Report of On-Site Evaluation
ACEJMC
Professional master's/Undergraduate programs
2016– 2017

Name of Institution: University of Missouri

Name and Title of Chief Execntive Officer: Hank Foley, Interim Chancellor

Name of Unit: School of Journalism

Name and Title of Administrator: David Kurpius, Dean

Date of 2016 - 2017 Accrediting Visit: October 9-12, 2016

Date of the previous accrediting visit: February 6-9, 2011

Recommendation of the previous site visit team:
  Professional master's program: Reaccreditation
  Undergraduate program: Reaccreditation

Previous decision of the Accrediting Council:
  Professional master's program: Reaccreditation
  Undergraduate program: Reaccreditation

Undergraduate program recommendation by 2016-17 Visiting Team: Reaccreditation
Professional master's program recommendation by 2016-17 Visiting Team: Reaccreditation

Team Chair
Name and Title: Trevor R. Brown, Dean and Professor Emeritus
Organization/School: School of Journalism, Indiana University

Signature   Trevor Brown

Team Members
Name and Title: Marianne Barrett, Senior Associate Dean
Organization/School: Walter Cronkite School of Journalism and Mass Communication, Arizona State University
Signature   Marian Butt

Name and Title: Michael Bugeja, Director
Organization/School: Greenlee School of Journalism and Communication, Iowa State University
Signature   Michael Bugeja

Name and Title: Rafael Lorente, Associate Dean for Academic Affairs and Director of the Master's Program
Organization/School: Philip Merrill College of Journalism, University of Maryland
Signature

Name and Title: John Paluszek, Senior Counsel, Ketchum
Organization/School:
Signature   John Paluszek

Name and Title: Carol J. Pardun, Professor
Organization/School: School of Journalism and Mass Communications, University of South Carolina
Signature   Carol J. Pardun

PART I: General information

Name of Institution: University of Missouri

Name of Unit: Missouri School of Journalism

Year of Visit: 2016

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
    X **North Central Association of Colleges and Schools**
    ___ Northwest Association of Schools and Colleges
    ___ Southern Association of Colleges and Schools
    ___ Western Association of Schools and Colleges

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

    ___ Private
    X **Public**
    ___ Other (specify)

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

The University of Missouri System is a public land-grant institution, established through the Geyer Act in 1839. Since the 1870s, the university has been governed by a nine-member Board of Curators, appointed by the governor and confirmed by the state Senate. Curators' term of service is for six years. Programs are reviewed and approved by the Missouri Coordinating Board for Higher Education. Undergraduate programs at the Missouri School of Journalism are approved emphasis areas under the Bachelor of Journalism degree. The School of Journalism's professional master's degree is approved as a Master of Arts degree by the Coordinating Board.

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

    X **Yes**
    ___ No

If yes, give the date of the last accrediting visit: Feb. 6-9, 2011

5. When was the unit or sequences within the unit first accredited by ACEJMC?   1949

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

The School has one mission statement for its undergraduate and graduate programs:

The Missouri School of Journalism will continue to lead the way in educating the next generation of preeminent journalists and journalism scholars. We will:
- Offer dynamic and ever-improving array of undergraduate, master's and doctoral programs, as well as cutting-edge methods of delivering instruction.
- Foster and support research programs that keep faculty and students at the forefront of journalism and strategic communication research that influences and leads the industry.
- Collaborate with academics and journalists around the globe in training and research initiatives that improve the practice and understanding of journalism in the service of democratic societies.
- Create entrepreneurial and innovative methods to forge new industry business models with the goal of sustaining the flow of news and information for the betterment of society.
- Conduct all our activities, hiring and teaching in a way that embraces and honors all aspects of the diverse culture in which we live.

Revised November 2010.

7. What are the type and length of terms?

- Semesters of 15 to 16 weeks
- Summer sessions of 4, 8 and 12 weeks
- Intersessions of 4 weeks

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

 X Bachelor's degree
 X   Master's degree
 X Doctoral degree

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

- Bachelor of Journalism
- Master of Arts in Journalism (professional only)

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

    <u>Bachelor's degree</u>   <u>Professional master's degree</u>
    120 semester credits   37 semester credits for a two-year program
                                  30 semester credits for a five-year BJ/MA program

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

    - 6 semester credits for undergraduates
    - 3 semester credits for professional master's students

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

Name of Sequence or Specialty	Person in Charge
Convergence Journalism	Professor Lynda Kraxberger
Journalism Studies	Dr. Tim Vos
Magazine Journalism	Professor Jennifer Rowe
Photojournalism	Professor David Rees
Print and Digital News	Professor Tom Warhover
Radio-Television Journalism	Professor Kent Collins
Strategic Communication	Dr. Margaret Duffy

13. **Number of full-time students enrolled in the institution:** 33,266 total students fall semester 2016

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

    Fall 2016, School of Journalism

Name of Sequence or Specialty	Undergraduate Majors
Convergence Journalism	88
Magazine Journalism	105
Photojournalism	30
Print and Digital News	86
Radio-Television Journalism	164
Strategic Communication	534
Total Upperclass Students	**1,007**
Directly admitted pre-majors	614
Total Enrollment	**1,621**
Pre-journalism Arts and Science pre-majors	818
Grand Total	**2,439**

15. Number of graduate students enrolled onsite

Fall 2016, School of Journalism

Name of Sequence or Specialty	Graduate Majors
Master's students (professional and research)	187
Doctoral students	29
Total Graduate Students*	**216**

* excludes online master's students obtaining research degrees

16. Number of students in each section of all skills courses such as newswriting, reporting, editing, photography, advertising copy, broadcast news and public relations writing. 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 skills courses, which also must meet the 20-1 ratio.
(* The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

Enrollment in Journalism Skills Courses, Spring 2016

Print & Digital News

Course	Section	Title	Enrolled
2100	Lec	News	285
	01A		18
	01B		14
	01C		16
	01D		18
	01E		17
	01F		16
	01G		18
	01H		16
	01K		17
	01L		18
	01M		19
	01N		16
	01P		15
	01Q		18
	01S		17
	01T		17
	01U		15
2100H	01C	News	13
	01D		13
4400	1	Intro To News Editing	15

Course	Section	Title	Enrolled
	2		3
4450	Lec	News Reporting	35
	01A		5
	01C		5
	01E		3
	01F		6
	01H		6
	01J		4
	01L		6
4460	Lec	Advanced News Reporting	9
	01A		1
	01B		1
	01C		1
	01D		1
	01E		2
	01F		2
	01J		1
4406	Lec	News Editing	9
	01A		3
	01B		3
	01C		3
4430	1	Computer-Assist Reporting	9
	2		9
4436	1	Investigative Reporting	9
4360	Lec	Fundamentals Of Design	36
	01A		19
	01B		17
4500	Lec	Publication Design	11
	01A		8
	01B		3

Course	Section	Title	Enrolled
4508	Lec	Information Graphics	10
	01A		8
	01B		2
4502	1	Multimedia Design	15
	2		16

Photojournalism

Course	Section	Title	Enrolled
4556	Lec	Fundamental Of Photojour	18
	01A		9
	01B		0
4558	Lec	Adv Tech In Photojourn	13
	01A		7
	01B		6
4560	1	Staff Photojournalism	9
4980	1	Pic Story & Photogr Essy	10
	2		4

Magazine Journalism

Course	Section	Title	Enrolled
4410	Lec	Intermediate Writing	22
	2		7
	8		5
	4		10
	6		0
4408	Lec	Magazine Editing	33
	01A		12
	01B		12
	01C		9
4464	Lec	Mag Across Platforms	11
	01A		11
4984	Lec	Magazine Staff	13
	01A		13
4994	Lec	Magazine Publishing	9
	01A		5
	01B		4

Documentary Journalism

Course	Section	Title	Enrolled
4564	1	Micro-Doc	7
4375	1	Documentary Business	18

Convergence

Course	Section	Title	Enrolled
2150	Lec	Multimedia Journalism	287
	01C		12
	01D		15
	01F		15

Course	Section	Title	Enrolled
	01H		14
	01J		14
	01E		15
	01L		17
	01M		13
	01N		16
	01P		16
	01Q		15
	01R		16
	01U		15
	01V		15
	01Z		17
	01AA		16
	01BB		15
	01CC		16
	01DD		15
4804	1	Convergence Reporting	13
4806	Lec	Convergenc Edit & Production	21
	01A		11
	01B		8
	01C		2
4814	1	Multimedia Sports	18
4662	1	Global News Across Platforms	6
4810	1	Adv Globl Converged News	7
4434	1	Art/Mech Of The Business Story	7

Strategic Communication

Course	Section	Title	Enrolled
4146	4	Strategic Commun Techniq	21
	5		15
	6		16
	7		2
	8		15
4204	Lec	Intro To Strat Write & Design	93
	01A		15
	01B		14
	01D		12
	01E		14
	01F		13
	01G		12
	01H		13

4208	1	Strategic Writing 2	16
	2		14
4228	1	Stratgc Design/Visual 2	11
	2		9
4248	1	Media Strategy/Planning	21
	2		21
4250	Lec	Mngmt Strategic Communication	36
	01A		18
	01B		18
4263	1	Interactive Advertising 2	10
4270	2	Public Relations Writing	9
	3		10
	4		8
4263	1	Interactive Advertising 2	10
4270	2	Public Relations Writing	9
	3		10
	4		8
4218	1	Mojo Ad Staff	6

Radio-Television Journalism

Course	Section	Title	Enrolled
4300	Lec	Broadcast News 1	20
	01A		7
	01B		6
	01C		7
4306	Lec	Broadcast News 2	37
	01A		6
	01B		8
	01C		9
	01D		8
	01E		6
4308	1	Broadcast News 3	16
4310	1	News Producing	6
4320	1	Adv Broadcast Reporting	28

Graduate Courses

Course	Section	Title	Enrolled
7146	4	Strategic Commun Techniq	3
	5		2
	6		1
7204	Lec	Intro To Strat Write & Design	3

	01D		1
	01F		1
	01G		1
7218	1	Mojo Ad Staff	1
7228	1	Stratgc Design/Visual 2	1
7248	1	Media Strategy/Planning	1
7263	1	Interactive Advertising 2	6
7270	2	Public Relations Writing	1
	3		1
	4		2
7300	01C	Broadcast News 1	1
7306	01A	Broadcast News 2	2
7310	1	News Producing	1
7360	1	Fundamentals Of Design	1
7375	1	Documentary Business	5
7564	1	Micro-Doc	2
7400	2	Intro To News Editing	1
7408	1	Magazine Editing	4
	01A		3
	01AA		3
	01C		1
	01CC		1
7410	2	Intermediate Writing	1
7430	1	Computer-Assist Reporting	5
	2		5
	3		2
	4		1
7436	1	Investigative Reporting	7
7450	1	News Reporting	1
7460	1	Advanced News Reporting	3
7500	1	Publication Design	1
7502	1	Multimedia Design	3
7508	1	Information Graphics	3
	01A		3
7556	1	Fundamental Of Photojour	3
	01A		1
	01B		2
7558	1	Adv Tech In Photojourn	1
	01B		1
7980	1	Pic Story & Photogr Essy	3

	2		4
7802	1	Fund Tv,Radio & Photjrnl	7
7804	1	Convergence Reporting	2
	01A		1
	01C		1
7806	1	Convergenc Edit & Produc	1
	01B		1
7810	1	Adv Globl Converged News	2
7662	1	Global News Across Platforms	2

Enrollment in Journalism Skills Courses, Fall 2016

Print & Digital News

Course	Section	Title	Enrolled
2100	Lec	News	241
	01A		16
	01B		16
	01C		0
	01D		16
	01E		18
	01F		16
	01G		15
	01H		16
	01K		15
	01L		16
	01M		13
	01N		17
	01P		0
	01R		16
	01S		16
	01T		17
	01U		18
2100H	01C	News	17
4400	1	Intro To News Editing	2
	2		21
4450	Lec	News Reporting	48
	01A		8
	01B		7
	01C		8

Course	Section	Title	Enrolled
	01D		9
	01F		6
	01G		1
	Lec 2	Intercession	11
	02A		11
	01H		9
4460	Lec	Advanced News Reporting	16
	01A		2
	01B		1
	01C		3
	01D		3
	01E		3
	01G		2
	01H		2
4406	Lec	Digital News Editing	10
	01A		5
	01B		5
	01C		0
4430	1	Computer-Assist Reporting	9
	2		8
	4		2
4436	1	Investigative Reporting	13
4360	Lec	Fundamentals Of Design	31
	01A		15
	01B		16
4500	Lec	Publication Design	12
	01A		9
	01B		3
Course	Section	Title	Enrolled
4508	Lec	Information Graphics	5
	01A		4
	01B		1
4502	1	Multimedia Design	14
	2		17

Photojournalism

Course	Section	Title	Enrolled
4556	Lec	Fundamental Of Photojour	20
	01A		10
	01B		10
4558	Lec	Adv Tech In Photojourn	15

	01A		9
	01B		6
4560	1	Staff Photojournalism	10
4980	1	Pic Story & Photogr Essy	8

Magazine Journalism

Course	Section	Title	Enrolled
4410	1	Intermediate Writing	11
	2		8
	7		6
4408	Lec	Magazine Editing	34
	01AA		17
	01C		17
4464	Lec	Mag Across Platforms	7
	01A		7
4984	Lec	Magazine Staff	9
	01A		9

Documentary Journalism

Course	Section	Title	Enrolled
4564	1	Micro-Doc	0
	2		16
4371		Editing for Documentaries	16

Convergence

Course	Section	Title	Enrolled
2150	LAB	Multimedia Journalism	
	01A		16
	01B		16
	01C		17
	01D		15
	01E		16
	01F		16
	01G		15
	01H		16
	01J		16

Course	Section	Title	Enrolled
	01K		16
	01L		17
	01M		18
	01N		17
	01P		18
	01Q		16
	01R		18
	01S		17
	01O		17
4804	1	Convergence Reporting	47
	01B		24
	01C		23
4806	Lec	Convergenc Edit & Production	14
	01A		7
	01B		7
4814	1	Multimedia Sports	17
4662	1	Global News Across Platforms	8
4810	1	Adv Globl Converged News	5
4812	1	Online Audience Development	18

Strategic Communication

Course	Section	Title	Enrolled
4146	2	Strategic Commun Techniq	18
	3		22
	4		21
	5		18
	6		4
4204	Lec	Intro To Strat Write & Design	226
	01A		14
	01B		12
	01C		13
	01D		13
	01E		14
	01F		12
	01G		14
	01H		12
	01J		14
	01K		14
	01L		14

Course	Section	Title	Enrolled
	01N		9
	01O		14
	01P		12
	01Q		14
	01R		14
4208	1	Strategic Writing 2	16
	2		14
4228	1	Stratgc Design/Visual 2	10
4248	1	Media Strategy/Planning	16
4250	Lec	Mngmt Strategic Communication	35
	01A		18
	01B		17
4263	1	Digital Strategy 2	8
4270	1	Public Relations Writing	13
	2		12
	3		12
4218	1	Mojo Ad Staff	29

Radio-Television Journalism

Course	Section	Title	Enrolled
4300	Lec	Broadcast News 1	46
	01A		8
	01B		9
	01C		7
	01D		7
	01G		6
	01K		9
4306	Lec	Broadcast News 2	22
	01A		8
	01B		5
	01C		6
	01D		3

4308	1	Broadcast News 3	28
4310	1	News Producing	11
4320	Lec	Adv Broadcast Reporting	22
	01A		15
	01B		7

Graduate Courses

Course	Section	Title	Enrolled
7146	3	Strategic Commun Techniq	1
	4		1
	5		2
	6		2
7204	Lec	Intro To Strat Write & Design	3
	01D		1
	01F		1
	01H		1
7218	1	Mojo Ad Staff	1
7228	1	Stratgc Design/Visual 2	0
7248	1	Media Strategy/Planning	0
7250	1	Management of Strategic Communication	1
7263	1	Digital Strategy 2	3
7270	2	Public Relations Writing	0
	3		1
	4		0
7300	1	Broadcast News 1	1
7306	1	Broadcast News 2	3
7308	1	Broadcast News 3	1
7310	1	News Producing	2
7360	1	Fundamentals Of Design	0
7371	1	Editing for Documentaries	7
7375	1	Documentary Business	0
7564	1	Micro-Doc	0
7400	2	Intro To News Editing	0
7406		Digital News Editing	1
7408	1	Magazine Editing	3
7410	1	Intermediate Writing	1
7430	1	Computer-Assist Reportng	5
	2		5
7443	1	Advanced Data Journalism	8
7436	1	Investigative Reporting	4

7450	1	News Reporting	10
7460	1	Advanced News Reporting	1
7500	1	Publication Design	1
7502	1	Multimedia Design	8
	2		4
7508	1	Information Graphics	2
	01A		2
7556	1	Fundamental Of Photojour	6
	01A		6
	01B		0
7558	1	Adv Tech In Photojourn	1
	01A		0
7560		Staff Photojournalism	1
7564	1	MIcro-Doc	6
	2		0
7980	1	Pic Story & Photogr Essy	0
	2		
7802	1	Fund Tv,Radio & Photjrnl	4
7804	1	Convergence Reporting	2
	01B		0
	01C		2
7806	1	Convergence Edit & Produc	4
	01A		2
	01B		2
7810	1	Adv Globl Converged News	1
7812	1	Online Audience Development	2
7662	1	Global News Across Platforms	5

17. Total expenditures from all sources planned by the unit for the 2016-17 academic year:

$17,933,534

Percentage increase or decrease in three years:
Fiscal year 2014 to 2016 is minus 2.6 percent.

Amount expected to be spent this year on full-time faculty salaries:
Fiscal year 2017, $7,558,284

18. **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 or other excused absences. *as of 10/1/16**

Rank of Professor

Name	Appointment
Jacqueline Banaszynski	Tenured
Glen Cameron	Tenured
Barbara Cochran	Professional Practice and director of Washington, D.C., program
Sandra Davidson	Tenured
Margaret Duffy	Tenured
John Fennell	Professional Practice
Suzette Heiman	Professional Practice
David Herzog	Professional Practice
Michael Jenner	Professional Practice
Lynda Kraxberger	Professional Practice and associate dean for Undergraduate Studies and Administration
David Kurpius	Tenured and Dean
Debra Mason	Professional Practice
Rita Reed	Professional Practice
David Rees	Professional Practice
Shelly Rodgers	Tenured
Randall Smith	Professional Practice
Martha Steffens	Professional Practice
James Sterling	Professional Practice

Rank of Associate Professor

Name	Appointment
Jeanne Abbott	Professional Practice
Jacquelyn Bell	Professional Practice
Clyde Bentley	Tenured
Gregory Bowers	Professional Practice
Elizabeth Brixey	Professional Practice
Leonard Bruzzese	Professional Practice
Kent Collins	Professional Practice
Frank Corridori	Professional Practice
Fritz Cropp	Tenured and associate dean for Global Programs
Cynthia Frisby	Tenured
Elizabeth Frogge	Professional Practice
Keith Greenwood	Tenured
Lenora Hammock	Professional Practice
Andrea Heiss	Professional Practice
Amanda Hinnant	Tenured
Mark Hinojosa	Professional Practice
Mark Horvit	Professional Practice and director of Jefferson City program
Berkley Hudson	Tenured
Laura Johnston	Professional Practice
Ronald Kelley	Professional Practice
Michael McKean	Tenured
Dale Musser	Professional Practice and joint appointment w/Engineering

Jeimmie Nevalga	Professional Practice
Earnest Perry	Tenured and associate dean for Graduate Studies
Katherine Reed	Professional Practice
Randy Reeves	Professional Practice
Donald Rice	Professional Practice
Anna Romero	Professional Practice
Jennifer Rowe	Professional Practice
John Schneller	Professional Practice
Amy Simons	Professional Practice
Jon Stemmle	Professional Practice
Scott Swafford	Professional Practice
Mark Swanson	Professional Practice
Yong Volz	Tenured
Tim Vos	Tenured
Tom Warhover	Tenured
Paige Williams	Professional Practice
Stacey Woelfel	Professional Practice

Rank of Assistant Professor

Name	Appointment
William Allen	Professional Practice and joint appointment with College of Agriculture, Food and Natural Resources
Brad Best	Professional Practice
Kamau Bilal	Professional Practice and joint appointment with Film Studies/College of Arts and Sciences
Matt Dulin	Professional Practice
Ryan Famuliner	Professional Practice
Jamie Flink	Professional Practice
James Flink	Professional Practice
Jamie Greber	Professional Practice
Robert Greene	Professional Practice and joint appointment with Film Studies/College of Arts and Sciences
Holly Higginbotham	Professional Practice
Sara Shipley Hiles	Professional Practice
Beverly Horvit	Professional Practice
Brett Johnson	Tenure Track
Joshua Kranzberg	Professional Practice
Brian Kratzer	Professional Practice
Heather Lamb	Professional Practice
Sungkyoung Lee	Tenure Track
Cristina Mislan	Tenure Track
Judd Slivka	Professional Practice
Elizabeth Conner Stephens	Professional Practice
Harsh Taneja	Tenure Track
Ryan Thomas	Tenure Track

Faculty retirements and departures as of Oct 1, 2016

Gary Grigsby	Associate Professor, Professional Practice
Amy McCombs	Professor, Professional Practice
Donald Rice	Associate Professor, Professional Practice
Esther Thorson	Associate Dean for graduate studies, Professor, Tenured
Margaret Walter	Professor, Professional Practice

New faculty appointments as of Sept. 1, 2016

Kamau Bilal	Assistant Professor, Professional Practice (joint appointment)
Ronald Kelley	Associate Professor, Professional Practice
Dale Musser	Associate Professor, Professional Practice (joint appointment)

19. List names of part-time/adjunct faculty teaching at least one course in fall semester 2016. Also list names of part-time faculty teaching in spring semester 2016. (If your school has its accreditation visit in Spring 2017, please provide the updated list of faculty at time of visit.)

Fall 2016

Rokeshia Ashley*	Jamil Al Wekhian	Angela Bailey
Nicholas Berardini	William Book	Laura Brand
Lauren Bacon Brengarth	Vicki Brown*	Amy Bruer
Landon Burke	Brandon Butcher	Nathan Byrne
Yang Chen*	Jesslyn Chew	Heesok Choi*
Mikkel Christensen*	Surin Chung*	Carlos Cortez Martinez*
Beth Pike Cunningham	Chase Davis	Walter Denny
Lauren Eisleben	Lora England	Steven Engle
Shane Epping	Carolina Escuedero	Lisa Fischer
Melanie Forrest	Scott Fuenfhausen	Nina Furstenau
James Green	Gareth Harding	Tanya Heath
Katharine Hodges	Paula Hunt	Kristofer Husted
Bradley Johnson	Megan Judy	Austin Kim
Nathan Lawrence	Chad Martin	Brittany Pieper McElroy
Jason McLure	Travis McMillen	Paul Mossine
Danielle Myers*	Scott Myers	Diana Borsi Obrien
James Riek		Bram Sable-Smith
Scott Shade	Sara Shahriari	Stan Silvey
Rebecca Smith	Kellie Stanfield*	Laura Stanton
Roma Subramanian*	Terrell Thomson*	Lindsey Tyler
Rob Weir	Rachel Wise	

*Indicates a doctoral student under supervision of course coordinator and doctoral advisor.

Spring 2016

Jamil Al Wekhian	Nicholas Berardini	Les Borgmeyer
Calli Briel*	Amy Bruer	Brandon Butcher
Nathan Bryne	Chris Canipe	Gary Castor
Heesook Choi*	Chase Davis	Lauren Eisleben
Steve Engle	Shane Epping	Lisa Fischer
Scott Fuenfahausen	Todd Fuller	Nina Furstenau
Tanya Heath	Marina Hendricks	Alexia Johnson
Erika Johnson	Mark Kammerich	Tatsiana Karaliova*
Austin Kim	Chad Martin	Renee Martin-Kratzer
Jason McLure	Travis McMillen	Joseph Moore*
Danielle Myers*	Sarah Redohl	Thomas Schonhardt
Scott Shade	Stan Silvey	Kellie Stanfield*
Laura Stanton	Reuben Stern	Lisa Stevens
Roma Subramanian*	Hui-Hsien Tsai	Lindsey Tyler
Stephen Veile	Timothy Wall	Warren Watson
Janet Wear-Enloe	Rob Weir	Rachel Wise

*Indicates a doctoral student under supervision of course coordinator and doctoral advisor.

20. Schools on the semester system:
For each of the past two academic years, please give the number and percentage of graduates who earned 72 or more semester credits outside of journalism and mass communications.

72 or more credits outside of journalism and mass communications

Year	Total Graduates	Number	Percent
2015-16	498	498	100
2014-15	483	483	100

PART II — Standard 1: Mission, Governance and Administration

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

Missouri's School of Journalism is steeped in the history of journalism and, as the first journalism school in the world in 1908, in the history of journalism education as well. Even as the School has evolved into a multifaceted educational enterprise, the School has kept faith with the origins of the craft in learning by doing. Students can choose among six specialties and 36 interest areas and from seven news operations and two strategic communication agencies for practical experience. To sustain this operation, the School needs substantial state and private resources.

In the six years since the last accreditation visit, the digital global world of communication has continued to change how people seek and use news and information and to disrupt the means of economic support. This flux and a 5 percent cut of $800,000 in the School's budget in fiscal year 2016-17 are reflected in the School's experience between 2010 and 2016.

CHANGE FROM 2010 TO 2016

	2010	**2016**	**% change**
MU Students	32,006	33,266	+3.94
J.School Majors	2,013	1,621	-19.47
Pre-Majors	1,088	818	-24.82
TOTAL	3,101	2,439	-21.35
Specialties	6	6	0.00
Interest Areas	25	36	+44.00
Specialties: Journalism	627 (59%)	473 (47%)	-24.56
Strat. Com.	438 (41%)	534 (53%)	+21.92
Graduates	517	498	-3.68
Master's	221	187	-15.38
Faculty	82	78	-4.88
Expenditures	$23,435,479	$17,933,534	-23.48

After the School's dean for more than 20 years retired, a new dean was appointed in July 2015. In his first year he has undertaken a listening tour within and outside the School and University to prepare for addressing the implications of these changes for the education and training of students.

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

The School adopted a revised mission statement in November 2010 that defines how it "will continue to lead the way in educating the next generation of preeminent journalists and journalism scholars."

The School is developing a strategic plan to replace the plan for 2010-2014 that will focus on curriculum, resource allocation and faculty hires. A Strategic Planning Leadership Team of faculty, staff, a student and alumni began work in April 2016 guided by a facilitator from MiddlEdge in Indianapolis and expects to present its findings and recommendations in February 2017. From all accounts, the process has enabled all the constituencies of the School to express their concerns and suggestions for its future.

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

In accord with the bylaws for the University and the School, the faculty participates fully in establishing academic policy. The Executive Committee, which includes the chairs of the specialties and the associate deans, assists the dean in the administration of the School. The School has 14 standing committees; 12 are appointed and two, Policy and Promotion and Tenure, are elected.

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

The dean favors consultative, collaborative leadership, the engagement of faculty in decision making, and transparency about administration and resources. The provost spoke highly of the dean's vision, his long-standing commitment to diversifying the faculty and student body, and his effective application for resources to accomplish these goals in diversity.

The dean is assisted in the administration of the School by three associate deans: undergraduate studies and administration, global programs, and graduate studies. The dean appoints the chairs of the specialties with the advice of the faculty in each of them.

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

The provost appoints the dean from candidates recommended by a search committee of faculty, students and alumni. The Policy Committee conducts an annual online evaluation of the dean and the two associate deans and reports the results to the deans and to the provost.

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

Faculty and staff file complaints and grievances in accord with rules and procedures defined by the University of Missouri system. The MU faculty handbook defines the procedures for student complaints. Students typically file complaints with faculty chairs and may appeal further to the appropriate associate dean.

Summary

The appointment of a new dean has coincided with a decline in enrollment in the School and a severe budget cut. He has engaged a facilitator to help guide a strategic planning process to complement his own listening tour of the School's constituencies. This process promises thoughtful, effective change consistent with a school of journalism rich in tradition and accomplishment.

Professional Master's Program

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

The Missouri Method defines the undergraduate and professional master's program and dictates that undergraduates and graduate students work together in the news and strategic communication operations, so the School has one mission statement for both.

The School operates under a strategic plan for 2010-14, adopted in November 2010, that directs the undergraduate and graduate programs.

Under the new dean, the School has undertaken a strategic planning process that "is designed to start fresh and not let tradition, culture, history and politics be roadblocks to building a new shared vision." The process is expected to culminate in a new strategic plan to be presented to the School in February 2017.

The School had 187 master's students in Fall 2016, including both the professional and research students. Only the professional program is accredited. Students do not choose a professional project or thesis until their final semester. This late separation of the professional from the academic emphasis may explain in part the difficulty in securing reliable statistics on the professional master's program.

The two-year M.A. program requires a minimum of 37 graduate credits. Students may choose from two-year specialties in a variety of areas, including Advertising, Data Journalism, In-Depth Radio/TV Reporting, and Strategic Communication. Students may also choose to design their own two-year model.

Students enrolled in the five-year B.A./M.A. take a minimum of 30 graduate credits. They may also choose from a variety of models, including Magazine Writing and Public Affairs Reporting.

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

The graduate programs, including the PhD, are overseen by an associate dean for graduate studies and research. A new associate dean took over the role July 1 and reports directly to the dean.

The graduate office employs two academic advisers, one of whom also serves as the fiscal manager, as well as an administrative assistant.

Summary

The School has a joint mission and strategic plan for the undergraduate and graduate programs. Graduate students said that the administrative structure of the graduate program works well and that sharing instructional and working experience with undergraduates makes for an effective learning environment.

Overall evaluation (undergraduate program):   COMPLIANCE

Overall evaluation (professional master's program):   COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

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

a) The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.
The School reports 100 percent compliance with the 72-hour rule in 2014-15 (483 graduates) and in 2015-16 (498).

The School reduced the hours required for the baccalaureate degree since the last visit from 123 to 120; it enforces the 72-hour rule mainly through its Curriculum Committee policies. They limit the number of credits a student can earn from journalism and mass communication to 48. Within the 72 hours, freshmen and sophomores must complete 47 credits in campus-wide general education courses. The self-study states that, "A majority of students graduating with the Bachelor of Journalism degree have a minimum of 76 credits outside journalism and mass communication due to the requirements in general education and upper-level non-journalism categories."

The undergraduate associate dean and advising director monitor student compliance. They also collaborate in keeping records of related courses from other academic areas on the School's website.

b) The unit provides a balance between theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student competencies listed by the Council.
The self-study documents a balance between theoretical/conceptual and skills courses, especially in its presentation of courses and services relevant to each of the ACEJMC's 12 values and competencies. The curriculum and instruction are rooted in the School's Missouri Method -- hands-on, one-on-one instruction in skills development grounded in concepts and theory. The School takes pride in the impressive results of combining instruction in the classroom with professional work in seven newsrooms and two strategic communication agencies. These real-world opportunities are integrated into a curriculum with a required Journalism Studies core and six specialty areas and 36 interest areas, some interdisciplinary. In visits with faculty at labs, studios and other facilities, the team observed and reviewed evidence of the impact of learning by doing on students' mastery of professional competencies.

The School's professional education is enhanced by a liberal arts education that exposes students to different ways of knowing and doing through courses in the social sciences, humanistic studies, mathematics and foreign languages and cultures and helps develop their critical thinking skills.

Freshmen and sophomores must complete 60 credits of coursework, including 47 credits of general education in the liberal arts and sciences and 13 credits in journalism, before admission into their interest area (typically at the end of their sophomore year). Ten of the 13 hours are in the journalism studies core, which is under the oversight of the Journalism Studies faculty. A one-hour course, Career

Exploration, (JOUR 1010), introduces students to the variety of career options. Then they must take Principles of American Journalism (JOUR 1100), Cross Cultural (JOUR 2000) and News (JOUR 2100). Students typically take the remaining courses, History (JOUR 3000) and Law (JOUR 4000), in their junior or senior year.

Once students enter their interest area, the emphasis shifts to courses that build proficiencies critical to their career goals. They include a principles/fundamentals course to increase knowledge and skills in the subject area and a capstone course. Students can choose one of six specialties: Convergence Journalism, Magazine Journalism, Photojournalism, Print and Digital News, Radio-Television Journalism or Strategic Communication. Additional credits are required in each interest area. Students may also create individual programs to suit their career goals and interests.

The traditional or legacy media titles of the specialties disguise instruction in digital, multimedia knowledge and skills in all of them, particularly through student work in the news outlets and agencies that are integral to the courses.

Convergence Journalism

Students in Convergence Journalism choose from nine interest areas including Convergence Photojournalism, Convergence Radio Reporting and Producing, Emerging Media, Entrepreneurial Journalism and Sports Journalism.

Convergence Journalism students enroll in 18 hours of required classes in the emphasis area. They can choose between JOUR 4804 Convergence Reporting, where they produce multimedia reports for traditional and converged media operations, and JOURN 4450 News Reporting, where they cover community, city, county and state affairs for the *Missourian*.

Students interested in Convergence Photojournalism, one of the interdisciplinary interest areas, take three classes in photojournalism, one in convergence editing and production, and complete the capstone, JOURN 4992 Reporting, Editing and Marketing of Converged Media.

Seven credits of electives such as JOURN 4430 Computer-Assisted Reporting, JOURN 4438 Business and Economics Reporting, JOUR 4508 Information Graphics and JOURN 4554 Visual Editing for Multimedia round out the degree.

Requirements for Convergence Radio Reporting and Producing include JOURN 4050 Communications Practice, JOURN 4310 News Producing, JOURN 4804 Convergence Reporting as well as JOURN 4806 Convergence Editing and Producing and the convergence capstone. Ten credits of electives, many shared with other convergence interest areas, form the remaining degree requirements.

Requirements for interest areas such as Convergence Television Reporting, Emerging Media, Entrepreneurial Journalism, Multimedia Producing and Sports Journalism are similar to those for Convergence Photojournalism and Convergence Radio Reporting and Producing: two upper division core classes in law and history, 15-18 credits of specialized convergence courses and 7-10 credits of electives.

Reporting and editing are emphasized in each of the interest areas; students apply what they are learning in the classroom to the practice of journalism. Their work is published in the *Missourian*, a daily newspaper that serves the Columbia community, and *VOX*, a School-run weekly magazine, and is aired on KBIA, the School's NPR-affiliated radio station, or KOMU-TV, the NBC affiliate operated by the University.

Students in the capstone course, JOURN 4992 Reporting, Editing and Marketing of Converged Media typically work as editors or content creators for two eight-hour shifts at one of the School's outlets. Assigned to teams, they are required to produce three to four stories a week and a project every two weeks. Students said they are encouraged to think multiplatform, focusing on the best way to tell a particular story.

Convergence Journalism is chaired by a faculty member, who also serves as associate dean, and is administered by nine full-time and seven adjunct faculty members. Two of the full-time faculty members and three of the adjuncts come from the Reynolds Journalism Institute, the home of the Futures Lab, an innovation incubator. All of the Convergence Journalism faculty members have professional backgrounds and digital media experience. Some courses are team-taught to make sure instructor(s) have the expertise to teach the class.

Although Convergence Journalism lists nine interest areas, the degree requirements and course offerings are similar, if not the same across the nine areas.

Magazine Journalism
The magazine program covers a wide range of careers, often in partnership with other Missouri sequences. Students are trained in arts and culture, writing, editing, designing and more. Class projects display these skills and in *VOX* magazine and other venues. A solid education in magazine journalism prepares students for work in consumer and trade publishing houses as well as corporate or association publications.

Students must take 30 credits, including the required courses of Magazine Editing, Intermediate Writing, News Reporting and Magazine Design. Electives include Lifestyle Journalism, Critical Reviewing, Science Health Environmental and Writing, Magazines Across Platforms, Publication Design and Writing courses. A capstone course can be taken in Magazine Publishing, Magazine Staff, Advanced Writing and Advanced Magazine Design. All magazine students prepare portfolios.

Students asked about their major and professors were pleased with both the advising and the curriculum.

In the last re-accreditation period, faculty were exploring digital magazine formats. *VOX*, a weekly magazine distributed, in part, through the *Missourian,* was developing electronic distribution, including an iPad format. (The iPad app proved to be less popular than anticipated; the audience is served by an interactive website, http://www.voxmagazine.com/). *VOX* is key to the Missouri Method. The writing, design and editing make the publication a stand-out and a good vehicle for practicing skills learned in the classroom, including meeting weekly deadlines. Although students assemble impressive prototypes in Magazine Publishing and other classes, faculty members hope to publish at least one glossy *VOX* per semester, with advertising sales focusing on theme issues. That would give magazine majors yet another showcase for their portfolios. Students enrich their skills through a summer internship program in New

York where they can network with Missouri alumni.

Demand in magazine journalism for arts and culture reporting and commentary continues. Students learn about art, music, theater, film, popular culture and critical reviewing. Faculty are considering a special issue for *VOX* (or for a publishing/editing class) and Study Abroad, to augment the Global Programs outreach.

Projects from classes, many displayed in the hall and faculty offices, show innovative, inclusive and progressive themes, excellent writing, and creative design. Electronic as well as print delivery is being developed nicely across classes.

In magazine editing, students learn such skills as assigning stories, writing display type, coordinating photography and art, working with designers, fact checking, proofreading and production. In magazine writing, students learn about revision, narration, and other rhetorical concepts. This class especially serves students who want to become freelancers or work for trade publications.

Magazine publishing and management is geared for students who aspire to executive status in print and online publications. Projects were also impressive and showcased a range of concepts for launching magazines across platforms.

The magazine program enrolled 105 students in fall 2016. Faculty are collaborative, creative and analytical and generally want to continue innovating in their courses.

Print and Digital News
Students in the Print and Digital News specialty can focus in eight interest areas. There were 86 students enrolled in Print and Digital News in Fall 2016, or 8.5 percent of upper class, undergraduate majors.

In addition to the six credits of journalism history and communications law required of all students, each specialty requires a related capstone as well as other appropriate courses.

The following descriptions provide a flavor of the courses specific to each interest area.

Business and Economics Journalism
Students are required to take three credits of JOURN 4438 Business and Economics Reporting; one credit of JOURN 4400 Introduction to News Editing; nine credits of reporting and editing courses chosen from three menus; and nine credits of journalism electives.

Data Journalism
Students are required to take 17-18 reporting credits (including three each of JOURN 4430 Computer-Assisted Reporting, JOURN 4432 Advanced Data Journalism, and JOURN 4502 Multimedia Planning and Design), and 7-8 credits of journalism electives.

Design
Students are required to take 16-17 credits that include JOURN 4360 Fundamentals of Design, JOURN

4500 Publication Design and JOURN 4502 Multimedia Planning and Design. They also choose 8-9 credits of journalism electives.

International Journalism

Students are required to take a minimum of six credits from the School of Journalism Global Study Abroad. They also take courses within the specialty and may choose 10 credits of journalism electives within other specialty areas.

Investigative Journalism

Students are required to take 15 credits, including JOURN 4430 Computer-Assisted Reporting and JOURN 4436 Investigative Reporting, as well as 10 credits of journalism electives.

News Editing

Students are required to take 11 credits, including two credits of JOURN 4400 Introduction to News Editing, and three credits each of JOURN 4450 News Reporting and JOURN 4500 Publication Design. They also take 14 hours of journalism electives.

News Reporting

Students are required to take 14 credits, including three credits of either JOURN 4450 News Reporting or JOURN 4804 Convergence Reporting, as well as 11 credits of journalism electives.

Sports Journalism

Students are required to take 15 credits, including three credits of JOURN 4422 Sports Journalism. They also take 10 credits of journalism electives. (Sports interest areas are also offered in the Convergence, Magazine, Radio-Television and Strategic Communication specialties.)

Photojournalism

Students may focus on one of three interest areas: International Journalism, Photojournalism and Visual Editing, and Management. (There is also a Convergence Photojournalism interest area within the Convergence Journalism specialty.) Students are required to take 15 credits, including JOURN 4556 Fundamentals of Photojournalism and JOURN 4558 Advanced Techniques in Photojournalism, and a capstone course. They also take 10 credits of journalism electives.

The following summaries provide a flavor of the courses specific to each interest area.

International Journalism

Students are required to take a minimum of six credits from the School of Journalism Global Study Abroad. They also take courses within the specialty and may choose 10 credits of journalism electives available in the other specialty areas.

Visual Editing and Management

Students are required to take 15 credits, including JOURN 4556 Fundamentals of Photojournalism, Electronic Photojournalism and JOURN 4502 Multimedia Planning and Design.

Photojournalism had 30 students enrolled in Fall 2016, or 3 percent of the upper class, undergraduate majors in the unit.

Radio-Television Journalism
Students can choose to specialize in Documentary Journalism, International Journalism, Radio-Television Investigative Journalism, Radio-Television Producing, Radio-Television Reporting and Anchoring or Radio-Television Sports Journalism.

Students enroll in 15-18 credit hours of required classes in the emphasis area. Radio-Television Reporting and Anchoring, Radio-Television Producing, Radio-Television Sports Journalism, Radio-Television Investigative Journalism and International Journalism students take JOURN 4300 Broadcast News I, JOURN 4306 Broadcast News II and JOURN 4308 Broadcast News III. Those choosing to specialize in investigative journalism also are required to complete JOURN 4436 Investigative Reporting.

Students interested in international journalism and broadcasting are required to complete six credit hours in one or more Journalism Global Programs.

There are three capstone options for students pursuing these interest areas: JOURN 4974 Advanced Internet applications for Radio/TV News, JOURN 4976 Seminar in Radio/TV News and JOURN 4978 Media Management and Leadership.

Students in Radio-Television Journalism apply what they learn in the classroom as reporters and editors for KBIA, the School's NPR affiliate, or KOMU, the University-owned NBC affiliate. In both Broadcast News I and II, students work two eight-hour shifts each week that may involve producing content around The Today Show.

Students in Documentary Journalism, the newest emphasis area, take 16 credits of required courses: JOURN 4564 Micro-Documentary Photojournalism and Videography, JOURN 4371 Editing for Documentaries, JOURN 4373 Documentary Theory and Development, JOURN 4377 Senior Documentary Project and JOURN 4379 Senior Documentary Capstone. They choose six credits of electives such as JOURN 4148 Interviewing Essentials, JOURN 4150 Using Infographics and JOURN 4554 Visual Editing for Multimedia.

Radio-Television Journalism is chaired by a faculty member with more than 40 years of experience in television newsrooms and is administered by a group of 11 full-time faculty members including the dean and an endowed chair. Four part-time faculty members, one of whom is the general manager of KBIA, also teach courses in the area.

Students praise the faculty for their dedication, availability and support and are "grateful for how real" the experience is that they gain from regularly working in a newsroom. One student described KOMU as being "a family," while another said the experience "taught me to be a journalist."

Although the Radio-Television Journalism emphasis lists five interest areas, the degree requirements and course offerings across three of the five -- Radio-Television Producing, Radio-Television Reporting

and Anchoring and Radio-Television Investigative Journalism -- are nearly identical.

Documentary Journalism is distinct in both its requirements and options. Students have six credits of electives, while those in International Journalism are required to take six credits from a Journalism Global Programs study abroad experience.

Strategic Communication

This specialty is designed to develop understanding of the role of strategic communication in organizational success and to expand proficiencies in writing, design, strategy development, and creativity. It reflects the growing trend in a range of organizations for more integration of communication disciplines such as public relations, advertising and social media in alignment with strategic goals.

Strategic Communication requires a core of six courses for 18 credits:

Required Journalism Classes (12)
- JOURN 4200 Principles of Strategic Communication: (3)
- JOURN 4204 Introduction to Strategic Writing and Design: (3)
- JOURN 4952 Strategic Communication Research I: (3)
- CAPSTONE**:** JOURN 4970 Strategic Campaigns: (3)

Required Non-Journalism Courses (6)
- MRKTNG 3000 Principles of Marketing (3)

Another marketing elective (3)

Strategic Communication offers some 30 skills and theory courses designed for success not only at the entry level, but also for career progress. The courses address these interest areas: account management, art direction, copywriting, digital strategy, media planning, public relations, research, sports and entertainment promotion, video storytelling and international aspects.

This specialty area has the largest enrollment in the School. In fall 2016 its majors numbered 534 of the School's 1,007 upper class students.

The faculty chair is addressing challenges of rapid growth by employing a variety of assets: partnership with other campus departments (such as the athletic department for re-branding); revenues from its agencies AdZou and MOJO AD; and participation by clients and alumni. Faculty expressed pride in the growing importance of this specialty area and some concern about whether the School's strategic plan will adequately recognize and support its potential.

Students spoke of their many career opportunities in the related wide-ranging communication sub-disciplines and industries. They felt well prepared for entry and growth in these fields. They suggested underclass students would benefit from earlier information on the nature of the strategic communication curriculum and fields of employment.

c) Instruction, whether on-site or online, is demanding and current, and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued.

An indication of faculty commitment to evolution of the curriculum and improvement of the experience of the students and instructors: The self-study notes that "several of the paths through the school do not take advantage of the multimedia skills." As a result, two faculty review committees met in early 2016 to examine courses, JOURN 2100 News, "one of the foundation courses," and JOURN 2150 Multimedia. The committees made detailed recommendations now being considered for the strategic plan.

Instruction, rooted in hands-on, "real-world" outcomes, is appreciated by students. They cited many classroom projects that met the standards of what they experienced in internships and other involvements in the industry. Numerous teaching awards since the last site visit support these student evaluations. They include Writing Intensive Teaching Excellence Award, University of Missouri; and the Carnegie Grant for Connecting Journalism Students to the Arts.

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

The School is in substantial compliance with the 20-1 rule but a handful of skills courses exceed this limit. The dean is addressing this by supplying resources such as additional graduate student service.

The School faces a more significant challenge with low (often single digit) student-faculty ratios. The dean and associate dean report that these classes are sustained largely because industry sources indicate the need for student preparation in these skills.

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

Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours).

Students may take up to two semester courses (or their equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals. Students may take up to three semester courses (or their equivalent) at a professional media outlet owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

The internship program, redesigned beginning in the fall of 2014, is well structured and implemented to good effect. The program complements the unit's Missouri Method learning-by-doing curriculum, teaching laboratories, co-curricular activities and faculty networks in communication professions. The associate dean supervises all students earning credit for internships.

Although not required, internships are greatly encouraged. A one-credit hour course, JOURN 4940 Internship in Journalism, is designed to give students a comprehensive, practical experience in a real-world setting as well as allowing them to apply their academic knowledge and critical thinking skills in work environments.

The 2014 program redesign increased the allowable credit hours from three to six. Students submit weekly activity reports and substantive samples. Supervisors evaluate the work using a standardized format. With faculty help, students have obtained internships in a range of prestigious media organizations and in professionally desirable cities such as New York, Washington, D.C., Barcelona, Brussels and London. Students uniformly expressed satisfaction with the quality of their internship experience.

The internships in the European cities are especially popular. They are administered by the unit's Global Programs. This office also manages visits of educators and journalists from countries as varied as China and Ethiopia, as well as from many European countries, providing students with exposure to other societies and communication systems.

Summary
The School's complex curriculum provides a balance of conceptual and skills courses that tracks with ACEJMC's values and competencies. However, the School should continue to improve advising guidance for underclass students as they begin to explore their curricular options. The School's instruction in skills courses is well designed to help students achieve "real world" competency and prepare them for productive entry into communication industries.

Professional Master's Program

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

Each of the two-year M.A. models (or specialties) requires a 6-to-12 credit core that includes courses that are more theoretical or conceptual in nature. These courses are for graduate students only. (Some of the two-year models also require more specialized courses as part of their core.)

Core courses include:

- JOURN 8000 Mass Media Seminar (3 Credits)
- JOURN 8006 Quantitative Research Methods in Journalism (3 Credits)
- JOURN 8008 Qualitative Research Methods (3 Credits)
- JOURN 8026 Philosophy of Journalism (3 Credits)
- JOURN 8030 History of Mass Media (3 Credits)
- JOURN 8038 Seminar in Communication Law (3 Credits)
- JOURN 8080 Media Ethics (3 Credits)

Only one course from Philosophy of Journalism, History of Mass Media, Communication Law and Media Ethics is required. A two-year M.A. student with no experience in journalism or an undergraduate degree in journalism can graduate without taking a media law class. The associate dean for graduate

studies said those students are steered toward communications law or media ethics during academic advising.

At the end of their program, students who choose the professional track take 10 credits of Professional Practice - JOURN 8098 MA Project Seminar (1 Credit) and JOURN 8190 Area Problem in Journalism (9 Credits).

In addition to the core courses and the professional practice credits, students take courses in their specialties. The following lists provide a flavor of the professional skills courses specific to each model. Many skills courses are integrated into the *Missourian*, *Vox* and the other professional outlets at the core of the Missouri Method.

Advertising
- JOURN 7206 Strategic Writing I (3 Credits)
- JOURN 7226 Strategic Design and Visuals I (3 Credits)
- JOURN 7248 Media Strategy and Planning (3 Credits)
- JOURN 7970 Strategic Campaigns (3 Credits)
- One journalism elective.

Convergence Journalism
- JOURN 7802 Fundamentals of TV, Radio and Photojournalism (3 Credits)
- JOURN 7804 Convergence Reporting (3 Credits)
- JOURN 7806 Convergence Editing and Producing (3 Credits)
- In addition, students must demonstrate basic competency in Web design and publishing through an assessment or a not-for-credit boot camp.

Data Journalism
- 7450 Reporting or 7804 Convergence Reporting or 7306 Broadcast II (3 Credits) or prior professional news reporting experience.
- 7430 Computer-Assisted Reporting (3 Credits)
- 7432 Advanced Data Journalism (3 Credits)
- 7502 Multimedia Planning and Design (3 Credits)
- One of the following courses:
  - 7508 Information Graphics (3 Credits)
  - 7440 Mapping for Stories and Graphics (2 Credits)
  - 7436 Investigative Reporting (3 Credits)

Documentary Journalism
- JOURN 7370 The Intersections of Documentary Film and Journalism (3 Credits)
- JOURN 7564 Micro-Documentary Photojournalism and Videography (3 Credits)
- JOURN 7371 Editing for Documentaries (3 Credits)
- JOURN 7373 Documentary Theory and Development (3 Credits)
- JOURN 7375 Documentary Business and the Public Sphere (2 Credits)

Environmental Reporting

Students may choose from nine credits in a reporting/writing option or six credits in a broadcast option. In addition, they take 12 credits of natural resources courses.

In-Depth Radio/TV Reporting: (Professional experience required) -

- JOURN 7306 Broadcast News II (3 Credits)
- JOURN 7308 Broadcast News III (3 Credits)
- JOURN 7320 Advanced Broadcast Reporting (3 Credits)
- JOURN 7430 Computer-Assisted Reporting (3 Credits) Highly recommended.
- JOURN 7436 Investigative Reporting (3 Credits) Highly recommended.

International

Students must take six credits of international reporting courses and nine credits in one of three specializations - broadcast, editorial or theory.

Investigative Reporting

Students take 18 credits. Computer-Assisted Reporting and Investigative Reporting are "highly recommended." They take a GIS course, a statistics course and reporting courses.

Law and Conflict Resolution

Students take nine credits of law and conflict courses, including three credits each of LAW 5760 Media Law and LAW 5450 Conflict and Conflict Management. In addition to their journalism credits, they take six credits of law electives.

Magazine Editing

- JOURN 7408 Magazine Editing (3 Credits)
- JOURN 7450 Newspaper Reporting (3 Credits)
- JOURN 7506 Magazine Design (3 Credits)
- JOURN 7984 Magazine Staff (3 Credits)

Magazine Writing

- JOURN 7408 Magazine Editing (3 Credits)
- JOURN 7410 Intermediate Writing (3 Credits)
- JOURN 7450 Newspaper Reporting (3 Credits)
- JOURN 7986 Advanced Writing (3 Credits)

News Editing

- JOURN 7406 Newspaper Editing (3 Credits)
- JOURN 7450 Newspaper Reporting (3 Credits)
- JOURN 7500 Advanced Newspaper Editing and Design (3 Credits)

News Media and Society
- JOURN 8028 Literature of Journalism (3 Credits)
- JOURN 8030 History of Mass Media (3 Credits)
- JOURN 8038 Seminar in Communication Law (3 Credits)

One of the following courses:
- JOURN 8046 Controls of Information (3 Credits)
- JOURN 8056 Theory of Mass Communication (3 Credits)

News Reporting/Writing
- JOURN 7406 Newspaper Editing (3 Credits)
- JOURN 7450 Newspaper Reporting (3 Credits)
- JOURN 7460 Advanced Reporting (3 Credits)

One of the following courses:
- JOURN 7410 Intermediate Writing (3 Credits)
- JOURN 7436 Investigative Reporting (3 Credits) Highly recommended.
- JOURN 7986 Advanced Writing (3 Credits)

Photojournalism
- JOURN 7556 Fundamentals of Photojournalism (3 Credits)
- JOURN 7558 Advanced Techniques in Photojournalism (3 Credits)
- JOURN 7560 Staff Photojournalism (3 Credits)
- JOURN 7980 The Picture Story and Photographic Essay (3 Credits)
- JOURN 8092 Photography in Society (3 Credits)

Public Policy Journalism
Students take 9-12 credits of reporting courses, plus:
- PUB AF 8150 Foundations of New Governance (3 Credits)
- PUB AF 8170 Public Policy Processes and Strategy (3 Credits)

Publication Design
- JOURN 7450 News Reporting (3 Credits)
- JOURN 7360 Fundamentals of Design (2 Credits)
- JOURN 7500 Publication Design (3 Credits)
- JOURN 7502 Multimedia Planning and Design (3 Credits)
- JOURN 7988 Advanced Publication Design (3 Credits)

One of these:
- JOURN 7400 Introduction to News Editing (2 Credits)
- JOURN 7408 Magazine Editing (3 Credits)

Reporting with Radio Emphasis
- JOURN 7300 Broadcast News I (3 Credits)
- JOURN 7306 Broadcast News II (3 Credits)
- JOURN 7308 Broadcast News III (3 Credits)

One of the following:
- JOURN 7320 Advanced Broadcast Reporting (3 Credits)*
- *Broadcast III and Advanced Broadcast Reporting would be completed at KBIA, the University's National Public Radio station.
- JOURN 7974 Advanced Internet Applications for Radio/TV News (3 Credits)
- JOURN 7976 Seminar in Radio-TV News (3 Credits)

Reporting with TV Emphasis
- JOURN 7300 Broadcast News I (3 Credits)
- JOURN 7306 Broadcast News II (3 Credits)
- JOURN 7308 Broadcast News III (3 Credits)
- An advanced journalism course; the radio-television journalism area suggests one of the following:
    - JOURN 7320 Advanced Broadcast Reporting (3 Credits)
    - JOURN 7974 Advanced Internet Applications for Radio/TV News (3 Credits)
    - JOURN 7976 Seminar in Radio-TV News (3 Credits)

Television Reporting: (Professional experience required)
- JOURN 7306 Broadcast News II (3 Credits)
- JOURN 7308 Broadcast News III (3 Credits)
- JOURN 7320 Advanced Broadcast Reporting (3 Credits)

One of the following:
- JOURN 7430 Computer-Assisted Reporting (3 Credits) Highly recommended.
- JOURN 7436 Investigative Reporting (3 Credits) Highly recommended.

Strategic Communication
- JOURN 8026 Philosophy of Journalism (3 Credits)
- JOURN 8030 History of Mass Media (3 Credits)
- JOURN 8038 Seminar in Communication Law (3 Credits)
- JOURN 8080 Media Ethics (3 Credits)

Visual Editing & Management
- JOURN 7500 Advanced Newspaper Editing and Design (3 Credits)
- JOURN 7556 Fundamentals of Photojournalism (3 Credits)
- JOURN 7566 Electronic Photojournalism (3 Credits)
- JOURN 7972 Photo and Visual Editing (3 Credits)

JOURN 8092 Photography in Society (3 Credits)

g) Instruction and curricular requirements for professional master's students are more advanced and rigorous than for undergraduate students, including courses open to both undergraduate and graduate students.
Master's students take most, if not all, of their skills courses jointly with undergraduates in co-listed classes. The campus Office of Graduate Studies requires that graduate students meet additional requirements in these courses.

Faculty members said graduate students are given additional, more complex work that can include extra research papers, more reporting projects or other assignments. They supported the joint teaching, saying undergraduate and graduate students learn from one another. Undergraduates often have more journalism experience and are ahead of the graduate students in that regard. On the other hand, the graduate students are more mature and focused, and bring other life experiences, such as stints in the Peace Corps or professional work, to the classroom.

Several graduate students said they enjoyed the arrangement and found it beneficial.

The 10 credits of professional project work are not co-listed with undergraduates.

Summary
At least half of the required M.A. courses integrate theory and skills. While the undergraduate and master's programs share a number of skills courses integrated into the School's news outlets and agencies, the curricular requirements for the professional master's students are more advanced and rigorous.

Overall evaluation (undergraduate program):   COMPLIANCE

Overall evaluation (professional master's program):   COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

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

(a) The unit has a written diversity plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.

The School adopted a new diversity and inclusion plan as of April 2016 to update a plan in place since 1986. The plan does not specify how the School defines diversity, but states that it follows the University's dictates. The new plan has modest goals over the next five years. They are:

1. Increase enrollment of underrepresented populations from 17.4 percent to 20 percent.
2. Increase diversity among faculty and staff from 2015 benchmark levels.
3. Audit curriculum every five years to map diversity components across emphasis areas.
4. Review the plan annually by the Diversity Committee and solicit feedback from faculty, students and staff.

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

All journalism students take a cross cultural course (JOUR 2000) as part of their core curriculum. This class defines diversity broadly and is geared toward helping students "understand perspectives about the media from people other than yourselves" (one of the learning outcomes on the syllabus). Students talked enthusiastically about this class and how it altered their thinking. Many other syllabi indicate the importance of diversity. The School offers other diverse-intensive classes such as Women and the Media (JOUR 4716) as electives.

The School has a strong global component that gives students opportunities to experience cultures different from their own. A dedicated Global Programs associate dean oversees students' study abroad options; the office also brings a global perspective right to campus with a constant influx of international journalists, strategic communicators and other media leaders who serve as guest lecturers, mentors and in other capacities.

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

The School's efforts in diversity preceded the student protests in November 2015 but, as with the rest of the University, have intensified since then.

Over the years, female representation on the faculty has improved to nearly 50 percent at the time of the site visit.

In the last three years, 425 people applied for 20 faculty positions. Six offers were made to minorities and all six were accepted. (The School indicated that it was unable to report overall minority representation in the pool because of the way the University collects and reports the data.)

The provost reported that she had appointed the new dean for, among other attributes, his commitment to diversity and record of accomplishment at his previous institution. She said that he was one of the first deans to apply for funds to recruit and hire minority faculty. The University approved funds for the School to hire four minority faculty members. The School has hired one African-American so far. At the time of the visit it had an offer out to another African-American and was interviewing two more.

The 2010-11 site team reported that of the 86 full-time faculty members in the School, about 10 percent were minority members. It said that in November 2004, the School had seven minority members and in February 2011 had nine. The School had nine in May 2016 and 11 in October 2016. The table below shows recent progress in diversifying the full- and part-time faculty from 2015-16 to the time of the site visit.

Full-Time and Part-Time Faculty

	2015-16 (May)		2016-17 (October)	
	Full-Time	**Part-Time**	**Full-Time**	**Part-Time**
White	71	41	67	47
African American	2	0	4	1
Asian	3	5	3	6
Hispanic	3	1	3	1
Native Hawaiian	1	0	1	0
Other Race	0	0	0	6
TOTAL	80	47	78	61
White	88.75%	87.23%	85.90%	77.05%
Minority	11.25%	12.77%	14.10%	22.95%

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

The University has supported the School with nearly $1 million to recruit, develop and move students of color from high school to college to the profession. To lead this effort, the School has appointed a director of recruitment, student development, diversity and inclusion, who is responsible for outreach to create partnerships with major media organizations and strategic communication firms around the country with the goal of building a sustainable pipeline of diverse talent from high school to the collegiate level.

In August 2014, the School's NABJ chapter won the national chapter of the year award, an achievement largely enabled by the mentoring programs of the chapter's faculty adviser.

The associate dean for graduate student studies, who is African-American, is developing similar initiatives to diversify the professional and academic master's program and the Ph.D. program.

(e) The unit has a climate that is free of harassment and all forms of discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

In the 14 months before the visit, the School brought in a diversity, equity and inclusion expert. In her three visits so far, she has worked with faculty, students and staff and helped create diversity and inclusion goals in each of the School's newsrooms.

For the most part, the School's climate is free of discrimination, although some faculty and students commented that at times some faculty were not as aware of cultural differences as they ought to be. While most agreed that the Cross Cultural core class was paramount, some felt that at times diversity efforts were confined to that class alone. In student meetings and faculty groups, it seemed to the site team that constituents had a high regard for one another and felt free to express their opinions.

Summary

While the diversity plan is modest and not everyone agrees with the direction the School is headed in with its diversity initiatives, it is clear that the School is deeply committed to continuing to improve the makeup and climate of the School so it is more representative of the media landscape and of the changing demographics of the country.

Professional Master's Program

A number of courses, including History of Mass Media and Media Ethics, address issues of diversity and social justice. Students in newsroom and agency courses are assigned stories and projects that address issues of diversity. Students spoke approvingly of these assignments, saying that faculty are constantly looking for ways to get them out of their comfort zones.

In 2015-16, African-American and Latino students made up 2.1 and 4.1 percent of the graduate student population, respectively. Asian students made up 2.9 percent. Almost a quarter of the School's graduate students are international.

With a well-deserved reputation among the top ranks of journalism programs in the world and attractive graduate assistantships that a number of students mentioned as one of the main reasons they chose Missouri, it would seem the School has at its disposal the tools necessary to improve these numbers.

The new dean and recently appointed associate dean for graduate studies have put diversity at the forefront of their agendas. The dean has made funds available to recruit students of color. The School also has identified college fairs at institutions with high populations of underrepresented minorities and has begun developing relationships with faculty and others there. The associate dean himself was on the road recruiting the week before the site team arrived.

The School identifies underrepresented minorities in its application pool and nominates them for campus-wide fellowships. On average, three students are awarded, and two usually accept.

Summary
Students and faculty describe a positive climate that is free of harassment. Under the leadership of the new dean the School has taken a number of positive steps that can lead to significant improvement in diversifying the faculty and student body before the next accreditation visit.

Overall evaluation (undergraduate program):   COMPLIANCE

Overall evaluation (professional master's program):   COMPLIANCE

Table 7. Faculty Populations, Full-time and Part-time

Academic year: 2016 – 2017 Full-time faculty*

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American	1	1.28%	3	3.85%
White	29	37.17%	38	48.71%
American Indian/Alaskan native	0	0%	0	0%
Asian	2	2.56%	1	1.28%
Hispanic/Latino (any race)	2	2.56%	1	1.28%
Native Hawaiian/other Pacific Islander	1	1.28%	0	0%
Two or more races	0	0%	0	0%
Other race	0	0%	0	0%
International (any race)	0	0%	0	0%

*totals reflect faculty composition as of 10/01/16

Academic year: 2016 – 2017 Part-time/adjunct faculty*

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American	1	1.6%	0	0%
White	22	36.0%	25	41.0%
American Indian/Alaskan native	0	0	0	0%
Asian	4	6.5%	2	3.3%
Hispanic/Latino (any race)	0	0	1	1.6%
Native Hawaiian/other Pacific Islander	0	0	0	0%
Two or more races	0	0	0	0%
Other race (not known)	3	4.9%	3	4.9%
International (any race) **	**	**	**	**

*Count includes 61 adjunct faculty members from fall 2016.
**International status not known.

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

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

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

Full-time faculty members are appointed following national searches, in accordance with the University's handbook and School guidelines. All faculty searches emphasize diversity and inclusion goals.

The School provides written criteria on which determinations are made in performance evaluations. Full- and part-time faculty submit an annual activity report for evaluation. They receive a written evaluation of their performance in the previous academic year each spring or summer.

Part-time faculty, adjuncts and other instructional staff are hired by faculty chairs with no formal search process. Typically, candidates are located in Columbia and the surrounding areas.

There is a multi-layer process for evaluating performance. Faculty chairs, associate deans and the dean see the activity report filed by faculty and instructional staff. Supervisors consider teaching assignments, student feedback, service, and creative and scholarly activities. Chairs play an important consultative role with the dean by making recommendations on workload and position responsibilities.

The annual review is also used to determine pay raises and merit increases. There also is a venue for appeal. Teaching assignments are planned six to eight months in advance; but if there is an appeal about teaching assignments, changes may still be made before the semester starts.

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

Since 2013, between 83 and 86 percent of core and required courses have been taught by full-time faculty. Some courses with multiple sections are coordinated by one faculty member who is the instructor of record. Several courses are team-taught, with at least one full-time faculty member. The School hires adjuncts as needed for specific teaching duties and tracks percentages. As reported in the last reaccreditation, between 81 and 84 percent of core and required classes were taught by full-time faculty. Thus, the situation has slightly improved.

Workload for research faculty typically is 40 percent teaching, 40 percent research and 20 percent service. Workload for professional practice faculty is 80 percent teaching, 10 percent professional activities and 10 percent service.

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

Tenure-track faculty, or research professors, typically possess doctorates and also have professional experience. Professional-practice faculty members are often hired from the industry at the top of their profession after many years in major agencies and outlets doing public relations and advertising

agency work, digital or electronic production, electronic media, magazine, newspapers and management. The School has 10 endowed chairs. Several faculty members have won or shared in Pulitzer Prizes.

Several faculty members stated that professional development funds are scant for a program of this magnitude and reputation. The self-study reports: "The School of Journalism provides $2,000 annually, in $1,000 increments, to support tenure-track faculty travel to conferences for the purpose of furthering their scholarship. The School provides $1,000 annually for tenured faculty and professional practice faculty in support of their scholarship, research, creative and professional activity." Faculty note that assistant professors receive $1,500 per year and associate professors $1,000.

The official policy states that a ranked faculty member (tenure-track and professional practice) gets $1,000 per year. Tenure-track faculty members can get an additional $500 to $1,000 to help them build a record for tenure. There are exceptions, including faculty who bring in grant money or external funding or those with travel accounts from endowed chairs.

The dean states that he is taking "a more liberal view of funding" for faculty working to earn tenure or promotion as long as he sees significant progress toward that goal.

Faculty believe their professional practice or scholarship elevates the premier reputation of the School and could advance that goal if more funding became available. Currently, several state that they pay out of their pockets to attend conferences or visit for practice.

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

Teaching is a top priority in the Missouri Method. All instructors are evaluated on teaching performance in annual reviews. Teaching also is a factor in reappointments and promotions. Faculty use course evaluations in classes, with about 10 percent of evaluations occurring online. Faculty seeking promotion are required to seek reviews from senior faculty members in different semesters and different courses. Non-tenure-track faculty submit portfolios for reappointment and undergo peer reviews from faculty outside their immediate group. In promotion cases, faculty members are reviewed for teaching by observers from outside the School.

All instructors at all ranks, including adjuncts and graduate students, are evaluated each semester by students, using a standard multi-page University form that allows for comments. Forms are collected by a monitor and delivered to a designated chair. The evaluations then go to a testing center for data collection. The chair of the faculty member's program reviews the evaluations. In some cases, the chair shares the evaluation with the dean. Finally, the School gives seniors the chance to evaluate instruction in an exit interview.

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

The provost, alumni and internship providers acknowledge the Missouri School of Journalism as an outstanding program in the University and one of the best of its kind in the nation. In interviews with faculty, all seem to realize the stature requires continued excellence and innovation. Several accept this challenge with a renewed sense of obligation to collaborate more with industry and with other Missouri departments.

Summary
The faculty of the School of Journalism are dedicated researchers and practitioners who set high standards for students who return that commitment by winning state and national awards. The School continues to be one of the best programs in the country.

Professional Master's Program

f) Faculty members teaching in the professional master's program meet the criteria for graduate instruction at that university.
Faculty have two tiers of graduate status. Those with "A" status may serve on and chair master's committees. A status faculty must be full-time. Both tenure-track and non-tenure track may qualify for this status. Those with "B" status may also serve on and chair master's committees and may serve on and/or co-chair doctoral committees. But they may not vote in or serve on the Graduate Faculty Senate.

Faculty with "C" status lack an appropriate terminal degree but may serve on master's and doctoral committees and teach appropriate graduate-level courses. These instructors must be reappointed every two years. They do not enjoy voting rights and may not serve on the Graduate Faculty Senate.

The School's instructors have status A or C.

Professional-practice faculty may apply for graduate faculty status and become members with Graduate School approval. All faculty are engaged in the professional master's program. Some faculty members noted that it is often difficult to tell the difference between the best undergraduate students and master's students, but there is an intriguing relationship between the two, as master's students often lend life experience to classroom discussions.

g) Graduate faculty teach the majority of professional master's courses.
University policy stipulates that only members of the graduate faculty are allowed to teach these classes. This was verified, as was the self-study notation that the School adheres closely to this policy.

Overall evaluation (undergraduate program): COMPLIANCE

Professional master's program: COMPLIANCE

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

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

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

The School requires tenure-track faculty members to conduct research in order to achieve tenure. Each faculty member has access to travel funds; many commented that the amount was not enough to attend more than one conference per year. Faculty have access to additional funds either from the School or University, although not all instructors understood what kind of access to funds was available.

Even with minimal research support, scholarly and professional faculty are a hard-working group. Given that 70 percent of the faculty are on the professional track, significant academic research is being conducted. The faculty have produced 167 peer-reviewed journal articles over the past six years. Many are published in high quality, high impact journals such as *Health Communication*, *Communication Research* and *New Media & Society*. The majority of these journal articles were produced by a subset of the research faculty. Juried creative works stand at 18 over the past six years. Creative scholarly output includes invited works such as book reviews, encyclopedia entries, and long-form journalistic stories.

Only three faculty members have had a sabbatical over the last six years. However, additional funding opportunities support research such as the Reynolds Journalism Institute Faculty Fellowship Program (nine faculty participated over the past six years) and the Mizzou Advantage Funding for Salary Support, Research, Conference Hosting and Travel, which, over the past six years, 21 faculty used.

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

Tenure-track faculty members follow the tenure and promotion guidelines to track their progress toward tenure and promotion. They each undergo a third-year review that helps them evaluate their success. Faculty on the tenure track indicated they had mentors to help them through the process, although not all faculty said this was a formalized process. Professional practice faculty are not eligible for tenure track (although they are eligible for promotion); some indicated that they did not have mentors, but would have benefited from that option when they were new to the academy. Both tenure-track and professional practice faculty sit on the School's tenure and promotion committee, but only tenured faculty vote on tenure cases.

Advertisements for tenure-track appointments explained research criteria, but those for professional practice positions did not mention creative activity requirements. Professional track faculty typically are expected to spend about 10 percent of their time on creative activity while tenure-track faculty devote 40 percent. Understanding of these requirements seems to be universal as evidenced by a 100 percent success rate for tenure and/or promotion. Since the last accreditation visit, five research faculty were promoted to full professor; seven were tenured and promoted to associate professor. Thirteen professional practice faculty were promoted to associate professional practice professor; five were promoted to professional practice professor.

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

Other than in the formal tenure document, it was unclear whether faculty members were consistently acknowledged for their contributions to the professional and academic community. Some professors indicated that they engaged in important service requirements that included a research component, for example, but were unsure whether such endeavors would count toward tenure or promotion. It was unclear whether faculty's accomplishments are adequately recognized for promotion, tenure and merit raises.

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

Even with limited travel funds, faculty members have found ways to communicate the results of their scholarly and creative work through publication, national academic conferences, workshops, community outreach and other venues. According to the self-study, the faculty have presented refereed work at 308 conferences and 81 papers at invited conferences.

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

In individual and group meetings with faculty members, it was obvious that the faculty respect each others' expertise. The School fosters a climate of intellectual curiosity, which was observed among both the faculty and the students.

Summary

Over the past six years, all faculty who stood for tenure and/or promotion were successful. The faculty have a high regard for how each contributes to the pursuit of new knowledge and critical understanding of the media. While the scholarly output might be lower than expected at an AAU research intensive university such as Missouri, scholarly productivity by a faculty balanced 70-30 between professors of practice and tenure-track is commendable. The School's commitment to adjusting that balance promises to strengthen its record in scholarship.

Overall evaluation (undergraduate program): COMPLIANCE

Overall evaluation (professional master's program): COMPLIANCE

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Full Professors (19)	Associate Professors (35)	Assistant Professors (26)	Totals (80)
Awards and Honors	584	76	434	74	584
Grants Received Internal	69	21	37	12	70
Grants Received External	130	91	55	15	161
Scholarly Books, Sole- or Co-authored	2	1	1	0	2
Textbooks, Sole- or Co-authored	11	8	3	0	11
Books Edited	51	47	4	0	51
Book Chapters	75	52	19	4	75
Monographs	0	0	0	0	0
Articles in Refereed Journals	167	64	67	36	167
Refereed Conference Papers	308	134	119	55	308
Invited Academic Papers	81	61	18	2	81
Encyclopedia Entries	16	9	3	4	16
Book Reviews	16	9	5	2	16
Articles in Non-refereed Publications	658	381	245	32	658
Juried Creative Works	18	0	8	10	18
Non-juried Creative Works	174	105	29	40	174
Other (specified)	219	114	92	13	219

PART II — Standard 6: Student Services

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

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

The School has six full-time undergraduate academic advisers, one of whom serves as the director of advising and has a lower caseload than the other five. Students are assigned an adviser by the student's last name and make appointments through MU Connect, an online scheduling program.

Students sign in for appointments at a kiosk with an iPad outside of the advising offices. If a student is unable to schedule an appointment online, he or she may contact the advising office by phone or email. Walk-in advising is available to students the week before and during the first week of classes and at the end of the semester in advance of the course withdrawal deadline. Although most advising takes place through face-to-face meetings, students also frequently communicate with their advisers via email.

Students who do not meet the requirements for direct admission to the School as freshmen are advised by staff members in the College of Arts and Sciences.

Honors students have the option of meeting with a Journalism adviser, one in the Honors College or both. After the freshman year, Journalism students are expected to meet with one of the School's advisers, but may continue to visit with an Honors College adviser for non-journalism issues or concerns.

Incoming students attend Summer Welcome, which includes a group orientation and one-on-one advising. Students are introduced to online and in-person advising-related resources that include graduation requirements, School policies and information on how to register for classes.

During their first semester at the University directly admitted students and those who are journalism pre-majors take JOURN 1010 Career Explorations designed to help students identify their areas of interest. The director of advising visits the course to talk about the School's curriculum and the career paths available through each of the interest areas.

The previous site visit team acknowledged the progress the School had made in managing access to advisers. Access to advisers was not an issue during this site visit.

Students' evaluations of their advisers were mixed. Some students reported their advisers were extremely helpful, while others wanted more clear-cut answers about the School's options. Veteran advisers fared better than those new to the School.

With 36 interest areas and 39 tracks, the School's curriculum is complex and sometimes presents a challenge for advisers as well as for students. To help students navigate through the curriculum, the advising staff developed 31 check sheets that provide a degree roadmap for students to follow. The check sheets are on the School's website and are updated during advising appointments.

In their junior and senior years, students rely heavily on the faculty for career advice and guidance on which classes will best help them meet their goals.

Students say the curriculum can be confusing, but understand each class builds on the one that precedes it. In their senior year students meet with their advisers to review their degree audits and make sure they are on track to graduate.

The School's faculty and advisers use multiple methods of keeping students informed. Email notifications of various deadlines, enrollment updates and School events are frequently sent to students via the University's student learning system MUConnect. The School's director of advising sends individualized notes to students when they are accepted into their interest area, usually in the junior year. Advising services also communicates with students via social media such as Twitter (@MUJAdviser) and Tumblr (mjuadviser.tumblr.com).

b) Faculty are available and accessible to students.
Largely because of the hands-on, learn-by-doing approach of the School, teaching assignments require faculty members to work alongside students in one or more of the School's newsrooms, labs or agencies, in some cases 24 hours a day, seven days a week. As a result, students' accessibility to faculty members is essentially unfettered and the faculty are genuinely committed to student success.

When asked how students without cars get to their shifts at KOMU, which is about 10 miles from campus, the station's news director nonchalantly reported he would pick them up from campus and take them to the station.

Faculty who teach the core courses students take as freshmen or sophomores are heavily involved in student retention and take advantage of online tools to notify students who are struggling. Often the instructors make additional material available online to provide additional support for the required JOURN 2150 Fundamentals of Multimedia Journalism class.

Students "love" the faculty. They find them helpful and accessible. Radio-Television Journalism students feel they have a support system at the television station; one student referred to it as a "family."

c) The unit keeps students informed about the activities, requirements and policies of the unit.
The School uses multiple methods to communicate with students about its activities, requirements and policies. Faculty members informally connect students with internship and job opportunities, the director of advising uses email blasts and individualized notes to notify students about upcoming deadlines and bulletin boards throughout the School's multiple buildings include posters about upcoming events. The latter were used to alert students to opportunities to meet with the site visit team.

Students also receive weekly emails about jobs, internships and scholarships from Career Services. Career Services also hosts the website HireTigers.com and operates a career center.

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

The extra- and co-curricular activities available to Journalism students are myriad. Freshmen and sophomores can work at student media outlets that include *The Maneater*, the campus newspaper, KCOU, a campus radio station, and MUTV, a closed-circuit campus television outlet. Many students volunteer at KOMU-TV as desk or production assistants. Strategic communications students hone their advertising and public relations skills at local non-profit organizations and agencies and some participate in the National Student Ad Competition sponsored by the American Advertising Federation.

Once admitted to an interest area, usually in the junior year, students spend multiple semesters in one or more of the School's seven newsrooms and two strategic communications agencies. Students produce content for the *Columbia Missourian*, a community newspaper, *VOX* magazine, KBIA-FM, the University's NPR affiliate, KOMU-TV, the University-operated NBC affiliate, Global Journalist, a multimedia experience, Mojo Ad, a professional-services agency that targets the youth and young-adult market, AdZou, a strategic communications agency, Missouri Business Alert, a digital newsroom and Missouri Digital News, a website dedicated to covering Missouri state government.

All of these experiences are supervised by one or more full-time faculty members and students take on increasingly complex assignments as they move through the curriculum.

Although not required, many of the School's students pursue one or more internships where they gain additional experience that often leads to jobs. The School also has programs in Washington, D.C., Brussels, London and New York where faculty teach and supervise student internships.

About 15 student groups and chapters of national journalism organizations are housed in the School. These include the American Copy Editors Society, the Association for Women in Sports Media, Kappa Alpha Mu, an affiliate of the National Press Photographers Association, a magazine club as well as the National Association of Hispanic Journalists, the National Association of Black Journalists, the Radio-Television Digital News Association, the Online News Association and the Missouri chapter of the National Lesbian and Gay Journalists Association.

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

The School regularly receives information on enrollment, retention and graduation rates from the University's Office of Enrollment Management, Student Information Systems and the Office of Institutional Research. The data are reviewed by the dean and associate deans and shared with professional staff to identify areas that can be improved.

In recent years the School has seen a decline in its enrollment, with a 20 percent decrease in first-time college students expected in 2016-17. To counter this, the School has a Walter Williams Scholars program through which it offers financial aid to high performing students. Fifty-four of these students matriculated in fall 2016.

During this accrediting cycle, increased attention has been paid to retention and the University is devoting additional resources to it. One-year retention of students entering the School as freshmen has grown from 89.9 percent in 2012 to 93.9 percent in 2015 as compared to 87.2 percent for the University as a whole. Approximately 23 percent of the students admitted directly to the major as freshmen transfer to other majors at the University. The School's leadership and advising staff are looking for ways to identify and outreach to at-risk students early in the first semester.

The six-year graduation rate for students who are admitted as freshmen to the School is 82.9 percent, significantly higher than the University's average of 68.7 percent.

The School annually publishes its retention and graduation rates on its website under the heading Public Accountability https://journalism.missouri.edu/retention-and-graduation-rates-undergraduate/

Summary
The complexity of the School's curriculum can make it difficult for students to know what their degree requirements are, but a highly engaged, dedicated faculty and a staff of professional advisers help mitigate this. The hands-on, learning-by-doing approach and the wealth of curricular, co-curricular and extra-curricular opportunities to develop their professional and intellectual abilities are particular strengths of the program.

Professional Master's Program

f) The unit has appropriate admissions and retention policies for the professional master's program. The retention and graduation data are published on the unit's website.
The School requires a bachelor's degree, a GPA of 3.0 or better in the last 60 credits of baccalaureate work, the GRE, a resume, letters of recommendation and three application essays for admission.

Graduate students must maintain a 3.0 or above to remain in good standing. Students with cumulative GPAs below 3.0 are placed on probation. After two semesters below 3.0, students can be dismissed from the program.

In addition to the associate dean for graduate studies, the graduate office employs two academic advisers, one of whom also serves as the fiscal manager, and an administrative assistant.

Graduate students attend a required orientation session the week prior to starting the program. They meet with an academic adviser during the orientation week. Once a graduate student chooses a concentration area, a faculty adviser from that area is assigned to the student. A number of students raved about the helpfulness of the faculty in course advising, career placement and other mentoring.

The graduation rates on the School's website are for all master's students; they do not separate the professional from the research track. The three-year graduation rate stood at 61 percent for the class that entered in 2012-13, a decline from 75 percent for the class that entered in 2010-11. The most recent available five-year graduation rate was 73 percent for the class that entered in 2011-12, a decline from 80 percent in the year before. The statistics do not reveal whether the graduation rate for the professional master's students is lower or higher than the overall rate.

Summary
The School has appropriate admissions and retention policies for the professional master's program. The School maintains data provided by MU Student Information Systems on enrollment, retention and graduation rates on its website. The School would enable more informed analysis by presenting data for the professional master's program.

Overall evaluation (undergraduate program): COMPLIANCE

Overall evaluation (professional master's program): COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

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

a) The unit has a detailed annual budget for the allocation of its resources that is related to its long-range, strategic plan.

Shortly after arriving on campus in July 2015, the School's dean initiated a strategic planning process focused on three areas: curriculum, resource allocation and faculty hiring. At the same time, the School experienced a decrease in its annual budget of about 3 percent, from just above $20.5 million to about $20 million. An additional 5 percent reduction is expected this fiscal year.

The School is funded through state appropriations, tuition and fees, grants and contracts, endowments and auxiliary operations. The School provides base funding for its 10 endowed chairs with endowment income supplementing salaries and providing programming and administrative support. Auxiliary operations like KOMU-TV and the *Columbia Missourian* supplement the budget and partially fund faculty positions.

The School is home to several external organizations including the American Society of News Editors and Investigative Reporters and Editors that have their own budgets and operate under written agreements with the School.

The School's endowment of more than $100 million with an annual payout of $9 million supplements the salaries of endowed professors and provides programming and administrative support.

The Reynolds Journalism Institute, funded by a $31 million endowment, operates its own budget and is part of the School. Beginning in 2021, the endowment will be used to enhance faculty salaries.

Budgeting is a collaborative process among the faculty chairs, the associate deans and the dean. As part of the strategic planning process, how the School's resources are allocated is under review with a goal of making the process more transparent.

Nearly 42 percent of the School's budget goes to faculty salaries. Salary increases are recommended each year by faculty chairs following a three-tier individual faculty review. In January and July 2014 merit raises were awarded to address salary compression and retain high-performing faculty. In fiscal 2016 the majority of the faculty received a 2 percent increase, but budget cuts are eliminating raises for fiscal 2017.

The previous site visit team noted faculty and staff salaries as a weakness and during the current accreditation cycle, six research faculty left for better pay or promotions. The School also loses professional practice faculty because of low salaries.

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

The self-study notes the School receives per-student funding on par with other programs on campus. It does better than the College of Arts and Sciences, but not as well as Business or Engineering. The

School benefits from $74.60 per-credit hour course fees charged to students in each of its classes.

The new dean has obtained funding from the University for three new research positions: two in science journalism and one in data journalism. He also has aggressively sought funds as part of the University's efforts to improve diversity and has recently hired a director of recruitment, student development, diversity and inclusion.

c) The facilities of the unit enable and promote effective scholarship, teaching and learning.
The School operates in eight buildings: Neff Hall, Neff Annex, McReynolds Hall, Gannett Hall, Walter Williams Hall, Lee Hills Hall, Reynolds Journalism Institute and KOMU-TV.

Two of the oldest buildings, Neff Hall (1920) and Walter Williams Hall (1937), are used primarily for administrative offices, auditorium and classroom space, faculty offices and a student lounge and a café. The main floor of Walter Williams Hall is home to the School's Strategic Communications offices. The ground floor of Williams Hall is an extension of the Reynolds Journalism Institute and contains offices, a video editing lab/classroom and the Futures Lab.

The top two floors of the Reynolds Journalism Institute house the RJI administrative offices and offices for three of the School's endowed chairs, the RJI fellows and the American Society of News Editors.

RJI has an 80-seat auditorium with a large video display screen linked to a television production studio and three conference rooms.

Six of the national organizations in the School are housed in Neff Annex.

McReynolds Hall is being renovated to better accommodate KBIA, the University's NPR affiliate, and the University has pledged $1 million for repairs and upgrades to KOMU that will begin in spring 2017.

Gannett Hall contains the Student Services Office (advising and career services), a 280-seat auditorium, a 60-seat classroom, two computer labs, Graduate Studies administrative offices and an interdisciplinary psychophysiology research lab.

The School controls use of and access to most of its facilities. The School provides updated software and computers with both Mac and PC labs.

All undergraduate students are required to have wireless laptops and all campus buildings are Wi-Fi enabled.

d) The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.
The School makes judicious use of its resources to provide faculty and students with both the hardware and software needed to support its curriculum and the research, creative and professional activities of the faculty.

As noted above, the University has committed funds to providing and renovating space to better accommodate KBIA and to make repairs and upgrades to KOMU.

A staff of five professionals provide IT support for the School, RJI, the *Columbia Missourian* and KBIA. KOMU provides its own IT support.

The School spends about $100,000 a year on technology support and RJI spends as much as another $200,000. In addition, the School receives about $20,000 a year from the campus to support faculty and staff computer upgrades and about $41,000 from the student computing fee to fund laboratory hardware and software upgrades.

Students have access to a variety of cameras, microphones, and audio recorders, depending on the courses they are taking. Students also have the option of buying software packages at a significant discount. They report the equipment they need is readily available.

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

With more than 40,000 books and access to an extensive array of databases and other online resources, the Journalism Library provides on-site support for faculty and student research and development. The main library, located one block north of the Journalism Library, has a research collection with more than three million volumes.

The MU Libraries Special Collections and Rare Books, housed at the main library, contain historical typography books; the Walter Williams Library has a collection of books on journalism, politics, economics and current events. Other resources include the University of Missouri Underground Newspaper Collections and the Sept. 11, 2001, Terrorist Attack Collection.

Summary

The School's budgeting process is collaborative and the School has benefited from a legacy of support from national journalism foundations, but over the accrediting cycle it lost six research faculty who left for better salaries and promotions. The School's facilities are extensive and are directly tied to its teaching and research missions.

Overall evaluation (undergraduate program): COMPLIANCE

Overall evaluation (professional master's program): COMPLIANCE

PART II — Standard 8: Professional and Public Service

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

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

The School uses professors of practice with extensive experience and external contacts to work alongside students and staff in skills classes. Consultation and communication with alumni and professionals happens as part of everyday instruction. All faculty have a required service component in their responsibilities that encourages outreach and regular feedback to ensure instruction is living up to industry standards across platforms. Ongoing professional and public service activities within the School enhance the culture. They include nine professional news media organizations and strategic communication agencies; seven national organizations; five national awards programs; five national workshops; two national honor societies and two statewide organizations.

Alumni are engaged in several organizations mentioned throughout this section. They also serve on advisory boards and have regular contact with those in the profession as part of the hands-on culture of the School. Alumni regularly Skype into classes with up-to-the-minute reports of what they are doing and issues with which they are contending in the workplace. Students spoke about the value of these connections during the site visit. Professionals regularly spend time in the School as visitors and, again, many are alumni with strong ties to the program. Alumni help fund-raise and introduce students and faculty alike to leading practitioners and journalists.

Feedback loops come through the many organizations and boards affiliated with the School, including the Donald W. Reynolds Journalism Institute and the Columbia Missourian board of directors. Alumni functions around the country keep graduates engaged. Many attend the annual meeting of the Association for Education in Journalism and Mass Communication where the School hosts one of the largest and best attended receptions.

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

The School has venues for high standards and leadership.

High standards: The School includes in its instruction and service on-site entities that promote professional practice. Faculty, students, alumni and industry professional interact through AdZou, a strategic communication agency; *Columbia Missourian*, an award-winning print and digital newspaper; the *Global Journalist*, a digital newsroom producing content across platforms for a worldwide audience; KBIA-FM, a student- and faculty-staffed station producing community news and other content; KOMU-TV, a major network affiliate employing students; Mojo Ad, a student-run advertising agency; VOX Magazine, a weekly city magazine; and other in-house business and digital news publications distributing content to clients and subscribers.

Leadership: These outlets and organizations offer faculty and students additional opportunities for growth and innovation: The Donald W. Reynolds Journalism Institute, which works with faculty, students and other constituents to strengthen democracy through media; the American Society of News Editors, which promotes leadership (including ethics and service to community); Association of Health Care Journalists, which promotes awareness of health-related issues through reporting and writing; The Center on Religion and the Professions, which addresses religious literacy; Investigative Reporters and Editors, which promotes investigative journalism; the National Freedom of Information Coalition, which advocates for open government; and the National Institute of Computer-Assisted Reporting, which educates on data journalism.

Through interaction with these organizations, classroom projects and topics are enhanced in a manner that not only maintains high standards but also sets goals for future excellence. Faculty say these organizations add a conceptual component to skills instruction by bringing issues of the day to the attention of students. Many students spoke enthusiastically about this aspect of their education.

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

Research professors present papers in academic conventions hosted by the Association for Education in Journalism and Mass Communication; the National Communication Association and the International Communication Association. Faculty also are involved with or belong to the Public Relations Society of America, American Advertising Federation, American Society of News Editors, Investigative Reporters and Editors, Online News Association, Radio-Television Digital News Association, the Religion Newswriters Association and the Society of Professional Journalists.

Activities involving research, scholarship and event coordination associated with endowed chairs are part of the culture supporting faculty service. These Missouri School positions, meant to nurture continued involvement and innovation with industry, include:

- Leonard H. Goldenson Chair of Local Broadcasting
- Maxine Wilson Gregory Chair in Journalism Research
- Houston Harte Chair in Journalism
- Lee Hills Chair in Free-Press Studies
- Curtis B. Hurley Chair in Public Affairs Reporting
- Knight Chair in Journalism
- Meredith Chair in Service Journalism
- Missouri Chair in Community Newspaper Management
- The Donald W. Reynolds Chair in Business Journalism
- SABEW Endowed Missouri Chair in Business and Financial Journalism

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

Faculty are involved in several School-affiliated workshops and institutes: The Missouri Photo Workshop, which visually documents Missouri communities and involves Missouri graduates and School personnel; the Dow Jones News Fund's Missouri Editing for Excellence Workshop, which trains students who intern at a newspaper or online copy desk for the summer; the Dow Jones Workshop for Data Journalism, which collaborates with Investigative Reporters and Editors, to train students in

analytics; and the Sports Journalism Institute, which includes a boot camp run by faculty.

Faculty also are involved with, coordinate and/or judge awards and competitions, including City and Regional Magazine Association Awards; College News Design Contest; College Photographer of the Year; and Pictures of the Year International.

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

The Missouri Interscholastic Press Association located in the School hosts a popular summer media workshop attended by teachers, professionals and journalists from around the country. A "Scholastic Journalism Day" celebrates scholastic journalism and also hosts workshops and events. Alumni, faculty and students are involved in events and workshops with the American Society of News Editors and the Missouri Journalism Education Association. Of particular note is the Missouri Urban Journalism Workshop founded in 1970, which the School co-sponsors. Some 20 students spend 1½ weeks at the School, producing stories for the newspaper "Urban Pioneer."

Summary
The School is a model in the nation for engaging alumni, industry professionals and journalism and mass communication associations and organizations. The interaction is part of its culture, integrated in classrooms and promoted in recruitment. This engagement not only helps Missouri constituents but also contributes to the advancement of the profession on a national basis.

Overall evaluation (undergraduate program): COMPLIANCE

Overall evaluation (professional master's program): Graduate faculty and students at the master's level are involved in all aspects of the service activities and engagement described above.

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

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

a) **The unit defines the goals for learning that students must achieve, including the "Professional Values and Competencies" of this Council. (See 2. Curriculum and Instruction.)**

The School defines learning goals for each specialty and explains in Standard 2 how core and required courses address each of the Council's professional values and competencies.

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

The School's Senior Assessment Plan identifies three direct measures: portfolio reviews, interviews with external evaluators in each specialty and a school-wide exam. It conducts a school-wide exit survey as an indirect measure.

Separating assessment from the evaluation and grading of students in skills courses that require students to work in the seven news outlets and two agencies is a challenge. Professional faculty direct and evaluate work daily. They constantly invite outside professionals to review student work and to report on strengths and weaknesses to the student and the faculty. And students put their work out through these news outlets and agencies for public and client interest and scrutiny. The process is similar in many respects to professional supervisors' evaluation of interns, which many schools use as a direct assessment measure.

In the formal assessment program, outside reviewers assess student portfolios using a set of rubrics and a scale. They follow this assessment with an interview of the students and report their analysis to the chair.

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

The chairs aggregate the results of the statistical assessment and summarize the narrative analysis in a report to the faculty in their specialty. The faculty discuss the findings and decide how best to address any weaknesses. The documents on site for each specialty contained the annual reports of statistics, analysis and actions. While rigor and detail vary across specialties, each uses essentially the same measures and procedures.

A finding of particular concern came from assessment and evaluation of 2150, Fundamentals of Multimedia, a core course introduced in 2010 to teach all pre-journalism majors audio, photo and video skills. In its report in November 2015, the ad hoc review committee wrote:

It is possible for students in Magazine and Print and Digital News to complete a curriculum with only a single multimedia assignment in their last two years. It is possible for Radio-TV students to never take a still photo after 2150 and for Convergence students to never touch a camera after their introductory newsroom course, just as it's possible for Photojournalism students to never touch audio or video again after 2150.

Review of assessment reports, observation of work in the news outlets and agencies, and discussion with undergraduate and graduate students reassured the team that instruction in multimedia skills permeates the curriculum and that multimedia experimentation and innovation are a major focus of the news outlets and agencies.

Until two years ago, assessment was decentralized; the responsibility lay with the chair and faculty of each specialty. Now each specialty reports its findings, analysis and actions to address weaknesses to an associate dean in charge of assessment. The dean shares these reports schoolwide, including the key findings from the exam. This exam is a product of the work of two faculty committees, which framed questions to test graduating seniors' mastery of knowledge and values from core courses that address relevant ACEJMC requirements. The School administered the exam for the first time to graduating seniors in May 2015.

d) **The unit maintains contact with its alumni to assess their experiences in the professions and to provide suggestions for improving curriculum and instruction.**
e) **The unit includes members of journalism and mass communication professions in its assessment process.**

Response to d) and e): Seventy percent of the full-time faculty are professors of practice, fully engaged in the School's news outlets and agencies. As reported in Standard 8, alumni and professionals are actively engaged in the life of the School, as reviewers of student work and the curriculum in all specialties, as speakers in classes, as fellows in the Reynolds Institute, and as an active presence in the 20 professional organizations and associations housed in the School.

Summary

Evaluation and assessment are not seamless in the School's learning-by-doing, but they blend in ways that make analysis of assessment difficult. It is likely that the strategic planning process will result in curricular change that balances human and material resources with responsiveness to the digital, multimedia world of journalism and communication. This process should enable the School to refine its assessment measures so that they are clearer cut and even more objective and reliable.

Professional Master's Program

The assessment process for the master's program is largely part of that for the undergraduate program. Undergraduates and graduate students work side by side in the learning-by-doing news outlets and agencies and their portfolios are assessed in the same way. Graduate students do not take the exit exam.

As a final project, professional master's students write an analytical article suitable for publication in a professional or trade publication. A three-person faculty committee supervises the project. Evaluation includes a written review and an oral defense. The School may wish to consider assessment of a sample of these projects with rubrics and a scale that focuses on the performance of a graduating cohort as a whole more than on that of the individual student.

Overall evaluation (undergraduate program): COMPLIANCE

Overall evaluation (professional master's program): COMPLIANCE

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

The main purpose of a professionally oriented school of journalism is to prepare students to become practitioners of knowledge, skill and integrity. Annual awards in state and national competitions, placement in prestigious news and strategic communication enterprises, and distinguished careers of hundreds of alumni continue to reinforce the reputation of the Missouri School of Journalism.

1) Summarize the strengths and weaknesses of the unit.

<u>Strengths</u>

- Academic and professional faculty devoted to the professional education and experience of students

- Motivated, engaged and talented students working daily in seven news outlets and two agencies

- An array of interest areas for student exploration

- Opportunities for students to intern in major cities of the world

- Extraordinary service to the profession through the Reynolds Journalism Institute and through the housing of organizations and institutes in the School

- Promising leadership and strategic planning for the School's future in challenging times

<u>Weaknesses</u>

- Modest progress between fall 2010 and fall 2016 in diversifying the faculty and students, but with the promise of significant advances through new initiatives and resources

- Limited support for academic and professional faculty travel to conventions and meetings

- Questionable sustainability of the range of emphases and interest areas as resources come under stress, including the possibility that promises of choice for students cannot be met

- Low salaries that continue to complicate the recruitment and retention of faculty

2) List the standards with which the unit is not in compliance. None

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

The leadership and faculty are well aware of and concerned about the record in diversity of a school of this national and international stature. Action to diversify the student body and the faculty was underway at the time of the visit. The School should demonstrate continuing progress in these efforts and in enhancing a culture of inclusiveness.

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

N/A

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

N/A

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

N/A

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

The complexity of the curriculum and the range of news outlets, agencies, associations and activities, on campus, nationally and abroad, pose formidable challenges for creating a self-study that informs and explains without overwhelming. On the whole, sensible choices in detail and documentation made for an effective self-study. Some information was missing and the team would have preferred appendices rather than links in some instances. In addition to a hefty self-study, the team had access in the workroom to an array of folders fat with information. A wonderfully accessible and attentive administration and staff eased the task of a daunting visit.

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

Through its varied hands-on opportunities, dedicated faculty and excellent facilities, the Missouri School of Journalism excels at preparing master's students for careers in journalism and related communications fields.

1) Summarize the strengths and weaknesses of the unit.

Strengths

- Faculty dedicated to the education and mentoring of students
- Talented and motivated students drawn from around the country
- An impressive array of University-owned professional news and advertising outlets that serve as teaching labs for students; an equally impressive leadership team at these outlets committed to innovation and experimentation
- Industry connections that help launch the careers of Missouri graduates
- Recently appointed energetic and innovative dean and associate dean for graduate studies determined to honor the long history of the School even as it adjusts to changes in the media landscape

Weaknesses

- A lack of diversity among faculty and students, and modest but promising progress since the last site visit

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

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

N/A

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

N/A

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

N/A

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

N/A

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

The self-study as a whole was effective. The administration, staff and faculty were extremely attentive and helpful during the visit.