

Report of ACEJMC Evaluation

Undergraduate program 2021–2022

Name of Institution: Baylor University

Name and Title of Chief Executive Officer: Dr. Linda A. Livingstone

Name of Unit: Department of Journalism, Public Relations and New Media

Name and Title of Administrator: Dr. Mia Moody-Ramirez , Department Chair and Professor

Date of 2021-2022 Accrediting Visit: October 31 through November 3, 2022

Date of the previous accrediting visit: October 5-8, 2014

Recommendation of the previous site visit team: Re-accreditation

Previous decision of the Accrediting Council: Re-accreditation

Recommendation by 2021-2022 Visiting Team: Re-accreditation

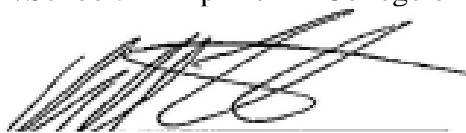
Prepared and submitted by:

Team Chair

Name and Title: Rafael Lorente, Associate Dean for Academic Affairs

Organization/School: Philip Merrill College of Journalism, University of Maryland

Signature



Team Member

Name and Title: Kathleen Richardson, Dean and Professor

Organization/School: School of Journalism & Mass Communication, Drake University

Signature



Team Member

Name and Title: Jan Slater, Chief Marketing Officer and Professor of Advertising

Organization/School: Gies College of Business, University of Illinois

Signature



Please indicate if team members participated on site or virtually only:

On site: Rafael Lorente and Kathleen Richardson _____

Virtually: Jan Slater _____

PART I: General Information

Name of Institution: Baylor University

Name of Unit: Department of Journalism, Public Relations and New Media

Year of Visit: 2021

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
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

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

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

- Private
- Public
- Other (specify)

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

V.T.C.A., Education Code Sec. 61.303, reaffirmed, 8/18/92. Requisite authority to grant degree and offer courses covers Baylor University's Articles of Incorporation, specifically, Article 11... The (BU) corporation shall have the authority through its Board of Directors, upon the recommendation of the faculty, to confer on any student of the University, or upon other person, any of the degrees usually conferred by similar institutions, and to grant diplomas of such degrees, and in all other respects to exercise the functions of the most favored of educational institutions.

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

- Yes
- No

If yes, give the date of the last accrediting visit: October 5-8, 2014

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

1996-97

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

The Journalism, Public Relations and New Media Department is dedicated to educating students to communicate accurate and truthful information and ideas that enable people to fulfill their responsibilities as citizens in a diverse, democratic society and to protect their rights and interests as individuals. To that end, the mission of the department is to offer theory-based, professionally current instruction in journalism, including journalistic writing and editing for print, broadcast and the Internet; newspaper and magazine production; public relations; international communication; photojournalism and advertising.

Our goals are to provide a high quality education for demanding communications professions; to instruct non-majors in the mechanics of and the reasons for contemporary journalism practice; to provide high quality academic and career counseling; to provide useful services to journalists and other professional communicators in our region; to conduct research in journalism and mass communication; to serve society and the Christian church by educating enlightened, ethical, well-prepared journalists and other communicators, and to stimulate and participate in professional development and research designed to enlarge our understanding of communication in society and in the Christian faith.

(Revised in 2010 to reflect change of the department name from Journalism to Journalism, Public Relations and New Media. The mission statement was adopted at least 20 years ago.)

7. What are the type and length of terms?

Semesters of 15 weeks

Summer sessions of 5 weeks

Intersessions of 3 weeks

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

Bachelor's degree

Master's degree

Ph.D. degree

9. List the specific undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC. *Indicate online degrees.

Bachelor of Arts in Journalism

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

124 semester hours

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

Students may earn 3 hours of internship credit twice for a total of 6 semester hours.

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

Name of Sequence or Specialty	Person in Charge
Public Relations	Mia Moody-Ramirez
News Editorial	Mia Moody-Ramirez
Photojournalism	Clark Baker
Advertising	Marlene Neill
Graduate Program	Marlene Neill

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

18,033 total enrollment (14,108 undergraduate)

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):

Name of Sequence or Specialty	Undergraduate majors in
Public Relations	157
New Media	16
News Editorial	51
Photojournalism	23
Advertising	43
Undecided	10
Pre-majors	0
Total	300

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. 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.)

Fall 2021

JOU 2303.01Reporting/Writing for Media15
 JOU 2303.02Reporting/Writing for Media10
 JOU 2303.03Reporting/Writing for Media15
 JOU 2303.04Reporting/Writing for Media15
 JOU 2303.05Reporting/Writing for Media15
 JOU 3325.01Editing15
 JOU 3325.02Editing14
 JOU 3325.03Editing15
 JOU 3325.04Editing15
 JOU 3355.01Media Photography I15
 JOU 3355.02Media Photography I9
 JOU 3355.03Media Photography I14
 JOU 3356.01Media Photography II15
 JOU 3357.01Media Photography III4
 JOU 3358.01Video Journalism6

JOU 3367.02Principles of Advertising & PR16
JOU 3367.03Principles of Advertising & PR16
JOU 3369.01Media Design15
JOU/FDM 3372.01Writing for Media Markets16
JOU/FDM 3372.02Writing for Media Markets15
JOU/FDM 3372.03Writing for Media Markets15
JOU/FDM 3372.04Writing for Media Markets15
JOU/FDM 3372.05Writing for Media Markets13
JOU/FDM 3372.06Writing for Media Markets15
JOU/FDM 3372.07Writing for Media Markets14
JOU/FDM 3372.08Writing for Media Markets14
JOU/FDM 3372.09Writing for Media Markets15
JOU/FDM 3372.10Writing for Media Markets14
JOU/FDM 3372.12Writing for Media Markets10
JOU/FDM 3372.13Writing for Media Markets14
JOU/FDM 3372.16Writing for Media Markets14
JOU 3374.01Public Relations Writing15
JOU 3375.01Adv Reporting & Writing12
JOU 3387.01International Communication12
JOU 3389.01Magazine & Feature Writing14
JOU 4305.01Gender, Race & Media14
JOU 4315.01Strategic Comm Research12
JOU 4340.01Writing/Editing for On-Line Media14
JOU 4359.01History of Photography17
JOU 4368.01Advanced Public Relations18
JOU 4368.02Advanced Public Relations19
JOU 4371.01Public Relations Media Program12
JOU 4380.01Law/Ethics-Journalism11
JOU 4380.02Law/Ethics-Journalism10
JOU 4380.03Law/Ethics-Journalism4
JOU 5350.01Seminar in Mass Communication2

Fall 2021 Online

JOU/FDM 3372.11Writing for Media Markets15
JOU/FDM 3372.14 Writing for Media Markets15 JOU/FDM 3372.15Writing for Media Markets17

Spring 2021

JOU 2303.02Reporting/Writing for Media16
JOU 2303.03Reporting/Writing for Media13
JOU 3325.01Editing13
JOU 3325.02Editing14
JOU 3325.03Editing12
JOU 3325.04Editing13
JOU 3355.01Media Photography I15
JOU 3355.03Media Photography I15
JOU 3355.04Media Photography I15
JOU 3356.01Media Photography II15
JOU 3369.01Media Design14
JOU/FDM 3372.02Writing for Media Markets14
JOU/FDM 3372.03Writing for Media Markets14

JOU/FDM 3372.04 Writing for Media Markets 14
JOU/FDM 3372.05 Writing for Media Markets 14
JOU/FDM 3372.06 Writing for Media Markets 15
JOU/FDM 3372.07 Writing for Media Markets 13
JOU/FDM 3372.08 Writing for Media Markets 14
JOU/FDM 3372.13 Writing for Media Markets 15
JOU/FDM 3372.14 Writing for Media Markets 15
JOU/FDM 3372.15 Writing for Media Markets 15
JOU 3389.01 Magazine & Feature Writing 15
JOU 4325.01 Advanced Editing 15
JOU 4350.01 Mass Media & Popular Culture 23
JOU 4359.01 History of Photography 18
JOU 4371.02 Public Relations Media Program 19
JOU 4380.01 Law/Ethics-Journalism 19
JOU 4380.02 Law/Ethics-Journalism 17
JOU 5320.02 Theory of Mass Communication 7

Spring 2021 Hybrid

JOU 3355.502 Media Photography I 13
JOU 3357.501 Media Photo III 11
JOU 3375.501 Adv Reporting & Writing 11
JOU 4340.501 Writing/Editing On-Line Media 15

Spring 2021 Online

JOU 2303.01 Reporting/Writing for Media 15
JOU 2303.04 Reporting/Writing for Media 16
JOU 3321.01 Advertising Copywriting 18
JOU 3367.01 Principles of Advertising & PR 15
JOU 3367.02 Principles of Advertising & PR 15
JOU 3367.03 Principles of Advertising & PR 15
JOU/FDM 3372.01 Writing for Media Markets 16
JOU/FDM 3372.09 Writing for Media Markets 15
JOU/FDM 3372.10 Writing for Media Markets 13
JOU/FDM 3372.11 Writing for Media Markets 15
JOU/FDM 3372.12 Writing for Media Markets 15
JOU/FDM 3372.16 Writing for Media Markets 15
JOU 3374.01 Public Relations Writing 16
JOU 3374.02 Public Relations Writing 15
JOU 4305.01 Gender, Race & Media 16
JOU 4320.01 Advertising Management 22
JOU 4368.01 Advanced Public Relations 18
JOU 4371.01 Public Relations Media Program 21
JOU 5350.01 Seminar in Mass Communication 8

16. Total expenditures planned by the unit for the 2020–2021 academic year: \$2,094,397

Give percentage increase or decrease in three years: 13 percent decrease (COVID & 2018 Expenditures were at their highest at \$2,409,038)

Amount expected to be spent this year on full-time faculty salaries: \$1,252,895

17. List name and rank of all full-time faculty in the accredited unit in fall 2021. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

As of Fall 2021:

Amber Adamson, lecturer
Dr. Clark Baker, associate professor
Dr. Elizabeth Bates, assistant professor
Matthew Brammer, lecturer
Dr. Cassy Burleson, senior lecturer
Curtis Callaway, senior lecturer
Robert Darden, professor
Sommer Ingram Dean, Fred Hartman Distinguished Chair
Sharon Gripp, senior lecturer
Dr. Mia Moody-Ramirez, department chair & professor
Dr. Marlene Neill, associate professor & graduate program director
Dr. Brad Owens, senior lecturer
Maxey Parrish, senior lecturer
Kevin Tankersley, senior lecturer
Dr. Alec Tefertiller, assistant professor

18. List names of part-time/adjunct faculty teaching at least one course in fall 2021. Also list names of part-time faculty teaching spring 2021. (If your school has its accreditation visit in spring 2021, please provide the spring 2021 adjunct list in the updated information.)

Fall 2021

Emily Iazzetti, temporary part-time lecturer, Baylor University
Mayra Monroy, digital executive producer at TMJ4 News in Milwaukee, Wisconsin
Franci Rogers, temporary part-time lecturer, Baylor University
Carlye Thornton, media analyst, Baylor University
Emily Guajardo, Baylor University alumna

Spring 2021

Emily Iazzetti, temporary part-time lecturer, Baylor University
Mayra Monroy, digital executive producer at TMJ4 News in Milwaukee, Wisconsin
Franci Rogers, temporary part-time lecturer, Baylor University
Carlye Thornton, media analyst, Baylor University

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 in Compliance	Percent
2020-2021 academic year	<u>14</u>	<u>14</u>	<u>100</u>
2020-2019 academic year	<u>80</u>	<u>80</u>	<u>100</u>

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 unit annually updates its data on the ACEJMC searchable database website (<https://lookup.acejmc.org>).

The Department of Journalism, Public Relations & New Media has a written mission statement and a written strategic plan. The strategic plan gets reviewed every year, although that did not take place last year because of COVID. The Department plans to review it this academic year.

The department Chair has the support of the Dean of the College of Arts & Sciences and the Provost.

The Provost praised the Chair for co-chairing the College of Arts & Sciences diversity committee, for example.

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

The Department does not have its own written bylaws or plan of organization. It is governed by the written policies of the College of Arts & Sciences, which the Department is a part of.

For example, a faculty handbook with a regularly updated faculty governance policy is maintained at the University level (last updated March 2016).

The Department has a number of standing or ad hoc committees, including on curriculum, diversity, facilities and alumni relations.

Upon starting her new position, the Chair vacated the membership of the Department's committees in order to allow faculty to have a say about which committee they served on. Previously, faculty were often assigned committees.

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 Chair was appointed in the summer of 2019 following the retirement of the previous Chair, who guided the Department through its last re-accreditation process. Chairs are appointed to three-year, renewable terms.

The current Chair is thought highly of by the administration of the College and the University. The Chair's tenure has coincided with the pandemic and the preparation for the re-accreditation visit.

Internally, faculty describe the Chair as "visionary" and feel that she is moving the Department forward. There is a sense of energy and momentum from faculty and students. There is, however, tension with

some faculty members who do not feel included and are unhappy with some changes. At this pivotal point for the school it will be important that they be able to work together.

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

The University and the College of Arts & Sciences have processes for selecting administrators. The policy allows for internal or external searches, depending on the needs and traditions of each Department. The Dean of the College chose to have an internal search for the current Chair. The final decision on the appointment of the Chair is made by the Dean of the College.

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

The University has a written grievance policy that covers “students, staff, faculty, and administrators.” Specific policies for tenure matters and other particular issues also exist. The Department does not have its own grievance policy, although the Chair said that she keeps an open door and encourages faculty to express concerns.

SUMMARY:

The Department appears to have weathered the difficult pandemic months as well as can be expected. The Chair has critics, but appears to have the Department well positioned on campus and thinking about the future. Most of the faculty praise her leadership style and vision.

Launching a new Broadcast sequence and an online master’s program, as well as preparing to replace some of the longest-serving faculty members, will require deft management. There is also anxiety among the faculty about what the University’s move from a teaching-first institution to an R1 will mean for the Department.

Inconsistencies and errors in the self-study made this evaluation far more difficult than it need to be. Producing the self-study during a worldwide pandemic surely contributed to the problems.

Overall evaluation compliance/non-compliance: **COMPLIANCE**

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

Discussions of indicators b, c and e must describe and evaluate the individual academic sequences in the unit.

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

Baylor University requires 124 credit hours for graduation. The unit is housed within the College of Arts & Sciences, which provides the core curriculum for all undergraduate degrees at Baylor University. The college requires 15 hours of common courses around religion, culture, global perspective and the U.S. Constitution. An additional 34 hours are required of topics that constitute a typical arts and science general education curriculum.

The Department offers a Bachelor of Arts Degree in Journalism (JPRNM) organized by sequences in advertising, news editorial, photojournalism and public relations. Each sequence requires 33 hours, plus a minor (18 hours) from another Arts & Science department or a concentration in another department outside Arts & Sciences. Students earn 91 hours of coursework outside the department. In 2019-20 and 2020-21, 100 percent of the graduates earned at least 72 hours outside of the unit.

b). The unit provides a balance between theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student competencies listed by the Council.

The Department has mapped its learning objectives against the ACEJMC required competencies to provide multiple opportunities for competencies to be addressed across the curriculum.

Required courses are focused on foundational skills courses and application. Theoretical courses are more evident in upper-division courses and electives. The curriculum includes a mixture of skills classes in writing, editing, design, photography, videography, social media and data analytics, and theory classes in such topics as introduction to mass media; law and ethics; gender, race and media; mass media and popular culture; and the history of photography.

The 2014 accreditation report cited an “underdeveloped curriculum” in visual and broadcast journalism. The faculty responded by increasing its programming in broadcast journalism, including laying the groundwork for a new sequence in broadcasting. The Department also added new courses in social media, digital analytics and leadership.

Students can supplement their coursework with multimedia extracurricular activities for the student news organization, The Baylor Lariat. There is a symbiotic relationship between the Department and the student media, with journalism classes producing stories for the Lariat and journalism faculty providing multimedia training for Lariat staff members. The student media director has bolstered opportunities for students interested in broadcasting through Lariat TV News, which produces a weekly newscast in partnership with the Film & Digital Media Department, which has a studio in the Castellaw

Communications Center. The Journalism Department is exploring the feasibility of building its own electronic media studio to support a planned broadcasting sequence.

Three core courses are required of all journalism students:

- JOU 2303 Reporting and Writing for Media
- JOU 3325 Editing
- JOU 4380 Law and Ethics of Journalism

The four sequences have varying hours of required courses, plus elective hours. Electives must be taken with the sequence. The unit has been discussing a broadcast sequence, but it is not part of this review.

Advertising: The sequence enrolls 43 students, making it the third largest in the department. Required courses total 18 hours of the sequence, with six hours of electives.

- JOU (3320 or 3367) Advertising Procedures or Principles of Advertising and Public Relations
- JOU 3321 Advertising Copywriting
- JOU 3369 Media Design
- JOU (3374 or 3375 or 3389) Public Relations Writing or Advanced Reporting and Writing, or Magazine and Feature Writing
- JOU 4315 Strategic Communication Research
- JOU 4320 Advertising Management

The advertising sequence was originally created as a path under new media (along with photojournalism). It was later determined that it was best to separate the two. The courses are designed to give students a broad foundation of theory and skills, with good opportunity for application. Career portfolios are developed in JOU 4320 and reviewed by professionals. Faculty researched advertising curriculum and courses of other programs, and to keep current with student and industry demand, are developing new courses for electives.

News Editorial: The second largest sequence enrolls 51 students. They take 15 hours of sequence courses, plus nine hours of electives.

- JOU 3355 Media Photography I
- JOU 3375 Advanced Reporting and Writing
- JOU (3376 or 4359) History of American Journalism or History of Photography
- JOU 4325 Advanced Editing
- JOU 4340 Writing and Editing for On-Line Media

Courses emphasize news reporting and editing for print or broadcast media. They build from introduction to mastery, and include extensive application. Electives include sports writing, magazine and feature writing, mass media and popular culture, electronic news reporting and communication, among others.

Photojournalism: This sequence is the smallest sequence with 23 students, who are required to take 21 hours of photography courses plus three hours of electives.

- JOU 3355 Media Photography I
- JOU 3375 Advanced Reporting and Writing
- JOU (3376 or 4359) History of American Journalism or History of Photography
- JOU 4325 Advanced Editing
- JOU 4340 Writing and Editing for On-Line Media

The courses incorporate both photography and videography, and allow the students to build

professional portfolios. Faculty have distinguished professional backgrounds and networks.

Public Relations: This is the largest sequence with 157 students. Fifteen courses are required in the sequence, plus nine hours of electives.

- JOU 3367 Principles of Advertising and Public Relations
- JOU (3374 or 3375 or 3389) Public Relations Writing, or Advanced Reporting and Writing, or Magazine and Feature Writing
- JOU 4368 Advanced Public Relations
- JOU 4371 Public Relations Media Programming
- JOU (3355 or 4325 or 4340) Media Photo I: Introduction or Advanced Editing, or Writing and Editing for Online Media

The previous site team suggested the unit rename this sequence to strategic communication. An ad-hoc committee considered this and decided to not change the name. Faculty revealed the decision was based on the history and the strength of the department – both in alums and with current student demand.

A review of syllabuses indicates the courses are well balanced with skills, application and theoretical foundations. An internship is required in JOU 4368 and the portfolio that is produced in this class is evaluated for competency assessment. An active PRSSA chapter is more than 50 years old and is closely connected to the local PRSA chapter. Faculty are seasoned professionals with strong connections to the industry and are often asked to help employers find students to fill full-time positions.

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

Baylor has historically been focused on teaching excellence. While its recent strategic plan has focused on research, the Department's faculty are dedicated to their students and attentive to the evolving complexities and changes in the industry.

The faculty have strong professional backgrounds and continue to maintain strong connections to the local media. These connections are often used for classroom projects, guest speakers, career advice and portfolio reviews. In addition, these connections help faculty keep abreast of industry advances and changes that may require some course content adjustments or even new course development. Syllabuses appear to be rigorous and detailed, with appropriate assignments and opportunity for feedback and improvement.

Teaching is evaluated using a combination of course evaluations, faculty peer reviews and the annual review process. The University has multiple opportunities for teaching and professional development training. These include seminars to explore new pedagogy or learning styles, workshops to make over a course, or summer institutes that provide funding for the development of a new course. Departmental faculty have been awarded grants for these workshops, and their teaching has been recognized with various awards and honors.

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

The unit is in compliance with the 20-1 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.

Students may earn up to three hours of internship credit twice, for a total of six semester hours. The Baylor Career Center offers career development resources, including job fairs and information about internships. Students are also encouraged to connect with a journalism faculty member for mentoring and career connections in their area of professional interest. The Department has increased its focus on professional development by offering Café Castellaw breakfasts at which students can receive feedback on their resumes and portfolios. The Department also has an active social media presence on which alumni post employment opportunities.

The Department offers a robust selection of student media that gives students opportunities to polish their skills, including a student multimedia news organization, a magazine, a yearbook and chapters of the Public Relations Student Society of America and the National Association of Black Journalists.

SUMMARY:

The sequence curriculum is fairly balanced between theory and skills. As in most programs, public relations and advertising tilt slightly more theoretical and news editorial and photojournalism lean slightly toward skills. Electives hopefully help balance these out. The faculty are dedicated to keeping content relevant and current. The Department has several strong student organizations that enhance the classroom experience.

Faculty were resilient in responding to the demands of COVID protocols. They remained focus on their students and teaching while being productive outside the classroom.

Overall evaluation, compliance/non-compliance: **COMPLIANCE**

PART II — Standard 3: Diversity and Inclusiveness

Unit performance with regard to indicators:

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

The Department wrote its current diversity plan in 2015 and updates it regularly (last updated 2019). The University has its own diversity document.

The Department's diversity plan states: "The Baylor Department of Journalism, PR & New Media is committed to a policy of inclusiveness, understanding and acceptance regardless of race, ethnicity, religion, disability, sexual orientation, gender and age. Our goal is to foster the development of a new breed of journalists, PR professionals and mass media communicators whose work represents a much broader range of perspectives than in the past when the voices of underrepresented groups were ignored and misrepresented in the mainstream news media."

The Department's plan includes a detailed and broad definition of diversity. It also includes goals around curriculum, student and faculty recruitment, and leadership.

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

The Department reports that in 2020-21, every faculty member included diversity "issues and perspectives" in their syllabuses and in their course content, a significant increase from the last self-study. The topics appear to be meaningful and well thought out.

Students agreed and remembered specific assignments or discussions.

Each semester, the Department Chair teaches a course titled "Gender, Race and Media." The course, new since the last re-accreditation visit, covers "gender, race, ethnicity, sexual orientation and other forms of diversity." The course is popular and has received positive reviews from students.

The Department has also supported study abroad programs and hosted programs such as the Black Gospel Music Restoration Project, a nationally recognized effort to identify and preserve the Black Gospel music tradition.

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 full-time faculty numbers 15, the same as the last re-accreditation visit. Two of the 15, or 13.3 percent, are Black women, including the Chair and the Fred Hartman Distinguished Professor. The rest of the full-time faculty are white.

Of the 15 full-time faculty members, two are professors, two are associate professors and two are assistant professors.

Of the full-time lecturers, six are senior lecturers and two are lecturers.

The 15th faculty member is the Fred Hartman Distinguished Professor.

Since the last visit, the Department has made four full-time hires – one international woman who had to leave due to a family situation; two white men; and one Black woman. The Black woman was hired for the three-year Fred Hartman Distinguished Professor position.

Among the four current adjuncts, one is a Latina. Another Latina is going to start teaching in the fall, and a Black woman has been invited to teach.

The Department is making efforts to diversify its faculty by advertising in diverse outlets and recruiting at conferences. As they did with the current Fred Hartman Distinguished Professor, the Department is trying to identify alumni who might want to come back and work for the school.

The Department faces four retirements over the next two years, presenting a not-to-be-missed opportunity for diversifying its faculty.

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.

In the Spring of 2021, the Department's enrollment was 78 percent women and 22 percent men, a bit more balanced than in the 2014 cycle when it was 84 percent women and 16 percent men. Non-white, non-Latinx identifying students made up just over 30 percent of the enrolled undergraduate population in the Department in Spring 2021.

Since the 2014 visit, the Department made significant strides with under-represented, domestic groups, reaching 8.7 percent Black students in the Fall of 2019, and 16.4 percent for Latinx students in the Fall of 2018. Those are significantly better than in 2014 when the Department's students were 5.3 percent Black and 13.6 percent Latinx.

Unfortunately, those numbers fell to 6.8 percent and 13.3 percent, respectively, in Spring of 2021. The Department has been on par with or slightly better than the University in both categories over the last two years.

The Texas population overall is 13 percent Black and 39 percent Latinx.

The Department's Asian student population in Spring 2021 was 4.7 percent, up from 2.8 percent in 2014.

The Department offers scholarships to all non-white and economically disadvantaged students. Overall, Department scholarships, which are in addition to funds provided by the University, average \$2,000.

The Department also awards up to \$7,500 per semester to students with high financial need.

The Department Chair and two alumni funded the endowment of a scholarship aimed at students who are members of the National Association of Black Journalists.

The Department participates in annual high school recruiting events and has strategically chosen high schools and community colleges to send recruitment materials and visit when possible.

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

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

The Department's most recent diversity plan, written in 2015 and most recently updated in 2019, has become a model across campus and is significantly more robust than previous plans.

Faculty and students both spoke positively of the Department's climate, calling it friendly, collegial and inclusive.

The student chapter of the National Association of Black Journalists, founded since the last visit, is growing and receiving support from the Department.

It is notable that the Department includes sexual orientation in its diversity statement. Only one other department on campus does that. It is also notable that almost every faculty member in the Department has a "Safe Space" sticker on their door. Students said this is unusual around campus and said the Department is one of the leaders on campus when it comes to issues of diversity. However, students also expressed concern about the relative lack of racial and ethnic diversity both in the faculty and in the student body. Concerns about the comfort level of LGBTQ students was also expressed.

SUMMARY:

The Department has made strides in its curriculum, including statements and content on diversity, equity and inclusion in every syllabus and class. Students were able to quickly identify diversity-related coursework and were complimentary of the Department for its campus leadership.

The Department will lose four of its most senior faculty members – two tenured and two senior lecturers – to retirement over the next two years. It would be a shame if the Department and the University do not use this moment to add racial and ethnic diversity to the faculty.

Overall evaluation, compliance/non-compliance: **COMPLIANCE**

Table 6. Full-Time Faculty Populations as of Fall 2019-20

Group	percent of total		percent of total	
	Female	faculty	Male	faculty
Black/African American	2	13	0	13
White	7	87	6	87
American Indian/Alaskan native				
Asian				
Hispanic/Latino (any race)				
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)				

Table 8. Temporary Faculty Fall 2019-20

Group	percent of total		percent of total	
	Female	faculty	Male	faculty
Black/African American				
White	3	75	0	75
American Indian/Alaskan native				
Asian				
Hispanic/Latino (any race)	1	25	0	25
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)				

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

Unit performance with regard to indicators:

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

The Department follows the University's policies as laid out in the Faculty Handbook and Personnel Policies. According to its policies, the University follows anti-discrimination laws but as a religious institution "is exempt from compliance with select provisions of certain civil rights laws, and Baylor is also exempt from prohibitions against discrimination based on religion."

The Department chair creates a search committee for all vacancies. The committee writes the job description and solicits applications through advertising and other methods. The committee narrows candidates and invites top candidates to campus for interviews with faculty and leadership. The final hiring decision is made by the Chair.

Before the last re-accreditation visit, there was not a formal process for hiring adjunct faculty. There is now a committee that vets candidates for adjunct positions and makes recommendations to the Chair, who makes the final decision. The Chair notes that COVID budget restrictions have limited the hiring of adjuncts.

The Department also follows University policies for evaluation of faculty. These include the use of student teaching evaluations, annual activity reports and evaluations by the Chair.

The Department Chair uses reports from the University's institutional research office each semester to account for and as necessary adjust faculty workload. The reports are also checked by the Dean at the College level.

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

The full-time faculty have taught 89 percent to 96 percent of core and required courses since the 2017-18 academic year.

Tenured faculty typically teach a 2-2 load while lecturers and senior lecturers typically teach a 4-4 load. In both cases, adjustments are made depending on administrative duties, research and other considerations.

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.

The Department's full-time faculty includes two full professors, two associate professors and two assistant professors, along with six senior lecturers, two lecturers and the Fred Hartman Distinguished Journalism Professor. Eight of the full-time faculty members have doctoral degrees and the rest have master's degrees.

The gender breakdown is seven women and eight men.

The Department chair is Black (and is the first Black female department chair at Baylor), and the Fred Hartman Chair is Black. One of the five adjunct faculty members is a Latina woman.

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

The University opens student evaluations two weeks before the end of each term and makes the results available to faculty after final grades are submitted.

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

The Chair is respected around campus, as are the Department's faculty. Professor Robert Darden is known on campus and around the country for his research and writing about Black Gospel music, and for founding the Black Gospel Music Restoration Project. Other faculty members are active in industry groups, church groups and other projects.

Baylor University aspires to R1 status in the next few years, and administrators on campus said the Department is doing its part to increase research productivity and grant funding.

SUMMARY:

The Department has policies and procedures for hiring, evaluating and promoting full- and part-time faculty.

As mentioned above, the Department will lose four of its most senior faculty members – two tenured and two senior lecturers – to retirement over the next two years. Those are significant losses and there are concerns within the Department that the University will not fill all four. Losing any of those lines would be a significant loss to such a small department. On the other hand, if the lines are approved for hiring, the Department has an opportunity to be strategic about where it wants to go and to hire accordingly.

Overall evaluation, compliance/non-compliance: COMPLIANCE

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

Unit performance with regard to indicators:

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

The unit's 15 faculty have been productive since the last site visit. In total, they have published 407 pieces of scholarship or creative and/or professional endeavor, received 30 honors and awards, and have received 17 grants. Full-time faculty, tenure-track as well as lecturers, are productive in scholarship that includes creative works, refereed articles, conference papers and professional publications.

Tenure-track faculty are given teaching release time in order to focus on research activity. Funding is generously provided for research and creative activity. A summer institute provides stipends to assist new tenured or tenure-track faculty in building a scholarly agenda for tenure promotion success. Summer, as well as semester sabbaticals are available in addition to multiple campus funding programs to support research. Nine faculty members have been awarded grants or sabbaticals over the past six years. In addition, faculty receive up to \$3,000 per year for academic and/or professional conferences.

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

The Department exists within a University seeking R1 research status. Once a primarily "teaching" institution, Baylor's recent commitment to research is outlined in its strategic plan which affirms its aspiration to "transform lives around the world through ground-breaking research and evidence-based, capacity-building partnerships that address the critical issues of our time and create a foundation for future discoveries." The University recently adopted a vision called Illuminate prioritizing research in the areas of health, data science, materials sciences, human flourishing, leadership and ethics, and Latin America. The University's tenure document defers to the academic units to establish departmental tenure guidelines approved by the Office of the Provost.

As such, the Department's tenure guidelines require that candidates demonstrate research comparable to journalism departments in R1 universities. Specific requirements are outlined in the tenure guidelines as follows:

- Eight or more papers published in international or national level journals, and 10 or more peer-reviewed conference presentations;
- Seven or more juried exhibitions of a national or international scope;
- A scholarly book with a reputable publisher or a letter of acceptance/contract for publication; and two papers published in international or national level journals; or
- Twenty or more substantial publications of professional work (national or international level) and three peer-reviewed articles or conference presentations.

Since the last visit, one faculty member earned tenure and promotion to associate professor and two tenured faculty were promoted to full. There is also a promotion path for lecturers. Currently, one lecturer is in the process of being considered for senior lecturer, six of the eight lecturers are already at that level. The Department has hired one tenure-track professor since the last visit. Policy states that tenure-track positions require a Ph.D. and a proven research record. The job description referenced the desire for a dynamic scholar, but did not indicate research expectations.

The University outlines the requirements for promotion to full professor.

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

Research, creative and professional expectations for tenure are clearly documented. They include a combination of scholarly work, conference papers, books, juried exhibitions and publication of professional work.

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.

Since the last visit, the Department's faculty have been productive in each facet of scholarly activity, including publishing, making invited presentations, earning grants and multiple awards and honors. (*See scholarship table below.*)

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

There appears to be a nice balance of research that covers creative endeavor, scholarly inquiry and work that informs classroom teaching. Faculty members commend their colleagues for being supportive of the strengths of each individual.

SUMMARY:

Overall, faculty members are productive in research and creative endeavors. The campus provides competitive funding opportunities that Department faculty have been successful in receiving. Faculty are enthusiastic about the work they do, the support they receive from the University and the appreciation they receive from colleagues.

Overall evaluation, compliance/non-compliance: **COMPLIANCE**

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals (20)
		Full Professo rs (3)	Associat e Professo rs (2)	Assistant Professo rs (4)	Other Faculty* (11)	
Awards and Honors	30	20	2	3	5	30
Grants Received Internal	8		1	1	6	8
Grants Received External	9		1	6	2	9
Scholarly Books, Sole- or Co- authored	7	4	1	2		7
Textbooks, Sole- or Co- authored						
Books Edited	4				4	4
Book Chapters	8	6		2		8
Monographs						
Articles in Refereed Journals	41	18	3	18	2	41
Refereed Conference Papers	51	29	2	20		51
Invited Academic Papers						
Encyclopedia Entries	1	1				1
Book Reviews	5			2	3	5
Articles in Non-refereed Publications	156	29			127	156
Juried Creative Works	10		2	8		10
Non-juried Creative Works	4				4	4
Other (please specify): Invited Academic Presentations	120	42	3	16	59	120

PART II — Standard 6: Student Services

Unit performance with regard to indicators:

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

Advising begins when educational options and degree requirements are shared with prospective students during campus visits and with entering first-year students during Orientation. First-years, sophomores, juniors and transfer students are advised by the College of Arts & Sciences Advising (CASA) office, in consultation with the Department. There is a CASA liaison assigned to the Department. Students are not allowed to register for courses without meeting with a CASA adviser, who meets with each student at least once a semester. Advising staff utilize a variety of software to communicate with students and track their progress toward graduation. Seniors are encouraged to meet with the Department's undergraduate program director for optional supplemental academic advising in their final semesters.

Baylor offers a Career Center, where each student has access to “career success professionals” assigned to their major. The center offers career development resources such as resume and career counseling, job fairs and information about jobs and internships. The Career Center collects information about graduates' job placement rates up to 90 days post-graduation. The Department's 90-day rate of students reporting successfully obtaining a job or admittance to graduate school was 73 percent in spring 2019 and 68 percent in 2020. In May and August 2021, the department's job placement was about 96 percent.

The Department also provides specialized career counseling and assistance, including a career workshop every semester to help with resumes and portfolios, a Department Facebook page on which to share job opportunities and a bulletin board with job postings.

Students and young alumni say they find journalism faculty and publication advisers generally a better resource for academic advising, career advice and networking than the University's resources. One student said that she found the faculty “more accessible, more stable and more invested in me as a person.” A recent alumna said that the professional networking provided through guest speakers in her journalism classes was “better than any career fair I've been to. They are bringing the career fair to you.”

b). Faculty are available and accessible to students.

Students are encouraged to seek academic and career advice and mentoring from journalism faculty at any time. Faculty members have required office hours based on how many credit hours they teach, and also meet students informally outside of class. During the pandemic, virtual advising is available as well.

Students and alumni express great respect and appreciation for journalism faculty members, who they say keep have an open-door policy and are responsive and supportive mentors. A recent alumna said that the faculty's overall attitude is, “We are prepared and willing to be available.” One current student said that the “COVID year” was tough, but his journalism classes and work on student media provided him stability.

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

Both CASA and the Department keep students informed via a variety of communication methods, including bulletin boards, email, student success software and information on the Web. The Department has a social media presence as well.

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

The student media are housed with the Department on the second floor of the Castellaw Communications Center, though they are financially independent of the Department and governed by a Student Publications Board. A former communications professional directs the award-winning media: the multimedia student news organization, The Baylor Lariat and Lariat TV News; The Roundup yearbook; and Focus magazine, all supported by a student sales and marketing staff. The Department also offers campus chapters of the National Association of Black Journalists and Public Relations Student Society of America. Students who participate in the Department's Budapest summer study-abroad program also produce a magazine, The Bundle, while they are there.

The Department frequently invites communications professionals to campus as guest speakers.

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

The University's office of Institutional Research collects and analyzes data related to student enrollment, retention and graduation, and shares the results with the Department. The Department chair and undergraduate program director examine the data to identify trends and the need to take any remedial action. For example, after noticing a dip in enrollment, the Department increased outreach to academic advisors and other units on campus to ensure they were aware of the journalism majors and minors available.

The University has employed several strategies and programs for improving retention, including Orientation and Welcome Week programming. It requires a New Student Experience course of all first-year students, and the Department teaches a specialized section of that course for journalism students. The University also offers academic support such as tutoring, study strategies and mentoring through the Paul L. Foster Success Center.

The Department annually publishes retention and graduation information for its students on the "accountability" part of its website. The site reports a five-year average first-year retention rate of 79.1 percent, with a five-year high of 85 percent in 2019-20. The five-year average for students graduating in four years is 77.3 percent, of students graduating in five years is 83.3 percent, and of students graduating in six years is 81.8 percent.

SUMMARY:

While most student services are handled by the University — including academic advising and career services — the Department supplements those services with its own events and outreach. Students report that the journalism faculty are responsive, accessible and supportive, and they praise the networking and career counseling they receive from their faculty and student media advisers. The journalism curriculum is complemented by a robust array of award-winning student media, including a multimedia news operation, a magazine and a yearbook. The Department works with the University's institutional research office to analyze enrollment, retention and graduation information, and to respond to trends with any necessary corrective action.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

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.

The Department has a base budget from the College of Arts & Sciences that covers operating expenses, and it has a detailed budget for allocation of that money. The Chair files annual and three-year budget requests with the College of Arts & Sciences to address both immediate needs and long-range strategic needs, such as equipment replacements. The Chair works with the A&S financial manager to arrive at recommendations for salary requests. The Chair then meets with the divisional Dean of A&S to submit the budget requests, which are reviewed by the Dean, Provost and President. A similar process is followed by units across campus. In addition, the Department receives a portion of the graduate tuition to support the graduate program.

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 overall budget for the Department was \$1,620,129 in 2018-19, \$1,474,235 in 2019-20 and \$1,594,926 in 2020-21. (Each Department was asked to relinquish some of the funds in its operating budget due to COVID-related cuts, but those funds were largely restored.) The unit has been allowed to fill vacant lines in order to sustain a full-time faculty of 15. The unit has been the beneficiary of increased philanthropy in recent years, moving from \$50,456 raised from 83 donors in 2019, to \$100,000 donated by 102 donors in 2020. It recently received a \$500,000 estate gift. The Department seeks to raise more money to support facilities upgrades, especially a new electronic media studio, and scholarships. For example, an alumna who is a retired Air Force public information officer donated money toward an endowed scholarship to honor a retired Department Chair. The current Department Chair and two alumni funded an endowed scholarship for National Association of Black Journalists students.

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

The Department shares the Castellaw Communications Center, which opened in 1974, with the Department of Communication, the Film and Digital Media Department and the student media offices. Most of the journalism offices and classrooms are on the second floor. Large-enrollment journalism classes must be held in other buildings.

Cramped facilities were identified as a weakness in the 2014 accreditation report. Since then, the Department has added furniture in the hallway to create more relaxation and study space, and decorated the area with posters, bulletin boards and photos that celebrate student, faculty and alumni success. New furniture, whiteboards and monitors were added to classrooms, and three were modified to facilitate collaborative work. Additional modifications were made to enable safe teaching and remote instruction during the pandemic. There are three Mac computer labs with Adobe software that are primarily used by journalism students. The student news organization has limited use of the Film and Digital Media Department's television studio to produce a weekly newscast for broadcast students.

Despite refreshes to the building, the facilities available to the journalism department are still the most frequently cited source of frustration by faculty, students, alumni and even "friends" of the unit on campus. They say that the Department is doing an admirable job despite its inhospitable home. The unit is exploring the feasibility of fundraising to build its own news studio, which faculty say is critical to

their proposed broadcasting sequence. (Currently they have to move furniture out of a classroom to create an ad hoc studio or hold photo shoots off campus.)

University administrators acknowledge that Castellaw is crowded, and say it is on their radar screen as the institution is rethinking use of space on campus and remodeling priorities.

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.

Despite complaints about the building, faculty and students agree that they have access to current equipment and software that support their teaching and learning. Faculty and lab computers are on a three-year replacement cycle. Lab software is kept current. Technology support is provided through the campus library. Students have card access to the building and computer labs after hours. After a COVID delay, funding is available again for updating electronic media equipment. The Department recently purchased software that will facilitate checkout of equipment to students. Students report that faculty provide ready access to equipment and encourage their experimentation with it. Faculty say they network frequently with friends in the industry to ensure that equipment is current.

The Lariat newsroom, the multimedia student publication, has an insulated room for recording podcasts, and student media journalists have access to cameras, video cameras, audio recorders and other electronic media equipment.

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

Faculty are effusive in their praise for the support offered by the campus library. They describe the librarians as accessible and the resources provided as “fabulous” and “abundant,” especially electronic resources for faculty and student research. The library also provides software training for faculty and students, technology support and instructional designers for faculty creating online courses.

SUMMARY:

The Department receives a base budget from the University to support its operations and requests additional resources to support immediate needs and long-range plans. In addition, the unit has seen an increase in philanthropy in recent years, especially for scholarships. Faculty and students say they have access to current equipment and software to support teaching and learning. Cramped facilities that hinder growth remain the area of greatest concern. Faculty say that a new electronic media studio is critical to the success of a planned broadcasting sequence.

Overall evaluation, compliance/non-compliance: **COMPLIANCE**

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

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

The Department has rejuvenated an inactive advisory council. It has created an 18-member Advisory Board with terms up to six years, and a Friends of the Department Council with unlimited membership and terms. Members commit to attend semiannual board meetings, donate to the school and help with fundraising strategies, provide advice on career preparation and serve as ambassadors to the program. The Department communicates with the wider alumni network through its social media outreach (Facebook, Twitter, Instagram, LinkedIn) and biannual email newsletter.

The University provides funds for faculty to attend professional development seminars such as those provided by Poynter Institute, the American Press Institute and the Scripps Howard Leadership Academy. The University also provides grants to support faculty in activities to enhance teaching effectiveness.

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

The Department regularly hosts visiting professionals. Guest speakers in recent years have included ESPN reporters and producers, a former People magazine editor, the communications director for South by Southwest, and local and regional public relations professionals, book authors, reporters and TV anchors. Baylor has also hosted or contributed to professional events such as the Texas Associated Press Managing Editors conference, the College Media Association convention, Public Relations Society of America regional and national conferences, and Poynter Institute's Teachapalooza workshop.

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

Faculty are involved with their professions through membership in educational and industry organizations such as Association for Education in Journalism and Mass Communication (AEJMC), College Sports Information Directors of America, Public Relations Society of America and American Studies Association. There are funds in the Department's budget to support faculty travel to academic and professional conferences, such as AEJMC, National Association of Black Journalists, Society of Professional Journalists, College Media Advisers, Texas Associated Press Managing Editors and Texas Intercollegiate Press Associations.

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.

Journalism faculty contribute to the community and industry by using their talents to chair fundraising campaigns, plan conferences and run social media for nonprofits, stage photographic exhibits, participate in public panel discussions and serve on church and community boards. A faculty member whose research interest is Black gospel music co-chairs Baylor's annual Pruitt Memorial Symposium

that seeks to bring “the perspective of Christian intellectual tradition on contemporary issues of common concern.”

Service-learning projects are incorporated into classes, where students do work for local nonprofit agencies, small businesses, associations and other clients. Student publications are considered a “very important” part of the campus and supported through a generous budget, according to the Dean.

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

The Department coordinates and hosts the annual University Scholastic League regional high school journalism competition and a faculty member serves as contest director. The Baylor director of student media presents at the annual University Interscholastic League/ILPC conference for high school journalists in Austin.

SUMMARY:

The Department strives to remain connected to and support the communication professions, its alumni and communities. The unit is rejuvenating its alumni and professional advisory boards in order to keep current and to support its fundraising and promotion. It also reaches out to its alumni through social media and an electronic newsletter. The Department frequently hosts professional guest speakers and it supports industry events. Journalism faculty belong to professional organizations and attend professional development events. They lend their time and talents to community organizations. Service-learning projects for off-campus clients are incorporated into coursework. The Department coordinates and hosts a regional high school journalism competition.

Overall evaluation, compliance/non-compliance: **COMPLIANCE**

PART II — Standard 9: Assessment of Learning Outcomes

Unit performance with regard to indicators:

The Accrediting Committee and Council seek site-team reports on assessment that are appropriately detailed for a judgment on compliance that is informed, fair and consistent from one team to another. Please respond to each of these questions in your report on indicators (a), (b) and (c):

a). The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of the Council.

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

The Department Chair is listed as the author of the assessment plan. Currently, the department does not have an assessment committee, although several members of the faculty mentioned the need for one. According to the Department Chair, the curriculum committee assists in determining measures and outcomes for each sequence. There is no evidence in the plan or from discussions with faculty that faculty receive any reports regarding results of assessments or broader discussions about the need for changes based on the assessment. Within the plan and the self-study, multiple references are made to faculty making course content changes based on assessments. However, there is no report as to the particulars of those changes or if the changes indeed improved overall outcomes.

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

The unit’s values and competencies are incomplete. They have not listed the ACEJMC values and competencies as part of their overall assessment plan. A list of “instructional categories” are included, but no competencies are aligned with the list. Within the self-study (under Standard 2: Curriculum), the unit identifies the following:

We view journalism as both science and art. We strive to cover seven broad instructional categories:

- 1) research, data-collection and data-mining;**
- 2) law, ethics and media literacy;**
- 3) interviewing, reporting and writing;**
- 4) editing, design and technology skills;**
- 5) photography, web, videography and visual storytelling;**
- 6) history, current events, sociopolitical and geopolitical savvy;**
- 7) trends in diversity, equity, inclusion and media management; and**
- 8) knowledge and skills necessary to become positive change agents.**

This listing identifies the values but not the competencies. By not identifying the outcomes desired, there is no expectation that student outcomes will result in competent application of the skills.

The unit has a course/competency rubric that is confusing as it lists all courses the unit offers instead of focusing on the required courses for each sequence or the courses where the actual competency assessment occurs. The legends are not well explained and do not align with objectives provided, making it impossible to understand the level of mastery (awareness, understanding, application) outcome.

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

There does not appear to be any oversight or review of syllabuses. The self-study indicates that the Department Chair and undergraduate program director “coordinate course curriculum learning objectives and standards, particularly for courses for which there are multiple sections.” In reviewing syllabuses for the four sections of JOU 2303 Reporting and Writing for Media taught in Fall 2021, learning objectives and assignments are vastly different.

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

There is an assessment plan dated 2019, but it does not include the values and competencies that the Department states it measures under the curriculum standard or the course rubric. It does not clearly define its direct/indirect measures and expected outcomes. Nor does it indicate how assessment data will be gathered, reviewed/shared, how faculty will determine any changes/improvements necessary based on the data collected, or any method to report improvement based on any changes. The self-study and the assessment plan provide different information.

The Department participates in the University’s use of the assessment tool SLOPE required by the Southern Association of Colleges & Schools. These reports are required annually. While there is opportunity to align the ACEJMC requirements with SLOPE, it does not appear that has been the practice.

• What direct measures of assessment does the unit use, where in the curriculum and when?

Neither the assessment plan nor the SLOPE reports identify direct measures that are employed. However, through conversations with faculty and locating various pieces of information during the site visit, it appears that the unit employs pre- and post-testing in the core required courses - JOU 2303 Reporting and Writing for Media, and JOU 4380 Law and Ethics of Journalism. Career portfolios are required and reviewed by professionals in the capstone courses for advertising (JOU 4320), photojournalism (JOU 3357) and public relations (JOU 4368). The assessment plan states that the measure includes review of content (resume, bio and work samples) and quality (appearance and professionalism). The actual rubric was not available for review to determine if this direct measure was assessing value and competencies. It was unclear from the report or the discussions with faculty if there is a portfolio requirement for news editorial. Internship supervisor surveys are collected, although a rubric was not provided.

• What indirect measures does it use, where and when?

Again, indirect measures are vague. However, senior surveys are done to determine employment data, and unit retention and graduation rates are used and published as required by ACEJMC.

• Are these measures effective for assessing ACEJMC’s professional values and competencies?

In reviewing the pre-and post-test, it seems to be well-constructed to assess a broad range of competencies. The goal is to have 90 percent of the students exhibit a proficiency score of 70. The self-study reported 95 percent of the students earned a score of 70 or better. While data from internship supervisors and portfolio evaluations were not made available in the report or during the site visit, discussions with faculty responsible for evaluations provided anecdotal information that suggests above satisfactory evaluations.

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

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

From the report and conversations with faculty and administration, it seems there is no consistent method for collecting, analyzing and reporting the data for direct or indirect measures each year. Annual data for each measure was not provided in the report or appendices. For the pre- and post-test, one faculty member collects and analyzes the data and submits to the Department Chair. The assessment plan indicated that in 2017-18, the results revealed several competencies lacking. The plan reports that those who teach the courses determined the wording for some of the questions was ambiguous, and that syllabuses and lecture content would be adjusted in Fall 2018. There was no indication as to what was changed or if improvements were revealed in the next test.

Using the SCOPE reports, it appears that results from the portfolio reviews indicated the number of hours students spent at the internship, the number of hours donated by the working professionals who reviewed the portfolios as well as the time spent as guest speakers. There was a portfolio rubric provided in the report for advertising portfolio review, but there was no explanation of the rubric and how, or if, it met expected outcomes.

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

There was no report providing this information. The self-study provided the information that 18.6 percent of the students who took the fall 2020/spring 2021 post-comprehensive exam earned a 90 or better, 64.4 percent earned an 80 or better, and 94.9 percent earned a 70 or better. This measure assesses writing and editing principles according to the self-study.

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

The report identifies that outcome data was used to make changes, but there is no indication as to how those decisions were made or what specific actions were taken.

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

There is no indication in the report that any evaluation is done to determine if specific actions are measured and shared.

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

The assessment data is messy. It lacks organization, alignment with goals, actual data in some instances, and analysis. There does not seem to be a process for sharing the data, discussing the findings with faculty, identifying specific actions to be taken, or that the unit closes the loop on assessment.

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

Unit faculty are highly engaged with alumni and use them extensively for guest speakers, internship opportunities, class projects and portfolio reviews. Engagement increased with COVID restrictions and the ease of incorporating alumni virtually in multiple activities. The unit has increased alumni engagement overall since the last site visit.

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

Faculty are very connected to the local and regional media outlets, as well as advertising and public relations firms. One faculty member produced a list of nearly 250 internship opportunities available to students. In addition, faculty report an increase in employer interest and demand for Baylor journalism students.

SUMMARY:

The unit has good intentions, but it lacks clarity, organization and consistency in assessment of learning outcomes. Its plan is not completely measuring the values and competencies as set forth by ACEJMC. There is no evidence that faculty in general are involved in assessment decision-making, or required to include the assessment measure in their courses. The news editorial sequence doesn't appear to have any assessment measures in place. There is an indication that some faculty are dedicated to and spend a good deal of time on assessment. Overall, however, the unit lacks communication and commitment to collecting, analyzing, reporting and using assessment data to improve and there is no indication that faculty are involved in decision-making.

Overall evaluation, compliance/non-compliance: **NON-COMPLIANCE**

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- Students are comfortable and feel that they have a compassionate faculty who make them feel safe.
- Faculty are productive in teaching, scholarship and creative endeavors, especially for their size.
- Faculty have strong connections to their professions, which inform the curriculum.
- The student media is strong.
- The Chair has the respect of the administration in the College and the greater campus.
- The Chair has made terrific progress in fundraising, alumni engagement and diversity efforts despite the difficulties brought on by the pandemic.
- Faculty were resilient and remained productive through the pandemic. They were a source of support for the students.
- The Department has made strides since the last site visit with diversity efforts in its curriculum.

Weaknesses:

- There may be a need for better channels of communication from the Chair to the faculty.
- The facility is lacking. A flexible space for a broadcast studio is going to be critical for the Department to be successful with its new Broadcast program.
- The assessment plan is lacking clearly defined goals, methods, instruments of measurement, how data is analyzed and reported, and in using this data – what was changed and what measurements were done to ensure effectiveness.

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

Standard 9 - Assessment

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

- A thorough assessment plan that is concise in assessment methods, measurement and analysis.
- Measurement instruments need to be developed that are consistent and exhibit alignment with goals.
- Report results of the assessment measures.
- Develop a process or a committee to review assessment results and provides recommendations.
- Clearly and consistently report what changes were made based on assessment results, how/when those changes were implemented and show the results of those changes.

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

N/A

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

N/A

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

An insufficient commitment to diversifying the faculty and student body and for preparing students across many courses to live and work in a multiracial, multicultural society.

Significant gains were made in incorporating issues of diversity and inclusion throughout the curriculum in a meaningful and thoughtful manner. The Department has made progress in increasing the diversity of its student body. It will have more opportunity to diversify its faculty as it faces four open positions in the next two years.

An underdeveloped curriculum in visual and broadcast media

The Department increased coursework in videography and broadcast journalism and collaborated with student media to bolster extracurricular opportunities in electronic media. It has laid the groundwork for a new sequence in broadcasting.

An insufficiently focused program of assessment of student learning outcomes

Increased data collection was well intentioned, but there is little evidence that the data is being analyzed or applied to identify deficiencies and improve learning outcomes.

An uncertain system of faculty participation in discussion and decisions

Internal faculty committees were enhanced to enable faculty input into decision-making. However, significant concerns remain among some faculty who do not feel included in some decision-making.

A cramped, second-floor facility that does not enable an environment of out-of-class interaction and development and will not accommodate an increase in enrollment

The Department added furniture to hallways to create informal gathering and study areas. It bought new furniture, whiteboards and monitors for classrooms to facilitate collaboration. However, the facilities that house the Department remain cramped and hinder program growth and innovation.

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

The self-study could have used a strong, final edit. There were small errors of grammar and punctuation that might have otherwise been overlooked. But there also were inconsistencies and contradictions in

faculty numbers, student population and the appendices that made this evaluation more difficult than it should have been. It did not appear that close attention was paid to important details in the self-study that could have provided more clarity about what they were doing.