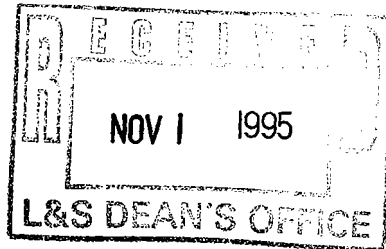


**University of Wisconsin-Madison
School of Journalism and Mass Communication**

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November 1, 1995



To: Alex Nagel, Associate Dean

From: Bob Drechsel, Director

RE: Assessment Plan

Here is Journalism's plan for undergraduate and graduate assessment. You will discover that the appendices dominate, but I believe the plan addresses all of the necessary elements.

Assessment Plan
School of Journalism and Mass Communication
1 November 1995

Assessment is nothing new to the School of Journalism and Mass Communication. For nearly half a century, the School underwent cyclical self-study and outside review as part of accreditation by the Accrediting Council on Education in Journalism and Mass Communications. The following plan for assessment of undergraduate and graduate programs is based on the School's new plan for external review, which was developed to replace formal accreditation.¹ Because the School was about to implement its plan for external review, the timing for participation in the pilot program for assessment seemed ideal. A copy of the guidelines for external review is attached as Appendix A.

The assessment plan was formally considered by the faculty at a meeting on October 30, 1995, and adopted unanimously. The faculty wishes to go on record emphasizing that it adopted both this assessment plan and the plan for external review with the understanding that assessment is intended to be a tool for good faith evaluation and enhancement of the program, and with the further understanding that University-imposed assessment should not require substantial new time and resource commitments.

The Undergraduate Program

The School's goals for undergraduate education are summarized in the following portion of its mission statement:

- to provide intellectual preparation that emphasizes the capacity to think critically and creatively, the ability to solve problems effectively in a professional context, and the ability to cope with change in the professional world.
- to give students a sense of purpose, mission and ethical perspective in their chosen fields.
- to give students an understanding of the mass communication process, its impact, the psychological and social factors that affect it, and the socio-cultural environment within which it operates.
- to expose students to the historical, legal, ethical and multi-cultural contexts of mass communication.
- to offer a curriculum that provides strong training in basic technical skills of mass communication but that is balanced with course work focusing on the theory and

¹For a variety of reasons, the faculty voted in 1992 to withdraw from accreditation after nearly 50 years of accredited status. Accreditation was allowed to expire in 1993.

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concepts of mass communication and a strong background in the liberal arts and sciences outside of the School.

--to emphasize the skills of written communication throughout the curriculum, and particularly within professional skills courses.

These goals are highly compatible with the mission of the College of Letters and Science, which explicitly encompasses professional education as well as other undergraduate and graduate education and research in the liberal arts.² Indeed, as a professional school, Journalism and Mass Communication assumes responsibilities beyond those of purely academic programs. The School provides academic instruction in the theory and concepts, impact and socio-cultural environment of mass communication. It also prepares students for careers in print and broadcast news, advertising and public relations. Consistent with the goals of a liberal education generally, the School does not aim simply to prepare students for a first job, but rather to provide training that will equip them for a constantly changing media world.

Further, the inherent interdisciplinary nature of the field of mass communication combined with the School's primary undergraduate mission of preparing professional communicators fits well with the value -- increasing value -- the University and College place on interdisciplinary linkages and communication skills.

Assessment

To develop a series of specific goals for each area of professional emphasis or each of the many theoretical and disciplinary sub-fields within mass communication would add unreasonable and unnecessary complexity to the assessment process. Therefore, we have designed a procedure we believe takes into account the eclecticism of the field, and does so in a way that is both retrospective and prospective.

Assessment will be accomplished primarily via the School's plan for external review. Although full-blown external review will occur at seven-year intervals, the process of gathering and assessing relevant data and monitoring and adjusting the undergraduate program will be continuous. We believe additional assessment would be redundant and an inefficient use of resources.

The review will involve all facets of the School -- curriculum, advising, internship and placement, administration, equipment and facilities and alumni relations -- and involve extensive self-study as well as a visit by outside evaluators. Data will come from such sources as student evaluations, annual surveys of recent graduates, exit interviews with students, examination of

²The mission of the College includes fostering "undergraduate, graduate, and professional education and research in the liberal arts, encompassing the humanities, the arts, the social sciences, the physical sciences and the biological sciences."

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students' programs of study, placement studies, inventory and analysis of facilities and interviews with faculty and staff. As the procedures specify, the process is intended to identify strengths and weaknesses and offer goals for the succeeding seven-year period.

Meanwhile, the faculty has approved creation of an alumni task force during 1995-96 as an intermediate step toward creation of a board of visitors. The board would operate separate from the cyclical external review, would meet at least annually, and would provide a continuing mechanism for advice and feedback from our professional constituencies. A draft of guidelines and statement of purpose for the board is attached as Appendix B. The board would therefore provide a second major means of continuing assessment.

The Graduate Program

The School offers both the master's and Ph.D. in mass communication. These programs, too, complement the School's undergraduate mission and further the College's mission regarding graduate training and research. The master's program has two tracks -- a non-thesis track designed primarily for students who want to prepare themselves for professional careers in mass communication, and a traditional thesis track for students whose interests are primarily academic and who are likely to pursue the Ph.D.

The non-thesis master's program combines professional training with research courses and seminars in mass communication and related fields. The goal is to permit students to design programs that integrate professional preparation with rigorous related work in mass communication research. Graduates should be prepared to enter media occupations. The School regards the non-thesis M.A. as a terminal degree for most students.

The thesis-track master's and Ph.D. programs are designed primarily to prepare students for academic work as teachers and scholars in the field of mass communication. These programs are not oriented toward professional practice. They are purely academic. Working with faculty advisers, students choose the sub-field within mass communication in which they wish to specialize, then design individualized programs of study intended to provide mastery of the substance of the sub-field and related research methods. Programs of study must satisfy the student's faculty committee (in the case of master's students) or the Joint Journalism-Agricultural Journalism Committee on the Ph.D. (in the case of doctoral students).

Students study factors influencing the production, transmission and interpretation of mass communicated messages, and the interaction among individuals, society, culture and mass communication. Because the field is interdisciplinary and integrative, students may accomplish this in any of several contexts. Among these contexts are social and cognitive theory of mass communication, critical and cultural theory of mass communication, international mass communication, and the history and law of mass communication. Students are expected to contribute to scholarship that develops and advances theory and analytical methods relevant to mass communication and/or produces knowledge and insight into problems and issues pertaining to mass communication.

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Assessment

The School's plan for external review provides for review of all facets of the graduate program. The review will be based on data including examination of randomly selected student programs and records, the scholarly and professional records of recent graduates, interviews with students, surveys of graduates, placement information, and student activity at professional meetings. The academic graduate program will not be within the purview of the planned board of visitors. We anticipate that the board is likely to provide useful feedback regarding the professional component of the non-thesis master's program.

Timing

It is the School's hope to conduct the first external review in 1996. Self-study is in progress. No board of visitors can be in place until the 1996-97 academic year at earliest.

Assessment of Assessment

Both the system of external review and a prospective board of visitors will be new experiences and experimental for the School. Both will be subject to review and, if necessary, revision by the faculty as they are implemented.³

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³Accreditation always involved the expense of an outside visit team. The plan for external review will require the same, albeit every seven years instead of every six years as was the case with accreditation. We believe outside review is particularly essential for a professional school, and we will need College support in addition to our routine supplies and expense budget in order to bring in the outside review teams. The College routinely paid the expenses of accreditation visit teams, however, so this represents no real change. We anticipate no additional expenses for the board of visitors.

APPENDIX A

EXTERNAL REVIEW PROCEDURES
School of Journalism and Mass Communication
University of Wisconsin-Madison
Approved by Faculty, 7 May 1993

Every seven years the School will undertake a review of its programs, to be conducted in part by a five-member Outside Review Committee. The procedures that follow have been reviewed and approved by the faculty.

INTERNAL REVIEW COMMITTEE AND SELF STUDY

One year before the formal review, the Director shall appoint a five-member Internal Review Committee to prepare materials for the outside evaluators. The committee shall gather information and oversee a Self-Study. The Self Study shall in turn be delegated to three School committees: (a) Curriculum; (b) Graduate; and (c) Constituent Relations. The Self Study should identify the School's strengths and weaknesses and offer goals for the program for the next seven years. These should be shared with the faculty prior to their submission to the outside evaluators. Finally, the committee should present for faculty approval any alterations in the formal criteria for evaluating the School that follow.

OUTSIDE REVIEW COMMITTEE

In consultation with the faculty, the Internal Review panel will assist the director in developing a list of candidates to serve on the Outside Review Committee. These names will then be presented for approval by the Dean of the College of Letters and Science.

The Outside Review Committee shall consist of five members. The director will designate one to serve as chairperson. Committee members will be chosen on the basis of outstanding scholarly records and professional expertise. None should have any current formal affiliation with the University.

At least one member...

--should be a full-time teacher in a journalism or mass communication program and have professional expertise in one of the School's professional specialties;

--should be someone working in one of those fields and having an active interest in and understanding of programs like Wisconsin's;

--should be a faculty member with a journalism school or communication program offering instruction in one of the School's professional specialties, and having a doctoral program;

--should come from a related scholarly discipline (e.g., English, history, political science, psychology) or professional school (e.g., law or social work).

After a visit (we recommend three working days), the Outside Review Committee will prepare a report to be presented to the School's faculty and director for comments. The report, along with any responses from the faculty, will then be transmitted to the Dean.

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In assessing the School, the Outside Review Committee should use the guidelines that follow. It should also recognize that the School has professional and scholarly missions that distinguish it from many professional programs as well as most academic departments. The Internal Review Committee may supplement the guidelines with questions arising from the School's self-study.

MISSION

The overall mission of the School is 1) to provide rigorous education in the theoretical concepts, general background and communication skills necessary for students wishing to pursue careers in mass communication as well as for those who wish to be enlightened consumers of the mass media; 2) to add to knowledge by conducting research on the process, context and impact of mass communication, and to develop appropriate research methods for the study of mass communication; 3) to train mass communication researchers and scholars who will further improve the field and add to knowledge; 4) to provide academic leadership to the field nationally and internationally; and 5) to engage in critical analysis of the performance of the media of mass communication.

More specifically, the School's instructional goals for undergraduates and for master's degree students seeking professional training are:

--to provide intellectual preparation that emphasizes the capacity to think critically and creatively, the ability to solve problems effectively in a professional context, and the ability to cope with change in the professional world.

--to give students a sense of purpose, mission and ethical perspective in their chosen fields.

--to give students an understanding of the mass communication process, its impact, the psychological and social factors that affect it, and the socio-cultural environment within which it operates.

--to expose students to the historical, legal, ethical and multi cultural contexts of mass communication.

--to offer a curriculum that provides strong training in basic technical skills of mass communication but that is balanced with course work focusing on the theory and concepts of mass communication and a strong background in the liberal arts and sciences outside of the School.

--to emphasize the skills of written communication throughout the curriculum, and particularly within professional skills courses.

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The School's goals for research (including its goals for its academic-track master's and Ph.D. programs) are:

- to engage in scholarship that develops and advances theory and analytical methods relevant to mass communication.
- to engage in scholarship that produces knowledge and insight into problems and issues pertaining to mass communication.
- to study the factors influencing the production, transmission and interpretation of mass communicated messages, and the interaction among individuals, society, culture and mass communication.
- to integrate scholarship in mass communication with that in related fields.
- to produce students who themselves will become excellent teachers of mass communication and whose work will advance knowledge in the field.
- to incorporate the faculty's research interests and expertise into undergraduate and graduate education.
- to provide academic leadership to the field of mass communication by producing innovative and insightful research of high quality, and by producing capable and influential graduates.

The School's service goals are:

- to serve as a resource for the mass media and for the public regarding important issues involving the media and mass communication.
- to translate and communicate the School's research to make it useful to the public and to the School's media constituencies.
- to play an active, instrumental role in professional and academic organizations at all levels.
- to engage in and provide a forum for discussion and debate on important issues involving mass communication.

GUIDELINES FOR REVIEW

UNDERGRADUATE/PROFESSIONAL INSTRUCTION

Curriculum

GOALS: Graduates of the School should be able to communicate effectively using some form of mass communication. They should also understand the institutional, legal and ethical contexts and consequences of mass communication. In that spirit, the undergraduate curriculum should offer "skills" courses relevant to specific professional fields in journalism and mass communication while making them aware of the many larger social and cultural aspects of mass communication.

Under no circumstances may undergraduates select an exclusively professional program of courses, though students may elect to take few skills courses in favor of ones with an essentially scholarly orientation.

A liberal arts education should limit specialization. Approximately three-fourths of all course work should be done outside of the School. Course work outside of the School must meet the College's Liberal Arts breadth requirements without duplicating the content of course work within the major.

QUESTIONS:

- Does the School's curriculum achieve the goal of balancing skills and conceptual courses?
- How are students fulfilling their journalism requirements?
- Do the School's professional courses assure that students will have appropriate training?
- Are there any areas of study that seem appropriate for the School's curriculum but are not reflected in any courses?
- How are students fulfilling requirements outside the major?
- How many credits are students taking in and outside the major?

EVIDENCE:

- A sample of student transcripts with an analysis of courses taken in and outside of the major, as well as,
- From the same sample, a review of the number of credits in and outside of the major.
- requirements for the major and analysis of how students fulfill them.

Faculty Instructional Expertise

GOAL: The faculty, adjunct faculty, lecturers and teaching assistants should have experience and/or expertise in the areas for which they train students.

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QUESTIONS:

- Are all courses being taught by appropriately qualified instructors?
- Are instructors aware of the latest professional or intellectual developments?
- Does the School have sufficient staffing levels to teach necessary professional and conceptual courses?

EVIDENCE:

- A list of the School's teaching assignments for the previous four semesters (not counting summer sessions) as well as the semester of the review.
- An explanation from the Director for each assignment.
- Up-to-date vitae for all faculty supplemented by listings of their professional expertise.

Quality of Instruction

GOALS: The School should offer the highest quality of instruction. The goals of each class should be clear, and the teaching rigorous. Without being faddish, teaching at the School should be informed by the latest research and/or professional practices. Class size, the student/faculty ratio, should be appropriate to the materials and goals of courses.

QUESTIONS:

- In skills courses, subject to the number of credits earned, is the work load appropriate?
- Do students receive adequate feedback?
- Does the instruction reflect changes within the mass media?
- Are classroom technologies adequate?
- In non-skills or scholarly offerings, does the level of instruction resemble that of comparable courses in other social sciences?
- Are large lecture classes sufficiently staffed?
- Are examinations sufficiently rigorous?

EVIDENCE:

- Course syllabi as well as sample writing assignments and examinations for all courses taught by full-time faculty the previous two years.
- Student evaluations of courses.
- Data from survey of recent graduates of the School.
- Interviews with current students.

Advising

GOALS: Students should understand their educational and professional options. The School should not only provide advice about the professions for which it trains students but should assist them in understanding the full breadth of their choices and how they relate to their career and life goals. Although faculty should advise students, counseling them on the more detailed aspects of graduation requirements, especially outside the major, is delegated to staff.

QUESTIONS:

- Are faculty available for advising?
- Are they aware of current requirements within the major? Trends in the professions?
- Are staff available for advising?
- Are they aware of current requirements within the major?
- Has an adequate balance been achieved between staff and faculty counseling of students, or are staff overburdened?
- Are materials on the School's curriculum current, clear and available?

EVIDENCE:

- Written materials used for advising purposes.
- Data from survey of recent graduates.
- Discussions with undergraduate advisers.

Internships/Placement

GOALS: Students should have access to internships in the mass media. These should be of high quality and be educational in nature. Although students must seek such opportunities on their own, the School values this type of experience enough to assist them. The assistance involves making opportunities known to students, helping to create additional opportunities by urging mass media organizations to offer them, and giving students academic credit for their participation.

Although the School believes that some academic credit for interning is appropriate, the amount should be limited because the bulk of a student's education should be obtained under the guidance of the faculty. It is also vital that the credits that are obtained involve experiences in genuine work activities rather than in such inappropriate tasks as secretarial duties.

QUESTIONS:

- How are students informed of internships?
- Are they provided with a sufficient array of internships?
- How are internships monitored? Is this sufficient?

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- How are credits awarded for them? Are credits awarded appropriately?
- Are internships of high quality?

EVIDENCE:

- Data from survey of recent graduates.
- Compilation of internship opportunities available on an annual basis.
- Data on student participation in internships.
- Discussions with individuals who coordinate internships.

GRADUATE EDUCATION

GOALS: All graduate students should pursue focused training that gives them a level of mastery over selected domains of knowledge within mass communication. The level of mastery should be an intermediate one at the master's level and advanced at the doctoral level. A "focused" program is structured in such a way that a student can integrate information across individual courses, so that the result is considerably more than the sum of individual courses.

Master's Programs

GOALS: Non-thesis programs should be an appropriate mixture of communication skills, communication theory and knowledge about some dimension of the world outside mass communication. Thesis programs should be an appropriate mixture of communication theory and analytical skills.

An "appropriate" mix is one that ensures that any single domain is represented by enough course work to allow a degree of mastery of the subject. Course work is planned individually, taking advantage of the expertise the student brings to the program.

Because the master's program promises to provide professional training to those students who need it, faculty competence and courses offered should give students access to advanced professional skills.

QUESTIONS:

- Do master's students achieve an appropriate mix of course work?
- Do faculty who teach professional courses taken by master's students have skills relevant to those courses?
- Do professional courses offer students access to advanced professional training?

EVIDENCE:

- A random sample of master's programs from both the non-thesis and thesis tracks

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- faculty curriculum vitae
- course syllabi

Doctoral Program

GOALS: The student is encouraged to develop a clear scholarly focus that is built from both theoretical and analytical course work. The goal is to create an individual who can function independently as a scholar.

Because the exact nature of a student's research specialization is often not apparent at the beginning of study, programs of courses in the doctoral program contain a thoughtful mixing of breadth and depth. Students are expected to attain a broad working knowledge of issues and theories in mass communication, if not encompassing the entire field, at least going well beyond the bounds necessary for their dissertation.

QUESTIONS:

- Do doctoral students construct programs of course work that provide both theoretical and analytical grounding?
- Are doctoral programs providing sufficient breadth to complement the depth of specialization?
- Do UW-Madison doctoral graduates leave with the ability to function as independent scholars?

EVIDENCE:

- a random sample of doctoral programs
- evidence of the scholarly records of recent graduates

Instruction in Communication Theory and Analytical Strategies

GOALS: Both the master's thesis track and the doctoral program promise to give students expertise in communication theory, concepts and analytical strategies. Faculty should bring concomitant scholarly expertise to the design and teaching of graduate research courses.

QUESTIONS:

- Do courses in communication theory, concepts, and methodology provide an appropriate level of subject matter for both master's and doctoral students?
- Do faculty who teach such courses bring relevant scholarly expertise to their teaching?

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EVIDENCE:

- course syllabi
- curriculum vitae

Individualized Programs

GOALS: The School believes that there is no single route to any particular accumulation of skills and knowledge. Rather, there are many routes, and students may reasonably choose among them. Thus, there are few required courses; instead, students are responsible for constructing programs that are appropriate to their own graduate goals.

For its part, the School should regularly offer a core of courses that provides exposure to and training in different approaches to mass communication research. These should be supplemented with relevant course work outside of the School.

Faculty must assume a major advising role, giving students knowledgeable access to their many choices in and outside of the School, while maintaining the overall educational goals outlined above.

QUESTIONS:

- Does the School maintain a wide enough array of courses to allow graduate students choice?
- Do students have knowledge of and access to relevant courses in other departments?
- Does faculty advising make students aware of their options?

EVIDENCE:

- list of graduate course work
- student perceptions of the advising process
- the existence of a great deal of variance in courses selected for programs by students.

Involvement of Graduate Students in the Scholarship Process

GOAL: Students learn to be scholars by becoming involved in the scholarship process. Thus, thesis master's students and doctoral students should be exposed to a variety of strategies, both within and outside the classroom, that allow them to develop their conceptual and analytical abilities.

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QUESTION:

--Do graduate students with scholarly goals have reasonable access to opportunities to learn the processes of scholarship?

EVIDENCE:

- course syllabi
- information about independent study projects
- information about the degree of participation of graduate students in faculty research
- evidence of student research presentations at meetings and conventions.

GOVERNANCE/ADMINISTRATION

Role of Faculty and Director

GOALS: An effective system of governance by the faculty should be created, with ultimate authority in matters of personnel resting with the Executive Committee (associate and full professors). The Director should serve as surrogate for the faculty, providing academic and professional leadership and representing the School effectively to all of its constituencies and at all levels within the University. The School should have the support of upper-level administration in retaining maximum flexibility in establishing policy and in administering its budget.

QUESTIONS:

- what is the extent of faculty involvement in governance?
- to what degree do faculty believe they have an effective voice in governance of the School?
- how well do faculty, staff and the dean's office rate the performance and effectiveness of the Director?
- how does the Director assess the functioning of faculty committees?
- are the faculty satisfied with the performances of the School's internal committees?
- to what degree are faculty and staff satisfied with administration at the College level and above?
- how do College administrators assess their effectiveness in supporting the School?

EVIDENCE:

- confidential interviews with all faculty and staff

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- interviews with the Director, associate dean and dean
- director's activity report
- brief annual reports of committee activities

Faculty and Staff Personnel Procedures

GOALS: Faculty and staff deserve periodic and thoughtful reviews of performance. Such reviews should involve more than a cursory look at activities and should ensure that the individual involved receive both oral and written feedback. Evaluation processes must offer opportunities for the individual involved to respond.

Existing reviews include:

- annual reviews of staff
- annual reviews of junior faculty
- annual merit review of all faculty
- reviews for purposes of tenure and promotion
- reviews for purposes of nominating someone for an award

QUESTIONS:

- Does this pattern of review represent an appropriate way of giving feedback to colleagues?
- Does each of these review processes give appropriate feedback to individuals?

EVIDENCE:

- Written description of the process for each review listed above
- Discussion with faculty and staff about adequacy of processes

General Administration

GOALS: School operations should be efficient and supportive of faculty, staff and student needs.

QUESTIONS:

- How satisfied are faculty and staff with the day-to-day operations of the School?
- Are staff and faculty able to accomplish their research and teaching tasks?
- Is staffing adequate?
- Are responsibilities spread equitably?
- Is the School appropriately allocating existing resources?
- Are supplies and equipment adequate?

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EVIDENCE:

--Interviews with faculty and staff, the director, students and university administrators who deal regularly with the School.

Budget

GOALS: The School should have resources adequate to support its instructional and research missions, and to recruit, reward and retain faculty and staff. Faculty and staff should enjoy an office and classroom environment conducive to productivity, with sufficient supplies, telephone and other communications service, computing services, postage, duplication and travel support. This basic level of support should be provided by state funds. No private supplement should be necessary. The School should also aggressively seek private donations to enhance its scholarly activity and to support student services and financial aid.

QUESTIONS:

- Are faculty and staff salaries and benefits competitive with those at peer institutions? With similar social science departments within the University?
- Does the School provide reasonable reimbursement of professional costs incurred by faculty and staff in the course of doing their jobs?
- Is the School's operating budget (S&E) comparable to those at peer institutions? To those of comparable programs within the college?
- To what degree are instructional and research needs of faculty (and students) being met by the current operating budget?
- Are fund raising efforts sufficient and responsive to the needs of the School?

EVIDENCE:

- survey of the School's peer departments at other universities and data from the College
- record of recruitment and retention
- interviews/survey of faculty
- data showing change in budget over time, adjusted for inflation.
- statistics on private donations and their use
- director's activity report and explanation of fund-raising activities
- brief report from faculty constituent relations committee

Records

GOAL: The School should maintain reasonably comprehensive records of students, faculty and staff.

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QUESTIONS:

- Does the School maintain adequate records of students, faculty and staff?
- Does the School gather information from alumni in ways that can inform the needs and goals of the school?
- To what degree is the School's record-keeping sufficient?
- Does the School maintain adequate contact with alumni and its other external constituencies?
- To what degree is this contact adequate? How might it be improved?

EVIDENCE:

- exit interviews with students
- surveys of graduates

EQUIPMENT/FACILITIES

GOALS: Faculty, staff and students should have easy access to equipment and facilities sufficient to support high quality instruction and research. All equipment controlled by the School should be well maintained and as up-to-date as possible.

QUESTIONS:

- to what degree are classrooms and laboratories equipped with appropriate audio-visual equipment, and do they provide adequate work space?
- how adequate is faculty, staff and student access to computer equipment and services?
- how adequate is instructional support equipment?
- to what degree is the School's reading room sufficiently staffed, furnished and supplied?
- how adequate is the reading room book, newspaper and periodical collection?
- to what degree are facilities and equipment kept in good working condition?
- what measures are taken to assure that worn out equipment will be replaced as needed?

EVIDENCE:

- equipment and facilities inventory
- inspection of facilities and equipment
- interviews with students, faculty, staff
- comparison with peer institutions
- consideration of change in equipment and facilities over time

ALUMNI RELATIONS

GOALS: The School should make a reasonable effort to determine where its graduates have gone and what they are doing. In addition, the School must keep graduates informed of its continuing activities and must cultivate them for monetary contributions and participation in instruction. Finally, the School should recognize and reward successful alumni through a program of annual awards.

QUESTIONS:

- How effectively does the School track alumni?
- How are graduates informed of School activities?
- How are graduates involved in School activities?
- How does the School honor distinguished graduates?

EVIDENCE:

- sampling of School alumni records and data bases.
- examination of School publications directed toward graduates.
- records of alumni participation in classes and other School activities.
- statistical data or patterns in alumni donations.
- evaluation of the School's fund-raising efforts by the UW Foundation.
- review of special events for alumni.
- review of faculty committee overseeing alumni relations.

PROFESSIONAL SERVICE

GOALS: The University of Wisconsin has historically viewed itself as having a strong public service component. Additionally, the School imposes upon itself an expanded concept of service based on its role as a professional unit. Together, these expectations suggest that faculty be active at a number of levels:

- School and university. This level is particularly important because the faculty plays a major role in governance. Thus, faculty members are expected to be working on committees at all levels of the university.
- Community and state. The university's historical emphasis on serving the needs of its citizens (via the "Wisconsin Idea") makes this an important area of service. Faculty are expected to make their expertise available to their neighbors.
- Professional. The School defines professional as reflecting both the applied communication and the scholarly communities. Faculty do not contribute equally to these two domains, but are expected to make significant contributions to one.

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Although public service activities are literally the province of individuals, the School ultimately wishes to evaluate this component at a collective level. That is, the School solicits feedback on the quality and comprehensiveness of service activities of the School as a whole. This allows individuals to vary in the type and extent of such activities--a state of affairs that is appropriate, given the range of expertise available in the school--while still holding the School to a high standard.

QUESTIONS:

- Do the service records of faculty collectively reveal an appropriate amount and mix of service activities, given the goals articulated above?
- Is public service recognized adequately by the university's reward system?

EVIDENCE:

- Faculty summaries of public service activities for a three-year period
- Discussion with Director about how such activities are factored into merit reviews

DIVERSITY

GOALS: The School should strive to recruit, mentor and retain minority students, and to recruit and retain minority and women faculty members. This must be accomplished in ways that are consistent with the School's high standards for student and faculty achievement.

QUESTIONS:

- Does the School make an appropriate effort to attract minority students?
- Does the School make a reasonable effort to retain minority students once they arrive?
- Does the School make an appropriate effort to seek minority and women faculty members?
- Does the School make a reasonable effort to retain minority and women faculty members once they arrive?
- Are minority and women faculty treated equitably in terms of salary and working conditions?

EVIDENCE:

- statistical data on potential recruitment population
- university data on minority students admitted to the university who express interest in mass communication
- data on university and college support for minority recruitment and retention

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- the School's written policy on recruitment and retention
- interview with the School's multi-cultural adviser
- interviews with minorities and women on faculty, and possibly in other departments
- interviews with the School's minority students
- interviews with minority graduates of the School
- statistical data on numbers of minority students in the School over time, and their success in the program and post-graduate career tracks
- follow-up on minority students who unsuccessfully applied for admission
- activities of the School's faculty/staff committee on diversity
- interviews with appropriate college and university staff concerned with recruitment and retention issue

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APPENDIX B

DRAFT DRAFT DRAFT

10/25/95

**Board of Visitors
School of Journalism and Mass Communication**

Statement of Purpose

The general purpose of the Board of Visitors for the School of Journalism and Mass Communication is to serve as an advisory group to the Director and faculty of the School, providing an important external perspective on undergraduate education by:

1. Advising the Director and faculty on the School's role in providing journalism and mass communication education in an ever-changing professional environment.
2. Providing an external relations and advocacy network for the School, helping to forge links between the School and external communities and constituencies.
3. Serving as Advisors, as a Board and as individuals, to the Director of the School and individual faculty, as appropriate.
4. Advising and guiding fund development strategy and efforts on behalf of the School.

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10/25/95

**Board of Visitors
School of Journalism and Mass Communication**

Function and Structure

1. Size: The Board of Visitors shall consist of 12 members plus the Director of the School of Journalism and Mass Communication. The board shall consist of alumni and other professionals. Members shall have special expertise and background appropriate to all the professional areas of our curriculum. The Director shall serve as Chair.

2. Terms of membership: The term shall be three years. Members are eligible for a second term. Former Board members become Emeritus Board members at the conclusion of their terms. Emeritus functions may include appointment to committees of the Board, and opportunities to lend counsel to the Director, the BOV, and the School on an informal basis.

3. Nominating Procedure: As a one-time start-up procedure, the Director will nominate and appoint members. A full Board will be appointed for a full term. At the end of three years, a rotation of membership will be established.

A Nominating Committee from BOV members will be appointed by the Director. Candidates for BOV membership will be nominated by the Nominating Committee and presented to the BOV for action. After the initial start-up period, approximately a third of the BOV will be replaced annually, with formal announcements of new members at one of the two yearly meetings.

4. Meetings: The BOV functions at the pleasure of the Director. It is expected that the BOV will meet twice each year, in the spring and fall, with at least one meeting held on campus. It is the responsibility of the Director's office to prepare a detailed agenda and supporting materials and mail these materials to all members two weeks in advance of a meeting.

5. Committees: The BOV may from time to time establish committees to address specific issues. Committee membership is not limited to members of the BOV.