Report of On-Site Evaluation
ACEJMC
Undergraduate program
2017–2018

Name of Institution: University of Georgia

Name and Title of Chief Executive Officer: Dr. Jere Morehead, President

Name of Unit: Henry W. Grady College of Journalism and Mass Communication at the University of Georgia

Name and Title of Administrator: Charles Davis, Dean

Date of 2017-2018 Accreditation Visit: October 15-18, 2017

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

Date of the previous accreditation visit: January 29 – February 1, 2012

Recommendation of the previous site visit team: Re-accreditation

Previous decision of the Accrediting Council: Re-accreditation

Recommendation by 2017-2018 Visiting Team: Re-accreditation

Prepared and submitted by:

Team Chair   Will Norton, Jr., Ph.D.
Name and Title: Professor and Dean
Organization/School: University of Mississippi

Signature _____

Team Members
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Organization/School: *Arkansas Democrat-Gazette*

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Organization/School: Professor, Frank W. and Sue Mayborn School of Journalism
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Name and Title: Sonya Forte Duhé, Ph.D.
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Name and Title: Kathleen Fearn-Banks
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Name and Title: T. Kenn Gaither
Organization/School: Professor and Associate Dean, School of Communications, Elon University

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Name and Title: Dan Shelley
Organization/School: Executive Director, Radio-Television Digital News Association

Signature _____

Part I: General Information

Name of Institution: University of Georgia

Name of Unit: Henry W. Grady College of Journalism and Mass Communication

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 University of Georgia was chartered January 27, 1785, by act of the Georgia General Assembly meeting in Savannah. It is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the Bachelor's, Master's, Specialist and Doctor's degrees (Reference: University of Georgia Bulletin at http://www.bulletin.uga.edu/Bulletin_Files/Uiv/history_Link.html

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: January 29- February 1, 2012

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1948

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

Our revised mission and vision statement was adopted as part of the 2020 Strategic Plan:

Adopted by the faculty: April 24, 2013

I. Vision

The Grady College will be recognized globally for leadership, excellence and innovation in education, research and outreach in media and communication.

II. Mission

The Grady College serves Georgia, the nation and the world by creating and disseminating knowledge and insights for the professions and the academy. We educate, challenge and inspire future scholars and educators to think critically, ethically and innovatively. As creators, consumers and leaders, these scholars and educators will advance journalism, advertising and public relations, and telecommunications toward a more democratic society and for the public good.

7. What are the type and length of terms?

Semesters of 16 weeks
Quarters of _____ weeks
Summer sessions of __4 or 8___ weeks
Intersessions of __4___ 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 undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC. *Indicate online degrees.

Bachelor's degrees (A.B.): Advertising major, Entertainment and Media Studies major, Journalism major, and Public Relations major.

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

121 semester credit hours required for graduation

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

Student may earn up to 3 semester credit hours for internship experience.

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
Department of Advertising-Public Relations	Dr. Bryan Reber
Department of Entertainment and Media Studies	Dr. James Hamilton
Department of Journalism	Dr. Janice Hume

13. Number of full-time students enrolled in the institution: 37,606 as of Fall 2017

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): Numbers as of Fall 2016

Name of Sequence or Specialty	Undergraduate majors
Advertising	407
Entertainment and Media Studies (Mass Media Arts)	271
Journalism (Digital and Broadcast Journalism)	436
Public Relations	379
Pre-majors	672
Total	2165

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.)

SPRING 2017 (in split level courses, undergraduate enrollment is listed first)
Advertising-Public Relations Department:

ADPR 3110	Advertising Message Strategy – 4 sections – 13, 20, 20, 19	
ADPR 3520	Graphic Communication – 5 sections – 20 students each section	
ADPR 5520	Advanced Graphic of Communications – 1 section - 20	
ADPR 5920	Public Relations Communication – 5 sections – 15, 14, 16, 16, 16	

Journalism Department:

JOUR 3190	Reporting and Writing Across Platforms – 9 sections – 20, 20, 20, 20, 20, 20, 21, 21, 19
JOUR 3280	Video Production – 4 sections – 17, 16, 13, 16
JOUR 3330	Introduction to Photojournalism – 3 sections – 19, 18, 19
JOUR 3380	Graphics – 1 section - 18
JOUR 3390	Coding – 2 sections – 16, 18
JOUR 4090	Multiplatform Story Production – 3 sections – 13, 15, 17
JOUR 5280	Advanced Video Journalism – 1 section - 10
JOUR 5370	Documentary Photojournalism – 1 section - 20
JOUR 5190	Feature Writing – 1 section - 19
JOUR 5590	Critical Writing – 1 section - 20
JOUR 5390	Investigative Reporting – 1 section – 17
JOUR 5430/7430	Entrepreneurial Journalism – 1 section – 17/1

Entertainment and Media Studies Department:

EMST 3110	Writing for Digital Media – 3 sections – 19, 19, 18
EMST 4220	Producing for Film/Television – 1 section - 19
EMST 4250	Video Production – 1 section - 19
EMST 4290	Digital Media Production – 1 section - 19
EMST 5250	Post-Production Techniques – 1 section - 20
EMST 5260	Advanced Production – 1 section - 14
EMST 5270	Documentary Production – 1 section – 17

FALL 2017 (in split level courses, undergraduate enrollment is listed first)
Advertising-Public Relations Department:

ADPR 3110	Advertising Message Strategy – 5 sections – 20, 20, 20, 19

ADPR 3520   Graphic Communication – 5 sections – 20 students in each section
ADPR 5520   Advanced Graphic of Communications – 1 section - 16
ADPR 5920   Public Relations Communication – 4 sections – 20, 20, 20, 17

<u>Journalism Department:</u>
JOUR 3190   Reporting and Writing Across Platforms – 8 sections – four sections of 20, four of 19
JOUR 3280   Video Production – 3 sections of 20 each
JOUR 3330   Introduction to Photojournalism – 4 sections – 15, 16, 19, 20
JOUR 3380   Graphics – 2 sections – 18, 20
JOUR 4090   Multiplatform Story Production – 4 sections – 20, 20, 17, 15
JOUR 5280   Advanced Video Journalism – 1 section - 15
JOUR 5590   Critical Writing – 1 section - 18
JOUR 5390   Investigative Reporting – 1 section - 18
JOUR 5430/7430   Entrepreneurial Journalism – 1 section 19

<u>Entertainment and Media Studies Department:</u>
EMST 3110   Writing for Digital Media – 3 sections   of 19
EMST 4220   Producing for Film/Television – 1 section - 18
EMST 4250   Video Production – 2 sections of 19
EMST 5250   Post-Production Techniques – 1 section - 19

Online Spring 2017
<u>Advertising/Public Relations</u>
ADPR 3110E   Advertising Message Strategy – 2 sections – 20, 17
ADPR 3520E   Graphic Communications – 2 sections – 20, 20

Online Fall 2017
 <u>Advertising/Public Relations</u>
 ADPR 3520E   Graphic Communications – 2 sections – 20, 20

<u>Journalism</u>
JOUR3390E   Coding – 1 section – 20

16. Total expenditures planned by the unit for the 2017 – 2018 academic year:

    FY 18 General Operations Estimated Budget/Expenses $13,308,321.29
    FY16 General Operations Budget/Expenses $11,472,471.39

Percentage increase or decrease in three years: Increase over the 3-year period is 16%

Amount expected to be spent this year on full-time faculty salaries: $5,860,869.99

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.

Fall 2017 Faculty
Acosta-Alzuru, Carolina   Professor
Ahn, Sun Joo (Grace)   Associate Professor
Aldridge, Emuel   Senior Lecturer
Alexander, Alison   Professor
Barnhart (Griffith), Jennifer   Senior Lecturer
Biddle, James   Senior Lecturer
Boyd, Valerie   Associate Professor

Cacciatore, Michael	Assistant Professor
Castengera, Michael	Senior Lecturer
Cantrell-Bickley, Dodie	Lecturer
Chess, Shira	Assistant Professor
Davis, Charles	Professor
Deal, Sabrena	Lecturer
Evans, Nathaniel J.	Assistant Professor
Fortmueller, Kate	Assistant Professor
Gerlach, Chris	Academic Professional
Gilbert, Anne	Assistant Professor
Hamilton, James	Professor
Han, Jeong Yeob	Associate Professor
Hazinski, David	Associate Professor
Herndon, Keith	Professor of Practice (Clinical line)
Himelboim, Itai	Associate Professor
Hollander, Barry	Professor
Hollifield, Ann	Professor
Hudson, Thomas	Senior Lecturer
Hume, Janice	Professor
Jin, Yan	Associate Professor
Johnson, Mark	Senior Lecturer
Jones, Jeffrey	Professor
Kavoori, Anandam	Professor
Kim, JooYoung	Associate Professor
King, Karen	Professor
Kohn, Nathaniel	Professor
Kreshel, Peggy	Associate Professor
Landrum, Kim	Lecturer
Lee, William	Professor
Len-Rios, Maria	Associate Professor
Mattison, Booker T.	Assistant Professor
Meng, Juan	Associate Professor
Michaelis, Vicki	Professor
Miller, Taylor	Assistant Professor
Nowak, Glen	Professor
Peters, Jonathan	Assistant Professor
Phua, Joe Jin	Associate Professor
Pjesivac, Ivanka (Radovic)	Assistant Professor
Reber, Bryan	Professor
Rhodes, Leara	Associate Professor
Russell, Karen	Associate Professor
Shumway, Christopher	Senior Academic Professional
Smith, Kristen	Senior Lecturer
Soloski, John	Professor
Springston, Jeffrey	Professor
Strausbaugh-Hutchinson, Kirsten	Senior Lecturer
Suggs, Welch	Associate Professor
Tinkham, Spencer *	Professor

Ward, Megan	Academic Professional
Watson, Joseph	Professor of Practice (Clinical)
Weatherford, John	Lecturer
West, Sonja R.**	Professor
Wojdynski, Bartosz	Assistant Professor

Non-traditional faculty lines:

Murray, Diane	Public Service Associate
Vlad, Tudor	Senior Research Scientist

* Spencer Tinkham is on medical leave fall term
**Endowed Chair shared with the Law School which is the site of her primary appointment

18. List names of part-time/adjunct faculty teaching at least one course in fall 2017. Also list names of part-time faculty teaching spring 2017. (If your school has its accreditation visit in spring 2018, please provide the spring 2018 adjunct list in the updated information.)

Spring 2017	Fall 2017
Davis, Kimberly	Briscoe, Andrea
English, John	Burns, Rebecca
Hou, Annie	Caruso, Glen
Jackson, Melissa	Crist, Carolyn
Landrum, Tom	Harris, Bryan
Lang, Stephen	Johnston, Lori
Ledbetter, Daryl	Logan, Jonathan B.
McMullen, Mark	McKenna, Maryn
Nix, Ramsey	Montgomery, Shanna
	Nix, Ramsey

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.

72 or more semester hours
outside of journalism and mass communications

Year	Total Graduates	Number	Percent
2016-2017 academic year	622*	622	100%
2015-2016 academic year	612	612	100%

PART II — Standard 1: Mission, Governance and Administration

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.

The college has a written mission statement and a written strategic plan that offers a vision reflected in the day-to-day operation of each department. The administration of the university has demonstrated uncommon support for the college.

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

The college follows the Board of Regents policy manual, the University Statutes, and the Appointment, Promotion and Tenure Guidelines and the Academic Affairs Policy Manual. These establish principles and practices for appointment, tenure and promotion, faculty ranks, curriculum and other educational policy. The Bylaws and P&T Guidelines of the Grady College address the administrative structure, standing committees, procedural guidelines and expectations for tenure and promotion. Regular faculty meetings are called by the Dean at least once during the fall and spring semesters.

(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 a strong and positive reputation. "He walks around and visits faculty in their offices," noted a faculty member from another college. "He is very congenial."

Comments from a variety of persons: "He is collaborative and available…. He broadens his college's engagement…. He goes out and makes friends, and then draws those friends into the activity of the college…. He is a connector…. He has intellectual breadth…. His goal is to have his college help to communicate the tapestry of the university to the public…."

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

The college uses a process for selecting and evaluating its administrators that is mandated by the *University of Georgia Statutes*. The associate deans are appointed by the Dean in consultation with the college executive committee, which is comprised of department heads and one elected member from each department. They serve at the pleasure of the Dean.

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

Student concerns generally are resolved in discussion between a faculty member and the student. If needed, the department head is involved in the discussion. When a matter cannot be resolved at that level, a formal Student Problem Resolution and Appeal Process is available. This process provides students with information about steps for grade appeals, admissions appeals, department appeals, etc. It describes the process for petitions to Grady's Executive Committee, and it also features a link to the UGA student complaints portal.

Faculty and staff concerns are taken to a supervisor and, if necessary, to the Dean's office for full discussion. When concerns cannot be resolved within the college, the Grady website links faculty and staff to external university policies and offices relevant to their individual concerns. The links connect to official policy statements for working and studying at the University of Georgia and provide information from the Office of Equal Opportunity about the university's Non-Discrimination and Anti-Harassment Policy. The university also offers an ombudsperson program for faculty, staff and students.

Summary

A college whose faculty governance (and ability to make changes) has been enhanced by a smooth-running administration, a visionary leader and an energetic leadership team.

Compliance

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

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

UNDERGRADUATE

Grady College positions itself as a "flexible program" that not only teaches core competencies and values but also embraces industry practices and changing technologies. Major curriculum changes date to 2014 when Journalism faculty from print, broadcast and multimedia merged into the Journalism Department. The curriculum also has evolved because of the larger shifting digital and professional world.

There are four majors within the College, which were the result of a restructuring. Two majors, Advertising and Public Relations, updated existing classes and added new electives that focused on digital strategy and social media analysis among others. In addition, two new certification programs were added in Sports Media (18 hours) and Public Affairs Communication (18 hours).

With the 2014 revamp, print, broadcast and multimedia began the process of merging into a single Journalism major. This curriculum revision moved through the various university approval steps until it was approved in Spring 2016.

With the evolution of the Journalism major, what was the Department of Telecommunications revamped into Entertainment & Media Studies. As the name implies, this is to prepare students to work in the entertainment industry.

The College reduced the number of required hours from 126 to 120 hours. Of those 120 hours, between 30 and 33 hours are required, depending on the major. About half of the required courses are from a liberal arts core.

Specialization	Hours within College	Total outside Grady*	Total hours
Advertising	30 req. + 15 elective* = 45	63 GenEd + 3 mkt + 12 elective = 78	123
PR	30 req. + 15 elective* = 45	63 GenEd + 3 mkt + 12 elective = 78	123
Journalism	31 req. + 17 elective* = 48	63 GenEd + 12 elective = 75	120
EMST	30 req. + 18 elective* = 48	63 GenEd + 12 elective = 75	120

* Can take up to this number of upper-division electives in Grady certificates

Graduation classes	Graduates	Number 72+ hours	Percent
2016-2017 academic year	622	622	100%
2015-2016 academic year	612	612	100%

The college exceeds the ACEJMC expectation of at least 95 percent of the graduating classes having at least 72 or more semester hours outside of journalism and mass communications.

The Introduction to Marketing (MARK 3000) course taught in the College of Business is now required of all Ad and PR majors as is a required certification in Google Analytics. In addition, the College now offers coursework in Public Affairs Communications, Health Communication, Crisis Communication, Social Media Analytics, Digital & Social Communication Strategies, Fundraising, and Sports Communication. Since the previous ACEJMC visit Advertising and Public Relations curriculum updates include new electives featuring Study Away programs in the summer including programs in Washington, D.C., New York, and Cannes, France.

Another program of particular interest to creatives in the Advertising track is the "Summer at the Circus." This course takes advantage of a partnership with the Creative Circus, one of the nation's top portfolio building schools in Atlanta. Students can take six (6) credit hours – paying UGA tuition rates – over eight (8) weeks. This is a remarkable savings for these students and gives them a way to build their portfolios, which in turn can lead to the first elusive job for creative students.

(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.

Advertising (33 hours)
Core courses = 21 hours
    • Theoretical 12 hours
    • Skills   9
Electives taken within the program: 9 hours
    • Theoretical   12 hours
    • Skills   9
Required outside the College: MARK 3001 – Principles of Marketing

Advertising majors receive a broad base of both theoretical and skills classes. Depending on the elective courses taken, the theoretical and skills classes could be equally balanced or lean more toward theoretical. In the college's 33-hour core, advertising majors take required courses including principles, media, research, account management and campaigns. ADPR 3110 Advertising Message Strategy includes both strategy and copywriting, but the emphasis depends on the instructor for the class. As currently taught, creative is a weakness for the program. Electives include a graphics course that teaches Photoshop and InDesign, a PR class, although enrollment is limited for advertising majors.

It should be noted that the curriculum has been revised and, going forward, advertising students will take both a strategy/account planning class and a creative copywriting class. The graphics class will be required ensuring skills that art directors need. In addition, the students have access to the Summer at the Circus, an 8-week creative immersion at the Creative Circus, a portfolio school in Atlanta. They receive 6-hours credit for the Summer at the Circus.

Public Relations (33 hours)
Required classes =   24 hours
    • Theoretical   12 hours

    • Skills   12
Elective courses taken within the program = 6 hours
There are four classes plus independent study to choose from.
    • Theoretical   9 hours
    • Skills   3 hours
Required outside the College: MARK 3001 – Principles of Marketing

Public Relations requires 33 hours for the major out of the 120 hours for the degree. The base of required classes is equally balanced between theoretical and skills classes while elective classes lean more toward theoretical classes. Students may also take other introductory courses from the college.

Like Advertising majors, PR students are required to take MARK 3001: Principles of Marketing as well as Google Analytics to become certified. In addition, there is a recently added certificate program in Public Affairs Communications and Sports Communication. The department offers summer programs in Washington, D.C., Atlanta, New York, China and Cannes, France.

Journalism (31 hours)
Required classes =   21 hours
    • Theoretical   9 hours
    • Skills   12
Elective courses taken within the program = 6 hours
    • Theoretical   30 hours
    • Skills   30
Required outside the College: 0

The Journalism major was previously broken into print, broadcast and digital, but these have been folded into a single major, reflecting the industry. Students learn all areas, which make them both more effective and more competitive for internships and jobs. Students appreciate the experiential learning in class that feels more like a job than a lecture. They cover stories in the field at least four days a week. Students who work as reporters, editors, in digital media and as anchors receive course credit. Those involved in the college's four-day-a-week television newscast who work on the technical staff do not receive course credit.

Portfolios (what previously were called audition reels or clips), start in the beginning classes, and students add to these throughout their career at Grady. Students close to graduation submit portfolios to faculty, who critique them for students to update before their post-graduation job search. This gives students a competitive advantage among the pool of new college graduates seeking jobs in journalism.

Entertainment & Media Studies (30 hours)
Required classes = 12 hours
    • Theoretical   6 hours
    • Skills   6 hours

Elective courses taken within the program = 18 hours
    • Theoretical   39 hours
    • Skills   33

In the department of Entertainment and Media Studies, ACEJMC's 12 Values and Competencies aren't covered across the core courses. Specifically, No. 8 Conduct Research and Evaluate information by methods appropriate to the communications professions in which they work and No. 11 critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness. Although internships are not required, it is being used as a direct measure. Students say rotations of courses aren't known from semester to semester, making it difficult to plan their course of study.

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

Students are getting technologies across the sequences that they will be using as professionals after graduation in a variety of ways. In **Advertising** those courses include two electives – most students take one or both: Graphic Communications, which teaches the Adobe Creative Suite (InDesign, Illustrator and Photoshop) and Direct and Interactive Advertising (including those in the course title as well as social media, viral and mobile marketing) in addition to the latest trends in digital and social communication. **Public Relations** students are required to take Graphic Communications, which teaches the Adobe Creative Suite as noted above. Both Advertising (Advertising & Communication Campaigns) and PR (Public Relations Campaigns) students are expected to incorporate digital and social media into their capstone campaigns classes.

Advertising and PR students also have access to the state-of-the-art SEE Suite (SEE = Social Media Engagement and Evaluation). This is a hub for teaching, training and research in social media. This is also where electives are taught such as Digital & Social Communication Strategies, Social Media Analysis, Listening and Evaluation, and Online Reputation Management. Faculty members also have received day-long training on topics such as digital analytics through a program with Moxie, an advertising and marketing agency in Atlanta.

All **Journalism** students are required to take Information Gathering, which requires they learn and use online and database research as well as social media search techniques. They also receive an introduction to data journalism. In addition, they are required to take two skills classes from video production, photojournalism, graphics and coding.

Of all the majors, **Entertainment and Media Studies** (EMST) has incorporated more digital into its classes beginning with the required Writing for Digital Media. EMST majors are required to take 18 elective hours, many which include a digital emphasis. These include video, audio and digital production courses and advanced interactive digital production, among others.

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

An examination of classes showed that all skills classes were within the 20-1 student-faculty ratio.

(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),

Internships are available through all four majors within Grady College. Internships fall under the following courses:
• ADPR 5010: Advertising Internship
• ADPR 5011: Public Relations Internship
• EMST 5010: Mass Communication Internship
• JOUR 5010: Media Internship

It should also be noted that an internship can fall under the New Media Certificate program (NMIX 5010: New Media Internship).

All majors are encouraged – but not required – to complete an internship. Credit ranges from one (1) to three (3) hours with 100 hours on-site required for each hour of credit. Each department (Advertising, PR, Journalism and Entertainment & Media Studies) approves and supervises internships.

Summary

The undergraduate coursework within the College includes a mix of theoretical and skills classes. However, depending on the major – Advertising, Public Relations, Journalism, or Entertainment & Media Studies – a student may lean more toward the theoretical or skills side. The program is designed to ensure that 100% of the students meet the 72-hour requirement of coursework in the liberal arts and sciences. Also of note is that Digital and Social Media is also infused across the curriculum. While portfolios are required of Journalism majors, students suggested that they should be required of all majors and receive guidance and feedback from faculty in portfolio development.

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.

Grady College has a diversity plan written in 2017 and revised from previous plans in 2000, 2003 and 2012. It aligns with the college's strategic plan and with the strategic plan, mission and diversity goals of the larger university.

Diversity is defined by race, nationality, ethnicity, age, gender, sexual orientation, language religion, disability/health status, gender identity/expression, veteran status, geographic origins and socio-economic status.

The overall goal is to create a culture of diversity in which all people are valued. The plan includes two goals – one is concerned with diversity of curriculum and the other with attaining and maintaining a diverse student body, faculty and staff. Each encompasses objectives and specific actions to be taken by administrative heads, faculty and committee.

Goal 1: To be a college that maintains and supports an inclusive curriculum and learning environment.

Objective 1: For all faculty to provide students with opportunities to engage with diverse perspectives through curricula offered to students.

Objective 2: For all faculty and staff to take part in a college, university-wide or professional enrichment opportunity to expand knowledge and skills in working in a variety of areas related to diversity and inclusion to be identified on the employees' annual activity report that is submitted in January of each year.

Goal 2: To be a college that strives to reflect Georgia's population through recruiting and retaining diverse students (22 percent) and faculty and staff (17 percent) especially those who are historically underrepresented in higher education.

Objective 1: All faculty search committees will recruit and interview qualified candidates from diverse backgrounds.

Objective 2: All staff searches will recruit and interview qualified candidates from diverse back-grounds.

Objective 3: Increase the proportion of student minority enrollment by 5 percent by Spring 2019 to ensure that Grady's undergraduate student body matches or exceeds the percentage of minorities enrolled at UGA.

Objective 4: Use annual feedback from student feedback forums to improve the Diversity Plan for next year.

Grady College has a Standing Committee for Diversity. It is comprised of members of the three departments, graduate and undergrad student representative and persons in related areas of the university. The committee evaluates and revises the diversity plan.

(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.

UGA has a cultural diversity course requirement for all students enrolled since 2002. There are seven courses in Grady College that can be taken as electives to satisfy that requirement. Each includes diversity and inclusion. They are the following:

ADPR5100 Global & Multicultural Advertising
ADPR5140 Advertising and Society
JRLC (LACS) 5060 Telenovelas, Culture and Society
JRLC 5080 International Mass Communication
JRLC5210 Social Effects of Mass Communication
JRLC 5400 Race, Gender & the Media
EMST5440 History & Analysis of Electronic Programming

There are other courses not designated as diversity courses, which address issues of diversity and inclusion or have readings related to diversity. Some of them are the following:

 ADPR 3400 Principles of Advertising
ADPR3100 Advertising Strategy
ADPR5910 Public Relations Administration
JOUR3110 Introduction to Journalism
JRLC5490 History of the Mass Media
JOUR 5320 Ethics and Diversity

Most course syllabi, including those listed above, do not address content about diversity, differences and inclusion. Many students say courses include these issues, but other students say such issues are never discussed.

Twelve faculty and graduate students have participated in conferences and panels related to diversity since 2012. Two faculty members have led or participated in professional projects in diversity. Faculty have written six book chapters or articles. Students also do projects for organizations that benefit underserved communities.

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

The faculty is rather evenly divided by gender, but rather uneven when considering minority faculty.

Full-time Faculty, 2016-2017
32 females, 34 males
Male/female ratio close
47 white, 12.3 %
3 African-American, 4.6%
2 Latino, 3.1 %
9 Asian, 12.4 %
13 International, 20.0 %
1 multiracial, 1.5 %
5 race not reported, 7.7 %

Part-time Faculty (Spring 2017)
21 total—12 males, 9 females
14 white, 66.7%
4 African American, 19.1%
0 Latino, 0%
2 Asian, 9.5%
International, 0
1 race not reported, 4.8%

Faculty Recruitment
In 2016-2017, Grady College had five openings for full-time faculty positions. Of 248 applicants, 95 females were in the hiring pool; 10 were finalists. Offers were made to two. One accepted. Of the 248, 52 were minorities. Five were finalists. Offers were made to two, and both accepted. Twenty-eight international faculty were in the hiring pool. None were considered.

In 2015-2016, Grady College had four openings. Of 154 applicants, 65 females were in the hiring pool of which 5 were finalists. Offers were made to three and all three accepted. Of the 154, 43 were minorities. Three were finalists. An offer was made to one male, and that person accepted. Twenty-six international applicants were in the hiring pool. None were considered.

In 2014-2015, one position was open. Of six applicants, four were females. Three were considered. Offers went to one, and she accepted. No minorities or international faculty were considered, although one minority was in the hiring pool.

(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.

UGA students are primarily from the state of Georgia -- 87%. Most of the remaining 13 percent are from states in the Southeast.

Whites form 53.9 % of the population of Georgia, 70% of the UGA population, and 76% of the population of Grady College. African Americans are 31.7 percent of the state's population, 8% of the UGA population and 9% of the unit's population.

Latinos make up 9.4% of the state's population, 6% of the UGA population and 5% of the unit's population.

Asians make up 4% of the state's population, 12% of the UGA population, 5% of the unit's population.

Other racial/ethnic groups have 1% or fewer in state, university and unit populations.

The state is 51.2 % female. The unit has 1,937 students, 1,467 are female. In all categories, females are more than double the population of males.

International students form 1.85% of the university population, 2% in the unit.

The Media and Leadership Academy, a residential program for high school students serves as a recruitment tool for students, largely minorities. Georgia Daze sponsored by the UGA Office of Institutional Diversity, is an overnight program designed to attract African-American students. Visits from high school students were instituted in Fall 2016 and continued in Spring 2017.

Grady Days targets high school students, including minorities. Movimiento Latino targets Latino students for early admission. Grady Days are guided tours for high school students.

For retention, students meet with advisers each semester. Advisers come from diverse backgrounds themselves. Students speak highly of advisers.

There are programs helping faculty develop skills in facilitating discussion about diversity. Grady College also participates in campus-wide events like the Martin Luther King Jr. Freedom breakfast, an event partnering the university with Clarke County.

Grady College indicates it would like to increase its Asian student population and African-American student population. An attraction to UGA for Georgia residents is the Hope and Zell scholarships, which guarantee payment of tuition cost for students who maintain relatively high GPAs. The Zell pays the full tuition rate for students with a GPA of 3.7. If the GPA goes below 3.7, the student is blocked from that fund forever. The Hope pays a maximum of $3,600 for students whose GPA is 3.0 or better. If the GPA falls, the student can build it back up and again get the scholarship. University personnel indicate that African-American high school students qualify for the high admission qualification but often are lured away by prestigious universities and scholarships. UGA also must compete with HBCUs in the South, particularly Spelman and Morehouse in Atlanta, which attract African Americans from throughout the U.S. The HBCUs offer an easier social life. Some Asian faculty members indicated that many Asian students prefer smaller classes than the Grady School offers and that they have difficulty networking with the primary population. Also, Asian students tend to study math and sciences to a greater degree; they point to Georgia Tech, which has a high Asian population. Graduate classes at Grady are largely international.

<u>Harassment and Discrimination</u>

(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.

Faculty and staff are expected to comply with the university's Non-Discrimination & Anti-Harassment policies. Grady College also follows the UGA sexual misconduct policy. New faculty must complete an orientation about these policies. Continued training through the college's diversity director is available after the orientation.

Students expressed no instances of harassment or discrimination, but African-American and Asian students are concerned that very few minorities are their classmates. Some white students expressed the same concern.

Faculty say the unit is free of harassment and discrimination.

Summary

The unit made definite but slow progress in the areas of diversity of faculty and student body. There were mixed reports on inclusion of issues of diversity and differences in the curriculum. Some students indicated there were such discussions in classes while others said they never had experienced discussion of diversity issues. Minority race guest speakers were not included in the self-study, but there were many. No evidence of harassment or discrimination exists.

Compliance

Academic year: 2016 – 2017 Full-time Faculty

Group	Female	% of total Faculty	Male	% of total Faculty	Total (N)
Black/African American	2	3.1%	0	0%	3.1% (2)
White	20	30.8%	27	41.5%	72.3% (47)
American Indian/Alaskan Native	0	0%	0	0%	0
Asian	4	6.2%	4	6.2%	12.4% (8)
Hispanic/Latino (any race)	2	3.1%	0	0%	3.1% (2)
Native Hawaiian/other Pacific Islander	0	0%	0	0%	0.0% (0)
Two or more races	0	0%	1	1.5%	1.5% (1)
Race Not Reported	4	6.2%	1	1.5%	7.7% (5)
International faculty (any race)	7	10.8%	6	9.2%	20.0% (13)
Totals (N) Note: *Percentages may not equal 100%*	32	49.2%	33	50.8	100% (65)

Academic year: Spring 2017 Part-time Faculty

Group	Female	% of total Faculty	Male	% of total Faculty	Total (N)
Black/African American	1	4.8%	3	14.3%	19.1% (4)
White	5	23.8%	9	42.9%	66.7% (14)
American Indian/Alaskan Native	0	0%	0	0%	0
Asian	2	9.5%	0	0%	9.5% (2)
Hispanic/Latino (any race)	0	0%	0	0%	0.0% (0)
Native Hawaiian/other Pacific Islander	0	0%	0	0%	0.0% (0)
Two or more races	0	0%	0	0%	0.0% (0)
Race Not Reported	1	4.8%	0	0%	4.8% (1)
International faculty (any race)	NA	NA	NA	NA	NA
Totals (N) Note: *Percentages may not equal 100%*	9	43%	12	57%	100% (21)

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.

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

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

Requirements for selection of faculty are outlined in the university appointment guidelines and in the Grady Bylaws and P&T guidelines. The department head selects a chair and search committee in consultation with the Dean; all search committees have student and extra-departmental representatives. The search committee writes a job description, brings it to faculty for a vote, oversees advertising of the position, reviews candidates, brings its recommendations to the faculty for a vote, arranges interviews and leads faculty discussion on the hiring decision. Part-time faculty are hired for a semester or a year. They are selected from unsolicited applications and from previously successful part-time teachers. The department head consults with related faculty to make selections.

Forms for faculty evaluations include the academic appointment, workload, courses taught, publications and professional activities.

Student evaluations are an important aspect of evaluating teaching performance. A standard evaluation format is used throughout the college (not one used by the university) in print and, primarily, online evaluations. Faculty can add their own questions to the standardized form, and three open-ended comments are solicited:

• The thing I liked MOST about this course was:
• The thing I liked LEAST about this course was:
• Additional comments:

Evaluations are conducted without the faculty member or teaching assistant in the classroom, whether the online or paper evaluation format is used. Hardcopy evaluations may still be used and are returned to the dean's office by students, without ever being in the hands of the faculty member. Op-scan responses are tabulated, and the written comments are typed. These are returned to the faculty member after grades have been turned in for the semester. The preferred and dominant method of administration is an online evaluation form. Students are given several weeks at the end of the term when they may go online to complete their course evaluation. Online evaluations are available to faculty after they submit their grades. Copies of all evaluations are given to the faculty member's department head and the dean's office.

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

Research faculty usually teach two courses a semester. Most research faculty are able to teach a graduate course or an upper division seminar every year. Instructors/lecturers typically teach three courses a semester. Changes in budgeted time are made only upon negotiation with the department head and dean. Most administrators and some directors of centers and institutes teach fewer than four courses a year, and their budgeted time reflects that administrative assignment.

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

2016-17 school year:	84.62% of core and required courses taught by full-time faculty
2015-16 school year:	86.47% of core and required courses taught by full-time faculty
2014-15 school year:	94.33% of core and required courses taught by full-time faculty

(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.

As of Fall 2017, the Grady College has 61 full-time faculty members (including the dean). There are:

- 20 full professors,
- 14 associate professors,
- 10 assistant professors,
- 12 lecturers,
- 3 academic professionals,
- public service associate and a senior research scientist

Grady shares a professor with the Law School who teaches one course a year. The public service associate and senior research scientist are non-teaching faculty. Unless otherwise noted, these two faculty members are not considered in the count of traditional faculty. Of the 61 faculty, 35 are male and 26 are female. Three faculty are African-American, seven faculty are Asian, and two are Hispanic. Grady has one faculty member from each of the following: Romania, India, Israel, Serbia, Singapore, Taiwan and Venezuela. Two faculty are from China, and three are from Korea. Years of full-time professional experience range from none to 37 years. The number of years in the teaching profession range from fewer than one to 47 years. The faculty averages nine years of full-time professional experience.

Of the tenure, tenure-track and clinical faculty, 17 professors, 12 associate professors, and 10 assistant professors have a Ph.D. Of the remaining four tenure and tenure-track faculty, one has a J.D., one a M.F.A., one a M.S.J. and one a M.Ed. Of the lecturers and academic professionals, four have a Ph.D. or Ed.D. Of the other lecturers and academic professionals, nine have MA or MS degrees and two have MFAs. Of the nine part-time faculty, three are male and six are female.

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

A standard student evaluation format is used throughout the college. Faculty may add their own questions to the standardized form, and open-ended comments are solicited. Evaluations are conducted without the faculty member or teaching assistant in the classroom, whether the online or paper evaluation format is used. Hardcopy evaluations may be used and are returned to the dean's office by students, without ever being in the hands of the faculty member. Op-scan responses are tabulated, and the written comments are typed. These are returned to the faculty member after grades have been turned in for the semester. The preferred and dominant method of administration is an online evaluation form. Students are given several weeks at the end of the term when they may go online to complete their course evaluation. Online evaluations are available to faculty after they submit their grades. Copies of all evaluations are given to a faculty member's department head and the dean's office.

When faculty are evaluated for personnel action such as promotion, post-tenure review or teaching awards, a variety of supporting documentation can be presented. For example, syllabi, personal statements, writings on the scholarship of teaching, nomination by students or colleagues for awards, textbooks, and other evidence may be used. Some faculty opt to use peer evaluation as part of their portfolio; however, that isn't required. The Center for Teaching and Learning provides extensive opportunities for faculty teaching development. One is the Peer Consultation Team that provides peer review of course materials and observation within the classroom. This option is used by department heads when there are recurring classroom issues.

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

The faculty of Grady have the respect of the campus. This is noted in the university-wide awards for which they have been honored:

2017
An associate professor of public relations was one of five faculty university-wide to receive the Josiah Meigs Distinguished Teaching Professorship, the university's highest teaching honor.

2016
A faculty member was 2015 winner of the Charles E. Scripps Journalism and Mass Communication Teacher of the Year Award.

A professor of advertising and the Jim Kennedy Professor of New Media was one of five faculty members, university-wide, to receive the Josiah Meigs Distinguished Teaching Professorship, the university's highest teaching honor.

A professor of entertainment and media studies received the Office of International Education's Study Abroad Award, which honors faculty or staff members who have made significant contributions to the university's study abroad efforts. He was selected for his leadership in establishing and directing two of

the most popular study abroad programs run by the Grady College: the Cannes Film Festival study abroad program, which has been running for more than a decade; and the UGA Cannes Lions Festival of Creativity study abroad program.

2015

A professor of advertising received the 2015 Best Educator Award from the American Academy of Advertising.

2014

An associate professor of advertising and public relations was one of three faculty university-wide to receive the Josiah Meigs Distinguished Teaching Professorship, the university's highest teaching honor.

An associate professor of public relations was selected for the University of Georgia Teaching Academy Fellows Program.

An advertising/public relations faculty member was awarded a UGA Teaching Academy Fellowship, designed to provide a forum for junior faculty to discuss teaching excellence.

2013

An advertising/public relations associate professor received an Innovative Instruction Grant from the university for her instructional collaboration with Veterinary School faculty: "Interactive Tools for Enhancing Instruction of Veterinary Diagnostic Skills."

A professor in telecommunications was one of seven faculty selected (university-wide) from among 40 nominees to be recognized by The University of Georgia Student Government Association for outstanding teaching.

A professor of journalism was one of seven faculty university-wide selected from among 40 nominees to be recognized by The University of Georgia Student Government Association for outstanding teaching.

A senior lecturer in EMST department won a UGA Innovative Instruction Faculty Grant ($5,000) to enhance instruction of the new media production course.

2012

An assistant professor of public relations received the Dennis Wilcox Award for Top Teaching Paper, Public Relations Division, Association for Education in Journalism and Mass Communication, Chicago.

A faculty member was awarded a Lothar L. Tresp Outstanding Honors Professor, in recognition of his superior teaching and dedication to Honors students.

A faculty member was recognized for excellence in teaching by the American Journalism Historian Association, honoring a university teacher who excels at teaching, makes a positive impact on students, and offers an outstanding example for other educators.

Summary

A combination of tenured, tenure-track, lecturers and academic professionals (a total of 61 full-time faculty) teach more than 80 percent of classes. All faculty are evaluated annually by both students and other faculty.

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.

UGA's motto as a land-grant and sea-grant university is "to teach, to inquire into the nature of things, and to serve the people." The motto is undergirded by a tripartite mission of teaching, research and service. Research is valued across the college, although a disproportionate amount is generated by faculty in advertising and public relations. Reasons for this imbalance might be explored by the unit to determine what, if any steps, could more fully level the quantity of research across the college.

Research is specifically valued by administration through its generous financial support. In the past academic year, 43 members of the college faculty were budgeted for research at a cost to the college of $1,784,346. Sabbaticals are not granted in the UGA system, but the School has some latitude with course releases and programs that support and reward research and professional and creative activities, including:

The Grady Faculty Fellows Program, a competitive program for tenured faculty that grants a course release;

Grady College Summer Fellowship Program, which awards up to $10,000 for faculty on nine-month appointments to support approved summer work; and

Grady College Faculty Support Grants, up to $10,000 available to all tenure-track faculty to support research, teaching and/or professional work.

Reassignments by the department head are considered for instructional responsibilities (allowing faculty time to concentrate on scholarly projects), without release from other responsibilities (release from teaching but not other responsibilities such as advising or chairing a thesis committee) and in location (travel to concentrate on research and/or other external activities).

In the period of review, eight faculty members have received Grady Faculty Fellowships:

2016
Jooyoung Kim created a course on big data based on her research on big data and data mining.

2015
Lear Rhodes completed a book titled Peace through Media, scheduled for release in fall 2017.

2014
Barry Hollander conducted and published research on electoral expectations on satisfaction with
democracy. Karen King collected and analyzed data for publication.

2013
Jay Hamilton conducted research presented at conventions, in an edited book, a book chapter and
journal articles. Janice Hume finished her book, Popular Media and the American Revolution: Shaping
Collective Memory.

2012
Carolina Costa-Alzuru wrote La Incandescencia de las Cosas. Bill Lee published in Columbia Science
and Technology Law Journal.

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

Grady College follows the University System of Georgia system, which apportions faculty expectations
through budgeted time. For example, a faculty member on a 9-month contract is considered .75 of the
year and 12-month faculty are 1.0. From this scale, faculty activities are expressed in percentage of their
total time. Any changes in budgeted time are negotiated with the dean and department head.

Most faculty who are involved in research are on a 50 percent teaching and 50 percent research contract,
with an expectation that all teaching faculty will participate in service. In general, research faculty teach
two courses per semester, which might include an upper division seminar or graduate course. Other
faculty, particularly in the non-tenure-track instructor/lecturer positions, are considered 100 percent in
teaching and typically teach three courses per semester. Faculty with obligations in public service and
outreach might be at a 50 percent in the service area.

According to the self-study, which cites the UGA system as a whole, faculty scholarship and creative
activity should "contribute to the general reservoir of knowledge, [and] extend the horizons of the
human intellect." The generated knowledge should benefit "the good of mankind" and provide a means
for civilizational advancement.

Policies with regard to hiring, promotion and tenure are explicitly outlined in the Grady College
Promotion and Tenure Document approved by the faculty, dean and provost in November 2015. The
document clearly describes the college and university emphasis on teaching, research and service and
outlines specific evaluation criteria for research. To complement the policies, four exemplars are
provided of credentials that resulted in successful promotion. During the site visit, faculty expressed
confidence in knowing and understanding the standards for promotion and tenure, particularly at the
assistant professor and lecturer levels. At the post-probationary level, the expectations are not as
prominent, and two associate professors mentioned the desire for more guidance from senior level
faculty to poise them for promotion to full professor. It should be noted, however, that all faculty share a
collegial spirit and are finding mentoring through informal means.

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

Faculty governance and oversight is central to the formation of expectations regarding promotion, tenure and merit recognition. According to the Grady bylaws, "the faculty has primary responsibility for Grady College's priorities, policies and procedures as well as faculty hiring, review, tenure, promotion and curriculum." The bylaws continue that only in exceptional cases will university or college administration overturn faculty decisions, and the reasons for those decisions will be clearly communicated to faculty.

Grady expects all faculty to teach effectively, to conduct their research and/or service obligations toward a stated goal of achieving national or international reputation in their field, and to serve as good faculty citizens. The university puts increasing emphasis on excellence in teaching, and expects that to be matched with excellence in all areas of budgeted time assignment. The college has struck an ideal mean between teaching and research, expecting high-quality research but not at the expense of effective teaching.

The Promotion and Tenure Document outlines the evaluation process, including the designation of a mentor, regular activity reports and scholarly qualification for tenured ranks. This document complements the UGA Guidelines for promotion of lecturers, academic professionals and research scientists.

(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.

During the last six years, the trio of departments under the Grady banner have achieved the following:

The Department of Entertainment and Media Studies: Five scholarly books, 32 refereed articles, and 11 "creative productions," cited as documentaries and video programs;

The Department of Advertising and Public Relations: 223 refereed journal articles, 325 refereed conference papers, and 24 externally funded grants; and

The Department of Journalism: 55 refereed journal articles, 116 refereed conference papers, and 25 externally funded grants.

Collectively, Grady faculty have published 309 articles in refereed journals, 86 book chapters, 13 scholarly books, 20 textbooks; presented 466 refereed conference papers; and delivered 299 invited talks and papers, evincing a sustained and high-quality stream of scholarly and creative activity.

In addition, a Grady faculty member recently ended her term as editor of the *Journal of Public Relations Research*, and others have served as officers for national mass communication organizations including NCA and AEJMC. Faculty also frequently serve on editorial boards of publications or as guest/series editors for scholarly publications. The university has renewed its emphasis on research, and that charge

has emboldened an already active scholarly faculty. Students in journalism mentioned that emphasis has led faculty to more fully integrate emerging media into their teaching.

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

The self-study indicates the most important part of education at UGA is the "capacity for critical thinking," which is fostered by asking the "incessant why." For faculty, informal lunch and learn sessions are held, often with industry leaders who visit campus for presentations. In classrooms, students said diverse viewpoints are valued and promoted by faculty, but did not indicate any uniformity across required courses to ensure diversity is woven throughout the curriculum.

Diversity of point of view is also captured through the work of faculty and School initiatives such as the recently renamed James M. Cox Institute for Journalism Innovation, Management and Leadership. The Institute has provided funding for journalism training and innovation, particularly in emerging democracies in Eastern Europe and Asia. It also provides funding for faculty research in mass media management issues.

The college supports global initiatives, including a China program, and those programs provide great value to students. Attention should be given to the faculty members who spearhead such programs to determine if allocation of additional resources would help the college further its goals related to international diversity and study abroad.

Summary

Revisiting the promotion and tenure process and adding exemplars was a fruitful process for the unit, and appears to have set clear expectations for scholarly and creative activity. Grady has met the university emphasis on external fundraising with a dean who is building an enviable fundraising record and faculty who are receiving significant grants.

The unit is encouraged to consider ways to support post-probationary faculty and guide them toward promotion. Mentoring is strong for assistant professors, less so for associate professors. An informal mentoring network is thriving, but more intentional structures to support faculty are needed. Lecturers are treated as equals within the college.

Unit faculty are active researchers in terms of quality, frequency and impact of scholarship. The unit provides substantial resources to support faculty, creating an environment in which scholarship is rewarded and valued but not at the expense of effective teaching.

Compliance

Scholarship, Research, Creative and Professional Activities	By Unit		Full Professor (n=21)	Associate Professor (n=12)	Assistant Professor (n=8)	Other Faculty (n=15)	Totals (n=56)
Awards/Honors	ADPR	79	34	39	32	20	125
	EMST	14					
	JOUR	32					
Grants Received Internal	ADPR	32	7	6	33	3	49
	EMST	1					
	JOUR	16					
Grants Received External	ADPR	24	22	11	8	8	49
	EMST	3					
	JOUR	22					
Scholarly Books, Sole- or Co-authored	ADPR	4	7	3	2	1	13
	EMST	5					
	JOUR	5					
Textbooks, Sole- or Co-authored	ADPR	9	12	3			20
	EMST	5					
	JOUR	4					
Books Edited	ADPR	5	5	5			5
	EMST	2					
	JOUR	0					
Book Chapters	ADPR	54	41	24	21		86
	EMST	20					
	JOUR	22					
Monographs	ADPR	0	2				2
	EMST	0					
	JOUR	2					
Articles in Refereed Journals	ADPR	223	103	105	100	1	309
	EMST	32					

	JOUR	55					
Refereed Conference Papers	ADPR	325	128	114	214	10	466
	EMST	37					
	JOUR	116					
Invited Academic Papers	ADPR	161	165	52	58	24	299
	EMST	27					
	JOUR	103					
Encyclopedia Entries	ADPR	18	14		6		20
	EMST	2					
	JOUR	0					
Book Reviews	ADPR	11	14		5		19
	EMST	3					
	JOUR	5					
Articles in Non-refereed Publications	ADPR	19	82	26	6	20	134
	EMST	22					
	JOUR	57					
Juried Creative Works	ADPR	1	3				3
	EMST	2					
	JOUR						
Non-juried Creative Works	ADPR	0	4			5	9
	EMST	9					
	JOUR						

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.

The University of Georgia and the Grady College doubled down on their commitment to student services and advising since the last accreditation visit. The unit's historical emphasis on and investment in student services deepened with the allocation of more resources by the university and an expansion of the range of services by the college.

Grady's full-time advising staff grew to seven after the 2011 visit. One adviser is assigned to each of the college's four majors. Another adviser focuses on prospective high school and current pre-major UGA students, and one advises Sports Media Certificate students and prospective transfer students. With the exception of the sports media adviser, advisers for the individual majors handle about 300 to 400 students each.

Two additional full-time advisers housed in the UGA Exploratory Center for Student Advising supplement the college's staff by counseling students who plan to apply for admission to Grady when eligible.

The college also hired a full-time study abroad/distance learning coordinator in 2014. Grady is one of only two colleges at the university that has a full-time person coordinating and advising students such students.

After the university adopted an experiential learning requirement for graduation two years ago, Grady hired a full-time director of experiential programs. The director develops and maintains contacts with potential employers and internship providers, compiles and circulates opportunities to students, and coaches the students individually on job and internship searches. He works closely with the UGA Career Center, which also employs a career consultant assigned to Grady to offer workshops on job-skills (such as resume and cover-letter development), interview skills, and job search strategies.

The director also has developed a new mentoring program that pairs 15 students a semester with professionals and alumni for personal guidance. Participating students say they appreciate the opportunity.

One new faculty member said the professional support staff, especially advisers, is what drew him to Grady. The same faculty member noted that professors provide more strategic career guidance to students, a statement confirmed by students and other faculty.

Significantly, Grady students are required to meet one-on-one with their academic adviser once a semester. They are not allowed to register for classes for the subsequent semester until that meeting occurs and they are cleared for registration by their adviser, ensuring compliance and steady progress toward graduation.

"I'm graduating on time because of my adviser's personal interest in me," one journalism major told the site team.

Since 2011, 93 percent of Grady graduates who responded to the university's annual survey rated the advising services they received as "highly satisfactory" or "satisfactory."

(b) Faculty are available and accessible to students.

In site team meetings, students effusively praised their experiences with advisers and faculty as strategic advisers, mentors and humans concerned about individual students' wellbeing. Students unanimously agreed that professors and advisers are available for consultation and that most maintain open-door policies. Several students emphasized faculty often approach them in hallways or on campus and ask about their lives as well as their academic situation.

That said, faculty clearly post their office hours – a required 2.5 hours a week during fall and spring — as well as indicating they can be consulted "by appointment."

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

Email and social media are primary methods of communicating about college matters, but the unit also provides readily available and comprehensible information via its website. One student noted that the new director of experiential learning sends out a weekly email with internship and employment opportunities as well as advice, which she found extremely helpful.

(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.

Student media available to Grady students include student-run public relations and advertising agencies that are being combined into an integrated marketing company.

The principal in-college student media organization is Grady Newsource, the Athens-area's only live television newscast, which broadcasts a 30-minute program four days a week. It provides a platform for distributing content from several journalism courses. Students volunteer for technical staff positions, and one student Newsource editor said, "The school's given me experiences that make me more competitive in outside internships."

Speaking of the entire college, one student said, "Grady's treated more like a job than classes by most of us."

"Grady is like family," another said.

The Red and Black, an independent nonprofit student newspaper published online daily and weekly in print, and WUOG-FM, a volunteer-run radio station managed by the university's Office of Student Affairs, are two independent student media organizations with strong ties to the unit.

Students also can participate in 11 official student organizations, including chapters of AdClub, Public Relations Student Society of America, a combined chapter of the Online News Association and Society of Professional Journalists, and the National Association of Black Journalists.

(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.

According to data from the university's Office of Institutional Research, retention and graduation rates for Grady are slightly higher than UGA's overall rate.

Grady majors are usually accepted in their sophomore year or early in their junior year, although that is shifting because so many students take so many advanced placement courses as high schoolers and have such strong ACT scores, several administrators said.

The university's overall retention and graduation rates for 2015 freshmen 95.2%: sophomore retention was 89.3%. This compared with the 2010 freshman cohort of 63.1% in four years, 82.4% in five years, and 84.8% in six years.

Grady majors are retained within the major at a rate of 94.4% after two years (2012 freshman cohort, measuring their retention after admission to a Grady major). Using the 2011 freshman cohort, 78.4% of Grady majors graduate with a Grady degree in four years or less, 93.2% and 93.6% graduate in five and six years respectively, according to the unit's website.

Summary

Grady College excels at student services, based on students' own comments and the self-study. Several students who had external internships with students from other universities believe they are far more prepared for those experiences than their non-Grady colleagues.

Compliance

PART II — Standard 7: Assessment of Facilities and Equipment

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

Unit performance with regard to indicators:

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

For the academic year 2016-2017 the unit has a total budget of $12,496,076.33, compared to $11,472,471.49 in 2015-2016 and $11,206,240.59 in 2014-2015. Ninety-seven percent of the current academic year's budget is allocated for personal services and only 3 percent for non-personal services.

Budgeted expenditures for equipment and supplies for the academic year 2016-2017 are $841,101.44, compared to $733,654.12 for 2015-2016 and $948,473.04 for 2014-2015. That represents a decline in such expenditures of $107,371.60 between 2014-2015 and 2016-2017, most of which was because of a decrease in budgeted expenditures for equipment maintenance and operational supplies.

Grady's long-term strategic plan calls for enhancing and growing the graduate program (not part of the review by the ACEJMC site visit team); augmenting distinguished research, creative activity and scholarship; heightening the global scope of the college; infusing diversity and multiculturalism in all areas of the college; considering the college's organizational structure; advancing professional and conceptual education; and continuing outreach and service. Grady asserts in its self-study that its long-range strategic plan dictates the budgeting process, and that assertion is the only evidence that its detailed annual budget, which was provided to and evaluated by the team, is in fact related to its long-range strategic plan.

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

The Grady College is one of 16 colleges or schools at the University of Georgia. The university receives about 26% of its funding from the state, about 32% of its funding from tuition, and about 18% of its funding through gifts, grants and contracts. The remainder comes from student fees and other sources. Grady has about 1,400 students and offers 27,243 credit hours a year. Its projected expenditures for fiscal year 2018 are $13.1 million, resulting in an expenditure/credit hour ratio of $481.

Since Grady's last accreditation period, a new provost arrived on campus and directed the dean of each college and school to enhance its efforts to secure private funding, and Grady has achieved significant success in this area. The college reports raising nearly $16.9 million during the last six years, more than doubling the amount of private funding secured in the previous seven-year period. That $16.9 million figure does not include a new bequest from Don E. Carter, which totaled $5.6 million. Of the $16.9 million raised exclusive of the Carter bequest, about $6 million was raised during the college's centennial year, 2014-2015. The dean, faculty, several students and many of the alumni all vigorously participate in fundraising efforts, enhancing efforts to make necessary building renovations and equipment purchases.

Generally speaking, the college is treated fairly by the university in terms of resources. One exception, however, is space allocation. For example, Grady's 1,400 students have 60,000 square feet of classroom and lab space at their disposal, while the College of Family & Consumer Sciences, with fewer students, has more than 112,000 square feet of classroom and lab space.

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

The Grady College is situated on the first four floors of a five-story building that opened in 1964. Most areas of the building require significant renovation, and the dean has made a firm decision to undertake such renovations rather than attempt to build an entirely new facility because the college is in what he considers an ideal location, the geographic center of the campus.

Some renovation has already occurred, most notably a new commons area, the Payton Anderson Forum. It is named for a former publisher of *The Macon News* and funded by his estate and a gift from another alumnus, which is adjacent to the main entrance of the college. The Forum is a modern, multi-purpose room with a retractable wall allowing for inside/outside instructional and other events. It also contains a green screen wall to allow for enhanced video production. Some classrooms and labs for each of the college's three departments already have been renovated. However, many facilities are outdated, cumbersome and extremely difficult to navigate. One student, a senior journalism major, told the team that it's a "running joke" in the college that the Grady building is the "worst-designed building on campus" because its staircases are illogically placed relative to classrooms and faculty offices. In fact, one staircase terminates at a wall and elevators are outside of the actual structure.

Here is how the college prioritized its most urgent resource needs in its self-study:

1.   Studio 3. This is a studio the college wants to make available to its students in the Entertainment and Media Studies department, but it needs extensive renovation, along with renovation of its adjacent editing bays.

2.   Expansion to the 5th floor. As previously noted, Grady College occupies four floors of a five-story building. The fifth floor is occupied by classes for the Terry College of Business, which is about to open a new building, making the fifth floor available. Grady has requested the fifth floor when the business college vacates it. This is a desperate need for the college, not the least of which is to accommodate its New Media Institute, which offers 17 classes to more than 600 students but has space for only one classroom. The fifth-floor request is now before the university's Space Allocation Committee, which will make a recommendation to the provost; the provost will then make a recommendation to the university president, who will make the final decision. The site-visit team asked the provost if Grady College would be granted the fifth floor. She said it was the decision of a space allocation committee.

3. Journalism building renovation. The college convened a daylong session with professional architects in 2014. They identified critical renovation needs for the building: (a) it "inhibits collaboration within and between departments and campus-wide;" (b) it "embodies conditions that inhibit optimal productivity;" and (c) it "does not present visitors an impression of the college that corresponds to its current strengths, or to its vision and mission."

The site-visit team concurs with the college and the architects with whom it consulted. The team, however, asked why the very next planned renovation is the dean's suite of offices, not Studio 3, other studios that also need renovation, or many of the faculty offices that are in dire need of upgrades. It was

explained that the dean's suite represents the front door of the college and the cost of that renovation would be minimal, whereas the amount of funds needed for the other renovation projects is not available at this time. The dean's office is immediately inside the main entrance to the building and, therefore, needed immediate renovation to offer a better public-facing appearance. The dean also assured the team that renovating studios was very much a high priority for him and that he was actively seeking funding for such renovations.

The faculty office deficiencies are particularly severe. Some faculty are in cramped, cluttered offices that make meetings with students difficult. Some faculty are forced by space limitation to share offices. On the second floor, a group of small faculty offices are along a hallway that's so narrow it has earned the less-than-flattering nickname "Abu Grady," a play on Abu Ghraib, the Iraq War P.O.W. camp.

In all, the college has:

- Grady-specific classrooms: 11, accommodating up to 350 students total;
- Centers and institute offices and workspaces: 7;
- College computer labs and studios: 14;
- Conference/meeting rooms: 5; and
- Student common areas: 3.

The site-visit team believes that Grady College is missing a significant opportunity. Grady is home to the prestigious Peabody Awards, yet the Peabody Awards offices, which include a mini-museum featuring some of its previous winners, are in a nondescript corner of the third floor. There is evidence of the awards in other parts of the Grady building, but in the view of the team they are not showcased as prominently as they could be. The team suggests that as part of its building renovation plans, the Peabody Awards should be showcased, perhaps by creating more displays or even relocating the Peabody offices to a highly visible location, making the awards a centerpiece of the college's journalism department. Now, the main public display of Peabody Award recipients is off-site in another campus building, the Russell Special Collections Building. Although the team was not permitted to visit the Russell building due to time constraints, it did learn during the final meeting of the visit, with the university president (not in meetings with the dean or faculty), that the Russell building was constructed, at least in part, to house the Peabodys. It should be emphasized that the Russell building is not near the Grady building. Several journalism department faculty and students expressed intense pride at being associated with the college that administers the Peabody Awards, yet intense disappointment that the Awards were not showcased in a more prominent way in the Grady College building. Even though the Peabody administrators are undertaking a significant public relations effort to enhance the profile of their awards program, the dean indicated tepid interest in better associating the Peabody Awards with the college. Oddly, the provost said she had no interest in doing so, stating, "I have to love all of my children, not just the Peabody Awards."

The college also provides office space for the headquarters of the National Press Photographers Association, a national professional association for still photographers, television videographers, editors and journalism students.

(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.

Whether the institution and the unit provide faculty and students with sufficient equipment depends on who one asks. Some entertainment and media studies students complained that the college offered them no access to cinema-quality cameras. The department director told a site-visit team member that if students wanted to use such equipment, which is necessary to complete their course work, they have to rent it. One senior entertainment and media studies senior quipped that he used better equipment in the high school video program in which he had been enrolled before entering the University of Georgia. A number of journalism students, however, said they were pleased with the equipment the college offered and found that when they interned in professional newsrooms the equipment was substandard to that offered to students by Grady.

As for the college itself, in 2016 the dean created a new Chief Technology Officer (CTO) position to help coordinate and execute on all technical and equipment strategies and needs. The CTO also teaches photojournalism classes. The college also has a technology support group consisting of four full-time employees who provide, "administrative and organizational IT support; instructional and technology support; hardware and software support and installation; and website development."

During the last two years or so, the CTO and other key faculty have worked to upgrade equipment in classrooms and labs. Labs and some classrooms are equipped with up-to-date Mac desktop computers, loaded with appropriate software for the relevant subject matter. A television studio used for a four-day-a-week newscast is antiquated from an in-person appearance perspective, but well-equipped with a new switcher, audio board and other essentials. On the day one site visit team member observed a newscast from the control room, the teleprompter crashed; a professor told another site-visit team member that it often does so.

Students are required to provide their own laptop computers and cameras. If a student is unable to afford either or both, the college will lend him or her what they are lacking. There is a fairly well-stocked equipment room from which students can check out video cameras, tripods, microphones, etc.

The college's New Media Institute, which instructs students from Grady and the university's other colleges and schools, has one available classroom that is well-equipped. Many of the other classrooms are equipped with overhead projectors instead of LED or Plasma high-definition monitors, which would be particularly helpful in classes with curriculum that includes the necessity for displaying video or other visual-rich material. The CTO indicated he decided to use projectors because of funding constraints.

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

Thanks to the Peabody Awards, the college has a vast archive of virtually every award entry since the Peabody awards began in 1940. These entries are housed at the Russell Special Collections Building, not in the college. Many of the entries are accessible to faculty, students and the public (some online), just not in the Grady building. The college has no library of its own. However, it is very close to the university library.

Summary

Two of the Grady faculty described the college as "punching above its weight." They were referencing their belief that the college is performing exceptionally well despite its size relative to other well-known and highly respected journalism and mass communications programs, but they may as well have been referring to Grady's overall success despite its facilities challenges. The encouraging news is that the dean, faculty, students and alumni are highly focused on securing funding to make the renovations and equipment upgrades that are essential to the college's continued success.

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.

Grady offers both formal and informal alumni networking opportunities, giving students and faculty access to information and resources that enhance academics, experiential learning and professional development.

The college's full-time director of alumni relations and outreach is complemented by a 30-member Grady Society Alumni Board. The board focuses on the quality of engagement between graduates and the college, and members help lead annual giving campaigns. There is also a Grady Board of Trust, a 40-member group that includes alumni and business and media leaders who counsel the dean, contribute annually to a "war chest" for advancing the college's intellectual, professional and financial resources, and advocate for its growth.

Connections with alumni are forged with a printed semi-annual newsletter, monthly e-newsletters and through social media. Regular alumni activities include an annual Homecoming barbecue, alumni awards and alumni chapter receptions in Washington, D.C., New York City, Atlanta and Los Angeles, among other cities. The receptions often coincide with student trips to allow students and alumni to connect. Most recently, students and faculty who attended the Online News Association conference in Washington were able to network with alumni and professionals

Such networking opportunities are part of the informal alumni outreach in which students and faculty engage to close the loop between the professional and academic worlds.

Alumni praise the intentional nature of the college's outreach to them in building strong relationships. Alumni also are honest about what they perceive as weaknesses: finding a way to engage more professionals in an academic role as visiting professionals. While praising the university's emphasis on research and recognizing research's importance in the mission of land grant institutions, at least one alum thought the balance should be more on the professional side.

Nevertheless, one newer faculty member who has professional and research experience noted with pride that "schools that combine professionalism and research are rare."

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

Grady houses several institutes and centers with reputations for excellence and promoting high professional standards:

The Peabody Awards are administered from space within Grady's building via the Peabody Media Center (formerly the Peabody Center for Media and Society). The awards are the premier honor for distinguished achievement and public service in electronic media. The center provides the umbrella for non-awards activities – the Peabody Digital Network, which develops content celebrating award winners and finalists; the Cultural Memory Project, which uses the Peabody Archives to recover and reimagine America's cultural heritage; and the Peabody Academy, which uses award winners and other industry professionals to provide education and training.

The Cox Institute for Journalism Innovation, Management and Leadership helps students and professionals develop leadership skills in media.

The New Media Institute is an interdisciplinary teaching and research center that is part of Grady's new Entertainment and Media Studies department. Courses taught by the institute are not limited to journalism majors or even Grady students. The institute also provides professional services to the broader community by helping students with capstone projects, developing apps for the veterinary school and a local high school.

The Cox Center for International Mass Communication Training and Research has since 1985 hosted international journalists and journalism educators and conducted workshops in other countries. For the past eight years, it has hosted journalists from African and Near East countries through the Edward R. Murrow Program for Journalists.

(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.

The list of academic associations in which faculty are involved spans the national (AEJMC, PRSA, American Academy of Advertising, National Communication Association, National Public Health Information Coalition), the local (Georgia Association of Broadcasters, Georgia Press Association) and the international (PRSA International Conference, International Communication Association, Korean Health Communication Association, International Leadership Association, Netherlands Organization for Scientific Research).

Numerous faculty also serve on various professional advisory boards, as guest lecturers and lead researchers. Most recently, Grace Ahn, associate professor of advertising, received a $3.3 million grant from the National Institutes of Health to use virtual reality to help children develop more active lifestyles. Faculty from four other non-mass communication disciplines are also involved. The Grady Mobile News Lab, headed by professor Keith Herndon, was awarded a National Association of Broadcasters pilot grant to provide new virtual reality equipment for the lab. The Online News

Association also recently awarded a challenge grant to Herndon, Bart Wojdynski and Ivanka Pjesivac for developing a 360 video to explain critical water infrastructure to news consumers.

(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.

Some of the college's public service outreach:

A certified instruction program in Avid Media Composer and Adobe Premiere.

A drone journalism workshop developed in partnership with the New Media Institute, the Poynter Institute, Google News Lab, the University of Nebraska's Drone Journalism Lab and the National Press Photographers Association (NPPA), which relocated its headquarters to Grady in 2015.

Planned for October 20-21, 2017, is a Drone Summit, a collaborative effort of the college with CNN Aerial Imagery & Reporting, Turner Entertainment, the NPPA and the college's New Media Institute. The summit is drawing practitioners, manufacturers, technologists and educators who are involved with unmanned aerial systems.

The annual McGill Lecture, Symposium and Medal that recognizes journalism courage. Undergraduates selected as McGill Fellows participate in the symposium and select the recipient of the medal.

Throughout a semester, students, faculty and community members have access to lectures speaker series, panel discussions and other topical programs. Speakers in 2016-17 included: Todd Pitman, Nieman Fellow and AP Bangkok Bureau Chief; long time sports commentator, Verne Lundquist of CBS Sports; Brian Wong, author of the Cheat Code; screenwriter Neil Landau; and Pulitzer Prize winning science writer Deborah Blum.

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

Grady houses the Georgia Scholastic Press Association, which provides information and resources to high school journalism teachers, students and publication advisers.

A weeklong summer program trains hundreds of high school journalists from Georgia and beyond. Once they become college students, the Cox Institute for Innovation and Management provides a Management Seminar for College News Editors.

Grady College's and the university's reach extends beyond high school to middle school with Experience UGA, an initiative begun in 2014-2015 that brings Clarke County 6th graders to Grady to learn about journalism. Two other university-wide programs in which Grady participates are Georgia Daze, targeted to African-American students admitted but not yet committed to UGA, and Movimiento Latino, aimed at encouraging Latinx students to commit to the university.

Summary

Grady College effectively fulfills its public service mission through a variety of methods. Some programs have national and international status. The college develops strong ties with alumni and industry professionals and exposes students to opportunities and learning experiences.

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 the Council.

Grady defines the goals for learning that students must achieve using condensed versions of the 12 "Professional Values and Competences."

▪ Who is in charge of the assessment program (e.g., administrator, sequence coordinator or faculty committee)?

The Senior Associate Dean for Academic Affairs oversees assessment. All department heads are responsible for their department's assessment. Grady assesses student learning annually.

▪ How has the unit verified that core and required courses cover all 12 of ACEJMC's professional values and competencies?

Grady uses a curriculum matrix to demonstrate where the 12 professional values and competencies are covered throughout required courses in each department. In Journalism and Advertising & Public Relations, all 12 values and competencies are covered in required core courses, In Entertainment & Media Studies, 10 of the 12 values and competencies are covered in the core courses.

In Entertainment and Media Studies, the values - conduct research and evaluate information by methods appropriate to the communications professions in which they work, and apply basic numerical and statistical concepts - are not covered in the core courses. Conducting research is covered in 14 of the 22 elective courses and applying numerical and statistical concepts in 10 of the 22 elective courses. The department head believes all values and competencies are addressed when students take the four required elective courses. However, as the department continues to review its curriculum, the department head said all 12 values and competencies will be included across the core.

▪ How has the unit ensured that the syllabi for these courses state learning outcomes that address the values and competencies appropriate for each course?

Learning outcomes are defined within the course goals and/or objectives. ACEJMC values and competencies appropriate to the particular course subject are condensed within these goals/objectives.

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

The College operates on a three-year cyclical assessment process. Some measures are college-wide (senior exit and alumni surveys). Some measures are specific to particular majors. Each major has a written assessment plan with multiple direct and indirect measures for assessing student-learning outcomes.

Each department has unique student learning outcomes and direct and indirect measures.

Advertising Student Learning Outcomes:
(Approved and implemented, March 13, 2003; Measures revised December 2014)

1. Students will gain a broad spectrum of knowledge about, and be able to perform, essential facets of the advertising process, including: defining advertising problems, assessing relevant target audience needs conducting primary and secondary research, and analyzing and reporting information.
2. Students will be able to identify and evaluate structural, regulatory and ethical issues involving the advertising industry.
3. Students will be able to execute, write, and present a complete professional-level advertising campaign.

Direct Measures: (approved and implemented March 13, 2003, revised December 2014)

1. Capstone Course/Plans Book and Presentation
        Assessed: Years 1, 2, 3; Assesses Learning Objectives: 1, 2, 3
2. Internship Employment Evaluations
        Assessed: Years 1, 2, 3; Assesses Learning Objective: 1

Indirect Measures:

1. Professional Survey to assess employer satisfaction
        Assessed: Year 3; Assesses Learning Objectives: 1, 2, 3
2. Senior Survey: A survey of graduating seniors assessed students' responses to the major program, teaching effectiveness, and the preparation of students for the professional world and/or graduate school.
        Assessed: Year 2; Assesses Learning Objectives: 1, 2, 3
3. Alumni Survey: A survey of recent graduates to assess effectiveness of the program for alums as they negotiate their career in its early stages.
        Assessed: Year 1; Assesses Learning Objectives: 1, 2, 3
4. Student Achievements – Awards, Honors, and Placement:
        Assessed: Years 1, 2, 3; Assesses Learning Objectives: 1, 3

Overview: In addition to the above direct and indirect measures, there are also annual course evaluations by the department head who makes suggestions to the faculty about curriculum strengths and weaknesses.

Entertainment & Media Studies Student Learning Outcomes
(Approved and implemented for Mass Media Arts Major, March 13, 2003; Revised February 2017).

Our mission is to hone the critical faculties, creative talents, and ethical perspectives of future communication leaders. Upon graduation, students should be able to:

1. Understand the development and operation of entertainment media institutions, technologies and forms of storytelling.
2. Understand a range of theories of entertainment media narrative.
3. Display knowledge of a variety of appropriate techniques of writing and production.

4. Skillfully and ethically use tools and techniques of entertainment media storytelling, focusing on videography, writing, editing and narrative.

Direct Measures

1. Class assignment I**:** Students in EMST 3010, "Media Entertainment and Popular Culture," a course required in their first semester in Grady, will be given a short pre-test in the second week and a short post-test in the final week of the semester, developed by EMST faculty, to assess their knowledge of Student Learning Outcome 1.
      Assessed: Year 1, 2 and 3; Learning Objective: 1

2. Class assignment II: Students in EMST 3510, "Elements of Narrative," a course required early in their major, will be given a short pre-test in the first week and a short post-test in the final week of the semester, developed by EMST faculty, to assess their knowledge of Student Learning Outcome 2.
      Assessed: Year 1, 2 and 3; Learning Objective: 2

3. Capstone projects: In EMST 5260, "Advanced Production," students synthesize and put into practice their accumulated learning to produce professional-quality products. These works are judged by faculty and professionals for organization, clarity, aesthetics, skill, and other criteria pertaining to effective communication.
      Assessed: Years 1, 2 and 3; Learning Objectives: 3 and 4

4. Internship employer evaluations: Students apply knowledge and skills they have learning in an internship experience they can take for academic credit. Internship advisers respond to an evaluation request addressing how particular learning outcomes may have or have not been met.
      Assessed: Years 1, 2 and 3; Learning Objective: 4

Indirect Measures

5. Alumni survey. A survey of recent graduates assesses effectiveness of the program for alums as they negotiate their early-stage career.
      Assessed: Year 1; Learning Objectives: 1, 2, 3 and 4

6. Senior survey**.** A survey of graduating seniors will assess students' response to the major program, teaching effectiveness, and the preparation of students for the professional world.
      Assessed: Year 2; Learning Objectives: 1, 2, 3 and 4

7. Professional survey**.** In conjunction with internship evaluations, a professional survey assesses employer satisfaction with Grady College majors, as well as general information about the educational strengths and weaknesses of entering employees.
      Assessed: Year 3; Learning Objectives: 1, 2, 3 and 4

8. Student awards**.** The record of student performance in competitions helps provide insight into the effectiveness of curriculum, instruction and student learning.
      Assessed: Year 1, 2 and 3

Overview: In addition to these direct and indirect measures, the Department of Entertainment and Media Studies collects student evaluations for all courses, allowing the department head and faculty to consider curriculum strengths and weaknesses. Course evaluations are examined to assess each student's perception of the utility and relevance of courses, as well as the level of intellectual challenge. Faculty convene every three years to consider all input, as well as make observations regarding trends in academe and the professions, to identify needs for curricular improvement.

<u>**Journalism**</u>
(Approved and implemented March 13, 2003; Revised December 2014)

Student Learning Outcomes include:

1. Students will report, write, illustrate, and produce news packages that effectively communicate information and ideas that news media organizations provide their audiences.
2. Students will apply appropriate tools and technologies to communicate visually and verbally.
3. Students will evaluate the structure, functions, operations, and economics of media institutions.
4. Students will recognize, evaluate and value the role of journalism in a democratic society.

Direct Measures

1. Capstone**:** Journalism majors are required to take a Capstone course, either JOUR 5090, Multiplatform Newsroom – Newsource, or JOUR 5091, Multiplatform Newsroom – Projects. The course is integrative and brings together previously required courses in information gathering, reporting, writing and law, as well the instruction in ethics and diversity that is an integral part of all Journalism classes. As part of the capstone, Journalism majors produce professional quality news packages across multiple delivery platforms, including but not limited to, the daily newscast, Newsource, and its web site. Faculty members and practitioners assess these media products in terms of professional norms for journalists, organization, clarity, aesthetics, and other criteria pertaining to effective communication.
     Assessed: Years 1, 2, and 3; Learning Objectives: 1, 2, and 4

2. Digital Portfolios**:** Each Journalism major is required to build a digital portfolio during her or his first semester in the program, via the course JOUR 3190 Reporting and Writing Across Platforms, and provide the URL prior to graduation. Each advanced class in the program provides opportunities for students to add new projects to the portfolio. Panels of faculty and practitioners assess the portfolio for quality and adherence to professional norms.
     Assessed: Years 1, 2 and 3; Learning Objectives: 1 and 2

3. Internship Employer Evaluations**:** Journalism majors can take internships for credit. In an internship students apply knowledge and skills they have learned through their coursework. Each supervisor assesses, in writing, the student's work and abilities.
     Assessed: Years, 1, 2 and 3; Learning Objectives: 1, 2, 3 and 4

4. Class assignment: Journalism majors in JOUR 3090, Information Gathering, a course required in their first semester in Grady, and JOUR 4090, Multi-platform Story Production, a course required in their third semester, will be given a short test, developed by Journalism faculty, to assess their knowledge of Student Learning Outcomes 3 and 4.
     Assessed: Year 1, 2 and 3; Learning Objectives: 3 and 4

Indirect Measures

5. Alumni Survey. A survey of recent graduates assesses the effectiveness of the program for alum-ni as they negotiate their early-stage careers.
> Assessed: Year 1; Learning Objectives: 1, 2, 3, 4

6. Senior Survey. A survey of graduating seniors asks for student responses to the Journalism major, including teaching effectiveness and preparation for the professional world and/or graduate school.
> Assessed: Year 2; Learning Objectives: 1, 2, 3, 4

7. Professional Survey. In conjunction with the internship evaluations, this survey of professionals allows the department to assess employer satisfaction with our majors, as well as obtain general information about our educational strengths and weaknesses.
> Assessed: Year 3; Learning Objectives: 1, 2, 3, 4

8. Student Achievements. Faculty review achievements to see if our majors are receiving and being considered for the types of honors that demonstrate their success in the university and the professional community.
> Assessed: Year 1, 2, and 3

Overview: In addition to these direct and indirect measures, the Journalism Department collects student evaluations for all courses, allowing the department head and faculty to consider curriculum strengths and weaknesses. Course evaluations are examined to assess each student's perception of the utility and relevance of courses, as well as the level of intellectual challenge. Faculty convene to consider all input, as well as make observations regarding trends in academe and the professions, to identify needs for curricular improvement.

Public Relations
(Adopted and implemented March 13, 2003; revised December 2014)

Student Learning Outcomes:

1. Student will gain a broad spectrum of knowledge about, and be able to perform, essential facets of the public relations process, including: defining public relations problems, assess target audience needs, conducting primary and secondary research, and analyzing and reporting information.
2. Students will be able to identify and evaluate structural, regulatory and ethical issues involving public relations.
3. Students will be able to execute, write, and present a complete professional-level public relations campaign.

Direct Measures

1. Capstone Course/Plans Book and Presentation: Public Relations majors are required to complete a capstone course in Public Relations campaign planning. The course is integrative, reviewing and bringing together previously required course content pertaining to administration, writing, research, and planning. As part of the course, majors are required to produce a written public relations plans book for a client company and to make a formal presentation to a panel of professional practitioners and/or

advertising faculty. Data are in the form of client/faculty rating sheets and observations. The written plans book and related presentations are judged for organization, clarity, use of course curriculum concepts, thoroughness, professionalism, grammar, and other criteria related to effective oral and written communication.
> Assessed: Years 1, 2, 3; Assesses Learning Objectives: 1, 2, 3

2. Internship Employment Evaluations: Students can take an internship for credit only after completing basic level courses in the major. In an internship students apply knowledge and skills they have learned through their coursework. Each supervisor is asked to assess, in writing, the student intern's projects and abilities.
> Assessed: Years 1, 2, 3; Assesses Learning Objective: 1

Indirect Measures

3. Professional Survey: In conjunction with the internship evaluations, this survey of professionals will allow the department to assess employer satisfaction with their majors, as well as obtain general information about the educational strengths and weaknesses of their entering employees.
> Assessed: Year 3; Assesses Learning Objectives: 1, 2, 3

4. Senior Survey: A survey of graduating seniors assessed students' responses to the major pro-gram, teaching effectiveness, and the preparation of students for the professional world and/or graduate school.
> Assessed: Years 2; Assesses Learning Objectives: 1, 2, 3

5. Alumni Survey: A survey of recent graduates to assess effectiveness of the program for alums as they negotiate their career in its early stages.
> Assessed: Year 1; Assesses Learning Objectives: 1, 2, 3

6. Student Achievements – Awards, Honors, and Placement: Faculty review achievements of our students to see if they are receiving and being considered for the types of honors that demonstrate their success in the university and the professional community. Similarly, placement data is analyzed to determine what percentage of our students are gaining employment and at what firms.
> Assessed: Years 1, 2, 3; Assesses Learning Objectives: 1, 3

Overview: In addition to the above direct and indirect measures, annual course evaluations are used by the department head to makes suggestions to faculty about curriculum strengths and weaknesses. Course evaluations are examined to assess each student's perception of the utility and relevance of courses for the student, as well as the level of intellectual challenge. Also, the faculty convene every three years to consider all input, as well as their own observations, and make recommendations for curricular improvement. Faculty bring outside influences such as trends in academe, the profession, and observation of aspirational programs.

▪ Are these measures effective for assessing ACEJMC's professional values and competencies?

> While data are being collected, the instruments do not reflect competency in all of ACEJMC's professional values and competencies. Due to open ended responses in some departments, it is difficult to assess trends of cohorts regarding strengths and weaknesses across all departments.

It is important to note that Grady curriculum is constantly evolving to continually respond to the shifting digital and professional environment. For example, two of the departments, Journalism and Entertainment Media Studies have drastically updated their curricula following restructuring to better reflect their mission. The Department of Advertising & Public Relations has refreshed its curriculum by updating existing courses and adding new electives focused on digital strategy, social media analysis, specialized courses and offering a wide-array of domestic field study and study abroad courses.

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

The College has implemented significant changes both in structure and curriculum since the last ACEJMC accrediting site visit in 2012. Justification for change was grounded in Grady's continuing assessment of student learning using both direct and indirect measures, the 2012 ACEJMC site team's report, which suggested that Grady reduce categorical distinctions and align broadcast and print journalism faculty in the same department, data from Grady's internal UGA Program Review and Assessment (PRAC), and a year-long College faculty effort in 2013-2014 to realign their structure and mission.

To close the loop based on assessment measures in the College, the self-study states and faculty confirm that after a yearlong series of vision-strategy meetings that included all Grady faculty, the College voted in April 2014 to reorganize. Faculty and majors from the Digital and Broadcast Journalism majors were merged into one Journalism Department. The Telecommunications Department was renamed the Department of Entertainment and Media Studies, and the Mass Media Arts major was renamed Entertainment and Media Studies.

As new curricula were built in summer and fall of 2014, faculty developed student-learning not just for programs and majors, but also at the syllabus level for new and existing courses, which were put into course goals and learning objectives. In addition, the College developed and launched two new undergraduate certificate programs in Public Affairs Communications and Sports Media, adding to their existing certificate in New Media. These certificate programs are not mandatory but available to students to complement their majors.

▪   How does the unit collect and analyze the findings and identify unsatisfactory learning of specific values and competencies?

        Faculty hold meetings annually to evaluate assessment data and course offerings, and to determine whether the major is delivering the learning objectives. Overall, faculty believe the program is meeting the learning outcomes but some improvements have been made to ensure students are better prepared for the profession.

▪   What specific values and competencies had graduating classes not mastered satisfactorily?

        Faculty believe and data confirm that students have mastered satisfactorily Grady's learning objectives.

▪   How does the unit decide how to address these areas of concern and what actions did it take to do so?

After faculty analyze and review data from direct and indirect measures, they meet to determine and make necessary adjustments in curricula.

For example, in the **Department of Advertising and Public Relations**, overall, faculty believe the program is meeting learning outcomes through both curriculum and experiential opportunities. The faculty viewed assessment data and adopted new assessment forms to better measure assessment of student work.

Capstone and internship evaluations are positive. Similarly, senior exit, alumni, and professional surveys are positive. However, faculty (1) now require a marketing class for every major, and require that every major is (2) Google Analytics certified, and (3) proficient in Excel. They also entered into learning alliances with professional partners to offer boot camps for students and professional training for faculty on a semi-annual basis and added additional creative and advanced creative classes.

In **Journalism**, based on assessment data, the faculty determined the need to develop a new multi-skill, platform-agnostic curriculum that would be nimble enough to prepare students for media jobs not just for today, but also future jobs that don't yet exist. Grady reorganized and combined former broadcast and print faculty into one department focused on digital journalism.

The Journalism Department launched its new curriculum in Spring 2016.

The **Department of Entertainment and Media Studies** has been through significant changes during the past three years in name, structure and curriculum.

Based on assessment data from both their university and ACEJMC self-study, the former Department of Telecommunications faculty determined the need to significantly reorganize its personnel and programs in order to more fully map the degree program to current and future media-entertainment industry career paths as well as to foreground the importance of the scholarly study of media and communication. This endeavor occurred after the Grady College moved the broadcast-journalism program and faculty into the Department of Journalism, and to the decision by the remaining Telecommunications faculty to rename and refocus itself as the Department of Entertainment and Media Studies (EMST).

The Department launched its new curriculum in Spring 2016. Existing majors who entered under the former curriculum were given a choice of which they wished to follow. For those who wished to graduate under the old curriculum, efforts were made to accommodate them.

▪ How does the unit evaluate whether its actions overcame the weaknesses in student learning and what were the results?

Faculty meet on a regular basis to review assessment measures.

▪ Was the program of data analysis and action effective for identifying and overcoming unsatisfactory student learning?

Unsatisfactory student learning was not identified.

(c) The unit maintains contact with the alumni to assess these experiences in the professions and to provide suggestions for improving curriculum and instruction.

The college has a Board of Trust of 40 communications professionals including some alumni. The Department of Advertising and Public Relations has an advisory council of a diverse group of some 30 leading professionals including some alumni. There are also advisory boards for The Cox Center and Institute, the New Media Institute, the Grady Society alumni board, the Georgia Scholastic Press Association and the Peabody advisory board. Grady communicates with alumni electronically and through a printed newsletter called Grady News which is published twice a year.

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

Mass communication professionals and alumni are involved in all aspects of Grady student life, both within the parameters of curricula as guest speakers, clients, or professionals in residence and externally, with numerous partnerships with media corporations and organizations.

Summary

While data have been gathered and loops have been closed using Grady learning objectives for each department, for consistent compliance in ACEJMC assessment, faculty are expected to include all 12 ACEJMC Values and Competencies across required courses of each department. Although not explicitly stated in the ACEJMC booklet, Values and Competencies for each course should be outlined on individual syllabi. To strengthen assessment instruments, Grady should use measures reflecting all 12 Values and Competencies and should only be considered a measure if it is a requirement for all students. A college-wide assessment plan rather than individual department plans could make assessment less burdensome and more useful for closing the gap.

Compliance

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:

▪ Reputation of excellence on campus and in the state and nation; national leadership through the Peabody Awards and the Cox center;

▪ Intelligent and motivated students whose average ACT score is 31 -- exceptional students;

▪ A collaborative and forward-thinking faculty -- students effusively praised faculty;

▪ A highly-regarded dean who has increased the momentum of the college;

▪ Strong alumni and professional relations;

▪ Uncommonly competent professional advising staff; and

▪ A clear understanding of promotion and tenure standards.

Weaknesses:

▪ More progress is needed on diversity issues;

▪ The school should demonstrate how all 12 Values and Competencies are addressed throughout the required courses.

▪ Assessment instruments should measure the learning outcomes that reflect ACEJMC's 12 Values and Competencies, and would be a stronger direct measure if required of all students;

▪ Students are challenged by not having a consistent rotation of courses and ability to take desired courses due to lack of available seats;

▪ The Grady Building is in dire need of more renovation and additional space for classrooms and offices;

▪ Some equipment, particularly in the Entertainment and Media Studies Department needs to be upgraded; some classrooms need high definition monitors.

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).

Student learning outcomes reflecting the 12 ACEJMC V&C must be listed in all course syllabi; all 12 ACEJMC values and competences must be addressed across all required courses in each department;

Assessment instruments should measure against the 12 ACEJMC V&C; and should only be considered a direct measure if it is a requirement of all students.

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

NA

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

NA

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.

NA

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 Grady College is a program with many facets. The self-study described its multifaceted nature but the standard on outcomes was difficult to understand because one common assessment plan was not used throughout the school.

February 16, 2018

Suzanne Shaw
Executive Director
Stauffer-Flint Hall
1435 Jayhawk Blvd.
University of Kansas
Lawrence KS 66056-7575

Dear Executive Director Shaw:

The Grady College would like to comment on one aspect of the final team report. We appreciate their efforts and are delighted that we were found in compliance on all of the nine standards.

We have some concern over the weakness that states that "Assessment instruments should measure against the 12 ACEJMC V&C; and should only be considered a direct measure if it is a requirement of all students. " We understand the importance of multiple direct measures and have incorporated them into the assessment of each of our four majors. We would like to continue using internships, which are not required in our program, as a supplementary direct measure.

Three of the four majors currently use professional assessment of materials created in the capstone courses as a direct measure. The fourth program intends to implement such an assessment. but because this major launched in Fall of 2016 this assessment has not yet been completed.

All four of the majors use internship supervisor evaluations as a direct measure. In addition one program uses assessments of student portfolios. Another uses a pre- and post-test exam connected with core and capstone projects, again not yet in place in this new major.

We understand the measures for the 12 V&Cs should be a census or a representative sample of students in a required course.

The issue, as expressed to us, is that internships are not required and as such cannot be counted as direct measures. Given that we have multiple measures for each of our majors already in place, we would like to be able to use internship evaluations as supplementary direct measures. We in no way intend to evade providing a sampling or census of measures from our entire cohort. We are nonetheless concerned that suggesting ending internships as a direct measure would eliminate a very substantial supplementary data set.

With this letter, we wish to clarify our wish to continue the use of internship evaluations as supplementary direct measures for our majors.

Sincerely,

Charles N. Davis
Dean, Grady College