

Report of ACEJMC Evaluation

Undergraduate program

2021-2022

Name of Institution: University of Texas at Austin

Name and Title of Chief Executive Officer: President Jay Hartzell

Name of Unit: School of Journalism and Media

Name and Title of Administrator: Kathleen McElroy

Date of 2021-2022 Accrediting Visit: February 6-9, 2022

Date of the previous accrediting visit: February 1-4, 2015

Recommendation of the previous site visit team: Re-accreditation

Previous decision of the Accrediting Council: Re-accreditation

Recommendation by 2021-2022 Visiting Team: **Re-accreditation**

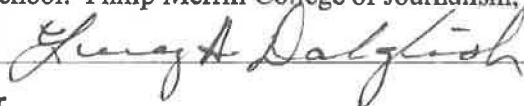
Prepared and submitted by:

Team Chair

Name and Title: Lucy A. Dalglish, Dean and Professor

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

Signature _____



Team Member

Name and Title: Mark J. Lodato, Dean

Organization/School: S.I. Newhouse School of Public Communications, Syracuse University

Signature _____

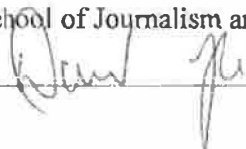


Team Member

Name and Title: David M. Ryfe, Director

Organization/School: School of Journalism and Mass Communication, University of Iowa

Signature _____

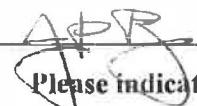


Team Member

Name and Title: Ford Risley, Professor

Organization/School: Bellisario College of Communications, Penn State University

Signature _____



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

On site: All team members were on site.

PART I

General Information

Name of Institution: The University of Texas at Austin

Name of Unit: School of Journalism and Media

Year of Visit: 2021-2022

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

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

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

Private

Public

Other (specify)

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

The University of Texas was established by the Texas Legislature in 1883.

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: 2014-2015

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

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

We believe journalism serves many vital functions in a democratic society. As the eyes and ears of society, journalism seeks to discover what is going on in the world beyond people's doors and tells them about it. In doing so, journalism strives to reflect and transmit society's values. The best journalism promotes public accountability of the powerful and encourages a well-informed citizenry.

We believe our mission at the School of Journalism and Media is grounded in the First Amendment to the Constitution, which gives us a unique responsibility in the university to serve the needs of a diverse society.

We strive to educate ethical, socially responsible, well-rounded and fair-minded reporters and producers of visual and verbal messages. We prepare students for lifelong learning beyond their first job by teaching them to be active participants in society who can critically consume as well as produce media content.

We invite challenges to established beliefs, practices and institutions throughout the curriculum and the environment while providing appropriate professional skills for gathering, analyzing, processing and disseminating information useful to society.

We must be future-oriented and keep abreast of new technologies pertinent to the production and consumption of news, anticipating and evaluating their uses and social impacts. In particular, the digitization of news and information has posed both opportunities and challenges for news organizations and audiences. We help our students master these technologies through hands-on practices and encourage them to make sense of the digital revolution through critical thinking.

We cultivate constructive relationships with media professions and industries, while maintaining a critical autonomy based on our special vantage point in the academy. We believe we can help improve the practice of journalism amid digital disruption through relevant research, teaching, and service.

We serve students, the journalism and mass media professions, the academic field, the university community, the state of Texas, the wider society, and the global community. Our location in the Moody College of Communication and at a major research institution means we are part of the larger intellectual currents of communication, and the university at large.

As participants in a graduate as well as undergraduate program, we train aspiring scholars to teach and add to the knowledge in our field. While our interdisciplinary nature is a key strength, we also affirm the intellectual importance of the study of journalism.

We wish to lead, not just react, which means we must strive to be innovative and creative. We are a community of scholars who work to keep current with new knowledge, as well as develop and apply our own ideas.

We strive to attract and nurture a diverse and accomplished faculty who are given opportunities to remain fresh and grow in their teaching, scholarship and service. Our faculty strives for excellence in their respective fields as judged primarily by their peers.

We value and affirm diverse individual, cultural and intellectual perspectives in the search for a more complete understanding of the truth. We wish to treat people in our professional community with sensitivity, honesty and respect. We believe in inclusive governance, where people have a stake and a say in the intellectual community. The faculty, their designated leadership and the staff work together as a team to advance the teaching and scholarly goals of the department.

Originally adopted in 1997 by the School of Journalism faculty, with periodic revisions through 2021.

7. What are the type and length of terms?

Semesters of 15-16 weeks plus final exam period

Summer sessions of 5-10 weeks

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

XX Bachelor’s degree

XX Master’s degree

XX Ph.D. degree

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

Bachelor of Journalism

10. Credit hours required by the university for an undergraduate degree:

120 semester credit hours

11. Give the number of credit hours students may earn for internship experience:

6 semester credit hours

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

The School of Journalism and Media does not have undergraduate sequences.

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

51,832 (Fall 2018—[UT-Austin Facts and Figures](#))

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):

587 (Fall 2021—Moody College Census)

15. Number of students in each section of all skills courses. 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. Attach separate pages if necessary. Include a separate list for online skills courses, which also must meet the 20-1 ratio.

Spring 2021 Skills Courses

Unique	Abb	Number	Description	Instr	Days	Time	Count
6435	COM	316	PHOTOGRAPHIC CO	SCOTT, A	MW	430	11
6440	COM	316	PHOTOGRAPHIC CO	SCOTT, A	MW	430	10
6445	COM	316	PHOTOGRAPHIC CO	SCOTT, A	MW	430	9
6450	COM	316	PHOTOGRAPHIC CO	SCOTT, A	MW	430	4
6455	COM	316	PHOTOGRAPHIC CO	SCOTT, A	MW	430	10
6460	COM	316	PHOTOGRAPHIC CO	SCOTT, A	MW	430	13
8460	J	302F	DIGITAL STORYTE	QUIGLEY,	TTH	1100	18
8465	J	302F	DIGITAL STORYTE	QUIGLEY,	TTH	1100	18
8470	J	302F	DIGITAL STORYTE	QUIGLEY,	TTH	1100	18

8475 J 302F DIGITAL STORYTE QUIGLEY, TTH 1100 18
 8480 J 302F DIGITAL STORYTE QUIGLEY, TTH 1100 18
 8485 J 302F DIGITAL STORYTE QUIGLEY, TTH 1100 18
 8486 J 302F DIGITAL STORYTE QUIGLEY, TTH 1100 19
 8495 J 310F REPORTING: WORD QUIGLEY, TTH 930 14
 8500 J 310F REPORTING: WORD HOPPE, C TTH 930 12
 8505 J 310F REPORTING: WORD DAWSON, TTH 930 10
 8510 J 310F REPORTING: WORD DAWSON, TTH 930 13
 8515 J 311F REPORTING: IMAG DAWSON, T 1100 15
 8520 J 311F REPORTING: IMAG DAWSON, T 1100 15
 8525 J 311F REPORTING: IMAG DAWSON, T 1100 14
 8530 J 311F REPORTING: IMAG DAWSON, T 1100 14
 8545 J 317 JOURNALISM PRAC PEARSON, TTH 500 18
 8550 J 317 JOURNALISM PRAC BELL, T TTH 500 14
 8555 J 317 JOURNALISM PRAC SAVAGE, TTH 500 18
 8565 J 317 JOURNALISM PRAC TARPLEY, TTH 500 9
 8570 J 322F NAVIGATING STAT ZEHR, D T 200 7
 8580 J 322P REPORTING PUBLI DAWSON, W 1100 6
 8585 J 326C INTRO CODING FO MCDONALD MW 1100 18
 8590 J 326F REPORTING SPORT ROBBINS, TTH 1230 13
 8595 J 327D REPORTING WITH MCDONALD MW 200 19
 8600 J 327D REPORTING WITH MCDONALD MW 330 12
 8605 J 330C TELEVISION REPO WEST, K T 1230 8
 8625 J 331G AUDIO STORYTELL RIVAS-RO MW 1100 14
 8635 J 331N DIGITAL PRODUCT CHYI, H MW 1000 13
 8640 J 335 NARRATIVE JOURN ROBBINS, TTH 200 16
 8645 J 336D GRAPHIC DES PRT QUARTERM TTH 500 15
 8655 J 336J LIFESTYLE JOURN COLEMAN, MW 1230 15
 8660 J 337F LONG-FORM FEATU DAHLBY, TH 200 9
 8665 J 337G OPINION WRITING LINDENBE 14
 8670 J 337P WRTNG/PRODCNG O PSENCIK, TTH 500 16
 8680 J 339M MOBILE MEDIA AP LINWOOD, TTH 930 4

Fall 2021 Skills Courses

Unique	Abb	Number	Description	Instr	Days	Time	Count
8745	J	302F	DIGITAL STORYTE	QUIGLEY,	TTH	1100	18
8750	J	302F	DIGITAL STORYTE	QUIGLEY,	TTH	1100	10
8755	J	302F	DIGITAL STORYTE	QUIGLEY,	TTH	1100	11
8760	J	302F	DIGITAL STORYTE	QUIGLEY,	TTH	1100	13
8765	J	302F	DIGITAL STORYTE	QUIGLEY,	TTH	1100	9
8770	J	302F	DIGITAL STORYTE	QUIGLEY,	TTH	1100	11
8785	J	310F	REPORTING: WORD	QUIGLEY,	TTH	930	16
8790	J	310F	REPORTING: WORD	HOPPE, C	TTH	930	15
8795	J	310F	REPORTING: WORD	SCHWARTZ	TTH	930	16
8800	J	310F	REPORTING: WORD	DAWSON,	TTH	930	15
8805	J	310F	REPORTING: WORD	DAWSON,	TTH	930	16
8809	J	310F	REPORTING: WORD	BUTTERS,	TTH	930	13
8810	J	311F	REPORTING: IMAG	DAWSON,	T	1100	16
8815	J	311F	REPORTING: IMAG	DAWSON,	T	1100	16
8820	J	311F	REPORTING: IMAG	DAWSON,	T	1100	16
8825	J	311F	REPORTING: IMAG	DAWSON,	T	1100	16
8830	J	313P	MULTIMEDIA NEWS	WALLACE,	TTH	200	18
8835	J	317	JOURNALISM PRAC	BELL, T	TTH	500	19
8840	J	317	JOURNALISM PRAC	HERNANDE	TTH	500	18
8845	J	317	JOURNALISM PRAC	TARPLEY,	TTH	500	17
8850	J	317	JOURNALISM PRAC	MONTIEL	TTH	500	17
8855	J	321F	REPORTING ON CI	ZEHR, D	MW	1030	7
8865	J	326C	INTRO CODING FO	LINWOOD,	T	600	16
8870	J	326F	REPORTING SPORT	ROBBINS,	MWF	900	12
8875	J	327D	REPORTING WITH	MCDONALD	TTH	200	18
8880	J	327D	REPORTING WITH	MCDONALD	TTH	330	15
8890	J	330C	TELEVISION REPO	WEST, K	T	1230	9
8895	J	331G	AUDIO STORYTELL	MCINERNY	MW	900	8
8900	J	331G	AUDIO STORYTELL	RIVAS-RO	MW	1030	10

8910 J	335	NARRATIVE JOURN ROBBINS,	MWF	1100	16
8915 J	335F	MAGAZINE WRITIN HERNANDE	TTH	1230	16
8920 J	336D	GRAPHIC DES PRT QUARTERM	TTH	500	20
8930 J	336M	MUSIC JOURNALIS HERNANDE	TTH	1100	19
8935 J	337P	WRITNG/PRODCNG OUTKA, K	TTH	930	16
8945 J	342G	RPT WORLD: CRT DAHLBY,	MW	1200	11
8950 J	346F	REPORTING ON TH SCHWARTZ	MWF	1000	13
8960 J	347F	REPORTING LATIN ALVES, R	MW	900	15
9060 J	363D	DIGITAL INNOVS MCDONALD	TTH	1100	20
9065 J	363K	NEWS DOCUMENTAR DAWSON,	T	200	15
9075 J	363N	NEWSROOM CAPSTO WEST, K	TH	1230	13
9079 J	363Q	CAPSTONE IN POD QUIGLEY,	W	600	24

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

Give percentage increase or decrease in three years:

2018-2019 to 2019-2020: +15.6%

2019-2020 to 2020-2021: +5.4%

2020-2021 to 2021-2022: -1.99% (estimated)

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

2021-2022 estimate: \$3,393.790, which does not include fringe benefits.

17. List name and rank of all full-time faculty in the accredited unit in fall 2021. Identify those not teaching because of leaves, sabbaticals, etc.

Rosental Alves, professor

Mary Bock, associate professor

Andrew Butters, associate professor

H. Iris Chyi, associate professor

Renita Coleman, professor

Tracy Dahlby, professor

Diana Dawson, assistant professor

Kate Winkler Dawson, professor

Donna DeCesare, associate professor*

Raoul Hernandez, assistant professor

Thomas Johnson, professor

Jo Lukito, assistant professor

Gina Masullo, associate professor
 Christian McDonald, assistant professor
 Kathleen McElroy, professor and director
 Rachel Davis Mersey, professor
 Dhiraj Murthy, professor
 Paula Poindexter, professor
 Robert Quigley, associate professor
 Steve Reese, professor
 Maggie Rivas-Rodriguez, professor
 Kevin Robbins, associate professor
 Amy Kristin Sanders, associate professor
 John Schwartz, professor
 Joseph Straubhaar, professor
 Sharon Strover, professor
 Raymond Thompson, assistant professor
 Anita Varma, assistant professor*
 S. Craig Watkins, professor*
 Kate West, assistant professor
 Samuel Woolley, assistant professor

**Faculty who are not teaching in Fall 2021 due to a 100% course reduction*

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

Tamara Bell
 David Harmon
 Raoul Hernandez
 Christy Hoppe
 Michael Lindenberger
 Jeffrey Linwood
 Elizabeth Pagano
 Mark Pannes
 Michael Pearson

Fall 2021

Jeffrey Linwood
 Elizabeth Pagano
 Mark Pannes
 Michael Pearson
 Katey Psenick
 Charles Quarterman
 James Spencer
 Dan Zehr

Katey Psenick
 Charles Quarterman
 Emily Quigley
 John Savage
 Erna Smith
 Mallory Tarpley
 Rima N Vallbona
 Jason Wehling
 Dan Zehr

19. Schools on the semester system:

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

Year	72 or more semester hours outside of journalism and mass communications		
	Total Graduates	Number in Compliance	Percent
2019-2020 academic year	123	123	100%
2018-2019 academic year	99	99	100%
2017-2018 academic year	94	94	100%

**As of 12/01/21, graduation numbers for 2020-2021 remain unofficial. Official numbers will be provided to the site team during its visit.*

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 unit's mission statement was originally crafted in 1997 and has been frequently updated, most recently in 2021. The college has been working from a strategic plan originally approved in 2014. The director of the school and dean of the college say that plan's goals have largely been achieved. Since the last self-study, the school has followed the plan to expand the faculty and increase diversity through high-profile hires; create professional and research labs; expand the curriculum to include more public journalism and focus on innovation and entrepreneurship.

The school is about to embark on drafting a new strategic plan that will follow the five pillars and goals in the university president's new strategic plan, which was poised to be implemented at the time of the site visit. The dean said the new plans will stress diversity, equity and inclusion. He also said all units in the college will stress data communications in their strategic plans.

At the time of the site visit, the unit had not posted updated data on the ACEJMC searchable database website.

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

The University of Texas-Austin's policies for faculty governance are found in "The Handbook of Operating Procedures," a set of policies maintained by the Provost's office. The unit and Moody College do not have their own policies and procedures. The university policies ensure faculty oversight of educational policy and procedure. There are three key standing committees in the school: A Budget Council, which conducts annual faculty evaluations and makes promotion and tenure recommendations to the dean; an Undergraduate Studies Committee, which oversees the undergraduate curriculum and course scheduling; and a Graduate Studies Committee, which consults on admissions, policy and graduate programs in the school. Curricular proposals are considered in committee and are then voted on by the full-time faculty. The full faculty meets once each month and holds a retreat before the start of the fall semester.

While the unit is subject to the universities policies and procedures, during the site visit, several faculty members questioned whether the policies and procedures were consistently followed, particularly related to tenure and promotion standards and practices, curriculum changes and hiring on the professional track. There is a lack of evidence in the record as to whether the policies and procedures were followed.

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

The unit has had two directors since the last reaccreditation visit in 2015. R.B. Brenner led the school from 2014 until his departure in 2018. After a national search, he was replaced by Dr. Kathleen McElroy, who had been the school's associate director.

Faculty members and the school's dean give Dr. McElroy high marks for increasing the diversity of the faculty, strongly supporting faculty, ensuring transparency of decision making, mentoring junior faculty and those seeking promotion, and being a general positive force in the college. She was described as caring and energetic. Recent graduates praised her for her empathy and willingness to consider new ideas and initiatives. Local hiring officials report that she stays in touch and jumps on job opportunities for the students.

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

The unit follows the University's Handbook of Operating Procedures when hiring, appointing and evaluating its director. After a national search in 2018, the dean of Moody College of Communication appointed Dr. McElroy, who was serving as associate director at the time, as the school's director. She was appointed as a full professor. Ordinarily, university guidelines require that directors be evaluated every four years to inform decisions on reappointment. The dean appoints a committee to review the director and draft an evaluative report. The committee typically is composed of a cross-section of faculty and staff from the unit, along with leaders from outside the unit. After reviewing the committee's report, the dean submits a recommendation to the president and provost as to whether the director should be reappointed. This extensive procedure has not been used in more than a dozen years because of director turnover.

Dr. McElroy was in the fourth year of her time at the time of the site team's visit and has elected not to seek reappointment. A search committee has been appointed and a national search for her replacement is underway.

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

Most concerns expressed by faculty members, staff and students are handled through informal channels by the director. However, the university has an extensive process for resolving grievances brought by faculty members, staff and students. During the period of the self-study, no formal complaints had been filed.

The college conducts an annual anonymous survey of all faculty and staff where feedback is

gathered on all areas of performance and open-ended input is collected. The dean also holds Town Hall meetings of all faculty and staff twice each year.

The school follows extensive university procedures and follows federal law in reporting of campus crime and Title IX violations.

SUMMARY:

The unit has a mission statement and strategic plan. Faculty governance is guided by university procedures and policies, but there is lack of evidence as to whether there is adherence to these policies and procedures. University procedures are in place for hiring and evaluating the school's director. Procedures also are in place to address faculty and student grievances as well as violations of law.

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.

The school was in compliance for the past two years of the rule requiring graduates to take a minimum of 72 credit hours outside of journalism and mass communications. The university proscribes 39 of the required 72 credit hours. They include courses in English, math, history, science, humanities and the arts. The Moody College requires eight “Skill and Experience” flag courses emphasizing core competencies and values (writing, ethics, cultural diversity, and quantitative reasoning).

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 school’s curriculum was revised in 2018 and allows students to take more skills courses. Students are required to complete 40 hours for the degree (15 credits in core courses, 21 credits in additional courses, and the remaining credits in additional journalism courses).

Core Courses:

Level One: J 301F Fundamental Issues in Journalism (3 credits)

Level One: J 302F Digital Storytelling Basics (3 credits)

Level Two: J 310F Reporting: Words (3 credits)

Level Two: J 311F Reporting: Images (3 credits)

Level Three: J 350F Media Law (3 credits)

Additional Courses:

Level Three: Skills Courses (9 credits)

Level Three: Concept Course (3 credits)

Level Three: Additional Skills or Concepts Course (3 credits)

Level Four: Professional Practice (6 credits)

The curriculum has four levels of courses:

- Level One courses are known as known as “Fundamentals” and are designed to be taken at the beginning of study.

- Level Two courses are known as “Applications” and are designed to provide students with the basics of reporting, information gathering and ethical practices.
- Level Three courses are known as “Skills and Concepts” and are designed to help students drill down into specialized subjects and themes.
- Level Four courses are known as “Professional Practices” and designed to prepare students for creating journalistic content.

Concept courses include News for a Mobile Audience, Media and Minorities, Journalism and Religion, Reporting Latin America, Gender and the News, Ethics in Journalism and Historical Perspectives in Journalism.

Skills courses include Reporting on City and County Government, Reporting Social Justice, Business and Financial Reporting, Reporting Sports, Reporting with Data, Television Reporting, Audio Storytelling, Podcast Production, Magazine Writing and Social Media Journalism.

Students complete the Professional Practices requirements by completing capstone courses and/or an internship(s).

A minor (15-19 credit hours) is not required but many students choose one using courses outside the school.

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.

Instruction is a high priority and rigorous. Faculty members have strong professional experience to draw upon. To stay current, many attend industry conferences. Courses are often revised based on feedback from professionals. In courses with multiple sections, instructors use the same syllabi and many of the same assignments. Digital Storytelling Basics, Reporting: Words and Reporting: Images are taught in a large lecture that all students attend together and then break into labs with individual instructors.

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

The school is in 100 percent compliance with the 20-1 student-faculty classroom ratio rule. Most of the skills classes and laboratory sections have fewer than 20 students and some have fewer than 15.

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.

The school encourages students to complete internships with journalism or media companies and

organizations. Students must complete 150 hours for three hours of credit and 300 hours for 6 hours of credit. They must be supervised by a full-time media professional, given substantive experience, and complete mid-term and final evaluations. Students must complete a weekly journal, submit at least five examples of work done during the internship, and complete an internship evaluation form.

SUMMARY:

The curriculum is up to date and instruction is rigorous. The school is in compliance with the 72-credit rule and the 20-1 classroom ratio rule. Students are encouraged to complete internships and many do so.

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.

Found non-compliant in its most recent accreditation review, the school has invested significant effort over the past six years to improve across all standard indicators. Today the school is guided by a plan complete with clear objectives and the ability to assess progress.

Revised in 2018 and 2021, the Diversity Action Plan is designed to guide the school regarding promotion and tenure of faculty who identify as female and/or scholars from historically underrepresented groups, ensuring diversity content is embedded across the curriculum, and supporting significant faculty involvement in student journalism organizations. Faculty must document inclusion of diversity and inclusivity within their teaching and work in order to achieve “exceeds expectations” in the annual review process.

The Diversity Action Plan does not directly define diversity or identify underrepresented groups, however the implication is clear via the Moody College of Communications Diversity Statement which reads in part:

“These voices we empower and engage include individuals who belong to communities that have faced persecution on the basis of race, ethnicity, ability, gender or gender identity, sexual orientation, or religion in the U.S. and abroad; families that struggle economically, live in impoverished communities, or have been separated by incarceration or foster care; and those who have been historically excluded from higher education. Often these voices belong to individuals who identify as Indigenous/Native American, Black/African/African-American, Latinx/Hispanic, Asian/Asian-American, Pacific Islander, international, multi-racial, LGBTQ+, people with disabilities or impairments, people with diverse religious beliefs or ideologies, first-generation students, and other people from cultures or backgrounds who have faced intolerance and discrimination.”

To ensure the Diversity Action Plan remains fresh, the director is expected to include the plan on the agenda of a faculty meeting each semester. It is also to be on the agenda at the annual retreat, and faculty report is often brought up at the influential Budget Council meetings.

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

All Journalism and Media undergraduates must complete at least one course with the “Cultural Diversity in the United States” flag from the University. The goal is for “students to explore in-depth the shared practices and beliefs of one or more underrepresented cultural groups subject to persistent marginalization.” To earn this designation, these courses must meet the following criteria:

- At least one-third of the course grade must be based on content dealing with culture, perspectives, and history of one or more underrepresented cultural groups in the United States.
- Courses should not focus on broad or systemic issues at the expense of a focus on the experiences of cultural group members.
- Whenever possible, courses should include texts created by members of those cultural groups.
- Students will learn about underrepresented cultural groups in the US in relation to their own cultural experiences so that they engage in critical reflection.

The School of Journalism and Media offers several courses that meet the university’s Cultural Diversity requirement:

- J332J Reporting Social Justice
- J340J Documentary Tradition of Latin America
- J341F Understanding African Americans and the Media
- J348D Gender and the News
- J356R Race and Digital Media Cultures

Similarly, all Journalism and Media undergraduates are required to take at least one course with the “Global Cultures” flag. These courses are designed to increase students’ familiarity with cultural groups outside of the United States, as well as reflect on their own cultural experiences. Study abroad courses do not automatically qualify for the Global Cultures flag. All Journalism and Media students must take J350F Media Law, which carries this designation. The school offers five other classes which also carry this designation:

- J347F Reporting Latin America
- J342G Reporting the World
- J347G Cultural Survey of Photography
- J354F Journalism and Press Freedom in Latin America
- J362G Domestic Issues in a Global Perspective

Journalism and Media Studies students must also meet the Moody College of Communication’s foreign language and culture requirement for undergraduates. This includes demonstrated intermediate proficiency in a foreign language or two courses in one language and one approved culture course relevant to that language.

Not mentioned in the self-study Standard 3 documentation but worth noting is that all Moody College students must take COM301E and COM302E. According to college leadership, these two classes are designed to introduce students to key communications concepts, among them multicultural communication and global communication. College leadership views these courses as important foundational instruction designed in part to foster understanding of these complex issues.

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.

Noted as a “significant weakness” in the previous accreditation cycle, the School of Journalism and Media has made remarkable progress in this area over the past six years. Today some 39% of the school’s current tenured and tenure-track faculty identify as from a historically underrepresented racial or ethnic group, an increase of about 6% since the last site team visit. Women now make up the majority of the faculty.

Promotion of women and minority faculty has also improved. This includes the first-ever promotion of a colleague who identifies as Latina, and another who identifies as a part-Native American female to the rank of full professor. Two other diverse faculty were promoted to full professor, a South Asian male (self-identified) and an African American female (self-identified).

The school credits recent success to an improved, robust recruitment framework. New strategies include “ads in national publications, including those focused on historically underrepresented groups, requiring applicants to include a formal diversity statement, and requiring all search committee members to complete implicit bias training.” The school has also worked to improve connectivity with state and local media and journalism organizations. Meanwhile, The Moody College Associate Dean for Diversity, Equity and Inclusion serves as an ex-officio member of search committees.

Faculty report a genuine collective desire to improve the diversity of the group since the last site team visit and are proud of the accomplishments to date. In the words of one faculty member,

“It was embarrassing. We are at a place now that we are on equal footing with other departments around the country. We may have been late to the party, but we are here now and we are a force.”

An important result of this effort has been the diversification of the Budget Council, which serves as a traditional promotion and tenure committee for the School of Journalism and is composed of tenured faculty.

To address retention of women and minority faculty and staff, Moody College provides funding for participation in the National Center for Faculty Development and Diversity Faculty Success Program. A mentoring program for junior faculty is now also in place. Importantly, the school now requires faculty to include a diversity statement as part of their faculty annual review.

Unfortunately, the school does not realize the same level of success recruiting minority adjunct faculty, with eight of nine part time instructors identifying as white, non-Hispanic in the Fall 2021 semester.

Staff is diverse and predominately female. During the self-study period, two people who served as administration manager were white women. The financial staff person, now retired, self-identified as Latina. The graduate coordinator has been either a white woman or black man, and three administrative assistants are Latina.

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.

Texas state law requires that the University of Texas at Austin offer automatic admission to any eligible in-state student who graduates in the top 6% of their high school class. As noted in the self-study, the rule has resulted in an underrepresentation of Black and Hispanic students and an overrepresentation of Asian students. This does not accurately reflect the diversity of the state population.

The undergraduate student body at the school is 48% white (up from 40% in 2014), 33% Hispanic/Latino (up from 23%), 5% Black/African American (down from 7%) and 7% Asian (up from 6%). (All numbers rounded.) Of note, the 7% Asian population is significantly less than the 25% Asian population at the University. Conversely, the White student population is about 14% higher. These percentages track generally with the state of Texas, other than a dip in Black/African American representation, which is almost 12% at the state level.

Undergraduate admissions at the University of Texas are handled at a central level by the Office of Admissions. However, the school is active in efforts that impact the recruitment and retention of students from underrepresented groups. These include service on campus-wide recruitment and retention committees, faculty participation in campus-wide programming to support minority students, targeted marketing, and outreach efforts and partnerships and/or articulation agreements with HBCUs, HSIs and community colleges.

Some students report disappointment at the decreasing number of Black/African American students. One student told site team members, “A lot of times I’m the only black student in my classes. Diversity could be better; it can be hard to relate sometimes, or uncomfortable.”

Regarding retention, the Moody College has outperformed the university. In 2020 Moody College had a four-year graduation rate of 81%, exceeding the university’s 72%. The Moody College also exceeds the university’s goal of 70% graduation rate for all target populations including Black, Hispanic, First-Generation, and Pell-eligible students. However, data provided by the school shows the unit underperforming, at between 50-60% at the six-year graduation rate.

e) The unit has a climate that is free of harassment and all forms of discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity. Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. institutions are located.

The School of Journalism is subject to the University of Texas' policies on discrimination and harassment. University policy defines harassment and discrimination and outlines procedures for the reporting, investigation and adjudication of complaints from employees, students and members of the public. The policy states in part:

“It is the policy of The University of Texas at Austin ("University") to provide an educational and working environment that provides equal opportunity to all members of the University community. In accordance with federal and state law, the University prohibits unlawful discrimination, including harassment, on the basis of race, color, religion, national origin, sex, pregnancy^[1], age, disability, citizenship, veteran status and genetic information. The University also prohibits discrimination on the basis of, sexual orientation, gender identity, and gender expression. Procedures for filing discrimination complaints on the basis of sex, including sexual harassment, are addressed by [HOP 3-3031](#). In this policy, the terms sex and gender are interchangeable.”

The school also adheres to the university's Equal Employment Opportunity policy, which states in part, “The University of Texas at Austin is committed to an educational and working environment that provides equal opportunity to all members of the university community.”

No faculty, staff or students relayed concerns regarding harassment or discrimination in the current climate.

SUMMARY:

Progress made by the unit in the area of diversity and inclusiveness since the previous accreditation is remarkable and should be commended. Found non-compliant in this standard by the last site team, the unit used the external feedback as a catalyst for change. A strong Diversity Action Plan provides a roadmap to success. There has been good progress toward the hiring, mentoring and support of women and minority faculty. Meanwhile recent promotions have elevated the voices from underrepresented groups at the highest, most influential levels such as the Budget Committee. A junior faculty mentorship program is now in place. Evidence of the inclusion of diversity and inclusiveness within the curriculum is a measurement in the annual review process. Opportunities for continued growth include consistency in ensuring that diversity and inclusiveness are embedded throughout the curriculum, and all faculty are incorporating on a regular basis.

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

Academic Year 2021-2022: Full-time faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American	2	6.4%	2	6.4%
White	9	29.0%	10	32.3%
American Indian/Alaskan Native	1	3.2%	0	0.0%
Asian	3	9.7%	1	3.2%
Hispanic/Latino (any race)	1	3.2%	2	6.4%
Native Hawaii/Pacific Islanders	0	0.0%	0	0.0%
Two or more races	0	0.0%	0	0.0%
Other race	0	0.0%	0	0.0%
International (any race)*	N/A	N/A	N/A	N/A

Source: The University of Texas at Austin

*This data was not available.

Academic Year 2021-2022: Part-time/adjunct faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American	0	0.0%	0	0.0%
White	7	53.8%	5	38.5%
American Indian/Alaskan Native	0	0.0%	0	0.0%
Asian	0	0.0%	0	0.0%
Hispanic/Latino (any race)	1	7.7%	0	0.0%
Native Hawaii/Pacific Islanders	0	0.0%	0	0.0%
Two or more races	0	0.0%	0	0.0%
Other race	0	0.0%	0	0.0%
International (any race)*	N/A	N/A	N/A	N/A

Source: The University of Texas at Austin

*This data was not available.

Academic Year 2021-2022: Full-time faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American	2	6.4%	2	6.4%
White	9	29.0%	10	32.3%
American Indian/Alaskan Native	1	3.2%	0	0.0%
Asian	3	9.7%	1	3.2%
Hispanic/Latino (any race)	1	3.2%	2	6.4%
Native Hawaii/Pacific Islanders	0	0.0%	0	0.0%
Two or more races	0	0.0%	0	0.0%
Other race	0	0.0%	0	0.0%
International (any race)*	N/A	N/A	N/A	N/A

Source: The University of Texas at Austin

*This data was not available.

Academic Year 2021-2022: Part-time/adjunct faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American	0	0.0%	0	0.0%
White	7	53.8%	5	38.5%
American Indian/Alaskan Native	0	0.0%	0	0.0%
Asian	0	0.0%	0	0.0%
Hispanic/Latino (any race)	1	7.7%	0	0.0%
Native Hawaii/Pacific Islanders	0	0.0%	0	0.0%
Two or more races	0	0.0%	0	0.0%
Other race	0	0.0%	0	0.0%
International (any race)*	N/A	N/A	N/A	N/A

Source: The University of Texas at Austin

*This data was not available.

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.

Since its last accreditation visit, the school has welcomed 17 new faculty, 3 of whom have come from the College's Radio, Television, and Film school, and 14 of whom have been hired into new roles. Overall, the school employs 31 full-time faculty members.

The school does not have written criteria to guide the search process for full-time faculty. Instead, the informal process is for the director of the school to appoint a search committee consisting of faculty, students, and external members. The committee develops and circulates job ads. For this purpose, the school is required to use a JobElephant service provided by the University. In addition, it uses the Interfolio system to manage applications. The committee conducts initial interviews with candidates and chooses finalists. Typically, finalists visit campus for final interviews, though during the pandemic these interviews have been undertaken remotely. Interviews include job talks, teaching demonstrations, and meetings with faculty, students, the search committee, the director and the dean. The search committee solicits feedback from the community and makes a recommendation to the director and dean.

The school's Diversity Action Plan requires the director and search committee chair to produce a written report to the faculty and/or Budget Council on the outcome of the process. Information in this report includes the search committee composition, diversity of venues advertised, and diversity of applicants.

With respect to part-time faculty, records indicate that the school has used 14 adjunct and assistant instructors during the last year. There are no written criteria for selection of these instructors. Instead, faculty are invited to recommend professionals in Austin, who often have guest-lectured in their classes. Other potential instructors reach out to us through our open call for part-time faculty on UT's hiring website. The director or associate director review resumes, meet with applicants and vet recommendation letters, which are required.

Annual evaluations of faculty are guided by the Moody College Faculty Workload policy. According to this policy, all full-time faculty are evaluated annually in all areas of their responsibility. Annual reviews are conducted by the school Budget Council and its Extended Budget Council (which includes one additional assistant professor and one professor of practice). Overall performance outcomes may exceed expectations, meet expectations, not meet expectations, or be unsatisfactory. Probationary faculty undergo comprehensive reviews at year three and year six. Tenured faculty undergo comprehensive reviews every five years post-tenure. Professional track faculty undergo similar annual reviews as tenure track faculty, though the criteria for their performance are dependent upon their role. Further, these criteria may change from year-to-year, or at the time of promotion.

Adjunct faculty are evaluated via student course surveys. Peer observations are also done for all new adjunct instructors.

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

Full-time faculty have primary responsibility for teaching, research/creative activity, and service in the school. Records indicate that in the prior three years (2018-2021), over 80% of courses in the school were taught by full-time faculty. Both academic and professional faculty are highly active in the areas of research and creative activity, and most of the service responsibility in the school is undertaken by full-time faculty as well.

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 school's full-time faculty have a balance of professional and scholarly experience. The school employs 31 full-time faculty. Of these faculty, 70% hold terminal degrees, including 2 MFAs, 1 JD, 18 PhDs, and 1 JD/PhD. More than 80% of full-time faculty have prior experience in a media-related profession, and 19 have 10+ years of such experience.

On campus professional development resources for faculty research are extensive. For example, the Moody College has an associate dean for research and a staff of three professionals dedicated to helping faculty achieve their research and creative goals.

There also exist many resources on campus for enhancing instruction. These include a Faculty Innovation Center (FIC) initiated by the Provost's Office. The FIC provides course improvement funds, professional development opportunities, and other support for teaching improvement. The campus Center for Teaching also offers a great deal of programming. In addition, the Moody College has created a Center for Advanced Teaching Excellence (CATE) to enhance professional development opportunities for instruction.

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

Instruction is evaluated annually in the context of faculty members' annual evaluation. This evaluation is conducted by the school's Budget Council.

Student input is sought via a course survey instrument. Two such instruments are available: a basic or "short" form that includes 12 core questions, two demographic questions and one open-ended question, and an expanded or "long" form that includes all the questions on the short form

plus 7 additional questions. The long form is commonly used within the Moody College and it is the default form used in the Journalism and Media School.

Annual reviews of instruction also include peer observations. There does not appear to be a standard form of these observations.

Since the last review, several faculty have won awards and citations for high-quality teaching, including two professional association teaching awards, two college teaching awards, and two system-level teaching awards. These distinctions indicate that the full-time faculty are providing students with an exceptional experience in the classroom.

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

College leaders indicate that the school has a strong reputation in the college. The reputation of the school across campus is wedded to the broader reputation of the college. Both are highly respected. Faculty in the school are respected by their peers and participate in campus wide programs, such as the development of first year seminars. Faculty across campus also seek out journalism students to help in the public communication of their research, which is an indication that they value the instructional ability of journalism and media faculty.

SUMMARY:

Promotion and tenure and annual evaluation in the school relies upon written guidelines provided by the university and the college, and formal and informal mentoring of new faculty. Instruction is evaluated annually via student course and peer evaluations. The school has an excellent balance of academic and professional faculty and is well-regarded across the college and university. Full-time faculty have primary responsibility for instruction and service in the school.

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 school places a strong emphasis on faculty research and creative activity. With a 2-2 course load, full-time tenure-track teach relatively less than professional and instructional track faculty. The expectation is that TT faculty will fill this time with a robust research or creative activity agenda. This activity is tracked via the university's Faculty Activity Report. Faculty research and creative activity are reviewed annually by the school's Budget Council, and more substantive reviews are conducted in year three and year six for probationary faculty, and every five years for post-tenure faculty.

The Moody College provides several sources of support for faculty research and creative activity. These include:

- Faculty research assignments that allow faculty to take one semester of paid leave to focus on research projects.
- Summer research assignments which provide summer salary for faculty involved in research and creative work.
- A dean's fellowship program that provides course releases to faculty.

In addition, school funds are available to full-time faculty members to attend conferences and meetings of professional association, and the school also offers a faculty travel grant program that provides up to \$1200 annually to all qualifying tenured and tenure-track faculty to support travel related to research and creative activity. Nine faculty members hold endowed professorships or chairs that, in part, support research and creative activity.

Much of the research conducted in the school occurs in the context of the many centers that have been established in the College. At the University of Texas, deans are given discretion to create new centers, and it has been a point of emphasis for Dean Bernhardt to support the development of new centers. The college provides three-years of start-up support for every new center, and \$10,000 in annual support in subsequent years.

Records indicate that many faculty have taken advantage of these sources of support. Indeed, the list of faculty accomplishments in the areas of research and creative activity provided in the self-study is extensive. During the review period, faculty have produced 18 scholarly books, 168 refereed journal articles and 67 book chapters. Though creative activity is not set apart in the self-study, a review of faculty CVs indicates that professional faculty are similarly productive.

It is clear that faculty research and creative activity is expected, supported, and recognized with the school.

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

At a general level, guidelines for research and/or creative activity are provided by the university and the college. However, there are no written school-specific guidelines. Tenure-track faculty indicate that they receive information about expectations through the annual review process. Moody College also has established a mentoring program to help junior faculty understand research and creative activity expectations. Faculty report that despite the lack of formal guidance they have a clear sense of the school's expectations of them. This is less true of professional-track faculty. These tracks were created to mirror the tenure-track promotional path. In the time since, professional-track faculty report that the criteria for promotion are a bit more ambiguous as compared to the tenure-track process, but that overall they have received effectiveness guidance as to the path for promotion. In recent years, several professional-track faculty have been promoted. A final category of faculty member is tenure-track faculty who do (or mostly do) creative work. Interviews with faculty indicate that expectations for this group are especially opaque.

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 Moody College Faculty Workload Policy (Appendix N: p. 23) guidelines state that "assessment of scholarly or creative activity is considered through the standards relevant to each School within the college..." The school has not described these standards in a formal document. Instead, criteria are shared with faculty via a mentoring program, through conversations with the director of the school, and in informal interactions. Faculty report that they have a more and less clear understanding of the evaluation criteria for promotion and tenure processes.

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.

Both tenure-track and professional faculty are highly active. Tenure-track faculty present results of their research in a variety of forums. As one example, during the review period faculty have presented 170+ papers at various conferences. Professional faculty write for major newspapers and magazines and present their work in various exhibits and showings.

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

Faculty report that the school’s culture is collegial and collaborative. Under Director McElroy’s leadership, faculty feel supported in their activities, that the school operates in a transparent manner, and that shared governance is effectively followed.

SUMMARY:

School faculty are productive in research and creative activity and highly visible in their professional communities. The college and the school make available ample resources for these activities, and this activity is recognized in annual and tenure and promotion evaluations. Overall, school culture in the area of research and creative activity is robust and well-supported.

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

	Total	Full (13)	Assoc. (6)	Assist. (2)	Prof. Trk (5)
Awards/Honors	59	24	16	6	13
Internal Grants	53	22	23	3	5
External Grants	46	14	24	8	0
Scholarly Books	18	10	5	3	0
Textbooks	5	2	1	0	2
Edited Books	2	1	1	0	0
Book Chapters	67	27	32	8	0
Monographs	4	2	1	1	0
Refereed Articles	168	81	79	8	0
Non-Ref. Articles	87	34	46	5	2
Refereed Papers	171	73	89	9	0
Invited Papers	24	19	5	0	0
Encyclopedia	10	8	2	0	0
Book Reviews	9	7	2	0	0
Juried Creative	6	0	6	0	0
Non-Juried Creative	14	2	3	1	8

*Does not include faculty who have retired or who joined in Fall 2021.

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.

Students work with full-time professional advisers to guide them in scheduling courses and their academic work. Advising starts when students arrive in their first year when they attend a summer orientation meeting. Students are also assigned to a First-Year Interest Group that works with a mentor to discuss topics related to student success. Students are encouraged to meet with an academic adviser once a semester. They also have access to the Interactive Degree Audit system.

A survey of students conducted in Fall 2021 found that only about 50 percent were very satisfied with the quality of advising provided by the college. About 25 percent were neutral, about 20 percent were dissatisfied and about 5 percent were very dissatisfied. Students interviewed expressed a mix of opinions about the availability and quality of advisers. The director and dean said that turnover of advisers in the college, as well as across the university, has been an ongoing problem, which had caused many of the issues.

b). Faculty are available and accessible to students.

Students said faculty in the school were accessible and available. Faculty office hours were not posted on office doors but most were included on syllabi. During the pandemic, in-person office hours have been curtailed but faculty have been available via Zoom.

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

The school uses various means to keep student informed about activities, requirements and policies. The website contains information about upcoming activities, as well as degree requirements. Faculty use Canvas for class assignments, calendars and other materials.

The college's career center provides information about internships and jobs to students through email, social media, and other means. The center has a staff of six advisers who work with students to help them secure internships and job. The career center holds Communication Jobs and Internship Fairs. It also hosts employers on campus to meet with students in interview suites.

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.

Students have a robust array of media operations and professional organizations in which they can participate. Texas Student Media is housed in the Moody College of Communications and

includes *The Daily Texan* and Texas Student Television, as well as the yearbook, radio station, satire publication, and video production house. Texas Student Media has an annual operating budget of \$1.8 million and a full-time staff of 10 professionals who advise students. Advertising and event revenue allows Texas Student Media to pay more than 150 students who are in leadership roles.

Students can also participate in professional or academic organizations that have student chapters at the university. They include the Society of Professional Journalists, National Press Photographers Association, National Association of Black Journalists, National Association of Hispanic Journalists, Associated Press Sports Editors, Asian American Journalists Association, and Kappa Tau Alpha.

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.

Information about enrollment, retention and graduation rates is collected by the school in order to improved student services and success. The retention and graduation rates on the college's website have not been updated since 2015.

SUMMARY:

Students receive academic and career advising from professional staff. The quality and accessibility of advisers is uneven, however, and the leadership is aware of the problem. The school keeps students well informed about activities, policies and requirements. Students have a variety of media operations and professional organizations in which to participate.

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

PART II — Standard 7: Resources, Facilities and Equipment

Unit performance with regard to indicators:

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

The school has a line-by-line annual budget designed to meet the needs and goals of its strategic plan. The school reports that its budget has increased every year since the last accreditation, including a 15.6% increase in 2019-2020 and a 5.4% increase in 202-2021, a year when many peers were forced to cut spending.

Short-term and long-range planning involves the Moody College Dean's Office, the school's director and the faculty Budget Council. This process is tied closely to the policies and procedures of the larger university as it relates to budget requests, spending plans and the budget development process.

The college's development office coordinates fundraising efforts with an emphasis on the long-term strategic goals of the school as well as the other departments within the college. The Dean is proud of the school's financial strength, which is supporting capital improvements such as the remodel of one building to house several of the college's centers.

The school reports strong support from the Dean's Office and the university for faculty hiring and funding increases among its centers, programs and institutes. Under the leadership of the Moody College development office, the school has received about \$12 million to fund student scholarships, faculty chairs and school programming.

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 resources available to the school are modern and meet the needs of the unit. There are collaborative media spaces, traditional labs, studios, and podcasting suites. Students have access to ample equipment which is easy to reserve and pick up.

Moody College administers the "Communication Learning Equipment Fee," which is sourced from the University's Flat Rate Tuition. The school's director reports this helps ensure equity across college and university units. The University of Texas' annual budget is used to compare funding across units.

Leaders from other departments and associate deans report that the Moody College is constantly improving in its ability to advocate for representative support from the university among the other colleges and schools on campus.

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

The School of Journalism and Media is primarily housed in the Dealey Center for New Media, one of four buildings that make up the Moody College of Communications. Formerly known as the Belo Center, the Dealey Center was built in 2012, and the \$55 million facility is updated on a regular cycle. It includes labs, interactive classrooms, lecture halls and auditoriums, screening, and meeting rooms.

Students also take classes in the Jesse H. Jones Communications Complex. Upgrades of this facility are underway to produce additional instructional and research space. New student editing spaces were recently added in one of the complex's three buildings, meanwhile another houses Texas Student Media.

Looking forward, the school is discussing ways in which facilities can be more flexible across platforms. These conversations include faculty, industry professionals and college leadership. One area under discussion is the future of the television studio space. The number of classes taught using this space has decreased, sparking healthy conversation regarding the need and desire to re-invest or point funds in a different direction.

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

The school continues to benefit from the 2013 Moody Foundation \$50 million naming gift. It supports many initiatives, including curriculum development and graduate student recruitment. The Dallas Morning News Innovation Endowment provides resources for experiential learning, research, and product development. Private funding also provided money to help launch "The Drag Audio Production House," which offers students a podcast production experience.

The school maintains a robust supply of equipment for students and faculty to use to support the curriculum and research, creative and professional activities. The equipment, housed in an expansive space, is part of a larger checkout inventory for the college. Some equipment is specific to journalism courses. Staff technicians maintains the equipment and coordinates checkout procedures. An online reservation system is easy to navigate.

Equipment inventory includes hundreds of cameras, microphones, tripods, voice recorders and other professional-grade equipment for students. Faculty report a supportive process when it comes time to discuss equipment purchases. The staff in turn takes pride in working to provide faculty with forward-thinking options to support a changing media landscape.

Students and faculty also have access to studio facilities, as well as control room(s) and editing hardware and software. As mentioned previously, the equipment is aging, and discussions are underway as to the best use for space moving forward.

Faculty interviewed by the site team report that they are generally well supported. Students interviewed also expressed satisfaction with equipment and resources, however they did ask that more time be spent on training when it comes to the more advanced cameras, etc.

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

Like most universities today, students at the University of Texas engage with the library virtually. Technically, Moody College no longer has a special library or research space, and this is by design. There are however many areas around the school and college where students can gather for quiet study or collaborate. Some are quite innovative, notably the “fishbowl” classroom, where the several monitors in the space can be used in a synced fashion or divided when students are working in small groups within class.

Meanwhile the school promotes free online access to the Austin American-Statesman (used in the J301F intro reporting class) and The New York Times (required reading in J301F Fundamental Issues in Journalism).

SUMMARY:

The school’s resources, facilities and equipment are a strength of the program. The collaborative media spaces, traditional labs, studios, and podcasting suites are modern and well cared for. Students have access to ample equipment which is easy to reserve online.

There is consistent financial support to cover baseline expectations of a program of this size. Meanwhile faculty report they receive an appropriate level of individual financial support for research and creative activity. Faculty also report a good rapport with IT and facilities leadership when it comes to planning for future equipment and facility needs. Finally, students interviewed reported no complaints when it comes to access to quality equipment.

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 school pursues many public outreach and community engagement activities. Perhaps chief among these is the Knight Center for the Americas and the International Symposium on Online Journalism. Among other things, the Knight Center hosts a yearly symposium on the future of online journalism. Through its Voces Oral History Center, the school has become one of the leading archives of Latino oral history in the United States. In 2020, the school inherited a Technology & Information Policy Institute, which produces research and offers policy advice on the social impact of digital media. The school also hosts a yearly technology summit and recently established a Dallas Morning News Innovation Fund. Other events held in the review period include a Moody Hacks hackathon, the Innovation Lecture series, a social media summit, a conference for women in journalism, and the Tiny Texas Podcast Festival.

The self-study demonstrates that faculty are also engaged in their professional communities. Many serve as reviewers, board members, and grant evaluators for various professional associations, journals, and foundations, and also serve as external reviewers for tenure and promotion cases at peer institutions.

Alumni are involved in the school through many entry points, including the Moody College of Communication Advisory Council, through visits to school courses, and through two lecture series in which alumni are consistently invited to participate.

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.

Faculty in the school regularly participate in professional outreach activities. As one example, the Knight Center offers free massive online courses (MOOCs) in journalism education that have reached 260,000 journalists around the world. Moreover, its International Symposium on Online Journalism (ISOJ) hosts journalists and media scholars from around the world at an annual conference. Professional faculty routinely serve as reviewers and outside evaluators for media organizations around the country, and research faculty participate as reviewers for journals and book publishers. Academic faculty also have served in key administrative roles in their professional associations.

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.

As evidenced by the number of such activities pursued by the faculty, it is clear that the school actively supports faculty involvement in academic and professional associations. Faculty are expected to participate in these activities, their annual reviews include mention of this participation, and they are recognized for their significant outreach and engagement accomplishments.

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.

The school involves faculty and students in civic engagement projects through such initiatives as The Drag, an audio production house located in the College, and the Media Innovations Capstone course, which offers students an opportunity to participate in semester-long projects of news organizations. In addition, through a professional endowment fund, the school supports students to produce journalism projects that report on various issues across the state of Texas.

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

The school has a continuing relationship with the Texas University Interscholastic League's Journalism program for high school students. Faculty members participate in the ILPC Convention and UIL Capital Conference, which are held every spring and summer at the University of Texas at Austin. The conferences offer workshops for scholastic journalists and their advisers. Faculty regularly present workshops and serve as judges for awards competitions.

Faculty also offer training opportunities for high school journalism teachers and advisers. Faculty have participated at South-by-Southwest (SXSW) EDU, a SXSW-adjacent conference designed for teachers and professors that offers a specific journalism track. Faculty also regularly present at Poynter University's Teach-apalooza, designed as in-service training for journalism teachers and professors.

SUMMARY:

The evidence suggests that faculty and students of the school are highly engaged in their professional and geographic communities. The school provides faculty and staff with many opportunities to participate in civic engagement projects. And, the school is continuously engaged with its alumni.

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

PART II — Standard 9: Assessment of Learning Outcomes

Unit performance with regard to indicators:

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

The unit has incorporated the ACEJMC values and competencies into an annual assessment report required by the Southern Association of Colleges and Schools Commission on Colleges (SACS). The 12 ACEJMC values and competencies are “mapped” into the SACS report, which evaluates the school based on four broad goals.

The unit has identified 19 core courses that address the ACEJMC values and competencies, and they appear mapped into a chart used for the SACS annual assessment. However, the SACS assessment system relies on student grades rather than ACEJMC curricular rubrics.

The college has a relatively new assessment coordinator who assures that the assessment effort is completed and submitted to the university, but that individual has not had responsibility for the school’s self-study period. Since the last site team visit in 2015, a faculty member within the school who was charged with overseeing assessment became ill, retired and died. A subsequent assessment coordinator became ill and resigned. For purposes of the self-study, the unit’s director took responsibility for assessment.

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

The current assessment plan relies upon the SACS assessment report as the unit’s only direct assessment tool. A variety of courses at all levels through the curriculum are evaluated for assessment. As noted above, the SACS annual report relies upon course grades instead of curricular rubrics as a measurement of student performance. Also, at the time of this report, the school’s assessment plan does not include a sufficient number of direct measures.

The unit uses a variety of indirect assessment measures. The school has a rigorous internship-for-credit program that requires internship supervisors to provide regular reports. The data in those reports are extensive and useful, although the reports do not evaluate students using any of the curricular rubrics found in the ACEJMC values and competencies. The school also relies upon professionals to visit classrooms and serve as judges/evaluators for innovation and coding courses. The unit also keeps track of student performance in contests and competitions and periodically uses student surveys and focus groups to gather feedback on the curriculum.

These measures, while useful, are not used to assess ACEJMC’s professional values and competencies.

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

The college's associate director leads an annual effort to interview and collect data from instructors of core courses in an effort to create an annual narrative of student performance for the SACS report. The report is evaluated by the Undergraduate Studies Committee.

The unit uses the SACS assessment reports and anecdotal evidence from internship supervisors, employers, professionals and teachers to analyze the effectiveness of its curriculum. There is no evidence in the record that the faculty formally evaluated, analyzed or modified the curriculum using rubrics based on the ACEJMC values and competencies.

The unit's associate director summarizes the findings of its SACS assessment report, but it is unclear as to whether the entire faculty is formally engaged in evaluating reports and modifying the curriculum based on the findings in the report.

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

Alumni of the school report that they are frequently in contact with the unit's instructors and administrators. Several said they feel that the director carefully listens to their suggestions and sometimes acts on their suggestions.

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

While numerous journalism professionals visit the school and work with students as mentors, coaches and resume reviewers, there is no formalized procedure to evaluating student performance using the ACEJMC learning objectives. The school has recently appointed a committee of outside professionals and plans to convene them in Spring 2022 to review Fall 2021 student work.

SUMMARY:

The university requires the school to annually assess its curriculum using measurements set by the Southern Association of Colleges and Schools Commission on Colleges. While the ACEJMC values and competencies are "mapped" into the four SACS goals, the school uses grades rather than curricular rubrics. In addition, the school's assessment plan does not include a sufficient number of direct measures. The SACS report serves as the unit's only direct method of assessment.

Other indirect methods of assessment, such as internship evaluations, are useful but also do not measure student success using curricular rubrics. The school has appointed a committee of outside professionals to engage in a direct assessment of student performance beginning in Spring 2022.

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

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- Strong, supportive, and engaging leader
- Significant increase in diversity of faculty
- Excellent facilities and equipment
- Ample resources for faculty professional development
- Strong, productive and growing faculty
- Collegial and collaborative workplace culture
- Innovative and forward-looking curriculum

Weaknesses:

- General lack of transparency with respect to school policies, procedures, and standards for decision-making, especially in the areas of tenure & promotion, annual reviews, budgeting, and curricular changes
- Inadequate assessment plan and documentation of assessment process
- Quality and accessibility of student advising

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

Standard 9: Assessment

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

- The school needs to revise its assessment plan to identify direct measures linked to learning goals.
- This plan should include rubrics for each direct measure that do not rely upon student grades.
- The school needs to document a review of student work in selected classes against the rubrics that have been created for each direct measure.
- The school should involve faculty in an ongoing conversation about the results of assessment and potential curricular changes.
- The school needs to connect outcomes of assessment to curricular changes.

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

N/A

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

N/A

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

During the last accreditation process, the school was found out of compliance on Standard 3: Diversity. The school failed to implement a diversity action plan in a timely manner and had failed to recruit and maintain a diverse faculty. During the ensuing review period, the school created a dynamic diversity plan and significantly diversified the faculty.

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

The self-study was generally well-written and accurate. However, as happens on occasion with such reports, it contained gaps, especially in Standard 9: Assessment, and Standard 4: Faculty, that had to be filled in during the visit.