

Report of ACEJMC Evaluation

Undergraduate program 2021-2022

Name of Institution: University of Kentucky

Name and Title of Chief Executive Officer: Dr. Eli Capilouto, President

Name of Unit: College of Communication and Information (School of Journalism & Media and Department of Integrated Strategic Communication)

Name and Title of Administrator: Dr. Jennifer D. Greer

Date of 2021-2022 Accrediting Visit: November 18-21, 2022

Date of the previous accrediting visit: January 25-28, 2015

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Recommendation by 2021-2022 Visiting Team: **Reaccreditation**

Prepared and submitted by:

Team Chair

Name and Title: Barbara B. Hines, Professor Emerita

Organization/School: Howard University/Cathy Hughes School of Communications

Signature Barbara B. Hines

Team Member

Name and Title: Clark Bell, Retired-Director of Journalism Program

Organization/School: McCormick Foundation

Signature Clark Bell

Team Member

Name and Title: Michel Haigh, Professor

Organization/School: Texas State University/School of Journalism and Mass Communication

Signature Michel Haigh

Team Member

Name and Title: Matthew Haught, Associate Professor and Assistant Chair

Organization/School: University of Memphis/Department of Journalism and Strategic Media

Signature Matthew Haught

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

On site: On Site _____

Virtually: _____

PART I: General Information

Name of Institution: University of Kentucky

Name of Unit: College of Communication and Information (School of Journalism and Media and Department of Integrated Strategic Communication)

Year of Visit: 2022

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

- Higher Learning Commission
- Middle States Commission on Higher Education
- New England Commission on Higher Education
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and School Commission on Colleges
- Western Association of Schools and Colleges

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.

Kentucky Revised Statute 164.125 University programs.

(1) The University of Kentucky shall provide: (a) Upon approval of the Council on Postsecondary Education, associate and baccalaureate programs of instruction; (b) Upon approval of the Council on Postsecondary Education, master degree programs, specialist degree programs above the master's-degree level, and joint doctoral programs in cooperation with other public postsecondary educational institutions in the state; (c) Upon approval of the Council on Postsecondary Education, doctoral and postdoctoral programs and professional instruction including law, medicine, dentistry, education, architecture, engineering, and social professions. (2) The University of Kentucky shall be the principal state institution for the conduct of statewide research and statewide service programs and shall be the primary institution authorized to expend state general fund appropriations on research and service programs of a statewide nature financed principally by state funds. As applied in this section, research and service programs of a statewide nature shall be programs requiring the establishment and operation of facilities or centers outside of the primary service area of the institution. In carrying out its statewide mission, the University of Kentucky shall conduct statewide research and provide statewide services including, but not limited to, agricultural research and extension services, industrial and scientific research, industrial technology extension services to Kentucky employers, and research related to the doctoral, professional, and postdoctoral programs offered within the university. The university may establish and operate centers and utilize state appropriations and other resources to carry out the necessary research and service activities throughout the state. The university may enter into joint research and service activities with other universities in order to accomplish its statewide mission. Nothing contained in this subsection shall limit the authority of the Council on Postsecondary Education to establish instructional programs that are consistent with the strategic agenda. Effective: June 20, 2005

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: January 25-28, 2015 (Journalism program only)

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

1950

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

We shape passions into professions. We launch critical and innovative thinkers, creators and doers. Come join us. -- Adopted April 2020

See full summary of the strategic plan at: <https://ci.uky.edu/ci/ci-2020-2025-strategic-plan> ; see also Appendix 1-1.

7. What are the type and length of terms?

Semesters of 15 weeks
Quarters of _____ weeks
Summer sessions of 12 weeks
Intersessions of 2 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.

School of Journalism & Media:

B.A. or B.S. in Journalism, with emphases (Paths) in print/multimedia and broadcast/multimedia
B.A. or B.S. in Media Arts and Studies

Department of Integrated Strategic Communication:

B.A. or B.S. in Integrated Strategic Communication, with emphases (Paths) in account management, creative advertising, direct response and public relations

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

120 semester hours

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

Students may earn no more than 3 semester credit hours for internships counting toward their degree. (Additional credits may be taken, but they are in excess of degree requirements.) An internship is required in all three majors.

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
School of Journalism & Media	Dr. Erika Engstrom, director
Integrated Strategic Communication	Dr. Chike Anyaegbunam, chair

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

Undergraduate students as of Fall 2021: 22,045
 Graduate and professional students as of Fall 2021: 6,920 (does not include medicine, dentistry, pharmacy or law)

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	
	Fall 2021	Spring 2022
Integrated Strategic Communication	271	298
Journalism	118	104
Media Arts and Studies	63	63
Pre-majors, ISC	200	150
Pre-majors, JOU	87	51
Pre-majors, MAS	69	61
Total	808	727

Up to date UK enrollment with demographics can be found at: <https://www.uky.edu/irads/enrollment-demographics>

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. Submit two semesters with the self-study, and update as needed when the site team arrives on site. 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	Spring 2022
ISC 261, Strategic Planning and Writing		
Section 001	16	12
Section 002	15	10
Section 003	16	12
Section 004	15	12
Section 005	15	N/A
ISC 331, Advertising Creative Strategy & Execution I		
Section 001	14	15
Section 002	9	14

ISC 371, Specialized Public Relations Writing		
Section 001	15	15
ISC 431, Advertising Creative Strategy & Execution II		
Section 001	10	10
Section 002	11	11
ISC 461, Direct Response Message Strategies		
Section 001	N/A	10
ISC 497, Special Topics in ISC		
Section 004, Multimedia in ISC	15	N/A
Section 402, TV Commercial Production	N/A	9
JOU 204, Writing for Mass Media		
Section 001	13	12
Section 002	16	N/A
Section 003	8	10
Section 004	N/A	11
JOU 301, News Reporting		
Section 001	16	11
JOU 302, Radio/TV News Reporting		
Section 001	6	4
Section 002	5	3
Section 003	5	5
JOU 303, News Editing		
Section 001	18	13
JOU 304, Broadcast News Decision Making		
Section 001	4	4
Section 002	5	3
Section 003	4	4
Section 004	4	3
JOU 308, Sports Reporting and Editing		
Section 001	N/A	18
JOU 330, Web Publishing and Design		
Section 001	16	16
Section 002	16	16
JOU 367, Mobile Journalism		
Section 001	20	18
JOU 377, Drone Journalism		
Section 001	21	N/A
JOU 387, Photojournalism I		
Section 001	N/A	17
JOU 403, TV Newscast Producing and Directing		
Section 001	1	N/A
JOU 404, Advanced TV News		
Section 001	5	6
Section 002	5	7
Section 003	4	7
JOU 410, Publications Production		
Section 001	N/A	10
JOU 497, Special Topics in Journalism		
Section 002, Picture KY Workshop	7	N/A
Section 003, Picture KY Publication	7	N/A

JOU 498, Multimedia Storytelling		
Section 001	16	12
Section 002	11	10
JOU 499, Advanced Writing for the Mass Media		
Section 002, Podcasting	18	16
Section 003, Investigative Journalism	N/A	9
Section 401, Data Journalism	15	N/A
MAS 312, Video Production I/TV Studio Production		
Section 401	8	15
MAS 322, Multimedia		
Section 001	N/A	19
MAS 412, Video Production II/Video Field Production		
Section 401	N/A	16
MAS 432, Audio Production		
Section 001	6	6

16. Total expenditures planned by the unit for the 2021–2022 academic year:

\$3,240,979 Recurring Budget

Give percentage increase or decrease in three years: 4.27% increase since 2019-2020 (\$3,108,110).

Amount expected to be spent this year on full-time faculty salaries: \$2,384,103 excluding benefits

17. List name and rank of all full-time faculty in the accredited unit in spring 2022. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

School of Journalism & Media:

<u>Name</u>	<u>Rank</u>	<u>Sequence</u>
Deborah Chung	Professor	JOU
John Clark	Associate Professor	MAS
Alvin Cross	Professor	JOU
(not teaching; phased retirement)		
Andrew Dawson	Lecturer	JOU
Erika Engstrom	Professor	JAM
James Hertog	Associate Professor	MAS
Kyra Hunting	Assistant Professor	MAS
Yung Soo Kim	Associate Professor	JOU
Leland “Buck” Ryan	Associate Professor	JOU
(not teaching; service and research only)		
Scoobie Ryan	Associate Professor	JOU
Jennifer Smith	Lecturer	JOU
David Stephenson	Assistant Professor	JOU
Zixue Tai	Associate Professor	MAS
Kakie Urch	Associate Professor	JOU

Department of Integrated Strategic Communication:

<u>Name</u>	<u>Rank</u>
Chike Anyaegbunam	Professor
Beth Barnes	Professor
Alyssa Eckman	Associate Professor
(on sabbatical Spring 2022)	
Adriane Grumbein	Associate Professor

Erin Hester	Assistant Professor
Phillip Hutchison	Associate Professor
Bobi Ivanov	Professor
Hyun Ju Jeong	Assistant Professor
Montina Jiang	Assistant Professor
Jihye Kim	Assistant Professor
Kimberly Parker	Associate Professor
Elizabeth Spencer	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 2022, also provide the spring 2022 adjunct list when the team arrives for the visit.)

	Spring 2021	Fall 2021	Spring 2022
<u>ISC</u>			
Sarah Geegan	X	X	X
Erin Berger Hester	X		
Sean Goatley-Soan	X		
Melissa Landon		X	
Naomi Maloney	X	X	
Nick McDowell		X	X
Douglas Powell	X	X	X
Mehroz Sajjad		X	X
Marc Whitt	X	X	X
Baron Wolf	X		
Jordan West	X		X
<u>JOU</u>			
May May Barton		X	
Alison Buckley			X
Ryan Craig	X	X	X
Dia Davidson-Smith	X	X	X
Allyson DeVito			X
Chas Hartman			X
James Pilcher	X	X	X
Anita Silwal			X
<u>MAS</u>			
Charles Crawford	X	X	
Alexander Cutadean	X	X	
Matthew Hall		X	
Michael Hartman		X	
Robert Henson	X	X	X
Darren Zancan	X		
Xia Sheng			X

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	218	215	98.6%
2019-2020 academic year	235	232	98.7%

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 College of Communication and Information at the University of Kentucky was established in 1993 with the merger of two schools and is one of 16 degree-granting colleges at the university. It is now the sixth largest college in terms of enrollment on the campus, with nearly 2,000 students. Today, the college has four academic units: departments of Communication and Integrated Strategic Communication and schools of Journalism and Media and Information Science. In Spring 2022, there are 448 majors and pre-majors in Integrated Strategic Communication (ISC), 155 majors and pre-majors in Journalism (JOU), and 124 majors and pre-majors in Media Arts and Studies (MAS).

There have been numerous configurations of the structure of journalism and communication education in the College since 1993; however, this visit focused on three programs offered in the School of Journalism and Media and the Department of Integrated Strategic Communication (which became a stand-alone department in 2015).

During the previous seven years, the college experienced leadership changes in 2017-18 and 2018-19. However, the hiring of a new dean in 2019 has brought stability and visionary leadership to the college. She led a comprehensive strategic planning process facilitated by an outside consultant. More than 40 members served on the planning council with six strategic planning committees focused on mission & values, people, scholarship & creativity, education programs, external relations, and internal operations. Participation was widespread: faculty, students, and alumni served on most of the committees and/or had leadership responsibilities. The process was completed in April 2020 and shared across the college community. It now guides all decision-making in the college, including at the program levels.

The new mission statement is clear and to the point: *We shape passions into professions. We launch critical and innovative thinkers, creators, and doers. Come join us.* It includes five goals that emphasize community, convergence, transformation, excellence, and outreach and changes conventional thinking (<https://ci.uky.edu/ci/ci2020-2025-strategic-plan>). Previously, the college had been operating under a 2015-2020 strategic plan that was appropriate and effective for that period. The university was also involved in the strategic planning process and in October 2021, the Board of Trustees approved a new strategic plan for the university.

Information on the ACEJMC database is updated through 2021.

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

All units in the university operate under the University of Kentucky's Administrative Regulations and Governing Regulations <https://www.uky.edu/regs/administrative-regulations-ar>. Governing Regulation VII.E has clear guidance about faculty governance. Both the school and the department have detailed sets of rules developed by the faculty and approved by the dean and provost. The school's rules were most recently updated in May 2021; the department's rules were last updated in October 2021. Although

the college rules were approved in 2016, amendments to add the diversity committee as a standing committee and to update the terms of the Faculty Council were voted on in October 2021. The College Assembly will vote on changes this semester, and they include the updated mission and goals as developed in the 2020-2025 strategic plan. Despite the challenges of the pandemic, there have been impressive changes to bring unity to the faculty and to generate continued curricular innovation.

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.

An effective, energetic leadership team serves the school, department, and college after some years of flux. As mentioned earlier, the dean of the college was hired in 2019. There were four leaders since the journalism program was reviewed by ACEJMC in 2015. In 2020, a national search was conducted to hire a director to lead the School of Journalism and Media with its two undergraduate programs. She is assisted by an associate director and a sequence coordinator. In 2015, the Department of Integrated Strategic Communication became a stand-alone department, with a veteran faculty member as chair through 2017. An interim chair was then appointed; he became permanent chair in January 2020. He is assisted by a director of undergraduate studies (a former director of the School of Journalism and a highly respected faculty member). This cadre of talented administrators all report to the dean of the college and provide strong leadership at the university and to the many external publics it serves.

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

The dean of the college is appointed to a six-year term by the Board of Trustees on the recommendation of the provost and the president. Searches are conducted according to UK's Governing Regulation VIII. Deans are reviewed annually by the provost; they are also reviewed formally in their third year as part of the UK Chief Administrative Officer (CAO) review. In the sixth year, there is a summative review, self-evaluation and a committee that makes recommendations concerning reappointment. That review is shared with the faculty and staff in the college.

Both the director of the School of Journalism and Media and the chair of the Department of Integrated Strategic Communication are appointed by the Board of Trustees on the recommendation of the dean of the college, the provost, and the president. That recommendation comes after a search committee of faculty has been convened under the same governing regulations that dictate the appointment procedures for deans. Term of service for those positions is four years. Both the school director and the department chair are evaluated annually by the dean (informally) and formally every other year as part of the biannual UK tenured faculty review process.

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

The university's policy on academic dishonesty, complaints related to plagiarism or cheating provides ample opportunity for students to express concerns and a process for doing so. Any complaints are handled at the sequence level in the school/department, then to the director/chair or associate dean. There is a Grievance Committee, a Students Appeals Committee, and an Academic Ombud (<https://www.uky.edu/ombud/>).

Faculty complaints are resolved by the director/chair or may be facilitated by the dean and may involve other university offices, depending on the nature of the complaint. College rules and administrative

regulations at the university level outline procedures for appealing a merit evaluation score.

Staff members have their immediate supervisor as the first point of contact (unless the complaint involves the supervisor). The chief of staff facilitates resolution and often involves personnel from the university's human resources department.

When student, faculty, or staff complaints involve concerns about bias or behavior based on gender, age, race, etc., they are referred to the Office of Institutional Equity and Equal Opportunity:

<https://www.uky.edu/eoo/>.

SUMMARY:

Since its visit in 2015, the College of Communication and Information has recovered from multiple leadership changes at the school, department, and college level. It is now stabilized with innovative leadership for the three undergraduate majors seeking accreditation across two units in the college (Journalism and Media Studies and Integrated Strategic Communication). Administrators, faculty, staff, students, and external publics working hand in hand with a clear-cut strategic vision for continued innovation and growth of the college.

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.

In 2020-21, the units were in 98.6 percent compliance with the 72-credit hour requirement. In 2019-20, the units were in 98.7 percent compliance. The Journalism major requires 45 credits within the program, the Media Arts and Studies major requires 42 credits within the program, and the Integrated Strategic Communication major requires 33 credits within the program.

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 units offer Bachelor of Arts and Bachelor of Science degrees in Integrated Strategic Communication, Journalism, and Media Arts and Studies. The B.A. requires the completion of four semesters of a foreign language (students are allowed to test out of some or all of this requirement) or the completion of a set of two courses dealing with the nature and structure of language, language behavior, or comparative languages in courses taught in linguistics, English, or anthropology. Meanwhile, the B.S. requires 9 credit hours in mathematics, statistics, and/or computer sciences beyond the UK Core requirement; at least 3 of those hours must be in statistics. All majors require an internship for credit. Curriculum updates have been made to two of the three majors for the 2022 academic catalog. The units have a set of required pre-major courses that must be satisfied before declaring a major. The blend of required courses inside and outside of the unit gives students a balance of skills and theoretical courses.

Integrated Strategic Communication

The Integrated Strategic Communication major is offered in the Department of Integrated Strategic Communication and enrolls 298 majors and 150 pre-majors. ISC majors take an 18-credit hour core of Introduction to Integrated Strategic Communication, a writing class of either Strategic Planning and Writing or Writing for the Mass Media (offered by the School of Journalism and Media), Ethical, Legal and Social Issues in ISC, Research Methods for the ISC Professional, Internship, and ISC Campaigns (capstone). A portfolio is also required. Students must select one of four, 6-credit hour paths: Account Management, Creative, Direct Response, or Public Relations. All ISC majors must also take 9 hours of upper-division credits in ISC, JOU, or MAS courses. ISC students are required to have a minor outside of the college, in addition to Introduction to Psychology, Making Sense of Uncertainty: An Introduction to Statistical Reasoning, Marketing Management, and a 300+ level course in the Department of Philosophy dealing with social or professional ethics. All told, the ISC major requires 46 credit hours of coursework, plus the minor.

Journalism

The Journalism major is offered in the School of Journalism and Media and in spring 2022 enrolls 104 majors and 51 pre-majors. Journalism majors take a 30-credit hour core of Introduction to Journalism,

Writing for the Mass Media, Media Law, Ethics of Journalism and Mass Communication, Mass Media and Diversity, Web Publishing and Design, Internship, Multimedia Storytelling, Advanced Writing for the Mass Media or Community Journalism, and History of Journalism or The First Amendment, Internet, and Society. A portfolio is also required. Students must select one of two paths: a 6-credit hour print/multimedia path or a 9-credit hour broadcast/multimedia path; both require upper-division JOU or MAS electives to reach 15 hours in the path, plus a political science course and thus 48 credit hours in the major. Students are also required to have a minor outside the college.

Media Arts and Studies

The Media Arts and Studies major is offered in the School of Journalism and Media and in spring 2022 enrolls 63 majors and 61 pre-majors. Media Arts and Studies majors take an 18-hour core of Introduction to Media and Culture, Communication Technologies and Society, Media Studies Research Methods, Media Policy and Regulation, Introduction to the Media Industries, and Internship. Students then must take at least 6 hours of Social-Cultural Media courses, at least 3 hours of Media Industry courses, at least 3 hours of Media Production courses, and 12 additional elective credits to total 24 credits of electives, plus a statistics course outside the college, Making Sense of Uncertainty: An Introduction to Statistical Reasoning, thus 45 credit hours in the major. Students are also required to have a minor outside the college.

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.

Teaching is robust and current across the two units and three programs. The programs have worked to use their learning management software in classes as a tool for instruction, somewhat hastened by the pandemic. Students overall were positive about their courses, and the site team found no issues in the classes observed. For courses with multiple sections, instructors either used common syllabi (if part-time faculty were some of the instructors) or had meetings to align content.

Integrated Strategic Communication

The instruction in the ISC program is current, focused, and comprehensive. The specific areas of emphasis within ISC speak to the breadth of the program. Students can focus on advertising, public relations, account management, or direct response, which encompasses corporate and nonprofit tactics for communication. The advertising program has been particularly successful, placing fifth in the 2021 National Student Advertising Competition. Students from the ISC program have also been consistent winners of the AEJMC conference logo competition. Students do not have trouble completing the internship requirement, and these internships have led to jobs for many. Courses being added for the 2022 catalog will boost the curriculum's focus on digital media. Students are required to present a portfolio of work to graduate.

Journalism

Journalism students engage digital media in every area. The major begins with a writing and multimedia focus. One instructor said, "We get cameras in kids' hands in their first year." Students appreciated the facilities for podcasting and video recording in Blazer Dining and enjoyed the classes that focused on emerging and digital technology, such as drones, 360-video, and podcasting. The broadcast program is especially robust, with students producing a daily news show. Students expressed concern that the dedicated faculty are increasingly stretched, there are not enough faculty members, and one faculty member often teaches the bulk of a student's emphasis area. Curriculum change for the 2022 catalog will add three, single credit hour courses designed to boost skills in grammar, portfolios, and camera techniques. Students are required to present a portfolio of work to graduate.

Media Arts and Studies

The Media Arts and Studies major straddles the line between social science and media production. Students say they were drawn to the major because of its production classes, and many use their elective hours to take more production courses. The traditional social science core focuses on how technology interacts with society. Students lauded the social-cultural courses because of the breadth they add to the major but lamented that the major was marketed to them as more of a creative major. Coursework focused on video gaming, film, and music/radio bolster that creator/production reputation, and the work done in those courses is noteworthy across campus (In Fall 2021, MAS students helped produce the first nationally syndicated television show recorded in Kentucky). However, students expressed they were not receiving the “maker major” they were expecting based on course titles and descriptions. The MAS major does not require a portfolio.

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.)

Class sizes in the program are small, allowing for effective interaction between faculty and students. During calendar 2021, enrollment in all skills classes did not exceed the 20-1 rule, with many courses having 10 students or fewer.

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.

In all three majors, students are required to complete one internship for credit. Internships are supervised by the site supervisor and a faculty internship supervisor (the internship coordinator in Journalism and Media Studies; the student’s faculty adviser in Integrated Strategic Communication). Internship coordinators in both units post internship opportunities on the student listserv, and faculty also help students identify internships within their individual disciplines. Students intern at local, regional, and national media outlets, and are positive about their experiences. Media professionals interviewed had high compliments for the students as being job-ready and competitive.

SUMMARY:

The units require a balanced curriculum that engages liberal arts courses across campus and blends theoretical and practical courses in their programs. The units have three majors (Integrated Strategic Communication, Journalism, and Media Arts and Studies). A revised curriculum in ISC and Journalism will launch in the 2022 catalog, and curricula in those programs are current. The MAS major needs further definition to respond to student desires, but instruction is current. They adhere to the 20-1 ratio for skills courses. Internships are required. Overall, students are prepared for the workforce. However, faculty are being stretched to deliver the curriculum.

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 emphasis on diversity, equity, and inclusion continues as a hallmark of the UK programs, dating back to the creation of a college diversity, equity, and inclusion committee in 2010. Prior to 2021, individual units in the college had ongoing diversity plans addressing diversity on multiple levels including faculty hiring and retention, student recruitment, and curricular and extra-curricular diversity assignments and opportunities. In addition, the college's strategic plans for 2015-2020 and 2020-2025 contained goals, strategies, and action steps surrounding issues of diversity, equity, and inclusion. As part of the 2020-2025 strategic plan, faculty recommended creating a college-wide diversity plan by 2020 as one of the action steps in the plan; it was approved in 2021. The goal was to have one centralized plan to ensure diversity efforts were consistently monitored, tracked, and visible to all.

The new diversity plan provides a guide to achieve four stated goals: to increase the diversity and retention of faculty/staff, to increase the diversity and retention of students, to empower all to build an inclusive community, and to promote DEI goals across the core missions of teaching, research, and service. It has multiple metrics to measure progress – and the college has already applied some of them.

The new dean has placed additional emphasis on DEI and she appointed a valued faculty member as the college diversity officer in 2020 and elevated that position to her leadership team, along with unit heads, associate deans, and administrative staff leaders. Previously it was a volunteer position and did not have funding to support its activities. As part of the strategic planning by the college, faculty also approved amendments to the college rules in October 2021 to officially make the DEI committee a permanent standing committee.

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.

There's been a concerted effort to infuse the curriculum with courses that are inclusive across the three programs being reviewed. In the School of Journalism and Media, it's done by weaving diversity topics throughout required and elective coursework. There is also a required course, JOU 455- Mass Media and Diversity. Media Studies (MAS) students are required to take two socio-cultural courses, many of which include a significant number of units related to diversity. For example, in MAS 420-Media Criticism, representation is covered in at least half of the course sessions.

In the Department of Integrated Strategic Communication, inclusivity is taught throughout the courses from the introductory course to the capstone. All ISC majors are required to take ISC 311-Ethical, Legal and Social Issues in ISC, which has a particular focus on diversity. Students cited the Ethics course as one where they felt particularly safe in discussing issues of diversity, inclusion, and justice.

Nearly 85 percent of the campus' first-year students take an orientation course, UK 101. Multiple sections are taught for the college's majors each fall and include three sessions about unconscious bias, identity, and belonging. Common readings focus on issues of race, class, gender, and ethnicity. Full-time faculty across campus teach the sections (including faculty from JOU and ISC) and that allows students to connect with the college as they develop values that UK holds surrounding diversity, inclusion, equity, and justice.

Many courses are offered that provide students with an international focus including JOU/ISC/MAS 319-World Media Systems, ISC 381-International and Cross-Cultural Advertising, ISC 382-Global Public Relations Strategies, and ISC 583-Special Topics in ISC Education Abroad. ISC offers several faculty-led study-abroad programs in places like Dublin, London, Florence, and Cape Town that are open to all majors at UK.

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.

Goal one of the college's diversity plan has effective objectives with strategies to measure its success in increasing diversity and retaining faculty and staff. All faculty advertisements include a diversity statement and some positions, especially for those in leadership positions, require applicants to address their experiences with and advocacy for diversity. Positions are listed on the UK job board and advertised in more than 25 specialty diversity-related publications targeting Latinx, African Americans, veterans, LGBTQIA+, those with disabilities and the like. For faculty positions, the college personnel officer meets with the search chair and committee to discuss a diversity hiring plan outside of the publications included in the standard package. When appropriate, the dean may appeal to the provost for funds to either attract or retain a faculty member from an underrepresented group.

Based on the most recent census figures, the unit's geographic service area is predominantly white (87.5 percent) and female (50.7 percent). In the programs evaluated, faculty numbers are slightly more diverse: of the full-time faculty (28) 55 percent are female (16) and of that number, 11 are white, 2 are Asian, and 3 are international. Of the 12 male faculty, 1 is Black/African American, 7 are white, 1 is Asian, and 3 are international.

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.

As stated previously, the geographic service area is predominantly white (87.5 percent). The college student enrollment skews lower (73.4 percent) and includes 26.6 percent students of color.

Throughout the years reviewed for this visit, there has been a concerted effort to recruit a diverse student body, including special on-campus visits, family-focused multicultural sessions, diversity student ambassadors, a special emphasis on first generation student advising (to name just a few)-all backed by an array of university services to complement the college's efforts. The student numbers are inching up slowly, and a special tuition program, the Academic Common Market, brings students from other states not providing similar programs to UK, offering some opportunities to increase diversity.

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.

In addition to its efforts at the college level, the university has other offices focused on these efforts including the Office of Institutional Diversity, Inclusive Excellence and Diversity Education, the Office of Institutional Equity and Equal Opportunity, the Disability Resource Center, the Veterans Resource Center, Bias Incident and Support Services. The college has created a graduate assistant position to bring diverse perspectives to the forefront and is helping gather resources working with faculty to identify needs that would help support curricular efforts.

SUMMARY:

Administrators, faculty, staff, and students are fully invested in creating an inclusive community and actively promote their DEI goals across teaching, research, and service. With a new college-centered effort, their numbers should continue to improve and reflect their stated efforts to build “a collaborative environment for creativity, curiosity, and excellence grounded in the core values of diversity, justice, and equity.”

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

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

Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit's total faculty. (Report international faculty the same way the university reports them.)

SCHOOLS LOCATED OUTSIDE OF THE UNITED STATES should adjust the response and listing below to best represent the racial/ethnic/socio economic groups of the area's population.

Academic year: 2020 – 2021 Full-time faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American	0	0%	1	3%
White	11	38%	7	25%
American Indian/Alaskan native	0	0%	0	0%
Asian	2	7%	1	3%
Hispanic/Latino (any race)	0	0%	0	0%
Native Hawaiian/Other Pacific Islander	0	0%	0	0%
Two or more races	n/a	n/a	n/a	n/a
Other race	n/a	n/a	n/a	n/a
International (any race)	3	10%	3	10%

Academic year: 2020 – 2021 Part-time/adjunct faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American	1	6%	0	0%
White	4	25%	11	69%
American Indian/Alaskan native	0	0%	0	0%
Asian	0	0%	0	0%
Hispanic/Latino (any race)	0	0%	0	0%
Native Hawaiian/other Pacific Islander	0	0%	0	0%
Two or more races	n/a	n/a	n/a	n/a
Other race	n/a	n/a	n/a	n/a
International (any race)	0	0%	0	0%

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 university has detailed, written procedures describing the process for hiring. These procedures are also followed at the school and department level. A search committee is formed to work on the position description. It drafts ads that are reviewed by the college personnel officer and forwarded to the dean. The college personnel officer posts the advertisement in the university job system. It is advertised on a number of national websites and in national publications. The list includes 25 specialty diversity-related publications. The college has procedures in place for initial interviews and campus interviews. The dean extends the offer at the end of the search.

Part-time faculty are recruited by full-time faculty via their professional networks. The potential candidate is reviewed by the unit head. The unit head contacts the college personnel officer, who reviews the applicant's credentials. If the person does not meet the university's credentialing requirements (such as a graduate degree in the instructional areas), the personnel officer works on the process of alternative credentialing based on years of professional service or some graduate work in the area. The exceptions are sent to the dean for final review.

All untenured tenure-track faculty members receive a merit evaluation annually as do lecturers before they are promoted to senior lecturer. Tenured faculty and senior lecturers are evaluated every other year. The merit review process starts with the self-evaluation. Faculty members discuss their teaching, research/scholarly activities, and service responsibilities. A teaching portfolio is also required by the university. The school's director/department chair reviews the evaluation materials, writes a narrative comment on the faculty member's performance in that area, and assigns a score of 1 to 5 for each area. The self-study states, "The score is multiplied by the distribution of effort agreement weighting and the sum of those scores is the faculty member's merit score for the year."

Tenure-track faculty also have a comprehensive evaluation during years two and four of their appointment prior to the evaluation for promotion and tenure. These evaluations involve the school's and department's promotion and tenure committee, the director or chair, and the dean.

All faculty's teaching is evaluated every semester. If there is an issue, the department head or director will meet with the faculty to discuss any issues. Part-time faculty are evaluated during their first semester of teaching. They are regularly evaluated to make sure performance is being met in the classroom.

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

The School of Journalism and Media has 14 faculty. There are six faculty with PhDs, one holds an MFA, six have a MA, and one BA. There are three professors, seven associate professors, two assistant professors, and two lecturers. The Department of Integrated Strategic Communication has 14 faculty. However, two departed in December of 2021. Thirteen have PhDs, and one is ABD. There are three professors, six associate professors, and five assistant professors.

According to the self-study, regular-title faculty members allocate 45 percent of their time to teaching. A course is considered 10 percent, so they teach two courses each semester, or four courses per academic year. The other five percent is devoted to independent studies, course development, and working with graduate students. A rule of thumb is 45 percent teaching, 45 percent research, and 10 percent service.

Special-title faculty allocate between 70 to 75 percent of their time to teaching, 10 to 15 percent of their time to scholarship and creative activity, and 10 to 15 percent to service. They teach three, three credit courses per semester.

Lecturers teach four courses per semester. They may have a course reduction for service to the unit and carrying out tasks tied to teaching or outreach.

During the 2018-2019, 2019-2020, and 2020-2021 academic years, 61 to 70 percent of the courses were taught by full-time faculty in the Department of Integrated Strategic Communication. In the School of Journalism and Media, full-time faculty taught between 77.5 percent to 90.5 percent of the core and required courses.

During the student interviews, there was some concern expressed for the School of Journalism and Media that relates to faculty. Student interviews revealed that the number of sections of courses being offered was sometimes an issue. Sometimes there was only one section of a course, and it might fill up or the time might not work in someone's schedule. Students in that area also expressed concern about lack of diversity in faculty. For example, one student has had four classes with the same professor. She commented how more faculty would have provided varying points of view, which would have led to a better learning experience. Students in the Media and Arts and Studies also expressed the unit was shorthanded on production faculty. One commented, "We have technology, but few faculty teaching in the MAS program know how to use the equipment or teach with it." There is a current faculty search in the MAS area, so that may address this concern. These issues did not come up in student interviews for the Department of Integrated Strategic Communication.

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 faculty bring a blend of professional and scholarly experience. In the School of Journalism and Media, there is an average of 10.8 years of professional experience. The Department of Integrated Strategic Communication have an average of 8.5 years of professional experience.

The faculty are active members of local/regional organizations tied to the profession as well as national academic and professional associations such as: the Association for Education in Journalism and Mass Communication, the National Communication Association, the International Communication Association, American Academy of Advertising, and the American Marketing Association.

The college's strategic plan has two goals related to professional development in terms of teaching: 1) empower and 2) transform and excel. Full-time faculty participate in a university-wide program for new faculty offered by the university. Graduate students receive training by the graduate school. The college has started an instructor office hours and an instructor's lounge offered monthly. This is an opportunity for new faculty to meet with seasoned faculty members to ask questions. Faculty also have access to the

Center of Excellence in Learning and Teaching (CELT). CELT supports excellence in teaching and learning. It works with instructors to create engaging, innovative, inclusive learning environments. The college also partners with Academic Impressions, a firm that provides extensive leadership and professional development resources.

Students noted the faculty were readily available for mentoring, advising, and life advice. Faculty are quick to respond to student emails, readily available to meet, and are passionate about what they teach and students' success.

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

Students complete quantitative and qualitative evaluation forms online for each course every semester. If the response rate is high enough, the results are given to the director and chair after the final grades are posted. The director and chair review the evaluations and discuss any issues with the faculty members. Some faculty will ask for a peer evaluation, but it is not very common. All faculty, full and part-time, are evaluated on teaching each semester.

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

Administrators and faculty on campus spoke positively about the units' faculty members. They stated the faculty are active in the university and care about their students.

SUMMARY:

One of the unit's strengths is the dedicated faculty. The full-time faculty are actively engaged in teaching, research, and service. The path for promotion and tenure is clearly stated, and all faculty understand what is needed to be tenured and/or promoted. The faculty between the two units are collegial.

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 encourages and supports research, creative activity, and professional engagement. The self-study stated, “University faculty have a responsibility for the creation of knowledge. Scholarship related to research and/or creative endeavors must be original, of high quality, and validated by rigorous peer review...”

The Department of Integrated Strategic Communication and the School of Journalism and Media both have detailed guidelines for tenure and promotion. There are guidelines for both the regular-title faculty and the special-title faculty for tenure and promotion. The guidelines clearly state how many articles should be published during the time of appointment to the time of tenure and promotion. They provide a hierarchical list of publication activities and outlets. The guidelines provide specific types of scholarship/scholarly/creative activity. It clearly states the impact a single-authored scholarly book has vs. a multi-authored book. The guidelines in both units discuss the differences in edited books, edited chapters, single-authored peer review articles, multi-authored peer reviewed articles, as well as conference papers, and other types of output.

All full-time faculty in the school and the department receive an annual faculty development allocation between \$1,200 and \$1,500. Faculty can request additional funding from the Finance and Physical Facilities Committee. The committee works with the director and chair to make sure funds are available. There are a number of programs run through the college’s associate dean for research including: faculty research project proposals where faculty can request up to \$2,000 for a project that supports extramural grant and contract development; the research and creative activities program which provides \$5,000 to \$7,500 to projects that advance the college’s strategic plan.

There is a university research professor award, awards for extramural grant or contract submission, international travel support, and a variety of other programs that promote collaboration. Faculty in the school and the department have been successful in securing many of these awards.

Tenure-track/tenured faculty members feel supported. They stated they have the resources needed to pursue research in their areas of interest. Several noted when they ask for additional funding it is usually not “no,” but rather “let me see how we can make this work.”

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

The units are clear on their expectations for research, creative activity/professional activity. Numerous examples of relevant and appropriate scholarship and creative activities are provided in university documents. There are guidelines for tenure and promotion to associate professor as well as guidelines for promotion to full professor. Faculty must provide detailed accounts of research, creative/professional activity during the merit review process, as well as the annual review for those on tenure-track.

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

The promotion and tenure documents clearly state the evaluation criteria for promotion and tenure. Besides the list of types of research/creative activity, the documents discuss how to assess the quality of the research, the coherence of the research program, and what a sustained program of research looks like.

After reviewing the promotion and tenure documents for both units, it is clear there are specific guidelines for regular-title and special-title assistant professors and associate professors. Assistant professors scholarly and creative activity output is evaluated every year as part of the merit evaluation. The associate professors' research/creative/professional activity is evaluated every other year as part of the merit evaluation.

The unit values research/creative/professional activity. Faculty on both types of appointment (regular or special) know exactly what they need to produce in order to earn promotion and or tenure. Faculty indicated there is a clear path towards promotion and/or tenure, and that they feel supported.

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.

The table of scholarship, research, creative and professional activity indicates faculty are communicating their research findings. The faculty have received five internal grants and 19 external grants. They have also produced three scholarly books, one textbook, 14 book chapters, 122 refereed journal articles, 129 conference papers, and 64 articles in non-refereed publications.

Publications have appeared in many regional, national, and international publications including *Journalism & Mass Communication Educator*, *Journal of Communication and Media Studies*, *Western Journal of Communication*, *Communication Quarterly*, *Communication Studies*, *Journal of Brand Management*, and *Computers in Human Behavior*.

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

Faculty members indicate a variety of research methods and topics are welcomed. The department creates an atmosphere of curiosity and critical analysis. It values different points of view. Most faculty collaborate with others on grants and various forms of research and creative activity. Multiple faculty members commented about working with a colleague on a research project. Others noted all different types of scholarship/research creative activity are welcomed and supported.

SUMMARY:

All acceptable forms of research and creative activity are welcome. The units are clear in their promotion and tenure documents, so faculty know exactly what type of activity fits. The guidelines are clear for both special-title and regular-title faculty. The units support research. The university and the college also support activities in this area by offering a variety of grant opportunities.

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

Report of evaluation of undergraduate programs for 2021-2022 Visits

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals (26)
		Full Professors (7)	Associate Professors (12)	Assistant Professors (5)	Other Faculty** (2)	
Awards and Honors	70	9	39	21	1	70
Grants Received Internal	5	6	17	8	0	31
Grants Received External	19	14	3	6	0	23
Scholarly Books, Sole- or Co-authored	3	2	1	0	0	3
Textbooks, Sole- or Co-authored	1	1	0	0	0	0
Books Edited	0	0	0	0	0	0
Book Chapters	38	12	20	6	0	38
Monographs	0	0	0	0	0	0
Articles in Refereed Journals	122	36	71	36	0	143
Refereed Conference Papers	129	20	66	55	0	141
Invited Academic Papers	6	4	2	0	0	6
Encyclopedia Entries	0	0	0	0	0	0
Book Reviews	1	0	0	1	0	1
Articles in Non-refereed Publications	64	52	12	0	0	64
Juried Creative Works	0	0	0	0	0	0
Non-juried Creative Works	85	78	3	4	0	85
Other (please specify)	1	1 consultancy	0	0	0	1

*Co-authored work should be counted as a single publication in the unit totals. However, if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors. **Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements.

PART II — Standard 6: Student Services

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 college has a layered advising system with multiple checkpoints to ensure that students are making satisfactory progress in moving toward graduation. Upon entering the college, students are assigned a professional academic advisor. As they commit to majoring in one of units, they also are assigned a faculty advisor. Journalism students are required to meet with their professional and academic advisors each semester before they can register for the upcoming term. Email summaries of the meetings are sent to the students with an invitation to follow up year-round for office, online, or telephone appointments. Students and faculty advisors also have access to the UK Graduation Planning System degree audit. The professional academic advisors regularly review degree audits for their assigned students. Students are expected to evaluate the advising services through a questionnaire survey.

b). Faculty are available and accessible to students.

Students say most faculty are available more than the university requirement of two hours per week per class. During the pandemic, most faculty responded promptly to student requests. Students and faculty were appreciative of the open-door policy of the dean, director, chair, and administrative personnel.

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

Students said the college adequately informs them through emails, a monthly newsletter, social media, fliers, bulletin board postings, and advertising notices.

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 feisty *Kentucky Kernel* (founded in 1908) student newspaper/online news website is the backbone of extra-curricular activities. It is monitored by two university staff members, while a faculty adviser oversees photojournalism. The *KRNL Lifestyle + Fashion* magazine is produced by students each semester. WRFL-FM is the university's 24-hour radio station that is managed and operated by students. There are active chapters of the National Association of Black Journalists and Public Relations Student Society of America. Ad Club, the student chapter of the American Advertising Federation, last year won fifth place in the National Student Advertising Competition. Grehan Associates is a student-run marketing and communications firm that serves Lexington area clients on a pro bono basis. It is one of 26 such campus-based firms nationally affiliated with PRSSA. Students helped launch Creator Cats for media arts and studies majors. The group brings together students interested in collaborating on video production, music, writing and visual arts projects.

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.

Retention and graduation rates are broken out by major and posted on the college's website. Career readiness is a major objective of the university's strategic plan, as amplified by the college's pledge to "shape passions into professions." The Office of Student Success leverages both college and university resources, although it presently has no dedicated career counselor. In 2021, a new Career Development in Communications and Information Professions course was offered. The annual Career Fair was expanded from one day to a full week of programming that includes alumni presentations, resume workshops and best practices in job searches.

SUMMARY:

Student services and extra-curricular opportunities are strong suits of the college and the units under review. Preparing and enabling students to progress toward graduation and into successful careers is strongly emphasized.

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.

Budgeting is centralized at the college level, and the two accredited units cooperate in funding requests with the other two academic units and other student-centered and administrative units in the college. The university operates on a historical incremental budget model, but the budgets can be increased based on performance. Additional university funds are distributed to colleges in three ways: 1) A Net Tuition Revenue model where colleges get 100 percent of the net tuition revenue paid by their students taking their classes and 80 percent of tuition paid by students from other colleges taking their classes; 2) A College Performance Metrics model that rewards colleges based on the number of degrees granted per faculty member, number of underrepresented minority faculty on tenure track, research dollars generated, survey results on work-life indicators and other items; and 3) Innovation funds that invest in new ideas and new programs. The college budget is tied to the NTR model and fluctuates annually based on tuition meaning that colleges that fall short of historical NTR patterns are at risk of facing a permanent budget reduction. The CPM (permanent recurring increases) and Innovation funding (one-time funds not in the permanent budget) are incentivized metrics and reward new ideas.

The dean's office distributes funds to units based on the same metrics used by the university, and it invests in the more cost-heavy programs in the School of Journalism and Media. The dean's office has invested in needed resources, including equipment, research, professional development, and facilities, to improve the college overall. In FY21, the college's combined budget from all sources was \$15.8 million, broken down as follows: \$14.4 million in general funds (including student course fees), \$190,000 in auxiliary funds (all devoted to Student Media), and \$1.55 million in restricted (spendable gift) funds. The dean has invested in all aspects of the college to meet long-term goals in both the accredited units, as well as the college.

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 budgets in all units in the college increased from 2020-21 to 2021-22. COVID-19 has brought some fluctuation in enrollment and funding, however, support for the accredited programs has been consistent. A COVID-19 driven budget cut of \$1.4 million in 2020 was absorbed by the college and not passed on to the two accredited units.

The university uses incentivized funding based on net tuition revenue and performance metrics. The college tends to perform well on these. However, donor money has filled the gaps. The dean recognizes that the journalism and mass communication programs in JAM and ISC have different approaches and needs than the other units in the college. These two units must teach smaller classes because of their specialized skills-based instruction and have fewer classes in the UK Core Curriculum to serve non-majors than the other academic units in the college. Therefore, she works to ensure that the units have adequate faculty members to support this instruction and doesn't budget recurring state dollars strictly on credit-hour production. The two units under review comprise about 25 percent of the college's unrestricted budget (state recurring budget and course fees). The unit budgets are bolstered by healthy endowments and other gift funds. In fact, the two units under review hold more than 50 percent of the college's restricted (gift) funds, which help support students, faculty, and programs with yearly distributions of nearly \$120,000 to enhance their more than \$3.1 million unrestricted budgets. The dean

is actively working to attract additional donor support for the units and has secured two new endowed scholarships in the past year for these majors.

Since her arrival in 2019, the dean has also stressed spending funds to bolster equipment and facilities and has continually invested in professional development for faculty and staff.

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

The facilities for the two accredited units and the college as a whole range from modern to antiquated. The ISC and JAM units were formerly housed in the Grehan Journalism Building, which was slated for renovation by the university. ISC had previously moved to McVey Hall, as it had outgrown its space in Grehan. In summer 2018, the remaining occupants of Grehan, which included the School of Journalism and Media, the Department of Communication, the *Kentucky Kernel* newsroom, three computer labs, a classroom, the college advising center, and the college research lab, were moved to the Blazer Dining building. Blazer is a former dormitory and dining hall that has been converted into transient academic space for units at the university whose buildings are begin renovated. As Grehan was being renovated, the space was “seized” by the university, according to faculty, and given to the engineering college. New space was promised to the college for most of its programs, including the two accredited units. However, that space has never materialized.

The accredited units are primarily located in McVey Hall (ISC), Blazer Dining (JAM), and Taylor Education (television studio). The dean’s office is in a fine arts library, as is much of the college’s information sciences program. Facilities are scattered across campus and tend to be a 10–15-minute walk from one space to another. Elevators are outdated, and disability access is poor in some areas.

ISC faculty offices and the chair’s suite are housed in McVey Hall, as well as space for student collaboration. However, the ISC program uses classrooms scattered across campus and does not have its own classroom space or a classroom computer lab. ISC also lacked a dedicated classroom during the 2015 cycle, although it was not being considered for accreditation then. Its faculty uses college conference and meeting space as well as general meeting space in the nearby university center. The university administration has encouraged units to use university center space for conference rooms instead of building their own. *The Kentucky Kernel* student newspaper, the *KRNL Lifestyle + Fashion* magazine, and the college’s audio facilities all have space in McVey.

The television studio in Taylor Education operates in the gymnasium of a former high school built in the 1950s. The equipment in the space is modern, and chromakey (green screen) backdrops in the studio allow for a high-quality virtual set. A new TriCaster purchased in the last two years is among, if not the, best in the city, and allows for students to go live via Zoom call. The Taylor Education building, however, is a 10-minute walk from Blazer Dining, where much of JAM is housed. Ultimately, the equipment in the studio is professional grade, but the space itself is below standard. One faculty member commented, “You think in a sports setting, we’re the worst in the Southeastern Conference.” However, the faculty member said the improved equipment has been a major boost.

The Blazer Dining building houses the administrative offices, faculty, equipment, classrooms, and labs for the School of Journalism and Media, as well as the Department of Communication and the College’s central advising office. Much of the space is former dorm rooms. Faculty offices generally are single rooms, while two or three dorm rooms were combined to form classrooms. Panel walls were added to seal spaces. Classrooms are cramped and their past purpose is obvious. The entire space feels transient and temporary. What was expected to be a short-term stay by faculty has turned into three years.

One faculty member commented, “How do you have pride in this?” Another said, “It feels like the university doesn’t really care about us. We’re not a program that’s important to the university. We could be, but people come here and see our buildings and say, ‘No thank you.’ Parents don’t want to pay to send their child to school here.”

The dean’s office suite in Little Library is modern. It is being updated to house the college’s central advising team, which is currently located in the basement of Blazer Dining, which in turn is slated to be the home of the student newspaper. This move is seen as the beginning domino toward facilities upgrades.

Despite the temporary nature of much of the space in Blazer, the college has invested in making the space habitable. Signage, carpet, paint, and furniture have been replaced. Window air conditioning units have been added.

Students expressed concern that the college and the accredited programs have no campus identity because there is no central space to call home. Students who had double majors in business said they felt like the business school’s space let them collaborate with classmates there, but that collaboration was more difficult in the accredited programs.

The acting provost stressed the need to find adequate space for the college, including the accredited programs, and said the current proposal is to move the college to a renovated Pence Hall, which would have 27,000 square feet of space. Combining that with the space the college has in the Little Library and McVey will give the college 48,000 square feet, versus the 17,583 square feet of space in Blazer. A new television studio in partnership with UK Athletics and JMI Sports, the university’s athletics media partner, is planned for Rupp Arena. It would replace the facility in Taylor Education.

d). The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.

The deficiencies found by the previous site team in equipment were a catalyst for investment in these resources. The college has invested in nearly \$200,000 in new equipment including cameras, lighting, microphones, audio recorders, podcasting kits, and computers. The new equipment is professional grade and is housed in an equipment storage room in Blazer Dining. JAM and ISC students can check out equipment for class projects but are not able to check out equipment for independent work. Students praised the equipment and check out process and said they felt like they had all the tools they needed to complete their assignments and to grow as a media professional. A replacement schedule is being developed to replace broken and obsolete equipment. Faculty consistently said they felt they had all the tools they need for teaching and research. One commented, “When I ask for stuff, they never say no.”

Computer lab classrooms have also improved since the last site visit, as the university has replaced computers and the central IT staff is being more cooperative with the units. However, dedicated space is insufficient, and ISC lacks its own controlled lab classroom.

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

Faculty and students said library and information resources were sufficient for their work. Students in

the MAS program cited the Media Depot as a great resource for recording equipment and space, editing stations with specialized multimedia software, and technical support for the development of their independent projects.

Full-time faculty participate in a university-wide program for new faculty focusing on instructional tools at the university. Graduate teaching assistants receive similar training by the graduate school.

The college also offers a supplemental training program for learning to use these software programs.

The college has also contracted with Academic Impressions for professional development of faculty.

This external provider offers training and mentorship to faculty, as well as specific bootcamps for specialized topics. These professional development sessions are open to all faculty in the college and the accredited units.

SUMMARY:

The accredited units have a fair and equitable budget and have sufficient funding for equipment. The faculty are stretched thin to cover the curriculum and the number of students in the programs. Many college facilities are outdated, including those in the accredited units. Classroom and lab space is insufficient and scattered, giving the accredited programs and their college a lack of a central identity and sense of place. Facilities are inadequate for the teaching happening inside them and for the expectations of a 21st century media program; however, the dean's leadership has made the best of a bad situation with upgrades to furniture, carpet, and more. Significant purchases of equipment have boosted the capability of the accredited units. The college has supported faculty and staff with a major investment in professional development and research.

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 college has stepped up its alumni and professional relations, including an expanded and reconstituted Dean's Leadership Council with nearly 50 members (including many younger alums). Due to the pandemic, the group met in-person for the first time in October 2021. In normal conditions, it will meet twice per year to review operations and strategy, as well as provide advice and help guide innovations. The Dean also engages monthly with a six-member, alumni fundraising committee. The College adequately participates in the \$2 billion Kentucky Can Capital Campaign. However, the pressing facilities challenges now requires more ambitious development strategies. Alumni and professionals are frequent visitors and speakers at campus events. Others are asked to evaluate portfolios of student work. In 2019, the dean developed a monthly e-newsletter distributed to more than 8,000 college alumni and supporters.

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.

Prominent programs include the Institute for Rural Journalism and Community Issues and the Scripps Howard First Amendment Center. The institute publishes the *Rural Blog* and *Kentucky Health News*. It also hosts an annual dinner featuring a nationally prominent journalist speaker and awards to outstanding community journalists. The units also house the Kentucky Journalism Hall of Fame and sponsors guest lectures, two speaker series, and an executive-in-residence program.

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 units under review are heavily involved in academic activities and professional activities. For example, the dean is past president of the Association for Education in Journalism and Mass Communication. The director is on the editorial board of *Journalism and Mass Communication Quarterly*. One faculty member is on the board of the Kentucky Associated Press Broadcasters. Another is on the Kentucky High School Athletic Association Hall of Fame nominating committee. Other faculty members are active in the National Federation of Press Women, International Society of Weekly Newspaper Editors, Lexington Jazz Arts Foundation, Commission on Public Relations Education, *Journal of Current Issues and Research in Advertising*, *Newspaper Research Journal*, National Communication Association, *Journal of Business Research*, and American Academy of Advertising.

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 50 faculty, staff, and students of the college, including the units under review volunteered at a COVID 19 vaccination clinic. Three members of the staff and faculty serve on the campus-wide Diversity, Equity, and Inclusion Committee, which has hosted campus events and meetings open to the

public. Service learning and civic engagement activities include work done for non-profits through an on-going study abroad program in Cape Town, South Africa. Other beneficiaries include the Kentucky Public Health Association, Keeneland Racecourse, LexEnd Homelessness Fund, and the Toy Chest Children's Charity.

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

Faculty regularly participate in the Kentucky High School Journalism Association's annual conference by teaching workshops and meeting with students. Faculty also make presentations and offer outreach to state and local students. The campus hosts a well-regarded three-week summer program for Kentucky high school juniors and seniors. Each year, some 1,700 students apply for the 256 spots in the program. A journalism faculty member has held field drone flight demonstrations for students studying film and photography. Last year, the unit partnered with the University of Kentucky College of Education to develop a journalism education track, including an initial set of courses suitable for preparing prospective teachers working in Grades 7 through 12. Last April, the journalism and media unit signed on as a secondary partner for Bourbon County High School's Media Arts/Graphic Design Secondary-Postsecondary Program of Study. The partnership is designed to give high school students a clear path to the MAS degree.

SUMMARY:

Public service is a thriving tradition at the college, particularly in the journalism unit. Both units under review have productive relationships with community and media organizations. Faculty members are actively engaged in local, state, national and international professional service activities.

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)?

In Integrated Strategic Communication, the Student Success Committee reviews the assessment plan annually and makes recommendations for any changes to the full faculty. In the School of Journalism and Media, assessment reviews are done by sequence coordinators and the director who then make recommendations to the full faculty.

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

The units’ Program Student Learning Outcomes (PSLO) are tied to the 12 professional values and competencies. The units report on the PSLOs annually to the university. The curriculum map listing the courses tied to the PSLOs is part of the report they turn in to the university. The language used in the PSLOs is tied to ACEJMC’s professional values and competencies.

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

It is clear when reviewing syllabi that some competencies are tied to the student learning outcomes listed for the course. One weakness is that not all syllabi list learning outcomes and course objectives.

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

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

The Department of Integrated Strategic Communication uses projects from three upper-division courses and one introductory course as its direct measures. The evidence used is project papers. It also uses a portfolio that is reviewed by alumni. Faculty gather the materials throughout the academic year.

Journalism

Journalism uses a combination of course-based artifacts scored by the course instructor as well as an internship supervisor’s evaluation. The course-based artifacts are gathered from lower-division and upper-division courses throughout the academic year.

Media Arts and Studies

Media Arts and Studies collects course-based artifacts from seven different upper-level courses as well as internship supervisor evaluations. The course-based artifacts are collected throughout the academic year.

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

The self-study indicates the three indirect measures used by all programs under review are grade distributions, retention and graduation rates, and employment status. In addition, students have won awards in the Kentucky Associated Press Broadcasters College Awards, the Hearst Journalism Awards, College Photographers of the Year Awards, Society of Professional Journalists, and the Associated Press Pacemaker Awards. The ISC department also uses the internship evaluation as an indirect measure.

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

The assessment measures are tied to ACEJMC professional values and competencies. The university assessment office has been in flux for a few years, and this hindered the assessment process. A number of leadership changes in the units interrupted the assessment process. The language used in the PSLOs ties to the ACEJMC professional values and competencies. Units review courses from all levels. The indirect measures could be strengthened, and they could look to find additional indirect and direct measures not tied to grades.

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?

The units collect and analyze the findings each year after completing the university PSLO report. Units then meet with the faculty to discuss adjustment to assignments and revisions to the syllabi for the following year.

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

In 2020-2021, MAS assessed three PSLOs. Student performance was at or above the benchmark for each PSLO. Journalism students did not meet the benchmark for the PSLO "Demonstrate an understanding of gender, race, ethnicity, sexual orientation & other forms of diversity in domestic society in relation to mass communication." ISC students did not meet the benchmark for the PSLOs: "Students will understand the historical and social roles of the allied ISC industries and apply professional ethical principles accordingly," and "Students will conduct research and evaluate information in multiple contexts through ISC-appropriate methods and sourcing."

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

As uneven as the yearly assessment reports are, there is clear evidence the faculty close the loop. They take the feedback from alumni, professionals, and faculty scores on the rubrics and make curriculum tweaks as needed. The new ISC curriculum is an example of taking feedback and implementing it to improve the student experience. Journalism has also made changes to the major and minor core. They tweaked the theory class, added a new course in law and ethics to replace an existing class, and added three, 1-credit courses in topics such as AP style/grammar, video fundamentals, and professional portfolios. The self-study also discusses MAS tweaking course activities and assignments based on assessment results.

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

The units implement their assessment plans every year. All units collect assessment data yearly to identify if the weaknesses have been addressed. The assessment reports include a plan on how the curriculum will be tweaked to address the weaknesses.

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

The units are collecting and analyzing assessment data. The units have the data, they have a plan on how to use it, and they indicate how to improve the curriculum to overcome unsatisfactory scores on the PSLOs.

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

The unit maintains contact with alumni. However, there is no evidence in the self-study or through interviews that there is any form of alumni survey to ask about their experience in the profession after graduation. Any feedback would be provided anecdotally or informally.

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

The units include members of the profession in the assessment process. The units use professionals to review capstone projects and assess internship performance.

SUMMARY:

The units have direct and indirect measures to assess each professional value and competency. Faculty use the data to improve the curriculum. The weakness is the lack of data provided in the self-study, but the units cannot be penalized for disfunction at the university level. The units have assessment plans, collect data on a regular basis, and analyze the data to close the feedback loop.

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

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS

A vibrant leadership team across the college

A comprehensive advising system that meshes both academic and professional counseling

A renewed, expanded effort regarding diversity, equity, inclusion, and justice reflected in the curriculum, in hiring and retention of faculty, in recruitment and retention of students, in support of staff, and in dealing with its external publics

A dedicated faculty actively involved in teaching, advising, scholarship, and creative activity

A talented support staff invested in the success of all of the units in the college

Supportive alumni and industry professionals engaged in the growth of the college

WEAKNESSES

A lack of college identity tied to space (facilities)

Transient nature of the general facilities for both accredited units

Lack of assessment data

Lack of alumni survey to feed into the assessment process

The MAS core curriculum is rooted in its social science/telecommunications past, despite student desire for a production program and some faculty's innovative production courses

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

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

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

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

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.

In 2015, the School of Journalism was in noncompliance on Standard 7: Resources, Facilities and Equipment based on space, computer labs, equipment, and budget (see below in italics, followed by to date (2022) changes).

Space: The current space for the school is inadequate for its needs. Grehan Hall lacks sufficient lab and classroom space for the program, and the existing space needs upgrading.

The college no longer uses Grehan. The bulk of the college's operation are in three buildings: Blazer Dining, Little, and McVey (with studio space in Taylor Education Building). The School of Journalism and Media is in Blazer Dining (a building used to house programs waiting new or renovated space); ISC is in McVey; and the dean's office is in Little Library (near McVey-where most ISC faculty offices are

located). There are several projects in various stages across campus that must be completed in the next year to 18 months before the college can pursue a significant renovation of an existing building that has been identified on campus near McVey and Little. Many upgrades have been made to existing space.

Computer labs: The school's lack of control over both the computer labs and the hardware and software in the labs limits its ability to offer students a quality learning experience. Additional lab space for the school and either control of its labs and computers or a significantly improved relationship with central instructional technology are critical needs for the program.

While the labs used by the college are still controlled by central IT, the college has more control than in the past and the equipment and software have been upgraded. But there is still a great need for lab space, especially for ISC.

Equipment: The school is now operating with an insufficient number of current digital cameras and other essential digital equipment. Funding sources for additional new equipment should be developed.

Many of the issues cited in the 2015 report have been addressed through an influx of funding support with new college leadership in 2019 when funds were invested in both academic units under review. Start-up budgets to both the new director of the School of Journalism and Media and the chair of the Department of Integrated Strategic Communication helped with this situation. In 2020-2021, more than \$190,000 in new television studio equipment and technology, new digital cameras and video cameras and accessories, lighting kits, podcast equipment and accessories and software were purchased by the School of Journalism and Media. In addition to the purchases of equipment, an inventory accountability system has been established with an equipment replacement schedule, to ensure all labs, faculty offices and student equipment are kept up to date.

Budget: As the university institutes a new RCM model, solutions should be found to address the unsustainable levels of funding for equipment and equipment maintenance in the current budget.

The RCM model that was being rolled out at the time of the last visit was never fully implemented. While various models have been used since then, UK essentially operates its colleges' budgets as incremental with additional incentive funds for net tuition revenue (NTR) and college performance metric (CPM) funding. These sources of funding have been helpful to the college, which serves many non-majors through undergraduate courses in the UK Core Curriculum. Also, JOU and MAS have minors to serve non-majors, and ISC has recently voted to develop a minor. These moves are helping to solidify NTR funds, the biggest influx of new investment in the college in recent years.

Since the previous visit, programs were able to add or increase course fees to help support technology. And an increase in growing unrestricted donor funds in the college and these two units under review have provided flexibility for replacing and upgrading technology.

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.

Because so much has happened (in a good way!) at Kentucky during the years under review, the team was a bit overwhelmed with the number of appendices, links, and corresponding documents it had to wade through online. Nothing was left to chance. The 2015 team of three people reviewed one program with nine faculty members and 240 students: this 2022 team of four reviewed three programs with 28 faculty members and 860 students with a slew of changes across all the standards. Some tighter editing would have helped. As the Council continues to an all-online review of documents, it would be advantageous to have one required format for a unit's narrative (i.e., one collective document integrating all standards).