commitment to multiculturalism. Academic Adviser Jason Wiegand
has been named an Emerging Leader, by NACADA and was also appointed
Chair of the Native American & Tribal Colleges Interest Group for NACADA.

Beyond that, our assessment data show that diversity is a topic that
permeates nearly all our classes, with students developing skills to apply
inclusiveness in one or more settings.

Our commitment to diversity and inclusiveness is not reflected only in
numbers. Diversity and inclusiveness are part of our culture in which views
are expressed through shared governance and responsibility. The evidence
and indicators presented below will make that case.
Our service area is the entire state of Iowa, with Iowa residents representing 67% (485) of the school's total undergraduate enrollment. Excluding international students, who account for 7.6% (2,202) of undergraduate enrollment, the university's recruitment region also includes Illinois (3,059 students of the entire University undergraduate enrollment), Minnesota (2,661), Wisconsin (457), Nebraska (318) and Texas (275). Students from these five states account for 23% of the total undergraduate enrollment of 28,893 in 2014.

Iowa is one of the most homogeneous states in the nation. In 2010, there were more white people over the age of 100 in Iowa—846, to be exact—than these under-represented groups who took the ACT: African-Americans, 583; Hispanic/Latino, 700; Asian/Pacific Islanders, 537; American Indian, 81.

Based on 2013 census estimates, the population in our service area is summarized in table 4.

### Table 4. Area Population

<table>
<thead>
<tr>
<th>Group</th>
<th>% of Iowa population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black / African American</td>
<td>3.3%</td>
</tr>
<tr>
<td>White</td>
<td>87.6%</td>
</tr>
<tr>
<td>American Indian / Alaskan native</td>
<td>0.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.0%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>5.5%</td>
</tr>
<tr>
<td>Native Hawaiian / other Pacific Islander</td>
<td>0.1%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>1.6%</td>
</tr>
<tr>
<td>Female</td>
<td>50.4%</td>
</tr>
</tbody>
</table>


The number of male, female, minority and white students enrolled in the unit, the percentages they represent of total journalism and mass communications enrollment, and the percentages these racial/ethnic groups represent of the total institutional enrollment for the 2014–2015 academic year, are shown in table 5.
Table 5. Undergraduate Student Populations

<table>
<thead>
<tr>
<th>Group</th>
<th>Male</th>
<th>Female</th>
<th>% of total in unit</th>
<th>% of total in institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black / African American</td>
<td>9</td>
<td>13</td>
<td>3.02%</td>
<td>2.6%</td>
</tr>
<tr>
<td>White</td>
<td>209</td>
<td>363</td>
<td>78.6%</td>
<td>75.8%</td>
</tr>
<tr>
<td>American Indian / Alaskan native</td>
<td>3</td>
<td></td>
<td>0.4%</td>
<td>0.23%</td>
</tr>
<tr>
<td>Asian</td>
<td>5</td>
<td>11</td>
<td>2.2%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>16</td>
<td>26</td>
<td>5.76%</td>
<td>4.47%</td>
</tr>
<tr>
<td>Native Hawaiian / other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td>0.1%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>4</td>
<td>13</td>
<td>2.33%</td>
<td>2.2%</td>
</tr>
<tr>
<td>International Students</td>
<td>7</td>
<td>33</td>
<td>5.49%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Not reported</td>
<td>5</td>
<td>11</td>
<td>2.2%</td>
<td>4.22%</td>
</tr>
</tbody>
</table>

The number of female, male, minority and white faculty members and the percentages they represent of the school’s total faculty are listed in table 6.

Table 6. Faculty Populations, Full-Time and Part-Time

Full-time faculty, Academic Year 2014 - 2015:

<table>
<thead>
<tr>
<th>Group</th>
<th>Female (N=34)</th>
<th>Male (N=34)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black / African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>White</td>
<td>20.6%</td>
<td>20.6%</td>
</tr>
<tr>
<td>American Indian / Alaskan native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>2.9%</td>
<td></td>
</tr>
<tr>
<td>Hispanic / Latino (any race)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian / other Pacific Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>International</td>
<td>5.9%</td>
<td>8.8%</td>
</tr>
</tbody>
</table>

¹Full-time faculty: Includes tenured and tenure-track professors, senior lecturers and lecturers. A tenure / tenure-track full-time faculty member is defined by a 4-4 teaching load with course releases for research and advising. Currently all full-time faculty are assigned a 2-2 teaching load. A senior lecturer / lecturer full-time faculty member is defined by a 4-4 teaching load with a course release for advising students. Currently all full-time senior lecturer / lectures have a 4-3 or 3-4 teaching load. Full-time faculty: n=20
Professor on phased retirement included in full-time faculty.
Part-time faculty\(^2\), Academic Year 2014 - 2015:

<table>
<thead>
<tr>
<th>Group</th>
<th>Female</th>
<th>% of total faculty (N=34)</th>
<th>Male</th>
<th>% of total faculty (N=34)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black / African American</td>
<td>1</td>
<td>2.9%</td>
<td>1</td>
<td>2.9%</td>
</tr>
<tr>
<td>White</td>
<td>7</td>
<td>20.6%</td>
<td>4</td>
<td>11.8%</td>
</tr>
<tr>
<td>American Indian / Alaskan native</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>2.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic / Latino (any race)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian / other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other race</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^2\)Part-time faculty: Includes senior lectures, lectures and graduate teaching assistants (GTA). Part-time senior lecturers, lectures and GTA contracts range from one course per year to a 3-4 teaching load with no obligations for advising or service. Part-time faculty: n=14

Table 7 provides information for all searches for full-time faculty members the school conducted within the past three years. Table 8 provides information for all searches for part-time or adjunct faculty members conducted within the same time frame.

### Table 7. Full-Time Faculty Recruitment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Openings</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Total applicants in hiring pool</td>
<td>42</td>
<td>109</td>
<td>66</td>
</tr>
<tr>
<td>Females in hiring pool</td>
<td>14</td>
<td>29</td>
<td>37</td>
</tr>
<tr>
<td>Female finalists considered</td>
<td>2</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Offers made to females</td>
<td>2</td>
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<tr>
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<tr>
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<tr>
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### Table 8. Part-Time Faculty Recruitment

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<td>Openings</td>
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<td>Total applicants in hiring pool</td>
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<td>Females in hiring pool</td>
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<tr>
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<td>Offers accepted by international faculty</td>
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</table>

*A pool application is used to cover multiple class sections that are added based on increasing enrollment. The positions available in the pool are dependent on the classes we need to cover. Terms and appoints are based on school needs. All pool applicants must have a master’s degree.

Data collected on international applicants are not available unless the candidate reveals it during an interview or in application materials. These data are not collected in the EEO summary reports.

Minority information may or may not be revealed during the search, but the data are not complete if candidates choose not to self-identify in the EEO summary reports. If a number is reported it is because the candidate disclosed the information during an interview or on the report.

A plan for increasing gender and racial representation and awareness in the school was revised and approved by the full faculty in December 2014 after winning the 2014 Equity and Diversity Award from the Association for Education in Journalism and Mass Communication. We believed at the time that we had exceeded our previous goals and set out to achieve more specific diversity objectives in curriculum, faculty, student body, climate and assessment. The new plan is detailed below. As part of its transparency initiative, the Greenlee School posted its application for the award on a page devoted exclusively to diversity (http://www.greenlee.iastate.edu/diversity).

### GREENLEE SCHOOL OF JOURNALISM AND COMMUNICATION DIVERSITY PLAN FOR 2015 – 2020

Originally adopted by the faculty on October 17, 2003, and revised on December 5, 2014.

The faculty and administrative leadership of the Greenlee School of Journalism and Communication are fully committed to maintaining an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit’s definition of diversity and the under-represented groups identified by the unit.

2 Attach a copy of the unit’s written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit’s definition of diversity and the under-represented groups identified by the unit.
intellectually diverse, nondiscriminatory and multicultural environment.

The previous version of this plan carved a pathway that enabled the Greenlee School to win the 2014 AEJMC Diversity and Equity Award. We uphold those values and are inspired by the award to aim even higher. We seek to maintain an inclusive curriculum, a diverse faculty and student population, and a welcoming, supportive and celebratory climate.

Greenlee faculty members were part of the university team that wrote and conducted research on the definition of diversity for the entire Iowa State University community. We are guided by that definition:

“Iowa State celebrates and advances diversity by creating a safe place in which people can express themselves freely and share their unique talents. This diversity of talents enriches our campus by fueling creativity, innovation, and success.

“Diversity encompasses acceptance and respect by fostering an environment of inclusion that moves beyond simple tolerance to recognizing the richness in the individual identities of people.

“Diversity, therefore, is an active process that requires our continuous dedication in order to meet the needs of present and future generations of students, faculty, and staff.”

Language from the definition of diversity for ISU.

We define diversity broadly, recognizing that individuals can contribute their unique talents and values across the four dimensions of diversity listed below:

A. Their personhood and character.
B. Their internal dimensions (such as racial identity, age, gender identity, sexual orientation, physical and/or mental abilities and ethnic identity).
C. Their external dimensions (such as religion, education, socio-economic class background, work experience, marital and parental status, appearance, geographic location, hobbies).
D. Their organizational dimensions (such as management status, classification, field of study, seniority/rank, union affiliation).

With these definitions in mind, we set out to accomplish the following goals:

**Action plan 1: DIVERSE STUDENT BODY**

Among other initiatives:

- Recruit intentionally by reaching out to high schools in diverse communities with the intent of encouraging underrepresented students to apply to Iowa State University and the Greenlee School in proportions that match or surpass Iowa and Iowa State University demographics.
- Make a concerted effort to recruit diverse candidates for the school’s graduate program at national mass communication conferences as well as at in-state and regional colleges.
- Secure funding and provide scholarships to help retain a diverse student body.
- Ensure diverse student retention through our advising program.

**Action plan 2: DIVERSE FACULTY**

Among other initiatives:

- Ensure diversity and diversity training of faculty members serving on
search committees.
• Recruit intentionally to encourage diverse applicant pools with the intent of matching or surpassing Iowa State University faculty demographics.
• Widely distribute information about open faculty positions in a variety of publications and at conferences.
• Facilitate faculty mentorship to assist with the tenure and promotion process.
• Strive to maintain gender equity in leadership positions.
• Ensure equity in pay and rank.

Action plan 3: DIVERSE CURRICULUM
Among other initiatives:
• Conduct periodic course mapping to show evidence of diversity in courses and syllabi.
• Offer JL MC 477 (Ethnicity, Gender, Class and the Media) every semester.
• Offer JL MC 476 (World Communication Systems) every year
• Invite speakers to address diversity issues as they pertain to various classes and majors.
• Organize events and workshops for students and faculty that discuss or celebrate diversity.
• Encourage diverse students to join and seek opportunities at student media and clubs within the school and the university.
• Broadly distribute information to students about diverse internship and hiring opportunities and facilitate interactions between students and alumni or professionals.
• Monitor industry assessment of students’ diversity awareness in our capstone course (499) evaluations.

Action plan 4: SUPPORTIVE CLIMATE
Among other initiatives:
• Recognize and support faculty scholarship and service efforts related to issues of diversity.
• Showcase and celebrate faculty, staff, and administrative accomplishments through monthly Good News from Greenlee reports.
• Emphasize diversity in committee and service appointments.
• Sustain an environment that is collegial and welcoming to all faculty, staff, and students.
• Ensure diverse participation in all programs and events.
• Provide all of our students, including those who are underrepresented and marginalized, a platform, a voice, and multiple leadership opportunities via several student-operated publications, professional organizations, and both a radio and television station.

Action plan 5: DIVERSITY ASSESSMENT
• Maintain a standing subcommittee to track and assess accomplishments in diversity.
• Review activities across action plans 1 – 4 in annual year-end reports to be presented to the director and the faculty.
The school seeks to hire minority faculty members with the goal of at least equaling minority representation in the ISU faculty. The school, therefore, monitors accomplishments in terms of the number of female and minority hires and the recruitment of minority students. Search committees chart the number of women and minorities at every stage of the hiring process with particular attention to the reasons why offers are turned down. In the years since our last re-accreditation, our first-choice candidates from each search have accepted our offers.

In 2014, the Office of Institutional Research reported that 78.3% of ISU’s faculty is white, with 2.3% African-American, 0.3% American Indian/Alaskan Native, 15.7% Asian/Pacific Islander, and 3.1% Hispanic. The university reports 21.7% of faculty are minorities. School figures fairly mirror those percentages, with 73.5% of the faculty being white, and minorities making up the difference with comparable percentages. Diversity in the school, however, goes beyond skin color. Our multicultural percentages provide a better snapshot of our commitment to diversity—One quarter of faculty members are dual nationals, naturalized citizens or citizens of other countries.

We attempt to achieve and maintain gender balance in the faculty through our hiring practices. In this aspect, we first ensure that women either chair or are included in search committees. Our job announcement and position descriptions clarify that we are an equal-opportunity employer, and encourage women and minorities to apply. These job postings are advertised in venues accessible to women and minorities. One of our most successful strategies is networking with Ph.D.-granting institutions to help us recruit prospects for a diverse pool of applicants.

It is a regular practice to display job notices and job opportunities on the sites of several organizations dedicated to diversity. Examples are the job banks of the Asian American Journalists Association, the National Association of Hispanic Journalists, the National Association of Black Journalists, the Native American Journalists Association and the South Asian Journalists Association. Special mailings are sent to historically black universities. The school also advertises in the National Diversity Journalism job bank, the Tribal College Journal, Women in Higher Education, the AEJMC, ICA and NCA newsletters and job sites, and in convention programs to reach minorities and those with diverse educational backgrounds (http://www.aejmc.org/_about/divisions.php). We also advertise beyond academic outlets to reach a larger diversity pool (i.e., CareerBuilder.com reaches 895 partner news outlets online, including diversity sites such as Hispanic Today, Hispanic Jobs.com, Asian Jobs and several targeted Black jobs sites and publications).

Individual notices are also sent to peer institutions known to have large contingents of minorities and women. We also write journalism and mass communication directors and deans inviting them to submit nominations of qualified candidates, particularly women, minorities and those with disabilities. We capitalize, however, on our website and upcoming journalism and communication conferences, conventions, workshops and symposia to advertise. We also call on our vast and diverse alumni base, as well as our Advisory Council, to help recruit and attract promising candidates.

The school’s graduate program subscribes to the benchmarks set by the Graduate College to ensure a diverse and accessible graduate education.
Senior faculty members take the lead in fostering diversity initiatives. Associate Professor Joel Geske teaches JL MC 477, Ethnicity, Gender, Class and the Media, in which students critically examine how ethnic groups, genders and people of varying socio-economic classes are portrayed in the news and in the media in general. The course also examines the impact of such portrayals on audiences and on marginalized population groups. Geske has been recognized for his work in diversity by receiving the inaugural Diversity Award given by the College of Liberal Arts and Sciences in 2012, as well as the university’s MLK One Community Award in 2013. Among Geske’s many roles, he has chaired the LAS Diversity Committee since 2009, and serves on both the University Committee on Diversity and the LGBT Student Services Board. Recently, Geske has been awarded three $9,000 grants from the College of Liberal Arts and Sciences to develop online courses dealing with diversity in the media. In addition, he has received two diversity grants from the university to collaborate on an LAS “Classroom Climate” survey. Funded by the dean, the study is expected to lead to an “Inclusive Classrooms” initiative that will train other instructors on creating a supportive environment. At the 2015 AEJMC annual conference in San Francisco, Geske was a panelist during a session on teaching diversity, which was hosted by the AEJMC Professional Freedom and Responsibility Committee.

Our course mapping efforts, which assess what ACEJMC values and competencies are introduced, practiced or measured in all our journalism, advertising, and public relations courses, indicate that 39 of our 47 classes either required students to be aware of, understand or develop skills in applying concepts associated with diversity and inclusiveness. In these classes, diversity is not only taught as a concept but is also applied in assignments. These classes are as follows:

- ADVRT 230: Advertising Principles
- ADVRT 301: Strategic Planning for Advertising and Public Relations
- ADVRT 334: Advertising Creativity
- ADVRT 335: Advertising Media Planning
- ADVRT 434/435: Advertising Campaigns and Advertising Competition
- ADVRT 436: Advertising Portfolio Practicum
- ADVRT 497G: Audience Analysis
- ADVRT 499: Professional Media Internship
- JL MC 101: Mass Media and Society
- JL MC 201: Reporting and Writing for the Mass Media
- JL MC 202: Intermediate Reporting and Writing for the Mass Media
- JL MC 206: Reporting and Writing for the Electronic Media
- JL MC 242: Visual Principles for Mass Communicators
- JL MC 307x: Digital Video Production
- JL MC 309x: Electronic News Gathering and Production
- JL MC 315: Multimedia Production
- JL MC 316: Introduction to Digital Publishing
- JL MC 341: Contemporary Magazine Publishing
- JL MC 344: Feature Writing
- JL MC 346: Public Affairs Reporting
- JL MC 347: Science Communication
- JL MC 349: Print Media Editing
- JL MC 401: Mass Communication Theory
- JL MC 460: Law of Mass Communication
- JL MC 461: History of American Journalism
- JL MC 462: Media Ethics, Freedom and Responsibility
- JL MC 474: Communication Technology and Social Change
• JL MC 476: World Communication Systems
• JL MC 477: Ethnicity, Gender, Class and the Media
• JL MC 497D: Creative Communication Values
• JL MC 497G: Audience Analysis
• JL MC 499: Professional Media Internship
• P R 220: Public Relations Principles
• P R 301: Strategic Planning for Advertising and Public Relations
• P R 321: Public Relations Reporting
• P R 424: Public Relations Campaigns
• P R 497D: Creative Communication Values
• P R 497G: Audience Analysis
• P R 499: Professional Media Internship

In JL MC 110, Orientation to Journalism and Communication, the course instructor, academic advisers and guest lecturers teach students to explore courses and resources associated with disability, social class, gender, race, ethnicity and sexual orientation. Academic advisers also help students complete undergraduate plans of study, noting that university requirements mandate that students take a diversity and international perspectives class as part of any degree program. Evidence of such awareness can be found in our students’ choices of a second major. A recent inventory (spring 2015 enrollment) of double majors revealed that one student chose a secondary major in Women’s Studies, nine chose a secondary major in International Studies and 11 chose a secondary major in world languages and cultures.

Perhaps the most important evidence of the school’s curricular achievement regarding diversity and inclusiveness can be found in assessment reports regarding the capstone JL MC / ADVRT / P R 499 Internship course. Students and their employers are asked to evaluate the interns and the internship experience at midpoint and at the final stage of the internship. Our most recent internship data (for students who completed their internships between Oct. 16, 2013 and Oct. 15, 2014, n=145) indicate that when it comes to the item “Shows sensitivity to diversity and cultural issues in verbal and visual communication,” interns gave themselves ratings that averaged 4.78 (on a scale of 1 to 5 where 5 is “very high”) at mid and 4.83 at final evaluation. On the other hand, internship supervisors rated our students 4.62 (mean) on the diversity competency and 4.6 on the ethics/diversity competency at mid evaluation. At final evaluation, these ratings improved to 4.68 for the diversity competency and 4.66 for ethics.

The faculty and administrative leadership of the Greenlee School are fully committed to a truly non-discriminatory multicultural environment. Assistant Professor Raluca Cozma, who is the head of the Diversity Committee and conducts research in international communication, teaches JL MC 476/576, World Communication Systems, in which students critically examine how mass media operate across cultures and in a global society that is more interconnected than ever. Students engage in an online collaboration with students from a different country every spring semester and hear from guest speakers representing various cultures.

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

Associate Professor and Director of Undergraduate Education Dennis Chamberlin leads summer study abroad trips to Poland and Italy. In summer 2010 and 2014, students studied in Poland, one of the most rapidly changing new democracies in Europe. Students got to experience
several sides of the contemporary Polish experience; from the world of the affluent businessmen in the big cities to the struggling farmers who are learning to cope with the economic changes that are the result of the country’s entry into the European Union. During the program, students attended lectures and meetings with accomplished Polish photographers, journalists and professors who led sessions on topics such as new Polish media, working in foreign countries and contemporary Polish culture and society.

In summer 2011, 2012, 2013 and 2015, students studied in Urbino, Italy. During the month-long course, students learn the essentials of multimedia journalism—how to tell stories with text, images and video—and practice them by producing stories with the assistance of University of Urbino students, who act as interpreters. Students have daily instruction in “survival” Italian, taught by Francesca Carducci, a professor at the University of Urbino. The classes cover the basics of conversational Italian and provide some insight into the culture, food and way of life in Italy. Students learn how to navigate as professional journalists in a foreign culture by working with interpreters and crafting ready-to-publish features and news stories.

Our course mapping efforts, which assess what ACEJMC values and competencies are introduced, practiced or measured in all our journalism, advertising, and public relations courses, indicate that 21 of our 47 classes either required students to be aware of, understand or develop skills in applying concepts associated with global diversity. In these classes, global diversity is not only taught as a concept, but is also applied in assignments. These classes are as follows:

- ADVRT 230: Advertising Principles
- ADVRT 334 Advertising Creativity
- ADVRT 335 Advertising Media Planning
- ADVRT 499: Professional Media Internship
- JL MC 101: Mass Media and Society
- JL MC 110: Orientation to Journalism and Communication
- JL MC 201 Reporting and Writing for the Mass Media
- JL MC 242: Visual Principles for Mass Communicators
- JL MC 307x: Digital Video Production
- JL MC 316: Introduction to Digital Publishing
- JL MC 346: Public Affairs Reporting
- JL MC 390K: Multimedia Reporting on Italy (summer)*
- JL MC 390: Poland Through a Lens (summer)*
- JL MC 401: Mass Communication Theory
- JL MC 460: Law of Mass Communication
- JL MC 461: History of American Journalism
- JL MC 474: Communication Technology and Social Change
- JL MC 476 World Communication Systems
- JL MC 477: Ethnicity, Gender, Class and the Media
- JL MC 499: Professional Media Internship
- P R 220: Public Relations Principles
- P R 321: Public Relations Reporting
- P R 499: Professional Media Internship

*Not included in fall 2014 course mapping data

Because cultural understanding and sensitivity are central to the work of public communicators, members of the Greenlee faculty have developed innovative classroom techniques to increase student awareness. In 2011,
the school held a teaching workshop on incorporating diversity issues into courses and syllabi. Since then, faculty members have found ways large and small to foster multicultural learning environments and expose students to different perspectives and experiences:

- Dr. Jay Newell pioneered multilingual support in large lecture courses. Recognizing language could be a barrier to success in early classes, he began offering slides and syllabi in the two most-used languages on Iowa State’s campus: English and Chinese. The program has received campuswide attention and may be extended to other languages according to need and resources.
- Dr. Raluca Cozma organizes international collaborations every year between her world communication systems class and journalism students in countries such as Romania, Brazil, The Netherlands, and Lebanon.
- Lecturer Sherry Berghefer explores in design classes how various cultures, both domestic and international, interpret symbols and colors to get students beyond their local boundaries.
- Dr. Michael Bugeja makes diversity a regular part of his ethics and orientation courses. He teaches about the rich heritage of Iowa State and leads students to see that understanding different cultures is a requirement of ethical behavior in global professions. His class deals with media stereotypes of women and ethnicities and coverage of racial bias. The required online ethics portfolio asks students to include personal values about non-discrimination.
- Lecturer John Thomas teaches that the acceptance of creativity within an organization relies on respect for diversity of thought from a variety of backgrounds.
- Lecturer Michael Wigton has developed an online learning module for his public relations students that addresses the communication needs of various populations, addressing diversity in terms of generation, gender, religion, sexual orientation, race, ethnicity, and nationality.
- Dr. Joel Geske has developed numerous techniques for his courses Ethnicity, Gender, Class and the Media and Portrayals of Gender and Sexualities in the Media. For example, in an exercise titled “Roll the Dice for Diversity,” students roll a die to learn which social group’s perspective they will adopt for a class discussion. Several of his techniques have been finalists in the Great Ideas for Teaching competition at AEJMC.
- Dr. Jeff Blevins (left Iowa State in 2012) also has been recognized in this area, receiving an award in 2011 from the AEJMC Law & Policy Division: How to Incorporate Diversity in the Law and Policy Classroom, a category in the Best Ideas in the Teaching of Communication Law and Policy competition.

Records of agendas and minutes of meetings suggest that shared governance and transparency foster a collegial environment where students, staff and faculty express views without fear of reprisal. Another barometer of this congenial climate is the fact that no informal or formal charge associated with harassment or discrimination has been brought to the administration’s attention since 2004. The 2003 site visit report noted that the school had experienced “a crisis in 2002” associated with climate and inclusiveness and concluded that conflict had stemmed from a general lack of communication. The collegial and supportive atmosphere in the Greenlee School was also one of the main reasons the unit won the 2014 AEJMC Equity and Diversity Award.
Several members of the faculty and staff participated in the “Safe Zone” program in 2013, which provides training on LGBT issues. After a three-hour formal training session, participants earned the right to place Safe Zone stickers near their offices to let students know there were places in the building where they could safely discuss issues related to sexual orientation. The school also converted two restrooms to gender-neutral facilities in order to accommodate transgender students. This proactive decision sparked discussions on campus that resulted in a university policy to make gender-neutral restrooms available in all buildings constructed or remodeled in the future.

The school has also remained sensitive to the needs of the disabled. The current appointed disability liaison officer is Academic Adviser Jason Wiegand, who ensures that reasonable accommodations are provided for students with disabilities as required by the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and other legislation. As our liaison, Jason Wiegand is required to:

- Have knowledge of federal requirements under Section 504 of the Rehabilitation Act of 1973 and ADA of 1990.
- Have a working knowledge of ISU accommodation procedures for students and the responsibilities of those involved (i.e., department, instructor, student, etc.).
- Act as a first-line school contact for faculty with questions regarding school accommodation practices, procedure and/or resource availability.
- Enhance communication between all parties involved with providing reasonable accommodations for qualified students with documented disabilities.
- Work with involved parties to resolve issues related to faculty and departmental implementation of accommodations.
- Develop a specific written departmental accommodation documentation system providing faculty and students with accommodation processes and methods for delivery of reasonable accommodations.
- Schedule rooms for extended time on exams.
- Schedule rooms for low distraction test environments.
- Schedule readers and scribes for exams.
- Arrange for note-takers to assist students with disabilities.
- Maintain records of accommodation requests and accommodations provided as indicated on SAAR forms.
- Communicate with Student Disability Resources staff regarding accommodation requests and related topics.

Wiegand also ensures that adequate services, equipment and procedures are in place to comply with university, local, state and national laws and regulations. He assists students in procuring forms and other documents needed to request special accommodations. He also provides training and assistance to faculty members at meetings and in memos, postings and other forms of communication to ensure that the school maintains compliance.
Describe the unit’s efforts to recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

Associate Director Geske works with the Greenlee Alumni and Friends group and members of the Advisory Council to recruit students with diverse backgrounds. Alumni are made aware of our calls for diversity expansion through the annual alumni magazine, The Greenlee Glimpse, as well as through our website, our diversity web page and e-mail exchanges.

Greenlee actively recruits diverse students, using student ambassadors to meet with prospective majors. The school offers more than $100,000 in scholarships and in the past two years has doubled the number of awards given to students of color. Other scholarships require that a student demonstrate leadership in promoting diversity, serving as a positive role model for multicultural understanding.

In addition to recruiting and empowering its students, Greenlee recognizes the role of physical spaces and structures in perpetuating social inequities. In 2010, the school made a conscious effort to create a welcoming environment for all students, starting with visual cues in the building. Colleagues were encouraged to donate multicultural art for display in Hamilton Hall, and faculty and staff were encouraged to check their offices for any unintentional messages they might be sending.

Our faculty and staff members also participate in university programs designed to recruit and retain multicultural students. For example, in summer 2014, Jason Wiegand and Erin Wilgenbusch participated in a workshop for the Academic Program for Excellence (APEX), an eight-week academic summer program designed for incoming multicultural students. The bridge program helps students transition to Iowa State during the summer prior to their first semester. The workshop, which was hosted by the College of Liberal Arts and Sciences, focused on Greenlee majors, the skills students would learn and the types of careers available to our graduates. In summer 2015, Erin Wilgenbusch continued her participation with APEX program and hosted a “sample class” for students in the program who are interested in Greenlee majors. During the “sample class” Wilgenbusch had each student write either a news story, news release or advertisement about themselves as a way for student to practice different communication skills and get to know one another better.

The school’s concerted effort is having a tangible effect. While we cannot take credit for our students’ accomplishments, we believe we are nurturing an environment that raises their awareness. As such, we publicize their successes in diversity and inclusiveness. For instance, our monthly Good News from Greenlee newsletter included news items like the ones listed below:

- We were delighted when Abby Barefoot, a journalism and women’s studies major, won the 2012 Engel Upstander Award from the College of Liberal Arts and Sciences for her work on women’s and social justice issues.
- We were thrilled when Laura Larson, an advertising major, won a social justice poster design contest in 2012 to celebrate the 35th anniversary of Tides, a nonprofit advocacy group.
- We were proud when Greenlee students Stephanie Monteoya, Kim Ahrens, Tammy Winfrey, and Angela Schroeder were participants in AAF’s Most Promising Minority Student competition.
- We were overjoyed when Five Greenlee School students were selected to serve as Bridging Opportunities in Leadership and Diversity (BOLD) Peer Mentors for the College of Liberal Arts and Sciences.
Hurtt, An Le, Denisha Mixon, Jazmin Murguia and Natasha Porizkova serve as mentors to first-year multicultural students. The BOLD Peer Mentors program, established in 2014, was created to foster relationships among multicultural students within the college and promote academic, social and professional success. In addition to the five Greenlee students who serve as peer mentors, Erin Wilgenbusch also participates in BOLD programming.

- We were inspired when Uhurú, a student-run multicultural magazine, titled itself after the Swahili word for “freedom” to advertise its mission to serve the African-American, Asian, Latino and Native American communities.
- We revel in our diversity every year when our graduate students, under the guidance of Dr. Gang Han, throw a Chinese New Year Celebration, sharing cultural traditions and delicious food with a packed house in Hamilton Hall.

The school does not have selective admission requirements beyond the university admission requirements. As a land-grant institution, admission to the university is as accessible as possible.

We do not track individual students; however, the institution does track cohorts (who entered the school during the same semester) to determine how many were still enrolled in the school and how many students graduate within four, five and six years.

Table A shows the breakdown of minority students by sub-group in the cohort that enrolled in fall 2008. In this instance, there were six Asian/Hawaiian/Pacific Islanders. Four years later, one student was still in the school; two students graduated in 2011–2012, and one graduated in 2012–13.

Thus, the percentage of the original cohort of six retained or graduated in 2012–13 was 66%. The table indicates that we did not have any students who identified as American Indian/Alaskan native. We graduated 33% of Black/African American students; 80% of those who did not disclose their race; 100% of international students; and 73% of the White cohort. These data signify an “average” to “better than average” retention rate for underrepresented students in comparison with the White student population.

We also recruit underrepresented students via the Iowa High School Press Association, targeting schools in cities such as Davenport and West Des Moines that have larger minority enrollments. We use our nationally recognized First Amendment Day as the occasion to attract students who are energized by free speech, free press, freedom of religion, petition and assembly. The twelfth annual First Amendment Day included a keynote presentation on Student Rights and the Supreme Court, which...
was attended by approximately 375 students. The keynote speakers Mary Beth Tinker, Cathy Kuhlmeier Frey and Mike Hiestand also traveled to Ames High School to tell their stories in three sessions, one for journalism students and two that were open to all students (400 students attended). The First Amendment Day events are discussed in greater detail in Standard 8.

The Greenlee Student Services Office also hosts prospective students throughout the year. Greenlee student ambassadors, who assist with prospective student visits, are a diverse group of current Greenlee students. Jason Wiegand, academic adviser, recruits and trains the Greenlee student ambassadors. Particular attention is paid to diversity when selecting student ambassadors to ensure they are representative of the Greenlee student population. You can learn more about our student ambassadors in appendix 3 and online at http://www.greenlee.iastate.edu/greenlee-ambassadors.

### Table A.

Representative retention of minority students based on the developments the fall 2008 entering undergraduate cohort.

<table>
<thead>
<tr>
<th>Group</th>
<th>Number from cohort enrolled fall 2008</th>
<th>Number from cohort enrolled fall 2009</th>
<th>Number from cohort enrolled fall 2010</th>
<th>Number from cohort enrolled fall 2011</th>
<th>Number from cohort enrolled fall 2012</th>
<th>Number graduated in 2011-12 (or earlier)</th>
<th>Number graduated in 2012-13</th>
<th>Number graduated in 2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black / African American</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian / Hawaiian / Pacific Islander</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Race unknown</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic / Latino (any race)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>83</td>
<td>72</td>
<td>64</td>
<td>63</td>
<td>20</td>
<td>43</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>International</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>87</td>
<td>77</td>
<td>75</td>
<td>25</td>
<td>48</td>
<td>20</td>
<td>4</td>
</tr>
</tbody>
</table>

Source: Iowa State University Institutional Research

Each year since 2009, the school has staffed a jobs table and/or held a reception at every annual AEJMC convention with the intention of recruiting women and minorities. We made a concerted effort to include women as chairs or as members of every search committee. It was difficult to appoint women to head the search committees, as after unexpected deaths, disability release and retirements we only had one woman left (Daniela Dimitrova) who was tenured, and she had other service obligations as director of graduate education. However, we did include women, both from inside and outside the school, on all search committees.

Search committees were sensitive to the fact that we had lost many female faculty over the previous several years.
Committees for recent tenure-track positions included:

<table>
<thead>
<tr>
<th>Committee</th>
<th>Hired:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sustainability Hire (2015)</strong></td>
<td><strong>Dara Wald (Female)</strong></td>
</tr>
<tr>
<td>Michael Dahlstrom, chair</td>
<td>Male</td>
</tr>
<tr>
<td>Daniela Dimitrova</td>
<td>Female</td>
</tr>
<tr>
<td>Gang Han</td>
<td>Male</td>
</tr>
<tr>
<td>Jean Goodwin (outside member)</td>
<td>Female</td>
</tr>
<tr>
<td>William Gutowski (outside member)</td>
<td>Male</td>
</tr>
<tr>
<td><strong>Catt Center for Women and Politics (2015)</strong></td>
<td><strong>Kelly Winfrey (Female)</strong></td>
</tr>
<tr>
<td>Dianne Bystrom, chair</td>
<td>Female</td>
</tr>
<tr>
<td>Raluca Cozma (Greenlee Representative)</td>
<td>Female</td>
</tr>
<tr>
<td>David Vogel</td>
<td>Male</td>
</tr>
<tr>
<td>David Andresen</td>
<td>Male</td>
</tr>
<tr>
<td><strong>Media Law (2014)</strong></td>
<td><strong>Andrew Pritchard (Male)</strong></td>
</tr>
<tr>
<td>Dennis Chamberlin, chair</td>
<td>Male</td>
</tr>
<tr>
<td>Kathy Box, admin</td>
<td>Female</td>
</tr>
<tr>
<td>Raluca Cozma</td>
<td>Female</td>
</tr>
<tr>
<td>Tracy Lucht</td>
<td>Female</td>
</tr>
<tr>
<td>Michael Dahlstrom</td>
<td>Male</td>
</tr>
<tr>
<td>Jim McCormick (outside member)</td>
<td>Male</td>
</tr>
<tr>
<td><strong>Big Data, Security (2014)</strong></td>
<td><strong>Jan Lauren Boyles (Female)</strong></td>
</tr>
<tr>
<td>Michael Dahlstrom, chair</td>
<td>Male</td>
</tr>
<tr>
<td>Gang Han</td>
<td>Male</td>
</tr>
<tr>
<td>Eric Abbott</td>
<td>Male</td>
</tr>
<tr>
<td>Daniela Dimitrova</td>
<td>Female</td>
</tr>
<tr>
<td>Two reps from computer science</td>
<td>one male, one female</td>
</tr>
<tr>
<td><strong>Big Data, Advertising (2014)</strong></td>
<td><strong>Su Jung Kim (Female)</strong></td>
</tr>
<tr>
<td>Jay Newell, chair</td>
<td>Male</td>
</tr>
<tr>
<td>Kathy Box, admin</td>
<td>Female</td>
</tr>
<tr>
<td>Suman Lee</td>
<td>Male</td>
</tr>
<tr>
<td>Erin Wilgenbusch</td>
<td>Female</td>
</tr>
<tr>
<td>Carolyn Cutrona (outside member)</td>
<td>Female</td>
</tr>
</tbody>
</table>
Faculty and staff members strive to keep abreast of the latest strategies for recruiting and retaining a diverse workforce. These university-sponsored events have included a “webinar” that discussed “Winds of Change” in academe, occasional presentations on diversity, and other continuing education and human resources development events. The university also requires all employees to undergo diversity training with special workshops on hiring and interviewing techniques to encourage diversity.

The school makes use of its website, advertisements in other outlets and conference attendance to promote the special notation in searches that women and minorities are encouraged to apply. We also publish job advertisements in the AEJMC and ICA newsletters, but we also use Career Builder notices for additional advertisements. Its diversity tab is one of our most useful resources, with postings to several women and minority social networks, organizations and publications (http://www.careerbuilder.com/jobposter/partners/partnerlist.aspx?id=diversity).

The Greenlee School has been successful in hiring women, with six of the seven latest hires being female.

The school also strives to provide faculty and staff role models that show a range of domestic and international diversity. Since the past re-accreditation visit we have faculty and staff (or had if they have retired or moved) from Bulgaria, Romania, South Korea, China, Malta, Philippines as well as African-American, Native American and LGBTQ members.

Our efforts at inclusiveness do not stop with the hiring of women and minorities. The school has a mentor environment in which junior faculty and lecturers feel comfortable speaking to senior colleagues concerning their career progress. The school also introduced a peer mentoring program in 2004, known as the Greenlee Roundtable, to help assistant professors meet research and teaching expectations. Additionally, the school has provided individual professional development accounts, generally $3,000 each year, to help faculty network, research and perform other activities to meet promotion and tenure demands. Combined with a mentoring culture and adequate funding, an environment of shared governance supports retention, progress and success of all constituents.

Greenlee has diversity in administrative positions. Jane Peterson served as associate director until her leave in August 2013 when current Associate Director Joel Geske, a member of the LGBTQ community, stepped into the role. Barbara Mack served as assistant director until her untimely passing in 2012, and the position was eliminated at that time. Daniela Dimitrova is the director of graduate education (DOGE). This position was previously held by Lulu Rodriguez, now an associate professor at the University of Illinois.
Administrative specialist Kathy Box supervises a staff of two women, and Program Coordinator Alyssa Rutt also has supervisory duties. The school helped ease salary compression by taking advantage of college incentives to compete for merit raises for women and minorities whose contributions merited distinction. In the five years since the school has competed with other units for these funds, it has secured salary enhancements for women who had shown leadership in administration and/or research. The administration agreed with and acted on recommendations from the Promotion and Tenure Committee to help advance the dossiers of a woman faculty member who was promoted to professor and a woman (international) and a man (international) were approved for promotion to associate professor effective August 2015.

Our tenure-track faculty hires since the 2009 re-accreditation include:

<table>
<thead>
<tr>
<th>Name</th>
<th>Gender</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raluca Cozma²</td>
<td>female</td>
<td>international</td>
</tr>
<tr>
<td>Gang Han²</td>
<td>male</td>
<td>international</td>
</tr>
<tr>
<td>Tracy Lucht</td>
<td>female</td>
<td></td>
</tr>
<tr>
<td>Jane Fritsch</td>
<td>female</td>
<td></td>
</tr>
<tr>
<td>Su Jung Kim</td>
<td>female</td>
<td>international</td>
</tr>
<tr>
<td>Jan Lauren Boyles</td>
<td>female</td>
<td></td>
</tr>
<tr>
<td>Andrew Pritchard</td>
<td>male</td>
<td></td>
</tr>
<tr>
<td>Kelly Winfrey¹</td>
<td>female</td>
<td></td>
</tr>
<tr>
<td>Dara Wald¹</td>
<td>female</td>
<td></td>
</tr>
</tbody>
</table>

¹Joined Greenlee faculty in August 2015
²Granted tenure and promotion to associate professor, effective August 2015.

Due to an unexpected death, a leave, a resignation and an early retirement, the number of women in the unit dropped lower than we would like. As you can see from the hiring list above, we are working on correcting that. For fall 2015, we anticipate our tenure-track faculty will be back in better balance with nine men and seven women.

Full-time and part-time lecturers also include a good mix of male and female industry professionals with 10 female lecturers and seven male lecturers for spring 2015. This number varies by semester, depending on temporary teaching needs, but is generally a balance of women and men. Together, this gives the school a faculty that includes nearly an equal balance of men and women.

The associate director coordinates lecturer hires. Associate Professor Joel Geske has served as the associate director since 2013. Prior to his appointment Professor Jane Peterson served as the associate director. The associate director screens applicants, and confers with faculty from appropriate teaching areas. Faculty are invited to join in interviews.

The school hires minority and female professionals in the same manner that it hires tenured or tenure-track faculty members. For professional hires, however, the school relies heavily on the advice of alumni who work at a myriad of communication outlets and agencies. For instance, some 290 ISU alumni work at Meredith Corporation alone. Many can be found at The Des Moines Register. Advertising and Public Relations alumni who own or work at agencies or companies throughout the central Iowa area also help recruit when requested. Beyond that, we post job

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If the unit hires adjunct or part-time faculty members, describe the unit’s effort to hire minority and female professionals into these positions and list those who are minority and female professionals.
announcements in The Des Moines Register and on the Iowa State Job Opportunities website. Many of our lecturers start with teaching one or two courses and evolve into more full-time positions as the lecturer gains experience and as we obtain teaching evaluations.

We also are open to partner accommodations based on the identified need for expertise and specializations, when budgets allow and/or when opportunities are available to hire Ph.D. (and occasionally MA) students that might diversify our existing faculty. For instance, the school engaged a Black Ph.D. student with a law degree to teach JL MC 460, Mass Communication Law for two years as he finished up his Ph.D. in Higher Education. We strongly encouraged him to stay with the school and would have made attempts to hire him, had he wished to relocate to his home state in the South. Another Ph.D. student is from India and a MA student teaching for us is Puerto Rican.

In spring 2015, we had three female senior lecturers, seven male lecturers, and seven female lecturers. This complement of faculty is typical, in addition to the graduate students teaching for us.

The school has invited experts to campus to provide students with first-hand accounts about the value of diversity and inclusiveness in the journalism and mass communication work place. In the past they have included such luminaries as the late Molly Ivins, syndicated columnist and author; Bethany McLean, magazine journalist and author; and Clarence Page, syndicated columnist for the Chicago Tribune; and Eugene Robinson, syndicated columnist and the former assistant managing editor of The Washington Post. In September 2015, ABC Anchor Juju Chang is slated as our Chamberlin Lecturer, one of our signature events. Visitors within the past three years are listed in Table B.

Table B.

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Title and Affiliation</th>
<th>Visit Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbott, Tatyana</td>
<td>Russian native, expert on Russian affairs</td>
<td>2/7/2013</td>
</tr>
<tr>
<td>Balek, Krista</td>
<td>Mudd Advertising</td>
<td>12/7/2011</td>
</tr>
<tr>
<td>Benson, Rodney</td>
<td>Professor, New York University; Research Fridays</td>
<td>10/31/2014</td>
</tr>
<tr>
<td>Biddle Susan; Melina Mara</td>
<td>Washington Post Staff Photographers</td>
<td>4/24/2013</td>
</tr>
<tr>
<td>Bradford Kroutin, Colleen</td>
<td>Alumna, Reporting news and documentaries</td>
<td>11/5/2012</td>
</tr>
<tr>
<td>Brocato, Deanne</td>
<td>Assistant Professor – Dept of Marketing, COB</td>
<td>3/5/2013</td>
</tr>
<tr>
<td>Burnett, Lauren</td>
<td>Advertising Manager for Cosmopolitan Hotel, LAS</td>
<td>11/1/2012</td>
</tr>
<tr>
<td>Bystrom, Dianne</td>
<td>Director of Catt Center for Women and Politics, ISU</td>
<td>11/1/2012</td>
</tr>
</tbody>
</table>

Provide examples of professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campbell, Ann</td>
<td>Mayor of Ames</td>
<td>2/24/14</td>
</tr>
<tr>
<td>Chan, Jason C.K.</td>
<td>Assistant Professor - Department of Psychology, ISU</td>
<td>11/4/11</td>
</tr>
<tr>
<td>Chisholm, Barbra</td>
<td>Actress</td>
<td>4/16/14</td>
</tr>
<tr>
<td>Clancy, Alicia</td>
<td>Communication Director for Renewable Energy Group (REG)</td>
<td>11/26/12</td>
</tr>
<tr>
<td>Cooper, Jack</td>
<td>Founder of Kids Living Brave</td>
<td>10/16/12</td>
</tr>
<tr>
<td>Crowley, Candy</td>
<td>CNN chief political correspondent</td>
<td>11/13/12</td>
</tr>
<tr>
<td>Custer, Carole</td>
<td>Marketing Director - Admissions Office, ISU</td>
<td>2/21/12</td>
</tr>
<tr>
<td>Davis, Kelvin</td>
<td>Senior Director of Sales and Affiliate Relations at CNN</td>
<td>9/21/11</td>
</tr>
<tr>
<td>Deborah Koons Garcia</td>
<td>Director - The Future of Food</td>
<td>3/5/12</td>
</tr>
<tr>
<td>Dillavou, Laura</td>
<td>Communications &amp; Marketing Coordinator – Johnston Community School District</td>
<td>2/26/13</td>
</tr>
<tr>
<td>Doyle Koppin, Sheila</td>
<td>Communications Director for the State of Iowa Board of Regents</td>
<td>12/6/11-12/8/11</td>
</tr>
<tr>
<td>Fischer, Erica</td>
<td>Communication Specialist for Office or Admissions, ISU</td>
<td>12/6/12</td>
</tr>
<tr>
<td>Forgrave, Megan &amp; Catherin Swoboda</td>
<td>World Food Prize Communication Director &amp; Education Director</td>
<td>1/22/14</td>
</tr>
<tr>
<td>Gibson, Deb</td>
<td>Senior Lecturer, ISU / Meredith Professional in Residence</td>
<td>10/17/12</td>
</tr>
<tr>
<td>Glaser, April</td>
<td>Associate Electronic Freedom Foundation</td>
<td>4/14/14</td>
</tr>
<tr>
<td>Greenwalk, Marilyn</td>
<td>Professor - Scripps School of Journalism, Ohio University</td>
<td>4/5/13</td>
</tr>
<tr>
<td>Hacker, Annette</td>
<td>Director of University News Service, ISU</td>
<td>10/24/12</td>
</tr>
<tr>
<td>Hanson, Kathy</td>
<td>Director of Media Relations for Ames School District</td>
<td>1/18/12</td>
</tr>
<tr>
<td>Happe, Betsy</td>
<td>Chief Compliance and Ethic Officer for The Principal Financial Group</td>
<td>3/7/12</td>
</tr>
<tr>
<td>Haugo, Rachel</td>
<td>Editor for Meredith Corporation</td>
<td>4/9/12</td>
</tr>
<tr>
<td>Hay, Allison</td>
<td>Communications Specialist for Life Serve Blood Center</td>
<td>4/9/12</td>
</tr>
<tr>
<td>Hayne, Alexandra</td>
<td>Editor - Ames Tribune</td>
<td>1/29/13</td>
</tr>
<tr>
<td>Hunt, Angie</td>
<td>Former KCCI reporter – ISU News Service</td>
<td>2/28/13</td>
</tr>
<tr>
<td>Iverson, Barbara</td>
<td>President of Financial Services for Weber Shandwick Worldwide</td>
<td>9/17/14</td>
</tr>
<tr>
<td>Name</td>
<td>Position/Role</td>
<td>Date</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Iverson, Barbara</td>
<td>President of Financial Services Industry Practices Group</td>
<td>10/2/12</td>
</tr>
<tr>
<td>Jones Blake, DeLora</td>
<td>In Style Magazine, Chief of Research</td>
<td>4/3/13</td>
</tr>
<tr>
<td>Jones Johnson, Gloria;</td>
<td>Professor - Sociology, ISU; Publisher of the Business Publications Corporation, Inc.; Political Columnist for The Des Moines Register; Greenlee alumna and freelancer and staff writer for Farm News</td>
<td>10/9/14</td>
</tr>
<tr>
<td>Janette Larkin; Kathie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obradovich; Jolene Stevens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joon Moon, Tal</td>
<td>Ph. D. Candidate, Honorary Research Associate at University of Wisconsin- Madison</td>
<td>9/29/14</td>
</tr>
<tr>
<td>Juhnke, Amy</td>
<td>Director of Marketing Communications at Lutheran Services in Iowa, Iowa KidsNet</td>
<td>10/24/12</td>
</tr>
<tr>
<td>Kiple, Jacqueline</td>
<td>Citizens for Quality-Johnston Schools, Communications Coordinator</td>
<td>5/2/13</td>
</tr>
<tr>
<td>Klapper, Ethan</td>
<td>Senior Social Media Editor - The Huffington Post</td>
<td>10/29/14</td>
</tr>
<tr>
<td>Koch, Mary</td>
<td>Director of Digital Strategy - Brand Driven Digital</td>
<td>3/12/14</td>
</tr>
<tr>
<td>Konfrst, Jennifer</td>
<td>Iowa Public Television, Communications Director</td>
<td>3/28/13</td>
</tr>
<tr>
<td>Krantz, Colleen</td>
<td>Filmmaker</td>
<td>11/5/12</td>
</tr>
<tr>
<td>Krantz, Colleen</td>
<td>Founder of Skewed News Tutor</td>
<td>3/7/12</td>
</tr>
<tr>
<td>Krenz, Amanda</td>
<td>News Anchor</td>
<td>1/23/14</td>
</tr>
<tr>
<td>Liu, Zhengjia</td>
<td>Ph.D. candidate, University of Iowa</td>
<td>10/23/12</td>
</tr>
<tr>
<td>Louden, Rob</td>
<td>Computer Publishing Specialist for Iowa State Printing Services</td>
<td>11/2/11-</td>
</tr>
<tr>
<td>Lynch, Molly</td>
<td>Vice President for Edelman PR</td>
<td>10/27/11</td>
</tr>
<tr>
<td>Lynch, Molly</td>
<td>Vice President for Edelman PR</td>
<td>4/2/14</td>
</tr>
<tr>
<td>Lynch, Molly</td>
<td>Owner- Molly Mac PR</td>
<td>4/2/14</td>
</tr>
<tr>
<td>Mahaney, Emily</td>
<td>Glamour Magazine, Associate Editor</td>
<td>4/1/13</td>
</tr>
<tr>
<td>Malheiro, Sharon</td>
<td>Attorney-Media Law for Davis Brown Law Firm</td>
<td>11/7/12</td>
</tr>
<tr>
<td>Milosevic, Tijana</td>
<td>Fellow/ Harvard Berkman Center</td>
<td>11/21/14</td>
</tr>
<tr>
<td>Montgomery, Kathryn</td>
<td>Professor, American University</td>
<td>9/12/14</td>
</tr>
<tr>
<td>Murra, Alicea</td>
<td>Global Reach, Ames</td>
<td>12/7/11</td>
</tr>
<tr>
<td>Neubauer, Mary</td>
<td>The Iowa Lottery, VP – External Relations</td>
<td>4/4/13</td>
</tr>
<tr>
<td>Neubauer, Mary</td>
<td>VP of Communications for Iowa Lottery</td>
<td>4/17/14</td>
</tr>
<tr>
<td>Porter, Bethany</td>
<td>Online Editor, Ladies Home Journal – Meredith Corporation</td>
<td>2/20/13</td>
</tr>
<tr>
<td>Rainie, Lee</td>
<td>Director/Pew Research Center's Internet and American Life Project</td>
<td>12/12/14</td>
</tr>
<tr>
<td>Raiola, Joe</td>
<td>Sr. Editor of MAD Magazine</td>
<td>9/22/11</td>
</tr>
<tr>
<td>Rajao, Giovanna</td>
<td>CNN Intern for CNN International; Brazilian native</td>
<td>10/21/14</td>
</tr>
<tr>
<td>Rich, Alex</td>
<td>Project Coordinator for Trilix</td>
<td>10/20/11</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Date</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Rieck-Hinz, Angie</td>
<td>Agronomist/Extension Specialist for Iowa State University Extension</td>
<td>10/24/11</td>
</tr>
<tr>
<td>Robinson, Eugene</td>
<td>Washington Post, Columnist, Chamberlin Lecturer</td>
<td>9/18/13</td>
</tr>
<tr>
<td>Sattem Rygg, Kathy</td>
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<td>Schweers, Rob</td>
<td>Director of College Relations for ISU College of Engineering</td>
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<td>Shamburger, Kenyatta</td>
<td>Iowa State University Director of Multicultural Affairs/Assistant Dean of Students</td>
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<td>Siever, Amber</td>
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<td>Strum, Lori</td>
<td>Senior media buyer for Strategic America</td>
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<td>Vilches, Christa</td>
<td>Passage Magazine Annapolis</td>
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<td>Voga, Lana</td>
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<tr>
<td>Wastweet, Heidi</td>
<td>Sculptor and Studio Artist</td>
<td>4/10/13</td>
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<tr>
<td>West, Susan</td>
<td>Director at West Gold Editorial</td>
<td>1/19/12</td>
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<td>White, Mara</td>
<td>Director of Public Relations for Flynn Wright</td>
<td>12/6/12</td>
</tr>
<tr>
<td>Wixted, Eilee</td>
<td>Principle at WNPT Worldwide</td>
<td>11/28/11</td>
</tr>
</tbody>
</table>

**APPENDIX**

- College of Liberal Arts and Sciences Diversity Report
- Guidelines for Recruiting Diverse Candidate Pools
- Resource Guide for Recruiting Excellent and Diverse Faculty
- Salary Support for Recruiting and Retaining Tenured and Tenure-Eligible Faculty
- Guidelines for Salary Requests
- Greenlee Student Ambassadors
Full-Time and Part-Time Faculty
The Greenlee School maintains a balance between tenured, tenure-track and professional faculty.

Iowa State University is a research university with very high research activity, as such tenured and tenure-track faculty are evaluated on teaching, research / creative and service.

Every semester each course is evaluated by students, who complete a standardized university evaluation form administered online.

Greenlee faculty regularly earn awards for their achievements in teaching.
In the Greenlee School, all tenured, tenure-track and adjunct faculty, lecturers and senior lecturers with positions budgeted within the school are considered members of the faculty. Governance is conducted by all tenured and tenure-track faculty. Through May 2015, multiple lecturers and senior lecturers participated in governance provided that they had requested and been awarded voting rights. During the spring 2015 semester, the college instructed us to reconsider our policy and award voting rights to (a) all lecturers and senior lecturers, (b) no lecturers and senior lecturers, or (c) only to senior lecturers. The voting faculty elected to award voting rights to all senior lecturers. However, all lecturers and senior lecturers continue to share governance on standing committees.

Teaching, research and service at the Greenlee School are the responsibility of 20 full-time faculty members as of spring 2015. Although the director’s contract does not call for classroom teaching, he teaches one or two courses per year.

The majority of full-time faculty has had more than 10 years of college and post-college or graduate training. The faculty also has a mix of Ph.D.s and those with other degrees: 13 hold doctorates; one is a juris doctor in addition to a doctorate; five have master’s of arts or science degrees; one has a master of fine arts degree; and two have bachelors of arts or science degrees. There is a wide variety of professional media experience represented across the faculty, including national television, national magazines, major market newspapers, public relations firms and advertising agencies.

Among full-time faculty, 55% are male, 45% are female. Five are classified as “international” (born abroad and/or citizen of another country, and/or hold dual citizenship). Seventeen faculty members are White and three are Asian. In terms of rank, two are tenured professors; five are tenured associate professors; six are assistant professors; three are senior lecturers and five are lecturers.

The full-time faculty is supported by 10 part-time lecturers, most teaching one or two courses per semester. All but one part-time faculty have a master’s degree or higher. Among part-time faculty, 40% are male, 60% female.
## Full-Time Faculty

### 2015 Spring Semester

<table>
<thead>
<tr>
<th>Unit Administrator</th>
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<tbody>
<tr>
<td>Michael Bugeja¹</td>
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<table>
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<tr>
<th>Professors</th>
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<tbody>
<tr>
<td>Eric Abbott⁴</td>
</tr>
<tr>
<td>Daniela Dimitrova¹</td>
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<table>
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<th>Associate Professors</th>
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<tbody>
<tr>
<td>Dennis Chamberlin¹</td>
</tr>
<tr>
<td>Michael Dahlstrom</td>
</tr>
<tr>
<td>Joel Geske¹</td>
</tr>
<tr>
<td>Suman Lee²</td>
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<td>Jay Newell</td>
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<table>
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<th>Assistant Professors</th>
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<tbody>
<tr>
<td>Jan Lauren Boyles</td>
</tr>
<tr>
<td>Raluca Cozma⁷</td>
</tr>
<tr>
<td>Gang Han⁷</td>
</tr>
<tr>
<td>Su Jung Kim</td>
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<tr>
<td>Tracy Lucht</td>
</tr>
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<td>Andrew Pritchard</td>
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<table>
<thead>
<tr>
<th>Senior Lecturer</th>
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</thead>
<tbody>
<tr>
<td>Erin Wilgenbusch</td>
</tr>
<tr>
<td>Deb Gibson</td>
</tr>
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<table>
<thead>
<tr>
<th>Lecturer</th>
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</thead>
<tbody>
<tr>
<td>Jeff Ames</td>
</tr>
<tr>
<td>Sherry Berghefer</td>
</tr>
<tr>
<td>John Thomas</td>
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<tr>
<td>Michael Wigton</td>
</tr>
<tr>
<td>Brenda Witherspoon⁴</td>
</tr>
</tbody>
</table>

**¹ Administrative responsibilities in unit: director, associate director, director of undergraduate and director of graduate education

² Faculty Professional Development Assignment (FPDA) leave spring 2015

³ Full-time appointment began in fall 2013 ⁴Phased retirement began in fall 2013 ⁵Service and administration combined

⁶Service, administration and outreach combined ⁷Approved for promotion and tenure to associate professor, effective August 2015
Part-Time Faculty

2015 Spring Semester

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Years full-time professional experience</th>
<th>Years teaching experience</th>
<th>Now working as a full-time prof. (Y/N)</th>
<th>Gender</th>
<th>Race</th>
<th>Highest earned degree</th>
<th>Professional Experience</th>
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<tr>
<td>Brooke Benschoter</td>
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<td>2</td>
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<td>Diane Bugeja</td>
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<td>3</td>
<td>22</td>
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<td>Andrea Dominick</td>
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<td>6</td>
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<td>Loran Lewis</td>
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<td>Lisa Munger Oakes</td>
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<tr>
<td>Kathie Obradovich</td>
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<tr>
<td>Bret Voorhees</td>
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<td>MBA</td>
<td>Public relations</td>
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Tenure Track Hiring Procedures

The hiring season begins more than 18 months before the applicant actually begins work at the school, with the College of Liberal Arts and Sciences Office of the Dean issuing a call for proposals for new positions. A form is distributed to chairs and directors of academic units who compete for available slots. The school director asks faculty to submit proposals either individually or with other colleagues, noting identified areas of need and preferred academic and professional credentials. If more than one proposal is submitted, the issue is discussed in a faculty meeting and faculty preferences are forwarded to the dean during annual planning meetings with the director and associate director.

Advertisements are placed in venues to attract a diverse and inclusive candidate pool, and recruitment then begins. Typical venues include:

- The Chronicle of Higher Education
- Women in Higher Ed
- NABJ (National Association of Black Journalists)
- Indeed
- Diversity (online magazine)

Iowa State only accepts online applications. Applicants open to a page that
explains the institution’s commitment to a diverse and inclusive candidate pool:

“ISU is an affirmative action employer and will take action to ensure that employment practices are free of discrimination. Iowa State is committed to achieving excellence through a diverse workforce. It does not discriminate on the basis of race, color, age, religion, national origin, sexual orientation, gender identity, sex, marital status, disability, or status as a US veteran. Women and minorities are highly encouraged to apply for all employment opportunities.”

Our advertisements direct applicants to the university’s online job portal: https://www.iastatejobs.com/

In addition to ads, search committee members and faculty and staff recruit via e-mail, telephone and interpersonal communication. The school’s main face-to-face recruitment venue is the AEJMC annual convention. Members of the search committee interview prospects and collect vitas at the convention so faculty not present can view materials; however, formal applications are not taken at the convention, just informational interviews. All candidates must apply through the job portal to provide equal opportunity. Examples of faculty position announcements and ads are compiled in appendix 4.

As part of the university’s ongoing commitment to comply with federal guidelines in the hiring process, the Office of Equal Opportunity and Diversity compiles and reports statistical information on all job applicants. In a letter, applicants are asked to access an online data collection website to complete a voluntary statistical data form. Additionally, search committee members are asked to attend diversity training or a representative of the Office of Equity and Equal Opportunity visits the school.

The search committee reviews applicants by scoring them on attributes outlined on a specially prepared matrix that reflects the required and preferred qualifications stated in the job ad. Candidates are rated based on the identified qualifications and competencies for the position. The matrix records the applicants’ names, dates and qualifications. Generally on this form, committee members rate the quality of the training received, the depth of professional experience, the scope of scholarship, teaching experience, perceived ability to generate external funds, and overall fit with the school’s objectives, among other criteria, on a scale of 0 to 5 where 0 is “unqualified,” 1 means “poor” and 5 means “excellent.” An example of a completed competency matrix is shown in “Example Search Matrix” appendix 4. Once finalists are identified, the search chairperson asks the dean or assigned associate dean for permission to bring them to campus. The dean reviews qualifications along with search committee recommendations and then gives the go-ahead to contact the finalists and start interviews. The dean may request the school to re-think certain selections.

This initial rating reduces the list of applicants into a pool that are contacted for a preliminary interview by phone. After the telephone interview, the search committee generates a list of those applicants who will be invited to campus and whose references will be checked. That short list of potential visitors is brought to campus for full interviews with faculty, staff, lecturers and students. Everyone is invited to complete evaluation forms for the committee. The results are then brought to the
faculty for a final discussion and decision.

A rigorous two-day schedule is prepared for each finalist to introduce them to a variety of constituents (including faculty, staff and students, as well as college and university officials). Candidates present their research and teach a class in their appropriate fields of study. A sample schedule is shown in appendix 4 under the title, “Example Candidate Schedule.”

The director typically meets candidates for a welcome. Both the director and associate director generally meet with the candidates to answer questions and provide clear information about tenure, teaching possibilities and salary/benefit information during an exit interview.

The administrative specialist and Human Resources representatives also review for proper procedures and to assure that all qualified candidates have been treated fairly in the review process. All search committees are required to go through Equal Opportunity/Diversity training before the search process begins.

If partner accommodation is sought, the director works with the dean according to the school’s and university’s guidelines for recruitment and retention. Members of the Director’s Advisory Committee provide feedback and additional guidance. Typically, the budgetary arrangement is one-third of salary each from the school, college and Office of the Executive Vice President and Provost. A letter of intent is sent to the candidate, along with a contract is included in appendix 4.

**Lecturer and Part-Time Hiring Process**

Part-time lecturers are hired according to the faculty handbook section 3.3.2.2. on “Appointment Procedures for Lecturer, Senior Lecturers, Clinicians, Senior Clinicians, and Adjuncts.” The hiring of these faculty members must abide by the following guidelines:

- Appointments as non-tenure eligible faculty are made using established university search processes vetted by Human Resources at the college and university levels.
- Appointment of senior lecturers and senior clinicians or adjunct appointments must be approved by the dean and the provost. Request for approval should include a summary of the review results and a statement regarding the continuing need of the unit.
- Appointments may be advertised and filled as either full- or part-time.
- Standard appointment is for nine months (B-base).
- Ordinarily, a graduate or professional degree is required for appointment.
- Appointment to the graduate faculty for non-tenure eligible individuals is governed by Graduate College policy.
- Faculty members who have been denied tenure in a mandatory year review at Iowa State are not eligible for appointment as non-tenure-eligible faculty.

Advertisements are placed in the university hiring system for approval by the dean and Human Resources. The ads state that the Greenlee School may have teaching opportunities ranging from one course to eight courses for the year. These notices are advertised in The Des Moines Register and on the university’s online job board. Applicants must apply through the university’s website.

The associate director screens the pool applicants for those that meet the required qualification for an open class (education, field of expertise, etc.) and with a search committee made up of the associate director.
and one faculty member from each teaching area in the school. The top candidate(s) are sent to the LAS Office of the Dean and Human Resources for approval to interview. The candidate(s) are interviewed by the committee. Committee members rank candidates using the matrix system that includes the qualifications listed in the ad. The applicants chosen for hire must then be approved by the LAS Office of the Dean and Human Resources before an offer can be made to the candidate.

Generally there are two categories of applicants: Central Iowa-area professionals who only wish to teach one or two courses (half time or less) and others who want to be full-time instructors. Full-time employment requires seven courses a year plus advising duties or eight courses a year without advising duties. The college has asked us to hire new “full-time” lecturers at 7/8 time on the contract with the option to add a class to bring them to full time (on multi-year contracts). This is done to give the college flexibility in contracts should enrollment decline unexpectedly.

Lecturers are hired on a limited term, full- or part-time renewable appointment ranging from one semester to three years. Lecturers are eligible for appointment as senior lecturers after the individual has served as a lecturer for a minimum of six years or completed 12 semester FTES of employment. Senior lecturers may be offered a limited term, full- or part-time renewable appointment of up to five years, requiring a notice of one year of intent not to renew.

Lecturers are generally hired on a one-year contract for the first year until administration has the ability to judge quality of instruction. Iowa State and Greenlee School policies help protect lecturers and give these outstanding teachers stability.

The director reviews lecturers with multi-year contracts and tenure-track faculty annually. The associate director reviews lecturers on one-year contracts annually.

In the case of an emergency (a last minute resignation or illness, for example), an advertisement may be waived with permission of the dean and Human Resources if there is not a qualified candidate available in the applicant pool or no advertisement is open.

3 Provide examples of published advertisements for faculty openings in the past six years (before the self-study year) that show required and preferred qualifications of candidates.

Examples of published advertisements and job announcements for searches conducted from 2010-2015 are included in appendix 4.
School expectations are outlined in the promotion and tenure subsection of the governance document, a copy of which is included in appendix 1.

As stated in the university policy on promotion and tenure, evaluation of a faculty member for promotion and/or tenure is based primarily on evidence of scholarship in the faculty member’s teaching, research/creative activities, and/or extension/professional practice. Promotion to associate professor with tenure requires excellence in scholarship that establishes the person as a significant contributor to his/her field with potential for national distinction, as demonstrated by the candidate’s quantity and quality of scholarship, trajectory of scholarship, and evidence of increasing national stature based on scholarship. Promotion to professor requires national distinction in scholarship, as documented by the candidate’s record of scholarship and wide acknowledgment for outstanding contributions to the field.

Faculty members are also evaluated in all areas of assigned responsibilities, including institutional service. For promotion to any rank, effectiveness in the candidate’s discipline is required in all areas of position responsibilities, consistent with the values, guidelines and professional ethics of the university. In addition, satisfactory institutional service is required for promotion to associate professor with tenure, and significant institutional service is required for promotion to professor.

A key tool in the promotion and tenure review process is the position responsibility statement (PRS), which describes the individual’s current position responsibilities in the following areas: (1) teaching, (2) research/creative activities, (3) extension/professional practice and (4) institutional service. This statement is used by all evaluators to interpret the extent, balance and scope of the faculty member’s scholarly achievements. The PRS should reflect any commitments to interdisciplinary programs, and the P&T evaluation should assess the full range of the faculty member’s contributions to the university, including contributions to interdisciplinary programs.

Promotion in academic rank is awarded on the basis of achievements appropriate to the advanced rank. Satisfactory performance at one rank is not a sufficient basis for promotion; such performance must be accompanied by growth of the individual to the performance level of the higher rank. The level of performance sufficient to justify tenure will correspond to that expected for the rank of associate professor, and the granting of tenure will ordinarily accompany promotion to that rank.

An individual recommended for promotion to the rank of associate professor typically will be in the sixth year of the probationary period, and an individual recommended for promotion to the rank of full professor typically will have spent five or more years at the rank of associate professor. Such periods of time in rank are necessary for most faculty members to demonstrate that the requirements for promotion to the higher rank have been met, but do not preclude earlier promotions for exceptional performance. Neither the university nor the college requires a minimum length of time in rank prior to promotion.

The school makes a distinction between faculty members who emphasize professional practice or creative activity and those who emphasize theory and research, including the scholarship of teaching.
College promotion and tenure rules specify that those whose position responsibilities focus on professional practice or creative activity must show works that equal the rigor of traditional research. These works normally require the creation of a product (juried show, exhibit or other creative projects), the evaluation of that product via objective “peer review,” and the dissemination of that product before an audience or viewership. In short, such forms of scholarship must generate products that are appropriately shared with professional and public audiences subject to the criticism of individuals qualified to judge the products.

The governance document offers examples of what qualifies for contributions in teaching, research and service:

**TEACHING.** Teaching is a scholarly and dynamic endeavor and covers a broad range of activities. Teaching activities include presenting resident credit courses, extension and international programs and courses, non-credit seminars and workshops, and continuing education and distance learning programs; directing undergraduate and graduate projects, internships, theses, and dissertations; serving on masters and doctoral committees; advising and mentoring undergraduate students, graduate students and post-doctoral associates.

Activities that provide evidence of a faculty member’s particular commitment to effective teaching include contributions to curricular development, including collaborative courses and programs and service on curriculum committees; pedagogical innovation, including the incorporation of new technologies and approaches to learning and assessment; documented study of curricular and pedagogical issues, and incorporation of this information into the classrooms; development of teaching materials; pedagogically oriented research; involvement in student research projects; contributions to professional societies and organizations that seek to improve teaching; commitment to advising, which will include knowledge about curricular; and extracurricular matters as well as an ability to aid students in using university resources.

The scholarship resulting from teaching is documented through such means as peer-reviewed publications, textbooks, CDs, videos, software, workbooks, lab manuals, invited lectures and conference papers. Evaluation of scholarship in teaching considers its originality, significance, and/or impact as evidenced by its influence, use or adoption by peers.

**RESEARCH/CREATIVE ACTIVITIES.** Faculty members who engage in research and/or creative activities are expected to make original contributions that are appropriate to their chosen area of specialization and that are respected by peers within and outside the university.

Research/creative activities include the conduct of communication research, creative performance or exhibition, conceptualizing and theorizing in an original way, synthesis, criticism, and clarification of extant knowledge and research, innovative collection or analysis of empirical data, seeking and obtaining competitive grants and contracts, relating research to the solution of practical problems, and leadership in professional societies or organizations.

Scholarship resulting from research/creative activities is documented through means appropriate to the specialty, such as peer-reviewed publications, lectures, performances, exhibits, invited lectures, conference papers, etc.
papers. Evaluation of scholarship assesses its impact as judged by its influence, use or adoption by peers; its originality, richness, breadth and/or depth of expression.

INSTITUTIONAL SERVICE. While service alone is not sufficient for promotion or tenure, service is nonetheless highly valued by the school and is expected of every faculty member. Among the ways that a faculty member can meet the school’s institutional service requirement is by making contributions to appropriate scholarly or professional organizations as an officer, committee chair or committee member with administrative responsibilities; being actively involved in appropriate academic or professional organizations; advising student organizations and publications; serving the school, the college or the university by accepting and carrying out committee responsibilities; and providing significant service at the local, national and international levels.

Effective teaching is valued at the Greenlee School and across the university. Demonstrated effectiveness in teaching, as shown in student evaluations and classroom observations by peers, is required for promotion and tenure for those on the tenure-track or seeking promotion to professor, and for promotion and retention of lecturers. The scholarship of teaching and learning (SOTL) is assessed as scholarly productivity for promotion and tenure decisions. The Greenlee School’s governance document and the university faculty handbook encourage and honor SOTL output.

The school offers multiple mechanisms for the enhancement of teaching:

- **Attendance at teaching-oriented conferences.** Each tenure track faculty member annually receives $3,000 in faculty development funding, which can be used to attend conferences, such as AEJMC. The Greenlee School also annually offers lecturers $1,000. Faculty members are encouraged to attend teaching-oriented pre-conferences.

- **Teaching Fridays.** The Greenlee School hosts hour-long, teaching-oriented seminars. Faculty members are invited to teaching-oriented seminars held throughout the year.
  - Fall 2014: “New York Times Teaching Resources” A representative from the New York Times met with faculty and staff members to discuss the benefits of digital academic subscriptions, and how to use the Times in the classroom.
  - Spring 2011: “Diversity Issues in the classroom” Discussions on adding diversity issues to courses and making sure syllabi highlight diversity topics and promote diversity awareness and appreciation.

- **Director’s Roundtable.** Pre-tenure faculty members participate in monthly, hour-long sessions that regularly address progress toward tenure and promotion and often involve teaching subjects. Examples of previous Director’s roundtables include:

- **SOTL Grants.** Faculty members are supported, sometimes with matching funds, for internal teaching-oriented grants. At Iowa State, the Miller Faculty Fellowships are competitively awarded with funding.
in the $5,000-35,000 range. Within the self-study period, Miller Grants were awarded to Jay Newell and Kim McDonough (former program coordinator) to study mediated internships (2009), Daniela Dimitrova for a study on international online collaboration (2011) and to Gang Han for integrating team-based learning into mass communication theory courses (2013).

In addition, the school actively participates in multiple university-level efforts targeted to enhancing teaching effectiveness.

- **CELT.** The primary university-level teaching organization is the Center for Excellence in Learning and Teaching (CELT), now in its 22nd year. Associate Professor Jay Newell served as the vice-chair, and then chair of the CELT Advisory Committee from 2010–2012. Newell also led a semester-long teaching roundtable for improving the in-classroom experience of Chinese undergraduate students, as well as annual, university-wide seminars on internationalizing the student experience.

- **Class Climate.** Students evaluate each Greenlee course using the online “Class Climate” assessment system. Surveys are provided to every student in the closing weeks of the semester. The current response rate is 65%. Faculty members are provided all data prior to the start of the following semester, including Greenlee School means.

- **Course-level Continuous Improvement Plan (CIP).** In 2012, the Iowa legislature mandated that each of the Regents universities integrate a program in which learning outcomes are assessed on a course-level basis for courses enrolling 100 or more students per year. Phased implementation of this program began in fall 2013, for all courses enrolling 300 or more in a year; fall 2014, for all courses enrolling 200 or more; and fall 2015, for all courses enrolling 100 or more. For Greenlee, Continuous Improvement Plans (CIPs), are submitted for all courses (including multi-section courses) with an annual enrollment of 100 or more students. Typically, the assessments are conducted as pre-post-tests of course outcome criteria.

The normal teaching load for a full-time faculty member is 2-3 for tenured faculty and 2-2 for tenure-eligible faculty until the third-year review, at which time they, too, are put on 2-3 teaching schedules. The 2004 site review verdict of non-compliance in scholarship prompted the director to pursue a 2-2 teaching assignment for faculty members who advise undergraduate and graduate students and those who maintain an active research agenda. This has not only enhanced research productivity, which excelled in the 2009 re-accreditation, but also has been responsible for an unbroken series of tenures and promotions. Currently, all full-time faculty are assigned a 2-2 teaching load. However, each of those professors also must supervise 499, the Professional Media Internship course in addition to their normal classes.

**Describe the normal workload for a full-time faculty member. Explain how workloads are determined. If some workloads are lighter or heavier than normal, explain how these variations are determined.**
Demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of core and required courses for the three years before the site visit. If full-time faculty have not taught and are not teaching the majority of core and required courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

### Fall 2012 semester:
25 classes / sections offered
14 sections, 56% taught by full-time faculty
11 sections, 44% taught by part-time faculty

<table>
<thead>
<tr>
<th>#</th>
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<tbody>
<tr>
<td>1</td>
<td>Erin Wilgenbusch</td>
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<tr>
<td>2</td>
<td>Amber Tiarks (P&amp;S)</td>
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<tr>
<td>5</td>
<td>Tracy Lucht</td>
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</table>

### Chart Key
Instructor is not full-time tenure, full-time tenure-track or full-time fixed-term faculty

# Number of course sections
1Students did not receive academic credit for JL MC 110 until fall 2013
2Tenured professor on phased retirement

Public Relations became an official major in fall 2013
### Spring 2013 semester:
25 classes / sections offered
13 sections, 52% taught by full-time faculty
12 sections, 48% taught by part-time faculty

<table>
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<tbody>
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### Fall 2013 semester:
26 classes / sections offered
20 sections, 78% taught by full-time faculty
6 sections, 23% taught by part-time faculty

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102 Iowa State University
Spring 2014 semester:
29 classes / sections offered
19 sections, 66% taught by full-time faculty
10 sections, 34% taught by part-time faculty

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Fall 2014 semester:
33 classes / sections offered
23 sections, 70% taught by full-time faculty
10 sections, 30% taught by part-time faculty

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</table>
Spring 2015 semester:
33 classes / sections offered
21 sections, 64% taught by full-time faculty
12 sections, 36% taught by part-time faculty

Academic Year Summaries
Percentage of core and required courses taught by full-time faculty:

2014-15 school year: 67%
66 classes / sections; 44 sections (67%) taught by full-time faculty.

2013-14 school year: 71%
55 classes / sections; 39 sections (71%) taught by full-time faculty.

2012-13 school year: 54%
50 classes / sections; 27 sections (54%) taught by full-time faculty.
The director reviews the performance of faculty and staff annually. Faculty members complete an annual review form in the spring semester to gather performance data for the previous calendar year. A copy of the form is included in appendix 4. Among other items, faculty members report awards and identify the sponsoring agency or group conferring them; student evaluations of teaching; the number of undergraduate and graduate advisees (including the graduate thesis or dissertation committees they may have chaired or served as members); innovations in teaching, advising and mentoring, along with any qualitative assessment of activities and contributions.

The form also requests data on peer reviewed scholarship or juried works such as journal articles, books and book chapters, refereed papers and invited presentations to conventions, conferences, workshops, symposia and meetings, and other publications or reports such as might appear in the popular or trade press. When available, any evidence of quality or impact of those works—such as favorable reviews or professional assessments—is also listed.

Because Iowa State is classified as Research University with very high research activity (RU/VH) by the Carnegie Foundation for the Advancement of Teaching, special emphasis is placed on grants applied for or awarded in the past calendar year. Information is collected about the sponsoring or funding agency and the professor’s role (as principal investigator, co-PI or collaborator) in the grant proposal. Information is also solicited for grant proposals that were not funded or still under review.

A separate section emphasizes outreach, professional practice and service—and the impact, if any, of such activities as evidenced by seminar evaluations, professional reviews, awards or letters of appreciation. Additionally, the faculty member lists committees, task forces, advisory boards and panels in which he/she has served on in the calendar year. Information about faculty members’ participation in collaborative projects with other institutions or groups at the local, national or international levels is also solicited.

Additional spaces are provided for a listing of other contributions and comments the faculty member may want to add about anything involving the annual review.

Since the 2009 re-accreditation visit, a new item has been added to the review process. Faculty are asked to list class improvements they have been made in their classes in the past year. Faculty cite what they have learned from industry experts, professionals who have reviewed student work in classes, student feedback and from personal research or knowledge of the changing industry standards. These are recorded and are reviewed by the director and curriculum chair. They have become an important documentation of how curriculum changes occur to meet changing times, and are an essential feedback loop in the assessment plan to show that continuous improvements are being made. Nearly every professor and class is represented over a three-year period. Course improvements and enhancements are reported annually, shared with the faculty and added to our website. The annual outcomes assessment report is discussed in detail in Standard 9. The complete reports are included in appendix 9.
The process calls for such written documentation to be submitted by Feb. 15 of the year immediately following the past calendar year. The director meets individually with faculty members to discuss performance, and a written record of that meeting is distributed to faculty members by April 15. Course evaluation forms, peer review forms or other related documents used in evaluations are included in appendix 4.

Full-time lecturers are reviewed annually by the director, along with tenure-track faculty. Part-time lecturers are reviewed annually by the associate director using the same feedback template, but are judged solely on teaching performance as they generally have no other duties in the school.

List achievements in teaching in the past six years: awards or citations for high-quality teaching; grants or other support for development of curriculum or courses; publications and papers on teaching; etc.

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<tr>
<th>Faculty</th>
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<td>Jay Newell</td>
<td>LAS Outstanding Achievement in Teaching</td>
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<td>Jan Lauren Boyles</td>
<td>Finalist, AEJMC Great Ideas for Teaching Competition</td>
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<td>Jan Lauren Boyles</td>
<td>ISU Engineering-LAS online course development grant, $9,000.</td>
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<td>Erin Wilgenbusch</td>
<td>Harry Heath / Lou Thompson Advising Award</td>
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<td>Raluca Cozma</td>
<td>LAS Early Achievement in Teaching Award</td>
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<tr>
<td>Dennis Chamberlin</td>
<td>LAS Outstanding Achievement in Teaching</td>
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<tr>
<td>Tracy Lucht</td>
<td>Grant to develop game-based learning in undergraduate history courses</td>
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<tr>
<td>Joel Geske</td>
<td>Created workshop: Creating Inclusive Classrooms for LAS</td>
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<td>Gang Han, Jay Newell</td>
<td>Article, Journalism and Mass Communication Educator: Integrating Team Based Learning in Mass Communication Theory Courses</td>
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<tr>
<td>Michael Bugeja</td>
<td>Article, Inside Higher Ed: Transparency can cut college costs</td>
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<td>Raluca Cozma</td>
<td>Online collaboration with journalism students in Lebanese American University</td>
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<td>Joel Geske</td>
<td>AEJMC presentation: Teaching Diversity Online: An Interactive Model</td>
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<td>Jay Newell</td>
<td>Campus wide teaching presentation: Plus / Delta Assessment by Faculty Teams</td>
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<td>Erin Wilgenbusch</td>
<td>Outstanding Faculty Member award, ISU Greek Community</td>
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<td>Joel Geske</td>
<td>LAS Award for Outstanding Achievement in Teaching</td>
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<td>Michael Dahlstrom</td>
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<td>Joel Geske</td>
<td>Women and Gender Studies Outstanding Teaching Award</td>
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<td>LAS Award for Outstanding Graduate Mentoring</td>
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<td>Raluca Cozma</td>
<td>Grant ($9,000) for online course development</td>
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<td>Michael Dahlstrom</td>
<td>Shakeshaft Master Teacher in Humanities and Social Science Award</td>
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<td>Dennis Chamberlin, Jane Fritsch</td>
<td>Creators, Facts vs Truthiness freshman learning community</td>
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<td>Grant ($4,000) for creation of curriculum for inclusive classrooms</td>
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<td>Lauren Monahan</td>
<td>Grant to convert to online format, JL MC 497: Special Topics in Communication: Interactive Media</td>
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<td>Keynote speaker: LAS Commencement</td>
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<td>Scripps Howard Journalism and Mass Communication Teacher of the Year, runner-up</td>
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<td>Jeff Blevins</td>
<td>Best ideas in teaching of communication: The Diversity Principle. AEJMC</td>
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<td>Sela Sar</td>
<td>Advertising Education Foundation, Visiting Professor, Chicago</td>
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<td>Joel Geske</td>
<td>LAS Seminar: Homosexuality, Religion and the Media</td>
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<td>Grant ($9,000) to convert course Ethnicity, Gender, Class and the Media to online format</td>
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<td>Shakeshaft Master Teacher in Humanities and Social Science Award</td>
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<td>Jay Newell</td>
<td>Excellence in Undergraduate Introductory Teaching Award</td>
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<td>Daniela Dimitrova</td>
<td>International collaboration between ISU students and student at Sofia Univ., Bulgaria</td>
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<td>Michael Bugeja</td>
<td>Article, Chronicle of Higher Education: The Elephant in the Room</td>
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<td>Jay Newell</td>
<td>Advertising Education Foundation, Visiting Professor, New York</td>
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<td>David Bulla</td>
<td>LAS Award  Early Achievement in Teaching</td>
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<td>Barbara Mack</td>
<td>Faculty Member of the Year, ISU Greek Community</td>
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<td>Lulu Rodriguez, Sela Sar</td>
<td>Article, Advertising Education in The Philippines</td>
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**APPENDIX**

- Published Position Announcements
- Equal Employment Opportunities Summary
- Search Committee Matrix
- Sample Candidate Schedule
- LAS Guidelines for Faculty Searches
- Sample Letter of Intent: Tenure and Tenure-Eligible
- Sample Letter of Intent: Non-tenure Eligible
- Faculty Annual Performance Report
- Course Evaluation & Peer Review Forms

**WORKROOM**

- Full-Time Faculty Vita
- Part-Time Faculty Vita
- Records on Faculty Promotion and Tenure
Scholarship: Research, Creative and Professional Activity
KEY POINTS

In the past six years, Greenlee faculty presented 143 referred conference papers, published 96 refereed journal articles, authored 22 book chapters and 6 books.

The school has a well-established system for mentorship of junior faculty to ensure success at the third-year review and throughout the promotion and tenure process.

The Greenlee School offers $3,000 per year in professional development funding for each tenure-track faculty member to use for conference travel, research-related trips or other professional opportunities.
EXECUTIVE SUMMARY

Greenlee faculty members have maintained a high level of research productivity since the last re-accreditation review in 2009. Under the leadership of Director Michael Bugeja and senior faculty, scholarship has become a key element of the school’s culture and reputation in the past dozen years. Consistent with the mission of a land-grant university, the school has a strong tradition of research in the areas such as international and comparative media research, science communication, strategic communication and political communication. Research is a particular strength of the school’s continuing faculty.

The school is well represented in the discipline’s leading journals, including Journalism and Mass Communication Quarterly, Communication Research, and Health Communication, and at national conferences, most notably AEJMC. Greenlee faculty members have presented a total of 143 referred conference papers since the last re-accreditation review. During the same period, faculty members have authored a total of 96 refereed journal articles, 22 book chapters, and 6 books. Detailed counts are provided in question three, and output is listed for individual faculty members, by rank, in question four.

Research accomplishments are both celebrated and made possible at the school through funding for travel and professional development, which are explained in question seven. In addition, individual faculty members have actively sought internal and external grants to support their work. These efforts have resulted in a total of 30 external grants and 57 internal grants received by the school since 2009.

Tangible output—not only effort—is a requirement of promotion and tenure at a research-intensive institution. This expectation is clearly communicated to the school’s junior faculty, who receive mentoring from the time of their initial appointment until their mandatory review in the sixth year. For tenured faculty, the post-tenure review process recently adopted by the university provides a mechanism for periodic feedback. The policies and procedures of both the school and the university contribute to an environment that is conducive to scholarly, creative and professional activities. These processes and their results are described in detail below.

As a research-intensive university, Iowa State has high expectations for scholarship of all faculty. Following the university guidelines the Greenlee School of Journalism and Communication expects all tenure-track faculty members to engage in scholarship activities. The definition of scholarship is inclusive, and it includes traditional research and creative activity.

Each faculty member hired on the tenure-track undergoes an extensive review process until achieving tenure. Following our college policies, assistant professors are reviewed at year three and year six through a comprehensive dossier that documents their scholarship activities. The sixth year tenure review is more rigorous and requires external letters from outside reviewers. Tenured faculty have a post-tenure review process as stated in Chapter 5.3.4 of university faculty handbook, included in appendix

1 Describe the institution’s mission regarding scholarship by faculty and the unit’s policies for achieving that mission.
5. Additionally, each faculty member undergoes an annual review with the director during the spring semester, where he or she receives feedback on their performance in research/creative activity over the past year.

The school has a well-established system for mentorship of junior faculty. Tenured and pre-tenure faculty members are encouraged to attend all university- and college-level seminars on promotion and tenure. New faculty members schedule a visit with the P&T Committee together with their individual faculty mentor to determine the direction of scholarship and expected output. Assistant professors meet monthly with the director at the Greenlee Roundtable for regular updates on progress toward tenure and promotion. Read more about the Roundtable in this post on the Association of Schools of Journalism and Mass Communication’s website, included in appendix 5.

Scholarship reported below includes all full-time tenured and tenure-track professors in addition to all those who worked in the school since the last re-accreditation, but have since retired or relocated to another institution. Scholarship is cited below by individual name and includes publications, grants, awards and creative works produced since the last re-accreditation (see vitas in the appendix 5 for works produced earlier). Scholarship completed while at Greenlee is included for the five faculty who have relocated to other institutions during the re-accreditation period. Scholarship completed since they joined the Greenlee faculty is included for the three assistant professors who were hired in August 2014. Faculty scholarship output is listed alphabetically by rank.

Below is a list of the faculty departures and retirements since 2010. The highlighted faculty members have scholarship output that was completed prior to their departure and is reported in Standard 5.

### Faculty Departures

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<th>Faculty Name</th>
<th>Title</th>
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<tr>
<td>Thomas Beell</td>
<td>Professor</td>
<td>Retired in 2014</td>
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<td>Jeff Blevins</td>
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<td>David Bulla</td>
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<td>Jane Fritsch</td>
<td>Assistant Professor</td>
<td>Resigned spring 2014</td>
</tr>
<tr>
<td>Jacob Groshek</td>
<td>Assistant Professor</td>
<td>Resigned spring 2010</td>
</tr>
<tr>
<td>Chad Harms</td>
<td>Assistant Professor</td>
<td>Resigned spring 2010</td>
</tr>
<tr>
<td>Barbara Mack</td>
<td>Associate Professor</td>
<td>Passed away in August 2012</td>
</tr>
<tr>
<td>Marcia Prior-Miller</td>
<td>Associate Professor</td>
<td>Retired spring 2013</td>
</tr>
<tr>
<td>Lulu Rodriguez</td>
<td>Professor</td>
<td>Resigned fall 2013</td>
</tr>
<tr>
<td>Sela Sar</td>
<td>Associate Professor</td>
<td>Resigned spring 2013</td>
</tr>
</tbody>
</table>

Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during all of the previous six years (for example, new faculty and retired faculty).
Using the grid that follows, provide counts of the unit’s overall productivity in scholarship for the past six years by activity, first the totals for the unit as a whole and then for the individuals who produced these totals, broken down by academic rank. The chart should provide a snapshot of scholarship activity occurring within the unit during the six-year review period. Therefore, the grid should capture relevant activity by all full-time faculty only while at the accredited unit. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.

### Scholarship, Research, Creative and Professional Activities

<table>
<thead>
<tr>
<th>Scholarship,</th>
<th>Total from Unit*</th>
<th>Full Professors (4)</th>
<th>Associate Professors (9)</th>
<th>Assistant Professors (7)</th>
<th>Other Faculty ** (0)</th>
<th>Totals (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awards and Honors</td>
<td>39</td>
<td>9</td>
<td>21</td>
<td>11</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Grants Received Internal</td>
<td>53</td>
<td>9</td>
<td>30</td>
<td>18</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>Grants Received External</td>
<td>17</td>
<td>7</td>
<td>16</td>
<td>7</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Scholarly Books, Sole- or Co-authored</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>6</td>
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<tr>
<td>Textbooks, Sole- or Co-authored</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books Edited</td>
<td>18</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>22</td>
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<td>Monographs</td>
<td></td>
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<tr>
<td>Articles in Refereed Journals</td>
<td>86</td>
<td>27</td>
<td>39</td>
<td>30</td>
<td>96</td>
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<tr>
<td>Refereed Conference Papers</td>
<td>127</td>
<td>32</td>
<td>52</td>
<td>59</td>
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<td>Invited Academic Papers</td>
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<td>Encyclopedia Entries</td>
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<td>1</td>
<td>5</td>
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<tr>
<td>Book Reviews</td>
<td>19</td>
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<td>3</td>
<td>15</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Articles in Non-refereed Publications</td>
<td>36</td>
<td>22</td>
<td>14</td>
<td>5</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Juried Creative Works</td>
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<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Non-juried Creative Works</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Other (specified)</td>
<td>34</td>
<td>5</td>
<td>23</td>
<td>5</td>
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<tr>
<td>Invited Presentation</td>
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<td>23</td>
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<td>1</td>
<td></td>
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</tr>
</tbody>
</table>

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

**Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements.
The Greenlee School faculty have demonstrated strong scholarship output over the review period. As can be seen from the above table, all faculty combined have presented 143 refereed conference papers, received 30 external and 57 internal grants, and published 96 articles in refereed journals, 6 scholarly books and 22 books chapters. Additionally, the faculty have been active in producing book reviews, encyclopedia entries, non-refereed publications and juried and non-juried creative works. This is consistent with the broad definition of scholarship adopted by Iowa State University encompassing its land-grant mission. The faculty scholarship accomplishments have been recognized by a number of university and external awards, such as top faculty paper awards from AEJMC and AJHA. Those who publish scholarly books have been contracted by prestigious university presses such as Oxford and Syracuse. Greenlee faculty who produce journal articles publish in a wide range of top-tier and specialized journals, including the most prestigious journals in the field—for example, Communication Research, Journalism and Mass Communication Quarterly and Health Communication, as well as reputable interdisciplinary journals such as Journal of Press Politics, Science Communication, Journal of Applied Communications, and American Behavioral Scientist. Areas of research strength include international and comparative media research, ethics, science communication, journalism history and practice, strategic communication and political communication. Productivity is consistent by faculty rank when considering the total number of faculty per category and, as might be expected, more senior faculty are able to publish in more top-tier journals.

Some Greenlee faculty are regular contributors to important higher education publications such as the Chronicle of Higher Education and Inside Higher Ed. Keeping engaged with the broader academic community is a strength. Grant activity has also been consistent. One faculty member, for example, brought an USAID grant to examine the use of technology by African farmers while another received NSF funding to develop case studies on ethical challenges in science communication. Finally, interdisciplinary work is encouraged by the university and as such Greenlee faculty have successfully engaged in joint research projects across the unit, university, nation and internationally. For example, within the Iowa State University community, Greenlee faculty members have established a burgeoning research and educational partnership with the Department of Computer Science. In education, faculty have partnered to co-teach ADVRT 497J, Computational Communication, which was inspired by Google’s “Art, Copy & Code” project. A similar collaboration is planning for spring 2016 in digital privacy and security. In addition, Greenlee faculty received seed funding from LAS to develop more interdisciplinary work. As part of this initiative, Greenlee faculty have submitted for NSF funding with computer science faculty. Additional grant funding between the units will be sought in fall 2015.

In summary, research productivity has increased in quantity and quality, fulfilled the land-grant mission of Iowa State and impacted the research community both domestically and internationally.
List the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Please provide a full list; do not refer to faculty vitae for this information. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note. Professional service activities will be reported in Standard 8.

**Grants Received External**
Co-PI, ISU $1.8 million subcontract, “Farmer Decision-Making Strategies for Improved Soil Fertility Management in Maize-Bean Production Systems,” U.S. Agency for International Development CRSP contract through Iowa State University for research in Uganda and Mozambique. I participated in the first field assessment with innovative farmers and sub-county experts/farmers conducted in January, 2014, in three subcounties of southwest Uganda. A major responsibility I have is for communication activities that will unfold later in this three-year project. PI is Dr. Robert Mazur, Sociology.

**Book Chapters**

**Articles in Refereed Journals**


**Encyclopedia Entries**


**Articles in Non-refereed Publications**


**Refereed Conference Papers**
Cai, Tian; Abbott, Eric; Bwambale, Naboth. (December 7-10, 2013). The ability of video training to reduce agricultural knowledge gaps between men and women in rural Uganda. Paper presented to ICTD’13 Conference, Cape Town, South Africa.


**Other: Invited Presentation**

Session Presenter, International Special Interest Group, Association for Communication Excellence, June 9, 2009, Des Moines, Iowa. “International Adventures,” co-presented with Frida Bonaparte, Mississippi State University, focused on how ACE members have been and can be engaged in international activities.

### Awards and Honors

- Greenlee School named as winner of the Equity and Diversity Award. (2014)
- Iowa State University’s Award for Outstanding Achievement in Administration. (2013)

### Grants Received Internal

Building Research Community in Computational Communication & Journalism and Political Informatics (LAS Signature Research Initiative, 2014). This proposal aims to explore a set of unique interdisciplinary research problems in political informatics and computational communication and journalism. PIs: Wallapak Tavanapong (Computer Science). Co-PIs: Ying Cai, Johnny Wong, Wensheng Zhang (Computer Science); Michael F Dahlstrom, Daniela Dimitrova, Gang Han, Jay Newell (Journalism and Communication); David Andersen, Tessa Ditonto, David Peterson, Mack Shelley (Political Science). Amount received: $266,426.

### Scholarly Books

**Book Chapters**


**Refereed Conference Papers**


**Articles In Non-refereed Publications**


DANIELA DIMITROVA  PROFESSOR

Awards and Honors
Selected to Scripps Howard Academic Leadership Academy (SHALA), Louisiana State University (June 2014)

Selected to Emerging Leaders Academy (ELA), Iowa State University (Spring 2014)

Top faculty research paper award, AEJMC, Electronic News Division (August 2014)

Grants Received Internal
Building Research Community in Computational Communication & Journalism and Political Informatics (LAS Signature Research Initiative, 2014). This proposal aims to explore a set of unique interdisciplinary research problems in political informatics and computational communication and journalism. PIs: Wallapak Tavanapong (Computer Science). Co-Pls: Ying Cai, Johnny Wong, Wensheng Zhang (Computer Science); Michael J Bugeja, Michael F Dahlstrom, Gang Han, Jay Newell (Journalism and Communication); David Andersen, Tessa Ditonto, David Peterson, Mack Shelley (Political Science). Amount received: $266,426 LAS Small Grant (Iowa State University, 2013). Grant Proposal: Framing the US election on cable news. Principal Investigator. $1,750.

Center for Distance and Online Learning (Iowa State University, 2011-2012) Received competitive funding to develop the first online graduate class in the Greenlee School. Grant funded assistantships for two masters’ students. $9,000.
LAS Small Grant (Iowa State University, 2011)  
Grant proposal: Media coverage of the presidential race. Co-Principal Investigator. (Co-PI: Dianne Bystrom, Carrie Chapman Catt Center for Women and Politics). $1,248.

Miller Faculty Fellowship (Iowa State University, 2011-12) Grant proposal: International Online Collaboration as a Tool for Enhancement of Undergraduate Foreign Media Knowledge. $4,000.

Honors Mentor research grant (University Honors Program, Iowa State University, 2010) Grant proposal: Media framing of natural disasters on US television. The grant was used for supplies and data collection. Principal Investigator. $144.

**Grants Received External**


**Scholarly Books**


**Book Chapters**


**Articles In Refereed Journals**


involvement, partisanship and online media in Middle America during the 2008 presidential campaign. The Atlantic Journal of Communication, 21(2), 108-124.


Refereed Conference Papers


Dimitrova, D. V. (2013). The facilitative and monitorial roles of Bulgarian media in the coverage of the 2011 presidential election. Presented to the International Communication division, Association for Education in Journalism and Mass Communication (AEJMC) annual convention, Washington, D.C.

Bystrom, D. & Dimitrova, D. V. (2012). Beyond the horse race: Political information sources and effects on Iowa caucus-goers. Presented to the Political Communication division, National Communication Association (NCA) annual convention, Orlando, FL.

primary campaign. Presented at National Communication Association (NCA) annual convention, Orlando, FL.


Dimitrova, D. V. (2009). Framing Clinton. Presented to the (Inter)national Media, Women and Politics panel, Association for Education in Journalism and Mass Communication (AEJMC) annual convention, Boston, MA.

**Encyclopedia Entries**


**Book Reviews**

**Ohter: Faculty Professional Development Assignment**

Faculty Development Professional Assignment (FPDA). Dedicated year to scholarship activities; spent part of fall 2010 at Mid Sweden University and part of spring 2011 at Sofia University, Bulgaria (2010-2011).

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**LU LULU RODRIGUEZ  PROFESSOR, UNTIL 2013**

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**Awards and Honors**

Excellence in graduate mentoring award, College of Liberal Arts and Sciences, Iowa State, 2013.


**Grants Received External**


Lee, S., Rodriguez, L., Sar, S. & Han, G., collaborators. USAID-Ghana agricultural technology transfer lead: International fertilizer development center (IFDC, 2013). Amount received: $200,000


Establishing a Wind Energy Science, Engineering and Policy Program (WESEP) at Iowa State University, a five-year $3.14M Integrative Graduate Education and Research Traineeship (IGERT) program, National Science Foundation. Member, senior personnel. 2012.

**Grants Received Internal**

Advertising education in Cambodia and the Philippines. LAS Small Grants Program. $2,200. 2010


Visual representation of genetic engineering in the online media. Center for Excellence in the Arts and Humanities. $1,000. 2010

**Book Chapters**


Articles In Refereed Journals


Encyclopedia Entries

Refereed Conference Papers

Rodriguez, L., & Li., J. (2013, June). Newspaper coverage, trust and risk


Invited Academic Papers

Rodriguez, L. (2013, July). Public perceptions of and support for wind

Rodriguez, L. (2013, May). The communication imperatives for sustainable agriculture. Presentation to the annual colloquium of the Graduate Program on Sustainable Agriculture, ISU, Ames, IA.


Rodriguez, L. (2011, October). Communicating risk to the general public. Invited presentation to a group of 24 radio, TV and newspaper journalists from Asia, Africa, Latin America and Europe covering the World Food Prize, Des Moines, IA.

Rodriguez, L. (2011, October). Gender, media and development. Invited presentation to the Global Resources Initiative, Ames, IA.

Jeff Blevins

JEFF BLEVINS ASSOCIATE PROFESSOR, UNTIL 2012

Grants Received External
Fulbright Senior Specialists Candidate with five years of eligibility (2009-2014) for selection by overseas academic institutions to perform special projects approved by the Bureau of Educational and Cultural Affairs at the U.S. Department of State and administered by the Council for International Exchange of Scholars.

Articles in Refereed Journals


Refereed Conference papers
Articles in Non-refereed Publications
Blevins, J. L. (2009. Feb. 19). Just whose interest is being served by
digital conversion? The Des Moines Register (p. 11). Guest column for the
opinion-editorial page.

Other: Invited presentations
Journalism Law & Ethics: Balancing Rights and Responsibilities. Presented
to Boy Scout Troop 101, Story City, IA as part of its Journalism Merit Badge
requirement, February 2, 2009.

DAVID BULLA  ASSOCIATE PROFESSOR, UNTIL 2010

Awards and Honors
2009 Outstanding Educator, Newspaper Division, Association for Education
in Journalism and Mass Communication.

Grants Received Internal
2009-2010 Iowa State University, Center for Excellence in the Arts and
Humanities Award funding of $5,000 for research and writing of Journalism
in the Civil War Era (single-course release for one semester).

Grants Received External
First Amendment Day (Liberty Tree Initiative, 2010). PI. This grant was
awarded to supplement the activities of the 2011 First Amendment Day at
ISU. CO-PI: Michael Dahlstrom (Journalism and Communication). Amount
received: $5,000.

Scholarly Books
2010 Journalism in the Civil War Era. Co-authored with Gregory A.
Borchard, Ph.D. To be published by Peter Lang Publishing Group, Bern,
Switzerland.

Articles in Refereed Journals
2010 “A Dozen Best: The First Amendment.” American Journalism. Vol. 27,

2010 “The Glass Ceiling in Indian Newsrooms,” Journal of International
Communication, New Delhi, India. Vol. 19, No. 1, 105-125.

2009 “Lincoln and Civil War Press Suppression Reconsidered.” American
Journalism. Vol. 26, No. 4, Fall 2009, 7-29.

Refereed Conference Papers
2009 “Sensationalism in Civil War Journalism: A Comparison of Northern
and Southern Newspapers,” presented to the Symposium on the 19th
Century Press, the Civil War, and Free Expression, University of Tennessee
at Chattanooga, November 13, 2009.

Book reviews
4, Fall 2009, 128-130.

2009 “Review of Seeding Civil War: Kansas in the National News,

Constitutional History and Contemporary Debate.” American Journalism.
Standard Five  |  Scholarship: Research, Creative and Professional Activity

Articles in Non-refereed Publications
2009 “Davenport Central students, McGhee show the free way.” Insider Iowa. May 12, 2009.

DENNIS CHAMBERLIN  ASSOCIATE PROFESSOR

Awards and Honors
2014 Outstanding Achievement in Teaching, College of Liberal Arts and Sciences, Iowa State University.

2013 Harry Heath Advising Award, The Greenlee School, Iowa State University.

2010 Leica 35mm Competition, selected for Seventh Place from over 5,000 submissions.

2009 College of Liberal Arts and Sciences Early Achievement in Teaching Award, Iowa State University.

Grants Received Internal
2014 Humanities Iowa Mini Grant, Humanities Iowa. Support of tour of Vang to towns with meat packing plants and large immigrant populations. $3,000

2011 College of Liberal Arts and Sciences Small Grant for support of The Last Postmasters documentary project. $1,250

2010 Center for Excellence in the Arts and Humanities Seed Grant, Iowa State University, Ames, Iowa. Support of collaborative project with Distinguished Professor Mary Swander for documentary theatre project that documents experiences of immigrant farmers in the Midwest. $15,000

2009 Fellowship from the Center for Excellence in the Arts and Humanities, Iowa State University, Ames, Iowa. Support for documenting immigrant experience in Iowa with photos and audio recordings. $5,000

2009 College of Liberal Arts and Sciences Small Grant for support of Voices exhibition. $1,250

Refereed Conference Papers
2014 Vang: A Drama about Recent Immigrant Farmers, performance and discussion at keynote proceedings of the Alliance for Arts in Research Universities National Conference, Iowa State University.


2010 Voices of Immigration, awarded Fifth Place for Creative Projects, in the Visual Communication Division of the Association of Education in Journalism and Mass Communication National Convention in Denver, CO. August 2010. Acceptance rate: 25%

Articles in Non-refereed Publications

2013 The New York Times, Some Prosciutto Fans Turn to Iowa. Photos for
print edition and online. (Most viewed slideshow that week at NYT site.)


2011 Newsphotographer, publication of the National Press Photographers Association, image from Illusions project. May 2011.

2011 The Des Moines Register, reporting and photographs from Japan following earthquake and tsunami, March 2011.

2010 Leica Fotografie International, publication of image that was awarded Honorable Mention in the 35mm contest sponsored by Leica. April 2010.

2009 The New Poverty, photographs to accompany article by Michael Bugeja in The Des Moines Register, November 23, 2009.

2009 Quaranta reporter USA per un mese a Urbino, series of photos in Il Resto del Carlino, Pesaro, Italy.


Juried Creative Works
2009 SOHO National Competition, New York City. Juror: Susan Kismaric, Curator, Museum of Modern Art, New York City. Acceptance rate: 2% (44 selected from over 2,500 submissions.)

Non-juried Creative Works
2012 Turnin’ It! The Art and Culture of Drag Group show curated by Mike Barclay, Herron Galleries, Indianapolis, Indiana.

2009 Fathers and Sons Group show curated by Aline Smithson, Fraction Magazine. Fraction Magazine is one of the leading online art photography publications.


Other: Invited Presentations
2014 A photographic Life, slideshow and discussion at A Hidden Place, cultural center, Sopot, Poland.

2011 The Art of Photographic Storytelling, School of Media Arts and Design, James Madison University, Harrisonburg, VA, November 2011.

2011 Getting the Story Right: Crossing Cultural Borders in Visual Ethnography. Participant in panel discussion at the American Folklore Society annual meeting, Bloomington, IN, October 2011.

2011 KWQC-TV, Quad-Cities television, channel 6, live reporting from Japan following earthquake and tsunami, March 2011.


MICHAEL DAHLSTROM ASSOCIATE PROFESSOR

Awards and Honors
Second Place, Article of the Year Award for Ethical Considerations of Using Narrative to Communicate Science published in Science Communication. Awarded by the Communicating Science, Health, Environment and Risk Communication Division of AEJMC, 2013

Shakeshaft Master Teaching Award. Awarded by the LAS College, 2013

Early Achievement in Teaching Award. Awarded by the LAS College, 2013

Professor of the Month. Awarded by the Sigma Kappa Sorority, Iowa State University, 2009

Grants Received Internal
Building Research Community in Computational Communication & Journalism and Political Informatics (LAS Signature Research Initiative, 2014). This proposal aims to explore a set of unique interdisciplinary research problems in political informatics and computational communication and journalism. PIs: Wallapak Tavanapong (Computer Science). Co-PIs: Ying Cai, Johnny Wong, Wensheng Zhang (Computer Science); Michael J Bugeja, Daniela Dimitrova, Gang Han, Jay Newell (Journalism and Communication); David Andersen, Tessa Ditonto, David Peterson, Mack Shelley (Political Science). Amount received: $266,426.

Online Course Development for Agricultural Journalism and Communication (LAS Curriculum Development Course Grant, 2013). PI. This grant funds the development of a new online course JL MC 210X, Principles of Agricultural Journalism and Communication. Amount received: $9,000.

Science Communication Summer Symposium (LAS Small Grant, 2013). PI. This grant supported travel funding for the third annual Science Communication Summer Symposium Series at ISU. Co-PI: Jean Goodwin (English). Amount received: $1,000.

Research Travel Funding (LAS Foreign Travel Grant, 2013). PI. This grant funded travel to present results at the International Communication Association conference in London, UK. Amount received: $1,019.

Social and Ethical Implications of Research Travel (LAS Small Grant, 2011). PI. This grant funded travel to present results at the Congress on Teaching Social and Ethical Implications of Research in Tempe, AZ. Amount received: $1,000.

Science Communication @ ISU Keynote Reception (LAS Small Grant, 2011). Co-PI. This grant supported a reception for the second annual Science Communication Summer Symposium Series at ISU. PI: Jean Goodwin (English). Other co-PIs: Kevin deLaplante (Philosophy and Religious Studies), Kevin Blankenship (Psychology) and Jeanine Aune (English). Amount received: $1,250.

Promoting Ethical and Effective Communication of Science in Policy Controversies (Center for Excellence in the Arts and Humanities, ISU, 2010). Co-PI. This grant funds an interdisciplinary scholarly program focused on the effective and ethical communication of controversial scientific issues to assist policy-making. It includes two years to support
the summer symposia series. It also serves as seed fund for a proposal submitted to the National Science Foundation. PI: Jean Goodwin (English). Other co-PIs: Kevin deLaplante (Philosophy and Religious Studies). Amount received: $30,000.

**Grants Received External**

Women Caring for the Land: Engaging Midwest Women Farmland Owners in Improving Conservation and Soil Health (Natural Resources Conservation Service, 2013). Lead sub-contractor. This grant researches the information needs of women landowners about soil health and applies findings toward improving awareness. Sub-contract through the Women, Food and Agriculture Network. Co-lead subcontractor: Joel Geske (Journalism and Communication). Amount received: $525,043. Amount earmarked for Iowa State: $15,000.

Cases for Teaching Responsible Communication of Science (National Science Foundation, 2012). Co-PI. This is a three-year program to interview scientists and document instances of science communication that were challenged as ethically suspect, and then develop a series of case studies based off the findings that will be piloted in existing research ethics and science communication curriculum across 14 other institutions. PI: Jean Goodwin (ISU-English). Other co-PIs: Clark Wolf (Philosophy and Religious Studies), and Mari Kemis (Research Institute for Studies in Education). Amount received: $254,157.


Developing a Conservation Education and Outreach Program Targeting Women Farmland Owners in Iowa, Nebraska and Wisconsin (U.S. Department of Agriculture, 2010). Co-lead sub-contractor. This grant is from the Women, Food and Agriculture Network, sponsored by the Iowa Natural Heritage Foundation through the North Central Region of Sustainable Agriculture Research and Education of the US Department of Agriculture. Lead sub-contractor: Joel Geske (Journalism and Communication). Amount received: $81,766. Amount earmarked for Iowa State: $22,000.

First Amendment Day (Liberty Tree Initiative, 2010). Co-PI. This grant was awarded to supplement the activities of the 2011 First Amendment Day at ISU. PI: David Bulla (Journalism and Communication). Amount received: $5,000.

**Book Chapters**


**Articles in Refereed Journals**


**Refereed conference papers**


Dahlstrom, M.F. & Ho, S.S. (2012, May). Ethical considerations of using narratives to communicate science. Paper presented to the Environmental Communication Division, ICA convention, Phoenix, AZ.

Dahlstrom M.F., & Goodwin J. (2011, Nov.). Using debate to help
undergraduate students reflect upon the social and ethical implications of technology. Results presented to the Congress on Teaching Social and Ethical Implications of Research, Tempe, AZ.


Goodwin, J., & Dahlstrom, M.F. (2011, Jan.). Good reasons for trusting climate science communication. Paper presented to the annual meeting of the American Meteorological Society, Seattle, WA.


Articles in Non-refereed Publications


Other: Invited presentations


Dahlstrom, M.F. (2013, September). Science narratives: Mass media and
ethics considerations. Panel presentation at the National Academy of Sciences’ Sackler Colloquium, The Science of Science Communication II, Washington, DC.


Dahlstrom, M.F. (2012, June). How the future of media can adapt to better address climate change. Presentation at the Adapting to Climate Change: Gaining the Advantage conference, Columbia, MO.

JOEL GESKE  ASSOCIATE PROFESSOR

Awards and Honors
Outstanding Achievement in Teaching, College of Liberal Arts & Sciences, 2013

Martin Luther King Building One Community Award. winner, Iowa State, 2013

Outstanding Teaching Award. Women’s and Gender Studies Program, 2013

Diversity Award for the College of Liberal Arts and Sciences, 2012

Grants Received Internal
$1,250, Small Grants for LAS, 2009-10 for PhysioMedia Lab.

$8,000. Distance Education Grant. College of Liberal Arts and Sciences. 2010-11. To convert WS 325 “Portrayals of Gender and Sexualities in the Media” to a distance education course.

$1,250, Small Grants for LAS, 2010-11

$2000, Diversity Grant, 2011-12. Peer-reviewed grant to establish a community web guide to goods, services, foods, etc. aimed at diverse communities in central Iowa. In conjunction with Iowa State Daily.

$1,250, Small Grants for LAS, 2011-1012.

$9,000. Distance Education Grant. College of Liberal Arts and Sciences. 2011-12. To convert JL MC 477 “Ethnicity, Gender, Class and the Media to on-line asynchronous format.

$9,000. Distance Education Grant. College of Liberal Arts and Sciences. 2013-14. To create JL MC 598 “Ethnicity, Gender and Sexualities and the Media in an online asynchronous format.

$4,000 Diversity Grant to do a college wide survey and create an inclusive classrooms curriculum. 2013-14. With Luiza Dreasher.

Grants Received External
$11,000. Women and Agriculture Network, through USDA. 2010-2011. Research and produce materials for conservation education aimed at older women who own farmland in Iowa and surrounding states.

$11,000. Women and Agriculture Network, through USDA. 2011-2012. Research and produce materials for conservation education aimed at older women who own farmland in Iowa and surrounding states. This portion funded a grad student to help run focus groups and produce materials.
With Associate Professor Michael Dahlstrom.

$46,199 total project with $28,499 from Resource Enhancement and Protection (Department of Natural Resources). 2012-13. Produce materials and do research on hunting rights issues aimed at older women who own farmland in Iowa and surrounding states. With Associate Professor Michael Dahlstrom.

$20,000 Women Caring for the Land: Engaging Midwest Women Farmland Owners in Improving Conservation and Soil Health (Natural Resources Conservation Service, 2013). This grant aims to research the information needs of women landowners about soil health and apply findings toward improved awareness. Subcontract through Women, Food and Agriculture Network.

$525,000 Using Communication to Help Underrepresented Landowners make Conservation-Related Decisions Conservation Innovation Grant, US Department of Agriculture/Natural Resources Conservation Service. This proposal researches and addresses the conservation information needs of underserved landowners, specifically older women land owners. We are working with Women Food and Ag Network. Co-principal investigator: Associate Professor Michael Dahlstrom.

**Articles in Refereed Journals**


**Refereed Conference Papers**


**Other: Invited Presentations and Panels**


“Communicating Science to Varied Publics.” Invited Presentation Wildlife Research Group of the Iowa Department of Natural Resources, with Associate Professor Michael Dahlstrom. February 2012.

AEJMC Workshop—Enhancing Diversity Teaching in the Classroom. Invited Speaker. AEJMC (Chicago), August 2012.

Moderator/Discussion Leader for documentary “Miss Representation.” Invited presentation, Iowa State University. March 2012.


A minority is a minority is a minority. Teaching Panel presenter. GLBT and Minorities in Communication groups. AEJMC (Denver). August 2010.
SUMAN LEE  ASSOCIATE PROFESSOR

Awards and Honors
Wilbur L. Layton Faculty Recognition Awards, Division of Student Affairs, Iowa State University, May 2013.


Grants Received Internal
Foreign Travel Grant (ISU Faculty Senate, 2014). Support for trip to Seoul Korea for FPDA research project. Amount received: $800

Faculty Professional Development Assignment (FPDA): Characterization and determinants of state image of Iowa among Asian consumers and media: Cases of China and South Korea (Iowa State University, Approved 2013; Planned Spring 2015).

Grants Received External


Book chapters (and proceedings)


Articles in Refereed Journals

Sar, S., Rodriguez, L., Lee, S., & Kulpavaropas, S. (2013). Mood and the elaboration of destination logo design: The influence of mood and
symbolic value on evaluations of country logos. Visual Communication Quarterly, 20, 64-74.


Refereed conference papers


Encyclopedia entries

JAY NEWELL  ASSOCIATE PROFESSOR

Awards and Honors
Iowa State University, College of Liberal Arts & Sciences: Outstanding Achievement in Teaching (2015).

Shakeshaft Master Teacher (2011). Top teaching award for faculty in liberal arts and sciences.

Iowa State University, College of Liberal Arts & Sciences: Excellence in Undergraduate Introductory Teaching (2011).

Grants Received Internal
Building Research Community in Computational Communication & Journalism and Political Informatics (LAS Signature Research Initiative, 2014). This proposal aims to explore a set of unique interdisciplinary research problems in political informatics and computational communication and journalism. PIs: Wallapak Tavanapong (Computer Science). Co-PIs: Ying Cai, Johnny Wong, Wensheng Zhang (Computer Science); Michael J Bugeja, Daniela Dimitrova, Gang Han, Michael F Dahlstrom (Journalism and Communication); David Andersen, Tessa Ditonto, David Peterson, Mack Shelley (Political Science). Amount received: $266,426.

Articles in Refereed Journals


**Book Chapters**

**Refereed Conference Papers**


Han, G., & Newell, J. (2013). Enhancing student learning in knowledge-based courses: Integrating team-based learning in mass communication theory classes. Paper presented to AEJMC Elected Standing Committee on Teaching at the annual convention of the Association for Education in Journalism and Mass Communication (AEJMC), Washington, DC.


**Other: Non-peer reviewed presentations and panels**
Chinese Student, American Classrooms: The Way Forward (2014). On-campus seminar for faculty, staff and students to publicize tactics to increase international undergraduate student engagement.

Chinese Students, American Classrooms (2013). Proposed and executed semester-long teaching and learning circle that brought together administrators, faculty, staff and students to develop classroom methods that increased engagement and learning of international students.

Center for Excellence in Learning and Teaching, Large Class Faculty Learning Community (2007-2008 participant, 2009-2010 facilitator). One of 15 educators selected from the Iowa State College of Liberal Arts and Sciences to participate in an intensive investigation large class pedagogy.

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**MARCIA PRIOR-MILLER**
ASSOCIATE PROFESSOR
RETIRED IN 2012

**Refereed Conference Papers**

Marcia Prior-Miller
SEL A SAR  ASSOCIATE PROFESSOR, UNTIL 2013

Awards and Honors
Second-place Faculty Paper Award, Visual Communication Division, AEJMC, annual convention, Chicago, IL, 2012.

Best Faculty Paper Award, Advertising Division, AEJMC annual convention, St. Louis, MO, 2011.


Grants Received Internal
Sar, S., principal investigator (2012). Iowa State University Center for Excellence in the Arts and Humanities Summer Research Fellowship Grant, $5,000. Competitive.

Sar, S., principal investigator (2012). Iowa State University College of Liberal Arts and Sciences Small Grant, $1,750. Competitive.

Sar, S., principal investigator (2011). Iowa State University College of Liberal Arts and Sciences Small Grant, $1,750. Competitive.


Sar, S., principal investigator (2010). Iowa State University College of Liberal Arts and Sciences Small Grant, $1,750. Competitive.

Sela, S., principal investigator (2009). Iowa State University Foreign Travel Grant, $2,100. Competitive.

Grants Received External


Book Chapters

Articles in Refereed Journals


Referred Conference Papers


Sar, S. (2011). The effects of mood, gender, and ad context on type of elaboration and product. Paper presented to the Communication Theory and Methodology Division of the annual conference of AEJMC, St. Louis, MO.


and Methodology Division at the annual conference of AEJMC, Denver, CO.


Other: Invited Presentation

JAN LAUREN BOYLES  ASSISTANT PROFESSOR

Awards and Honors
Finalist, AEJMC Great Ideas for Teaching Competition (2015)

Grants Received Internal


Book Chapters

Articles in Refereed Journals

Refereed Conference Papers


**Encyclopedia Entries**


**Other: Invited Academic Presentations**

Boyles, J.L., (2014). Why all your students need to be programmers. Presented to the Association for Education in Journalism and Mass Communication, Montreal, Canada, Aug. 8.

**RALUCA COZMA  ASSISTANT PROFESSOR***

**Awards and Honors**
Early Achievement in Teaching, College of Liberal Arts and Sciences, Iowa State University (2014)

Distinguished Dissertation Award in Arts, Humanities and Social Sciences from the LSU Alumni Association at Louisiana State University. (April 2010)

Honorable Mention Award in the 2010 AJHA Margaret A. Blanchard Doctoral Dissertation Prize competition, AJHA annual meeting in Tucson, AZ. (October 6-9, 2010)

Debut Paper Award in the Radio and Audio Media division for the paper “From the Murrow Boys to the NPR Boys and Girls: A New Breed of Radio Foreign Correspondents” - Broadcast Education Association (BEA) conference, Las Vegas. (April 2010)

Top Faculty Paper Award in the Journalism Studies division for the paper “From Murrow to Mediocrity? The Evolution of Radio Foreign News From World War II to the Iraq War” - International Communication Association Annual Conference. (June 2010)

**Grants Received Internal**
Cozma, R. (November 2013). Iowa State University College of Liberal Arts and Sciences Small Grant, $1,250. Principal investigator. Competitive.

Cozma, R. (March 2013). Iowa State University College of Liberal Arts and Sciences Small Grant, $1,250. Principal investigator. Competitive.

Cozma, R. (May 2012). Iowa State University Center for Excellence in...
the Arts and Humanities’ Research Grant for Assistant and Associate Professors, $5,000. Principal investigator. Competitive.

Cozma, R. (October 2010). Iowa State University College of Liberal Arts and Sciences Small Grant, $1,100. Principal investigator. Competitive.

Cozma, R. (October 2009). Iowa State University College of Liberal Arts and Sciences Small Grant, $1,100. Principal investigator. Competitive.

**Book Chapters**


**Articles in Refereed Journals**


Cozma, R. (2009). Online health communication: Source or eliminator of

Refereed Conference Papers


Cozma, R. and Smarandescu, L. (2013). The effects of source credibility on attitudes toward climate change. Paper accepted for presentation at the Judgment and Decision Making preconference at the Society for Personality and Social Psychology annual meeting in New Orleans, LA.

Cozma, R. (2013). The quality of political communication on social media. Paper accepted for presentation to the Broadcast Education Association (BEA) at its annual convention in Las Vegas, NV.


Cozma, R. (2012). Jumping on the social media bandwagon: Foreign correspondents’ use of Twitter. Paper presented to the Broadcast Education Association (BEA) at its annual convention in Las Vegas, NV.


Cozma, R. (2010). In their own words: CBS foreign correspondents and propaganda during World War II. Paper presented to the American Journalism Historians Association (AJHA) annual convention, Tucson, AZ.

Cozma, R. (2010). What was the Murrow tradition? A case for supplementing historical research with content analysis. Paper presented to the Radio & Television Journalism Division of the Association for Education in Journalism & Mass Communication (AEJMC) at its conference in Denver, CO.

Iowa State University

Standard Five  |  Scholarship: Research, Creative and Professional Activity

Association (ICA) at its annual conference in Singapore.


Invited Academic Papers
Cozma, R. (2013). What insights from journalism history can be applied to the modern explosion of country-sponsored international broadcasting and other media outlets? Panel presentation to International Communication Division of the Annual AEJMC Conference in Washington, D.C.

Cozma, R. (2013). Social media promotion: An effective tool or the lure of lore? Panel accepted for presentation to the Broadcast Education Association (BEA) at its annual convention in Las Vegas, NV.


Cozma, R. (2010). The Murrow tradition: What was it, and does it still live? Special panel presentation at the American Journalism Historians Association (AJHA) annual convention, Tucson, AZ.

Encyclopedia Entries


Book Reviews


Other:
Invited presentation. Social media—best practices. Alpha Zeta National
Invited presentation. Political campaigning on social networking sites.
School of Journalism and Mass Communication, University of Iowa, Iowa City, September 15, 2010.

JACOB GROSHEK ASSISTANT PROFESSOR, UNTIL 2010

Grants Received Internal
Groshek, J. (October 2009). Iowa State University College of Liberal Arts and Sciences Small Grant, $1,250. Principal investigator. Competitive.

Articles in Refereed Journals

Refereed Conference Papers


Invited Academic Papers
Groshek, J. (2010). Connection technologies and democracy. Roundtable participant (keynoted by Secretary of State Hillary Rodham Clinton), Washington DC.


Encyclopedia Entries

**GANG HAN** ASSISTANT PROFESSOR*

Awards and Honors
AEJMC Emerging Scholar Award. (2014-2015)

Grants Received Internal
Building Research Community in Computational Communication & Journalism and Political Informatics (LAS Signature Research Initiative, 2014). This proposal aims to explore a set of unique interdisciplinary research problems in political informatics and computational communication and journalism. PIs: Wallapak Tavanapong (Computer Science). Co-Pls: Ying Cai, Johnny Wong, Wensheng Zhang (Computer Science); Michael J Bugeja, Daniela Dimitrova, Michael F Dahlstrom, Jay Newell (Journalism and Communication); David Andersen, Tessa Ditonto, David Peterson, Mack Shelley (Political Science). Amount received: $266,426.

Han, G., Principal investigator (2013). Iowa State University College of Liberal Arts and Sciences Small Grant, $2,000. Competitive.

Han, G., Principal investigator (2012). Iowa State University College of Liberal Arts and Sciences Small Grant, $1,250. Competitive.

Han, G., Principal investigator (2011). Iowa State University College of Liberal Arts and Sciences Small Grant, $1,000. Competitive.

Han, G., Principal investigator (2010). Iowa State University College of Liberal Arts and Sciences Small Grant, $1,250. Competitive.

Hang, G., recipient (2010). Iowa State University Foreign Travel Grant, $1,439. Competitive.

Han, G., Principal investigator (2009). Iowa State University College of Liberal Arts and Sciences Small Grant, $1,250. Competitive.

Grants Received External
Han, G., Principal investigator (2014–15). AEJMC Emerging Scholars Program, $3,000. Competitive.


*Granted tenure and promotion to associate professor, effective August 2015.*

**Book Chapters**


**Articles in Refereed Journals**


Wang, X., & Han, G. (2010). “Made in China” and national image: A content


**Refereed Conference Papers**


Zheng, Y., & Han, G. (2013). Framing foodborne salmonella outbreaks in leading U.S. newspapers and TV networks: Attribution of causal and treatment responsibilities. Paper presented to Mass Communication Division, the annual convention of the National Communication Association (NCA), Washington, DC.

Zhu, L., & Han, G. (2013). Maintaining organization-public relationships on tourism Websites: A comparative analysis of relationship management strategies between official state tourism organizations and online travel agencies in the U.S. Paper presented to Public Relations Division, the annual convention of NCA, Washington, DC.

Han, G., & Newell, J. (2013). Enhancing student learning in knowledge-based courses: Integrating team-based learning in mass communication theory classes. Paper presented to AEJMC Elected Standing Committee on Teaching at the annual convention of the Association for Education in Journalism and Mass Communication (AEJMC), Washington, DC.

Liu, J., & Han, G. (2013). Framing H1N1 influenza in U.S. and Chinese TV news. Paper presented to International Communication Division at the annual convention of AEJMC, Washington, DC.

Han, G., & Wang, X (2012). “I love it; I hate it; I need it:” A thought-list task about valence framing effects on image perceptions concerning “Made in China.” Paper presented to Mass Communication Division at the annual convention of NCA, Orlando, FL.

convention of the Association for Education in Journalism and Mass Communication (AEJMC), Chicago, IL.


Han, G., Chu, K., & Shen, G. (2011). Understanding H1N1 influenza using the PIM model: A comparison of health risk perceptions between the U.S. and China using structural equation modeling. Paper presented to ComSHER Division at the annual convention of AEJMC, St. Louis, MO.

Han, G., Chu, K., & Shen, G. (2011). Perceived H1N1 flu vaccine efficacy and likelihood of vaccine uptake: Assessing the influence of mass media and risk perception. Paper presented to the Mass Communication and Society (MC&S) Division at the AEJMC annual convention, St. Louis, MO.


Han, G., & Wang, X. (2010). Understanding “Made in China:” Valence framing, product-country image, and international public relations. Paper presented to the Public Relations Division, AEJMC annual convention, Denver, CO.


the Public Relations Division, ICA annual conference, Singapore.


Han, G., & Holeman, D. (2009). Influences of audience feedback on news content in the traditional and new media: A theoretical evaluation. Paper presented to the Communication Theory & Methodology Division, AEJMC annual convention, Boston, MA.

**Book Reviews**


**SU JUNG KIM  ASSISTANT PROFESSOR**

**Grants Received Internal**


**Articles in Refereed Journals**


**Refereed Conference Papers**


TRACY LUCHT  ASSISTANT PROFESSOR

Awards and Honors
American Journalism Historians Association 2015 Rising Scholar Award
David Sloan Award for Outstanding Faculty Paper (2014), AJHA annual convention, for “Television’s closet revolutionary: Mary Jane Odell and her fight for public affairs programming.”

Maurine Beasley Award for Outstanding Women’s History Paper (2014), AJHA annual convention, for “Television’s closet revolutionary: Mary Jane Odell and her fight for public affairs programming.”


Grants Received Internal
Lucht, T., principal investigator (2014). Iowa State University College of Liberal Arts and Sciences Small Grant, $1,750. Competitive.


Grants Received External


Scholarly Books


Articles in Refereed Journals


Refereed Conference Papers

Lucht, T. (2013). From military reporter to ‘Mary Manners’: The unbounded journalism of Dorothy Ashby Pownall. Research in progress presented at the AJHA annual convention, New Orleans, LA.


Invited Academic Papers


Book Reviews


ANDREW PRITCHARD  ASSISTANT PROFESSOR

Refereed Conference Papers

Iowa State University offers sabbaticals, which are called faculty professional developments assignments (FPDA). Any faculty member employed half-time or more is eligible for FPDA. FPDA vary in length from one to two semesters (up to a six-month maximum), and priority is given to tenured faculty members and those who have not had a FPDA in the past five years. The goal of the faculty professional development assignment is to encourage professional growth and development as a scholar without daily teaching obligations. Additional information about FPDA policies at Iowa State is included in the university faculty handbook and is available in appendix 5.

Iowa State also offers leave of absence without pay for conducting research or similar professional activity. This type of leave must be requested by the faculty member and forwarded to the department chair, then dean, senior vice president and provost, president and the Board of Regents, State of Iowa. The request needs to state the reasons for the leave and clearly describe the benefit to the university upon the individual’s return. Leave of absence without pay may be granted for up to a year. Additional leave information can be found in the university faculty handbook and in appendix 5.

Daniela Dimitrova, Professor, year-long FPDA, fall 2010–spring 2011.
Suman Lee, Associate Professor, semester-long FPDA, spring 2015.

The Greenlee School offers generous professional development funding of $3,000 per year for each tenured and tenure-track faculty member to use for conference travel, research-related trips or other professional development opportunities. Junior faculty members are provided with a graduate research assistant for the first three years in the school to help with their individual research endeavors. Faculty teaching large lecture courses or technology-heavy courses are also provided with teaching assistants because help with teaching may free up additional time for research/scholarship.

Several school-wide forums exist for encouraging scholarly and creative activity and ensure success for junior faculty members. These include Research Friday seminars and Greenlee Roundtables. Research Fridays bring prominent speakers from across campus or across the nation to keep faculty current and engaged in scholarship/creative activity. Monthly roundtable discussions specifically designed for pre-tenure faculty are organized by the director, typically before monthly faculty meetings. Topics for the roundtables include research in progress, conference presentations, PRS and putting together a successful dossier. There is also a formal mentorship program within the school through which each junior faculty member is paired up with a senior faculty for the duration of their probationary period. The mentors typically have monthly meetings with their mentees, and cover topics such as targeting appropriate journals and gracefully handling R&Rs.

Finally, Greenlee faculty members are able to take advantage of college-level resources such as tenure process seminars, grant writing programs
and LAS small grants competitions. Typically, Greenlee faculty members have been successful at obtaining internal grants through the college or through other university-level initiatives.

The unit also supports membership in prestigious professional organizations such as Association for Education in Journalism and Mass Communication, Society of Professional Journalists, Public Relations Society of America, College Media Advisors, International Communication Association, and National Communication Association.

All Greenlee faculty take advantage of the professional development funds provided by the school on a regular basis. Faculty travel to leading academic and professional conferences, library archives and other institutions for professional collaborations. Research Friday seminars feature guest scholars from campus, Iowa, and other institutions and organizations. Past Research Friday presenters include Julie Andsager, formerly of University of Iowa; Marilyn Greenwald, Ohio University and Lee Rainie, Pew Research Center. The sessions attract both junior and senior faculty and graduate students. Faculty also successfully complete for college-level grants and regularly attend LAS-sponsored research and grant seminars.

All junior faculty are given a research assistant for the first part of their probationary period. Some tasks research assistants have completed for faculty research projects include media content coding, library research, archival collection, interviews and transcriptions and IRB protocols. Teaching assistants are assigned to large and technology-intensive classes according to selection by the Graduate Steering Committee.

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

APPENDIX

- ISU Faculty Handbook: Post-tenure Review Policies
- Faculty Professional Development Assignment Program Overview and Policies
- ISU Faculty Handbook: Leave Policies
- Greenlee Roundtable: Promotion and Tenure Process
- Vitas for Tenured and Tenure-Eligible Faculty
6

Student Services
Students can put into practice what they learn in the classroom at more than 13 student-run professional organizations and media outlets associated with the school.

Students can experience global communication and cultures on study abroad trips led by a Greenlee faculty member.

Even with the school’s growing enrollment, faculty advisers use their industry expertise to advise students individually and assist them in securing internships and jobs.
The Greenlee School provides students with support and services that promote learning and ensure timely completion of their program of study. The school offers two full-time academic advisers, a full-time internship coordinator and a secretary in an undergraduate Student Services Office (101 Hamilton Hall).

Advising responsibilities are shared between the full-time professional advising staff and tenured, tenure-track professors and full-time lecturers. The school’s two professional advisers advise students until they complete JL MC 201, Reporting and Writing for the Mass Media. After successful completion of JL MC 201, students are assigned to a faculty adviser.

In addition to advising students prior to their completion of JL MC 201, the professional advising staff members also meet with prospective students and assist students enrolled in JL MC 110, Orientation to Journalism and Mass Communication, in completing four-year plans. The plans help ensure graduation rates that exceed the performance of both the college and the university. In 2009, 3.4% of Greenlee majors graduated in three years, compared to the college, 2.8% and university, 1.6%. 60.7% of Greenlee majors graduated in four years, compared to the college, 44.2% and university, 40.7%. 70.8% of Greenlee majors graduated in five years, compared to the college, 64.1% and university, 67.7%.

Our commitment to professional internships is evident in the assigning of a full-time internship coordinator to these duties. The internship coordinator oversees more than 100 internships in the summer alone and another 30–60 throughout the academic year. In addition to coordinating student internships, the internship coordinator plans internship workshops to prepare students for their professional experiences and hosts the semi-annual Jump-Start Internship and Job Fairs.

Student media and professional organizations are integral parts of the Greenlee student experience. The school offers a wide variety of clubs and organizations that allow students to put knowledge and skills from the classroom into practice. Students can gain print media experience with the Iowa State Daily, the independent student newspaper currently housed in Hamilton Hall (a planned move is scheduled for late fall 2015), or with several student-run print publications including: Ethos, a general interest magazine; Sir, a men’s magazine; Trend, a fashion magazine; Uhuru, a multicultural magazine; and Veritas, law and politics magazine. ISUtv and Cardinal & Gold Advertising Agency (C&G) provide students with additional opportunities to hone and apply media skills learned in the classroom. Student organizations like the Leo Mores Chapter of the Society of Professional Journalists, the Barbara Riedesel Iverson Chapter of the Public Relations Student Society of America and Ad Club provide students with opportunities to network with professionals, participate in national conferences and travel to professional media agencies, newspapers and firms.
Formal evaluation of advising happens at the conclusion of JL MC 110, Orientation to Journalism and Mass Communication, in the form of course evaluations and at the conclusion of student’s final semester in the form of the senior exit survey. Results from these assessments indicate students are satisfied with the overall quality of advising, including faculty advising, academic advising, internship advising and preparation for career goals.

The effectiveness and accuracy of advising and our streamlined curricula contribute to high retention and graduation rates that exceed the performance of both the university and college.

### Table 9. Student Aid

<table>
<thead>
<tr>
<th>Scholarships Awarded to Undergraduate Students in the Unit</th>
<th>2013-2014</th>
<th>2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total amount of scholarship dollars from funds controlled by institution</td>
<td>$3,075,751</td>
<td>$3,402,331</td>
</tr>
<tr>
<td>Number of students receiving scholarships from funds controlled by institution</td>
<td>506</td>
<td>551</td>
</tr>
<tr>
<td>Median individual scholarship from funds controlled by institution</td>
<td>$6,078.56</td>
<td>$6,175</td>
</tr>
<tr>
<td>Total amount of scholarship dollars from funds controlled by unit</td>
<td>$145,760</td>
<td>$196,551¹</td>
</tr>
<tr>
<td>Number of students receiving scholarships from funds controlled by unit</td>
<td>58</td>
<td>80</td>
</tr>
<tr>
<td>Median individual scholarship from funds controlled by unit</td>
<td>$2,513.10</td>
<td>$2,457</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate Assistantships or Work-Study Appointments</th>
<th>2013-2014</th>
<th>2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students holding appointments</td>
<td>15</td>
<td>27²</td>
</tr>
<tr>
<td>Range of stipends</td>
<td>$8 to $10</td>
<td>$8 to $11</td>
</tr>
</tbody>
</table>

¹Additional internship scholarship funds increased the amount of scholarship dollars controlled by the unit
²Additional work-study appointments for the Greenlee School communications team supervised by the communications specialist
Greenlee students get in-depth information about degree planning and curriculum requirements starting in JL MC 110, Orientation to Journalism and Mass Communication, a course required of all majors before they can progress to foundation classes in journalism and mass communication, advertising, and public relations. Two sessions in the orientation course are devoted to Greenlee and Iowa State graduation requirements; one of those is structured as an in-class workshop during which advisers and the instructor are available to answer questions as students build their plans of study. Sample four-year plans are also provided. An additional class session focuses on the school’s 400-hour internship requirement.

To pass the orientation course, students are required to complete four-year plans, including all courses required for graduation. Each must also meet with a Greenlee adviser to review the plan, ensuring all requirements are accounted for, including those relating to the major, the minor or secondary area of expertise, university general-education requirements, the 72-hour rule, credits outside of Greenlee but within Liberal Arts and Sciences, credits at the 300-level or above, total credits, transfer credits and any other requirements related to a particular student’s plan of study.

After creating their graduation plans, students must continue to meet with Greenlee advisers each semester before registration to update those plans and track progress toward graduation. A registration checklist is required each semester to double-check how many hours are completed and how many hours are still needed to meet each graduation requirement.

Once students complete JL MC 201, Reporting and Writing for the Mass Media, students are assigned to a faculty adviser, who continues to meet with students prior to course registration each semester and provides internship and career guidance.

Related documents included in appendix 6: Four-year planning template, curriculum sheets (advertising, journalism and mass communication, public relations), sample four-year plans (ADVRT, JL MC, PR), registration checklist, list of minors, list of Greenlee courses.

Each full-time faculty member is required to advise undergraduate majors. Tenured and tenure-track professors and full-time lecturers are provided with a one-course release for advising duties. All full-time faculty members advise students. Professors provide curriculum advice in addition to career counsel.

Faculty members are required to maintain weekly office hours – a minimum of three hours per week plus additional work hours during registration – to accommodate advisees. In addition, many faculty members maintain email, blogs and other digital communications with students to discuss curricular planning, internships and other academic matters.

Outside of class time and office hours, several faculty members advise student media and clubs, working after hours with students and attending organization meetings.
Student media and professional organizations are integral parts of the Greenlee student experience. The school offers a wide variety of clubs and organizations that allow students to put knowledge and skills from the classroom into practice. Through student media and professional organizations, students have increased opportunities to network with professionals, build their portfolios and attend and compete in state, regional and national conferences and competitions.

Student leaders also have a role in school governance. The Student Advisory Board is made up of the leaders of each Greenlee student club, publication and organization. These student leaders meet with the school’s program coordinator four times a semester. Members of the Student Advisory Board choose the recipient of the Harry Heath/Lou Thompson Outstanding Adviser Award, provide feedback on Greenlee events and update the school on their organization’s events and activities.

Our student organizations and Iowa State student media include:

**Ad Club** is open to students from all majors who have an interest in advertising. It is one of our largest student organizations with more than 100 members. Members meet twice a month and invite professionals to discuss the latest news, trends and techniques in advertising. The Ad Club takes trips each year to advertising agencies and businesses across the country, providing networking opportunities for students. Ad Club members often work with the Cardinal & Gold Advertising Agency to create campaigns for Iowa State programs and events. Associate Director Joel Geske advises the club.

**Cardinal & Gold Advertising Agency (C&G)** welcomes all Iowa State students who have an interest in creating advertising. C&G students put classroom work into practice, creating advertising for campus organizations and academic units. The agency begins with research, develops a strategy and then implements the creative using video, print, online and social media. Associate Professor Jay Newell advises C&G.

**Ethos** magazine is an award-winning, student-run general interest magazine. Ethos magazine has been covering the culture of Iowa State University since the magazine’s inception in 1947. Ethos features in-depth stories and has a strong commitment to quality journalism. Ethos, the longest running student magazine on campus, has a strong online presence and has won a number of national awards in the past five years including two Pacemakers. The magazine’s adviser is Associate Professor Dennis Chamberlin.

**Barbara Riedesel Iverson Chapter of the Public Relations Student Society of America** is a named, endowed and award-winning student organization that offers students an opportunity to practice public relations through various competitions and service projects. It provides a variety of pre-professional development opportunities, such as portfolio workshops, speakers, national conferences and opportunities to network with students and professionals in the PR field. In fall 2014, the Iowa State chapter of PRSSA became a named chapter thanks to the generous support of Barbara Iverson, a 1976 Greenlee graduate. Senior Lecturer Erin Wilgenbusch serves as the organization’s adviser.

**ISUtv** is a student-operated online TV channel. During the school year, ISUtv has original programming comprised of sports, weather and
entertainment shows. Students manage all of the channel’s programming and resources. ISUtv welcomes students from all majors and experience levels. Assistant Professor Raluca Cozma advises ISUtv.

The Iowa State Daily is the independent student newspaper serving the Iowa State and Ames communities since 1890. The Daily has fully-functioning advertising and editorial departments.

Kappa Tau Alpha (KTA) is the national honor society of journalism and mass communication. Established in 1910 at the University of Missouri, KTA has 95 chapters and is one of 64 members of the Association of College Honor Societies. KTA membership is restricted to the top-ranking undergraduate and graduate students in journalism and mass communication programs. Iowa State University’s KTA chapter was established in 1986. ISU initiations are held annually, in conjunction with the school’s graduation reception. The adviser is Assistant Professor Raluca Cozma.

KURE 88.5, a student-produced and student-managed radio station broadcasts to the Ames and Iowa State communities. The radio station provides listeners with a wide range of musical genres, live broadcasts of Cyclone sporting events, news programs and talk shows.

Leo Mores Chapter of the Society of Professional Journalists is a named, endowed chapter of SPJ dedicated to the perpetuation of a free press as the cornerstone of our nation and our liberty. The Iowa State chapter of SPJ strongly encourages its members to reflect upon the more than two centuries of free-press tradition in this county. Toward that end, the SPJ takes part in the annual Greenlee school First Amendment Day celebration. The organization also brings in professional journalism speakers and takes part in state, regional and national conventions. Mark Witherspoon, editorial adviser for the Iowa State Daily, advises the Leo Mores Chapter.

SIR magazine is Iowa State’s men’s magazine, which publishes stimulating, informative and gentlemanly reads for the student body. Sir made its debut in spring 2011 and primarily focuses on the six departments of lifestyle, gear, travel, food and drink, sports and entertainment. Communication Specialist Matt Wettengel serves as the adviser for Sir magazine.

Veritas is a student-run publication that publishes once a semester. The magazine’s focus is in-depth coverage of law and politics. The purpose of this organization is to engage Iowa State students by providing them with unbiased, truthful information. Associate Professor Dennis Chamberlin serves as the adviser for Veritas.

Other student media outlets at Iowa State include: Trend, a fashion magazine that covers the latest developments in fashion and beauty, shopping and other cultural events. Uhuru, Swahili for “freedom,” is the multicultural magazine on campus written by, about and for those interested in gaining a multicultural education and thoughtful perspective of society.

Greenlee School Study Abroad In addition to student media, the school also has mass communication study abroad opportunities available to students every summer led by Associate Professor and Director of Undergraduate Education Dennis Chamberlin. In summer 2010 and 2014,
students traveled to Poland, for “Poland Through a Lens,” which offers students the opportunity to explore one of the most rapidly changing new democracies in Europe. During the course, students create a blog with photos to tell the stories of the people they meet during the three weeks of travel. As participants in “Poland Through a Lens,” students get to experience several sides of the contemporary Polish experience from the world of the affluent businessmen in the big cities to the struggling farmers learning to cope with the economic changes predicated by the country’s entry into the European Union. During the program, students attended lectures and meetings with accomplished Polish photographers, journalists and professors who led sessions on topics such as new Polish media, working in foreign countries, and contemporary Polish culture and society.

In Summer 2011, 2012, 2013 and 2015, students traveled to Urbino, Italy, for the Urbino Project. Throughout the month-long course, students learn the essentials of multimedia journalism—how to tell stories with text, images and video—and produce stories with the assistance of University of Urbino students, who act as interpreters. Students also have daily instruction in “survival” Italian, taught by Francesca Carducci, a professor at the University of Urbino. The classes cover the basics of conversational Italian and provide some insight into the culture, food and way of life in Italy.

Students work on skills critical for successful journalism, including the basics of finding and reporting compelling stories with words and images. All students report, write, shoot photos and video and post their stories to the class website. Students learn how to navigate as professional journalists in a foreign culture by working with interpreters and crafting ready-to-publish features and news stories.

The Urbino Project was started by ieimedia and has been associated with San Francisco State University and James Madison University.

For each study abroad experience, students earn three journalism elective credit hours. Outside of the mass communication study abroad opportunities, many students study abroad in other programs offered through the university Office of Study Abroad.

Greenlee School Learning Community In fall 2013, the Greenlee School offered a new learning community called “Facts vs. Truthiness” for incoming Greenlee freshmen. The year-long learning community was led by Associate Professor and Director of Undergraduate Education Dennis Chamberlin. The learning community was designed to make students effective consumers of news. Students developed a daily news habit through subscriptions to the digital edition of The New York Times and were provided regular contact with faculty members through monthly seminars and field trips to local media outlets like The Des Moines Register and CBS affiliate KCCI.

The learning community guarantees members seats in the same sections of JL MC 110, Orientation to Journalism and Mass Communication; JL MC 101, Mass Media and Society; Library 160, Information Literacy; and ENGL 250, Written, Oral, Visual, and Electronic Composition, in the fall and the same JL MC 201, Reporting and Writing for the Mass Media, section in the spring. Members of the learning community participated in online discussions each week that were moderated by faculty. Through a
Describe the unit’s career counseling and placement strategy for assistance in students’ searches for employment. List placement statistics for the three most recent years before the self-study year for which accurate information is available.

The learning community was continued in the 2014–15 academic year. During the learning community’s second year, student continued to enroll in the same section of courses and Dennis Chamberlin organized monthly seminars and field trips to local media outlets.

While students do not receive academic credit for their participation in the learning community, enrolling in the same course sections and regular contact with Greenlee faculty help create a connection among students and to the Greenlee School. In addition to the Greenlee School learning community, students have the option of enrolling in other learning communities offered through the college and university. The community will continue in a similar format in the 2015–16 academic year.

Meredith Apprentice Program, a collaboration between the Greenlee School and Meredith Corporation, allows eight Iowa State students to work throughout the year as editorial or graphic design apprentices. Since the Meredith Apprentice Program (MAP) started in 2004, 75 Iowa State students have participated in MAP and graduated with résumés boasting an academic year of experience working for one of top magazine publishers in the nation at publications including Better Homes and Gardens, Successful Farming, Diabetic Living and more. The Greenlee School is responsible for selecting students for the five editorial and three graphic design apprenticeships. Former apprentices are now at E! News, Glamour, This Old House, Billboard, Men’s Journal and Martha Stewart Weddings. As part of the collaboration between Meredith Corporation and the Greenlee School, Meredith provides funding for Professional in Residence and Senior Lecturer Deb Gibson, the Meredith Multimedia Suite and student equipment.

ADVRT/JL MC/P R 499 Professional Media Internship

Formal career counseling and placement begins with the ADVRT/JL MC/P R 499 Professional Media Internship, Greenlee’s capstone course required for all majors. The Professional Media Internship course (499) has strict requirements for an internship to qualify for academic credit. An approved internship must meet the following criteria:

- A minimum of 400 hours of work.
- Duties related to journalism and mass communication, public relations or advertising.
- A professional supervisor who:
  - Has an education and/or significant professional experience in journalism and communication, advertising, public relations or a closely related field;
  - Works on site with the student and is an employee of the organization where he/she is interning;
  - Is not related to the student.
- A professional workplace (students cannot work from home or for a student organization).
- Necessary resources and equipment to complete the internship. Students cannot check out Greenlee School equipment for internships.
- An opportunity to build a professional portfolio.
The strict guidelines ensure each student will receive a professional experience in a field related to their degree, experiences that will help them find employment after graduation and a portfolio of work to use in their job search. In addition to strict internship guidelines, the internship experience is carefully monitored to ensure each internship experience meets these expectations and the stated learning goals.

Both the intern and internship work supervisor complete mid- and final-evaluations. These evaluations provide concrete professional feedback on students’ performance and their experiences during the internship. Additionally, these data are used to ascertain what skills students need to succeed in professional media careers. The feedback from both students and employers is also used to inform curriculum adjustments or additions and/or workshop offerings. Assessment data is extensively discussed in Standard 9. In addition to the systematic collection of data, students maintain contact with their faculty adviser throughout the internship experience, and meet with their faculty adviser (or proxy in the summer if the faculty member is not available) at the conclusion of the internship to complete an exit interview. During the exit interview, faculty advisers review students’ portfolio of work completed during their internship, as well as a paper reflecting on their internship experience.

Beyond gaining professional experience, internships help students broaden their professional network, which helps them find jobs after graduation. Internships often result in a job offer by the company where students complete their internship. We routinely have interns working all over the globe and across the United States. In summer 2015, we had interns working at Alaska SeaLife Center in Seward, Alaska; Leo Burnett –Arc Worldwide in Kuala Lumpur, Malaysia and Entertainment Media Networks in Dublin, Ireland. In recent years our students have completed internships with the following companies: Gannett Digital, Iowa Cubs, FleishmanHillard, Cyclones.tv, HyVee, Hearst Corporation, Seventeen Magazine, Rust-Oleum, Bernstein Rein, Weber Shandwick, FLM+, Post +Beam, Two Rivers Marketing, Caesars Entertainment, Wells Fargo, Leo Burnett, American Red Cross, Esquire Magazine, Elle, Colle+McVoy, KCCI, WHO-TV 13, The World Food Prize and The Des Moines Register.

**Jump-Start Internship/career fairs**

In order to help students find and prepare for internships and jobs after graduation, the school created the Jump-Start series, which includes internship and career fairs, professional development workshops and corporate sponsorships.

In fall 2014, the school held its inaugural Jump-Start Internship Fair. The internship fair included 35 companies from Iowa interested in hiring students with Greenlee-specific skills. More than 250 students attended the fair. Six weeks after the fair, four students reported receiving internship offers from contacts made at the fair.

Prior to the fall internship fair, two workshops were held to help students prepare for the fair. The workshops focused on résumé and cover letter writing, networking, and internship dress/etiquette.

In spring 2015, the school hosted another Jump-Start Internship and Career Fair. Prior to the career fair, Greenlee offered workshops on portfolio building and polishing, as well as interviewing and elevator speeches.
More than 160 students attended the event and met with representatives from more than 40 companies representing Iowa media and out-of-state companies, including Bernstein-Rein and Weber Shandwick.

After the success of these two fairs, the Greenlee School plans to host fairs on a semi-annual basis. In addition to the Jump-Start Internship and Career Fairs and workshops, the school is actively working to build corporate partnerships to provide paid internship opportunities and scholarship funds. The scholarship funds are used to help defray costs of completing the required 499 Professional Media Internship course. The school is actively working to form partnerships with Woodward Communications, Integer Advertising, Two Rivers Marketing, Iowa Public Television, Cyclone Sports Network and others.

**Internship/jobs postings**

The Greenlee School maintains an active internship and job board to share internship and job postings. Emails are sent to Greenlee students every Friday with internship and job postings. The school also works with the Greenlee Alumni & Friends group to post job and internships on Facebook, Twitter and LinkedIn.

In addition to events and workshops, students meet with their faculty advisers, professors and the internship coordinator to review résumés, cover letters, discuss careers and interviewing techniques.

Placement information is systematically gathered and reported by the College of Liberal Arts and Sciences Career Services. The college follows up with graduates six months after graduation to gather placement data and post graduation status, which includes continuing education, employed, military appointment, seeking employment, not seeking employment and otherwise occupied.

### Greenlee School Placement Statistics

#### 2011–12 Academic Year

<table>
<thead>
<tr>
<th>Major</th>
<th>Grads</th>
<th>Response rate</th>
<th>Continuing education</th>
<th>Otherwise occupied</th>
<th>Available for employment</th>
<th>Employed</th>
<th>Total occupied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>66</td>
<td>65, 98%</td>
<td>1</td>
<td>0</td>
<td>64</td>
<td>63</td>
<td>64, 98%</td>
</tr>
<tr>
<td>Journalism and Mass Communication</td>
<td>94</td>
<td>94, 100%</td>
<td>10</td>
<td>0</td>
<td>84</td>
<td>79</td>
<td>89, 95%</td>
</tr>
</tbody>
</table>

#### 2012–13 Academic Year

<table>
<thead>
<tr>
<th>Major</th>
<th>Grads</th>
<th>Response rate</th>
<th>Continuing education</th>
<th>Otherwise occupied</th>
<th>Available for employment</th>
<th>Employed</th>
<th>Total occupied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>46</td>
<td>45, 98%</td>
<td>3</td>
<td>0</td>
<td>42</td>
<td>42</td>
<td>45, 100%</td>
</tr>
<tr>
<td>Journalism and Mass Communication</td>
<td>110</td>
<td>104, 95%</td>
<td>8</td>
<td>1</td>
<td>95</td>
<td>93</td>
<td>102, 98%</td>
</tr>
</tbody>
</table>
Advising for Greenlee students begins in JL MC 110, Orientation to Journalism and Mass Communication. In JL MC 110, students complete a four-year plan and meet with an adviser to discuss their enrollment. After JL MC 110, students are required to meet with their adviser each semester to obtain their registration number, required for students to register for classes. Prior to completing JL MC 201, Reporting and Writing for the Mass Media, students meet with a professional advising staff member. Once students successfully complete JL MC 201, students are assigned to a faculty adviser.

In addition to advising, students use their university degree audits to determine their academic progress toward a degree. The final responsibility for programs of study resides with the student. This is communicated to students during JL MC 110, and it appears at the end of a student’s degree audit: “While efforts have been made to ensure its accuracy, final responsibility for meeting graduation requirements resides with you.”

Formal evaluation of advising happens at the conclusion of JL MC 110 in the form of course evaluations and at the conclusion of student’s final semester in the form of the senior exit survey.

A review of the JL MC 110 evaluations from fall 2013 and spring 2014 show that students give high praise for the creation of four-year plans, discussion of career paths, assistance registering for classes and conversation of major options. When students were asked to identify what they liked best about JL MC 110, many students commented on the benefits of creating a four-year plan and the help they received registering for classes. Two examples, taken directly from students’ course evaluations, about the most beneficial class activities:

- “When the advisers came in about scheduling classes, and when professors came in about the different majors.”
- “I liked how we had speakers from all three different majors and that we had help in doing our four year plans.”

The senior exit survey, sent to graduating students, gathers information about students’ academic careers at Iowa State. A copy of the senior exit survey is available appendix 6. Four items on the senior exit survey assess students’ satisfaction with advising and counseling services. Students are asked to rate their overall satisfaction on a scale from 1 to 5 where 5 is “very satisfied” on several items including: faculty advising, academic advising Greenlee Student Services Office, internship coordination and advising and preparation for my career goals. The senior exit survey is not

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1 JL MC 110 was restructured in fall 2013. A full-time faculty member teaches each section and students earn one credit hour for completing the course.

<table>
<thead>
<tr>
<th>Major</th>
<th>Grads</th>
<th>Response rate</th>
<th>Continuing education</th>
<th>Otherwise occupied</th>
<th>Available for employment</th>
<th>Employed</th>
<th>Total occupied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>46</td>
<td>45, 98%</td>
<td>2</td>
<td>1</td>
<td>42</td>
<td>41</td>
<td>44, 98%</td>
</tr>
<tr>
<td>Journalism and Mass Communication</td>
<td>83</td>
<td>80, 96%</td>
<td>5</td>
<td>0</td>
<td>75</td>
<td>72</td>
<td>77, 96%</td>
</tr>
<tr>
<td>Public Relations</td>
<td>19</td>
<td>19, 100%</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>18</td>
<td>19, 100%</td>
</tr>
</tbody>
</table>

mandatory and has an average response rate of 42%. The following chart is a summary of the data collected from the senior exit survey.

### Senior Exit Survey Results

<table>
<thead>
<tr>
<th>Faculty advising</th>
<th>Academic advising Greenlee Student Services Office</th>
<th>Internship coordination and advising</th>
<th>Preparation for my career goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Averages for Fall, Summer and Spring 2012 graduates</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>68 graduating students completed exit survey, 42% response rate; 160 graduates</td>
<td>4.06</td>
<td>4.01</td>
<td>4.17</td>
</tr>
<tr>
<td><strong>Averages for Fall, Summer and Spring 2013 graduates</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>71 graduating students completed exit survey, 45% response rate; 156 graduates</td>
<td>3.87</td>
<td>3.96</td>
<td>4.01</td>
</tr>
<tr>
<td><strong>Averages for Fall, Summer and Spring 2014 graduates</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>56 graduating students completed exit survey, 38% response rate; 148 graduates</td>
<td>3.82</td>
<td>4.07</td>
<td>3.87</td>
</tr>
</tbody>
</table>

Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major and in comparison with university rates. Discuss the findings of the analysis.

The university reports enrollment, retention and graduation rates on the 10th instructional day of the fall semester. The Greenlee School collects retention and graduation rates from the College of Liberal Arts and Sciences and the Office of Institutional Research. Once enrollment, retention and graduation rates are available, they are reviewed by the Greenlee School administration, shared with faculty and staff and updated on our transparency and public accountability website.

The university 10th instructional day figures officially report primary majors for the school. While primary majors -- meaning the student has selected journalism and mass communication, advertising or public relations as their first major -- make up the vast majority of the school’s enrollment; secondary majors account for around 10% of the school’s total enrollment. The school reports enrollment figures that include both primary and secondary majors.

The Greenlee School has enjoyed three consecutive years of enrollment growth. In 2012, our enrollment increased from 612 to 637, for a 4% increase; in 2013, from 637 to 662, for another 4% increase; and in 2014, from 662 to 793, for a 20% increase. While the addition of the public relations major contributed to the school’s growth, the number of students majoring in advertising and journalism and mass communication has also increased. Taken together, our total enrollment has increased by nearly 30% over a three-year period.
Our analysis of graduation rates from 2006–2010 indicates that the school's four-year graduation rate is consistently higher than the rates of Iowa State and the College of Liberal Arts and Sciences (LAS). Although these years fall outside of the current re-accreditation period, complete graduation and retention data through the sixth year are available for this time frame. In 2006, the school's four-year graduation rate was 46.23%, compared to ISU, 38.6% and LAS, 39.9%. In 2009, the school's four-year graduation rate was 60.7%, compared to ISU, 40.7% and LAS, 44.2%.

In 2010, the four-year graduation rate in the school decreased to 50.0%, but remained above the rates of ISU and LAS, 43.2% and 47.0% respectively. However, in 2010 6.1% of Greenlee majors graduated in three years, well above the percentage for ISU (2.2%) and LAS (2.8%).

**Greenlee School Enrollment**

![Graph showing Greenlee School Enrollment](image)

Reported Enrollment figures based on the 10th instructional day of the fall semester.

In 2006, the school's five-year graduation rate was 64.15%, which was below ISU (65.6%), but above LAS (61.5%). The school's five-year graduation rate improved and exceeded ISU and LAS in 2008, 66.7% (ISU, 64.5%, LAS, 61.5%) and 2009, 70.8% (ISU, 67.7%, LAS, 64.1%).

An analysis of student retention rates from 2009–2013 show the Greenlee School retains students after their first year at a higher rate than LAS and Iowa State. Using the 2011 entering class as a cohort base, the school retained 87.5% of students through the second year (ISU, 79.4%, LAS, 74.6%) with 5.6% graduating at the end the third year (ISU and LAS, 1.8%).

The complete graduation rates from 2006–2011 and student retention rates from 2009–2013 are included in appendix 6.

*Based on projected fall 2015 enrollment. Official university enrollment figures are available on the 10th instructional day of the fall 2015 semester.*
Provide the Web link where the unit shares its most recent retention and graduation data with the public.

http://www.greenlee.iastate.edu/greenlee-facts

APPENDIX

- Curriculum Sheets and Four-Year Plans: advertising, journalism and mass communication and public relations
- Registration Checklist, Graduation Planner and Graduation Checklist
- Minor Requirements: journalism and mass communication and advertising
- Greenlee Senior Exit Interview
- Greenlee Senior Exit Interview Results: 2012, 2013, 2014
- Recruitment and Retention Rates
- Public Accountability Page

WORKROOM

- Full Scholarship Records
Resources, Facilities and Equipment
KEY POINTS

The Greenlee School is housed within the College of Liberal Arts and Sciences, which determines the school’s budget and administers grants for the unit’s technology.

The school’s director is responsible for administering and overseeing fundraising, including endowment and cash accounts totaling more than $6 million.

The school’s generous endowment provides each full-time faculty member with development funding to assist with research and travel.

In 2013, the school built a digital newsroom located on the first floor of Hamilton Hall.
EXECUTIVE SUMMARY

The Greenlee School, one of two schools in the Iowa State system, operates much like a professional college. The director is responsible for administering and overseeing fundraising, including endowment and cash accounts totaling more than $6 million. The school has an external Advisory Council; alumni groups; campus-wide signature events, such as the Chamberlin Lecture and First Amendment Day celebration; and strong industry contacts, especially among internship providers. The Greenlee School is housed within the College of Liberal Arts and Sciences, which determines the school’s budget and administers grants for the unit’s technology. As the school has experienced consecutive years of enrollment growth, our needs have become more pronounced. We not only require resources, facilities and equipment for research and teaching, as do most academic units, but also for industry partnerships and professional expectations of our graduates in advertising, public relations and journalism and mass communication, who now are required to create content across platforms. As enrollment continues to rise, we will require more classroom space and technology management to facilitate skills classes that cannot exceed 20 students, per accreditation standards. The Iowa State Daily, currently housed in Hamilton Hall, is scheduled to move out of our building in December 2015, with its space targeted for classrooms.

The Greenlee School is especially proud of our affiliated student media and organizations, which are advised by Greenlee faculty and staff members. We have several shared spaces in Hamilton Hall designed for student clubs and publication staffs including the Meredith Multimedia Suite, funded by the Meredith Corporation since 2004. The suite includes space for student groups to create projects or conduct meetings, a photography studio (room 002), a video editing booth and interview space (room 001). All students can work on projects in the open labs (located in room 001 and 007) or the focus group room (room 004) as needed. In addition, students can request the use of the school’s conference and seminar rooms in Hamilton Hall. Student groups that require larger meeting spaces or classrooms can submit an online request through the university’s Room Scheduling Office.

In 2013, the school converted an open lab and reading room into a digital newsroom (room 171). The digital studio and newsroom is on the main floor of the building and is available for student clubs and publications, through a scheduling process. The systems support specialist provides a student lab monitor to work with student clubs and organizations while they are in the newsroom. The director and the faculty would like to have more designated areas specifically for professional operations of the clubs and publications. Again, however, space is always limited.

The university, college and industry benefactors such as Meredith Corporation, mentioned above, have played a significant role in our success. Classes are well-equipped with technology and access, and we house an IT center, focus group room, print resource room, seminar room, digital newsroom, photo studio, editing bays, open computer labs and meeting rooms throughout the building.
### Table 10. Budget

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies and Services</td>
<td>$53,128</td>
<td>$59,031</td>
<td>$49,031</td>
<td>$49,031</td>
</tr>
<tr>
<td>Undergraduate Students</td>
<td>$13,016</td>
<td>$13,016</td>
<td>$13,016</td>
<td>$8,016</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$66,144</strong></td>
<td><strong>$72,047</strong></td>
<td><strong>$62,047</strong></td>
<td><strong>$57,047</strong></td>
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<tr>
<td>Administrative Salaries - Director</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Budgeted Tenured, Tenure Track, Non-Tenure Track</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Staff Salaries - Merit (secretarial and account clerk)</td>
<td>$91,726</td>
<td>$89,491</td>
<td>$124,428</td>
<td>$123,104</td>
</tr>
<tr>
<td>Staff Salaries - Professional &amp; Scientific</td>
<td>$269,101</td>
<td>$256,670</td>
<td>$195,901</td>
<td>$171,326</td>
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<tr>
<td>Benefits(^1)</td>
<td>$659,047</td>
<td>$595,929</td>
<td>$542,975</td>
<td>$580,215</td>
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<td><strong>Total</strong></td>
<td><strong>$2,625,207</strong></td>
<td><strong>$2,360,552</strong></td>
<td><strong>$2,140,163</strong></td>
<td><strong>$2,345,493</strong></td>
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<tr>
<td>Supplemental(^2)</td>
<td>$4,715</td>
<td>$9,832</td>
<td>$3,889</td>
<td>$13,393</td>
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<tr>
<td>Graduate Assistant Salaries</td>
<td>$21,409</td>
<td>$21,197</td>
<td>$20,580</td>
<td>$19,981</td>
</tr>
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<td>Equipment</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
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<tr>
<td>Equipment maintenance</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Library resources</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Databases</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Travel</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Research</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>BUDGETED TOTALS(^*)</strong></td>
<td><strong>$2,717,475</strong></td>
<td><strong>$2,463,628</strong></td>
<td><strong>$2,226,679</strong></td>
<td><strong>$2,435,914</strong></td>
</tr>
</tbody>
</table>

\(^*\)Equipment, equipment maintenance, library resources, databases, travel and research are provided outside of the base budget provided by the college

\(^**\)Figure is available in the budget book provided in the workroom

\(^1\)Benefits for all budget book positions

\(^2\)Incremental salary remaining from staff changes

The Greenlee School base budget is listed above from the annual budget appropriations with adjustments for staff changes. The table shows a partial recovery from the 2009–11 recession, beginning in 2012–13. The Board of Regents, State of Iowa, instituted three consecutive years of 0% tuition increases from 2013–15. During that time, the Greenlee School enrollment (secondary and primary majors) rose from 662 majors to 793, a 20% increase.

In addition to the annual budget, the College of Liberal Arts and Sciences manages all benefits attached to salaries. The college underwrites the
Greenlee School with temporary teaching funding (TAND – see appendix 7 “commitments”) for professional non-tenure track lecturers and teaching assistants. The school also earns funds from summer teaching and distance education/online courses, depending on enrollment. Internships are a large part of the summer course earnings, as most of our students use those months to work unimpeded by classwork at media outlets across the country and globe. The IT staff apply for grants through student fee appropriations decided by the Liberal Arts and Sciences Computer Advisory Committee (LASCAC) to cover student lab monitors and computer equipment/software.

The Greenlee School’s base budget is set by the College of Liberal Arts and Sciences. As with all budgets, ours is almost exclusively dedicated toward salaries and benefits, with a limited amount for supplies.

From our generous endowment accounts school faculty members receive individual faculty development spending accounts of $3,000 per annum and lecturers receive $1,000 and up to $1,500 for senior lecturers. This funding allows the faculty and staff to travel or purchase special software and equipment for teaching. These “faculty development” accounts are shared on the public server so each faculty member can see what they have spent and the balance of the account.

The director and fiscal officer meet regularly to review requests for additional support and available funding. The director typically discusses the budget once per semester with the faculty, often during the August retreat and again in early May, closing out the year.

The school has an open-door policy on the budget as a matter of transparency. Anyone with special funding requests can write the director a memo explaining the need, usually for additional equipment or travel, and that, too, typically is granted due -- once again -- to our amply funded endowments.

The projected AY16 budget is sufficient to continue covering classes—no small point, given that our enrollment increased by 16% to 922* majors in the current academic year. Moreover, the college has provided these funds despite a $4 million shortfall in its own coffers brought on by several unanticipated factors. The college had anticipated some of its AY15 searches would fail, but few actually did, resulting in 46 new positions in the college, including two assistant professor hires at Greenlee. Fewer than anticipated professors retired, and the Board of Regents, State of Iowa froze tuition for the third straight year. Even though Iowa State University has record enrollment at 34,732—the largest university in the state—the Legislature only awarded a budget increase of 1.5%. Despite these factors, the college has done all it could for Greenlee in the coming academic year. The college, aware of our needs, appreciates our enrollment growth. However, as our enrollment rises, especially with the new public relations degree, tenured/tenure-eligible professors are encountering more advisees and greater internship supervision responsibilities.

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The on-line and summer teaching profits distributed by the college to the school are a large part of the school’s annual budget. This funding is first distributed to the graduate program for assistantships, which in turn benefits the undergraduate program when graduate teaching assistants

*Based on projected fall 2015 enrollment. Official university enrollment figures are available on the 10th instructional day of the fall 2015 semester.
assist with undergraduate classes. After assistantships have been funded, the remaining profits are used for internship scholarships, student travel and events; and faculty and staff also are alerted that funds are available for special needs to enhance teaching and research.

The college also provides funding for computer replacement for faculty and staff on a four-year rotation.

The college has supplied us with ample staffing during our growth period, including a third academic adviser who coordinates our internship program. As our program emphasizes digital tools and platforms, we also requested that a secretarial staff person who retired be replaced by a media specialist. Information technology staff was moved to the College of Liberal Arts and Sciences in 2014. A complete organization chart for the school is included in appendix 7.

Private Funds
The director engages alumni with Good News from Greenlee, in which he profiles faculty and staff accomplishments under Research/Scholarship; Teaching/Advising; and Community/Professional Service. Each month when the director puts out a call for the next faculty meeting, faculty and staff submit their achievements in these three categories. Each month’s total contributions are tallied and compared with statistics from the previous year. The Good News e-newsletter is sent to more than 250 alumni and benefactors, as well as college and central administration officers. Those receiving the e-newsletter are encouraged to contact individual professors, and many do, offering words of praise and subsequently establishing relationships with Greenlee personnel beyond the director.

The Greenlee Glimpse, the school’s annual magazine, showcases the school and has both an online and print presence, for over 6,000 alumni and friends.

Private fund accounts held by the Iowa State University Foundation are healthy. Endowments currently generate 4.25% earnings. Most endowments are generating cash available for faculty, students and programming. A few are reinvesting to support a larger payout at a later date. The ISU Foundation reports a balance of over $5.8 million as of June 2015. That figure typically rises to more than $6 million by July, the start of a new fiscal year. Appendix 7 includes foundation reports for the past four years.

The Greenlee School has more majors than any other unit in the college. We are considered a “destination major,” along with the next two largest units, psychology and computer science. Our overall state budget (see budget books) for 2014–15 ($2,463,628-including benefits) is less than half of that of psychology ($5,097,142-including benefits) and computer science ($5,253,424-including benefits). Each of these departments has different missions, research expectations and other resource-related requirements. For instance, the school must have small skills classes with no more than 20 students per section, per accreditation requirements. Hence, our credit-hour production (7,826) is less than both computer science (11,123) and psychology (13,119). As our growth primarily is associated with
enrollment, while Iowa State’s budget model rewards student credit hours, the college has supplied the school with additional funding for professional part-time lecturers over and above what is included in the “ISU Budget Book,” from which the above budget figures were taken. Additional sources of funding for psychology and computer science are not available for comparison. LAS budget figures will be available in the workroom.

- On the 10th day of classes in Sept. 2014, the Greenlee School had 22 faculty and lecturers listed in the budget book and 802 students.
- Computer science had 35 faculty and lecturers in the budget book and 499 students.
- Psychology had 37 faculty and lecturers in the budget book and 758 students.

The Greenlee School has been housed in a former publishing warehouse for many years. We have a great location on a beautiful campus. In 2000, the building interior received a facelift for slightly less than $2 million. Our 900+ students (including master’s students) call this their second home, and the layout of the building fosters that family environment. The main floor is reserved for students, equipped with a panel of televisions on news channels, including our own ISUtv. The Iowa State Daily is currently housed in Hamilton Hall; however, it’s scheduled to move in December 2015 to a campus-town location within walking distance from Hamilton.


We purchased a service called Snapstream (http://www.snapstream.com/) a few years ago to support faculty research in the school. Snapstream provides capabilities for recording television content quickly, efficiently and inexpensively. Undergraduate students benefit from examining and critiquing current television content including advertising trends. A faculty member recently won a top paper award from AEJMC based on Snapstream data analysis. Even though it requires annual subscription, the service seems to be beneficial for both teaching and research activities in the school and will be continued.
Hamilton Room 001, open computer lab located on the lower level. Includes Digital Editing Bays. Maximum capacity: 7

Hamilton Room 002, Photography Studio, located on the lower level. Scheduling available for clubs, publications, and individual projects. Maximum capacity: 18

Hamilton Room 007, Meredith Multimedia Suite, open computer lab located on the lower level. Includes electronic projection display system and connecting conference rooms. Maximum capacity: 10

The connecting conference rooms are available for private or team projects. Clubs, publications, faculty and staff meet in these conference rooms.

Hamilton Room 008, Room 010A, Room 010B, scheduled teaching labs, open during unscheduled hours, located on the lower level. Includes video/computer output projection and printer. Maximum capacity: 18.

Hamilton Room 012, scheduled teaching lab, open during unscheduled hours, located on the lower level. Includes video/computer output projection and printer. Maximum capacity: 10.


Hamilton Room 004, The Graduate Hub, located on the lower level consists of one computer lab and six office spaces for graduate student research, plus a thesis storage area. Each office space includes a computer and the lab space includes six computers. Open to graduate students only. Maximum Capacity: 40

The Greenlee School has gone from teaching five sections of JL MC 201, Reporting and Writing for the Mass Media, in fall 2009 to teaching nine sections of JL MC 201 in fall 2014. Each section of 201 meets in a lab for 4.5 hours per week. With each additional section of JL MC 201 added to the schedule of classes, we have an increased demand for lab space. The school’s growing enrollment and increase in multimedia instruction are placing stress on the availability of computer labs for classes. The school’s faculty has been proactive in developing solutions to alleviate the demand on the school’s limited lab space including students bringing private computers with Word and Wireless Internet; Greenlee providing laptops for the
classes; or teaching the lecture outside of the labs to reduce scheduled lab hours.

The School has four conference rooms available for student, faculty and staff use.

Hamilton Room 172, located on the first floor. Includes speaker system, movable table and chairs, video/computer output projection and white board. Maximum capacity: 40

Hamilton Room 178, located on the first floor. Includes movable tables and chairs, interactive whiteboard/projection system. Maximum capacity: 20

This conference room is often used for prospective student visits and faculty committee meetings.

Hamilton Room 178C, located on the first floor.
Maximum capacity: 8

Hamilton Room 007E, located on the lower level. Includes interactive whiteboard/projection system, magazine layout wall, movable table and chairs and whiteboard.

This conference room is often used by student clubs and organizations like Ethos Magazine and Cardinal & Gold Creative Agency.

Hamilton Room 004C, this conference room doubles as a focus group room, with room 003 as the viewing room. Located on the lower level, this room includes movable table and chairs, whiteboard and video/computer output projection. Maximum capacity: 12

There is an additional small focus group room for 1–4 people on the opposite side of room 003.

We have scheduling conflicts on a regular basis and we need a larger conference room for faculty meetings, currently held in 172, student group meetings and small events.

Office space is tight in Hamilton Hall with the increased number of faculty and lecturers. Lecturers who are not full-time are subject to sharing offices whenever necessary. The addition of a communications specialist and full-time internship coordinator prompted us to repurpose student and faculty space into staff offices. In 2011, we switched a small conference room space from just outside the administrative offices (room 101) to the former advising offices that was located on the far west end of the building (room 178). We gained a digital, 12-person conference room used for recruiting, club and publication meetings, and faculty and staff meetings. To accommodate additional staff members, we repurposed a small conference room in 101 Hamilton Hall to make two additional staff offices. In fall 2014, we combined two small student offices off of the digital newsroom and created one office for the communications specialist.

There are four general classrooms in Hamilton Hall, six multimedia computer labs, a digital newsroom with a studio and a focus group room.
Above: Associate Professor Jay Newell discusses the importance of networking during the fall 2014 Jump-Start workshop in room 169, located on the first floor.

Hamilton Room 005, located in the SW corner of the lower level in Hamilton Hall, includes movable tablet-arm chairs, document camera, DVD/video/computer output projection and white board. Maximum capacity: 30.

Hamilton Room 006, located in the SW corner of the lower level in Hamilton Hall, includes movable tablet-arm chairs, document camera, DVD/video/computer output projection and white board. Maximum capacity: 38.

Hamilton Room 0169, located in the West end of the first floor in Hamilton Hall, includes movable tablet-arm chairs, document camera, DVD/video/computer output projection and white board. Maximum capacity: 89.

Hamilton Room 0210, located on the second floor, includes movable tables and chairs, document camera, DVD/video/computer output projection and chalk board. Maximum capacity: 36.

Large classroom space is very limited on campus. Associate Director Joel Geske and Academic Adviser Jessica Hansen work closely with University Room Scheduling to schedule Greenlee courses and ensure classes are assigned to appropriate classroom spaces.

The Greenlee School Student Services Office and staff has grown in the past few years. In 2011, the school had 1½ FTEs for academic advisers and ½ FTE for an internship adviser. We currently have two full-time academic advisers and a full-time internship coordinator. Their offices are located outside of the administrative office in 101 Hamilton Hall.

Student clubs and publications use computer labs and conference rooms for the production of television packages (room 171, I-State News), meetings and group work (room 007). All conference rooms are available for scheduling student club or publication meetings and are regularly used by student publications/organizations. Many of the larger student clubs (i.e. PRSSA, Ad Club) meet in room 169, which they schedule through University Room Scheduling. The university also provides student meeting space in the Memorial Union.

Above: Classroom 005 is located in the SW corner of the lower level.

Above: Professor Daniela Dimitrova and graduate students meet with graduate program alumni in room 210, located on the second floor.
Evaluate how well faculty, staff, equipment and facilities enable and promote effective scholarship, teaching and learning in a digital, technological, multimedia world. Describe the unit’s most urgent needs for resources, if any, and the plan to address these needs.

As with many programs, the Greenlee School of Journalism and Communication has a constant need for updating the building, equipment and furnishings to keep pace with the speed of technological changes and evolving industry. This is one of the school’s major priorities. Generous donors provided $2 million for a major renovation to Hamilton Hall that was completed in 2000. At the time of the renovation, the university had two large television studios housed in the Communications Building. Since 2000, those studios were not upgraded and maintained. Greenlee administrators and faculty as well as the college realized those large outdated studios could not be maintained and there was no need to, as upgrades in studio technology made it possible for a smaller digital studio to be centrally located in Hamilton Hall. The Greenlee School staff built the digital newsroom (room 171) with $50,000 from the remaining 2000 renovation funds and the WOI fund, an endowment the school uses specifically for students and equipment. The change to having the studio in Hamilton Hall has been highly beneficial to broadcasting students and multimedia instruction, recruiting efforts and course scheduling. It has, however, been extremely time-consuming for our staff and student employees. The university managed the older studios in the Communications Building and was responsible for maintenance and staffing. The school has absorbed the cost of creating the newsroom, and the staff absorbed the duties of maintaining its equipment and function with no increase in the annual budget.

Outside of Greenlee equipment, the university provides excellent equipment for all students through university IT at the Communications Building. Majors, student clubs and non-majors are allowed to check out equipment from the Communications Building. Non-majors and multi-section courses that include non-majors are encouraged to use equipment funded by the university. Equipment available for faculty and staff to check out at the university level includes:

| Video Equipment                           | Mini DV digital camcorders, VHS camcorders, VHS players, Document cameras (analog and digital), DVD players, DVD/VCR combos, LCD video projectors |
| Digital Cameras                          | Mini DV digital video camcorders, Digital cameras, Digital SLR cameras |
| Film Cameras                             | Canon T-60 35mm SLR |
| Camera Accessories                       | Canon FD mount lenses, and accessories |
| PA Systems                               | Lecternette (podium PA), Large outdoor PAs (by special arrangement only), Wireless PA (AC/DC), Microphones (wired and wireless) |
| Audio Players and Recorders              | Digital audio recorders, Audio cassette recorders (with telephone jack), Portable cassette tape recorders |
| Other Equipment                          | Skyline/Mirage Displays (by special arrangement only), Projection screens [70” X 70” to 9’ X 12’] (by special arrangement only), Poster and flipchart easels |

The WOI, Liberal Arts and Sciences Computer Advisory Committee (LASCAC) and Meredith budgets have funded the purchase of the following cameras and recorders available in Hamilton Hall (room 16) for students to check out:

- 10 Canon XH A1 HDV video cameras
- 10 Canon Vixia HF 200 video cameras
• 12 Canon 60D – and various lenses
• 13 Canon XA10
• 24 Zoom H2 digital audio recorders
• A variety of accessories for each item (tripods, lav mics, shotgun mics, handheld mics, and light kits)

For more information about other university provided equipment, visit: www.it.iastate.edu/services/equipment

The Greenlee School provides equipment for students to check out for course work. Equipment is purchased through the LASCAC grant program and the WOI fund. The WOI fund provides adequate funding for checkout equipment repair and replacement. However, the school requires more resources to add equipment, as well as upgrade and maintain the new digital studio. The university used to fund the now-defunct university studios. Currently, the Greenlee School is funding the studio with the school’s WOI fund and help from college student computer fees (LASCAC). The WOI fund is a $1 million endowment that earns approximately $58,000 per year. The fund supplies approximately $40,000 per year for multimedia equipment and software for students to check out, in addition to funding the photo studio and providing one graduate teaching assistantship to help with or teach multimedia courses. The fund also allocates $5,000–10,000 for student scholarships.

College of Liberal Arts and Sciences Computer Advisory Committee (LASCAC): The university charges students a fee for use of open-laboratory technology. The Greenlee School regularly applies for a grant from the college to fund our labs in Hamilton Hall. A previous LASCAC proposal is included in appendix 7. The grant pays for computer upgrades every four years in our computer labs, software for student use and teaching use, and student lab monitor salaries.

• The school receives an average of just over $50,000 in student wages and an additional $9,000 for data connection fees annually. Small projects are often funded, including rewiring upgrades in labs that have cost approximately $2,500 per lab.
• Spring 2014: Greenlee requested 39 new computers for labs 10A and 171 as per the chart below. Those computers had an estimated cost of $2,394 each. The request also includes software upgrades. The total requested was $114,903. After discounts through the Apple Store/ISU contract and other software contracts, GSJC was funded for $106,903.
• Spring 2013: We were fully funded to replace software upgrades and all computers in Lab 12: $57,370.
• Spring 2012: Labs 10B and 04 replacements, software upgrades: $91,353.
• Spring 2011: Labs 07 and 08 replacements, software upgrades: $125,889.

From the requests to LASCAC the school’s replacement computers for our labs is based on the schedule for each of the seven labs listed below.

Replacement Year (four year cycle):
• Room 04 -- 2016, 2020, 2024, 2028
• Room 07 -- 2015, 2019, 2023, 2027
• Room 08 -- 2015, 2019, 2023, 2027
• Room 10A -- 2014, 2018, 2022, 2026
• Room 10B -- 2016, 2020, 2024, 2028
• Room 12 -- 2017, 2021, 2025, 2029
• Room 171 -- 2014, 2018, 2022, 2026
Technology is at the forefront of everything we do at the Greenlee School. The College of Liberal Arts and Sciences has created a central LAS IT hub that houses all tech support. The Greenlee School houses a computer support specialist and student computer lab monitors in room 16. The systems analyst manages day-to-day hardware and software issues with the priority of computer lab support, and faculty and staff computer issues. All other technical support issues are sent through a central ticketing system via email. The tickets are assigned to a web specialist, a systems analyst or other technician according to expertise.

Despite the state-of-the-art equipment and well-tended facilities, we may be in need of a larger space in the near future due to the uptick in our enrollment and demands of multimedia instruction. Specifically, we will require additional classrooms, offices, conference rooms, computer labs and extra multimedia newsroom/studio space. As previously mentioned, the school is housed in a former publishing warehouse and the heating and cooling system is inadequate. In light of the school’s increasing enrollment, more faculty lines, as opposed to lectureships, are desirable so that continuing professors can deliver excellent levels of scholarship as well as instruction.
APPENDIX

- Greenlee School Budgeted Expenses
- Commitments (online and summer earnings with other commitments from LAS)
- Organizational Structure of the Greenlee School
- Foundation Reports
- LASCAC Proposal

WORKROOM

- LAS Budget Figures, Budget Book
Professional and Public Service
KEY POINTS

The school hosts a nationally recognized annual celebration of the freedoms enshrined in the First Amendment.

Faculty members’ professional and public service furthers the land-grant mission of Iowa State University, serving international, national and local publics.

Alumni, professionals and professional organizations are actively involved in school activities through the Greenlee School Advisory Council, Greenlee Alumni and Friends, corporate partnerships and internships.
The Greenlee School operates within the land-grant mission of Iowa State University. That land-grant mission obligates the university and all of its units to serve Iowa, the nation and the world. The institutional vision of the land grant mission, as encapsulated in the university’s 2010-2015 Strategic Plan, is that Iowa State University will lead the world in advancing the land-grant ideals of putting science, technology, and human creativity to work. Thus, the school participates actively in the land grant mission that demands all manner of service to a wide array of public. The school serves the industry and the public by reinforcing the principles of journalism and mass communication education, generating knowledge that can be applied to professional practice and providing expertise and communication support to development efforts at the international, national and local levels.

Within the university’s mission, the school’s professional and public service efforts operate in four dimensions:

1. Involve the campus and the community in dialogues and forums on the issues, challenges and opportunities related to the profession. A highlighted activity in this dimension is the long-running First Amendment Day Celebration.

2. Provide leadership and other service to research, academic and professional organizations. Faculty of the Greenlee School provide extensive leadership, with a keen focus on serving the Association for Education in Journalism and Mass Communication. Multiple faculty currently or have recently served as division heads. The school regularly sponsors AEJMC events.

3. Share reliable research results, analyses and teaching innovations to educate an array of publics about journalism- and communication-related issues through the popular, academic and professional media. Faculty members provide an on-going presence in statewide, national and international media to bring their research and teaching expertise to the public.

4. Extend communication research results and apply communication expertise to encourage healthy peoples, healthy environments and healthy economies throughout the world, especially in developing nations. Iowa State University is a world leader in agricultural and developmental extension services. The school’s faculty are consistent participants in developmental projects at home and abroad.

Professional and public service is not just the purview of faculty and staff. Students and student organizations also take part in professional and community service. For example, the Leo Mores Chapter of the Society of Professional Journalists (SPJ) helps to coordinate the school’s annual First Amendment Day Celebration and the Barbara Riedesel Iverson Chapter of the Public Relations Student Society of America hosts an annual organ donor awareness event.
The school hosts two signature events each year, one to open the academic year in the fall and another to close the academic year in the spring. Both events serve the public and professional constituents.

The Chamberlin Lecture, the school's signature fall event, features a distinguished journalist or mass communicator, who speaks in an open forum on the state of the media and his or her role in the news enterprise. In 2014, the school hosted the then President and Publisher of The Des Moines Register, Rick Green, for the eighth annual Chamberlin Lecture. His lecture, “Yes, Iowa there is a future for newspapers,” focused on his optimism for the future of the print industry and the importance of print news. In addition to reaching the Ames and Iowa State community, the 2014 Chamberlin Lecture was also broadcasted by CSPAN. Previous Chamberlin Lectures include Pulitzer Prize-winning columnist Eugene Robinson, The Washington Post, and Clarence Page, The Chicago Tribune.

The Chamberlin Lecture is co-sponsored by the University Lectures Program. Throughout the academic year the Lectures Program works to bring to campus a broad spectrum of lectures, political debates and academic forums; cultural events, including musical performances and art and dance programs; and entertainment, such as film and comedy. All lectures are free and open to the public. When the Lectures Program invites journalists or communication professionals to campus, they often reach out the school to see if we are interested in co-sponsoring the lecture. For example, in 2014-15 the school co-sponsored Cyd Zeigler's “Covering Coming Out LGBT in Sports” lecture. Zeigler is one of the world’s leading experts on LGBT sports issues, a co-founder of Outsports.com, and coauthor of The Outsports Revolution: Truth & Myth in the World of Gay Sports. He has written extensively on athletes coming out at all levels of sports and the impact homophobia has on closeted athletes, as well as interviewing dozens of straight professional athletes about key issues in sports. An award-winning journalist, he is credited with breaking national stories including the coming out of former professional athletes John Amaechi and Wade Davis, the groundbreaking interview with straight ally and NFL Hall of Famer Michael Irvin, and the first openly transgender college basketball player, Kye Allums.

The school also partners with the Carrie Chapman Catt Center for Women and Politics when they bring political communicators to campus. In 2014-15 the Catt Center hosted Mary Liasson, national political correspondent for National Public Radio, and invited Greenlee students to attend a “Conversation with Mara Liasson” prior to her lecture that evening.

Our nationally recognized First Amendment Day, the school’s spring signature event, is hosted in April and draws audiences from the Iowa State and Ames communities. Each year, the First Amendment Day Committee along with students from the Leo Mores Chapter of the Society of Professional Journalists (SPJ) organize and plan activities to celebrate the importance of the constitutional freedoms enshrined in the First Amendment. Students, staff, faculty and community members are invited to participate in a Freedom march and a “Feast on the First,” which includes food, soapbox debates, readings, exhibits and music. High school students also participate in the celebration, and their involvement is detailed in question five.

In 2015, the Greenlee School hosted the 13th annual First Amendment Day celebration. Festivities included the hallmark “Feast on the First”
event, class visits and a keynote address from Gene Policinski, COO of the Newseum and director of its First Amendment Center, and the sixth annual Caucus Cup Debate between the ISU College Republicans and Democrats. After 10 years of support for the First Amendment Day from Lee Enterprises, the organization was no longer in a position to support the celebration. The school was invited to submit a proposal to the Charles Koch Foundation and was given a $5,000 gift to host the celebration. No requirements were imposed on this gift. Due to uncertainty with funding, the 2015 events were planned and executed outside of the traditional committee. While members of SPJ assisted with planning, Mark and Brenda Witherspoon, Alyssa Rutt and Matt Wettengel worked to coordinate the events. The full schedule of events for the 2015 celebration is included in appendix 8.

With support from the Charles Koch Foundation, the school had a successful celebration and hopes the Foundation will sponsor future First Amendment Day celebrations. With additional funding from the Foundation, the school would like to enhance collaboration with Iowa high schools and create a First Amendment Institute. The Institute would be an additional educational component and invite faculty members from around the nation who would be interested in creating First Amendment Day events on their campuses. We would bring faculty members in to experience our First Amendment Day celebration and, on the following day, would work with them using the curriculum we already have created to discuss how they can return to their universities and create creative First Amendment educational events.

The 2013 celebration included the fourth annual Caucus Cup Debate between the ISU College Republicans and Democrats; the fourth annual First Amendment Poetry Slam; a panel entitled “Freedom of Art” highlighting leading American Medalist Heidi Wastweet and renowned cartoonist and illustrator Brian Duffy; a keynote titled “Social Media and the First Amendment – Is your tweet protected speech?” by Student Press Law Center Executive Director Frank LoMonte; the Freedom March from Ames City Hall to Beardshear Hall on campus; a panel for the visiting high school students and their advisors titled “Supporting High School Journalism Programs with the First Amendment” with LoMonte and Kim McDonough and Amber Tiarks from the Greenlee School; the eleventh annual “Feast on the First” with soapbox debates, live music and poetry. A full report of the 2013, 2014 and 2015 events are included in appendix 8.

The 2014 celebration included a visit to Ames High School by Supreme Court plaintiffs Mary Beth Tinker, Cathy Kuhlmeier Frey and Mike Hiestand, who shared their stories in three sessions, one for journalism students and two that were open to all students. More than 400 Ames High School students attended these events. The full schedules of events for the 2013, 2014 and 2015 First Amendment Day celebrations are included in appendix 8.

Our nationally recognized First Amendment Day, the school’s spring signature event, is hosted in April and draws audiences from the Iowa State and Ames communities.
List examples of professional and public service activities undertaken by members of the faculty in the past six years (before the self-study year). Please do not refer team members to faculty vitae for this information. Do not include service to the unit or institution; this information should be presented in Standard 1.

**Dimension One: Campus and Community Dialogs**

Beyond the school’s activities in the community, faculty members are active in campus and community dialogues and forums on the issues, challenges and opportunities related to the profession.

**DANIELA DIMITROVA, PROFESSOR**
Panel Moderator, Social Media and the U.S. Presidential Primaries (AEJMC), 2012

Guest Speaker, The Media System in Eastern Europe, JMC3700: Comparative Media Systems, University of Iowa, 2012

Guest Speaker, Eastern European Media, CM831: International Communication graduate seminar, Boston University, 2011

Guest Speaker, Media Framing, Political Communication Seminar, Mid Sweden University, 2010

Guest Speaker, Video Conference on the Global Digital Divide, University of Missouri Graduate School, 2009

**JEFF BLEVINS, ASSOCIATE PROFESSOR**
Presentation on broadband at New America Foundation, Washington, 2010

**DENNIS CHAMBERLIN, ASSOCIATE PROFESSOR**
Panel Moderator, discussion on social justice and food and agricultural writing at this year’s Association of Writers and Writing Programs national convention in Minneapolis, 2015

Presentation, “Voices of Immigration,” AEJMC, 2010

**MICHAEL DAHLSTROM, ASSOCIATE PROFESSOR**
Designing messages to reach agricultural audiences. Presentation and team meeting workshop with the extension educators involved in the CSCAP grant. DeForest, WI, 2014

Communicating about controversial topics in agriculture: Best practices for extension educators. Presentation to the Agriculture and Natural Resources Extension Webinar, Ames, IA, 2013

Dahlstrom, M.F., & Geske, J. How to communicate science to varied publics. Presentation to the Wildlife Research Group of the Iowa Department of Natural Resources, Ames, IA, 2012

**JOELGESKE, ASSOCIATE PROFESSOR**
“Media Coverage of Hate Crimes.” Teaching Panel coordinator, GLBT and Newspaper groups, AEJMC, 2010.

Teaching Panel coordinator, “Media Coverage of Hate Crimes,” GLBT and Newspaper groups, AEJMC, 2010

Panelist, Creativity and the Digital Age, AEJMC, 2010

**SUMAN LEE, ASSOCIATE PROFESSOR**
Guest Speaker, Research Seminar, Chung-Ang University, Seoul Korea, 2015

*Granted tenure and promotion to associate professor, effective August 2015.*
Guest Speaker, ATT Workshop on Biosafety for Ghana, Iowa State University, 2014

Guest Speaker, Research Forum, Korea National Diplomatic Academy, Seoul Korea, 2013

Guest Speaker, Research Seminar, Chung-Ang University, Seoul Korea, 2011

Guest Speaker, Iowa State Choir, Iowa State University, 2011

RALUCA COZMA, ASSISTANT PROFESSOR*
Moderator, session titled “Audience Reactions to the News,” sponsored by the Newspaper and Online News Division, AEJMC, Washington, D.C., 2013

GANG HAN, ASSISTANT PROFESSOR*
Chair, referred research session: Patient perspectives: Celebrities, tanning, vaccines. Health Communication Division, ICA annual conference, 2015

Invited lecturer, Summer Lecture Series, Renmin University of China 2012

Moderator, refereed paper research session: Covering Frankenfood: Science communication about genetically modified foods, AEJMC, 2012

**Dimension Two: Leadership and Other Service to Research, Academic and Professional Organizations**

In addition to leadership roles taken by faculty as reflected below in their individual service contributions, the school’s faculty regularly review articles for the following journals:


Along with faculty membership and strong representation in academic and professional associations popular in our disciplines including Association for Education in Journalism and Mass Communication (AEJMC), International Communication Association (ICA), International Environmental Communication Association (IECA), Public Relations Society of America (PRSA), Broadcast Education Association (BEA), American Academy of Advertising (AAA), American Journalism Historians Association (AJHA), National Press Photographers Association (NPPA), many faculty members serve as conference article reviewers for these organizations. Faculty members have served as conference article reviewers for the following:

Communicating Science, Health, Environment and Risk Division (AEJMC), Communication Theory and Methodology Division
(AEJMC), Mass Communication and Society Division (AEJMC), Mass Communication Division (ICA), Communication and Technology division, Political Communication division (ICA), Political Communication division (ICA), and Communication Technology and Newspaper and Electronic News divisions (AEJMC) and Submission Reviewer, Chinese Communication Association (CCA) panels at ICA annual conference and NCA annual convention.

MICHAEL BUGJEKA, PROFESSOR
Chair, ASJMC Contemporary Leadership Committee, 2013 - present
Member, Editorial Board, Journal of Mass Media Ethics, 2012-15
Member of Board of Directors, IowaWatch.org, 2010

DANIELA DIMITROVA, PROFESSOR
Membership Committee, AEJMC, 2014-15
Panel Organizer, The Role of Citizen Journalists, Bloggers and Digital Media in the Political Campaign, AEJMC, 2011

JEFF BLEVINS, ASSOCIATE PROFESSOR
National Telecommunications and Information Administration. Grant reviewer, 2009

MICHAEL DAHLSTROM, ASSOCIATE PROFESSOR
Vice Head, Communicating Science, Health, Environment and Risk Division, AEJMC, 2014-2015
Grant reviewer, National Oceanic and Atmospheric Administration Climate Program Office Sectoral Applications Research Program, 2014
Research chair, Communicating Science, Health, Environment and Risk Division (AEJMC), 2013-14
Teaching chair, Communicating Science, Health, Environment and Risk Division (AEJMC), 2012-13
Secretary, Communicating Science, Health, Environment and Risk Division (AEJMC), 2011-12
Professional Freedom and Responsibility Chair, Communication Theory and Methodology Division (AEJMC), 2010-11
Membership and Recruitment Chair, Communication Theory and Methodology Division (AEJMC), 2009-10

JOEL GESKE, ASSOCIATE PROFESSOR
Vice-chair, AEJMC GLBT Interest Group, 2009

SUMAN LEE, ASSOCIATE PROFESSOR
Research chair, Public Relations Division, AEJMC, 2012-15

JAY NEWELL, ASSOCIATE PROFESSOR
Advertising Division Head, AEJMC, 2012-13
Vice Head, AEJMC Advertising Division, 2011-12
Editorial board, Journal of Advertising Education, 2010-15
Research Chair, AEJMC Advertising Division, 2010-12
Editorial board, International Journal on Mobile Marketing, 2009-15

MARCIA PRIOR-MILLER, ASSOCIATE PROFESSOR
Editorial board, JMCQ, 2012

SELA SAR, ASSOCIATE PROFESSOR
Associate Editor, Asian Journal of Communication, 2012-13
Editorial board, Journal of Advertising, 2009-13
Student Paper Chair, AEJMC Advertising Division, 2013
Special Topics Paper Chair, AEJMC Advertising Division, 2012

RALUCA COZMA, ASSISTANT PROFESSOR*
Head, Newspaper and Electronic News Division of the Association for Educators in Journalism and Mass Communication (AEJMC), 2014-2015.
Vice chair/Programming chair of the Newspaper and Electronic News Division of AEJMC, 2013-14
Research Co-chair of the Newspaper and Electronic News Division of AEJMC, 2012-13
BEA Research Grant Committee Member, Broadcast Education Association, 2011-15
Awards Committee Member, American Journalism Historians Association, 2010-15
Annual Book Award Judge, American Journalism Historians Association, 2012

GANG HAN, ASSISTANT PROFESSOR*
Research Co-Chair, MC&S Division, AEJMC, 2013-15
Steering Committee Member, Chinese Communication Association, 2012-15
Co-Chair, Awards Committee, MC&S Division, AEJMC, 2012-13
Chair, referred research session: The development of media use patterns, Mass Communication Division, ICA, 2011
Submission Reviewer, Information System Division, ICA annual conference, 2011

TRACY LUCHT, ASSISTANT PROFESSOR
American Journalism Historians Association panels coordinator, 2015
Dimension Three: Share Reliable Research Results

The school’s faculty members are sought-after sources of information, research results and interpretations of issues discussed in the academic and popular press. The following are examples of research results and teaching innovations featured in academic and popular media, specialized and popular press:

MICHAEL BUGEJA, PROFESSOR
Cited as source, American Journalism Review, 2011


DANIELA DIMITROVA, PROFESSOR


LUULU RODRIGUEZ, PROFESSOR


Interviewed by Donna Ramaeker Zahn, Global Outreach Strategist, Program for Biosafety Systems, about public information approaches to communicate biotechnology in Southeast Asia (2012)

JEFF BLEVINS, ASSOCIATE PROFESSOR
Westwood One story on Net Neutrality, 2010

DENNIS CHAMBERLIN, ASSOCIATE PROFESSOR
Discussant, Iowa Public Radio’s Talk of Iowa, 2013
MICHAEL DAHLSTROM, ASSOCIATE PROFESSOR

“Local Talk - Cellulosic Ethanol.” Cited as source, KHOI Radio, 2014


“Iowa Company dragged into court in battle over TV mobility.” Cited as source, Des Moines Register, 2013

“Iowa journalists, professors react to Te’o hoax.” Cited as source, KCCI, 2013

Sciphers (the newsletter of the Communicating Science, Health, Environment and Risk Division, AEJMC) “Seeking controversies in science communication”, 2013

Sciphers, “ComSHER teaching panels for Washington DC”, 2013


“Beef Products Inc. sues ABC for defamation over ‘pink slime.’” Cited as source, Des Moines Register, 2012

Sciphers, “ComSHER visits the Shedd Aquarium for fishy science communication”, 2012

Sciphers, “ComSHER off-sight field trip is all wet”, 2012

Dahlstrom, M.F., Knutson, A., Geske, J., Eells, J., & Adcock, L. (2012, Oct.). Protect your family farm – take the cover crop pledge. Twelve-page booklet promoting the use of cover crops to women landowners. Produced in collaboration with the Women, Food and Agriculture Network.


Sciphers, “Where do you want to go next, ComSHER? AEJMC Field Trip News”, 2011
CT&M Concepts (the newsletter of the Communication Theory and Methodology Division, AEJMC) “Recruitment is the key to the division’s strength”, 2010

CT&M Concepts, “Methods and measures as a solution to current challenges in media research”, 2010

CT&M Concepts, “CT&M requires clearer sense of mission”, 2009

JOEL GESKE, ASSOCIATE PROFESSOR


Dahlstrom, M.F., Knutson, A., Geske, J., Eells, J., & Adcock, L. (2012, Oct.). Protect your family farm – take the cover crop pledge. Twelve-page booklet promoting the use of cover crops to women landowners. Produced in collaboration with the Women, Food and Agriculture Network.


JAY NEWELL, ASSOCIATE PROFESSOR

JAN BOYLES, ASSISTANT PROFESSOR


RALUCA COZMA, ASSISTANT PROFESSOR*
Register, February 9, 2014.

Gave live interview about the U.S. elections to the Romanian TV Station Antena 3, Bucharest, November 6, 2012.


GANG HAN, ASSISTANT PROFESSOR*

Interviewed by CKGSB Knowledge, an online magazine published by Cheung Kong Graduate School of Business; research was quoted in the article “‘Made in China’ aims for sophistication,” 2012.

TRACY LUCHT, ASSISTANT PROFESSOR
Research featured in Susan Tomchin, “Sylvia led the way: The world of personal finance journalism wouldn’t be what it is today were it not for Sylvia Porter,” Jewish Woman Magazine, http://www.jwmag.org/page.aspx?pid=3853#sthash.4V7CM0lu.u2W8LNRE.dpbs.

Interviewed in Kelly Schiro, “Professor publishes books about women in the workplace,” Iowa State Daily, February 26, 2014.


The school’s faculty has expertise in the development, implementation and evaluation of communication projects in different geographic locations and cultural milieus; formative research for research-action projects in health, agricultural and environmental sustainability; and documenting and understanding global dialogue on a wide variety of issues.

International development work is an important part of the school’s public service agenda. Since 1980, Eric Abbott has been highly motivated in globalizing Iowa State University through his communication research and teaching around the globe. Most recently, (2011-15) Abbott worked at World Bank, Washington, DC, with Jessica Mott of the World Bank and Chemonics International (USAID project) to develop an assessment approach and survey to measure impacts of Bank/USAID agricultural interventions in Tajikistan on farmer vulnerability. Their survey was administered to 1,800 farm households in 18 districts of Tajikistan in spring and summer of 2011, with a final report produced in 2012. Abbott presented five workshops in Tajikistan to officials and NGO participants on the results along with a report on the research to the World Bank’s International Land Conference in Washington, DC, in April 2013. Beginning in mid-2014, Abbott was hired by the government of Tajikistan to conduct a final evaluation of the Land Registration and Cadastre Project funded by the World Bank. This will involve both a quantitative survey of 1,600 farmers as well as qualitative focus groups and in-depth interviews. The evaluation should be completed by spring 2015.

Additionally, Abbott has worked with the Center for Sustainable Rural Livelihoods at Iowa State University on development work in Uganda. In 2010, Abbott visited the Kamuli and Lira districts of Uganda to study project communication needs and methods. He worked to develop an assessment measuring project and spread effects beyond original groups. Abbott presented a three-day workshop to VEDCO (our partner NGO) staff in March-April 2011 on effective ways to utilize ICTs and more traditional communication approaches to reach rural farm households. In addition, he worked with three graduate students on field experiments and research regarding the use of ICT devices to enhance agricultural communication activities. Graduate students include Brandie Martin, who studied the use of mobile phones by farmers (2010-11), Tian Cai, who conducted a field experiment to test the effectiveness of video Pico projectors to deliver extension training (2011-13) and Laura Funk, who is now studying the use of smartphones for agricultural extension work.
In 2013, Professor Lulu Rodriguez worked with the Program for Biosafety Systems (PBS) in Africa and Asia to inform various audiences of the science behind biotechnology policy and regulatory decisions. In collaboration with PBS Outreach Strategist Donna Ramaeker Zahn (a Greenlee alumnus and Advisory Council member), and Dr. Margaret Karembu of PBS Kenya Outreach, Rodriguez developed a biotech communication curriculum and updated materials for the training of communication specialists, scientists, and policymakers.

In February 2013, Lulu Rodriguez, Suman Lee, Sela Sar and Gang Han were awarded a research grant to facilitate agricultural technology transfer in northern Ghana. The five-year, $2.1M project was funded by the US Agency for International Development through the International Fertilizer Development Center. As a communication team Lee, Sar, Han and Rodriguez conducted a needs assessment in northern Ghana to understand local perceptions about genetically modified crops and the current information landscape regarding biotechnology. The objectives were to identify potential partners for a comprehensive outreach effort and to develop a risk communication curriculum and its accompanying training materials for scientists and researchers, reporters, information officers of seed companies, and other communication practitioners. This project was in partnership with the Savannah Agricultural Research Institute, ISU's Global Agriculture Programs, College of Agriculture and Life Sciences, and the Biosafety Institute for Genetically Modified Agricultural Products.

Rodriquez’s expertise in risk communication also led to several outreach activities on an international level including working with the Consultative Group to assist the Alliance of Small Island States (AOSIS) and the Small Island Developing States (SIDS). In 2012, she was the risk communication trainer for eight visitors from South Asia (Afghanistan, Bangladesh, India, Nepal, Pakistan, Sri Lanka) as part of the U.S. State Department’s International Visitor Leadership Program “On the road in America: Farm to table” through the Iowa International Center. Rodriquez also served as the risk communication trainer for the Norman Borlaug Fellows from China and the US Agency for International Development through the National Center for Food and Agricultural Policy in Washington, DC.

At the local level, Associate Professors Michael Dahlstrom and Joel Geske have secured several grants to develop conservation education for female farmland owners. In 2010, Dahlstrom and Geske received a grant from the Women, Food and Agriculture Network, sponsored by the Iowa Natural Heritage Foundation through the North Central Region of Sustainable Agriculture Research and Education of the US Department of Agriculture. Dahlstrom and Geske worked to develop practices that offer conservation education for women farmland owners in Iowa, Nebraska and Wisconsin. Statistics show that more than half of Iowa’s farmland is owned by women. While the statistics indicate women have a large controlling interest in the state of Iowa, most of the literature aimed at informing farmers on how to keep their soil healthy is aimed at men.

The goal of the project was to research female landowners and through qualitative research determine how they see the land - how do these women relate to farming? What words do they use? With that understanding, Dahlstrom and Geske worked to create, improve and disseminate information about the rationale and methodology of the program and targeted print pieces they developed to conservation professionals in three states. The print materials they developed focused
The school partners with alumni, professionals and professional organizations as part of our mission to educate students for careers in journalism and communication. The school actively maintains contact with alumni and professionals and uses their feedback to ensure our curriculum and instruction meets industry needs.

Since their initial grant in 2010, the pair have worked on several other grants from Women, Food and Agriculture Network, sponsored by the Resource Enhancement and Protection program of the Iowa Department of Natural Resources (2011) and the natural Resources Conservation Service (2013). Through the additional grants, Dahlstrom and Geske have continued their development work and researched the information needs of female landowners about soil health and applied their findings toward improving awareness.

Applying communication expertise is not just the purview of the school’s faculty. At the local level, students actively participate in community action programs. The school’s PRSSA chapter has a strong tradition of assisting local non-profit organizations in their work. The chapter also participates regularly in national donor awareness efforts by designing and implementing communication campaigns and strategies and hosting events on campus to educate citizens about the critical need for organ, eye and tissue donation.

The school partners with alumni, professionals and professional organizations as part of our mission to educate students for careers in journalism and communication. The school actively maintains contact with alumni and professionals and uses their feedback to ensure our curriculum and instruction meets industry needs.

The school has distinguished alumni at major US corporations, including: the Associated Press, National Public Radio, Committee to Protect Journalists, Weber Shandwick, Meredith Corp., The Des Moines Register, the Wall Street Journal, The New York Times, Better Homes and Gardens, Vermeer, Wells Fargo, Raytheon, Nationwide, OsbornBarr, Spong PR and John Deere. Among our alumni’s many distinctions are five Pulitzer Prizes and a Presidential Medal of Freedom, the highest civilian honor.

Many of the school’s distinguished alumni serve on the Greenlee School Advisory Council. The council was created to support the school, director, faculty, staff and students in a collaborative partnership to make the Greenlee School the premiere institution for educational, professional and scholarly contributions to communication and society. Our council boasts an impressive array of former and current members, profiled on our alumni page at www.greenlee.iastate.edu/advisorycouncil/index.shtml.

Advisory Council members participate in the school’s assessment of student learning through an annual survey. In 2014, we had a 100% response rate. The feedback provided in this survey was reviewed by the director, associate director and used to inform curricular improvements and offerings. Council members also assist in coordinating the semi-annual Futures Forum, a program that invites industry professionals and alumni to network with students, critique portfolios and résumés and discuss developments in the industry. A list of previous Futures Forum events and topics is included below. The Council’s involvement illustrates...
their commitment and willingness to help shape curricula and expand student exposure to professional practice.

### Greenlee School Futures Forum

#### Spring 2015

**It's About a Conversation: Standing Out on Social Media**

Our panel of experienced journalism, public relations and advertising industry professionals will discuss social media strategy, what you must know about using social media professionally and effectively and how you can employ leading-edge communication trends and methods in your career.

**Moderator:** Rick Phillips, Vice President and Chief Communications Officer, Nationwide

**Panelists:**
- Aaron Hepker, Digital Content Dir. WHO-TV
- Emilee Richardson, Marketing & Communications Manager for Science Center of Iowa
- Justin Wise, Author & Founder of Think Digital Academy
- Don Moxley, Senior Vice President, FleishmanHillard

#### Fall 2014

**“Does your career depend on your gender?”**

Hear from industry professionals and leading scholars on the role of gender in the journalism, advertising and public relations industries; how it can impact your future careers and how to work around gender expectations.

**Moderator:** Joel Geske, associate director, Greenlee School

**Panelists:**
- Doug Spong, president of Spong PR
- Gloria Jones Johnson, ISU sociology professor
- Janette Larkin, publisher of the Business Publications Corporation, Inc.
- Kathie Obradovich, political columnist for The Des Moines Register
- Jolene Stevens, veteran journalist

#### Spring 2013

**“Diverse Pathways for Journalism and Mass Communication and Advertising Graduates”**

Traditional media jobs are not the only positions available for journalism and mass communication and advertising graduates. Hear from Greenlee grads who have followed non-traditional career paths, and learn how journalism and mass communication skills have contributed to their success.

**Moderator:** Dan Winters, WHO-TV

**Panelists:**
- Lindsey Borg, director of international communication, Lockheed Martin
- David Donovan, partner, Wilmer Hale
- Rose Donovan, columnist, Autism After 16
- Lisa Kingsley, editorial director, Waterbury Publications
- Lynn Manternack, president and owner, MindFire Communications
- Torey Robinson, law student, Drake University

#### Fall 2013

**“Breaking Bad: Five Good Habits to Pick Up Before Your First Internship or Job”**

Hear from Greenlee grads and JL MC 499 internship supervisors who will offer their advice about making sure your first internship or job is a success.

**Moderator:** Dave Sprau, sports director, 1430 KASI

**Panelists:**
- Rod Peterson, news director, WHO-TV
- Nicolle McClure, vice president of marking, GRX Holdings
- Chris Conetzkey, editor, Business Publications
- Sally Adams, assistant account executive, Weber Shandwick
In addition to Advisory Council member’s involvement in developing programs for students and providing feedback on the curriculum, they also lend their expertise and assist the school in its communications to alumni, business leaders and general publics. With the addition of a full-time communication specialist in 2014, the school has the resources to be more proactive in its communication, and the council has had an active role in developing the school’s strategic communication plan.

In summer 2014 Advisory Council members, Greenlee faculty and staff and university partners met with professionals from Two Rivers Marketing to develop key messages for the school. These key messages have been used to create consistent messages about the school to its various audiences. In summer 2015, we continued to build on the school’s key messages and develop a comprehensive communications plan to reach alumni, human resources professionals, high school counselors and Iowa business leaders. The communications plan aims to highlight faculty scholarship and expertise, the Greenlee student experience and the growing career opportunities in the communications industry. The school’s key messages and communication plan are available in the workroom.

Our alumni are also involved in the Greenlee Alumni and Friends group, which works in conjunction with the Advisory Council. The organization, run by a volunteer leadership board, was reestablished in 2013, and works to support and strengthen the relationship between the Greenlee School and its network of alumni, friends and faculty. The Alumni and Friends group maintains a website, http://www.wearegreenlee.org/ and LinkedIn group. The group also hosts networking events in central Iowa for local alumni and friends to connect. Through communication and networking events, Greenlee Alumni and Friends serve as a resource for alumni, friends, faculty, staff and students to connect with professionals, explore employment opportunities, discuss industry developments and stay engaged with the school. The Greenlee Alumni and Friends social media
(Facebook, LinkedIn and Twitter) and web presence keep our alumni, who live outside of central Iowa, connected to the school and other alumni across the nation.

Each semester, Greenlee faculty and staff invite professionals and alumni to interact with students by participating in one of our events or visiting, in person or via the Web, class sessions. Greenlee courses, including campaigns classes (ADVRT 434, Advertising Campaigns and PR 424, Public Relations Campaigns) use businesses as real-world clients for their course projects and invite the clients to give feedback during the final presentations. This feedback is used to improve student work and inform curriculum changes when necessary. Class visitors and event speakers provide the school with direct links to industry and allow us to remain current with industry demands and changes.

The 499 capstone Professional Media Internship course required for each Greenlee major also provides an opportunity for industry professionals to give feedback on the curriculum and promotes opportunities for the exchange of ideas between communication professionals and the school. The ADVRT / JL MC / PR 499 capstone Professional Media Internship course required for each Greenlee major also provides an opportunity for industry professionals to give feedback on the curriculum and promotes opportunities for the exchange of ideas between communication professionals and the school. As part of the assessment process, direct feedback from internship supervisors is collected and reviewed by the associate director and shared with the faculty to ensure our curricula are current and provide training in principles and skills our students need to succeed in their professional careers. Feedback provided by internship supervisors is extensively discussed in Standard 9.

In addition to receiving direct feedback from professional internship supervisors, Internship Coordinator Juli Probasco-Sowers maintains contact with alumni and professionals through the school’s internship and job board on LinkedIn, and by organizing Jump-Start events, including job/internship fairs and professional workshops. The Jump-Start series was launched in fall 2014, and includes job and internship fairs, workshops for students and corporate partnerships.

The inaugural Jump-Start internship fair was hosted in October 2014, and the second Jump-Start event was hosted in February 2015. Through both fairs, we have collected feedback from 62 employers, some of who are Greenlee alumni, representing Iowa and out-of-state companies. Feedback from employers is reviewed by the internship coordinator, associate director and shared with the faculty. The feedback we have received from employers has been overwhelmingly positive. Some employer comments are included below; full comments are available in the workroom. We also invite media professionals to participate in the pre-fair workshops (held the week before the fair) to critique students’ résumés and portfolios.

“We were really impressed with the preparedness of most students and their enthusiasm. We’ve seen many impressive resumes so far.”

“Impressed by the professionalism of the students”

“Glad to be a part of the event. Quakerdale + Greenlee: Partners in preparing the next generation of communication leaders. For us - specifically the non-profit world”

“Our current and future success is directly dependent upon the graduates and students from Iowa State University’s Greenlee School. Thank you!”

“VERY impressed. Confident, well-prepared, engaged students.”
4 Describe the unit’s methods for communicating with alumni, such as newsletters or other publications, on paper or online. Provide copies of publications or the online link for communication during the previous academic year.

The school has an entire section of our website devoted to alumni, friends and professionals, http://www.greenlee.iastate.edu/content/alumni-friends. One of the most popular means of communicating with alumni and professionals and engaging them in the day-to-day business of the school is the director’s Good News from Greenlee email blasts.

Good News from Greenlee features accomplishments of students, student groups and faculty members’ contributions in teaching, research and professional service. Faculty members’ contact information is included so alumni may interact directly with faculty. Past Good News from Greenlee are archived on our website https://www.greenlee.iastate.edu/news/achievements.shtml. The Good News From Greenlee is sent to journalism professionals and alumni around the country. A sample of Good News from Greenlee can be found in appendix 8. The school also publishes an annual alumni magazine, The Greenlee Glimpse. The Glimpse includes profiles of alumni, class notes (alumni submit their professional and personal news and we print this information so alumni can connect with classmates) and an overview of school activities over the past year. A copy of the latest Glimpse is available in the workroom and can also be accessed online at http://www.greenlee.iastate.edu/alumni/greenlee-glimpse.

As part of the school’s new comprehensive communications plan, which has been developed with the help of alumni, we are developing metrics by which to evaluate and track the messages the school sends alumni. We will collect and evaluate data to determine which messages they engage with and the optimal frequency for the school’s communications with alumni.

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

The school’s outreach to scholastic journalism takes on several forms. The primary outlet is the school’s annual First Amendment Day activities, held each April. A second outlet is our participation in enrichment opportunities like the Scripps National Spelling Bee. Outside of these events, in 2012, Michael Bugeja’s “How-To News Writer: 25 ways to develop reporting, writing and digital skills” -- in its third edition -- was funded by the Iowa Newspaper Foundation and used in community workshops in the state.

The First Amendment Day events raise awareness about the importance of the freedoms enshrined in this initial and quintessential document in the Bill of Rights. The school invites high school students and teachers from Iowa and surrounding states to participate. Dozens of Iowa high schools have sent students to our celebrations year after year, and students have come from as far away as Minnesota and Colorado to celebrate the First Amendment with us. These visitors take part in a variety of activities throughout the course of the day.

One of the ways the school has made First Amendment Day attractive to high school journalism students and teachers is by including nationally prominent speakers in the program. These include journalists Helen Thomas, Terry Anderson and Paul Gigot; religious experts Reza Aslan and Dan Barker; First Amendment experts Ken Paulson and Gene Policinski from the First Amendment Center, and Mark Goodman and Frank LoMonte from the Student Press Law Center; Supreme Court case plaintiffs John and Mary Beth Tinker and Cathy Kuhlmeier Frey; and musical and theatrical events such as the First Amendment Center’s Freedom Sings celebration and Red Hot Patriot: the Kick-Ass Wit of Molly Ivins. Beyond these guests, we tapped into new audiences in 2014 by adding events co-
sponsored by Iowa’s Civil Rights Commission and the Electronic Frontier Foundation.

The First Amendment Day celebration also includes a high school essay contest. High school students are invited to participate in the contest sponsored by the Iowa High School Press Association and the Greenlee School. Three winners are selected; first place is $250, second and third, $100. In their essay, students are asked to share their personal philosophy and encouraged to make connections to the First Amendment and the highest standards of journalism established by the Society of Professional Journalists.

For the past four years, the school has also sponsored the Iowa Finals of the Scripps National Spelling Bee. While this enrichment opportunity is for sixth through eighth graders, it is an important outreach program for the Greenlee School. We agreed to sponsor the event for the first time in 2012 because the original sponsor for the Iowa finals, The Des Moines Register, withdrew its sponsorship. The Spelling Bee is an important enrichment program as spelling, grammar and syntax are vital to journalism as well as education. Each year, we partner with the Scripps National Spelling Bee and Iowa middle schools to encourage schools to host a school-level bee. The champions of the school-level bee participate in the Iowa Finals, hosted by the school. Each year we welcome 12–19 spellers to participate in the Iowa Finals. The winner receives an all-expense paid trip to Washington, DC, and a chance to participate in the Scripps National Spelling Bee.
APPENDIX

- Good News From Greenlee
- First Amendment Day Final Reports and Schedules 2013, 2014 and 2015

WORKROOM

- Complete Employer Feedback from Fall 2014 and Spring 2015 Jump-Start Fairs
Assessment of Learning Outcomes
The Greenlee School of Journalism and Communication defines goals for learning as the 12 ACEJMC values and competencies.

Direct and indirect measures of assessment are collected from each student through the required capstone professional media internship.

Faculty members and alumni have an active role in the assessment cycle.
EXECUTIVE SUMMARY

The Greenlee School of Journalism and Communication and Iowa State University are committed to assessing student learning. The school has almost a decade of experience with systematically assessing student learning. In recent years, the school has been intentionally using assessment data to inform curricular or programmatic changes. At the university level, the course-level continuous improvement initiative has encouraged the regular collection of assessment data.

The Greenlee School was among the first group of programs evaluated on an assessment plan by the ACEJMC. During the last re-accreditation cycle, the school was found out of compliance on this standard. In 2012, the school underwent a Board of Regents, State of Iowa, site visit, as all degree programs must in the state, inviting the same ACEJMC accreditor from our 2009 visit to view the progress we had made and to recommend additional enhancements. This proved to be a valuable experience. Since the 2009 re-accreditation visit, the school has refined our definition of learning outcomes and added timelines and assigned responsibilities for data collection and review.

One of the core elements of our assessment plan is the evaluation of our required Professional Media Internship course, which provides both direct and indirect measures. Our web-based internship system, Internship Web System (IWS), is used for initiating internships, collecting mid-term and final internship evaluations and communication with internship supervisors and students on location.

The internship evaluations, completed by both the internship supervisor and intern, incorporate university and ACEJMC assessment measures. Through the evaluations, we can assess the experience of interns and how their supervisors rated the internship performance base on the students’ (1) general abilities and skills in the workplace, (2) specific job-related skills, (3) interpersonal communication skills and (4) general professional conduct. These four categories include measures on each of the 12 ACEJMC values and competencies.

The collection of assessment data has enhanced the relationship between internship employers and provided invaluable insights to the school. Our relationship with internship employers has improved because they have a direct link through which they can communicate with the school, and the school has benefited from their feedback. The Curriculum Committee uses internship data to ensure our curriculum is meeting industry needs and to develop and review experimental course proposals, special seminar and workshop topics. Individual faculty members are active participants in the assessment process and use information gathered to make course-level and syllabi adjustments.

Our assessment plan is not limited to information gathered from the internship experience. Faculty members have an active role in assessment, often inviting industry professionals into the classroom to critique student work and serve as clients for course projects. Alumni also have an active
The Greenlee School’s written assessment plan was first created in the years preceding our 2009 re-accreditation review. The assessment plan has gone through several revisions, with the last major revision in April 2012. Minor revisions were made in 2014 to reflect our evolving curriculum and practices.

There are three core elements to our assessment plan. The first is the Iowa Legislature has mandated all courses enrolling more than 100 students in a year has a “Course-level Continuous Improvement Plan” (CIP). This has a phased implementation starting in fall 2013 (courses enrolling 300 or more in a year), fall 2014 (courses enrolling 200 or more) and fall 2015 (courses enrolling 100 or more). Each faculty member(s) identifies course-level learning outcomes, learning objectives and an assessment mechanism for measuring students’ progress toward identified course-learning outcomes. While course learning outcomes contribute to the overall goals for student learning, specific AEJMC values and competencies are not measured for the Continuous Improvement Plans. Faculty members are required to use the identified assessment tools to inform changes to the course and improve student learning. In the Greenlee School, this covers many of our core courses such as: JL MC 101, Mass Media and Society; 201, Reporting and Writing for the Mass Media; 460, Mass Communication Law; ADVRT 230, Advertising Principles; 301, Strategic Planning for Advertising and Public Relations; and PR 220, Public Relations Principles; and 301, Strategic Planning for Advertising and Public Relations. Additionally, several of the school’s multi-section courses are required to have a course improvement plan. For multi-section courses, instructors collaborated to develop learning outcomes, learning objectives, methods of instruction and assessment/evaluation measures.

The second core element of our assessment plan is a direct assessment by an industry professional of each student through our capstone internship experience. It has long been part of the Greenlee School’s culture to engage the various communication industries in assessing whether our majors have mastered sufficient skills. Every student in a Greenlee School major is required to complete a rigorous 400+ hour internship before graduation. Each student is evaluated at the internship’s mid-point (completion of 200 hours) and at the end of the internship by the employer (students complete mid and final self-evaluations) on the 12 ACEJMC competencies. We can track every student and know they have met the goals for learning. The school has collected intern and supervisor evaluations (including an assessment on the 12 competencies) since fall 2007. The data provide both an indirect measure from the student and a direct measure from a qualified industry professional. The collection of these data from students and employers and the review of the data by faculty, the associate director and the director create continuous feedback role in assessing student learning outcomes. Members of our Advisory Council, the majority of whom are alumni, critique student work and portfolios at our semi-annual Future Forum. Advisory Council members also participate in an annual review of our curriculum, to ensure our students are using the latest technology and studying leading-edge communication trends and methods. We also maintain contact with alumni, through the Greenlee Alumni & Friends, to assess their experience in the industry and gather suggestions for improving curriculum and instruction through surveys.
loops. For instance, in various years since 2007 employers have requested emphases on digital, mobile and social media, and those have been incorporated in such classes as ADVRT 334, Advertising Creativity; ADVRT 335, Advertising Media Planning; JL MC 307X, Digital Video Production, JL MC 316, Introduction to Digital Publishing; JL MC 317, Publishing for Mobile Devices; and P R 424, Public Relations Campaigns.

The third core element of our assessment plan is annual collection from faculty about changes they have made to the curriculum based on feedback from student evaluations, industry professionals, alumni, advisory board recommendations and class observations. Course content and delivery changes are the result of both direct and indirect measures. Faculty complete annual reviews every spring, citing course enhancements—many based on feedback from corporate benefactors, guest speakers and internship providers—with the director factoring in those enhancements in his evaluation of faculty performance. The school compiles the enhancements in an annual report posted on our assessment website. The site includes a PowerPoint presentation explaining the school’s assessment practices.

Sample comments from faculty reviews:

I instituted writing conferences (twice per semester) for both JL MC 202 and JL MC 344 to ascertain not only students’ progress, but their impressions about the courses and their content. Information gleaned from these conferences will be implemented into changes for 2013 syllabi.

To better facilitate the evaluation of students in 308, totally reworked the course structure to allow for detailed assessments of individual student performance within team pairings. The result has been improved understanding and use of all course-related software.

In 341, I wrote informal midterm course evaluation to assess if curriculum was meeting course objectives. Utilized student suggestions for more guest speakers and shorter lectures.

For the past several summers, I have worked with a group of professionals in a study abroad workshop. I carefully observe the expectations that they have and incorporate those standards into my courses. These professionals are some of the leading journalists working today, and I want to prepare my students to be successful interns and employees for people with high expectations.

Our assessment practices provide continuous updating of our individual classes and of the curriculum as a whole.

As you can see from the plan below, we also use a variety of other measures with data collected periodically as outlined.
Greenlee School of Journalism and Communication Outcomes Assessment Plan

The Greenlee School regularly assesses student learning and uses results to improve curriculum and instruction.

Mission

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

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

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

Indicators:

(a) The School defines goals for learning that students must achieve as the ACEJMC Professional Values and Competencies.

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

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

(d) The School maintains contact with its alumni to assess their experiences in the professions and to gain feedback for improving curriculum and instruction.

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

(f) Legislative mandated course-level continuous improvement plans for courses enrolling 100 or more students per year.

ACEJMC Professional Values and Competencies

The Greenlee School of Journalism and Communication defines goals for learning as the values and competencies in accordance with the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). The ACEJMC requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- 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;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts; apply tools and technologies appropriate for the communications professions in which they work.

In addition to the ACEJMC values and competencies, the Greenlee School requires that all graduates should:

- understand the critical role of a strong foundation in the liberal arts and sciences to professional advertising, public relations and journalism and mass communication education.
### Indirect Measures of Greenlee School Outcome Assessment Plan

Responsibility KEY:

- **STAFF**
- **CURRICULUM COMMITTEE**
- **FACULTY**
- Outside Reviews

<table>
<thead>
<tr>
<th>Measure/Indicator</th>
<th>Timeline</th>
<th>Who Is Responsible</th>
<th>How Results are Reported</th>
<th>How Results are Used/Reported</th>
<th>GSIC Report/Feedback Loop compiled by CC and administrative staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Objectives (SLO)/Syllabus</td>
<td>Annually Fall/Spring</td>
<td>CC reviews and reports to individual faculty members</td>
<td>SLO information or suggestions for improvement are shared with the faculty through the CC</td>
<td>Syllabus changes reported by faculty on Outcomes Assessment form and placed in Outcomes Assessment Portfolio.</td>
<td></td>
</tr>
<tr>
<td>Student Internship exit interviews</td>
<td>Annually Fall/Spring/Summer</td>
<td>Faculty Adviser</td>
<td>Faculty advisers will report information to internship coordinator during interview</td>
<td>Internship Coordinator includes in Internship annual report</td>
<td></td>
</tr>
<tr>
<td>Required Student course evaluations and informal faculty-designed course evaluations</td>
<td>Annually Fall/Spring/Summer</td>
<td>Staff</td>
<td>First two questions and comments from students used in annual evaluation of individual faculty by the Director and aggregate data reported to individual faculty</td>
<td>Reported adjustments, changes and reasons for changes placed in Outcomes Assessment Portfolio</td>
<td></td>
</tr>
<tr>
<td>Transcript Analysis</td>
<td>Annually Fall/Spring/Summer</td>
<td>Staff</td>
<td>Advisers collect information in student graduation audits, appeals and final reports: Reported to Director</td>
<td>Issues addressed or shared with faculty</td>
<td></td>
</tr>
<tr>
<td>Overall assessment of the student's experience in the Greenlee School</td>
<td>Annually Fall/Spring/Summer</td>
<td>Program Coordinator reports to Undergraduate Director (survey reviewed by undergraduate committee administered by program coordinator)</td>
<td>Faculty-approved exit interview survey administered to students by staff at senior audit and then reported to Undergraduate committee</td>
<td>Undergraduate committee reports to faculty and staff for discussion</td>
<td></td>
</tr>
<tr>
<td>Program Assessment by School Advisory Council members</td>
<td>Annually</td>
<td>Chair of Advisory Council and alumni to Program Coordinator</td>
<td>Reported to Director</td>
<td>Shared with faculty for consideration</td>
<td>Annual collection of this data began in Fall 2014.</td>
</tr>
</tbody>
</table>
### Indirect Measures of Greenlee School Outcome Assessment Plan

<table>
<thead>
<tr>
<th>Measure</th>
<th>Frequency</th>
<th>Responsible</th>
<th>Reported to</th>
<th>How Results are Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggregation of internship data</td>
<td>Annually</td>
<td>Program Coordinator</td>
<td>Data reported to CC and faculty</td>
<td>CC analyzes for curricular implications then reports to faculty for discussion and possible action</td>
</tr>
<tr>
<td>Compilation of data on student retention and graduation</td>
<td>Annually</td>
<td>Program Coordinator</td>
<td>Reported to Director</td>
<td>Shared with faculty</td>
</tr>
<tr>
<td>Student job placement</td>
<td>Annually</td>
<td>Program Coordinator</td>
<td>Reported to Director</td>
<td>Shared with faculty</td>
</tr>
<tr>
<td>Student involvement in pre-professional opportunities</td>
<td>Annually</td>
<td>Program Coordinator with the Student Advisory Board</td>
<td>Collected annually from Student Advisory Board and reported to faculty</td>
<td>Results shared with faculty for consideration</td>
</tr>
<tr>
<td>Course Mapping - survey of faculty</td>
<td>Fall 2010/2014/2018</td>
<td>Curriculum Committee</td>
<td>CC analyzes courses and competencies compliance and distributes results to faculty</td>
<td>CC leads faculty in discussion of results and potential adjustments made as needed</td>
</tr>
<tr>
<td>Alumni surveys (online)</td>
<td>Conducted Fall 2012/2017/2023 for 2005, 2010, 2015 graduating classes</td>
<td>Staff</td>
<td>Reported by Director to DEO Advisory Committee</td>
<td>Results shared with faculty for consideration</td>
</tr>
<tr>
<td>ACEJMC Reviews</td>
<td>2010, 2016, 2023</td>
<td>aggregation of all of the above</td>
<td>Reported by ACEJMC site team</td>
<td>Results shared with faculty for consideration</td>
</tr>
<tr>
<td>Regent's Reviews</td>
<td>2007, 2013, 2018</td>
<td>aggregation of all of the above</td>
<td>Reported by review team chosen by department</td>
<td>Results shared with faculty for consideration</td>
</tr>
</tbody>
</table>

* intended to gauge student satisfaction and success within the program as a whole, including, but not limited to, academic advising, teaching, pre-professional opportunities, availability and quality of equipment, etc.
# Direct Measures of Greenlee School Outcomes Assessment Plan

**Responsibility KEY:**

<table>
<thead>
<tr>
<th>STAFF</th>
<th>CURRICULUM COMMITTEE</th>
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<th>Outside Reviews</th>
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<tr>
<th>Measure/Indicator</th>
<th>Timeline</th>
<th>Who Is Responsible</th>
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<th>How Results are Used/Reported</th>
<th>GSJC Report/ Feedback Loop compiled by CC and administrative staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggregation of internship supervisor data</td>
<td>Annually</td>
<td>Program Coordinator</td>
<td>Data reported to CC and faculty</td>
<td>CC analyzes for curricular implications then reports to faculty for discussion and possible action</td>
<td></td>
</tr>
<tr>
<td>Judgment of student work</td>
<td>Annually, fall/spring/summer</td>
<td>Faculty and Program Coordinator</td>
<td>Competitions, Portfolio/Performance Evaluations, teaching Friday and Internship Portfolio Reviews, Faculty annual reports, Embedded measurement of Student Learning. *</td>
<td>Aggregate reported to faculty for discussion at annual retreat and other meetings. Report adjustments, changes and the reasons for changes for outcomes assessment. Awards and student work exhibited online, during events and in portfolios.</td>
<td></td>
</tr>
<tr>
<td>Pre-Test/Post-Test</td>
<td>Annually, fall/spring/summer</td>
<td>Faculty in designated classes (currently ADVRT/PR 301 sections)</td>
<td>Feedback used by faculty in course</td>
<td>Changes and reasons for changes reported on Outcomes Assessment form and placed in Portfolio</td>
<td></td>
</tr>
<tr>
<td>Legislative mandated course-level continuous improvement plans</td>
<td>Fall 2013: courses enrolling 300 or more in a year, Fall 2014: 200 or more, Fall 2015: 100 or more.</td>
<td>Faculty in designated courses (based on course enrollment)</td>
<td>Faculty report results to Director. Results are shared with the Dean and reported to the Senior Vice President and Provost office.</td>
<td>Varies by course, faculty will use assessment data to make decisions about course changes / delivery / methods.</td>
<td></td>
</tr>
</tbody>
</table>

*Examples of Direct Assessment Measure judgment of student work are data source or tool used to indicate the attainment of a student learning outcome by directly observing student demonstration of their knowledge or skill. For example: Capstone course evaluation; classroom tests such as teacher-generated, standardized, industry certification test, oral exams, pop quizzes, pre-post testing; competency-based measures, such as performance appraisals & internships, simulations and role playing; external reports, such as judging of portfolios by industry professionals; and other direct measures, such as teacher observations, class participation, research projects, thesis evaluations, portfolios, case studies, and reflection papers.*
Our goals for learning are defined on the second page of the outcomes assessment plan.

The Greenlee School of Journalism and Communication defines goals for learning as the values and competencies in accordance with the Council on Education in Journalism and Mass Communications (ACEJMC). Those values and competencies are listed on a banner by the west entrance with two other banners (“Greenlee Promise,” a signed banner explaining our pact with students, and the “Greenlee Student Promise,” created by students in response to the “Greenlee Promise”). The ACEJMC requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- 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;
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- Apply basic numerical and statistical concepts; apply tools and technologies appropriate for the communications professions in which they work;
- Apply tools and technologies appropriate for the communications professions in which they work.

In addition to the ACEJMC values and competencies, the school requires that all graduates should:

- Understand the critical role of a strong foundation in the liberal arts and sciences to professional advertising, public relations and journalism and mass communication education.

Even though ACEJMC has lowered the liberal arts and sciences requirements, the school faculty felt it was still important for students to have a strong liberal arts background; we require 50 credits in the liberal arts and sciences, which is above the ACEJMC minimum required.

Each course syllabus includes learning objectives / goals, ACEJMC competencies and individual course learning objectives. These learning objectives guide faculty in evaluation tools and methods to make sure learning outcomes and goals for student learning are being met. Faculty members use a wide variety of assessment methods including tests, written work, discussions, projects, case studies, presentations and projects provided by industry/clients. Assessment measures vary.
by the type of class. For multi-section courses, faculty members meet to determine common learning objectives (this is discussed further in Standard 2). Individual faculty members exercise their academic freedom to teach and assess the course using their own methods, as long as the learning outcomes are met. All syllabi from spring 2015 are available in the workroom.

### Direct Measures

The school has four direct measures.

The first is the Board of Regents, State of Iowa, mandated course-level continuous improvement plans (CIP) (http://www.provost.iastate.edu/help/student-outcomes/course-level-continuous-improvement-plans), which we have discussed above. Many Greenlee CIP plans include assessment strategies like pre- and post-tests that serve as direct measurements of student learning. Faculty members evaluate the outcome data and, when appropriate, use these data to make changes in their individual courses to improve student learning. These data become part of faculty’s annual reports submitted to the director. CIP assessment data are reported and evaluated by the college. The college compiles the data and shares it with the provost’s office. The provost’s office is responsible for submitting a university report to the Board of Regents, State of Iowa. A sample CIP plan is included in appendix 9. All CIP plans are available in the workroom.

The second is the aggregation of internship supervisor data. Internship data are collected annually and includes all supervisor feedback (both mid and final) for students who completed their internship prior to Oct. 15. (Each year, data are collected for students who complete their internship between Oct. 16 – Oct. 15, ex. Oct. 16, 2013 – Oct. 15, 2014). For purposes of assessment, the school sets a baseline of 4.0 (“A” range) on a 5-point scale (where 1 is “strongly disagree” and 5 is “strongly agree”). If a particular ACEJMC competency falls below an average of 4.0, it triggers further review by the Undergraduate and Curriculum Committees to assess how to bring that competency back up to acceptable levels.

A review of the final employer evaluations for the past three years of approximately 415 students who completed internships, shows nearly all competencies are above a mean of 4.5, with a median of 5. As you can see from the 2012, 2013 and 2014 employer final evaluation reports, available in appendix 9, of the 4,980 individual ratings for the 12 competencies, there were only 18 disagree and 2 strongly disagree, so we know the averages are not hiding deficiencies.

With the addition of our third major, public relations, we created major specific summary reports allowing us to easily compare employer evaluation averages and medians. Through this major level analysis we were able to see which competencies employers felt our majors were strongest in and which competencies may need additional attention.
### ACEJMC Competencies (rated highest to lowest)


(n for employers may be higher as some interns has more than one supervisor)

#### Overall (ADVRT, JL MC, PR majors combined)

<table>
<thead>
<tr>
<th></th>
<th>Student Final (n=145) mean</th>
<th>Employer Final (n=150) mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ethics</td>
<td>4.89</td>
<td>4.7</td>
</tr>
<tr>
<td>2. Role of communication</td>
<td>4.87</td>
<td>4.68</td>
</tr>
<tr>
<td>3. Diversity</td>
<td>4.83</td>
<td>4.66</td>
</tr>
<tr>
<td>4. Think Critically</td>
<td>4.8</td>
<td>Technology 4.66</td>
</tr>
<tr>
<td>5. Technology</td>
<td>4.82</td>
<td>4.65</td>
</tr>
<tr>
<td>7. Visual communication</td>
<td>4.69</td>
<td>4.55</td>
</tr>
<tr>
<td>8. Write</td>
<td>4.66</td>
<td>4.54</td>
</tr>
<tr>
<td>First Amendment</td>
<td>4.66</td>
<td>4.51</td>
</tr>
<tr>
<td>10. Creativity</td>
<td>4.65</td>
<td>4.48</td>
</tr>
<tr>
<td>11. Critically evaluate</td>
<td>4.64</td>
<td>4.46</td>
</tr>
<tr>
<td>12. Statistics</td>
<td>4.53</td>
<td>4.38</td>
</tr>
</tbody>
</table>

#### Advertising Majors

<table>
<thead>
<tr>
<th></th>
<th>Student Final (n=42) mean</th>
<th>Employer Final (n=44) mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ethics</td>
<td>4.98</td>
<td>4.72</td>
</tr>
<tr>
<td>2. Role of communication</td>
<td>4.86</td>
<td>Creativity 4.72</td>
</tr>
<tr>
<td>Diversity</td>
<td>4.83</td>
<td>4. Diversity 4.67</td>
</tr>
<tr>
<td>5. Visual communication</td>
<td>4.82</td>
<td>5. Statistics 4.64</td>
</tr>
<tr>
<td>6. Think critically</td>
<td>4.81</td>
<td>Visual communication 4.64</td>
</tr>
<tr>
<td>7. Write</td>
<td>4.76</td>
<td>7. Think critically 4.61</td>
</tr>
<tr>
<td>Technology</td>
<td>4.76</td>
<td>Role of communications 4.61</td>
</tr>
<tr>
<td>Critically evaluate</td>
<td>4.76</td>
<td>9. Ethics 4.6</td>
</tr>
<tr>
<td>10. Research</td>
<td>4.71</td>
<td>10. Write 4.57</td>
</tr>
<tr>
<td>Statistics</td>
<td>4.71</td>
<td>11. First Amendment 4.46</td>
</tr>
<tr>
<td>12. First Amendment</td>
<td>4.69</td>
<td>12. Critically evaluate 4.41</td>
</tr>
</tbody>
</table>
Journalism and Mass Communication Majors

<table>
<thead>
<tr>
<th>Student Final (n=84)</th>
<th>mean</th>
<th>Employer Final (n=88)</th>
<th>mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ethics</td>
<td>4.87</td>
<td>1. Research</td>
<td>4.69</td>
</tr>
<tr>
<td>2. Role of communication</td>
<td>4.86</td>
<td>2. Ethics</td>
<td>4.68</td>
</tr>
<tr>
<td>3. Diversity</td>
<td>4.82</td>
<td>3. Diversity</td>
<td>4.67</td>
</tr>
<tr>
<td>4. Think critically</td>
<td>4.79</td>
<td>4. Technology</td>
<td>4.64</td>
</tr>
<tr>
<td>5. Research</td>
<td>4.72</td>
<td>Role of communication</td>
<td>4.64</td>
</tr>
<tr>
<td>6. Technology</td>
<td>4.67</td>
<td>6. First Amendment</td>
<td>4.48</td>
</tr>
<tr>
<td>7. First Amendment</td>
<td>4.64</td>
<td>7. Creativity</td>
<td>4.5</td>
</tr>
<tr>
<td>8. Write</td>
<td>4.6</td>
<td>8. Think critically</td>
<td>4.47</td>
</tr>
<tr>
<td>Visual communication</td>
<td>4.6</td>
<td>9. Visual communication</td>
<td>4.45</td>
</tr>
<tr>
<td>10. Creativity</td>
<td>4.58</td>
<td>10. Statistics</td>
<td>4.43</td>
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</table>

Public Relations Majors

<table>
<thead>
<tr>
<th>Student Final (n=19)</th>
<th>mean</th>
<th>Employer Final (n=20)</th>
<th>mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Role of communication</td>
<td>4.95</td>
<td>1. Role of communication</td>
<td>4.75</td>
</tr>
<tr>
<td>2. Diversity</td>
<td>4.83</td>
<td>Research</td>
<td>4.75</td>
</tr>
<tr>
<td>3. Technology</td>
<td>4.82</td>
<td>Creativity</td>
<td>4.75</td>
</tr>
<tr>
<td>4. Think critically</td>
<td>4.79</td>
<td>Think critically</td>
<td>4.75</td>
</tr>
<tr>
<td>Ethics</td>
<td>4.79</td>
<td>5. Diversity</td>
<td>4.74</td>
</tr>
<tr>
<td>7. Write</td>
<td>4.68</td>
<td>7. Ethics</td>
<td>4.65</td>
</tr>
<tr>
<td>Research</td>
<td>468</td>
<td>8. Technology</td>
<td>4.55</td>
</tr>
<tr>
<td>Critically evaluate</td>
<td>4.68</td>
<td>9. Write</td>
<td>4.55</td>
</tr>
<tr>
<td>10. First Amendment</td>
<td>4.66</td>
<td>10. First Amendment</td>
<td>4.53</td>
</tr>
<tr>
<td>12. Statistics</td>
<td>4.31</td>
<td>Critically evaluate</td>
<td>4.5</td>
</tr>
</tbody>
</table>

A second benefit of collecting major specific summary reports is the ability to see major-level trends in the data. A review of the major-specific data show a decrease in the average for students’ ability to “critically evaluate own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness” in employer final evaluations for journalism and mass communication students. While the decrease is still above the school’s set baseline of 4.0 on a 5-point scale, if the trend continues, it will be important for Undergraduate and Curriculum Committees to conduct a further review. The use of the employer final evaluations is a perfect example of how the school creates continuous feedback loops with our assessment data.
Quantitative data from employer mid and employer final evaluations for the last three years are included in appendix 9.

In addition to assessing students on the 12 ACEJMC competencies, the school asks other job-related questions. These questions address topics that fall outside the ACEJMC values and competencies, but provide important feedback to the school. We also collect employer comments in open-ended questions and review those for curriculum feedback, for example:

Continue to encourage students to develop and seek opportunities to apply their skills in the “real world.” Keep sending us these good ISU students, they are the best!

It's difficult to anticipate how fast-paced our environment is and how much collaboration actually happens between departments. It's difficult to know how to prepare individuals for this in an agency, but [the student] has done a great job stepping up to the plate. Also, she's been using a lot of software that is new to her (SPSS, Microsoft Access, etc). Some of that might be good to introduce students to.

I am seeing more and more journalism applicants for internships that have limited experience with software programs that are needed in my office. I can only assume these programs would be necessary for any permanent jobs these students would be seeking. In addition to strong writing skills, I expect applicants to have experience with PhotoShop, InDesign or Illustrator programs, and/or have basic web design knowledge. In most small offices, communications professionals are writing, editing, designing, updating websites and social media, and planning events. Exposure to these skills as part of a student's college career would be very helpful.

Also give them an actual "Selling" class. Many learn how to be creative and write excellent copy but no matter what job you take you have "sell" something at some point. So my recommendation is give a crash course in how to sell. What makes a good sales call, how to actually close an advertiser and get them commit to spending money. These are real life skills students can take with them for the rest of their lives.

Students need more experience working with tapeless media and understanding today’s video production mechanisms and how that translates to the digital world. Some of these skills should be taught to students earlier in their academic careers and not wait until they are seniors.

Please encourage instructors to have students write more, and write under tight deadlines.

When appropriate, the feedback from employers is used to inform changes to the curriculum. At the course level, faculty members use feedback to make adjustments to their courses. Faculty changes to courses or course delivery are reported in annual faculty reviews. The following are examples of course adjustments based on feedback from employers:

Based on JL MC 499 supervisor feedback, added enhanced data analysis skills to ADVRT 335 (ex: students create pivot tables on Excel).

Employers commented that our public relations students needed more experience with Excel software, which has been incorporated...
I completely revised 343L to develop a course in mobile publishing to meet a need identified in internship reports. Also based on internship reports, I began incorporating lectures on working with Excel into 342.

While numerical ratings give the school important feedback, employer comments are vital to our understanding of industry specific needs. Examples of employer comments are included in appendix 9. Full comments are available in the workroom.

Across the last three years, the student and employer mid evaluations show high averages and 4–5 range medians measured on a scale of 1–5 (where 1 means “strongly disagree” and 5 means “strongly agree”). The final evaluations show that across all majors and all items measured, student and employer averages improve, and medians are all at 5 “strongly agree.” These data from the mid evaluations demonstrate that students are learning the 12 ACEJMC competencies in their coursework leading up to the capstone course. The improvement between mid and final evaluations shows that students continue to demonstrate learning and show improvement on the competencies and other items measured throughout their internships. Both numerical data and written comments provide us with direct employer feedback to ensure that we are meeting our goals for student learning, the ACJEMC 12 values and competencies, while meeting industry needs as directly assessed by qualified industry professionals.

The third direct measure is the judgment of student work by outside professionals. This takes place in a variety of venues, both inside and outside the classroom. Many of our courses use “real-life clients” who provide real-world problems for the students through projects. The clients attend the final presentations and provide feedback to the students and instructors. Again, this feedback is valuable for the instructor to evaluate student learning and make changes to the course, if necessary. Changes as a result of this feedback are reported to the director during annual faculty reviews. For example:

Retired AP reporter Chuck Schoffner evaluated JL MC 321 news releases during Fall 2012 semester so students would get outsider’s perspective about importance of correct AP style/grammar/usage.

ISU Printing prepress specialist evaluated selected JL MC 342L student assignments to have outsider reinforce importance of concepts learned in class.

Refined the grading rubric for news stories in JL MC 201. Invited a news industry professional to help JL MC 201 students evaluate and develop their multisource story ideas.

Professional critiques of student capstone projects secured for ADVRT 434 from Beth Freedman (Group Acct. Director Fallon, London) and [client] Jay Hartz (Owner, Hotel Pattee).

Full comments from 2012, 2013 and 2014 faculty reviews are available in appendix 9.

In addition, Advisory Council members review student portfolios and resumes during the semi-annual Futures Forum. We also invite professionals and alumni to critique and review student portfolios and
resumes for the Jump-Start series workshops. We also have students who participate in national, regional and state competitions. A complete list of student awards is included in question five.

The fourth and final direct measure is pre- and post-tests for designated courses. Through the CIP initiative, ADVRT 230, JL MC 101 use pre- and post-tests to measure student learning. Outside of CIP requirements, ADVRT / PR 301, Research and Strategic Planning for Advertising and Public Relations, uses a pre- and post-test to measure student learning. In some courses pre- and post-tests are unit by unit, and some are at the beginning and end of the course. As a result of our accreditation and assessment plan review, we decided to include a pre- and post-test for JL MC 460, Law of Mass Communication, which is required for all Greenlee majors. This gives us a pre/post assessment at the beginning, middle and end of students’ course of study.

These four direct measures – internally in courses and externally through employers– provide the school with an internal and external look at our courses and curriculum as a whole. The feedback loop between faculty, employers, industry professionals and students is continuous based on these measures, and is reported and documented through our annual review process, course-level continuous improvement plans and collection of internship data.

Indirect measures
We survey several audiences for our indirect measures, including faculty committees, individual faculty members, advisers, students, national advisory board members and alumni.

The Curriculum Committee, in conjunction with the faculty, oversees two of the indirect measures, student learning objectives and course mapping. Student learning objectives are based on catalog descriptions and course content. Many of these objectives come from the ACEJMC 12 competencies (although no single course covers all 12, except our 499 capstone internship experience). We track the learning outcomes and competencies through a course mapping process. We have required learning outcomes and competencies to be in all syllabi since the 2009 re-accreditation visit. We started course mapping before the last re-accreditation visit, and it is completed on a regular basis as outlined in our assessment plan. Syllabi are reviewed annually to make sure each course has student learning objectives.

Course mapping data have been collected on a four-year cycle beginning in 2006. In fall 2014, the program coordinator and associate director met personally with each faculty member to discuss course competencies and learning objectives. For comprehensive tables and discussion, please refer to Standard 2. For multi-section courses, we met in small groups to discuss any slight differences between sections, and came to a consensus on competencies and objectives. Multi-section groups meet at the beginning of the semester and on an as-needed basis throughout the semester to ensure all instructors understand course expectations and have consistent outcomes for student learning. This consistency between multi-section courses ensures students are learning the same concepts regardless of variations in assignments between sections. The observation from the program coordinator and associate director was that this was a very valuable experience, and faculty shared both assignments and teaching
methods, which should improve overall student learning. Course mapping
data are available in Standard 2.

Data from the 499 capstone internship experience provide both a direct
measure, previously discussed, and an indirect measure. Students are
asked to provide a self-assessment (on the same questions asked of the
employer). These data are an indirect measure of student perception of
what they have learned and how they have performed on the job. Like
the employer data, the intern data are aggregated and reviewed by the
appropriate committees and shared with the faculty. In addition to the
collection of these data, students meet with their faculty adviser at the
conclusion of their internship experience for an exit interview to review
their reflection paper and portfolio. This gives us three measures of the
capstone experience: student self-reflection, employer evaluation and
comments and faculty oversight and evaluation. After reviewing all of the
data, faculty advisers assign a final grade (satisfactory / fail). Quantitative
data from student mid and student final evaluations for the last three years
are included in appendix 9.

Students have the opportunity to evaluate every course through student
class evaluations. The college provides a standard form for course
evaluations, and they are conducted online. A sample form is included
in appendix 9. The Greenlee School prides itself on the high level and
quality of teaching and the school average for all courses generally ranges
near a 4.5 on a 5 point scale. The director and associate director review
course evaluations and comments. Verification of such review each term
includes a letter from the director outlining the instructor’s strengths
and weaknesses. Such letters are used in figuring the faculty member’s
annual review score. In general, all courses over a 4.0 are considered
excellent (“A” range on a grading scale). Should a course or instructor
consistently fall below the 4.0 range, discussions are held to identify and
correct any problems. Through the years, several faculty members have
worked with the CELT (Center for Excellence in Learning and Teaching) to
improve teaching methods with excellent results. This provides a feedback
mechanism for students, review by the administration and a course of
action to make sure that our instruction stays at a very high level.

Each semester every student can access a copy of their degree audit, as
can faculty members and advisers. A sample degree audit is included
in appendix 9. The degree audit places all courses in the appropriate
categories so students and advisers can track satisfactory progress
toward a degree. The audit indicates categories where students still need
to complete courses both inside the major and in general education
requirements. Upon completion of the degree, the faculty adviser reviews
the degree audit to make sure all requirements are met. Degree audits are
further reviewed by the Greenlee advising office and finally checked at
the college level. Review of degree audits and graduation checks provide
a mechanism to see if there are bottlenecks or potential problems that
would keep students from graduating in a timely matter. Compared to
the university as a whole, the school has a higher four- and five-year
graduation rate.

The Greenlee School collects and reports student retention and
graduation data annually. These data are reviewed by the director and
associate director and are reported on our transparency website, which
is available to the general public. Should graduation and retention rates
drop below the college or university averages, the administration would
take appropriate steps to review the situation and take corrective action. However, Greenlee consistently stays above the university and college averages.

Student job placement after graduation is another measure of the quality of the program. Figures available for the last three years show a placement rate of 97% in 2011, 96.5% in 2012, 99% in 2013 and 97% in 2014. Complete placement reports from the College of Liberal Arts and Sciences are included in appendix 6. The placement figures reflect the students who are employed full-time, continuing education or are otherwise occupied (occupied includes employment, education, military service and those not seeking employment). Greenlee graduates continue to be in high demand. Our rigorous 499 capstone experience prepares students for the job market and often leads to full-time job offers where students complete their internship.

Another measure is student engagement in pre-professional opportunities. The opportunities available are discussed at length in Standard 6. We collect an annual report of organization activities, which is completed by the leaders of each student organization and Greenlee-affiliated publication. The annual report includes the following items: number of members and how many students are active in the organization, new member recruitment, conference attendance, guest speakers, special events the group has hosted or participated in, awards received, level of involvement from faculty adviser and how the school can help organizations. The annual reports are reviewed by the program coordinator and shared with the faculty.

In fall 2012, the school conducted a survey of the 2005 graduating class. The school received 36 responses. This survey was designed to assess the same items students are asked to evaluate in the senior exit survey, with the addition of questions about employment, salary range and suggestions to help future students. The review of these data show students were satisfied with the student experience in the Greenlee School and the vast majority of respondents (80%) are employed full-time, outside of the home and the majority of respondents were employed in mass communication (60%). Comments from alumni focused on increasing instruction in digital technology, providing additional assistance in finding internships and jobs, and encouraging involvement in student publications / clubs.

In fall 2014, the school asked its Advisory Council members to complete a review of the program. The 2014 Advisory Council survey was sent to 21 distinguished and honorary members who are actively involved with the Advisory Council and the school. Council members have successful careers in broadcasting, public relations, advertising and media.

A review of the data collected show that council members have overwhelmingly positive views of the school. The numerical data indicate two areas of concern:

1. The Greenlee School plans for, seeks and receives adequate resources to fulfill and sustain its mission;
2. A Greenlee education is dynamic, using the latest technology and leading-edge communications trends and methods.

The free response questions offer more details on these and any other areas of concern. Several council members expressed concern over the
current infrastructure size and functionality of the current building, funding and the school’s understaffing. Council members also noted the need for the school to be more “forward facing” with an evolving curriculum that responds to the needs of the industry.

Based on this feedback, the school has developed several innovative courses to ensure our students are studying leading-edge communication trends and methods. For example, ADVRT 497J, Computational Communication, was inspired by Google’s “Art, Copy & Code” project. The interdisciplinary course enrolls majors from Greenlee, design and computer science and explores new media applications. Students learn to incorporate code into their own data-driven ads. JL MC 317, Publishing for Mobile Devices, was developed to prepare students for creating, designing and publishing content for mobile devices (cell phones and tablets). This course also uses digital publishing tools (In Design), animation and video editing software.

Program oversight happens on a regular basis. In addition to ACEJMC reviews every six years, the university requires an external program review every five years. The last review was completed in 2013. This particular review included the site team of Judy VanSlyke Turk, Jerry Ceppos, Diana Martinelli and Pat Rose. The charge was to assess the school’s progress toward its 2015 re-accreditation. The external review recommendation was key in our establishing a public relations major. The team made specific recommendations for assessment, adopted in our current plan, and concluded:

The review team believes Greenlee will continue to be a strong source of “destination majors,” and that with a realistic faculty P&T plan, strategic hires and curriculum development (the new public relations major and a return of an agricultural journalism program), enhanced assessment activities and concomitant College and University-level support, it has the potential to be recognized nationally as a leader in journalism, advertising, public relations and graduate-level education.

Feedback from these reviews helps identify areas of strength as well as areas for improvement in curriculum, research and service.

As described in the previous question, journalism and mass communication professionals and alumni are very involved in the assessment process and provide valuable feedback to the program. Specifically, they serve as clients and provide feedback for class projects. They also supervise and evaluate student interns. Alumni and mass communication professionals serve on the Advisory Council and are active in the assessment process through program reviews and evaluating student portfolios and résumés. Alumni are involved in the assessment process through surveys and exit interview surveys. The survey data collected from alumni and Advisory Council members provide the school with important feedback used to inform changes in the program and its curricula. Alumni are also included in placement statistics.
List awards won by the unit’s students in local, regional or national competitions in the past six years.

2015

American Advertising Awards: Silver, Jack and Jill Wines packaging - Sales Promotion, Lisa Davis, undergraduate student in advertising.


American Advertising Awards: Best in Show, Beer and Bacon Festival Poster, Pig Poster - Collateral Material, Megan Rupiper, undergraduate student in advertising.

American Advertising Awards: Gold, Beer and Bacon Festival Poster Series - Collateral Material, Megan Rupiper, undergraduate student in advertising.

2014

Associated Collegiate Press, Photo Excellence Award: First Place, Feature Picture, Blake Lanser, undergraduate student in journalism and mass communication, Iowa State Daily.

Pinnacle, Associated Collegiate Press: Second Place, Audio Slideshow, Clay, Elizabeth Zabel, undergraduate student in journalism and mass communication, Ethos Magazine.

Associated Collegiate Press, Photo Excellence Award: Fifth Place, Spot News Picture, Blake Lanser, undergraduate student in journalism and mass communication, Iowa State Daily.

Associated Collegiate Press, Multimedia Story of the Year: Fifth Place, Multimedia Feature, Poetry in Motion, Zhenru Zhang, undergraduate student in journalism and mass communication, Ethos Magazine.

Associated Collegiate Press, Photo Excellence Award: Honorable Mention, General News Picture, Blake Lanser, undergraduate student in journalism and mass communication, Iowa State Daily.

Associated Collegiate Press, Photo Excellence Award: Honorable Mention, Environmental Portrait, Elizabeth Zabel, undergraduate student in journalism and mass communication, Ethos Magazine.

Associated Collegiate Press, Photo Excellence Award: Honorable Mention, Environmental Portrait, Brian Achenbach, undergraduate student in journalism and mass communication, Iowa State Daily.

Associated Collegiate Press, Multimedia Story of the Year: Honorable Mention, Photo Slideshow: Photo Gallery: Women’s Rugby, Yue Wu, undergraduate student in journalism and mass communication, Iowa State Daily.


2013

Hearst, Ninth Place: Multimedia project: Ames Crossing Guards, Zhenru Zhang, project completed in JL MC 390: Digital Newsroom; undergraduate student in journalism and mass communication, Ethos Magazine.

Society of Professional Journalists (SPJ), Region 7 Awards: First Place, Photo Illustration, Amber Connett, Kelsey Kremer, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: First Place, Feature Photography, Destination Iowa State: fight song, Kelsey Kremer, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: First Place, Breaking News Photography, Osama bin Laden’s death, Kelsey Kremer, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: First Place, General News Photography, Madison protest: Speaking out, Kelsey Kremer, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: Third Place, General News Photography, Kelsey Kremer, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: Third Place, Sports Photography, Pinstripe Bowl: Jawan Jamison, Timothy Reuter, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: Second Place, General News Photography, Madison protest: Speaking out, Yue Wu, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: Second Place, General News Reporting, Ames Straw Poll serves as Republican Party of Iowa’s biggest fundraiser, Jessica Opoien, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: First Place, Sports Reporting, Barnett leads Cyclones to biggest upset in school history, Jake Calhoun, undergraduate student in journalism and mass communication, Iowa State Daily.
Society of Professional Journalists (SPJ), Region 7 Awards: Second Place, Editorial Writing, Taysha Murtaugh, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: Second Place, Editorial Writing, John Lonsdale, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: First Place, General Column Writing, Jessica Bruning, undergraduate student in advertising, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: Third Place, General Column Writing, Jessica Bruning, undergraduate student in advertising, Iowa State Daily.

IBNA - Iowa Broadcast News Association: Second Place, photography - student media, IRHA Snow Castles, Brandon Blue, undergraduate student in journalism and mass communication, ISUtv.

IBNA - Iowa Broadcast News Association: Third Place, photography - student media, Rubik's Cube, Daniel Tracy, undergraduate student in journalism and mass communication, ISUtv.

IBNA - Iowa Broadcast News Association: Third Place, photography - student media, Rubik's Cube, Emily Bloomquist, undergraduate student in journalism and mass communication, ISUtv.

IBNA - Iowa Broadcast News Association: Second Place, political coverage - student media, First Amendment Day, Andrew Schneider, undergraduate student in journalism and mass communication, ISUtv.

IBNA - Iowa Broadcast News Association: Second Place, feature - student media, Dance Marathon, Joshua Larson, undergraduate student in journalism and mass communication, ISUtv.

National Scholastic Press Association / Associated Collegiate Press: Finalist, Story of the Year, Devon O’Brien, undergraduate student in journalism and mass communication, Ethos Magazine.

Associated Collegiate Press: Fourth Place, Feature Story-written for Ethos, Devon O’Brien, undergraduate student in journalism and mass communication, Ethos Magazine.

Associated Collegiate Press: Fifth Place, Photography-Ethos, Nicole Wiegand, undergraduate student in journalism and mass communication, Ethos Magazine.

2012

The Collegiate Effie Awards, Effie Worldwide: 2012 PSA Challenge, presented by Heineken USA: First Place, Bottles for Tunes, Adam John Carver, undergraduate student in advertising, project completed in ADVRT 434, Campaigns.

The Collegiate Effie Awards, Effie Worldwide: 2012 PSA Challenge, presented by Heineken USA: First Place, Bottles for Tunes, Benjamin Joel Friedrich, undergraduate student in advertising, project completed in ADVRT 434, Campaigns.
The Collegiate Effie Awards, Effie Worldwide: 2012 PSA Challenge, presented by Heineken USA: First Place, Bottles for Tunes, Matthew Clark project completed in ADVRT 464.

Society of Professional Journalists (SPJ), Region 7 Awards: First Place, Region 7 Mark of Excellence Award Online Feature Reporting, Huffington Post, Tyler Kingkade, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: First Place, Region 7 Mark of Excellence Award Sports Photography, Kelsey Kremer, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: First Place, Region 7 Mark of Excellence Award General News Photography, Jessica Opoien, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: First Place, Region 7 Mark of Excellence Award Breaking News Photography, Dylan Boyle, undergraduate student in journalism and mass communication, Iowa State Daily.

Tides, non profit organization that advocates for social justice, equality, and positive change: First Place, 35th Anniversary Poster Design Competition, Laura Larson undergraduate student in journalism and mass communication.

Society of Professional Journalists (SPJ), Region 7 Awards: Second Place, Region 7 Mark of Excellence Award General News Photography, Kelsey Kremer, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: Second Place, Region 7 Mark of Excellence Award Feature Photography, Kelsey Kremer, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: Second Place, Region 7 Mark of Excellence Award Breaking News Photography, Jessica Opoien, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: Second Place, Region 7 Mark of Excellence Award Breaking News Photography, Sarah Haas, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: Second Place, Region 7 Mark of Excellence Award Breaking News Photography, Kim Norvell, undergraduate student in journalism and mass communication, Iowa State Daily.

Hearst: Fifth Place, Multimedia project: Occupy Des Moines, Yue Wu, undergraduate student in journalism and mass communication, Ethos Magazine.
IBNA - Iowa Broadcast News Association: Third Place, Best News Photography, Josh Larson, undergraduate student in journalism and mass communication, ISUtv.

IBNA - Iowa Broadcast News Association: Second Place, General Reporting, Josh Larson, undergraduate student in journalism and mass communication, ISUtv.

IBNA - Iowa Broadcast News Association: Second Place, Best Newscast, Josh Larson, undergraduate student in journalism and mass communication, ISUtv.

2011

IBNA - Iowa Broadcast News Association: Second Place, Public Affairs, GSB Special Debate group, ISUtv.

IBNA - Iowa Broadcast News Association: Second Place, General Reporting, Rec Renovations, Josh Larson, undergraduate student in journalism and mass communication, ISUtv.

IBNA - Iowa Broadcast News Association: Third Place, Best News Photography, Rec Renovations, Josh Larson, undergraduate student in journalism and mass communication, ISUtv.

Society of Professional Journalists (SPJ), Region 7 Awards: First Place, Region 7 Mark of Excellence Award Breaking News Photography, “Election 2010 - Terry Branstad”, Dylan Boyle, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: Second Place, Region 7 Mark of Excellence Award Feature Photography, “Diwali Night - Haema Nilakanta”, Kelsey Kremer, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: First Place, Region 7 Mark of Excellence Award General News Photography, “President Obama Holds ‘Backyard Chat’ in DSM”, Jessica Opoien, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: First Place, Region 7 Mark of Excellence Award Sports Photography, “Cyclone Stampede: Kickin’ Up Dust”, Jessica Opoien, undergraduate student in journalism and mass communication, Iowa State Daily.


Society of Professional Journalists (SPJ), Region 7 Awards: First Place, Region 7 Mark of Excellence Award Online Feature Reporting, “Battle Over Judge Retention in Iowa”, Tyler Kingkade, undergraduate student in journalism and mass communication, Iowa State Daily.


Society of Professional Journalists (SPJ), Region 7 Awards: Second Place, Region 7 Mark of Excellence Award “Blurred perceptions”, Rashah McChesney, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: Second Place, Region 7 Mark of Excellence Award Breaking News Reporting, “Deputy secretary visits, promotes students to ‘Know Your Farmer!’”, Bethany Pint, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: Third Place, Region 7 Mark of Excellence Award Editorial Writing, Kyle Peterson, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: Second Place, Region 7 Mark of Excellence Award Feature Writing, “A Fatal Mistake”, Kimberly Norvell, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: Second Place, Region 7 Mark of Excellence Award Feature Writing, “Lifting the Curse: Student shares his experience of overcoming disease, poverty”, Torey Robinson, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: First Place, Region 7 Mark of Excellence Award General Column Writing, Jessica Opoien, undergraduate student in journalism and mass communication, Iowa State Daily.

2010

National Student Production Award: First Place, National Student Production Award, Best General Entertainment Program, Iowa State Sportsman Show, Ben Tupman, undergraduate student in journalism and mass communication, ISUtv.

Public Relations Student Society of America: Third Place, PRSSA National Organ Donor Association Competition (NODAC).

Society of Professional Journalists (SPJ), Region 7 Awards: Second Place, Region 7 Mark of Excellence Award Breaking News Reporting, “Deputy secretary visits, promotes students to ‘Know Your Farmer!’”, Bethany Pint, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: Third Place, Region 7 Mark of Excellence Award Editorial Writing, Kyle Peterson, undergraduate student in journalism and mass communication, Iowa State Daily.

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Society of Professional Journalists (SPJ), Region 7 Awards: First Place, Region 7 Mark of Excellence Award General Column Writing, Jessica Opoien, undergraduate student in journalism and mass communication, Iowa State Daily.
Society of Professional Journalists (SPJ), Region 7 Awards: Third Place, Region 7 Mark of Excellence Award General News Reporting, “Budget cuts burdening university programs, employees”, Jessica Opoien, undergraduate student in journalism and mass communication, Iowa State Daily.

Society of Professional Journalists (SPJ), Region 7 Awards: National Finalist, National Mark of Excellence Award General Column Writing, Jessica Opoien, undergraduate student in journalism and mass communication, Iowa State Daily.

**Graduating Class of 2012 Placement***

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The Greenlee School has an active alumni group, The Greenlee School Alumni and Friends. The group hosts networking events for all central Iowa Greenlee School alumni and friends. In addition to their networking events, the Alumni and Friends group also maintains a website (http://www.wearegreenlee.org/), Facebook group, Twitter and LinkedIn group to connect all Greenlee alumni. Current students also use the LinkedIn group to find internship and job opportunities.
The Greenlee School Alumni and Friends Board members are recent graduates of the school and provide valuable feedback to the school about their experience in the field, as well as how the Greenlee School can prepare students for life after graduation. Additionally, the group’s networking events provide opportunities for alumni to connect and discuss their experiences in the communication industry. The discussions and feedback from these events are shared with the Greenlee School and when appropriate used to improve curriculum and instruction.

Our student and alumni groups are tiered in such a way as to integrate activities. The school has a Student Advisory Board made up of members of student media and organizations. A member of the board also is a member of the Alumni and Friends Board. Likewise, a member of that board also sits on the school’s Advisory Council. As such, the school has three levels of assessment information that guide many of our curricular decisions.

In conclusion, almost every standard of our self-study in some way has been shaped in part by our focus on assessment, from the director’s annual review to new digital courses and even to the building in shape of our digital newsroom.

For us, assessment is a promise to all majors attending Greenlee that tuition dollars are well spent and their placement in industry ensured.

APPENDIX

- Continuous Improvement Plan
- Comparison of Employer and Student Mid and Final Internship Evaluations: 2012, 2013 and 2014
- Employer Comments from Internship Evaluations
- Faculty Outcomes Assessment Report 2012, 2013 and 2014
- Course Evaluation
- Degree Audit
- 2013 Self-Study Program Review

WORKROOM

- Complete Employer and Student Internship Data
- Assessment Reports from Six-Year Period
The Greenlee Promise

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

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

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

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

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

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

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

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

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

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

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

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

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

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