Report of On-Site Evaluation
ACEJMC
Undergraduate program
2016– 2017

Name of Institution: University of Tennessee-Knoxville

Name and Title of Chief Executive Officer: Beverly Davenport, Chancellor

Name of Unit: School of Advertising and Public Relations; School of Journalism and Electronic Media

Name and Title of Administrator: Mike Wirth, Dean

Date of 2016 - 2017 Accrediting Visit: February 12-15, 2017

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

Date of the previous accrediting visit: February 14-16, 2011

Recommendation of the previous site visit team: Reaccredit

Previous decision of the Accrediting Council: Reaccredit

Recommendation by 2016 - 2017 Visiting Team:

Prepared and submitted by:

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

Signature _____

Team Members
Name and Title: Brooke Barnett, Professor and Associate Provost for Inclusive Community
Organization/School: School of Communication, Elon University

Signature _____

Name and Title: Judy Phair, President
Organization/School: PhairAdvantage Communications

Signature _____

Name and Title: Hyunjin Seo, Associate Professor
Organization/School: William Allen White School of Journalism and Mass Communications, University of Kansas

Signature _____

Name and Title: Carol Van Valkenburg, Professor Emerita
Organization/School: School of Journalism, University of Montana

Signature _____

Report of On-Site Evaluation
ACEJMC
Undergraduate program
2016– 2017

Name of Institution: University of Tennessee-Knoxville

Name and Title of Chief Executive Officer: Beverly Davenport, Chancellor

Name of Unit: School of Advertising and Public Relations; School of Journalism and Electronic Media

Name and Title of Administrator: Mike Wirth, Dean

Date of 2016 - 2017 Accrediting Visit: February 12-15, 2017

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

Date of the previous accrediting visit: February 14-16, 2011

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Recommendation by 2016 - 2017 Visiting Team: Reaccreditation

Prepared and submitted by:

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

Signature _____

Team Members
Name and Title: Brooke Barnett, Professor and Associate Provost for Inclusive Community
Organization/School: School of Communication, Elon University

Signature _____

Name and Title: Judy Phair, President
Organization/School: PhairAdvantage Communications

Signature _____

Name and Title: Hyunjin Seo, Associate Professor
Organization/School: William Allen White School of Journalism and Mass Communications, University of Kansas

Signature _____

Name and Title: Carol Van Valkenburg, Professor Emerita
Organization/School: School of Journalism, University of Montana

Signature _____

PART I: General information

Name of Institution: The University of Tennessee, Knoxville

Name of Unit: College of Communication and Information

Year of Visit: 2017

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

___ Middle States Association of Colleges and Schools
___ New England Association of Schools and Colleges
___ North Central Association of Colleges and Schools
___ Northwest Association of Schools and Colleges
_X_ 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 Morrill Land-Grant Act of 1862.

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: February 13-16, 2011

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1955

6. Attach a copy of the unit's mission statement. Statement should give date of adoption and/or last revision.

Mission statements appear in **Appendix 1** and are also provided below.
A. College of Communication and Information Mission Statement
B. School of Advertising and Public Relations Mission Statement
C. School of Journalism and Electronic Media Mission Statement

A. College of Communication and Information

The College of Communication and Information is a community of scholars and creators devoted to the study of communication and information and their related processes and technologies. This mission is achieved through excellence in research/creative activity, teaching and service. The college shares the values of intellectual pursuit, diversity, international and intercultural awareness, engagement and other core ideals of the University of Tennessee in the land-grant tradition. (11/18/16).

B. School of Advertising and Public Relations

The College of Communication and Information is a community of scholars and creators devoted to the study of communication and information and their related processes and technologies. This mission is achieved through excellence in research/creative activity, teaching and service. The college shares the values of intellectual pursuit, diversity, international and intercultural awareness, engagement and other core ideals of the University of Tennessee in the land-grant tradition. The School of Adverting and Public Relations applies the College's mission to its programs. (11/16/2016).

C. School of Journalism and Electronic Media

The School of Journalism & Electronic Media is a community of scholars and creators devoted to the study and teaching of media issues and journalism, and their related processes and technologies. This mission is achieved through excellence in research/creative activities, teaching, and service. The School also shares the values of diversity, international and intercultural awareness, engagement, and other core ideals of the University of Tennessee in the Land Grant tradition.

The School of Journalism & Electronic Media makes a meaningful contribution to the changes occurring in the converging world of media and inculcates students with an appreciation of ethics and professionalism that enhances the quality of the newsgathering and dissemination processes. The School ascertains and serves the needs of students and of media organizations. (9/14/16).

7. What are the type and length of terms?

Semesters of 15 weeks
Summer sessions of 10 weeks
Intersessions of 5 weeks

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

 X Bachelor's degree
 X Master's degree
 X Ph.D. degree

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

   B.S. Advertising
   B.S. Journalism and Electronic Media
   B.S. Public Relations

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

    120 semester hours

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

Advertising (practicum)	Up to 2 semester hours
Journalism and Electronic Media (practicum)	Up to 2 semester hours
Journalism and Electronic Media (internship)	Up to 3 semester hours
Public Relations (off campus study-field experience)	Up to 4 semester hours

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

Name of Sequence or Specialty	Person in Charge
B.S. in Advertising	Dr. Maureen Taylor
B.S. in Journalism and Electronic Media	Dr. Catherine Luther
B.S. in Public Relations	Dr. Maureen Taylor

13. **Number of full-time students enrolled in the institution:** 28,052 (22,139 undergraduate students and 5,913 graduate and professional students) as of Fall 2016.

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

    FALL 2015 14-DAY ENROLLMENT NUMBERS

Name of Sequence or Specialty	Undergraduate majors
Advertising	139
Journalism and Electronic Media	425
Public Relations	247
Total	811

    FALL 2016 14-DAY ENROLLMENT NUMBERS

Name of Sequence or Specialty	Undergraduate majors
Advertising	168
Journalism and Electronic Media	410
Public Relations	245
Total	823

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

<u>Spring 2017 (14-day enrollment numbers)</u>

ADVT 310 Advertising/Public Relations Design
    001=20
    005=12
ADVT 350 Advertising Creative Strategy
    001=19
    002=19
JREM 200 Media Writing
    002=20
    003=20
    004=20
    005=20
    006=20
    007=19
    0010=20
JREM 230 Media Reporting
    001=12
    003=19
    005 =8
JREM 250 Multimedia Storytelling
    001=20
    002=20
    005=10
    006=15
JREM 333 Print/Web Editing
    001=20
    002=11
JREM 336 Video Production
    001=20
    002=20
JREM 360 Radio News Report/Producing
    001=20
JREM 375 Sports Reporting Across Media
    001=20
 JREM 390 Photojournalism*
    001=29
JREM 414 Magazine/Feature Writing
    001=15
JREM 415 Magazine Industry Workshop
    001=20
JREM 420 Media Sales
    001=20
JREM 436 Advanced Video Production
    001=16
JREM 446 Documentary Video Production
    001=15
JREM 450 Writing About Science/Medicine
    001=12

JREM 451 Environmental Writing
    001=15
JREM 460 Advan TV News Report/Producing
    001=16
JREM 490 Advanced Photojournalism
    001=15
PBRL 310 Advertising/Public Relations Design
    001=20
    002=18
    006=15
PBRL 320 Public Relations Writing
    001=19
    002=20
PBRL 420 Advanced Public Relations Writing
    001=14

*The JREM 390 Photojournalism course was not included among the skills courses listed by the School because the instructor insisted it was a lecture course. While there is a lecture component to the course, students also are taught photojournalism skills in labs and given assignments using digital cameras and techniques learned in labs.

<u>Fall 2016</u>
ADVT 310 Advertising/Public Relations Design
    002=20
    003=19
ADVT 350 Advertising Creative Strategy
    001=13
JREM 200 Media Writing
    001=19
    002=19
    004=19
    005=20
    007=20
JREM 230 Media Reporting
    001=11
    002=19
    003=20
    004=11
    005=20
    008=8
JREM 250 Multimedia Storytelling
    001=20
    002=20
    003=20
JREM 320 Media Promotions
    001=17
JREM 333 Print/Web Editing
    001=20
    002=20

JREM 336 Video Production
    001=20
    002=20
JREM 375 Sports Reporting Across Media
    001=20
    003=20
JREM 380 Media Graphics
    001=20
JREM 411 Television News Reporting
    001=20
JREM 414 Magazine/Feature Writing
    001=19
JREM Advanced Video Production
    001=14
JREM 451 Environmental Writing
    001=15
JREM 456 Science Writing as Literature
    001=18
JREM 475 Sports Writing
    001=17
PBRL 310 Advertising/Public Relations Design
    001=20
    002=16
    003=20
PBRL 320 Public Relations Writing
    001=14
    004=12

16. **Total expenditures planned by the unit for the 2016 – 2017 academic year:**

School of Advertising and Public Relations $1,533,232
School of Journalism and Electronic Media $1,716,061
Total for Both Schools $3,249,293

Percentage increase or decrease in three years:

School of Advertising and Public Relations   +9.88%
School of Journalism and Electronic Media   +6.28%
Percentage Change for Both Schools   +7.95%

Amount expected to be spent this year on full-time faculty salaries:

School of Advertising and Public Relations FY 2017 $1,483,405
School of Journalism and Electronic Media FY 2017 $1,576,782
Both Schools FY 2017 $3,060,187

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

    UPDATED FOR SPRING 2017

NAME	RANK	UNIT
Julie Andsager	Professor	JREM
Robyn Blakeman	Associate Professor	ADV/PR
Stuart Brotman	Professor	JREM
Ed Caudill	Professor	JREM
Courtney Childers	Associate Professor	ADVT/PRBRL
Moonhee Cho	Assistant Professor	ADVT/PBRL
Maria Fontenot	Lecturer	JREM
Elizabeth Avery Foster	Associate Professor	ADVT/PBRL
Melanie Faizer	Lecturer	JREM
Lisa Gary	Senior Lecturer	JREM
Nicholas Geidner	Assistant Professor	JREM
Peter Gross *	Professor	JREM
Eric Haley	Professor	ADVT/PBRL
Mark Harmon	Professor	JREM
Rob Heller	Professor	JREM
Roxanne Hovland	Professor	ADVT/PBRL
Mariea Hoy	Professor	ADVT/PBRL
Barbara Kaye	Professor	JREM
Michael Kent	Professor	ADVT/PBRL
Robert Legg	Associate Professor	JREM
Mark Littmann	Professor	JREM
Catherine Luther	Professor	JREM
Michael Martinez	Assistant Professor	JREM
Sally McMillan	Professor	ADVT/PBRL
Michael Palenchar	Associate Professor	ADVT/PBRL
Amber Roessner	Associate Professor	JREM
Sam Swan	Professor	JREM
Ron Taylor	Professor	ADVT/PBRL
Maureen Taylor	Professor	ADVT/PBRL
Candace White	Professor	ADVT/PBRL
Erin Whiteside	Associate Professor	JREM
Michael Wirth	Professor	JREM

    * Not teaching because of leaves, sabbaticals, etc.

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

    Spring 2016
    Nick Carboni   JREM
    Phil Kaplan   JREM

John Shearer   JREM

Fall 2016
Clint Elmore   JREM
Kate Gomez   ADVT/PBRL
Phil Kaplan   JREM
Rachel McClelland   JREM
John Shearer   JREM
Detta Renee Smith   JREM
Sharon Toedte   ADVT/PRBRL
Aaron Jibri Wright   JREM

Spring 2017
Brooks Clark   JREM
Clint Elmore   JREM
Steven Friedlander   JREM
Kate Gomez   ADVT/PBRL
Becky Huckaby   ADVT/PBRL
Phil Kaplan   JREM
Rachel McClelland   JREM
John Shearer   JREM
Jim Stovall   JREM
Sharon Toedte   ADVT/PBRL
Aaron Jibri Wright   JREM

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

Year	Total Graduates	72 or more semester hours outside of journalism and mass communications	
		Number	Percent
2015-2016 academic year		184	184	100%
2014-2015 academic year		190	190	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.

Introduction

The College of Communication and Information was created in 2003 and is one of 11 colleges in the University of Tennessee, Knoxville.

Journalism classes were first taught in the English Department in the 1940s and moved to Business in 1946. In 1953, the degree was changed from a bachelor of science in Business to a bachelor of science in Journalism, and a radio-television sequence was added. In 1955, news-editorial and advertising sequences were accredited by ACEJMC. In 1957, the department became the School of Journalism. The School became an independent unit in 1968 and part of the College of Communications formed in 1969. The School of Journalism and the Department of Broadcasting merged into the School of Journalism and Electronic Media in 2003.

In 1969, the advertising program was re-formed into the Department of Advertising. Public Relations started in the School of Journalism in the early 1970s, where it remained until 2003. Effective fall 2003, students wanting to study public relations were admitted to the School of Advertising and Public Relations. A public relations major was approved in 2004 and the first majors graduated in 2005.

The College of Communication and Information (CCI), formed on July 1, 2003, has four separate schools: School of Advertising and Public Relations, School of Communication Studies, School of Information Sciences, and School of Journalism and Electronic Media, each with a director. CCI has had six deans and two acting deans since 1969.

UT Knoxville reduced its budget by $56 million, a 30 percent cut, from 2009 to 2011; CCI reduced its budget by $500,000, a 10 percent cut, in FY2008 and FY2009. Although no budget cuts followed, state appropriations as a part of general revenue declined from 33.4 percent in 2011 to 31 percent in 2016. Anticipating a funding gap to exceed $377 million by 2024-25, the UT president required each campus to reallocate resources and find alternative revenue sources. CCI's budget increased between 2010 and 2016 because of the addition of faculty with comparatively high salaries and annual raises for faculty and staff. CCI also raised $10.5 million in private funds between 2012 and 2016.

Prior to fall 2013, majors in Advertising and Public Relations and Journalism and Electronic Media entered UT as pre-majors. From then on, entering UT students have had to declare a major, so the number of majors in 2010 in the snapshot below of change from 2010 to 2016 below is an estimate.

Schools of Advertising, Public Relations, Journalism and Electronic Media

	Fall 2010	Fall 2016	% Change
UTK Enrollment	27,107	28,052	+3.56
Schools' Enrollment	1,028	811	-21.11
Graduates	276	184	-33.33
Full-Time Faculty	34	32	-5.98
Part-Time Faculty	17	7	-58.52
Total Expenditure	$2,817,401	$3,249,293	+15.33

Unit performance with regard to indicators:

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

Mission

The College's statement covers four schools and defines an academic, faculty-centered mission:

The College of Communication and Information is a community of scholars and creators devoted to the study of communication and information and their related processes and technologies. This mission is achieved through excellence in research/creative activity, teaching and service. The college shares the values of intellectual pursuit, diversity, international and intercultural awareness, engagement and other core ideals of the University of Tennessee in the land-grant tradition.

Although the statement does not include students in the community of the College, the students we met were enthusiastic about the inclusive, caring environment of the College.

The two professional programs repeat the College statement. Then the School of Journalism and Electronic Media adds:

The School of Journalism & Electronic Media makes a meaningful contribution to the changes occurring in the converging world of media and inculcates students with an appreciation of ethics and professionalism that enhances the quality of the newsgathering and dissemination processes. The School ascertains and serves the needs of students and of media organizations.

The School of Advertising and Public Relations adds:

The School of Advertising and Public Relations applies the College's mission to its programs.

Advertising and Public Relations may wish to consider a more informative and professional statement that reflects its goals for creating a student experience that brings learning to life. Both schools may wish to consider stating why these disciplines are important to society and inspiring students with a commitment as journalists and communicators to serve citizens and clients in a democracy.

<u>Strategic Plan</u>

An Ad Hoc Strategic Planning Committee of the College and School administrators updated, and the faculty approved, the CCI strategic plan in fall 2016. The Schools of Advertising and Public Relations and of Journalism and Electronic Media updated and approved their strategic plans in fall 2016.

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

The dean of the College of Communication and Information is assisted by the Associate Dean for Academic Programs and Director of Communication and Information Graduate Studies; Associate Dean for Research and Director of the Center for Information and Communication Studies; Director of Internationalization and Outreach; Director of CCI's Center for Undergraduate Studies and Advising; the Budget Director; Director of Development; and the Director of CCI's Diversity Student Leaders Society.

The director of the School of Advertising and Public Relations started in that role in June 2015, and the director of the School of Journalism and Electronic Media started in July 2016. Directors are members of the faculty and are appointed in consultation with the faculty of the units they will administer.

Guided by the Faculty Handbook, the bylaws of the Schools of Advertising and Public Relations and of Journalism and Electronic Media address governance in such matters as search procedures, criteria for promotion, retention, evaluation, and workload.

The Schools are represented on the College's standing and ad hoc committees and advisory councils. Each School has its own standing and ad hoc committees, whose responsibilities indicate that they have appropriate authority and autonomy as units seeking ACEJMC accreditation.

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

The dean has had to cope with significant cuts in budget, to reallocate and manage reduced resources, and to raise alternative resources. He has had also to appoint new leadership in the two Schools. These necessities and changes inevitably do not please all faculty members. Nevertheless, he is admired inside and outside the College for his strategic vision, for the attractive presentation of the Schools' history and accomplishments in the Communication Building and for his support of curricular innovation and efforts to provide the facilities and equipment to deliver it. He is widely respected on campus for his contributions to diversity and an inclusive, welcoming environment.

The two new directors are striving to keep their programs and faculty current with developments in a digital, multimedia world. One has had considerable administrative experience; the other is working to adapt a career as a nationally distinguished researcher to the daily demands of administration.

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

The dean is appointed after an internal or external search conducted according to guidelines published by the Office of Equity and Diversity.

The dean appoints directors to a five-year term after a search involving the faculty and may reappoint a director for an additional term after a review.

Faculty participate in annual evaluation of the dean through a process approved by the Faculty Senate. The provost receives evaluation information from college-wide surveys. The provost shares his/her evaluation with the dean, then provides a written evaluation to the faculty.

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

The College Dean's Advisory Council provides advice on faculty and staff concerns. The Dean's Student Advisory Councils advise on undergraduate and graduate concerns.

The *UTK Faculty Handbook* defines principles of due process, shared governance, and academic freedom. The University has comprehensive procedures for faculty, staff and student complaints and appeals in accord with these principles.

Summary

The leadership of the College and the two Schools has reallocated and managed reduced resources to enable instruction that responds to professional and business practice and prepares students for the digital, multimedia world and that sustains the faculty's accomplishments in scholarship.

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

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

Unit performance with regard to indicators:

a) ***The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.***

The College requires 120 semester hours for graduation. Advertising and Public Relations students must complete at least 74 credits outside the College and Journalism and Electronic Media students must complete at least 77 credits outside the College. Entering students are advised of this requirement at orientation and their progress is monitored by advisers in the Center for Undergraduate Studies and Advising and by faculty advisers in their sequences.

The two Schools report that 100 percent of their graduating students are in compliance with the 72-credit minimum outside of journalism and mass communications.

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.

Students study for a B.S. degree in Journalism and Electronic Media; Advertising; and Public Relations. All students take courses in these core areas: Overview/survey; writing; theory and research; and free speech, law and ethics.

A solid balance exists between core foundational courses and skills-oriented courses. Students appreciate the broad range of subjects and skills covered in the curriculum, and professionals in the area applaud the skills of the students.

Journalism and Electronic Media

Journalism is the largest sequence, enrolling 425 undergraduates (52 percent of students in the three majors). In their first year, all students must take JREM 175 Principles and History of Journalism and Media, revised since the last reaccreditation to increase the content devoted to theories of media and society. Students must now also take a history or ethics course, added when ACEJMC's 72-credit rule enabled an increase in credits within a unit. The sequence does a good job of exposing students to a balance of theoretical and practical courses. It provides them with excellent foundational skills, while also addressing the history of the media and its diverse audiences, and providing perspective on its current practices and possibilities.

Required courses in the first two years are:
   JREM 175 Principles and History of Journalism and Media (3)
   JREM 200 Media Writing (3)

In the third and fourth years the core courses are:
JREM 230 Media Reporting (3)
JREM 250 Multimedia Storytelling (3)
CMST 210 or 240 Public Speaking or Business and Professional Communication (3)
JREM 466 Media, Diversity and Society (3)
JREM 367 Mass Communications History or JREM 410 Media Ethics (3)
JREM 400 Mass Communications Law and Ethics (3)
JREM 492 Practicum (1-2)
JREM 499 The Media Business and Future of Journalism (3)
College and Sequence electives (up to 18) Required hours total 37.

Students are encouraged to select elective courses from a specialty area including sports journalism, science journalism, media management, print/web journalism, broadcast journalism, visual communication, and magazine journalism. Students are advised to complete a minor or second major that complements their area of study.

The JREM faculty has developed a new curriculum that will take effect in fall 2017. It reflects the faculty's commitment to address changes in digital journalism and the increasing uses of non-traditional sources of information, such as social media. If fully implemented, it may address students' strong desire to have more current forms of media taught in upper division courses. They appreciate the grounding in traditional news gathering practices but said many professors ignore media other than those they have practiced themselves.

Advertising
Since the last site visit the faculty revised the curriculum to make both Advertising and Public Relations courses more accessible to students earlier in their academic careers. Allowing students to take a required Statistics course earlier in the sequence creates a synergy between that course and the research methods courses. Students may also take advertising and public relations courses as early as their freshman year. Design software skills introduced in a 300-level course are more consistently reinforced in subsequent courses to ensure greater proficiency, especially as students work on research design projects and advertising and public relations campaigns.

Required courses in advertising are:
CCI 150 Communication in an Information Age (3)
ADVT 250 Advertising Principles (3)
PBRL 270 Public Relations Principles (3)
ADVT 310 Advertising and Public Relations Design (3)
ADVT 340 Advertising and Public Relations Research Methods (3)
ADVT 350 Advertising Creative Strategy (3)
ADVT 459 Advertising Management (3)
ADVT 480 Advertising Issues (3)
ADVT 470 Advertising Campaigns (3)

Students must also take courses that address competencies related to the major but taught outside the College, including courses in math, economics, statistics, business communication and marketing.

<u>Public Relations</u>
Majors must take:

CCI 150 Communication in an Information Age (3)
PBRL 270 Public Relations Principles (3)
ADVT 250 Advertising Principles (3)
JREM 200 Media Writing (3)
PBRL 320 Public Relations Writing (3)
PBRL 370 Public Relations Cases (3)
PBRL 380 Public Relations Professional Seminar (1)
PBRL 420 Advanced Public Relations Writing (3)
PBRL 470 Public Relations Campaigns (3)
JREM 400 Mass Communications Law and Ethics (3)

Students also take required courses in math, statistics, economics, management, marketing and psychology, as well as electives in the College.

Advertising and Public Relations majors must complete at least 74 credits outside of journalism and mass communications and Journalism and Electronic Media students must complete 77 outside credits. The School recognizes the need for an ethics course specific to public relations and for further development of non-skills-based courses.

Public relations faculty incorporate theoretical components into all core public relations courses; the core courses also include ethical components. The advertising program already offers an issues course; public relations faculty are discussing a similar addition to the curriculum.

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.

<u>Instruction</u>
Students are enthusiastic about the opportunity since 2013 to declare a major in the freshman year rather than waiting until the junior year. They love the hands-on nature of the program and the accessibility of the professionally accomplished professors. Professors expect students to meet high standards, but welcome questions. "They always make you feel like you're able to ask for help," one student said, a sentiment echoed often during our meetings.

Students are grateful for small classes, yet are sometimes frustrated by not getting into courses, even lecture courses like history and ethics that are not capped at 20 students. Several said that because required lower division courses do not have consistent content, when they move to the second tier of required courses there is inconsistency in what they have learned and what professors expect of them. The Journalism and Electronic Media director, in whose School those required courses for all students are taught, has appointed a lecturer to coordinate content and monitor the consistency of instruction throughout the semester. She occasionally sits in on classes herself. She has increased enrollment in journalism/media ethics and in media ethics to 40 and has guaranteed that all graduating seniors will get into these courses even if enrollment exceeds 40.

Students in Advertising said classes are current and professors bring relevant real-world experience and examples to the classroom. Several said a video production/editing class specific to advertising would enhance multimedia competencies and better prepare them to enter the profession.

Students in Public Relations say that courses are up-to-date, while also providing them with the skills and strategic thinking needed to succeed. Several courses are offered only every other year, and students said this can create problems. For example, one senior was taking sports journalism, because her preference—advanced writing—would not be available till next year. Faculty noted that more part-time or adjunct faculty members are needed to cover all the courses the program would like to offer annually. Students said that the ability to take a business minor by adding just six credits gives them a competitive edge over public relations graduates from other institutions.

Students appreciate the faculty's focus on critical thinking and the news gathering techniques essential to any method of disseminating reporting, but are eager for more instruction in digital multimedia. Several students said the newer professors are current in technology but many long-time professors are not and don't understand the breadth of social media. Some professors don't teach digital media because they don't think of themselves as part of digital media, the students said. "I actually had to teach my teachers a few things," one student noted. "I'm telling them how things are in society." Some professors give a nod to new technology by adding a medium like Twitter to some courses "and they think that's enough," according to one student. The JREM director has set aside money for faculty to get technical training outside of the University, emphasizing that it is as important as attending academic conferences.

Technology has been infused into most of the skills courses, from the first required Media Writing course on. The Media Reporting course requires assignments in text, video, photo, and audio platforms. They create their own web page for presenting assignments, and students said that early introduction to creating their own "brand" and adding work to their personal web page over their years in the College is valuable. Several courses delve in-depth into uses of technology. In Multimedia Storytelling, for example, students complete a photo essay with their mobile phones and present it on a mobile app such as Storehouse; they edit an audio podcast in Audacity and post it to SoundCloud, using primary source/publicly available raw audio from the internet; they curate stories and information from online sources to demonstrate their web research and curation skills; they create a chart or other visualization from a simple dataset using Datawrapper; and their final project is a multimedia story presented on a platform such as Newhive or Medium.

Both Schools enhance social media instruction by hosting UT Social Media Week each spring, bringing digital media professionals from across the United States to teach workshops and provide advice on digital, technological and multimedia competencies. Every January, the annual Ad Club field trip takes 20 advertising and public relations students to New York City to visit agencies that specialize in digital, technological and multimedia communication, though some students say not enough attention is given to visiting public relations sites.

The Adam Brown Social Media Command Center, funded by two accomplished alumni and opened in spring 2016, gives select students and faculty access to cutting-edge technology. It has helped interested faculty update their technical skills and integrate more technology into classroom assignments that students can complete in the lab. The new lab complements existing labs supported by a University technology fee that added nearly $58,000 to the College's technology budget in FY 2016, and a Journalism and Electronic Media technology fee that brings in about $28,000 annually to help defray the cost of equipment purchases, maintenance and repair. Students expressed a strong desire for more

equipment, however, and said they would be happy to pay more fees if they had greater access to equipment, especially in the first two years. Their concerns are addressed further in Standard 7.

The Schools seek regular feedback from professionals about the preparedness and capabilities of graduates. The four local professionals who met with the team report that student interns and those hired after graduation are well prepared to report using a variety of media and, in fact, frequently lead the way on their staffs in multimedia reporting. Newspaper, television and social media employers emphasized that they seek out UTK graduates because of their solid preparation for a variety of news gathering and reporting tasks. One called the UT College of Communication and Information "a great recruiting ground, so much so that I don't like to tell too many people."

Teaching and Learning Recognition
Seven professors won 10 teaching awards in the last six years. Two were recognized by the College, while several others won awards from campus affiliates like Greek organizations and the UT Alumni Office. Two faculty earned national awards, one for excellence in teaching from the American Academy of Advertising, and the other for the top submission in Great Ideas in Teaching, given by AEJMC.

The College awarded 188 students (including majors in areas not under review) $368,842 in 2014-15, for a median award of $1,000, and $215,125 in 2015-16 to 162 students. Advertising and Public Relations students won unit scholarships totaling $15,450 in 2014-15 and $30,750 the following year. About 40 Journalism and Electronic Media students earned scholarships in each of those academic years, totaling $42,500 and $44,000.

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.)

A problem with over-enrollment in some skills courses cited in the previous accreditation review was remedied for the most part through reinforcing with faculty the prohibition against adding students to classes already at the 20-student limit, by offering training for administrative assistants and by implementing the Banner enrollment software that cuts off enrollment in designated courses at 20. One skills course in 2016-17, JREM 390 Photography, had 29 students, but the director explained that the students were together for the lecture portion, then divided into sections for the labs. Perhaps dividing the course into a lecture portion and separate lab sections would eliminate red flags about over-enrollment.

*(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.***
Public Relations and Advertising majors earn one hour of credit for 150 hours of work over 10 weeks. Grading is satisfactory/no credit. Advertising students may repeat the course for up to four hours of credit, while PR majors may earn a maximum of two credits. Journalism and Electronic Media students

are required to complete a practicum, earning one credit for 100 hours of work. They may opt to earn three credits for an internship, which must consist of 30-to-40 hours a week over 10 weeks.

A few internship opportunities are posted on the College's website, though each posting consists of general information about potential employers' internship programs rather than currently available opportunities. However, according to students, professors and internship coordinators help match students with potential employers when internships become available. Each fall the College and Career Services hold a job and internship fair that typically attracts 45 to 50 recruiters. Students who attend have their information entered into a Career Services database, which gives them access to future job and internship openings.

Students are required to keep detailed records of work performed and, depending on the type of job experience, keep portfolios, supervisor evaluations, time sheets and details about the nature of the work performed. A faculty supervisor from each of the three disciplines oversees internship opportunities and monitors students' work experiences. Records show a large number of students completed internships and practicums in both Public Relations and Advertising. The list in the self-study for Journalism and Electronic Media internships was bleak but an updated version showed an impressive list of internships and practicum sites from across the country, plus more than a dozen in Australia.

Summary
The Schools have a cohesive and comprehensive curriculum, taught by accomplished and engaged scholars and professionals. Students are pleased with the instruction, though many wish that more digital skills were taught throughout the curriculum. Area professionals actively recruit UTK students for internships and jobs and are pleased with their competence.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

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

Unit performance with regard to indicators:

a) The unit has a written 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 College diversity plan connects to the goals from the Chancellor's Council on Diversity and Interculturalism. CCI received a diversity and inclusion unit level award for its efforts. JREM and ADV/PR plans are thoughtful and comprehensive, but the ADV/PR plan does not include a definition of diversity and neither plan outlines underrepresentation for the unit. Faculty are also not clear on areas of underrepresentation among students or faculty. Some talked about broad definitions of diversity as the better goal than those stated by the accreditation process, which they found limiting. Some faculty seem uncomfortable when discussing issues of diversity and inclusion at all, even when prompted. Other faculty noted that discomfort and suggested that this will be important work for the Schools if they want to continue their focus in this area.

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.

The self-study notes that of the syllabi provided, 10 percent include content specific to diversity themes. Few courses have student learning goals related to diversity. However, students said that diversity content was part of several courses and noted the Media, Diversity and Society course as one highlight. The intercultural sensitivity workshop included in classes is another notable approach. Courses also incorporate international foci. Specific learning goals related to diversity and inclusion on syllabi could help communicate the value and also help students connect the dots. Data from the student exit survey show that students report that the program helped them to understand people from diverse backgrounds.

Another area of promise is the study abroad and domestic study options. The College could consider how they are leveraging "the opportunity to experience a diverse professional social and cultural life in other locations." Intentionality in making the NY experience a cultural immersion or effective reflection in study abroad will help ensure that students are making connections. This is a real strength of the curriculum and the Schools could focus on providing access to more students.

The Schools effectively leverage diversity-related current events in reporting and writing classes such as a bill that proposed making the Bible the official book of Tennessee and a bill that proposed that students be required to use the restroom that matched the gender assigned to them at birth.

The Schools also cite a variety of creative projects that explore human differences and marginalized groups connected to contemporary issues.

The Diversity and Inclusion week was noted as an asset by students and central administrators. The

College is seen as leading the way for the rest of the campus in terms of providing diversity and inclusion events.

*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.***

Students noted how much they appreciated having a number of women faculty members. Several said that all their faculty outside of the College were men. Although the Schools have been more successful in hiring women, United States racial minority representation is weak in both Schools. Although efforts are mentioned in the report, they have not resulted in the hiring of more faculty of color. Faculty note religious diversity among the faculty as well as diversity in socioeconomic upbringing. In terms of more successful recruitment efforts, STRIDE is a promising option, although faculty participation so far has been limited. The plans call for more participation. Recently, women assumed leadership roles in the Schools and many noted this as a key sign of progress toward a more diverse and inclusive environment.

Another potential area of focus could be recruiting adjunct or part-time faculty of color, considering options for Lecturer or Professor of Practice lines. The units could benefit from creative approaches to hiring in order to take advantage of target-of-opportunity hiring that the University offers. For the traditional tenure-track lines, some faculty note that the School has been satisfied with more conventional practices that so far have not yielded results. Faculty need to leverage their networks in more aggressive ways if they want to make this a priority and achieve success in hiring more faculty of color.

Many in the University and related professions note the challenges that come from recent moves in the state legislature that signal to students and colleagues from diverse backgrounds that the state and University might not be a welcoming place.

*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 College conducted an extensive climate survey. In one example, results show that students report more discrimination and prejudice outside the College as compared to inside the College. But some key measures have decreased since the last survey in terms of CCI as a resource in understanding diverse groups. The interest in more formal opportunities to discuss diversity-related issues has also dropped. The College seems interested in learning more about what this means and addressing it.

The College has increased Black student attendance even as the University Black student numbers have decreased. They have also seen increases in multiracial and Hispanic/Latino students, but Asian American/Pacific Islander student numbers have decreased.

The self-study notes that two of the students offered the highest honor for undergraduates are from the College and both are Black. Admission administrators note that the College as a whole is an active partner in multicultural-focused recruitment weekends and more than any other unit on campus has worked to create College level recruitment events that complement their university-wide efforts. The symposium and diversity career fair are other notable efforts.

Students speak clearly about how they feel welcome and included in the Schools. One student who identified as an African American woman, first generation college student said, "They may not look like me on the outside but they really do care about me, my career, and my studies. They make me feel

important." Another student said that the faculty really help students flourish through classroom interactions, academic advising and career mentorship. One student said, "When I step into this building it is nothing but love and respect. Compared to the larger campus community, this really feels like home."

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.

Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. institutions are located.

The diversity and disability statements are an opportunity for growth. Perhaps more discussion among the faculty about the reason behind these statements would be useful. One faculty member questioned the usefulness of such statements. When a few faculty were asked about the content of the Diversity statement, they were not sure what it said. The diversity plans both address this as a concern and specific ways to address it. For example, when JREM noted that their syllabi less often posted the disabilities statement than the ADV/PR syllabi, their plan noted an internal analysis of course syllabi to garner a better understanding of the reason for the decrease in inclusion on syllabi.

The College should be celebrated for its efforts in developing accessible websites, an area often overlooked.

The Dean in particular is noted as an advocate for diversity and inclusion, with students mentioning his support for the Diversity Banquet, getting to know students and even "flipping burgers at events."

The Director of JREM is also noted as an expert in this area and so her new leadership role is seen as an asset.

A few faculty noted that the two Schools still operate in patterned ways that are less welcoming for women as evidenced in committee assignments, who is valued in faculty meetings and the lack of urgency in hiring more women or people of color in faculty or staff positions.

Summary
The Schools have worked on multiple fronts under the umbrella of diversity and inclusion and are seen as campus leaders at a university that is challenged in this area. They have had success in partnerships with the VP for Enrollment to increase the diversity of students and in infusing diversity into the curriculum, with less success in faculty diversity.

COMPLIANCE

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

Academic year: 2015 – 2016 Full-time – School of Advertising and Public Relations and School of Journalism and Electronic Media (combined)

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	0		0	
White	18	48.6%	15	40.5%
American Indian/Alaskan native	0		0	
Asian	1	2.7%	0	
Hispanic/Latino (any race)	0		2	5.4%
Native Hawaiian/other Pacific Islander	0		0	
Two or more races	0		0	
Other race	0		0	
International (any race)	1	2.7%	0	

Academic year: 2016 – 2017 Full-time – School of Advertising and Public Relations and School of Journalism and Electronic Media (combined)

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	0		0	
White	15	46.9%	13	40.6%
American Indian/Alaskan native	0		0	
Asian	1	3.1%	0	
Hispanic/Latino (any race)	0		2	6.3%
Native Hawaiian/other Pacific Islander	0		0	
Two or more races	0		0	
Other race	0		0	
International (any race)	1	3.1%	0	

Academic year: 2015 – 2016 Part-time/adjunct – School of Advertising and Public Relations and School of Journalism and Electronic Media (combined)

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	0		0	
White	1	16.7%	5	83.3%
American Indian/Alaskan native	0		0	
Asian	0		0	
Hispanic/Latino (any race)	0		0	
Native Hawaiian/other Pacific Islander	0		0	
Two or more races	0		0	
Other race	0		0	
International (any race)	0		0	

Academic year: 2016 – 2017 Part-time/adjunct – School of Advertising and Public Relations and School of Journalism and Electronic Media (combined)

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	0		1	8.3%
White	4	33.3%	6	50.0%
American Indian/Alaskan native	0		0	
Asian	0		0	
Hispanic/Latino (any race)	1	8.3%	0	
Native Hawaiian/other Pacific Islander	0		0	
Two or more races	0		0	
Other race	0		0	
International (any race)	0		0	

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

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

Unit performance with regard to indicators:

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

In accordance with University policies, the Schools have a clearly documented procedure for selecting and hiring faculty. For full-time faculty hires, a search committee is formed, and the School's faculty deliberate on the nature of the search and the position description. A request for approval to search is made to the dean, provost, and Office of Equity and Diversity. The position is advertised through various channels including appropriate websites and academic associations. The search committee reviews the applications and selects candidates to be interviewed. After the interviews, the committee ranks the candidates in consultation with the faculty, and the program director usually chooses the top candidate. Permission to make an offer is sent to the dean, provost, and Office of Equity and Diversity.

Based on the needs for particular classes, the Schools select part-time lecturers. These generally come from the local professional community. Part-time lecturers are expected to have appropriate professional credentials and/or the relevant terminal degree, typically at least a master's degree.

In evaluating full-time and part-time faculty and instructional staff, the Schools abide by the University's Faculty Handbook and Manual for Faculty Evaluation. Per university policy, the Schools evaluate tenure-track and tenured faculty annually. The review applies the following performance ratings: (1) *far exceeds expectations for rank*, (2) *exceeds expectations for rank*, (3) *meets expectations for rank*, (4) *falls short of meeting expectations for rank*, or (5) *falls far short of meeting expectations for rank*. The director of the School holds an annual review conference with each tenured and tenure-track faculty member. Salary increases and merit pay are awarded based on the results of the annual and cumulative reviews.

Tenure-track faculty also receive a retention review in each year of the probationary period leading up to (but not including) the year of tenure consideration. An extensive retention review is conducted in the academic year following the midpoint in the faculty member's probationary period (typically the fourth year of employment). Tenured faculty vote on retention, and the director and dean conduct independent reviews. The chief academic officer makes the final decision on retention.

During the accreditation period, four tenure-track assistant professors and three associate professors were considered for tenure with promotion and promotion, respectively. All were recommended for tenure/promotion and promotion by their School. Each of these recommendations was approved at the University level.

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

The majority of courses are taught by full-time faculty (67% in 2013-14, 62.8% in 2014-15, and 68.4% in 2015-16). The decreased percentage in 2014-15 was partly due to one JREM full-time lecturer on "modified duties" leave.

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.

There is a good balance of professional and scholarly experience in the full-time and part-time faculty. The large majority (93 percent) of tenure-track and tenured faculty in the Schools have Ph.Ds. In ADV/PR, all but one of the 13 tenure-track or tenured faculty have Ph.Ds, and nearly all have some level of professional experience ranging from none to 20 years. In JREM, all but one of the 16 tenure-track or tenured faculty have PhDs, and all have some professional experience ranging from one to 38 years. Faculty members with limited professional experience are encouraged to participate in professional experiences including faculty summer internships and consulting. Part-time faculty typically provide students with current professional experience.

Both Schools have a high proportion of senior faculty, especially at the level of Professor. The School of Advertising and Public Relations has eight full professors, four associate professors, and one assistant professor. The School of Journalism and Electronic Media has 11 full professors, three associate professors, two assistant professors, and three full-time, non-tenure-track lecturers.

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

Per University policy, all faculty teaching in both Schools are evaluated by students using a standardized University form. In addition, the Schools conduct peer evaluations of faculty teaching. Prior to 2016-17, the School of Journalism and Electronic Media required yearly peer teaching reviews for junior faculty. The School of Advertising and Public Relations required that tenure-track faculty receive an enhanced three-member committee peer review of teaching in the second or third year.

Following the College's 2016 policy for peer teaching evaluations, both Schools conduct two peer teaching reviews for each tenure-track faculty member prior to tenure. At least one peer teaching review is conducted for each associate professor with tenure prior to consideration for promotion to full professor. It is recommended that the peer teaching review for associate professors be conducted at least three years post-tenure. At least one peer teaching review is conducted for non-tenure-track full-time faculty members prior to consideration for promotion to senior or distinguished lecturer.

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

University administrators and representatives from other units on campus give the Schools strong marks for collaboration and service as well as the quality of education.

Summary

The Schools' procedures for hiring and evaluating full-time and part-time faculty and instructional staff are clearly documented in the self-study and supporting materials. Over 60 percent of courses are taught by full-time faculty. Most faculty members have significant professional experience with the large majority of full-time faculty also holding Ph.Ds.

COMPLIANCE

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

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

Unit performance with regard to indicators:

a) The unit requires, supports and rewards faculty research, creative activity and/or professional activity.
The Schools prioritize research and creative activity in terms of both generating new ideas and knowledge and integrating them into the classrooms and society. This is in line with the University accepting the challenge in 2010 from then-governor Phil Bredesen to become a Top 25 public research institution. The Schools require, support and reward faculty research and creative activity.

The School of Advertising and Public Relations provides each faculty member an annual $2,000 research fund that can be used for attending conferences or other research activities, with the opportunity for additional resources for conference travel or data collection. The School of Journalism and Electronic Media provides each faculty member up to $2,800 annually to support presenting research at conferences or attending workshops for professional development. Prior to Fall 2016, the School of Journalism and Electronic Media's travel funding amounts depended on the School's budget.

Faculty members are recognized for their scholarly and creative achievements through several mechanisms, including the CCI Research Award and summer research support. In addition, faculty members are supported by research and professional development leaves (i.e., sabbaticals).

b) The unit specifies expectations for research, creative activity and/or professional activity in criteria for hiring, promotion and tenure.
The Schools abide by the University's Faculty Handbook, which lays out research expectations by rank and outlines how faculty members are expected to achieve a record in their field of research. Additional research guidelines are provided in the respective School's Workload Policy as well as the College's Workload Expectation Policy.

c) Evaluation criteria for promotion, tenure and merit recognition account for and acknowledge activities appropriate to faculty members' professional as well as scholarly specializations.
In evaluating a faculty member's scholarly and professional activities, the Schools follow the University's Faculty Handbook and Faculty Evaluation Manual. Updated in 2016, the Faculty Evaluation Manual outlines annual retention reviews for tenure-track faculty, annual performance review of tenured and tenure-track faculty, tenure and/or promotion review, cumulative performance review of tenured faculty, and promotion of non-tenure track teaching faculty.

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.
Faculty members are productive and have been active with relevant academic and professional groups in sharing their work. The research activity includes the publication of 21 books, 66 book chapters, 187 refereed journal articles, and 250 conference papers. This research activity is comparable to that from

the last accreditation period.

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

The Schools support diverse research agendas and facilitate research sharing through faculty research sessions, including the College's Annual Research Symposium. Researchers from other universities in the region as well as from the University's other units often attend the Symposium. In addition, the Schools contribute to the intellectual climate at the University through participation in public lectures and symposia.

Summary

The Schools' faculty are productive in research output and active in sharing their research through relevant scholarly associations and public lectures. Research is one of the strengths of the Schools and contributes to the University's efforts to enhance its research profile.

COMPLIANCE

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				
		Full Professors (23)	Associate Professors (7)	Assistant Professors (8)	Other Faculty** (2)	Totals (40)
Awards and Honors	90	43	25	21	1	90
Grants Received Internal	47	22	10	15	0	47
Grants Received External	26	20	5	5	0	30
Scholarly Books, Sole- or Co-authored	10	9	0	1	0	9
Textbooks, Sole- or Co-authored	8	7	0	0	1	8
Books Edited	3	3	0	0	0	3
Book Chapters	66	46	15	14	0	75
Monographs	5	6	0	0	0	6
Articles in Refereed Journals	187	96	45	58	0	199
Refereed Conference Papers	250	132	61	86	2	281
Invited Academic Papers	64	44	0	19	1	64
Encyclopedia Entries	33	11	17	5	0	33
Book Reviews	16	10	0	6	0	16
Articles in Non-refereed Publications	30	22	0	8	0	30
Juried Creative Works	8	7	0	1	0	8
Non-juried Creative Works	16	6	6	4	0	16
Other (specified) Newspaper articles, commissioned reports, invited academic speeches	48	39	8	2	1	50

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

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

PART II — Standard 6: Student Services

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

Unit performance with regard to indicators:

a) Faculty and/or professional advising staff ensure that students are aware of unit and institutional requirements for graduation and receive career and academic advising.
Advising is structured and ongoing throughout the students' four years, beginning with a required two-day orientation in the freshman year. The director of Undergraduate Advising and two professional staff advisers walk students though University, College and School requirements and academic opportunities. Students become acquainted with uTrack, a monitoring system that lays out all required courses over four years of study and keeps track of students' progress. On the second day of orientation students are introduced to career counseling, helped with planning an initial course schedule and then meet individually with advisers to ensure they are off to a good start. Transfer students undergo a one-day advising session.

The Center for Undergraduate Studies and Advising counsels students with fewer than 30 credits or students having academic difficulty, who must be individually advised each semester. Students in good standing and whose uTrack indicates they are following the recommended academic progression need to be advised only once yearly, though they are encouraged to check with advisers each semester. An online audit program also tracks progress and specifies all requirements and sub-requirements for specific majors. Both students and advisers sign off on students' academic progression plans. Once the students have met certain academic milestones they are assigned an adviser in the College and are expected to attend group advising meetings, followed by individual faculty advising meetings. Journalism and Electronic Media students have recently expressed a preference for assigned advisers whom they see consistently throughout their time in the School, so JEM has abandoned group meetings for individual advising sessions, preferably at least once a semester. The Schools maintain listservs and email databases for their students and notify them through electronic messages about opportunities, deadlines, events and academic matters. The College also has academic and other pertinent information for students posted on its website.

Students praised the advising in the College, particularly the professional advisers who help them navigate the first two years, calling them "really knowledgeable" and comforting, hospitable, generous, helpful and caring. More than one student related how hard advisers work to make sure credits from other institutions transfer to UT so that they don't fall behind. "My adviser went nuts trying to get everything established for credit," one student recalled of her experience coming to UT from a community college. The advisers not only help the students keep track of requirements but also serve as career counselors and match them with internships and jobs. The students also expressed appreciation for the help they receive from faculty advisers, who they say email them about events of interest and potential employers. One student who will graduate in May and has employment lined up said, "I wouldn't have gotten a job in May without my professors and even the dean." Students said it was not difficult to graduate in four years or even three and a half, and most expected to do so.

b) Faculty are available and accessible to students.
Faculty members typically post office hours on syllabi and many also list them on UT's GradesFirst online advising management system, which allows students and faculty to make appointments. Students

report that faculty are open to meeting outside office hours and many email their professors freely at any time and receive quick responses. They said the College faculty are far more accessible and helpful than they have experienced with faculty from other disciplines where they are studying for second majors or a minor.

The School administration, faculty and staff create an open and nurturing environment. "When I step into this building I know I'm loved," a female student said as several students around her nodded.

c) The unit keeps students informed about the activities, requirements and policies of the unit.
Requirements and policies of the Schools are communicated to students in orientation sessions, as outlined above, and through the Center for Undergraduate Advising and individual advisers. The electronic DARS system, which is accessible to students at any time, displays all current academic requirements and policies and is used to monitor students' adherence to those requirements. The two Schools and the College maintain an updated website that refers students to both ongoing and unique opportunities and the Schools maintain listservs of students in the major that are used to broadcast special events and opportunities.

d) The unit and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.
The College has an array of extra-curricular opportunities for students. Numerous students participate in media controlled by the School of Journalism and Electronic Media —WUTK-FM, TNJN.com, Scoop (a college-wide magazine targeted at CCI alumni), and UT Today (a news show that runs on WBIR-TV weekly in the spring), and The Volunteer Channel (a cable channel for all UT students that is managed by the School of Journalism and Electronic Media, with funding from UT's Office of Student Life). Other media not under the control of the School but whose staffs comprise many of the College's students include The Daily Beacon (UTK student newspaper), Phoenix (UTK literary magazine), and the Volunteer Annual. Students say they take advantage of those outlets, particularly The Daily Beacon, and what they learn there helps them in classes and in getting internships.

Advertising and Public Relations students participate in both Ad Club and the Public Relations Student Society of America. Journalism students are active in the UT chapter of Society of Professional Journalists. The students have organized a chapter of the National Association for Black Journalists, but it has not yet achieved a formal charter with the national organization. The College also sponsors the Diversity Student Leaders Society, established in 2007 to provide a community within the College for students of all backgrounds, races, genders, cultures, religions, and sexual orientations. It helps plan and execute Diversity and Inclusion Week and the Experience Diversity Banquet.

The Schools participate annually in College undergraduate research symposia and exhibitions and host a chapter of Kappa Tau Alpha.

A signature event of the Advertising and PR school is the Ad Club's spring trip to New York City, during which 20 students spend a week working with UT alumni employed in some of the top agencies in the industry. They tour agencies, observe operations and meet with potential employers. Several students, however, did complain that the visit focused primarily on advertising outlets and little attention was given to public relations agencies.

Frequently advertising and PR students have also hosted yearly day-long conferences focused on a theme and featuring presentations with industry speakers, faculty, alumni, and other pertinent

professionals. Students with a particular interest in broadcast, advertising and PR careers have, since 2009, participated in the Women in Cable Telecommunications Student Mentoring Program Southeast Chapter's student mentoring program.

Additionally, since spring 2012 the College has hosted Social Media Week to give students and faculty the opportunity to hear professionals share insights about how social media influence their jobs and businesses.

*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 University's Office of Institutional Research and Assessment collects, analyzes and reports information about enrollment, retention and graduation rates. The College has access to, and regularly monitors, the data. It used enrollment data, for example, to track progress with respect to recovering from the drop in major enrollments in ADV, JEM and PR that took place prior to the decision to eliminate pre-majors by allowing students to declare their majors in ADV, JEM and PR as freshmen in Fall 2013. Admitting majors directly to the College as freshmen got them involved more quickly in the curriculum and proved to solidify more students' interest in the major. For example, when students in Advertising and were pre-majors for the first two years, many of their courses were taken in the Business College, resulting in them having more contact with faculty in that College than in the College of Communication and Information. Eliminating the pre-major and involving students more intimately in the activities of the CCI seems to have helped stabilize and increase enrollment. Analyzing data related to when students most frequently opted out of the major also led to a change in pre-requisites and co-requisites for some courses and helped students make smother academic progress. The Schools are also working to update technology and introduce it throughout the curriculum, which administrators believe also will positively influence enrollment.

The College publishes its enrollment and retention data online at these sites:

http://jem.cci.utk.edu/school-journalism-electronic-media-student-facts

http://adpr.cci.utk.edu/about-advertising-public-relations

First-year retention rates are especially high, ranging in the last seven years between 82 percent and 100 percent.

Enrollment increases beginning in 2013 reflect the decision to admit students to the major as freshmen. The four-year graduation rate for students in the Schools in spring 2016, before that change was made, was 50 percent for Advertising, 55 percent for Journalism and Electronic Media and 66.7 for Public Relations. That rate fluctuates from year to year, but the five-year graduation rate in all three Schools is at or near 100 percent in each of the last several years. The College expects that when data are available this spring for the four-year graduation rate of students allowed to enter the major as freshmen that it will be significantly higher than the 2016 figure. The College's four- and five-year graduation rates are several percentage points better than the rates for students in the University as a whole.

Summary
The College has a superior professional advising office, staffed with competent and caring advisers who strive to make students' academic progress seamless and successful. Faculty also are attentive to

students' needs and help them find practical experiences, internships and jobs. A variety of campus media offer students valuable hands-on experience. A dip in enrollment appears to have stabilized after the College dropped pre-majors and allowed students to declare a major and begin their coursework as freshmen. Retention rates are high and graduation rates are better than those in the University.

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

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

<u>Unit performance with regard to indicators:</u>

a) The unit has a detailed annual budget for the allocation of its resources that is related to its long-range, strategic plan.
The University-wide planning process ensures that strategic goals and budgets are aligned. Recent budget cuts have created challenges. However, good returns on fundraising efforts have helped provide the resources to meet College strategic goals. The faculty and staff giving rate is at an all-time high. Faculty report relative satisfaction with resources but note continued efforts will be required to keep up with technological advancements in the professions.

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.
Both JEM and ADV/PR note that the base budget is not enough to achieve their goals and maintain relevant and ample equipment. Historically, the unit noted that its funding was not in line with similarly sized units. In the past few years, however, that funding has been brought more in line with other units.

c) The facilities of the unit enable and promote effective scholarship, teaching and learning.
Students noted the facilities as a strength. Some students cite the classrooms specifically as a strength, while others see them as outdated. Many students noted that there are not enough classrooms and one student noted that his class moved four times before a classroom was found in a different college, because no space was available within the College. They did note that the limited hours for computer labs and equipment check-out affect their ability to do practical assignments.

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 asset of students being able to start hands-on experiences during the first and second year has led to student perceptions that the quantity of the equipment is lacking. Students note the struggle particularly for first- and second-year students who have assignments due at the same time and are not allowed to use the equipment in the School so need to use "sub-standard" equipment from the library. Plus, they note that there is not enough of it to go around. Every student in the room said that it was not clear that first- and second-year students are not allowed to check out School equipment, but could through the University Library, so they were left to figure that out on their own. More communication of equipment policies, at a bare minimum, would be helpful. The students said the equipment in the School is high quality, but that the quantity is lacking. They just cannot get it in a timely manner to do their work.

Faculty noted the need to invest in specific software for classes, although high license fees have prevented this. Keeping up with equipment will be an ongoing challenge for the unit because of the needs across the dynamic fields of journalism, electronic media, PR and Advertising.

e) The institution and the unit provide sufficient library and information resources to support faculty and student research and professional development.
Faculty in general speak of being well resourced. Faculty members specifically noted that the librarians are a valuable resource to support faculty. Professional development is a target goal for alumni giving in

the future.

Summary

The unit is feeling the sting from recent budget cuts, but fundraising efforts are helping. The move to serve first- and second-year students in practical courses has resulted in large numbers of students who need technology to complete assignments and are not able to check it out in the Schools. Further, upper-level students suggest that equipment is high quality, but there is simply not enough available.

COMPLIANCE

PART II — Standard 8: Professional and Public Service
The unit and its faculty advance journalism and mass communication professions and fulfill obligations to its community, alumni and the greater public.

Unit performance with regard to indicators:

*a) **The unit consults and communicates regularly with its alumni and is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching, whether on-site or online, current and to promote the exchange of ideas.***
The College recognizes the importance of alumni engagement, and looks to alumni for critical professional and philanthropic counsel and support for students, faculty and administrators. The College Board of Visitors, composed of leading alumni and professionals, meets twice a year to consider curriculum issues and future trends and needs in the industry. The members make recommendations on potential renovations to increase the curriculum's relevance to professional needs, and offer advice on proposed School or College curriculum or procedural changes. In addition, an alumni survey provides data to improve programs. Several alumni receptions are held annually; 2016 sites included Atlanta, New York City, Nashville, Memphis, Chattanooga, Knoxville, and Washington, D.C. Both the *Daily Beacon* and WUTK-FM often host special reunions as well. The monthly online *Circle Park News* further keeps alumni informed on College people and events. The School of Journalism and Electronic Media also publishes the online magazine *Scoop*.

The College's strong alumni network also enables faculty to organize visits for groups of students to advertising agencies, public relations firms, TV and radio stations, print and digital media, production companies, and the like in such cities as New York, Chicago, Atlanta, and Washington, D.C. An especially popular example is the School of Advertising and Public Relations' annual week-long visit of students and faculty to several major agencies and media companies in New York. The trip includes a reception for students with New York area alumni.

In 2013, the College launched UT Social Media Week, building upon an event begun in the School of Advertising and Public Relations in 2012. This event brings in participants from the College and community, including area alumni and professionals, to share insights and best practices. Among participants were representatives from the Los Angeles Rams, Buzzfeed, *Politico*, and Publicis One Team USA, among others. The Atlanta Chapter of Women in Cable and Telecommunications holds an annual mentoring program in partnership with the College, with at least 10 students mentored each year.

Many faculty members are active in professional organizations, including the Advertising Club, Public Relations Society of America, Tennessee Press Association, and Society for Professional Journalists. A public relations professor is faculty adviser for the College's PRSSA chapter (student chapter of the Public Relations Society of America). The University was host to the AEJMC Southeast Regional Colloquium in 2015, and several students and faculty presented research papers. A pre-conference event highlighted the life and work of noted journalist and reformer Ida B. Wells.

*b) **The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promote.ng professional ethics, evaluating professional performance, and addressing communication issues of public consequence and concern.***
College faculty members have made paper presentations at the PRSA International Conference and American Academy of Advertising, among others. The School of Journalism and Electronic Media

brings distinguished science journalists to the campus to discuss contemporary issues in science and research through the annual public Alfred and Julia Hill Lecture. JEM faculty members have developed and participated in several instructional innovations to aid educators, such as the Intercollegiate Online News Network to aid instructors in setting up websites to promote journalism instruction.

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.
Faculty receive a base of financial support ($2k per year) for attending conferences, and many say that the College works hard to find additional funding for important activities. Funding is also available for students. For example, student officers in PRSSA and two other PRSSA students received funding to attend the 2016 International PRSA Conference in Indianapolis.

Faculty hold leadership positions in numerous associations, including service as officers and on editorial boards.

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.
Campaign courses in the School of Advertising and Public Relations frequently focus on community-based projects, for which students provide *pro bono* public relations work. Currently, public relations students are working with a metro-area anti-drug coalition. Advanced photography students have chronicled a changing world for the past 23 years by photographing "a day in the life" of the small community of LaFollette, TN. The Tennessee State Museum exhibited the work in "Eyes on LaFollette" in 2014. A grant to JEM faculty enabled the Robert R. McCormick Foundation to host professional journalists from the region for a McCormick Institute on Innocence/Wrongful Conviction Projects in 2011. The Volunteer Channel, the University's student television station, provides quality television programming to the campus cable network and to the Knoxville community through video streaming.

e) The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.
The School of Journalism and Electronic Media has a strong history of support for scholastic journalism. Faculty members have hosted and made brief presentations about their courses to visiting high school journalism classes. Several faculty members have visited and made presentations to regional high schools and lectured at the Tennessee High School Press Association's annual workshop.

Summary
The College is strongly engaged with its alumni, frequently forging connections among faculty, students, and alumni. Faculty members participate in numerous public service activities around the state and region, and contribute to their academic fields through volunteer leadership and scholarship.

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

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

Unit performance with regard to indicators:

*a) **The unit defines the goals for learning that students must achieve, including the "Professional Values and Competencies" of this Council. (See 2. Curriculum and Instruction.)***
Both Schools have developed curriculum maps that identify the required and elective courses that address each of ACEJMC's 12 professional values and competencies. The maps show that the required courses in each School cover the values and competencies and that elective courses enhance that coverage.

*b) **The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.***
The Schools' plans and programs benefit from the University of Tennessee's pioneering commitment to assessment in the 1980s. The University has administered comprehensive tests and other measures for the past 25 years.

Student learning in the two Schools is assessed in five ways:

1. Each faculty member sets learning objectives for each class and grades students based on how well they demonstrate mastery of course content.

2. Each spring, faculty members conduct direct assessment of core competencies as part of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation process.

3. Students participate in the California Critical Thinking Skills Test every five years, which is designed to predict strength in critical thinking in authentic problem situations and success in professional development. Student scores are tracked regularly.

4. Every five years, seniors in Advertising and PR take a major field test that is designed to measure overall competency in the material taught in their majors. Journalism and Electronic Media, as part of its Tennessee Higher Education Commission (THEC) major field assessment, annually conducts an audit of its capstone course JREM 499 required for all majors. Graduating seniors enrolled in JREM 499 participate in a test of their knowledge of competencies related to the field, which adheres to the ACEJMC set of 12 competencies. JREM 492 Practicum requires one hour of credit for 120 hours worked in a practicum setting, and practicum supervisors complete an evaluation of the student's performance.

5. Every five years, the College surveys graduates for assessment of their educational experience.

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

The ongoing assessment program may have suffered some from the interruptions and transition in leadership in each School.

The assessment measures and their results are stronger in assessing mastery of the professional values that address knowledge and understanding than of the mastery of professional competencies. Both Schools may wish to consider collecting ungraded copies of the final project in the most advanced skills course, developing a set of rubrics and a scale, forming a panel of two professionals and a faculty member who did not teach the advanced course, and assessing a sample of the projects in each major.

The self-study presents evidence of sensible use of the findings in updating the curriculum, particularly in response to digital, multimedia practice.

*d) **The unit maintains contact with its alumni to assess their experiences in the professions and to provide suggestions for improving curriculum and instruction.***
In addition to the alumni survey, alumni are among the regular visitors and guest speakers who review curriculum and examples of student work.

*e) **The unit includes members of journalism and mass communication professions in its assessment process.***
Practitioners serve on the Board of Visitors and also as campaign clients and judges of capstone projects and presentations.

Summary
The assessment programs of the two Schools are more systematic in applying measures, analyzing the findings and applying the results than they were six years ago. More focused attention on assessment of graduating seniors' mastery of professional skills would strengthen the program,

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS

- A student-faculty environment of effective instruction, advising and mentoring
- Outstanding productivity and publication of scholarship
- A model for the campus of encouraging diversity and inclusiveness in the life of the College
- Creative leadership and management of reduced resources
- A clean, well-lighted place for scholarship, learning and practice and for presentation of the history and accomplishments of the College

WEAKNESSES

- Advertising and Public Relations should define diversity and both Schools should define under-representation for their unit in their plans for diversity and inclusiveness
- A need for even more creative and persistent ways of recruiting and retaining a diverse faculty
- A need for more technology and equipment to address the demands of first-year students throughout their time in the Schools

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).

Although the 2010 report did not identify problems or deficiencies, it did convey a concern about diversifying the faculty. The state's elimination of resources for UTK to address this campus-wide challenge has hampered the efforts of the College and both Schools, even as they have strengthened the curriculum and climate.

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

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

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

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

The self-study was thorough, appropriately analytical of strengths and weaknesses, and well-supported with evidence and detail in the Appendices.