TCU

BOB SCHIEFFER
COLLEGE *of* COMMUNICATION

Journalism

SELF-STUDY REPORT

Submitted to the

Accrediting Council on Education in Journalism and Mass Communications

for an undergraduate program site visit in the 2022-2023 academic year

Self-Study Report
for Accreditation in Journalism and Mass Communications

For an undergraduate program site visit in the 2022-2023 academic year

Submitted to the

Accrediting Council on Education in Journalism and Mass Communications

Name of Institution: **Texas Christian University**

Name of Journalism/Mass Communications Unit: **Department of Journalism**

Address: **2805 South University Drive, TCU Box 298060, Fort Worth, Texas 76109**

Date of Scheduled Accrediting Visit: **January 29 – February 1, 2023**

We hereby submit the following report as required by the Accrediting Council on Education in Journalism and Mass Communications for the purpose of an accreditation review.

Journalism/mass communications administrator:

Name: Dr. Uche Onyebadi

Title: Department Chair

Signature:

Administrator to whom journalism/mass communications administrator reports:

Name: Dr. Kristie Bunton.

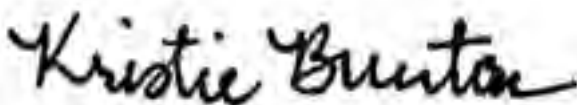Title: Dean, Bob Schieffer College of Communication.

Signature:

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Part I: General Information

The entrance of Brown-Lupton University Union is decorated for the university's 150th anniversary celebration.

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Part I: General Information

This general information section will be included in its entirety in the site team's report, and it must present the most current information available. Before the site visit, the unit should review its responses to the questions below and update them as necessary. The unit then should provide a digital copy of this updated section to team members when they arrive on campus. The updated responses will be included in the digital team report sent to the ACEJMC office.

In addition, if any significant changes not covered in this section have occurred after the original self-study report is submitted, the unit should describe and document those changes and present this new material to the team when members arrive.

Name of Institution: **Texas Christian University**

Name of Unit: **Department of Journalism**

Year of Visit: **2023**

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
_X_ 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: N/A

2. Indicate the institution's type of control; check more than one if necessary.
_X_ Private
___ Public
___ Other (specify)

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level. 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 Articles of Incorporation (Article I and II) state that the name of the corporation shall be Texas Christian University. An excerpt: "The purpose for which this corporation is formed is the support of an educational undertaking to wit: The establishment and maintenance of an institution of learning, of university rank, for education and training of students in the arts, sciences and languages, and in all branches of learning … in the State of Texas" https://repository.tcu.edu/handle/116099117/11132.

4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?
_X_ Yes
___ No

If yes, give the date of the last full accrediting visit. If there was a revisit, give the date of the last full visit and the date of the revisit.
2016 and 2018

5. When was the unit or sequences within the unit first accredited by ACEJMC?
1967

6. Mission Statement: [Re-adopted]
To educate students to think and act as responsible professionals and ethical citizens in a global community; to help students develop competencies necessary to prepare them for professional employment or advanced studies; and to develop skilled professional communicators who understand their social, legal and ethical responsibilities, and their career opportunities in a technological society.

Statement should give date of adoption and/or last revision. April 20, 2022

7. What are the type and length of terms?
Number of weeks in a semester: 16
Number of weeks in a quarter: N/A
Number of weeks in summer sessions: 4, 5, 8,10 and 12 weeks
Number of weeks in intersessions: N/A

8. Check the programs offered in journalism/mass communications:
__X_ 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:
Bachelor of Arts & Bachelor of Science – Journalism

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

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

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

Name of Sequence or Specialty	Person in Charge
Journalism – BA, BS Journalism	Dr. Uche Onyebadi

13. Number of full-time students enrolled in the institution:
12,273 (Fall 2022)

14. Number of undergraduate majors in the accredited unit, by sequence. (If the unit has pre-major students, list them as a single total). Give the semester and academic year represented. Add lines as needed.

Name of sequence or specialty	Semester	Undergraduate Major
Journalism; News & Media Studies	Fall 2018	164
Journalism; News & Media Studies	Fall 2019	147
Journalism; News & Media Studies	Fall 2020	144
Journalism; News & Media Studies	Fall 2021	129
Journalism	Fall 2022	113

News and Media Studies (NMS) degree has been phased out; only three students currently remain in the NMS degree plan in Fall 2022. The figures above are unduplicated (not double majors).

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 for the preceding term. Submit two semesters with the self-study and update the list as needed for spring 2023 visits. 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.)

Term: Fall 2022	Course/Section	Number of students
JOUR 10113	Media Writing & Editing / 010	15
JOUR 10113	Media Writing & Editing / 050	15
JOUR 10303	Intro to Visual Jour / 015	15
JOUR 10303	Intro to Visual Jour / 065	16
JOUR 30204	Reporting / 035 [with lab; JOUR 135]	14
JOUR 30204	Reporting / 045 [with lab; JOUR 145]	11
JOUR 30303	News Production / 030	16
JOUR 30563	Digital Storytelling / 030	9
JOUR 40203	Adv News Production / 070 [with lab; JOUR 170]	10
JOUR 40483	Sports Journalism / 074	14
JOUR 40970	Mobile Journalism (special topic)	17
JOUR 40983	Multi-Platform Capstone / 745	12

Term: Spring 2022	Course/Section	Number of students
JOUR 10113	Media Writing & Editing / 015	13
JOUR 10113	Media Writing & Editing / 030	14
JOUR 10303	Intro to Visual Jour / 035	9
JOUR 10303	Intro to Visual Jour / 065	11
JOUR 30204	Reporting / 035 [with lab JOUR 135]	17
JOUR 30204	Reporting / 045 [with lab JOUR 145]	15
JOUR 30233	Visual Jour Advanced / 045	8
JOUR 30303	News Production / 030	8
JOUR 30563	Digital Storytelling / 020	8
JOUR 40203	Adv News Production / 070 [with lab JOUR 170]	15
JOUR 40453	Business Journalism / 080	15
JOUR 40970	Special Topics - Podcasting / 050	9
JOUR 40983	Multi-platform Capstone / 005	20

Registration figures for SP 2023 are not available. They will be provided to the site team upon arrival.

16. Total expenditures planned by the accredited unit for the 2022–2023 academic year: $1,154,321.76

Give percentage increase or decrease in three years: Average increase of 3.85% per year
Amount expected to be spent this year on full-time faculty salaries: $912,368.00

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

Name	Academic Rank
Zamarripa, Patty	Assistant Professor of Professional Practice
Harrison, Melissa	Assistant Professor of Professional Practice
Brown, Jean Marie	Associate Professor of Professional Practice
Dastgeer, Shugofa	Assistant Professor (Tenure Track)
Loke, Jaime	Associate Professor (Tenured)
Tisdale, John	Associate Professor (Tenured)
Stewart, Daxton	Professor (Tenured)
Onyebadi, Uche	Professor (Tenured, Department Chair)

Note: A colleague in the rank of Associate Professor left the department for another university at the end of May 2022. A committee is currently searching for a replacement who is expected to join the department in Spring or Fall 2023.

18. List names of part-time/adjunct faculty teaching at least one course in fall 2022. Also list names of part-time faculty teaching spring 2022. (If your school has its accreditation visit in spring 2023, also provide the spring 2023 adjunct list in the updated information.)
N/A

19. For each of the last two academic years, please give the total number of graduates from the unit.

Academic Year	Number of Graduates
2021-2022	35
2020-2021	40

Part II: Supplementary Information

Light shines through the glass atrium of the Moudy Building complex, which houses the Bob Schieffer College of Communication.

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Part II: Supplementary Information

1. Complete and attach here in the main body of the self-study report the following tables.

Table 1. Undergraduate Journalism Students (Fall 2022)

Year	Number of Students
First Year	28
Sophomore	25
Junior	24
Senior	36
Total	113

We phased out News and Media Studies in Fall 2021 but had to teach out students already registered in it. These figures are unduplicated i.e., only students who are journalism majors are counted, not double majors.

Table 2: Full-time Faculty (Fall 2022)
Unit Administrator: Dr. Uche Onyebadi

Names and Rank	Professional experience outside teaching	Full-time teaching experience	Years on this faculty	Highest degree earned	Tenure Status [Y/N]	Credit hours taught per semester	Percentage of teaching	Percentage of service	Percentage of research
Professors									
Uche Onyebadi	6	15	6+	Ph.D.	Y	3/3	20	49	30
Daxton Stewart	20	15	15	Ph.D.	Y	9/6	50	20	30
Associate Professors									
John Tisdale	3	35	21	Ph.D.	Y	12/12	80	20	0
Jaime Loke	3	9	4	Ph.D.	Y	9/6	50	20	30
Assistant Professor									
Shugofa Dastgeer	5	4.5	4.5	Ph.D.	N	9/6	50	20	30
Professors of Professional Practice (PPP)*									
Jean Marie Brown (Associate)	25	9	9	MS	N/A	7/7	70	30	0
Patty Zamarripa (Assistant)	12	4	4	MS	N/A	12/12	80	20	0
Melissa Harrison (Assistant)	25	6	4	MS	N/A	12/12	80	20	0
Staff/Adjunct									
Jim Seeley**				MA	N/A	3/3	N/A	N/A	N/A

*PPPs teach 4 classes per semester, unless they have service obligations with course release.
** Jim Seeley is primarily a staff and Director of Journalism Technology. We do not count teaching/service/research percentages for him.

Table 3, "Part-time Faculty"
N/A

2. Describe the history of the unit in no more than 500 words.

Texas Christian University (TCU) hired J. Willard Ridings in 1927 to establish the Department of Journalism. It became the 5th journalism program in Texas. Ridings and his successors administered the program with zeal and dedication. In 1967 the department merited accreditation by the American Council on Education for Journalism (ACEJ). At the time, it was one of 60 accredited journalism schools/departments in the United States, and the first at a private university in Texas.

A hallmark of the early journalism program was the student newspaper, The Skiff. It was established in 1902 by the founding editor, Ed. S. McKinney. The Skiff debuted years before the department was established, and is still being produced by students, although as a weekly. It is now a part of the department's award-winning Student Media that produces a variety of news products under the banner, TCU 360 (https://tcu360.com/).

Photo 1 Volume 1, Issue 2 of the student-produced newspaper, The Skiff

In 2007, the department was re-named the Bob Schieffer School of Journalism and Public Relations/Advertising in honor of our alumnus (1959) and CBS ace broadcaster, Bob Schieffer. However, in 2014 the Public Relations/Advertising faculty voted to separate from the unit, changing their name to Strategic Communication. Upon this separation, TCU's administration renamed the school as the Bob Schieffer College of Communication, consisting of four departments: Journalism, Strategic Communication, Communication Studies and Film, Television & Digital Media. The new name became effective in January 2016.

The department's mission emphasizes preparing "students to produce journalism in a digital and ever-changing world." To achieve this, the department not only has modern facilities such as its broadcast studio, newsroom computers with final-cut pro and other interactive software, it also has an equipment room where students can check out cameras and other equipment for class work. In addition, the department limits students in skills classes to 15, while the conceptual classes can go up to 25 students, all taught by nine full-time professors with outstanding academic and professional credentials. The department has three staff members.

The journalism department had a major curriculum review in 2008 and 2009, resulting in about 75 percent change in courses it offered. The primary change was the creation of a BA degree in Journalism with emphasis on multimedia competency and meeting a 12-hour foreign language requirement. In October 2015, the department added a BS degree in News and Media Studies (NMS) that commenced in Fall 2016. However, in 2021 the department replaced News and Media Studies with a BS Journalism degree that was infused with more rigor, with the addition of courses such Reporting and Introduction to Visual Journalism.

Like other journalism programs in the country, the department has experienced a decline in enrollment, with 175 students (major) in 2017 down to 148 in Fall 2021. This problem is being addressed proactively in conjunction with the university's admissions office, by reaching out to high schools in the Dallas-Fort Worth area and stepping up recruitment through a Journalism High School summer camp and a newly formed Sportscaster Camp scheduled to take off in 2023.

3. Describe the environment in which the unit operates, its goals and plans, budgetary considerations, and the nature of the parent university.

The Department of Journalism is part of a four-department structure in the Bob Schieffer College of Communication. The other departments are:
- Communication Studies
- Film, Television and Digital Media
- Strategic Communication

The Bob Schieffer College of Communication is one of the nine colleges and schools at Texas Christian University (TCU) which was founded in 1873. The list of colleges and schools is as follows:
- AddRan College of Liberal Arts
- Anne Burnett Marion School of Medicine
- Bob Schieffer College of Communication
- College of Education
- College of Fine Arts
- College of Science and Engineering
- Harris College of Nursing & Health Sciences
- John V. Roach Honors College
- Neeley School of Business

Photo 2 TCU sign on the northern end of campus, with Moudy Building in the background.

Institutional and Departmental Data

The Fall 2022 institutional data show that TCU has 12,273 graduate (14%) and undergraduate (86%) full-time students, with a demographic ratio of 61 percent female and 39 percent male. In the same semester, the university generated a total of 173,106 credit hours, with students taught by a fairly balanced number of male (355) and female (344) full-time faculty. TCU's Chancellor is Dr. Victor J. Boschini, Jr., while Dr. Teresa Abi-Nader Dahlberg is the Provost and Vice Chancellor for Academic Affairs. TCU is a private university located at Fort Worth, Texas.

The Journalism Department's demography (Fall 2022) shows 81.4% female and 18.6% male students. In terms of ethnic composition, there are 65.5% white and 34.5% minority students, the latter figure being made up of members of other ethnic groups, inclusive of international students. Quite notably, 7.1% of the department's ethnic groups is composed of Black/African American. Hispanic/Latino students are 18.6% of students in the department. When compared to TCU's ethnicity demography figure, it is remarkable that the department's Black/African

American student population of 7.1% is more than that of the university's entire body (4.9%). TCU's Hispanic/Latino ethnic population is 16.6%. compared to the department's 18.6%.

In terms of faculty composition, the department currently has eight professors of multi-ethnic backgrounds: two Black/African Americans, one Asian American, one Latina, three Whites and one international of Afghan origin. Looking at the gender factor, the department currently has five female and three male professors. These figures compare more positively against what they were in 2016 (Spring), with seven (White) full-time male and two female (one Black/African American and one Latina) professors. The department has two tenured full professors, two tenured Associate professors, one tenure-track assistant professor, one Associate Professor of professional practice and two assistant professors of professional practice. We are currently conducting a search to replace a female (Latina) tenured Associate Professor who joined another university at the end of Spring 2022.

Photo 3 Journalism faculty and staff 2022.

Goals and Plans

Students have always been and will remain the central focus in our goals and plans. Our curriculum goals, which are encapsulated in what we call The Schieffer Seven, align with ACEJMC's "Professional Values and Competencies" recommended for journalism and mass communication programs. It is mandatory for each professor to incorporate The Schieffer Seven (reproduced below) in the syllabus for each course and dutifully explain them to students at the beginning of each semester.

The Schieffer Seven

Every student should strive to understand, internalize and abide by the "Schieffer Seven" philosophy that underscores journalism training in TCU. They are:

1. **Writing and editing:** Students will learn to write clearly for diverse audiences across appropriate multimedia platforms, to apply the conventions of the language, to edit, and to critically evaluate their work and that of others.
2. **The tools of mass communications – statistics, research and technology:** Students will apply the tools of effective communication practice: research and the evaluation of research, the use of numerical and statistical concepts, and the technology skills used to communicate effectively in their professional area.
3. **Free media:** Students will understand and value the principles and laws that underlie a free media system, including their historical antecedents.

4. **Diversity:** Students will value diversity in a global society and its impact on information-gathering and adapting messages to an ethnically and culturally heterogeneous audience.
5. **Critical and creative thinking:** Students will apply critical, creative, and independent thinking to their professional projects.
6. **Theory:** Students will understand concepts and apply theories in the use and presentation of images and information.
7. **Ethical standards:** Students will understand professional ethical standards and their relationships to critical professional choices.

We address, evaluate, and continue to refine our curriculum to be in sync with developments in the media industry and to prepare our students for graduate education. In this regard we use one of our special funds (Journalism Innovation Fund) each year to invite professionals in the industry to share ideas with our students on innovations in the profession. In April 2019 for instance, we invited The Washington Post's Jayne Orenstein, to hold a workshop on Drone Journalism for our students *(pictured at right)*. We also use another fund (Sandusky Fund) to localize and have our students do projects on issues of international concern, thereby creating global awareness on such issues among them. In 2021, we used the same fund to assist our students work on and publish a series on Hunger in America (https://tcu360.com/2021/01/25/hunger-in-america-part-1/). In 2018, we partnered with the Center for Strategic and International Studies (CSIS) and our students produced a report on Digital Warfare: Russia's Attacks on Democracy (https://tcu360.com/2018/09/28/digital-warfare-russias-attacks-on-democracy/).

Photo 4 Students take part in a drone workshop with Jayne Orenstein.

We continuously strive to respond to contemporary trends and changes in journalism practice by revamping our degree program in response to such changes. For instance, as far back as 2008/2009, we revised our BA in Journalism to focus more on multi-media and foreign language competencies. We have since introduced courses such as Visual Journalism at the introductory and advanced levels as well as Digital Storytelling to bolster competencies in multi-media journalism. In 2021, we introduced a new and mandatory Multi-Platform Capstone class for seniors, the central idea being for them to bring together their competencies and experiences in skills and conceptual courses taken in our department to produce a portfolio project we call their "Signature Learning Activity" which they could use to seek employment or in their application for graduate education. In other words, we challenge each student to come up with an idea for his or her project, while the professor's role is to guide the student from conceptualization to actualizing the project. The introduction of this course is in fulfilment of the trajectory of our program, as stated in our 2018 self-study for reaccreditation.

A related goal is to increase enrollment in the department. Our effort in this regard was unfortunately halted in Spring 2020 when the COVID-19 pandemic disrupted activities nationwide. We have resolved to step up recruitment activities in these areas:

- Working with TCU admissions office to further reach prospective students in underserved areas in our immediate Dallas-Fort Worth area, Texas and beyond.
- Consolidating our presence at the Texas High School Journalism Teachers' workshop and the national College Media Association.
- Consolidating mutually beneficial relationships with High Schools with journalism groups/activities and inviting their teachers and students to visit our department and tour teaching facilities, such as our broadcast studio.
- Giving more publicity to our successful annual summer journalism camp for High School students.
- Successfully launching our new High School Sportscaster Camp in partnership with Pat Doney of NBC Channel 5's Weekend Sports in our Dallas-Fort Worth area.
- Constantly updating and strengthening our website (https://schieffercollege.tcu.edu/journalism/) and providing more publicity for our flagship news website (https://tcu360.com/), as well as using popular social media outlets such as Facebook and Twitter to publicize our program.
- Seeking more engagement with AEJMC through sponsorship of some of its activities. We were co-sponsors of AEJMC's Mid-Winter Conference at Oklahoma University in 2021 and 2022.

Budgetary Matters

The department has budgetary allocations that come from the Bob Schieffer College of Communication. The allocation for 2022-2023 fiscal year (June 2022–May 2023) is $1,154,321.76, accounting for an annual average increase of 3.85% in the FY20, F21 and FY23 years. The department solely manages its budget. In 2017, the second floor of the Moudy building where the department is located was remodeled. This included the installation of a modern broadcast unit for our weekly broadcast news and students' training. In 2019, the department obtained a capital expenditure budget of $147,148.76 from the university administration, and added $6,388.50 from its coffers, to purchase new video and photographic equipment to fulfill teaching obligations to our students.

The determinants of the department's budgetary expenditure include:
- Supporting faculty travel to conferences and workshops for paper presentations at AEJMC, International Communication Association (ICA), International Association for Media and Communication Research (IAMCR) etc., as well as for committee obligations at these conferences. In the 2021/2022 year, for instance, each faculty had a non-carry-over travel support of $3,000, inclusive of flight, accommodation, and food expenses.
- Paying for students' trips to cover sports activities involving TCU teams and athletes, to be published in our TCU 360 news portal.
- Paying for students' initial membership and registration to organizations such as the campus wings of the National Association of Black Journalists (NABJ) and National Association of Hispanic Journalists (NAHJ).
- Purchase of books and related materials for faculty to enhance the quality of their teaching.
- Subscriptions and renewals such as the News Ticker in the newsroom and the Cantemo portal for media management and data base/storage.

The Department also has, and manages, endowment funds that are restricted by donors' wishes. They include (a) Milner Journalism Awards for deserving students who report for TCU 360 news (b) Matthews Journalism Endowment for exposing students to innovations in the

industry and (c) Sandusky Globalization fund to help students develop global awareness and competency, especially through localizing issues of international importance.

Our budgetary process allows the department to carry over unused funds under certain parameters, such as the funds being used for equipment purchase.
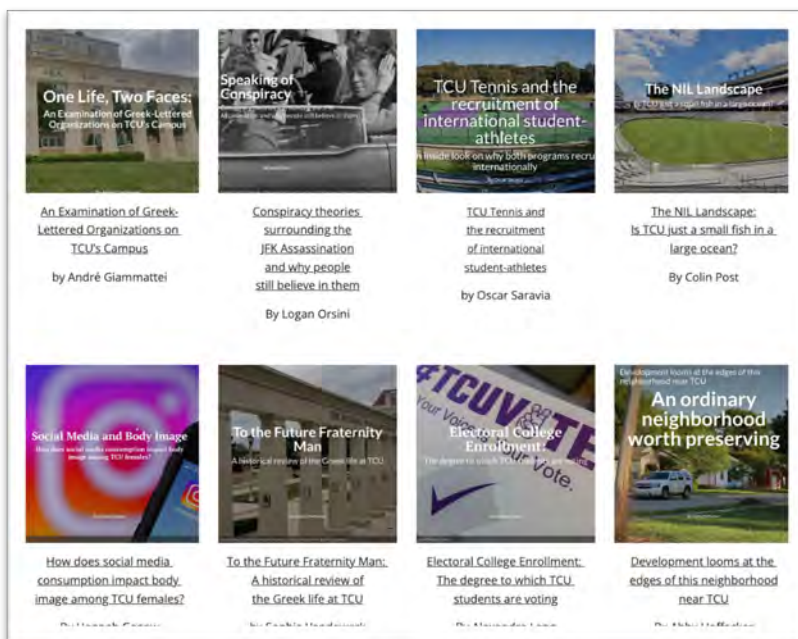

Photo 5 A sampling of spring 2022 Multi-Platform Capstone projects.

4. Describe any recent major changes in the mission, goals, or programs and activities of the unit.

The department largely remained on steady course since the last accreditation revisit in 2018 until the disruption of academic activities when the COVID-19 pandemic struck in 2020. In compliance with the university administration's safety measures, the department had to restructure its mode of course delivery to students. The new method was either the fully online delivery system or a hybrid. Professors were offered a choice and had to undergo rigorous training and certification on those course delivery systems. The training included the use of technology to assist in effectively teaching our students who had to join classes online from their homes.

A program (curriculum) change occurred in 2016 when the faculty voted to introduce the News and Media Studies degree partly to attract students who may not wish to be mainstream reporters. However, the faculty reassessed the degree program and voted again in 2021 to replace it with a more rigorous BS degree, that included News Production Reporting and Introduction to Visual Journalism. The latter, in addition to Advanced Visual Journalism had earlier been introduced but were limited to the BA degree.

For more program clarity, the department now has one journalism program that leads to the following degrees: (a) Bachelor of Arts (for students who take at least four semesters of a foreign language; (b) Bachelor of Science (for students who plan to be media relations officers especially in corporate settings).

As earlier mentioned, during the re-visit by the ACEJMC site-team in 2018, our new self-study presented for reaccreditation indicated that the department would implement a new capstone class for seniors that will require each of them to do an independent final project. The project would require the use of their conceptual and skills competencies acquired in the department for their projects. The premiere Multi-Platform Capstone class (JOUR 40983) was taught in Fall 2021.

In summer 2023, the department will run a Sportscaster Camp for high school students in partnership with Pat Doney, a weekend sports reporter with NBC5 in the Dallas-Fort Worth area. Part of the decision to go into this joint project is to use it as a tool for student recruitment.

5. If the unit was previously accredited, summarize each deficiency noted in the most recent accreditation report that the site team said should be addressed (Part 3 of site team report), followed by a response to each, explaining actions taken to address the problems and the results. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s), the reasons cited, and how these problems have been addressed.

Our Journalism Department was first accredited in 1967, the first program to be so accredited at a private university in Texas. It has consistently earned reaccreditation. However, the site team that visited the department on January 31 to February 3, 2016, found the department not in compliance on Standards 3 (Diversity) and 9 (Assessment), noted a few other areas that needed strengthening and recommended provisional accreditation. With the arrival of a new Chair in Fall 2016, the department rigorously addressed the deficiencies such that when the site revisit team returned in January 2018, it recommended "reaccreditation without reservation." In a letter of May 8, 2018, signed by ACEJMC President Peter Bhatia and addressed to Dr. Victor J. Boschini Jr., Chancellor of Texas Christian University, the Council acknowledged that it met on April 27-28 in Chicago and its members "voted 22-0 that the undergraduate program in the Department of Journalism at Texas Christian University receive reaccreditation." All deficiencies had been adequately and satisfactorily addressed. The site-team's letter is attached in the Appendix, Supplementary Information, marked Digital File 1 – ACEJMC site revisit team's letter – January 2018. The ACEJMC president's letter is also attached, marked, Digital File 2, ACEJMC President's Letter of Reaccreditation.

6. Describe the process used to conduct the self-study, including the roles of faculty members, students and others. Describe the strengths and weaknesses of the program discovered during the self-study process, and describe any changes undertaken or planned as a result.

The department resolved to commence work on the self-study at our faculty and staff meeting on Jan. 19, 2022, given its centrality in the site-team's visit for accreditation. Consequently, each faculty member volunteered to work on specific standard(s). However, upon the suggestion of Dr. Onyebadi, the department chair, a position of "Lead" faculty was created to lead the work on each standard. This was in recognition of the fact that relatively new faculty members may not have the institutional/self-study experience for leadership in preparing each standard. Faculty members and their roles, as well staff in the department/college who participated in the process, are listed in the table below.

Sections	Faculty
Part I: General Information	Uche Onyebadi
Part II: Standards	
Mission, Governance and Administration	Uche Onyebadi
Curriculum and Instruction	John Tisdale*, Jean Marie Brown
Assessment of Learning Outcomes	Jean Marie Brown*, Uche Onyebadi, Shugofa Dastgeer and Patty Zamarripa
Diversity and Inclusiveness	Melita Garza**, Shugofa Dastgeer and Jaime Loke
Faculty	Daxton "Chip" Stewart* and Shugofa Dastgeer
Student Services	Jaime Loke* and Patty Zamarripa
Resources	Uche Onyebadi* and Jim Seeley***
Professional and Public Service	Uche Onyebadi* and Melissa Harrison
Others	Holly Rusak*** and MaryBeth Houston****

* Lead faculty – the senior faculty who led the preparation of the standard.
 ** Melita Garza led the DEI standard before she left for another university at the end of Spring 2022. Uche Onyebadi replaced her.
*** Jim Seeley is member of staff and Director of Technology in the department.
*** Holly Rusak is the college's Director of Digital Media and serves as the adviser for The Skiff newspaper. She designed the self-study.
**** MaryBeth Houston is the department's administrative assistant. She helped with setting up meetings and similar administrative support for the self-study.

Program Strengths and Weaknesses

Our program strengths and weaknesses are not necessarily "discoveries" made during this self-study process. They are issues that intermittently come up at our meetings where faculty are free to express their opinions and views on matters that are worth celebrating or those that need to be addressed to enhance the quality of our service to students and faculty and staff members' professional development.

Key areas of celebration

Name and Location

The department is in the Bob Schieffer College of Communication building, the legend being a 1959 graduate of our program, a retired CBS news anchor, TCU Honorary Trustee and one of the best-known American journalists with ethical credentials that are worthy of emulation. His spouse, Patricia Penrose Schieffer, is a TCU Emerita Trustee. The couple continues to support the journalism program and indeed they provided the seed gift used to build a high-definition studio in 2009. The department is located in the Dallas-Fort Worth area, the #5 media market in the U.S., according the 2022 Nielsen report. This enables us to draw media professionals in the area to visit our classrooms and hold workshops for students, as well as offer internship and employment opportunities to our students.

Photo 6 The Spring 2022 Student Media staff and advisors.

Student Media

Our Student Media newsroom is a key attraction in our department and college. It is supervised by a Director (Prof. Jean Marie Brown) with over 25 years of industry experience in various parts of the U.S. Students gain practical experience in various media platforms, from podcasting to broadcast and newspaper production, as well as sales. All media products are published on our flagship news portal, TCU 360 (https://tcu360.com/). They are produced by students under faculty supervision.

Students

The Journalism Department has quality students who not only excel in classrooms, but have won awards and embarked on remarkable projects such as our partnership with the Center for Strategic and International Studies (CSIS) which enabled them to produce a 2019 report on Digital Warfare: Russia's Attacks on Democracy (https://tcu360.com/2018/09/28/digital-warfare-russias-attacks-on-democracy/). They continue to win awards in various categories at the National Hearst competitions e.g., two of our students Katherine Lester (9th) and Camilla Price (19th) were among the top 20 students nationwide in the Hearst Explanatory Writing Competition in 2022. In the 2022 annual awards of the Texas Association of Managing Editors competition, five of our students won the 1st, 2nd or 3rd prizes in the Feature Writing, Specialty Reporting, Infographic, Star Online Package and Sportswriter of the Year categories.

In summer 2022, J.D. Pells, our student and former Editor-in-Chief of TCU 360, traveled to Ghana in West Africa to do a story, "The Impact of Mining Ghanaian Gold," which focused on the environmental and adverse economic impact of the illegal mining in Ghana. He did so under our partnership with the Washington D.C. Pulitzer Center on Crisis Reporting. The department facilitated the registration of the campus branches of the National Association of Black Journalists (NABJ) and the National Association of Hispanic Journalists (NAHJ) and paid the initial members fees of students who joined the associations.

Photo 7 Alum J.D. Pells presents his work on Ghanaian gold mining.

Curriculum, Teaching & Facilities

Our department teaches a balance between skills and conceptual courses designed to appropriately equip our students to be journalism or media professionals or seek graduate education. These culminate in our students in their senior year doing a capstone independent final project (JOUR 40983) that combines their skills and conceptual competencies to produce what we call their Signature Learning Activity (SLA), a portfolio they can present as part of their package in seeking employment or application for graduate level education. Our tenured and tenure-track faculty typically teach a 3-2 load, in recognition of their research expectations. Professors of Professional Practice teach a 4-4 load. Classes are limited to 15 students for skills courses and 25 students for conceptual courses. Overall, our curriculum is periodically reviewed and designed to respond to developments in the profession and strengthen students' knowledge as they leave our program. This is the rationale for the capstone course as well as other courses such as Introduction to Visual Journalism and its Advanced form. Our curriculum is supported by state-of-the-art facilities such as our Newtek-Tricaster Production System and a $1.5 million studio to produce broadcast programs that go on our TCU 360 news portal. The production system was acquired in 2017 for about $100,000, with news cameras and related equipment purchased and updated in 2019 with a TCU capital expenditure of $148,000 and $6,400 from our department's carry-over funds. Our newsroom also has a News Ticker to keep students abreast of current news, and the Cantemo portal/database for the management of students-generated news and classroom packages. Our students are not required to purchase personal cameras, laptops loaded with final-cut pro and other creative software (for classroom and newsroom work), and sundry equipment (tripods, microphones, etc.) for their assignments. They check out equipment and return it upon completion of their assignments. In addition to classroom-based study, our students are encouraged to go on a semester-long Washington D.C. program in fall where they take courses (6-9 credit hours) that are credited to their academic degree plans. Our extracurricular programs include an annual journalism innovation workshop, the Pulitzer activity mentioned above, the Sandusky program through which students are made aware of issues of global concern which are mainly localized and addressed in students' projects.

Schieffer Summer Camp

Our department hosts a two-week High School summer camp where "young aspiring journalists learn to create news stories across multiple media platforms," working in our all-digital newsroom that includes our $1.5 million High-Density broadcast studio. It serves as a recruitment tool for the program.

Funding

The department's budget for the current 2022-2023 fiscal year is $1,154,321.76, with an average annual increase of 3.85% from the FY20 year. The department manages its allocated funds. In addition to this fund, the department also has three prominent endowments: (a) The Jay Milner Fund, established in 2011 to recognize and reward outstanding student journalists; (b) The Matthews Family Endowment, established in 2015 to enhance the quality of teaching by introducing students to innovations in the industry and give them a competitive edge among their peers; The Sandusky Globalization Fund, established in 2017 to help students develop awareness and competency on global issues. Overall, the department is fairly well funded.

Faculty and DEI

The department is currently made up of 8 faculty (inclusive of chair) and 3 staff members. One faculty member left for another university at the end of Spring (2022). Unlike its former demographic structure of seven males and two females; one African American and one Hispanic American, and seven White faculty in early 2016, the department is now made up of three male and five female faculty members. On racial make-up, the department is made up of two African Americans, one Asian American, one Hispanic American, three White and one international of Afghan origin. The department is currently conducting a search to replace the female professor who left in Spring. Beyond race and gender, the department has a mandatory Diversity and the Media course and a commitment to diversity and inclusion in pedagogy incorporated in each course syllabus for students (Article 4 of the Department's Schieffer 7 codes). Information from our institutional research office shows that the department's minority student population of 37.2% (inclusive of international students) is much higher than the figure of 5.2% for the entire

Photo 8 Journalism faculty as of Fall 2022.

TCU. The six (counting the professor who left this Spring) tenured and tenure-track professors in the department equally engage in serious academic peer-reviewed journal publications and presentations, while holding professional positions at conferences and providing service to the

wider academic community. Between Fall 2020 and Fall 2022, faculty members in the department produced four book chapters, 17 peer-reviewed journal articles, wrote two book and other reviews, made 36 presentations at regional and national conferences, and published volumes one and two of a book, in addition to book revisions.

Key Areas of Challenges

Enrollment: As noted in our 2018 self-study (p. 21), "Our numbers are down." They continue to be down, from 175 majors in Fall 2018 to 148 in Fall 2021. Nonetheless, we estimate that we have the capacity to go up to 190-200 students in the department. Our ability to boost our numbers has been hampered by the general downward trend in registration for journalism programs across the nation. This phenomenon was compounded by the COVID-19 pandemic, which curtailed our efforts to use strategic in-person activities such as school visits to increase our student population. Our plans to increase our numbers include more proactive work with our admissions office to:

- Consider increasing the percentage of qualified students who apply to register for our program. In Fall 2021, TCU on average admitted 53.6% of all qualified applicants, such admissions being based on a variety of factors including space availability across campus. Our admission figure is below this average. We believe we have space to teach up to teach 200.
- Increase our in-person visits to high schools in our area and/or invite students and teachers in journalism/mass communication groups in such schools to visit our department.
- Visit more high schools in our Dallas-Fort Worth area as well as increase our presence at national high school conferences.
- Increase our presence on appropriate forms of social media channels such as Facebook often visited by prospective students
- Provide more publicity for our Schieffer summer school for High School students that serves as a recruitment tool for our program, in addition to seeking more innovative ways to engage with high school students, such as our newly planned Sportscaster camp due to take off in summer 2023.

Faculty

Our limited number of faculty (eight at the present, inclusive of the chair) in turn limits the number of classes we can offer. We shall continue to ask for opportunities to hire two more members of faculty to increase what is on offer in our department, or at least hire two adjuncts to teach more courses, especially those related to sports. The current expectation that hiring more faculty is directly dependent on the number of students in our program is like a revolving door that will not improve our situation.

7. Provide the web links to undergraduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements.

Journalism undergraduate catalog and others:
- Journalism Website
  https://schieffercollege.tcu.edu/journalism/
- Journalism, BA
  https://tcu.smartcatalogiq.com/en/current/Undergraduate-Catalog/Bob-Schieffer-College-of-Communication/Department-of-Journalism/Journalism-B-A
- Journalism, BS
  https://tcu.smartcatalogiq.com/en/current/Undergraduate-Catalog/Bob-Schieffer-College-of-Communication/Department-of-Journalism/Journalism-BS
- Journalism Minor
  https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Bob-Schieffer-College-of-Communication/Department-of-Journalism/Journalism-Minor
- Bob Schieffer College of Communication in Washington
  https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Bob-Schieffer-College-of-Communication/Department-of-Journalism/Journalism-Internships
- Student Media
  https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Bob-Schieffer-College-of-Communication/Department-of-Journalism/Student-Media

Part II, Standard 1: Mission, Governance and Administration

Purple lights illuminate the fountain outside The Harrison, which houses all university-wide administration.

Part II, Standard 1: Mission, Governance and Administration

Executive Summary

The Department of Journalism is one of the four academic units in the Bob Schieffer College of Communication, Texas Christian University (TCU). The Chair of the Department, Dr. Uche Onyebadi, directly reports to Dr. Kristie Bunton, dean of the college. The department has two main committees – Advisory and Curriculum – whose members serve specified terms and are eligible to continue their service, given the limited number of faculty in the department (9). There are other ad hoc committees that address specific issues such as organizing the annual journalism innovation workshop. The department is served by three members of staff, and has a mission statement and a governance and procedures handbook with provisions that are largely based on the provisions of the Bob Schieffer Handbook and TCU Faculty and Staff Handbook, unless in areas that are specific and unique to the department. The dean selects the chair from suitably qualified candidates/faculty in the department in consultation with members of faculty or constitutes an external search committee for the same purpose. The dean also does an annual evaluation of the chair with feedback from members of faculty. The department has facilities for students' learning, the most prominent being a fully equipped newsroom where students produce news and ancillary outcomes that are published in the department's flagship news portal, TCU 360 (https://tcu360.com/).
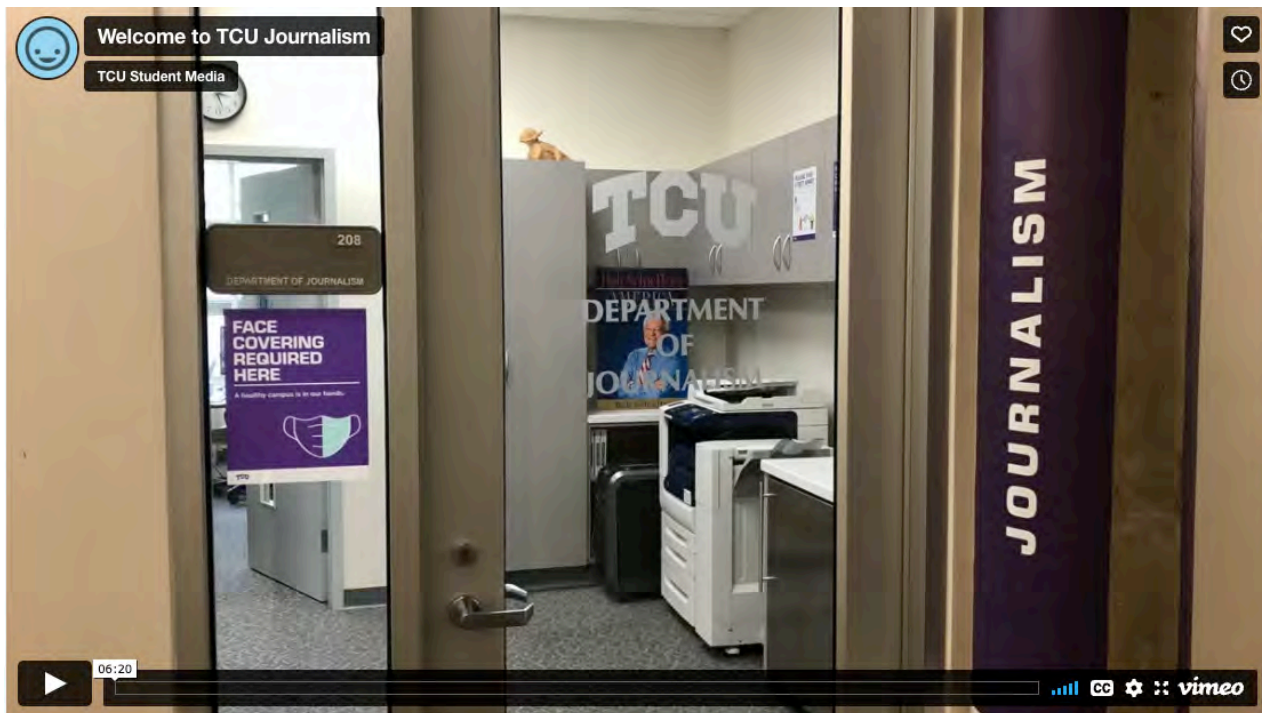
Welcome to TCU Journalism

Please click the image above to watch our Welcome to TCU Journalism video or visit https://vimeo.com/757368164/0c332e2085.

Respond to each of the following instructions. (Boldface type on questions/directives. Use regular type on responses.)

1. Provide the web link to the unit's mission statement.
https://schieffercollege.tcu.edu/journalism/about/overview/

2. Describe the administrative structure of the unit, including to whom the unit administrator reports within the university. Include names and titles. The information should extend from the lowest level of administrative responsibility within the unit to the institution's chief executive officer.

The Department of Journalism is one of the four units in the Bob Schieffer College of Communication. It is led by Dr. Uche Onyebadi, who reports directly to the Dean of the College, Dr. Kristie Bunton. The chair also belongs to the Dean's Council that meets every other week during the regular Spring and Fall semesters. The Council is made up of the following:
- Dean
- All four Department Chairs (Communication Studies; Film, Television and Digital Media; Journalism; Strategic Communication)
- Associate Dean of Undergraduate Studies
- Associate Dean for Graduate Studies and Administration

In addition to the associate deans, the dean's office also has the following officials
- Marketing and Communication Coordinator
- Coordinator of Degree Certification
- Director of Development
- Director of Digital Media
- Assistant to the Dean
- three Academic Advisors

The academic hierarchy structure from the Chancellor of the University down to the department chair consists of the following:
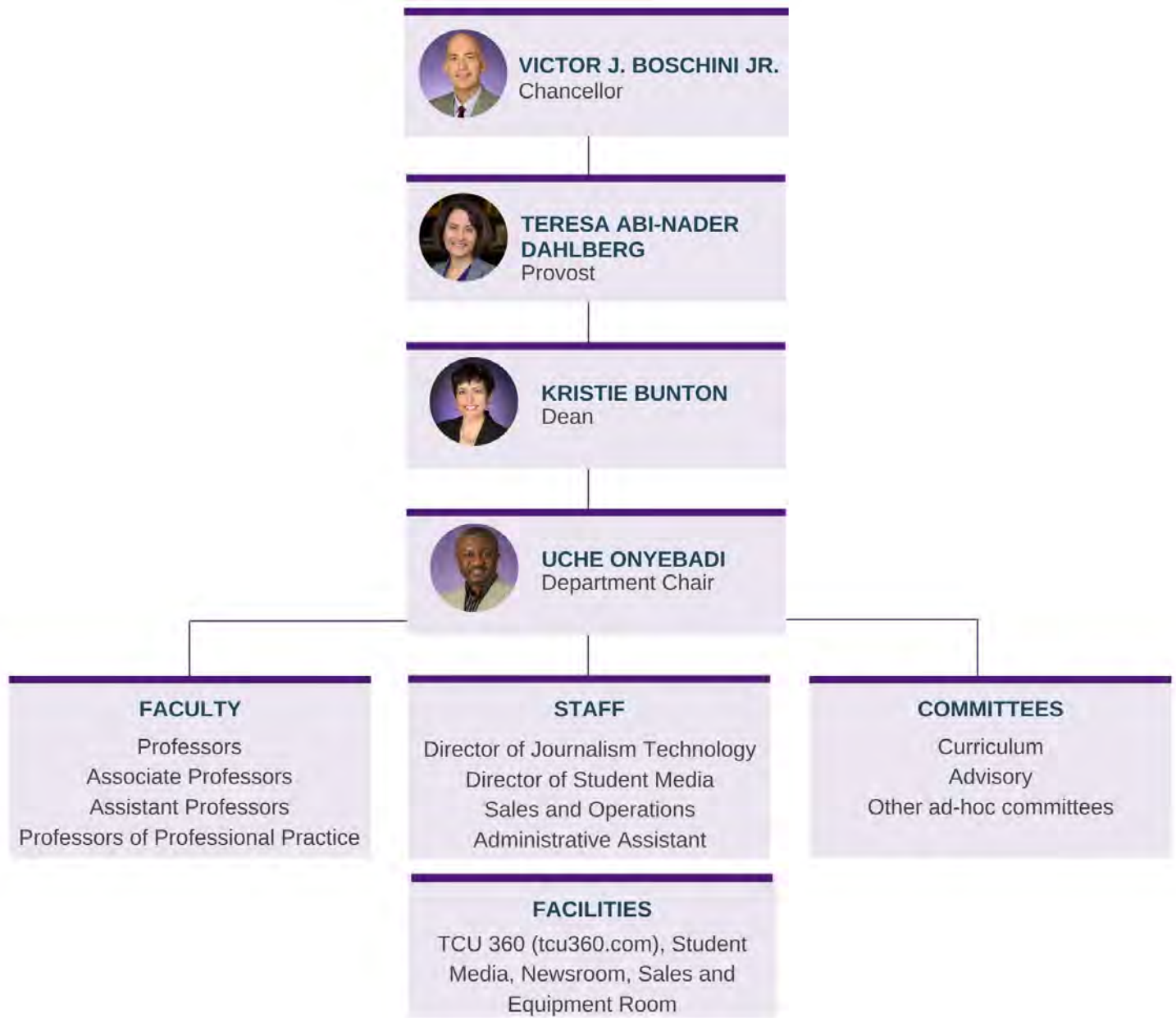1. Chancellor Dr. Victor Boschini Jr.
2. Provost and Vice Chancellor for Academic Affairs Dr. Teresa Abi-Nader Dahlberg
3. Dean, Bob Schieffer College of Communication Dr. Kristie Bunton
4. Chair, Department of Journalism Dr. Uche Onyebadi

The department has a Director of Student Media (Prof. Jean Marie Brown), Director of Student Media Sales and Operations (Ms. Leah Griffin), Director of Journalism Technology (Mr. Jim Seeley) and an Administrative Assistant (Ms. MaryBeth Houston). The department's current faculty structure is as follows: (a) Three Professors of Professional Practice (one associate and two assistant professors); (b) Four tenured professors (two full and two associate professors) and one assistant professor on tenure-track. The dean technically belongs to the department because it is her academic home. From time to time, she teaches a media ethics course in the department.

The department has two standing committees: (a) Curriculum committee; (b) Advisory committee. Members serve specific terms of office. The department also has ad-hoc committees that deal with specific issues such as recruitment and Washington program or leading the charge for implementing the journalism innovation activity for students in each semester. Members of the department also serve in the following committees at the college

level: Advisory, Curriculum, Diversity and Inclusion, Research and Professional Development, and Executive committees. Below is an organizational chart of the administrative structure described above.

VICTOR J. BOSCHINI JR.
Chancellor

TERESA ABI-NADER DAHLBERG
Provost

KRISTIE BUNTON
Dean

UCHE ONYEBADI
Department Chair

FACULTY
Professors
Associate Professors
Assistant Professors
Professors of Professional Practice

STAFF
Director of Journalism Technology
Director of Student Media
Sales and Operations
Administrative Assistant

COMMITTEES
Curriculum
Advisory
Other ad-hoc committees

FACILITIES
TCU 360 (tcu360.com), Student Media, Newsroom, Sales and Equipment Room

3. Describe the unit's process for strategic or long-range planning. Provide the web link to the unit's written strategic or long-range plan. This plan should give the date of adoption/revision and any timeline for achieving stated goals. Discuss how the plan provides vision and direction for the unit's future and how it is has encouraged and contributed to quality and innovation in the unit. Describe who has responsibility for updating the plan and the process for monitoring its effectiveness in driving progress.

The department recognizes the importance of strategic planning and has been meaningfully engaged in this process since it received its first accreditation in 1967. Overall, the department adopts a wholistic all-faculty-and-staff approach in discussing and mapping out its strategic plan, the ultimate objective being how to better serve our students for their future professional practice in the ever-changing media landscape or for graduate education. A strategic plan is key to ensuring our program keeps in step with the ever-changing media ecosystem. When the new department chair arrived in Fall 2016, he initiated discussions to revisit the department's 2012 strategic plan. With the impending ACEJMC site team revisit scheduled for Spring 2018 to address areas of non-compliance that resulted in the department being provisionally reaccredited in Spring 2016, work on the reimagined strategic plan did not commence until Fall 2018. Titled "Putting our Department on a Stronger Foundation post 2018," the faculty and staff retreat/workshop that was held on August 14-15, 2018, examined key areas in programs including: increase in enrollment; student feedback, curriculum changes and adjustments; administration; faculty and staff professional development; and how to publicize our program in the immediate Dallas-Fort Worth area and beyond. The meeting was preceded by a pre-retreat survey of faculty on the salient pillars of the new strategic plan. The chair was charged with monitoring the implementation of the plan and reconvening faculty and staff to evaluate its progress and determine when and how to update it. Unfortunately, the onset of COVID-19 disrupted our plan to do the interim evaluation in 2020. This will now take place in Fall 2023. "Journalism Overview" has details about the strategic plan at https://schieffercollege.tcu.edu/journalism/about/strategic-plan/.

4. Provide the web link to where the unit publishes its most recent retention and graduation data.

Please see "Graduation and Retention Rates" under "About Journalism" on the right sidebar of the Overview page at https://schieffercollege.tcu.edu/journalism/about/overview/ or at this direct link to the PDF https://schieffercollege.tcu.edu/journalism/wp-content/uploads/sites/5/2022/10/ACEJMC-Journalism-Retention-and-Graduation-rates-2022.pdf.

5. Describe the unit's policies and procedures for faculty governance. Provide in a digital format or make available in the site team workroom a print copy of faculty policy manuals, handbooks or other documents specifying policies, procedures, and the roles of faculty and students in governance and in development of educational policy and curriculum. (Note passages and pages specific to the directive.)

Our unit's policies for governance are documented in TCU Journalism Department: Governance & Procedures Handbook. Discussions on this handbook began late in 2020, and the document was finally adopted at a Faculty and Staff meeting on April 20, 2022. The handbook addresses issues relevant to the department and adopts general issues from the Bob Schieffer College of Communication Handbook (2022–2023) as well as from the TCU Faculty and Staff Handbook. Such general issues are inclusive of appointments and dismissal,

tenure and promotions, appeals, academic matters, workload policies etc. The TCU undergraduate catalog outlines issues of governance, policies, and procedures etc. for students.

The links to all documents can be found at:
- TCU Faulty and Staff Handbook: https://www.tcu.edu/files/Faculty-Staff-Handbook.pdf
- Bob Schieffer College of Communication Handbook: http://schieffercollege.tcu.edu/wp-content/uploads/2022/06/BSCOC-Handbook-2022-2023.pdf
- TCU Students catalog (2022-2023): http://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies
- TCU Students code of conduct (2022-2023): https://deanofstudents.tcu.edu/wp-content/uploads/2022/08/FINAL-2022-2023-TCU-Student-Code-of-Conduct-1.pdf
- TCU Journalism Department Governance and Procedures Handbook: https://schieffercollege.tcu.edu/journalism/wp-content/uploads/sites/5/2022/10/TCU-Journalism-Department-Governance-and-Procedures-Document.pdf

6. How often did the faculty meet during the most recent academic year?

The Department's faculty meeting takes place once a month in the course of each semester. We held seven meetings in the 2021–2022 academic year and five times so far, this academic year (2022–2023).

7. List faculty committees and chairs. List ad hoc committees in operation at the time of the self-study.

Committees and Membership:
- Curriculum Committee: Dr. John Tisdale (Chair), Dr. Shugofa Dastgeer and Prof. Jean Marie Brown
- Advisory Committee: Dr. Daxton Stewart (Chair), Dr. Melita Garza (left in summer, 2022; to be replaced) and Dr. Jaime Loke

Ad-hoc committees:
- Pulitzer Partnership: Dr. Shugofa Dastgeer, Prof. Patty Zamarripa, and Dr. Uche Onyebadi
- Washington Program: Prof. Melissa Harrison (coordinator) and Dr. Uche Onyebadi
- Sandusky Fund: Prof. Jean Marie Brown (coordinator)
- Journalism Innovation: Prof. Patty Zamarripa (coordinator)

8. Describe the faculty's contributions to the administration and governance of the university.

Faculty members in our department have over the years provided service to the university administration and governance. Their activities since 2015 are listed below:
- Dr. Uche Onyebadi, member of search committee for Dean of Undergraduate Admission (2017); member, TCU Quality Enhancement Plan (QEP) Leadership Team (2021–present).
- Dr. Shugofa Dastgeer, member TCU Faculty Senate (2018–2019); member, University Intercollegiate Athletics Committee (Fall 2019).

- Dr. Melita Garza (at another university since the end of Spring 2022), member, dean search committee for Bob Schieffer College of Communication (2015).
- Dr. Daxton Stewart, member TCU Faculty Senate (2020–2021) and in-coming Chair of TCU Faculty Senate (Fall 2023); member university Promotion and Tenure Poliices Committee (2021–present).
- Prof. Patty Zamarripa, member of the current search committee for dean of library.
- Prof. Jean Marie Brown, founding member of the TCU Race and Reconciliation Initiative (2020–present).

9. Describe the process for selecting, appointing and evaluating unit administrators.

The process of selecting, appointing and evaluating unit administrators – deans and department chairs – is expressed in the TCU Faculty and Staff Handbook, with each college having its specific process in the appointment and performance evaluation of the department chairs.

Dean: The Dean of the College is appointed by the university's provost. The provost sets up a university-wide committee to conduct a national search to fill the position of dean and makes the final decision on the candidate to offer the position. Once appointed, a dean serves at the pleasure of the provost. The provost evaluates each dean annually. The Bob Schieffer College of Communication Handbook (2022-2023) also mandates the Executive Council in the college to conduct an annual review of the dean's performance, mainly through a survey of faculty members in the college. The chairperson of the committee, upon consultation with other members of the committee, articulates and summarizes the outcome of the survey, including open-ended feedback, in a letter to the dean. A copy of the letter is also sent to the provost. The link to the Bob Schiffer College of Communication Handbook is: https://schieffercollege. tcu.edu/resources/faculty/faculty-committees/.

Department Chair: The Chair of the Journalism Department is either selected and appointed by the Dean from tenured and eligible faculty in consultation with faculty in the department, or through an external search with the approval of the provost. The chair should be of the academic rank of associate or full professor. Once appointed for an initial 3-year term, the chair serves at the pleasure of the dean who makes the chair's reappointment in consultation with faculty in the department. The dean is responsible for making an annual evaluation of the chair, also with feedback from faculty in the department. This feedback is usually obtained through a survey of faculty in the department initiated by the dean early in the spring semester.

10. Describe the unit's process for timely and equitable resolution of complaints and concerns expressed by faculty, staff or students.

TCU has detailed and step-by-step appeals process designed to handle the subject of appeal in a timely and equitable manner and in fairness to the concerned parties. In relation to grades, for instance, a student is obliged to first appeal to the concerned professor in writing. If an amicable decision is not reached between them, the student may then appeal in writing to the chair of the department who will accept or deny the appeal and communicate the decision in writing to the student. In the event that the appeal involves the chair of the department, the appeal will be heard by the department's Advisory Committee. If unsatisfied with the department chair's decision, the student can appeal to the academic dean. In the case of our college, this appeal will be handled by the Associate Dean for Undergraduate Studies who will

share the matter with the dean. If the student is still not satisfied with the dean's decision communicated to him or her in writing, the student may proceed to lodge the appeal with the university's Academic Appeals Committee for a final decision on the matter. This process can be found in the students' catalog (https://tcu.smartcatalogiq.com/en/current/Graduate-Catalog/Academic-Conduct/Grade-Appeals/Formal-Grade-Appeal).

In the case of faculty appeals, the TCU Faculty and Staff Handbook also has a detailed process for remedies. The handbook states inter alia that: "This Faculty Appeal Policy (FAP) applies exclusively to faculty for whom a promotional track exists, who in a nonadversarial forum wish to appeal reappointment, promotion and/or tenure denial decisions. Appeal processes for the dismissal of a tenured faculty member are found in Section IV of the Tenure Policy in the Handbook for Faculty and Staff. All other types of appeals are to be 48 addressed by the Conflict Resolution Policy for Faculty in the Handbook for Faculty & Staff. Disputes that may occur during the tenure probation period, for example, those that relate to the annual review, are also handled through the Conflict Resolution Policy for Faculty" (https://provost.tcu.edu/faculty-resources/academic-affairs-administrative-handbook/).
Basically, the appeals process begins at the department level, moves to the college level, proceeds to the university level (Faculty Appeal Hearing Committee), which then makes a recommendation to the provost for final decision.

Part II, Standard 2
Curriculum and Instruction

Assistant Professor Shugofa Dastgeer
teaches in Moudy South classroom.

TCU

BOB SCHIEFFER
COLLEGE *of* COMMUNICATION

Journalism

Part II, Standard 2: Curriculum and Instruction

Make the following documents available in a digital format and in the workroom during the visit: a complete set of syllabi for all courses offered by the unit at the time of the site visit, the immediate past regular term, and the immediate past summer and special session (including interim terms and courses offered by correspondence, online or distance education).

Please see Appendix for Standard 2, Digital Folder 1 – Course Syllabi Summer and Fall 2022

Executive summary

Curriculum and Instruction are the bedrock of our effort to get students ready for professional life or graduate education. In this standard, we summarize TCU's core courses as well as those in our department. In addition, we demonstrate how our core courses, through our Schieffer Seven program objectives, align with ACEJMC's professional values and competencies. We show how we interact with industry professionals, especially our alumni, and infuse industry standards into our curriculum. We also describe our internships for course credit and what students must accomplish to earn such credits.

1. Use the following format to provide an outline of the curriculum required for the major and for each of the unit's specializations. Add lines for courses and categories as needed. (Please see example provided separately with this template.)

Number of hours/units required	
For graduation	124
For major degree (B.A.)	33
For major degree (B.S.)	39

Core Courses for All Students in Program		
JOUR 10113	Media Writing and Editing	3 hours
JOUR 10203	Introduction to Journalism	3 hours
JOUR 20003	Diversity & Media	3 hours
JOUR 10303	Introduction to Visual Journalism	3 hours
JOUR 30204	Reporting Lecture & Lab	4 hours
JOUR 40523	Law & Ethics/Mass Comm	3 hours
JOUR 40983	Multi-platform Capstone	3 hours

Broadcast Certificate (6 hours – two from this list)		
JOUR 30303	News Production	3 hours
JOUR 40203	Advanced News Production	3 hours
JOUR 40553	Issues in News	3 hours

Elective course: Upper Division Skills (taken after reporting 30204)		
JOUR 40203	Advanced News Production	3 hours
JOUR 40453	Business Journalism	3 hours
JOUR 40463	Public Affairs Reporting	3 hours
JOUR 40643	Long-Form Journalism	3 hours
JOUR 40820	Washington Internship	6 hours

Elective courses that must be taken within the program (All majors must complete a seminar)		
JOUR 30853	Historical Development of Mass Media	3 hours
JOUR 40443	Issues in Coverage of Business and the Economy	3 hours
JOUR 40493	Opinion and Commentary	3 hours
JOUR 40553	Issues in News	3 hours
JOUR 40563	Media Management	6 hours
JOUR 40573	Contemporary Issues in Sports Journalism	3 hours
JOUR 40613	Media Ethics	3 hours
JOUR 40813	Media in Washington	6 hours
JOUR 40993	Mass Media and Society	3 hours

BA IN JOURNALISM

2022 – 2023 GUIDE
39 HOURS

- Plan to complete the journalism core during your first year. These are foundational classes for the major.
- Take JOUR 10113 and 10203 together during your first semester.
- The major takes a minimum of five semesters to complete.
- The BA requires proven competency of the fourth semester of college-level foreign language (equal to 12 hours)
- A minor is required.
- An optional certificate in broadcast journalism may be earned by completing two of the following:
  JOUR 30303 News Production, JOUR 40203 Advanced News Production, JOUR 40553 Issues in News

Start with core classes

JOUR 10113
Media Writing and Editing

JOUR 10203
Introduction to Journalism

JOUR 10303
Introduction to Visual Journalism

JOUR 20003
Diversity and the Media

These core courses must be passed with at least a 'C' before continuing.

JOUR 30204
Reporting

Upper-level Reporting (choose one)
JOUR 40203 Advanced News Production
JOUR 40453 Business Journalism
JOUR 40463 Public Affairs Reporting
JOUR 40483 Sports Journalism
JOUR 40643 Longform Journalism
JOUR 40820 Washington Internship

Senior-level Courses

JOUR 40523
Law & Ethics of Mass Communication

JOUR 40983
Multi-platform Capstone

Seminar Courses (Choose one)

JOUR 30853	Historical Development of Mass Media
JOUR 40443	Issues in Coverage of Business and the Economy
JOUR 40553	Issues in News
JOUR 40563	Media Management
JOUR 40573	Contemporary Issues in Sports Journalism
JOUR 40613	Media Ethics
JOUR 40813	Media in Washington
JOUR 40993	Mass Media in Society

Plus FIVE hours of journalism electives. See back for more information.

TCU BOB SCHIEFFER
COLLEGE of COMMUNICATION
Journalism

JOURNALISM ELECTIVES

**2022 – 2023 GUIDE
BA IN JOURNALISM**

The BA in Journalism requires a total of five hours of journalism electives. A journalism elective is any course that is not a required course as stated in the catalog. Seminar and upper-level reporting courses can also satisfy the elective requirement once those categories have already been satisfied (e.g. JOUR 40553 Issues in News will count as an elective if JOUR 40613 Media Ethics has already been taken and counted towards the seminar requirement).

JOUR 10103	Media Literacy
JOUR 20453	Interactive Communication Design
JOUR 30233	Advanced Visual Journalism
JOUR 30303	News Production
JOUR 30343	Copyediting
JOUR 30563	Digital Storytelling
JOUR 30853	Historical Development of Mass Media
JOUR 30990	International Residential Study (TCU Study Abroad)
JOUR 40153	Global Communication in Context
JOUR 40443	Issues in Coverage of Business and the Economy
JOUR 40450	Internship
JOUR 40553	Issues in News
JOUR 40573	Contemporary Issues in Sports Journalism
JOUR 40613	Media Ethics
JOUR 40823	Washington Center Portfolio (Schieffer School in Washington program)
JOUR 40970	Special Topics
JOUR 40993	Mass Media and Society
JOUR 48933	Schieffer Associates

Not all electives are offered every semester. Some electives (Study Abroad and the Washington program) are considered special programs and require approved applications before enrollment. For information about enrolling in an internship, please contact the Journalism department at journalism@tcu.edu.
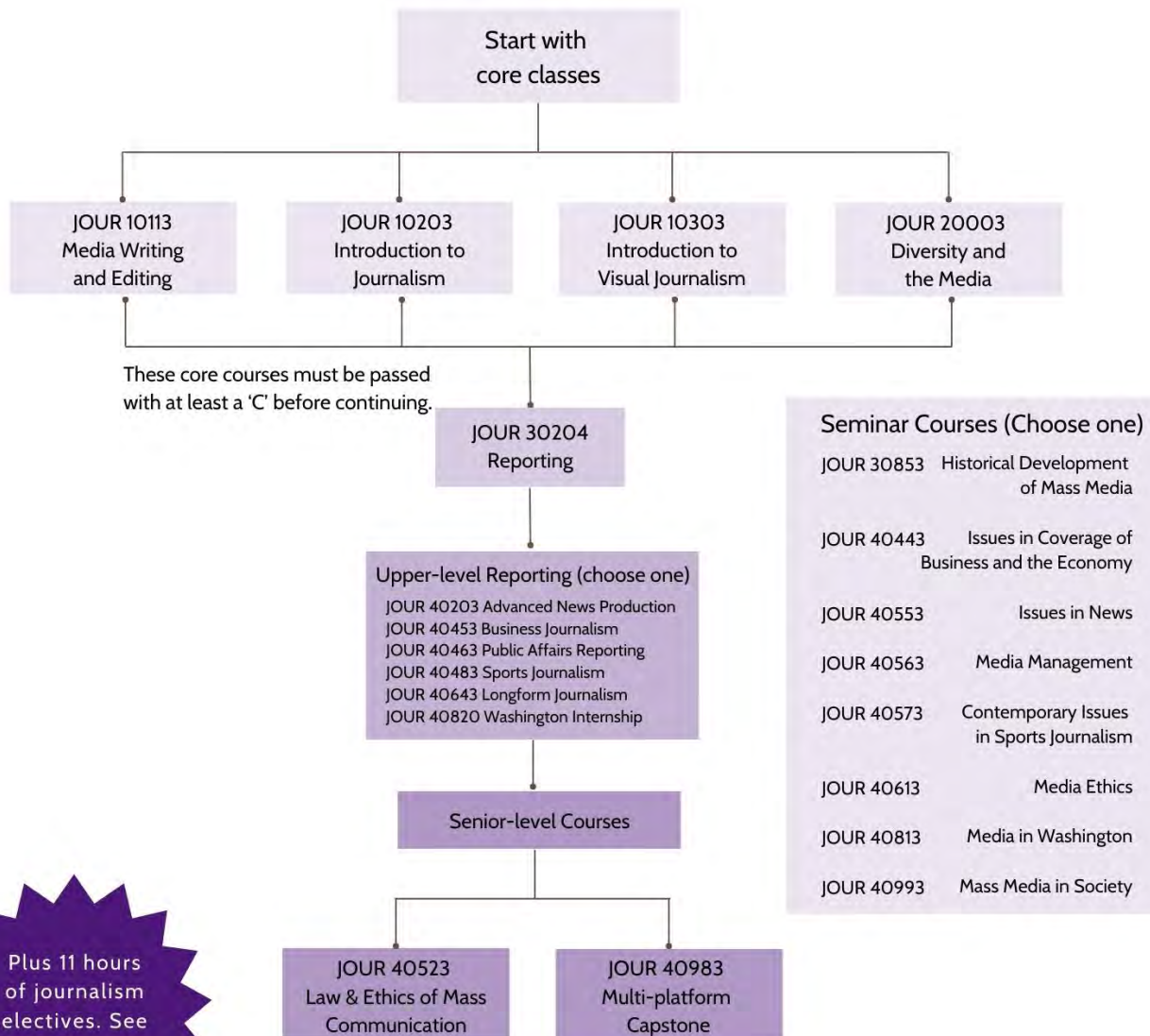
TCU BOB SCHIEFFER COLLEGE of COMMUNICATION
Journalism

BS IN JOURNALISM

2022 – 2023 GUIDE
39 HOURS

- Plan to complete the journalism core during your first year. These are foundational classes for the major.
- Take JOUR 10113 and 10203 together during your first semester.
- The major takes a minimum of five semesters to complete.
- A minor is required.
- An optional certificate in broadcast journalism may be earned by completing two of the following: JOUR 30303 News Production, JOUR 40203 Advanced News Production, JOUR 40553 Issues in News

Start with core classes

JOUR 10113 Media Writing and Editing

JOUR 10203 Introduction to Journalism

JOUR 10303 Introduction to Visual Journalism

JOUR 20003 Diversity and the Media

These core courses must be passed with at least a 'C' before continuing.

JOUR 30204 Reporting

Upper-level Reporting (choose one)
JOUR 40203 Advanced News Production
JOUR 40453 Business Journalism
JOUR 40463 Public Affairs Reporting
JOUR 40483 Sports Journalism
JOUR 40643 Longform Journalism
JOUR 40820 Washington Internship

Senior-level Courses

JOUR 40523 Law & Ethics of Mass Communication

JOUR 40983 Multi-platform Capstone

Seminar Courses (Choose one)

JOUR 30853	Historical Development of Mass Media
JOUR 40443	Issues in Coverage of Business and the Economy
JOUR 40553	Issues in News
JOUR 40563	Media Management
JOUR 40573	Contemporary Issues in Sports Journalism
JOUR 40613	Media Ethics
JOUR 40813	Media in Washington
JOUR 40993	Mass Media in Society

Plus 11 hours of journalism electives. See back for more information.

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JOURNALISM ELECTIVES

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The BS in Journalism requires a total of 11 hours of journalism electives. A journalism elective is any course that is not a required course as stated in the catalog. Seminar and upper-level reporting courses can also satisfy the elective requirement once those categories have already been satisfied (e.g. JOUR 40553 Issues in News will count as an elective if JOUR 40613 Media Ethics has already been taken and counted towards the seminar requirement).

JOUR 10103	Media Literacy
JOUR 20453	Interactive Communication Design
JOUR 30233	Advanced Visual Journalism
JOUR 30303	News Production
JOUR 30343	Copyediting
JOUR 30563	Digital Storytelling
JOUR 30853	Historical Development of Mass Media
JOUR 30990	International Residential Study (TCU Study Abroad)
JOUR 40153	Global Communication in Context
JOUR 40443	Issues in Coverage of Business and the Economy
JOUR 40450	Internship
JOUR 40553	Issues in News
JOUR 40573	Contemporary Issues in Sports Journalism
JOUR 40613	Media Ethics
JOUR 40823	Washington Center Portfolio (Schieffer School in Washington program)
JOUR 40970	Special Topics
JOUR 40993	Mass Media and Society
JOUR 48933	Schieffer Associates

Not all electives are offered every semester. Some electives (Study Abroad and the Washington program) are considered special programs and require approved applications before enrollment. For information about enrolling in an internship, please contact the Journalism department at journalism@tcu.edu.

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2. Explain how students in the unit complete academic requirements for the baccalaureate degree that meet the liberal arts and sciences general education requirements of the institution. How is your unit meeting the spirit of a liberal arts and sciences education? Identify classes within the unit that contribute to a liberal arts and social sciences perspective for graduates from the unit. If a minor is required, include these details.

All students must meet the requirements of TCU's Core Curriculum. This is meant to provide students with the framework for liberal arts education. TCU's Core Curriculum has three parts shown in the table below, with students expected to take a course in fulfilment of each column.

Human Experience and Endeavors	Heritage, Mission, Vision and Values	Essential Competencies
Humanities (HUM) Social Science (SSC) Fine Arts (FAR) Natural Science (NSC)	Religious Traditions (RT) Historical Traditions (HT) Literary Traditions (LT) Cultural Awareness (CA) Global Awareness (GA) Citizenship & Social Values (CVS)	Mathematical Reasoning (MTH) Oral Communication (OCO) Writing Communication (WCO) Writing Emphasis (WEM)

Some of our journalism courses directly contribute to TCU Core Curriculum. Our Introduction to Journalism (JOUR 10203) and Media & Society (JOUR 10203) meet the core requirements for cultural awareness. All upper division writing classes fulfill the writing emphasis Core requirement. We are exploring how other courses, such as Diversity and the Media (JOUR 20003) and Historical Development of Mass Media (JOUR 30853) can contribute to the core.

The journalism department also welcomes students to minor in our program. Such students will complete 22 hours of journalism core courses (each for 3-hour credit with the exception of Reporting with 4 credit hours):
- Media Writing and Editing (JOUR 10113)
- Introduction to Journalism (JOUR 10203)
- Introduction to Visual Journalism (JOUR 10303)
- Diversity and the Media (JOUR 20003)
- Reporting (JOUR 30204)
- Law and Ethics of Mass Communication (JOUR 40523)

They also need to complete one upper-level reporting (3-credit hour) course from this list: News Production (JOUR 30303), Business Journalism (JOUR 40453), Public Affairs Reporting (JOUR 40463), Specialized Reporting (JOUR 40473), Sports Journalism (JOUR 40483), Opinion and Commentary (JOUR 40493), Long-Form Journalism (JOUR 40643)

3. Explain how the unit provides a balance among theoretical/conceptual courses and professional skills courses.

The six core journalism courses are evenly split between conceptual courses (Introduction to Journalism, Diversity and the Media, and Law and Ethics of Mass Communication) and professional skills courses (Media Writing and Editing, Introduction to Visual Journalism and Reporting). All six courses are offered every semester. The skills courses are meant to build

on one another, with Reporting (30204) being the bridge between the upper and lower division skills courses. Students must earn a C or better to continue to the next course. It is important to note that the philosophy behind our Multi-platform Capstone (Jour 40983) is to have senior/graduating students combine their skills and conceptual competencies in accomplishing their mandatory and independent project we call their Signature Learning Activity (SLA).

4. Describe how the core and required courses instruct majors in ACEJMC's 10 professional values and competencies.

See https://schieffercollege.tcu.edu/journalism/academics/areas-of-study/.

As articulated in our Assessment Plan, we have carefully aligned our 7-point *Schieffer Seven* program objectives with the broader ACEJMC's 10 professional values and competencies. More specifically, the alignment shows the relationship between our core and required courses and ACEJMC's competencies as follows:

TCU Journalism Schieffer Seven	ACEJMC's Professional Values and Competencies
1. **Media Writing & Editing:** Students will learn to write clearly for diverse audiences across appropriate multimedia platforms, to apply the conventions of the language, to edit, and to critically evaluate their work and that of others.	Value #5: Writing correctly, clearly and in the appropriate style.
2. **The tools of mass communication—statistics, research and technology:** Students will apply the tools of effective communication practice: research and the evaluation of research, the use of numerical and statistical concepts, and the technology skills used to communicate effectively in their professional area.	Values #4, #8 and 10: Using basic numerical and statistical concepts and appropriate technology for image communication and news presentation.
3. **Free media:** Students will understand and value the principles and laws that underlie a free media system, including their historical antecedents.	Value #1: Understanding and application of laws of freedom of speech and the press.
4. **Diversity:** Students will value diversity in a global society and its impact on information-gathering and adapting messages to an ethnically and culturally heterogeneous audience.	Values #2, #3 and #6: Understanding of history, DEI/Fault Lines and being culturally sensitive in communication and the media context.
5. **Critical and creative thinking:** Students will apply critical, creative, and independent thinking to their professional projects	Values #7 and #9: Critical thinking and methodological evaluation of work for accuracy, fairness, clarity etc.
6. **Theory:** Students will understand concepts and apply theories in the use and presentation of images and information.	Value #4: The presentation of images and information effectively.
7. **Ethical standards:** Students will understand professional ethical standards and their relationships to critical professional choices.	Values #6 and #9: Understanding of ethical principles and the pursuit of truth, accuracy, fairness, diversity etc.

5. Explain how instruction, whether on-site, online, synchronous or asynchronous, responds to professional expectations of current digital, technological and multimedia competencies.

All professors in our department remain in touch with alumni who are media professionals and who share their ideas on industry changes. In particular, our professors of professional practice who were directly recruited from the industry continue to have strong ties to professional organizations and colleagues. All faculty are encouraged to adapt assignments and course work to respond to the changing dynamics of the field and introduce student to software, equipment and practices they will likely find in professional settings. Our Director of Journalism Technology, Jim Seeley, is always available to assist faculty use technology and related facilities in their course work. In addition, Holly Rusak, Director of Digital Media in our college, is always on hand to also assist faculty with digital technology in pedagogy. Our faculty work with students on software — including the Adobe suite, Final Cut Pro, DataWrapper, Shorthand and WordPress. Student work is assessed by industry professionals, often alumni, annually and feedback is reviewed not only by students but faculty as well. We also have a course (Digital Storytelling, JOUR 30563) dedicated to infusing digital technology in storytelling and class work. It essentially "introduces students to a multifaceted approach to online reporting and story production" and in line with current professional and industry expectations. An indirect measure of our students' work in this regard can be found in the stories on our news and features portal (https://tcu360.com/). Every academic year, we bring in an industry expert to share ideas or host a workshop with our students on current industry technology. In 2019 for instance, we partnered with the Washington Post to send one of their staff to host a drone-journalism workshop for our students. We fund and accomplish such introduction to contemporary technology in the industry through our Journalism Fund from a donor.

6. Explain how the accredited unit ensures consistency in learning objectives, workload and standards in courses with multiple sections.

Our department has courses with multiple sections that are taught by the same or different faculty. Whatever be the case, we have a standard rule that such sections should have common learning objectives that must be met through coursework, no matter which section a student takes. This is facilitated through the sharing of syllabi, lesson plans and assignments. Early in 2020, we resolved in a faculty meeting that faculty teaching such courses should meet and determine standardization and commonalities in course objectives and even course texts. Here is an example of an outcome of such process of ensuring common objectives and texts: Two sections of our Diversity and the Media course are taught by two different faculty (Fall 2022). One course syllabus (section 045) has the aims/objectives/course description as: *This course will introduce you to basic concepts of diversity in relation to the media and media content. The focus of the course will be on what diversity means in different contexts, how it can impact media and media content and the audience perception, and why it is important to us journalists*. The other course syllabus (section 060) says: *This course is about how to be a journalist in a diverse society and where you will learn the concepts and techniques of identifying inclusivity. Also, to identify how cultural and social privilege can influence the media. Also, we will study the various assumptions about the difficulties in reaching diverse audiences. Finally, we will apply the standards and ethics of journalism.*

For instance, while each professor has the choice of textbooks and other course materials, the courses taught in different sections and by different professors such as Diversity and the Media, use the same basic/main course textbook, *Cross-Cultural Journalism and Strategic*

Communication: Storytelling and Diversity (2nd Edition), edited by María E. Len-Ríos (Editor) and Earnest L. Perry (ISBN: 978-113859522). Their grading scales are the same, as do other courses in the department. The overall objective is to maintain consistency in course content for students taking the course.

Photo 9 The Koehler Center Faculty Lab.

Every faculty in our department has undergone some training organized by our TCU Koehler Center that assists professors with issues and tools of pedagogy, especially in the area of designing course objectives and ways to enhance and achieve student learning objectives (SLOs).

7. Explain how the unit connects faculty and administrators to the professions they represent, and the understanding of the skills needed to be successful in the workplace.

While all faculty are expected to be able to step in and teach any of our course offerings, faculty are typically assigned course work that reflects their experience within the field of journalism. We make such allocations in Spring for courses due the next academic year i.e., Fall/Spring, to give faculty ample time to prepare for their teaching. In making course allocations, the chair ensures that faculty assigned to teach a course has expertise in that subject. For example, the professor and staff-faculty who teach Introduction to Visual Journalism (10303) have backgrounds in visual journalism practice, specifically broadcast or photography. The instructor who teaches Reporting (30204) has over 25 years of extensive newsroom background in both reporting and editing. In the same vein, the instructor who teaches Law & Ethics of Mass Communication (40523) has degrees in jurisprudence and journalism, conducts extensive research in this area and has authored books on this subject. Additionally, the professors of

professional practice maintain strong ties to their respective industries and often discuss assignments and course materials with professionals.

8. Describe the methods used to select sites for internships for credit in the major; to supervise internship and work experience programs; to evaluate and grade students' performance in these programs; and to award credit for internships or work experiences. In a separate digital file, provide the unit's internship policy, questionnaires and other instruments used to monitor and evaluate internships and work experiences. Provide examples of recent internship sites.

Unit's Internship Evaluation Form (Digital File 1), Internship Log In Hours (Digital File 2) and Internship Agreement Form (Digital File 3) are in Appendix – Standard 2

As a rule, the department does not secure internships for students. Instead they are highly encouraged to seek them out. Internships are coordinated by the department's office and students seeking to earn internship credit must get approval from the department chair. Students can earn one hour of credit for every 75 hours they work, with a maximum of three hours per semester. They can earn a maximum of six hours of academic credit through internship. All internships must have duties and skills that coincide with the Schieffer Seven. All employers must agree to evaluate interns using the department's assessment tool that is composed of two segments: (a) work attitude e.g., punctuality and meeting deadlines; (b) skills e.g., writing clearly and factually, and delivery across multi-platforms (see assessment tool in appendix…). Interns are evaluated midway through their internship and when it ends. Students are also required to write two reflective papers detailing their experience and what they learned. The evaluations and reflective essays are reviewed by the internship coordinator and deficiencies are discussed with the intern and feedback provided. Faculty members are also notified of the feedback from internship supervisors, for discussion and subsequent action. The intern's final grade is determined by: (a) the reflective essays; (b) confidential report by the intern's supervisor; (c) number of hours completed and signed by the supervisor at the workplace (pro-rated for appropriate credit hour i.e., 75 hours per credit hour and a maximum of three credit hours per internship); (d) sample of the work completed by the intern. The department chair or the designee manages the internship, calculates and posts the final grades on our TCU Online/Desire to Learn (D2L) system.

The table below shows how supervisors rated our interns from Fall 2016 to Spring 2022.

Semester	Enrollment	Average Supervisor Evaluation
Fall 2016	7	96.52%
Spring 2017	12	88.72%
Summer 2017	5	86.66%
Fall 2017	9	95.31%
Spring 2018	18	92.69%
Summer 2018	8	96.81%
Fall 2018	6	89.52%
Spring 2019	8	90.50%
Summer 2019	9	92.18%
Fall 2019	6	90.61%
Spring 2020	6	*

Summer 2020	1	*
Fall 2020	4	*
Spring 2021	9	93.14%
Summer 2021	8	97.46%
Fall 2021	4	78.63%
Spring 2022	6	95.92%

*Internship was suspended due to COVID-19 pandemic.

Part II, Standard 3
Assessment of Learning Outcomes

Alumni returned to the Student Media newsroom in fall 2022 to celebrate the 120th anniversary of The Skiff newspaper.

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Part II, Standard 3: Assessment of Learning Outcomes

Executive summary
The department is invested in student success and has a dynamic assessment plan to measure and ensure appropriate and adequate learning outcomes for students in its program. Our assessment plan comprises both direct and indirect measures of learning outcomes. The former consists of knowledge-based measures on four required courses in our program namely, media writing (AP stye and grammar); media law and ethics; introduction to journalism; and diversity and the media. A 100-point questionnaire (see Appendix, Standard 3, Digital File 1 – Knowledge assessment instrument – Direct measure) on these subjects is administered to incoming and graduating cohorts at the beginning of each semester, and the results are collated and analyzed, and shared with faculty for discussion and action on areas of deficiency.

Please respond to each of the following instructions

1. Provide a web link to the unit's written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.

https://schieffercollege.tcu.edu/journalism/academics/areas-of-study/

2. Provide the unit's definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.

Students' learning outcomes are outlined in our department's *Schieffer Seven*. They align with ACEJMC's 10-point professional values and competencies, and are incorporated in the assessment plan.

3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide end-of-year assessment reports. If there are multiple reports from the review period, summarize the findings and make the reports available in a separate digital file.

Our Assessment Plan stipulates the use of both direct and indirect measures to collect data to determine if students' success and learning objectives are being met, and how to strengthen our course curricula and instruction to continuously enhance students learning in preparation for professional engagement or graduate education.

DIRECT MEASURES

The direct measures of assessment are knowledge-based and measurable determinants of student knowledge. The instruments for measurement were discussed and agreed upon by members of faculty in 2018. They consist of the fundamental skills and conceptual courses in our journalism program as outlined in the Table 1 below.

Course	Evaluation/Expectation
Media Writing (JOUR 10113)	This is a measurement of students' understanding and proficiency in media writing, editing, grammar and use of the AP Style.
Law and Ethics of Mass Communication (JOUR 40523)	This evaluates students' proficiency and understanding of issues related to free media, critical and creative thinking and ethical standards in mass communication.
Introduction to Journalism (JOUR 10203)	This measures students' understanding of the history of free media and theory, writing, in addition to contemporary journalism practices and the impact of new media and communication technology on modern journalism.
Diversity and the Media (JOUR 20003)	This is a measure of students' understanding of Fault Line issues of race, class, gender, age, geography, and equality and inclusive excellence in the context of media and diversity in the U.S. and beyond
Multi-Platform Capstone: Signature Learning Activity for Graduating Seniors (JOUR 49083)	This assessment measures students' ability to combine multimedia journalistic skills and conceptual competencies to produce a significant journalistic project or product.

A total of 100 questions are used in this direct measure, distributed as follows:

|	
Media Writing (AP style and grammar)	64 questions
Law and Ethics of Mass Communication	12 questions
Introduction to Journalism	12 questions
Diversity and the Media	12 questions

Administration and Evaluation

The knowledge-based direct measures are administered to incoming cohorts (first-year students) and the cohorts of graduating seniors. The standardized questions are administered in a Google Doc to the respective groups of students no later than the second week of class in each semester, with the measure being the difference between students' knowledge on the above measures when coming into and leaving our program. The students are duly informed that the measures in the questionnaire will not impact their GPA or be used to grade their course work. Names will not be required on the questionnaires. A benchmark of 70 percent was set by faculty members for each measure as an indication that graduating cohorts have satisfactory student learning outcome (SLO).

The journalism department office oversees digitally administering the questionnaire and storing the data in the same format. The department chair and members of the curriculum committee will initially examine and analyze the data collected, and then share the same and the analysis with the rest of the faculty at a department meeting in Spring. The findings will then serve as

the basis for action on areas that require more attention for student success. We have consistently administered this questionnaire since Fall of 2017. The results are shown below.

Figure 1:
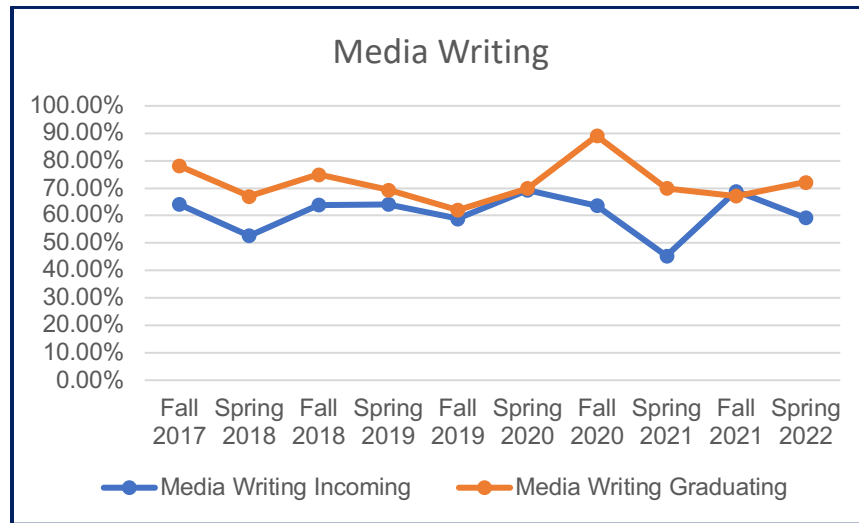
Media Writing (Figure 1) reveals that on average the graduating students met the 70 percent benchmark, the highest single point being in 2020 with about 90 percent. It is noteworthy that a few incoming students may have had some media writing experience in their high schools, hence the 70 percent score on media writing in Fall 2021.

Figure 2:
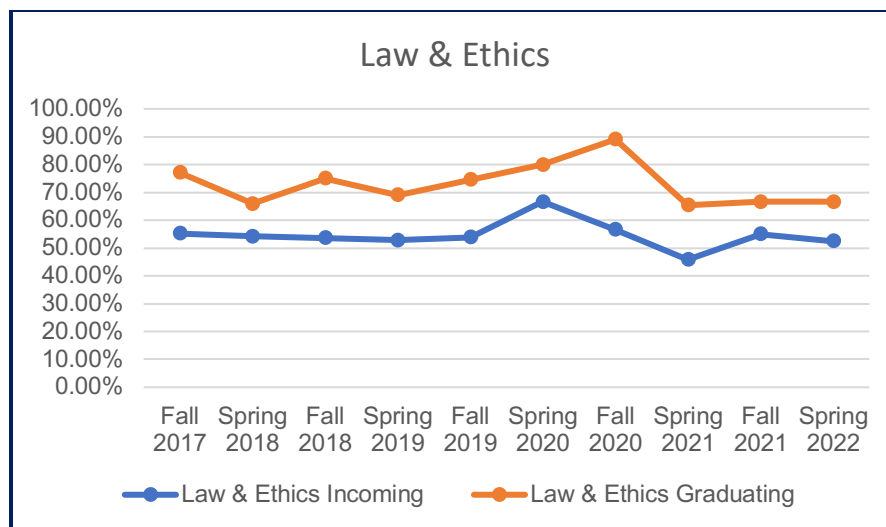
Figure 2 above shows that our graduating students on average also met the 70 percent threshold on media law and ethics of mass communication. The year 2020 had the highest score of over 90 percent.

Figure 3:

Introduction to Journalism
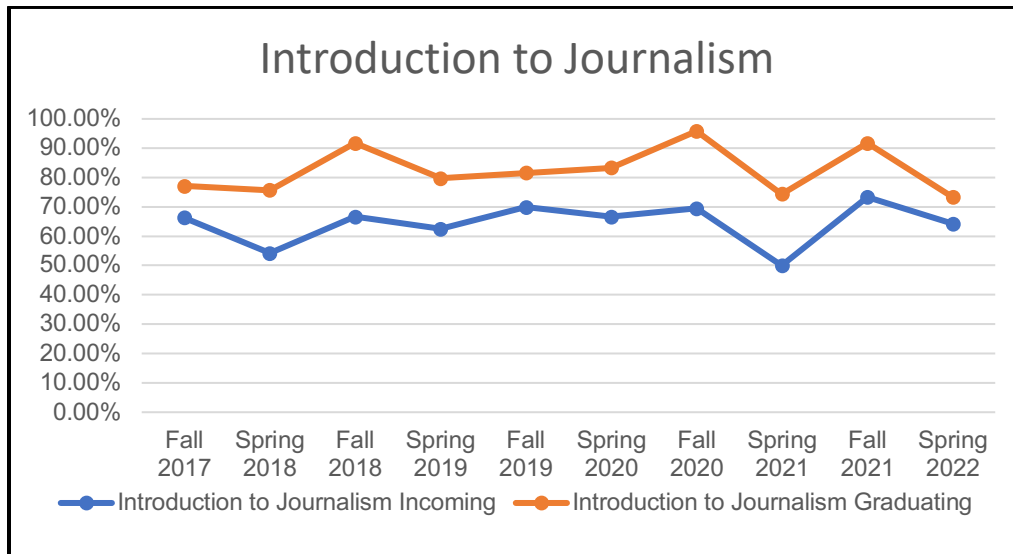
From Figure 3 above, our exiting students on average met the benchmark of 70 percent on Introduction to Journalism. The highest point was in Fall 2020 with the highest single figure of over 90 percent.

Figure 4:

Diversity & the Media
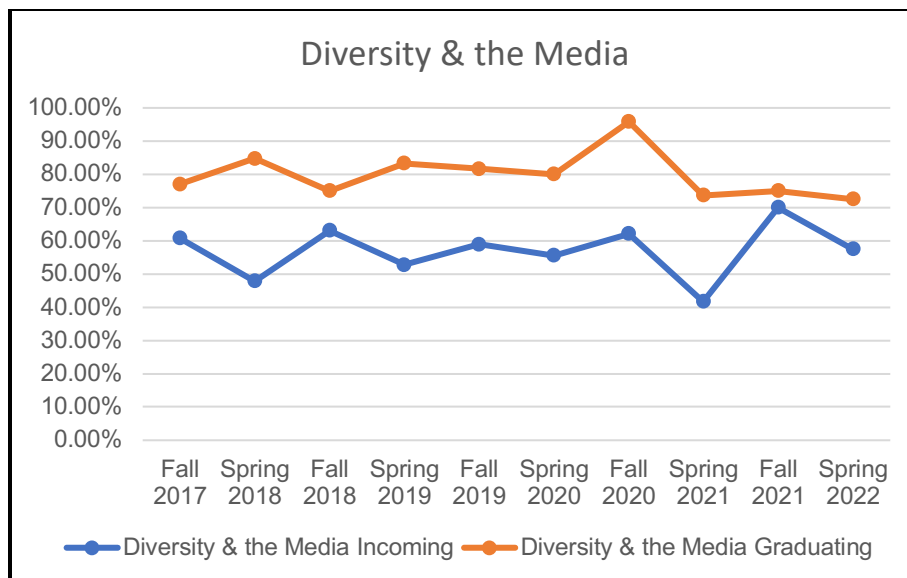
From Figure 4 above it is clear that the graduating students met and exceeded the average of 70 percent benchmark we set. It also shows highest single figure of almost 100% understanding of issues of diversity and the media in Fall 2020.

The Multi-Platform Capstone Course [Signature Learning Activity]

Prior to 2018, the department had multiple capstone classes. Each upper-level course (Honors Research, Newscast, Television Sportscast, Business Journalism, Public Affairs Reporting, Long Form Journalism and Washington Internship) had specific capstone assignments. Students who took more than one of the classes had to complete a capstone in each of them. There was no specific requirement regarding the year a student would complete the capstone, neither did we have a standardized template for the assignment. In consideration of the direct measure, ensuring that students adequately understood what a capstone class meant, and to prevent the completion of multiple capstone assignments that were course-based, the department reexamined the situation and agreed on just one capstone class with the following proviso: (a) students will only complete one capstone course; (b) students will only be eligible to register for the course in their senior year, preferably in the semester of graduation; (c) the class will be known as Multi-Platform Capstone (JOUR 40983); (d) the course will be project based, with each student doing an independent project of his or her choice and approved by the course instructor. The project (see Appendix, Standard 3, Digital File 2 – Evaluation Rubric for Capstone Course) will be known as the student's Signature Learning Activity, which is to be accomplished through the use of the skills and conceptual competencies learned by the student in the course of study in our department. In other words, the capstone class will represent a project for undergraduate students, similar to, but less intense than, similar projects completed at the Master's degree level. The first Multi-Platform Capstone class was taught in Fall 2021. Some of the students' projects were sent to our volunteering alumni in the industry for evaluation (not grading) and feedback.

Overall, the direct measures show that our students learning objectives were empirically met. Nonetheless, we plan to continue fine-tuning the measures for greater and more reliable longitudinal assurance and demonstration that our student success rate remains above the 70 percent threshold on the direct instruments of measurement.

INDIRECT MEASURES
The indirect measures of assessment consist of student achievements, internships, exit survey and other indicators of learning outcome.

Student Achievements
These include awards and programs, which compare student work to that of students in similar programs in other universities, or in some cases work done by professional journalists (see item 5 below for some of the awards). Contest requirements are reviewed to make sure that student work meets industry standards and criteria. For example, the rubric for long form assignments in Reporting (JOUR 30204) was adjusted to reflect the multimedia elements often seen and expected in extended pieces. Students are encouraged to produce both short and long videos to meet contest visual requirements. Feedback from contest judges is shared with both students and faculty.

Internship
The department does not require internships for graduation. However, internships are highly encouraged. Internships are coordinated by the department's office and students seeking to earn internship credit must get approval from the department chair. The application process includes: (a) a short essay by the student to the department chair, explaining the importance and necessity for the internship, especially how it aligns with the student's academic and future professional goals; (b) a letter from the chief executive or appropriate officer at the place of

envisaged internship confirming that the student has been offered an internship position, identifying the supervising officer for the intern; (c) a duly completed TCU Department of Journalism Internship Agreement Form signed by the chair of the journalism department and the supervising officer at the place of internship. The application process also includes a listing of job duties and skills required. All internships must have duties and skills that coincide with the Schieffer Seven. All employers must agree to evaluate interns using the department's assessment tool that is composed of two segments: (a) work attitude e.g., punctuality and meeting deadlines; (b) skills e.g., writing clearly and factually, and delivery across multi-platforms (see Appendix, Standard 3, Digital File 3, Internship Evaluation Form). Interns are evaluated midway through their internship and when it ends. Students are also required to write two reflective papers detailing their experience and what they learned. The evaluations and reflective essays are reviewed by the internship coordinator and deficiencies are discussed with the intern and feedback provided. Faculty members are also notified of the feedback from internship supervisors, for discussion and subsequent action. The intern's final grade is determined by: (a) the reflective essays; (b) confidential report by the intern's supervisor; (c) number of hours completed and signed by the supervisor at the workplace (pro-rated for appropriate credit hour i.e., 75 hours per credit hour and a maximum of three credit hours per internship) (see Appendix, Standard 3, Digital File 4, Log-in Hours); (d) sample of the work completed by the intern. The department chair or the designee manages the internship, calculates and posts the final grades on our TCU Online/Desire to Learn (D2L) system.

The department also has a semester-long Washington D.C. program in partnership with The Washington Center (https://twc.edu/). The Center organizes seminars and internships for student's course credit.

Photo 10 Associate Professor of Professional Practice Jean Marie Brown with two students in Washington, D.C.

Exit Survey for 2021-2022 Academic Year

Rating key: Good & Very Good = GVG; Agree & Strongly Agree = ASA; Satisfied & Very Satisfied = SVS.
Number of responses: Fall 2021 (5); Spring 2022 (16)

Factor	Rating	Fall 2021 (%)	Spring 2022 (%)
Overall assessment of required course in understanding the role and responsibilities of journalists	GVG	100	88
Exposure to key principles, ethics and journalism practice	ASA	100	100
Understanding and application of freedom of speech and press	ASA	100	94
Understanding history of journalism and its institutions in shaping communication	ASA	100	88
Understanding of gender, race, ethnicity, sexual orientation and other forms of diversity in journalism and communication	ASA	100	88
Understanding of diversity of people and cultures in global society	ASA	100	81
Understanding and use of concepts in presentation of images and information	ASA	100	91
Understanding of ethics in pursuit of truth, accuracy, fairness and diversity	ASA	100	100
Thinking critically, creatively and independently	ASA	100	94
Conduct research and evaluate information in solutions to problems	ASA	80	100
Write accurately and clearly	ASA	100	100
Application of basic numeracy	ASA	80	94
Application of appropriate tools and technology in assignments	ASA	80	100
Curriculum exposure to new ideas and changes in journalism field	ASA	100	75
Department encourages diversity and maintenance of environment free of prejudice, harassment and abuse	ASA	100	82
Department response to student concerns, complaints and wellbeing	ASA	80	62
Satisfaction with technology, equipment and computers in department	SVS	80	75
Advising from faculty	SVS	60	51
Faculty knowledge in their subjects	GVG	100	94
Faculty communicates concepts with clarity	GVG	100	81
Faculty availability	GVG	100	82
Faculty care for student academic progress and personal wellbeing	GVG	100	94
Overall satisfaction with journalism education and experience	SVS	100	88
Department prepared me adequately to enter my chosen field	ASA	80	75
Is degree a good fit for your level of envisaged employment			100

See exit survey instrument in Appendix, Standard 3, Digital File 5 – Exit Survey of Graduating Seniors.

The exit survey data above are consistent with what we obtained in previous semesters since 2018. However, Advising remains one recurring area that requires improvement. Nonetheless, it should be noted that we now have a hybrid advising system whereby the academic advisors in the office of the dean advice first year students and sophomores, while we manage juniors and seniors. We continue to collaborate with the academic advisors to have advising better serve our students.

Other Indirect Indicators of Learning Outcome

These are projects and journalism activities that highlight how our students put into practice what they learned in our classrooms. Here are some examples:

- The department has a highly active, award-winning, and student-led **student media** (TCU360.com). Students independently produce a variety of news and feature packages, with an assigned member of faculty having a supervisory role as the Director of Student Media.
- The department has a partnership with the Washington D.C.-based **Pulitzer Center on Crisis Pulitzer Reporting**, which enables our junior/senior students travel abroad to do independent studies on issues that are not do frequently feature in the regular international news cycle. For instance, J. D. Pells, our May 2022 graduate and former Editor-in-Chief of TCU 360, traveled to Ghana in summer 2022 to do a study on the environmental and economic consequences of illegal gold mining in the country.
- Class project with **Long Form class**. We intermittently use our Long Form class to work on issues of global concern. In Spring 2023 we shall use the class to work on a project titled, *Children in times of war: A focus on Ukraine*. This project will be funded with our Sandusky Fund whose donor's main aim is to expose students to global issues through their localization.

The department also participates regularly in a university assessment of required courses, which considers how students are mastering concepts in required courses and what instructors are doing to close any loops that limit student comprehension and success.

Our analysis of the direct and indirect measures of student learning outcome resulted in the introduction of courses that will strengthen our students' proficiency in the skills required to prepare them for entry into the professional world. For instance, in Spring 2022, we introduced a semester-long podcast class, followed in Fall of the same year by a "mobile journalism" course where students use their mobile phones, pre-loaded with an enabling software, to produce broadcast-quality packages for broadcast on TCU 360. In Spring we shall introduce a "special topic" class on "network analysis" with the aim to train our students on the use of technology and software to analyze tens of thousands of information on platforms such as Twitter. We also plan a workshop and then a semester-long course on numeracy in fulfillment of our *Schieffer Seven*, and ACEJMC's emphasis, on proficiency in the use of the technology and tools communication to add more weight and clarity to reports.

4. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.

In the spring of each academic year, TCU Student Media hosts an awards program for student journalists, who enter their work in a contest judged by three media professionals. Typically, at least two of the journalists are alumni. Another area of Alumni participation in the assessment process is in the evaluation (not gradating) of the Multi-Media Capstone projects produced by our students. In Spring 2022 for instance, three of the alumni (one woman and two men working

as journalists in the Dallas-Fort Worth area) reviewed five of the projects. Here are examples of their feedback:

> On the project titled, "You, Me & CRT: Critical Race Theory's understanding & acceptance among TCU students," one of the alumni wrote, *"This project hits on a very timely issue that many Americans are debating. I really like the use of (interviewee's name withheld) in this project. If I'm being very critical, I wish her audio would have been better. I like the clear, easy to understand graphs that depict the students who took part in the polling. As a broadcast journalist, I'm always paying close attention to the visuals…."*

> The second alumni wrote this about the same project, *"I was impressed with this piece. The topic of Critical Race Theory is one that requires a deft hand and patient storytelling, and this author succeed at demonstrating aspects of the divide. However, readers would've benefitted from even more background and insight into CRT, the actual application nationwide, more examples of the heated debated, and an examination of just where the opposition is coming from."*

> The third alumni wrote: *"Timely topic with a catchy title. The phrase, 'has reached the dining room tables of many American households' drew me in. Project handled facts and figures in a way that was easy to read…Good sourcing. The campus research helped connect the audience (TCU). The article seemed a bit one-sided, but overall, I was impressed with the student's willingness to tackle a controversial topic."*

Such constructive critiques underscored all five projects submitted to the alumni for their feedback. Members of faculty will review the feedback and come up with ways to strengthen students' completion of their Signature Learning Activity in the capstone class.

5. In a digital file, list the major awards won by the unit's students in local, regional or national competitions during the review period. Limit to five a year.

See Appendix, Standard 3, Digital File 6 – Student Awards 2018-2022

6. In a digital file, list by specialty each member of the graduating class of 2019 and those graduates' current jobs. If practical, give a total number of "unknowns" rather than including them in the list. Describe the program used to track graduates to assess their experience in the profession and to improve curriculum and instruction.

https://docs.google.com/spreadsheets/d/1Y6DEk5N1Mi0vynmiEpWf84TDwQPXWl8rAIlUVPOGG0w/edit?usp=sharing

7. Provide a matrix that aligns the student learning outcomes with the courses where they are taught and the direct or indirect measures that assess the outcomes.

Course	Writing and Editing	Tools of Mass Communication	Free Media	Diversity	Critical & Creative Thinking	Theory	Ethical Standards
Media Writing & Editing	X	X			X		X
Media & Society			X	X	X	X	X
Introduction to Journalism		X	X	X	X		X
Introduction to Visuals		X	X	X		X	X
Diversity & Media			X	X	X		X
Reporting	X	X		X	X		X
Law & Ethics of Mass Communication		X	X	X	X		X
Multi-Platform Capstone	X	X		X	X		X
Advanced News Production	X	X		X	X		X
Business Journalism	X	X		X	X		X
Public Affairs Reporting	X	X		X	X		X
Internship	X	X			X		X
Washington Internship	X	X	X		X		X
Historical Developments of Mass Media		X	X	X	X		X
Issues in Coverage of Business & the Economy		X	X	X	X		X
Opinion and Commentary	X	X	X	X	X		X
Issues in News		X	X	X	X		X
Media Management		X	X	X	X		X
Contemporary Issues in Sports Journalism		X	X	X	X		X
Media Ethics		X	X	X	X		X
Media in Washington	X	X	X	X	X		X
Mass Media & Society		X	X	X	X		X

This matrix outlines how the Schieffer Seven manifests in various key classes, all are either required courses, or courses that meet requirements, such as a seminar or upper division skills classes.

Part II, Standard 4
Diversity and Inclusiveness

An executive producer for The Leap pop-culture show works on a laptop in the Student Media newsroom.

TCU

BOB SCHIEFFER
COLLEGE *of* COMMUNICATION

Journalism

Part II, Standard 4: Diversity and Inclusiveness

Make the following documents available in a digital format and in the workroom during the visit:
- Reports showing impact of faculty professional development aimed at enhancing ability to teach courses that develop culturally proficient communicators able to work on and advocate for diverse teams
- Evidence of climate studies or other indicators of the unit's level of inclusion

Executive Summary

Our Diversity and Inclusiveness profile has been significantly enhanced and strengthened since 2016 when the accreditation site team urged us to make improvements on that aspect of our academic and department's integrity. The composition of our faculty has become more inclusive and equitable in terms of racial and gender composition. Minority professors have been promoted to higher academic ranks. Our curriculum has significant emphasis on DEI issues, with a mandatory Diversity and the Media course. Our student population is more diverse than that of the entire university, and we have made conscious efforts to get our students involved in national organizations for minority journalists. Minority students have also been actively engaged in our student media as editors, managing editors and other ranks. Overall, our department has provided a welcoming and conducive atmosphere for faculty and staff professional development and student success.

Please respond to each of the following instructions:

1. Complete and attach to this narrative section the following tables.

Table 4: "Area Population"

GROUP	Percentage of Texas Population	Percentage of U.S. population
Black/African-American	13.2	13.6
White (alone not Hispanic or Latino)	40.3	75.8
American Indian/Alaskan native	1.1	1.3
Asian	5.5	6.1
Hispanic/Latino (any race)	40.2	18.9
Native Hawaiian/other Pacific Islander	0.2	0.3
Two or more races	2.2	2.9
Female	50.1	50.5

Table 5: "Student Populations" Fall 2022

GROUP	Percentage of total in unit	Percentage of total in institution
Black/African-American	7.1	4.9
White	65.5	64.4
American Indian/Alaskan native	-	0.2
Asian	-	2.7
Hispanic/Latino (any race)	18.6	16.6
Hawaiian/other Pacific Islander	-	0.1

Multi-Ethnic	5.3	3.9
International students (any race)	-	-
Male	18.6	39
Female	81.4	61

Table 6, "Faculty Populations" in unit, Fall 2022

GROUP	Female	Percentage of total in unit	Male	Percentage of total in unit
Black/African-American	1	12.5	1	12.5
White	1	12.5	2	25
American Indian/Alaskan native	-	-	-	-
Asian American	1	12.5	-	-
Hispanic/Latino (any race)	1	12.5	-	-
Two or more races	-	-	-	-
Other race	-	-	-	-
International (any race)	1	12.5	-	-
Total	5	62.5	3	37.5

A new search is on to replace a Latina professor who left in summer 2022 for another university

Table 7, "Full-time Faculty Recruitment"

Academic Years	2017-2018	2022-2023
Openings	2	1
Total applicants in hiring pool	46	36
Females in hiring pool	23	15
Female finalists considered	4	4
Offers made to females	3	
Offers accepted by females	2	
Minorities in hiring pool	16	
Minority finalists considered	3	
Offers made to minorities	3	
Offers accepted by minorities	2	
International faculty in hiring pool	15*	
International faculty considered	1	
Offers made to international faculty	1	
Offers accepted by international faculty	1	

Our last hiring was in 2017-2018. We are currently going through a hiring process for Spring or Fall 2023
Our best guess. HR does not track this.
We could not determine the answer to most of the questions in 2022-2023 since the process was ongoing at the time of this self-study.

Table 8, "Part-time/Adjunct Faculty Recruitment"
We have not hired an adjunct since 2019.

2. Provide a web link to the unit's diversity plan. The plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit's definition of diversity, and the under-represented groups identified by the unit. The plan should include key performance indicators, and focus on domestic minority groups and, where applicable, international groups.

https://schieffercollege.tcu.edu/journalism/about/diversity-equity-and-inclusiveness/

3. Describe how the unit assesses its progress toward achieving the plan's objectives, and how frequently faculty discuss the plan.

During this year's (2022) discussion of the diversity and inclusiveness plan and objectives, faculty developed and adopted a Diversity Statement to encapsulate the department's views. Many of the department's strategies and tactics had been put on hold because of COVID-19 pandemic restrictions. Recruitment activities in area high schools was limited after the pandemic. However, the department's high school workshop renewed its relationship with the Young Women's Leadership Academy and two students from the school, African American girls attended the workshop in June 2022.

In Spring 2022, the dean of our college held a meeting with our faculty, as well as with faculty in other departments, to share ideas on TCU's plan on workload equity. Being mindful of the importance of workload equity and fairness among faculty, especially to ensure that our colleagues on tenure track and professors of professional practice who are expected to only perform teaching and service responsibilities, our department outlined ideas aimed at ensuring that both groups of faculty are equitably treated in the new workload model. Earlier in the same semester, our provost visited the combined members of our faculty and those in the Film Television and Digital Media as part of her get-to-know-you tour of all departments at TCU. We used the opportunity to express our views on workload equity as part of the university's endeavor to encourage and maintain DEI on campus. The workload conversations are still ongoing.

We are also in negotiations with Jonathan Eig, author of the upcoming biography of Martin Luther King Jr., to visit our department in Fall of 2023. Eig did discuss his work and interviewing techniques with students in JOUR 30204 in Fall 2022.

4. Describe how the unit's curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society. Provide a grid that outlines where cultural communications proficiency is taught in the curriculum.

The department has a mandatory Diversity and the Media course and a commitment to diversity and inclusion in pedagogy incorporated in each course syllabus for students (Article 4 of the Department's Schieffer 7 codes). During this course, students are introduced to the Fault Lines™ concept pioneered by the Maynard Institute for Journalism Education. Our reporting instructor is a senior Fault Lines™ nationwide resource person for Maynard and has incorporated her work with Maynard into the Reporting course. Through her work at Maynard, she emphasizes not only the concept, but how to apply the concept to day-to-day work.

Students learn about the Civil Rights Movement, modern racial history and the role of the media in Historical Developments of Mass Media. They also learn to consider communication from global perspectives. The same faculty member leads the DEI committee in our college and is

currently engaged with our search committee for new faculty to ensure that all DEI factors are taken into consideration and adhered to in the search.
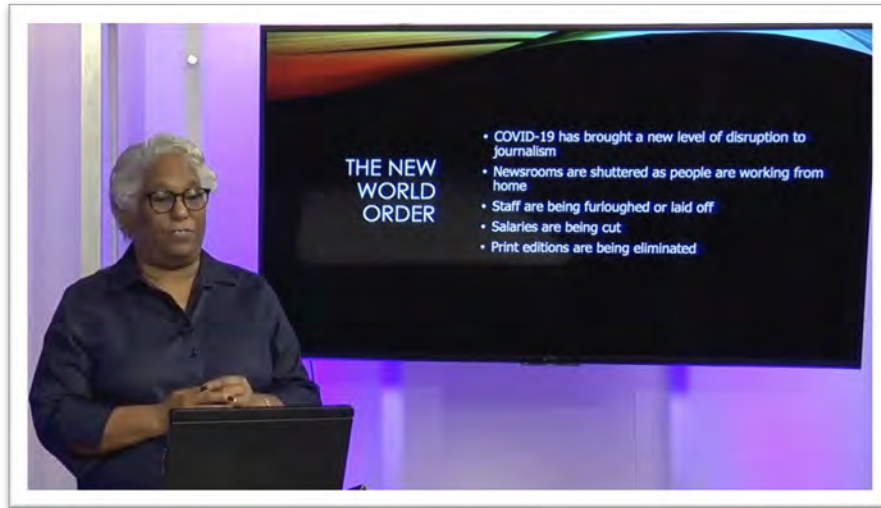

Photo 11 Associate Professor of Professional Practice Jean Marie Brown presents
Fault Lines to an Online News Association panel.

Culture Communication proficiency is taught at several points in our curriculum, as indicated by the shaded cells in the table below.

Course	Diversity
Media & Society	
Introduction to Journalism	
Diversity & Media	
Reporting	
Multi-Platform Capstone	
Advanced News Production	
Business Journalism	
Public Affairs Reporting	
Historical Developments of Mass Media	
Issues in Coverage of Business and the Economy	
Opinion and Commentary	
Issues in News	
Media Management	
Contemporary Issues in Sports Journalism	
Media Ethics	
Media in Washington	
News Production	
Law & Ethics of Mass Communication	

5. Describe efforts to establish and maintain a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

Our department, like all TCU units, places a great deal of premium on the maintenance of an environment that is intentionally free from harassment and discrimination for student, faculty and staff success and progress. Article 4 of our Schieffer Seven codes of professional ethics and integrity, is unambiguous in this respect, stating that: "Students will value diversity in a global society and its impact on information-gathering and adapting messages to an ethnically and culturally heterogeneous audience." This code is in line with the ACEJMC's Values (#2, #3 & #6) on DEI and being culturally sensitive. It is mandatory for all faculty to include this provision in their various course syllabi. In the same way, the syllabi must contain a provision on how to assist students get help under the ADA statute. Each new academic year, TCU mandates that all faculty and staff complete an annual mandatory compliance training in the areas of diversity, inclusion and belonging, as well as harassment and discrimination. Failure to do this will impact the faculty or staff's work assessment and result in other consequences for that person.

All staff and faculty in our department are encouraged to complete a variety of DEI courses and workshops organized by our HR department.

Our department invests much effort in creating and maintaining a respectful and non-discriminating atmosphere that respects human dignity and avoids harassment and non-inclusiveness in any form among us. One of the indirect measures of this effort can be found in the anonymous survey where graduating students are asked the rate the department on "diversity and maintenance of environment free of prejudice, harassment and abuse." All five graduating seniors in Fall 2021 agreed/strongly agreed that our department does very well on this score. Eighty-two percent of students (16 out of 22) in the same semester offered the same response.

6. Describe the unit's efforts to 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 with other TCU departments, we are not at the frontline of the admissions process. Rather, our faculty members work with the admissions office to encourage minority applications, and welcome prospective students who are visiting campus. Once in our department, all students are provided the conducive atmosphere to prosper and fulfill their educational goals. Minority students are no exception. Information from our institutional research office shows that the department's minority student population of 37.2% (inclusive of international students) is much higher than the figure of 5.2% for the entire TCU. There is also a student chapter of the National Association of Black Journalists and the National Association of Hispanic Journalists. While their activities were severely curbed during the pandemic, both chapters are planning activities for the current academic year.

7. Units in which admission is selective or varies from general university admission requirements should describe considerations given to the effects of selective requirements on minority enrollment.

We are not affected by this question. TCU admission process is uniform across all disciplines without special provisions for minorities.

8. Assess the unit's effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit in the retention of minority students. Note the role of advising in this process.

While we do not have a formal and systematic program specifically aimed at retaining minority students, our department strives to create a welcoming environment for all students to thrive and achieve their academic and personal goals. We ensure that positions in our student media are filled with DEI issues in mind, while maintaining competency as a strong factor in occupying such positions. In Fall 2022 for instance, the editor-in-chief was a female student. Our three managing editors were also female, with one of them being an African American. The Skiff newspaper also had a female (African American) student as its editor. In our exit survey of graduating students (May 2022), 82 percent of the 16 respondents agreed/strongly agreed that our department does a good job in "encouraging diversity and maintaining an environment free of prejudice, harassment and abuse." This rating is typical of students' evaluation over the years. We believe it also contributes to the fact that our department has maintained a good minority student percentage that is higher than that of the university in general. For instance, in Fall 2022 our department had an African American student population of 7.1 percent, compared to that of the university (4.1 percent) in the same period. Our 10-year (2012-2021) average retention rate for first year journalism major students is 68 percent.

9. Describe the unit's efforts to recruit women and minority faculty (as enumerated in Table 7, "Full-time Faculty Recruitment").

During the 2016 accreditation visit to our department, the site team noted the lopsided nature of our faculty from both racial and gender perspectives. Then, we had seven male and two female professors. The male professors were of Caucasian origin. One of the female professors was Latina and the other an African American. We have since had resignations and concluded three recruitment exercises (2016, 2017 and 2019). The department was quite intentional in the use of these faculty recruitment exercises to redress the imbalances in faculty composition. Consequently, we used the process to recruit an African-American male as chair of the department in 2016; two female tenure track professors in 2017 (one of them actually joined us in Spring, 2018); two more female professors of professional practice were recruited in 2019. Our current faculty composition is as follows: three male professors (two White and one African American); five female faculty (one African American, recently promoted to associate professor; one Asian American (associate professor); one white assistant professor of professional practice; one Latin American professor of professional practice; one international assistant professor of Afghan origin. Another professor of Latin American origin at the associate professor level left for another university this summer (2022). We are in the process of searching for a replacement.

It is therefore evident that the unit has made a concerted effort to recruit women and minority faculty. It has gone from being predominantly white and male, to a diverse, well-rounded faculty.

10. Describe the unit's efforts to provide an environment that supports the retention, progress and success of women and minority faculty and professional staff.

The department intentionally supports the progress of its minority faculty and staff. Its staff is made up of three persons – one male and two female, all white. Between 2019 and now, two female faculty were successfully guided toward promotion to the rank of associate professors. One female faculty is nearing her probationary period on tenure track. She will apply for promotion to associate professor in the 2024-2025 cycle. Our department chair was recruited as an associate professor in 2016. He was promoted to full professor in Spring this year (2022).

11. If the unit hires adjunct or part-time faculty members, describe the unit's effort to hire minority and female professionals into these positions (as enumerated in Table 8, "Part-time/Adjunct Faculty Recruitment").

The department did not hire adjunct professors during this accreditation cycle.

12. Provide examples of professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives. (Five examples a year are sufficient and those examples should include the name, title, subject area/expertise, race, gender of speakers to provide context. The unit has the option of providing a complete list in a separate digital file.)

Year	Visitor
2022	Jake Harris, Audience Engagement, Star-Telegram (alum)
	Renee Umsted, Senior Editor, Advocate Media (alum)
	Carolina Olivarez, Producer KTRK/KIAH, Hispanic Woman (alum)
	Noah Cooper, Senior Content Recruiter TEGNA
	Tim Rogers, Editor, D Magazine
2021	Richard Escobedo, Producer, Face the Nation, Hispanic male (alum)
	Caroline Klapp, Reporter Huntsville, Alabama (alum)
	Omar Villafranca, CBS News correspondent, Hispanic male (alum)
	Deborah Ferguson, anchor, NBC5, Hispanic woman (alum)
	Dr. Carolyn Walcott, adjunct professor, Kennesaw State University
	Tim Connolly, Assistant News Editor/A-section, Dallas Morning News
2020	Kylie Walker, Reporter WTAE-TV, Pittsburgh, African American woman (alum)
	Joel Berg, CEO, Hunger Free America hunger advocate
	Michael Sherrod, founder Texas Tribune, William E. Dickey Entrepreneur in Residence at TCU
	Sean Giggy, Reporter/Anchor at WFAA, Dallas
	Tom Huang, Assistant Managing Editor for journalism initiatives, Dallas Morning News, Asian male

Glossary:

Diversity – all of the differences that exist within people, with the recognition that some elements of diversity are linked to the disenfranchisement of people.

Inclusion – feeling as if a person belongs and is a respected and valued member of the organization; proactive behaviors that make each person feel welcome and a part of an organization.

Equity – process of ensuring fairness and equal opportunity based on circumstance, especially engagement to ensure that people with marginalized identities have the opportunity to grow, contribute, and develop.

Domestic minorities – citizens of the unit's nation who are from a racial or ethnic group whose population is not the majority in the nation or who have less economic or political power than the majority. (Permanent visa or temporary visa holders are not included in this domestic minority count.)

International faculty/students – faculty members or students who hold a temporary visa (non-immigrant) or a permanent visa (immigrant status) to work or study in the unit's host country.

Culturally Proficient Communication – communication that enables students to effectively, accurately exchange information that also empowers at both verbal and nonverbal levels with diverse groups, that have been traditionally disenfranchised in society, especially along racial, ethnic, gender, sexual orientation and ability differences.

Part II, Standard 5
Faculty
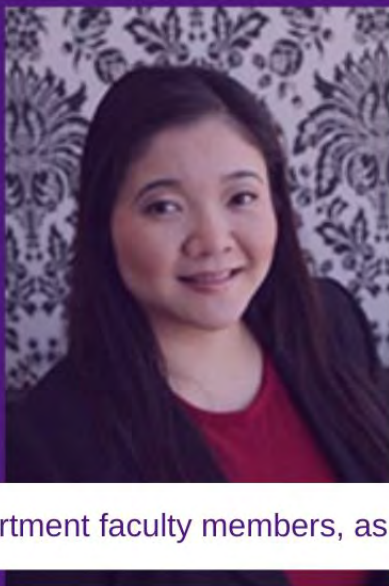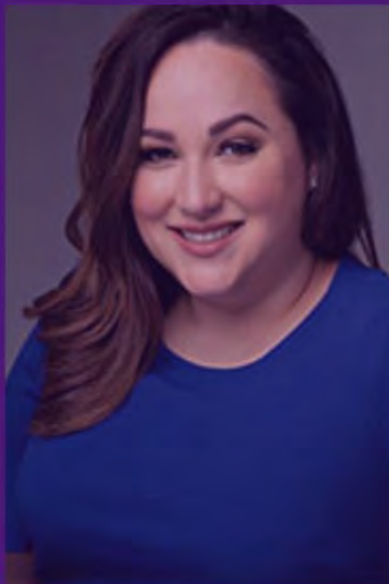
The Journalism Department faculty members, as of Fall 2022.

Part II, Standard 5: Faculty

Make the following documents available in a separate digital file:
- curriculum vitae of each full-time faculty member (Full-time faculty refers to those defined as such by the unit.) [See Appendix, Standard 5, Digital Folder 1 - Faculty CV]
- résumés of adjunct or part-time faculty, and of graduate students serving as teachers of record, teaching during the fall 2022 semester [N/A]

Print copy in the workroom only:
- records on faculty promotion and tenure

Executive summary

The Department of Journalism at Texas Christian University features an experienced, diverse and distinguished faculty.

Experienced and accomplished professors are crucial to the mission of the Journalism Department and Texas Christian University, and the faculty are the primary means of contact for students. Faculty members are expected to contribute to their professions and their community through research and service.

TCU embraces the teacher-scholar model, expecting faculty to engage in research and creative activities that inform their teaching and enhance the community of scholars. The TCU Faculty and Staff handbook states that teaching students "is the first purpose of the University and the prime responsibility of every faculty member,"[1] but it also notes that the "University expects all members of the faculty to engage in such research and creative endeavor as is necessarily concomitant with their role in instruction."[2] Journalism Department faculty activities reflect this directive while remaining active in scholarly research, campus and community service, advising and professional development.

As of Fall 2022 semester, the department had eight full-time faculty and one full-time staff member who serves as an instructor. The department was also involved in a new faculty search to replace an associate professor colleague who had moved on to another institution at the end of Spring 2022. The dean of the Bob Schieffer College of Communication holds a faculty position in the department as well.

Of the eight full-time faculty in the Journalism Department, five have terminal (doctoral) degrees (62.5%) and three have master's degrees (37.5%). Seven of the eight (87.5%) have significant professional experience as journalists, including newspaper, radio, television, internet, and magazine publishing and broadcasting, both in the United States and abroad.

In terms of gender, of the eight faculty, five are women (62.5%) and three are men (37.5%). In terms of race, three members of the faculty are white (37.5%), two are African American (25%), one is Hispanic/Latina (12.5%), one is Afghani (12.5%), and one is Asian American (12.5%). The faculty member who left for another job in 2022 was Latina.

Experienced and diverse faculty are recruited and hired through processes in place at the university level, and they are evaluated regularly by students, peers and administrators.

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[1] TCU Faculty and Staff Handbook 2022-23, p. 58
[2] TCU Faculty and Staff, Handbook 2022-23, p. 64

There are four types of full-time faculty at TCU: instructor, lecturer, professor of professional practice and tenure-stream professor (assistant, associate and full). Faculty generally have nine-month contracts. For non-tenure-stream faculty, contracts are year-long, though some are multiyear agreements that are renewable annually based on review. In 2022, the Journalism Department includes five faculty either tenured or tenure-track (62.5%) and three faculty who are professors of professional practice (37.5%). Adjuncts are the only type of part-time faculty, though the Journalism Department has not employed adjunct faculty in the past three academic years.

In terms of rank, of the eight full-time faculty, two are full professors (25%), three are associate professors (37.5%) and three are assistant professors (37.5% - one on tenure track and two as professors of professional practice). The department is currently conducting a search for an open-rank tenure stream faculty line to replace an associate professor who began a job at another university in 2022.

Full-time faculty have taught nearly all of the course hours each year since the last accreditation process. In the fall 2022 semester, full-time faculty are teaching 21 of the 22 courses, accounting for 65 of the 68 credit hours, as well as all of the internship and research courses.

Through memberships in professional and scholarly organizations and professional development, the faculty work to stay current with trends in the rapidly evolving landscape of journalism and mass communications. The faculty also provide invaluable service to the department, the Bob Schieffer College of Communication, Texas Christian University and the community.

1. Describe how the unit selects full-time and part-time faculty and instructional staff.

The process is the same for all academic departments at TCU. It begins when the department chair and dean of the college request approval for the search from the university provost. Once the request is authorized, the faculty discuss the parameters of the job description. When the faculty have agreed on the job description, it must be approved by the majority of the faculty, as well as the chair and the dean. The chair (also described as the hiring manager) identifies the search committee chair, and both, with the diversity advocate in the college, identify members of the committee. Each member of the committee must undergo a TCU selection training organized by HR department. Each training is valid for three years. The dean will approve the composition/names of committee members. The hiring manager and committee chair, in consultation with the diversity advocate and faculty, will come up with the job description that is subsequently submitted in the Human Resources Department's hiring portal. Human Resources requires that faculty position advertisements be placed in three publications directed to underrepresented applicant bases. Advertisements are also placed in leading academic journals that reach prospective applicants based on the particular expertise described in the job description. The provost's office provides funding for advertising in three venues. The search committee, after considering the applications, conducts an initial zoom interview, narrows down the list of applicants, and ultimately invites two to three candidates to campus for interviews, in consultation with the chair and dean. The on-campus visit and interview shall be with the full faculty, chair, dean, students and staff. The committee gathers feedback and, with input from the faculty and students, rates the candidates and presents preferences to the department chair, who then presents his or her preferences to the dean. Thereafter, the name of the preferred candidate is sent to the provost's final approval. Following

a background check, the provost tenders a contract offer. Negotiations of contract are between the candidate and the department chair, with the dean approving the outcome.

TCU launched a new Faculty Hiring Checklist in 2021 that outlines the process for all faculty hiring searches to go through to ensure a qualified and diverse body of professors and instructors. The Journalism Department has conducted four searches for full-time journalism positions since the 2015-16 academic year. Two of these searches were for tenure-track assistant professors in the 2017-2018 academic year, resulting in the hiring of Dr. Shugofa Dastgeer and Dr. Jaime Loke. Two of these searches were for instructors or assistant professors of professional practice in 2018-19, resulting in the hiring of Prof. Patricia Zamarripa and Prof. Melissa Harrison. The department is conducting one search in 2022-23 for an assistant or associate professor on the tenure track.

Each search has complied with university hiring practices as monitored by the Office of the Provost. Search committees of three to five faculty members were established, and advertisements were typically placed in AEJMC, The Chronicle of Higher Education, the TCU Human Resources Office, as well as minority and women's organizations such as Women in Higher Education, the National Association of Hispanic Journalists, the National Minority Faculty Identification Program, and the National Association of Black Journalists. Advertisements stated that TCU is an Equal Employment Opportunity and Affirmative Action employer. After applications were received, the search committee screened applicants and sometimes conducted Skype or online interviews before inviting two or three finalists to campus for an in-person interview. The search committee then ranked the finalists and made a recommendation to the chair who, in consultation with the dean, makes the final selection who name is then forwarded to the provost to formally hire the finalist. Here is the link to TCU's hiring checklist: http://provost.tcu.edu/wp-content/uploads/2022/01/Faculty-Hiring-Checklist-2.pdf

2. Describe the university and unit expectations of faculty members in teaching; research; creative and professional activity; and service. Describe the process for the award of tenure, promotion, reappointment and salary. (Provide digital access to relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit. Please provide specific page numbers.)
Link (pp. 30-37):
https://www.tcu.edu/files/Faculty-Staff-Handbook.pdf

Per the Bob Schieffer College of Communication Handbook, pages 7-13 (revised 2021), the following are overviews of the expectations of faculty in the college, including the Journalism Department:

Teaching

The primary component of a faculty member's role in the College of Communication is quality teaching. TCU and the College of Communication expect each member of the faculty to have knowledge of his or her subject commensurate with the teaching assignment, to maintain awareness of developments in his or her discipline, and to communicate to students both

knowledge of and interest in his or her discipline. Effective teaching includes, but is not limited to, the ability to organize and conduct a course of study relative to the goals of the course; to help students develop appropriate skills and intellectual abilities; to encourage students to discuss, examine, and evaluate material and ideas; to create content; to be available for students beyond the classroom environment; to be respectful and fair to students; and to construct teaching and learning assignments that relate back to the course learning objectives.[3]

Photo 12 Assistant Professor of Professional Practice Patty Zamarripa helps out a student in the newsroom.

Research and Creative Activity

Each faculty member is expected to engage in significant scholarship and/or artistry/creative activity in the area of his or her specialization. Such activity should be:
- additional to assigned teaching responsibilities
- regularized in productivity, and subjected to professional critical evaluation.

Publication within refereed forums constitutes primary evidence of scholarship. Examples of acceptable publication forums include, but are not limited to, journal articles, monographs, books and book chapters. It is expected that a substantial portion of published scholarship will appear in the major forums within the individual's discipline. While publication in the forums of related fields is encouraged, it must be in addition to, not in lieu of publication within the discipline. Multiple authorships are accepted and encouraged. However, faculty reviewed within this category must present significant evidence of independent scholarship.

Secondary evidence of scholarship is indicated by acceptance of research reports, papers, seminars, and workshops for presentation at professional meetings through open competition, invitation, and rigorous evaluation.

Both primary and secondary evidences of scholarly endeavors shall be evaluated on the basis of quality, forum in which work was presented, quantity and frequency.

The order of these bases also represents the relative value of each in the evaluation process.[4]

Per the Journalism Department Handbook, the research expectations for faculty are as follows:

1. The expectation of the Journalism Department is that candidates for promotion and tenure will produce a minimum of one article published in a peer-reviewed journal or equivalent (such as a book chapter, portion of a scholarly book, law review article) per year, based on an expectation of 40% teaching, 40% research and 20% service of faculty members.

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[3] Bob Schieffer College of Communication Handbook, 2022-23, p. 7
[4] Bob Schieffer College of Communication Handbook, 2022-23, p. 8-9

2. These expectations may be adjusted based on the specialties or subfields of faculty, which may have differing norms in their areas regarding publishing expectations; norms that are not solely dictated by the metrics of qualitative and quantitative research.

3. The department expects consistent efforts to engage in scholarly activity over the pre-tenure and post-tenure years, leading to a strong body of work that reflects progress toward promotion, with the understanding that faculty are not in control of review timelines and publication schedules.

4. For annual review purposes, the department will consider evidence of scholarly production to include markers such as (acceptance and presentation of conference papers, submission to peer-reviewed journals, articles on revise-and-resubmit, etc., or articles in press or accepted).

5. Furthermore, faculty peer-reviewed scholarly research is expected to be published in reputable journals in the discipline, as well as in reputable equivalents such as journals in feminist, social media, and Latino studies etc.[5]

Service

Service to the university, to the profession, and to the community is an integral aspect of faculty responsibility. Faculty members should actively seek and willingly respond to calls for their service within the university, the profession, and the community. This statement recognizes that individual faculty members will have different inclinations and interests and that service in all three of the above areas may not always be equally shared or distributed.

Evaluation of service should include consideration of:
- Committee memberships;
- Committees chaired;
- Scope and complexity of a given committee assignment;
- Contribution to professional meeting;
- Contribution to community activity(ies);
- Conducting clinics, workshops;
- Adjudicating festivals, competitions;
- Consulting or editorial services;
- Lecture or speaking invitations;
- Appearances before appropriate associations;
- Participation on boards of directors;
- Other responsibilities accepted of a service nature within the university, profession, or community[6]

Promotion and Tenure Process

When a tenure-track faculty member seeks promotion and tenure, the process is governed by the guidelines in the TCU Faculty and Staff Handbook[7] and the Bob Schieffer College of Communication Handbook.[8] In short, the candidate submits a research summary and samples of their academic work for external review in the summer, as well as a list of potential external reviewers. The department chair uses these and his own list of potential reviewers to create a list of three external reviews on the file. The tenure candidate submits their portfolio to the Departmental Advisory Committee for review; that committee also receives the external

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[5] TCU Journalism Department: Governance & Procedures Handbook, Section 2(d), p. 3 (2022)
[6] Bob Schieffer College of Communication Handbook, 2022-23, p. 13
[7] These guidelines are specifically outlined in pages 30 to 36 of the 2022-23 TCU Faculty & Staff Handbook
[8] These guidelines are specifically outlined in pages 7 to 19 of the 2022-23 Bob Schieffer College of Communication Handbook

reviews, and from these sources, the committee makes a recommendation to the department chair on whether to approve or deny tenure and promotion. The chair then makes a recommendation to the dean, who submits the portfolio to the College Advisory Committee, which also makes a recommendation to the dean. The dean then submits to the provost, who gives the file to the University Advisory Committee, which makes a recommendation to the provost. If the provost approves of the promotion and tenure application at this point, it is submitted to the TCU Board of Trustees for final approval. If, at any point during the process, tenure or promotion is denied by the chair, the dean, or the provost, the candidate may appeal those decisions through a process outlined in the Faculty and Staff Handbook.

Candidates for promotion to full professor for tenured faculty go through a similar process, just without the annual reviews. Tenured faculty are to receive post-tenure reviews every five years, per the TCU Faculty and Staff Handbook.[9]

Photo 13 In this accreditation cycle, (left to right) Dr. Uche Onyebadi and Dr. Daxton Stewart were promoted to the rank of professor, Dr. Jaime Loke was promoted to the rank of associate professor, and Ms. Jean Marie Brown was promoted to the rank of associate professor of professional practice.

Candidates for promotion for non-tenure-track faculty do not go through the same annual review process as tenure-track candidates, but when they are eligible for promotion, they go through external reviews and are reviewed by the Departmental Advisory Committee based on a portfolio of materials submitted by the candidate, with a process following the tenure-track candidate process detailed above.

3. Describe professional development programs, workshops in teaching, or other methods used to stimulate and encourage effective teaching.

The primary role of faculty in the School of Journalism is teaching. The faculty, keeping in mind the need to stay current with trends and issues our students may face after graduation, is active in research and discussions that address the evolution of journalism in the 21st century.

To ensure that the school provides those timely and relevant educational opportunities for students, professors are encouraged to engage in professional development, to participate in academic and professional conferences, and to be members of relevant professional and scholarly organizations. This emphasis is consistent with the requirements of the Bob Schieffer College of Communication for faculty appointment, reappointment, promotion, tenure, and

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[9] TCU Faculty and Staff, Handbook 2022-23, p. 36

merit increases: Faculty members are expected to stay abreast of the times in professional knowledge, skills, and developments within their discipline and fields of specialization. They should actively pursue programs of study and self-development related to their principal subjects of instruction and should continue to cultivate their interests and professional competencies.

The department has ample funding per faculty member for training and professional development, and the dean's office has provided significant funding if departmental resources are not available. The department regularly sends several faculty members to the major conferences in the journalism and mass communication education fields, such as the annual conventions of AEJMC, where professors attend teaching workshops and sessions about trends in scholarly research.

The opportunities pursued by faculty vary according to their particular interests and needs. They range from national venues (e.g., the annual AEJMC convention and the Poynter Institute) to regional workshops and webinars. They include online and professional journalism resources (e.g., MediaShift and Nieman Journalism Lab) to Facebook groups for professional organizations (e.g., AEJMC, AEJMC CTEC, Online News Association, SPJ, and College Media Association).

Below is a list of highlights of professional development activities of the school faculty in recent years:

In 2020, when the COVID-19 pandemic forced the university to move courses to hybrid or fully online delivery, all faculty were required to complete a training program entitled "Ramping Up Rapidly" (the Hybrid Design and Delivery Training Course) offered by the TCU Center for Teaching Effectiveness.

Prof. Jean Marie Brown is a regular participant and trainer for the Maynard Institute's Fault Lines program on bias training in newsrooms. She attended the Investigative Reporters and Editors Educator Bootcamp in 2021, Adobe Creative Campus in 2021, and the ColumbiaX Inclusive Teaching workshop in 2020.

Dr. Shugofa Dastgeer participated in the Great Ideas for Teaching (GIFT) program at the AEJMC Southeast Colloquium in 2020 and will present a global news engagement assignment in the Innovative Approaches to JMC Education panel at SWECJMC in 2022.

Prof. Melissa Harrison participated in Teachapalooza at the Poynter Institute in 2019.

Dr. Daxton Stewart participated at the College Media Association annual conferences in 2018 and 2019 and received a $500 faculty grant to participate in the Foundation for Individual Rights in Education Faculty Conference in 2017. He also attended the annual Investigative Reporters and Editors conferences as a presenter and participant in 2019 and 2020.

Prof. Patricia Zamarripa was part of the initial cohort of the Innovative Teacher's Guild Program 2021–22, an iPhoneography course in 2020 and attended a Mobile Journalism Workshop in 2021.

Dr. Uche Onyebadi in 2018–2019 participated in the AEJMC Institute for Diverse Leadership in Journalism and Communication program and was awarded a Fellowship of the Institute.

Later in 2019, he co-convened, organized and participated in the AEJMC's International Communication Division (ICD) pre-conference panel discussion in Toronto, Canada, on the theme, *Political Messaging via Entertainment Platforms Within and Across Nations.*

4. Describe the normal workload for a full-time faculty member. Explain how workloads are determined. If some workloads are lighter or heavier than normal, explain how these variations are determined.

The TCU Faculty and Staff Handbook Work Load Policy includes "teaching, research and creative activities, professional service including administrative tasks, advising and counseling students, and other assignments requested by University officials." The policy notes that the workload is "highly variable," but is "equivalent to "12 semester credit hours during each semester of the academic year."[10] This teaching load is offset by research, creative activity, and advising duties. Also, under the Workload Policy outlined in the Bob Schieffer College of Communication Handbook, teaching loads are variable based on variables including "the number of sections, number of preparations, class enrollments, course level, contact hours, and similar factors."

Photo 14 Dr. John Tisdale teaches Introduction to Journalism in Fall 2021.

In the Journalism Department, tenured and tenure-track faculty have normally had workload divided as "40% teaching, 40% research, and 20% service," according to the department

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10 TCU Faculty and Staff Handbook, 2022-23, p. 51

handbook.[11] Instructors and professors of professional practice have normally had workload divided as 80% teaching, 20% service.

TCU is currently implementing a new faculty workload model that would adjust the workload for tenured and tenure-track faculty to 50% teaching, 30% research, and 20% service. All departments in the Bob Schieffer College of Communication are piloting this model in the 2022–23 academic year.

In terms of teaching load, the normal expectation is that tenured and tenure-track faculty members will teach five courses per academic year (three courses in one semester, two in the other semester). Instructors and professors of professional practice normally would teach eight courses per academic year (four courses each semester), though these can be reduced by student media supervisory duties by one or two courses per semester, depending on the activity.

Teaching load and other workloads are assigned by the department chair, and teaching load reductions or offsets must be approved by the dean of the Bob Schieffer College of Communication. Per the department handbook, course allocations are handled in this manner:

The Chair shall handle course allocations and make them available to each faculty in Spring for the forthcoming academic year, taking into consideration the needs of the Department. Upon receiving a course allocation, each faculty member is expected to acknowledge it by signing and emailing/returning the same to the Department's Administrative Assistant for filing within 10 working days from when the allocation was sent. Each faculty member may also choose to discuss the allocation with the Chair before signing and returning it to the Department's Administrative Assistant. To guide the Chair in making appropriate course allocations, each faculty member is encouraged to send possible courses to teach in the forthcoming academic year to the Chair no later than 21 working days into the Spring semester when allocations will be made by the Chair. Summer teaching allocations will also be made by the Chair in the preceding Fall semester.[12]

5. Demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of core and required courses for the three years before the site visit. If full-time faculty have not taught and are not teaching the majority of core and required courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

The Journalism Department has not employed adjunct or part-time faculty in recent years. Cuts to the Academic Affairs budget announced in 2020 limited the availability of adjunct funding campus-wide, and the Bob Schieffer College of Communication dedicated those limited adjunct funds to needs in the three other academic departments. As a result, the Journalism Department has not had a course taught by part-time faculty in the past three academic years.

Only one non-full-time faculty member has served as instructor of record on a course in the past three academic years. Jim Seeley, M.L.A., who serves in a staff role as director of journalism technology, has taught sections of Introduction to Visual Journalism and Advanced Visual Journalism, in line with his professional skills and experience.

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[11] TCU Journalism Department: Governance & Procedures Handbook, Section 2(d)(1), p. 3 (2022)
[12] TCU Journalism Department: Governance & Procedures Handbook, Section 1(i), p. 2 (2022)

From time to time, the dean of the Bob Schieffer College of Communication, who holds a faculty appointment in the Journalism Department, will teach a course. However, the dean has not taught a course specifically for the Journalism Department in the past three years.

School year	Classes offered	Percentage of core and required courses taught by full-time faculty:
2021-22	45 classes	43 taught by full-time faculty (95.6%)
2020-21	40 classes	39 taught by full-time faculty (97.5%)
2019-20	42 classes	41 taught by full-time faculty (97.6%)

6. Describe the unit's processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff, including teaching evaluations and faculty evaluations. Use a digital format to provide access to any course evaluation forms, peer review forms or other documents used in evaluations.

The Journalism Department regularly evaluates faculty performance through several means. The primary source of faculty evaluation is the Faculty Annual Report (FAR). In this report, faculty are required to submit their accomplishments in teaching, research and service in the previous calendar year. These reports are due each January and are uploaded by their faculty authors to TCU's faculty activity reporting portal, Faculty180 (https://provost.tcu.edu/faculty-resources/faculty180/). The department chair and dean read these reports, which are used to evaluate faculty productivity and effectiveness. They are also used to determine any merit pay raises that may be available that year. Since 2019, TCU has used Faculty180 for faculty self-reporting of their annual achievements and goals into a centralized digital system.

Tenure-track faculty go through a second layer of annual evaluation as well, as detailed in part 2 above regarding promotion and tenure policies. Each fall, a tenure-track faculty member submits a summary of their accomplishments in research, teaching and service, usually via cover letter and updated curriculum vita, to the department chair. The chair then seeks feedback from the tenured faculty in the department about the progress of the tenure-track faculty member toward promotion. The department chair uses this feedback to write a formal tenure progress review letter to the tenure-track faculty member, which also becomes a part of their file when they go up for promotion and tenure.

For teaching, the Bob Schieffer College of Communication says it should be "assessed holistically," with a mix of several different methods, including Student Perceptions of Teaching (SPOT) forms, which have normally been the primary method TCU uses to evaluate faculty performance in the classroom. These forms are administered by TCU at the end of each semester. Students are provided a link via email to evaluate each of the courses they are taking. A link to these forms for faculty in the Journalism Department is here. (See Appendix – Standard 5 – Digital File 1 – New -SPOT-survey Faculty Evaluation).

Besides SPOT evaluations, according to the college handbook, other methods of teaching evaluation include:
- peer reviews of teaching, by faculty colleagues within and outside the department;
- narrative self-reflection of teaching practices, which are included in promotion and tenure portfolios and are detailed on a faculty member's annual report; and

- artifacts such as syllabi, course work done by students, assessment data, pedagogical publication, awards, and grants.[13]

7. For the grid that follows: Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during the review period (for example, new faculty and retired faculty).

The faculty included in this grid are:
- Jean Marie Brown, Assistant Professor of Professional Practice (2016-22); Associate Professor of Professional Practice (since Fall 2022)
- Kristie Bunton, Professor (2016-22)
- Aaron Chimbel, Associate Professor of Professional Practice (2016-19)
- Shugofa Dastgeer, Assistant Professor (2018-22)
- Melita Garza, Assistant Professor (2016-18), Associate Professor (2018-22)
- Melissa Harrison, Assistant Professor of Professional Practice (2019-22)
- Jaime Loke, Assistant Professor (2017-18), Associate Professor (2018-22)
- Uche Onyebadi, Associate Professor (2016-22); Professor (since Fall 2022)
- Daxton Stewart, Associate Professor (2016-18), Professor (2018-22)
- Tommy Thomason, Professor (2016-18)
- John Tisdale, Associate Professor (2016-22)
- Patricia Zamarripa, Assistant Professor of Professional Practice (2019-22)

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Full Professor (3)	Associate Professor (7)	Assistant Professor (5)	Other Faculty** (0)	Totals (12)
Awards and Honors	18	5	1	12	0	18
Grants Received Internal	$2,750	0	0	$2,750	0	$2,750
Grants Received External	$500	0	$500	0	0	0
Scholarly Books, Sole- or Co-authored	3	1	2	0	0	3
Textbooks, Sole- or Co-authored	5	2	3	0	0	5
Books Edited	8	0	8	0	0	8
Book Chapters	25	2	20	3	0	25
Monographs	0	0	0	0	0	0
Articles in Refereed Journals	32	6	19	10	0	34

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[13] Bob Schieffer College of Communication Handbook, 2022-23, p. 7-8

Refereed Conference Papers	44	9	13	26	0	48
Invited Academic Papers	0	0	0	0	0	0
Encyclopedia Entries	1	1	0	0	0	0
Book Reviews	9	2	3	4	0	9
Articles in Non-refereed Publications	25	5	9	11	0	25
Juried Creative Works	0	0	0	0	0	0
Non-juried Creative Works	1	0	0	1	0	0
Other (please specify)	0	0	0	0	0	0

*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 members in this category may hold teaching appointments without significant scholarship, research or creative requirements.

8. List in a separate digital file the scholarly, research, creative and professional activities of each member of the full-time faculty during the review period. Limit to 10 per faculty member through the review period. The unit has the option of providing a complete list in an additional separate digital file. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note the departure. Professional service activities should be reported in Standard 8.

See Appendix, Standard 5, Digital File 2 – Faculty List of Publications

9. Describe the institution's policy regarding sabbaticals, leaves of absence with or without pay, etc. List faculty who have taken sabbaticals or leaves during the review period. Give one-sentence descriptions detailing the academic achievements of each sabbatical.

The merited leave policy outlined in the TCU Faculty and Staff Handbook notes that merit leaves "are a privilege, not a right" and are "awarded only to tenured faculty and are awarded to faculty whose leaves enhance the academic profile of their college or the university." Merit leaves are either at full pay for one semester of leave or 55.75% pay for two semesters of leave, and "seven academic years must pass between applications for leave of absence."[14]

The Bob Schieffer College of Communication Handbook outlines similar policies, though it extends what it terms "sabbatical leave" to "Full time faculty at the rank of instructor (or equivalent) or above" and says the leave is 100% pay for one semester or 50% pay for two

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[14] TCU Faculty and Staff Handbook 2022-23, p. 51-52

semesters. A faculty member must have completed six years of service at TCU to be eligible to petition for sabbatical leave.[15]
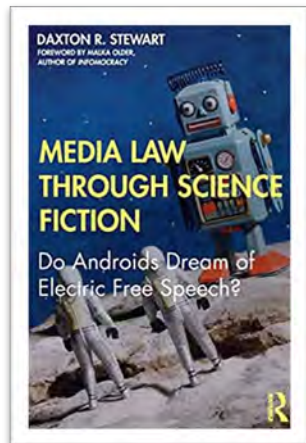
Since 2016, two faculty members in the Journalism Department have been awarded merited leaves.

In the Fall 2018 semester, after 10 years of service at TCU, Dr. Chip Stewart was awarded merited leave. He used the leave time to work on several research projects, primarily the book *Media Law Through Science Fiction: Do Androids Dream of Electric Free Speech?*, which was published by Routledge in 2019, as well as work on an update to *The Law of Public Communication* (Routledge, 2019), a law review article in the *Case Western Reserve Journal of Law, Technology & the Internet* (2019), a chapter in Vincent Filak's *Convergent Journalism: An Introduction, Writing and Producing Across Media* (Taylor & Francis, 2019), and an entry in *The International Encyclopedia of Journalism Studies* (John Wiley & Sons, 2019).

In Fall 2019, after 7 years of service at TCU and having earned promotion to associate professor in 2018, Dr. Melita Garza was awarded merited leave. She used the leave time to work on several research projects that are still in progress, such as an oral history project entitled "Journalists Beyond the Long and Wide Civil Rights Movement" and a study on immigration coverage entitled "Gladwyn Hill and 'The Wetbacks:' *The New York Times* and the Making of the Mexican Migrant Security Threat."

10. Describe travel funding, grant support, or other methods or programs the unit uses to encourage scholarship, research, and creative and professional activity. List faculty who have taken advantage of those programs during the review period.

The Journalism Department provides funding for faculty to attend academic conferences in support of their research and creative activities. Funding for travel and accommodations usually covers at least one major academic conference per year, such as the annual conference of AEJMC, the International Communication Association or the College Media Association.

Per the department guidelines: "Each faculty seeking support shall plan on $2,500 - $3,000 per academic year on conferences/workshops. This amount shall cover (i) membership dues; (ii) conference/workshop registration; (iii) transportation; (iv) accommodation and feeding; (v) other sundry issues/items pertaining to the conference/workshop. There will be no roll over of funds." All tenure track and tenured faculty in the department have routinely taken advantage of this travel support to annual communication conferences within the U.S. and abroad.

The Bob Schieffer College of Communication provides competitive grant opportunities for faculty for summer research funding as well through the Dean's Research Grants, which In 2017, Dr. Melita Garza received a $1,500 grant to continue work on her manuscript *They Came to Toil: Newspaper Representations of Mexicans and Immigrants in the Great Depression*, which was published by University of Texas Press in 2018.

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[15] Bob Schieffer College of Communication Handbook, 2022-23, p. 40

Two students anchor an edition of TCU News Now, a weekly news show produced by the Advanced News Production class.

Part II, Standard 6: Student Services

During the visit, the unit should make the following accessible to the team:
- advising records
- other files related to student services

Executive summary

The journalism department in the Bob Schieffer College of Communication strives to be a leader in preparing students to practice professional journalism that is crucial for a functioning democracy. The department's immersive, rigorous and demanding program prioritizes students' experiences in and outside of the classroom. One of our priorities is to ensure that students receive the mandatory advising from faculty prior to registering for the next semester's courses. Additionally, students are actively encouraged to keep the lines of communication open and meet with their professors either at designated times outlined in their course syllabi or at mutually agreed times.

The journalism department offers students a fully working newsroom where they can prepare for the professional world. Students gain hands-on experience with newscast, reporting and producing packages. In Fall 2016, the department signed a partnership with the Washington D.C.-based Pulitzer Center on Crisis Reporting. This partnership offers students the opportunity to travel abroad and independently report on the more marginalized topics that have been largely ignored by the mainstream media.

Photo 15 Mariana Rivas reports on Venezuelan immigrants in Colombia for her Pulizter Center fellowship.

1. Complete and attach Table 9, "Student Aid."

Scholarships controlled and awarded by journalism department		
Name of Scholarship	Academic year 2021-2022 Award Amount	Academic year 2022-2023 Award Amount
Lynn Swann Haag Memorial Scholarship		$2,624 to one Journalism student
Dan Jenkins Sports Writing Scholarship	$4,781 each to four Journalism students	$4,834 each to four Journalism students
Donovan-Knox Journalism Scholarship	$2,014 to one Journalism student	$2,036 to one Journalism student
Jim Trinkle Scholarship	$5,000 each to three Journalism students and $2,500 to one Journalism student	$5,170 each to three Journalism students and $4,694 to one Journalism student
Marjorie Weiner Bodzy Journalism Award	$1,100 to one Journalism student	$1,129 to one Journalism student
Schieffer School of Journalism Award	$1,100 to one Journalism student	$1,129 to one Journalism student
Gregory Esch Scholarship	$2,790 each to two Journalism students	$5,812 to one Journalism student
Schieffer School Davidson Leadership Scholarship	$4,920 each to two Journalism students	$5,000 each to two Journalism students
Phil Record Scholarship in Journalism	$6,692 each to three Journalism students and $3,346 to one Journalism student	$6,750 each to four Journalism students
William Randolph Hearst Endowed Scholarship in Journalism	$6,096 to 1 Journalism student	$6,164 to one Journalism student
Schieffer College Journalism Pooled Scholarship	$3,486 to 1 Journalism student	$3,697 to one Journalism student
Roy and Jeannine Eaton Journalism Scholarship	$6,860 to 1 Journalism student	$7,143 to 1 Journalism student
TOTAL	**TOTAL**	**TOTAL**
12 scholarships specifically for Journalism majors	$96,122 of scholarship funds awarded to as many as 22 students (although some students may have received more than 1 scholarship due to significant financial need	$106,274 of scholarship funds awarded to as many as 22 students (although some students may have received more than one scholarship due to significant financial need

Scholarships controlled and awarded by the Bob Schieffer College of Communication that may go to journalism students		
Name of Scholarship	Academic year 2021-2022 Award Amount	Academic year 2022-2023 Award Amount
Friends of Fine Arts and Communication Scholarship	$4,797.25 to one student from each of the four majors in the college, including one Journalism student	$4,300–$5,034 to one student from each of the four majors in the college, depending on financial need; for AY 22-23, the Journalism student received $4,300.
Felner Washington Fellowship Fund		$1,000 to one Journalism student
Brent Chesney Washington Fellowship Fund	$1,500 to one Journalism student	$1,000 to one Journalism student
Littauer Education Scholarship for Washington Semester	$500 to one Journalism student	$1,000 to one Journalism student
TOTAL	TOTAL	TOTAL
4 scholarships that may be awarded to Journalism and other majors	$6,797.25 of funds awarded to as many as three students (although some students may have received more than one award due to significant financial need)	$7,300 of funds awarded to as many as four students (although some students may have received more than one award due to significant financial need)

2. Describe how the unit informs students of the requirements of the degree and the major, advises them on effective and timely ways to meet the requirements, and monitors their compliance with the requirements. Provide digital files of advising guides, manuals, newsletters or other internal communication with students. Describe availability and accessibility of faculty to students.

See Appendix, Standard 6, Digital File 1 – Students Advising Guide

To earn the BA Journalism degree in our department students must complete at least four-semesters of a foreign language and 33 hours of journalism courses. There is no foreign language requirement for the BS Journalism degree, which requires 39 hours of journalism courses. During registration for classes, students are given a handout that charts the requirements of their degree program. These handouts are also available in the journalism office.

TCU students can track their degree progress on my.tcu.edu portal which also allows them access to the following: an online academic planner; unofficial transcript; a degree progress report that shows what requirements have been completed; a schedule builder; and a "what if" scenario builder that shows them different degree paths.

Previously, all journalism students were advised by journalism faculty all their four years in our department. This system, however, changed in 2019. Students are now advised in their first

two years by full-time academic advisors in the dean's office, and by the journalism faculty in their final two years. Advising is mandatory for journalism students throughout their 4-year study in department. This is not the case for the entire university, or even in some other departments in the Bob Schieffer College of Communication. This tradition of mandatory advising has been in the department of journalism for several decades because our faculty had long determined that it is important to monitor student progress throughout their time to help ensure there are no delays in student graduation. The current academic advisor for journalism majors was previously the administrative assistant in the journalism office and is well-acquainted with the requirements of both BA and BS majors. Holds are automatically placed on students' accounts, and such holds cannot be removed until students have met with their academic advisor and discussed their coursework for the next semester.

We have a form for "intent to graduate," which a student must fill and sent to the dean's office. This is done when the student has earned 84 out of an expected 124 credit hours for graduation. All intent to graduate formalities are handled by the Coordinator of Degree Certification in the dean's office. If a student doesn't submit the form or does so incorrectly, a hold is also placed on the student's account by the dean's office until the form is submitted. Holds are also generally placed on students' account in their final semester to prevent them from dropping a class without first meeting with an advisor to make sure that doing so won't delay their graduation plans. Prior to registering for classes in their final semester, students are also notified by the dean's office about the remaining courses they must take in fulfilment of their degree requirements.

The administrative assistant in the journalism department emails all students two weeks before formal advising begins each semester to remind them to sign up for an advising appointment. A copy of the degree handout is included in the email.

To better understand the academic status of the students assigned to them for advising, faculty advisors are also provided with information about the degree and its core requirements. New faculty members are paired with more senior colleagues to observe and learn about advising. Senior faculty also sit in on advising when needed. Students must meet with advisors before registering for classes even if it is for their final semester.

Monitoring compliance with ACEJMC and TCU guidelines is a task shared by the individual advisor and the dean's office. Compliance with university curriculum and graduation requirements is effectively monitored by the dean's staff. Compliance with requirements of the Department of Journalism and AEJMC is monitored by journalism advisors.

To facilitate more efficient and comprehensive formal and informal advising, journalism faculty are expected to post their office hours on the door of their offices. The office hours are also mandatory for inclusion in the course syllabus. Office hours means that each professor should provide two 2-hour windows each week and for each course to meet students outside the classroom setting. The reality however it that most faculty often exceed their timeframe to meet students. Such office hours are also not the only form of out-of-classroom interaction with students. Students who have conflicts with posted office hours are also encouraged to e-mail faculty to agree on an alternative and mutually convenient time to meet.

Faculty are also expected to post their phone numbers and email addresses in their syllabi. It is also fairly common for faculty to give students their personal cellphone numbers, our

experience being that students typically do not abuse the opportunity to reach their professors on their private phones.

3. Describe the unit's process for evaluating its advising and counseling services. Include measurements of the accuracy of academic advising, student and faculty opinion of the quality of advising, or other indices of the effectiveness of advising. Discuss the results of these assessments, and any changes or adjustments made because of the findings.

Student advising is very important in our unit, not only because it offers an opportunity to engage with our students, it is also to ensure that students take the right courses at the right time because of the sequential nature of courses available in our department. Most of our courses have prerequisites, and we try to avoid students not adhering to the need to take a course that gets them ready for others. Journalism has a history of being the first academic unit on campus to require that all students be advised before they could register for classes. A "hold" is put on students' accounts so they could not register for classes until they are advised and the "hold" lifted by the faculty assigned to advise them.

Faculty members in our department only advise junior and senior journalism students. First year students and sophomores have assigned advisors in the dean's office. However, we work hand-in-hand with the official advisors, keeping them abreast of all curriculum and relevant changes that might impact that their work. In order to keep up with the best practices in advising, each faculty is encouraged to sign up for training with the TCU Center for Academic Services. New faculty members in our department are not assigned advisees in their first semester. Rather, they are encouraged to sit in on several advising sessions with an experienced advisr before they meet with their first students in the next advising cycle. Our advising period typically occurs before students register for classes.

Students coming for an advising appointment fill an "Advising Worksheet" form on which they indicate courses taken, courses they plan to take in the coming semester, and the credit hours left to complete for graduation. They also come with their "degree plan" which is an unofficial transcript that provides details about all classes/course they have taken or need to take in readiness for graduation. Both advisor and advisee will sign the "advising worksheet" once the discussion about where the student stands on courses is concluded and the student understands the academic plan. Thereafter, the advisor lifts the "hold" to allow the student register for class.

The dean's office offers valuable backup to the unit to double-check the accuracy of advising, especially in the case of graduating seniors who must have accumulated no less than 84 credit hours before they can fill the "intent-to-graduate" form that affirms that they are on course to graduate in a specified semester.

We do not have a formal instrument to measure advising success. This is something we need to look into in future. What we have is a question incorporated in the exit survey of graduating students, where they are asked to rate the quality of advising the received in their academic journey. The table below shows how they rated advising in our department in the 2019-2022 academic years. The rating is a combination of the "satisfied" and "very satisfied" responses we received in the academic years indicated on the table. Admittedly, the percentages on this table show room and need for improvement on student advising in our department.

Academic Year	Average Rating % on Advising	Respondents
2019-2020	59.5	16
2020-2021	80	22
2021-2022	69.5	21

4. Describe student professional organizations or other extra-curricular activities and opportunities provided by the unit or the institution that are relevant to the curriculum and develop students' professional and intellectual abilities and interests. Do not duplicate information already included in Standard 2 (Curriculum and Instruction).

"Our mission is to develop aspiring journalists who use accurate and ethical reporting to inform and serve people invested in TCU" - Mission Statement, TCU Student Media.

In many ways, TCU Student Media is the heart of our program. Students are encouraged to work in student media throughout their time at TCU. Some begin as first semester, first-year students learning how to use InDesign and layout The Skiff newspaper, while others join the copy desk. Student Media has several outlets under its umbrella for students to choose from, including TCU360.com, the Leap, Unscripted, Image magazine and the Skiff. TCU News Now is a co-curricular effort tied the News Production and Advanced News Production class. The others rely on content produced in and out of class that is edited independently by the student-led news staff. Students in skills class are encouraged to pitch work to the various outlets, but student editors decide whether to accept it and they are responsible for all aspects of editing.

Photo 16 A journalism student sets up her video camera.

Advisors work with student leaders and staff to help them understand and begin master the rigors of a professional newsroom. This can be as simple as reminding them to dress appropriately for interviews to helping them structure and plan election night coverage in a presidential or midterm election year. Advisors help students learn to edit stories and how to copyedit for style. They also help students develop leadership and management skills as they work with and supervise their peers.

The leadership of Student Media is purposely diverse. It's not enough to post jobs and have students apply, advisors encourage students – especially those who are African American, Hispanic and female — to apply for leadership that they may not see themselves. In recent years this has meant that there has been diverse representation on the Student Media leadership team, including an African American managing editor, and African American editors of The Skiff. Of the last seven students who have served as executive editor, four have been women and three have been male. During the 2020-21 academic year, two students, a male

Photo 17 A screengrab of TCU360.com on Oct. 21, 2022.

and female, shared the position. Currently, the lead sports writers for TCU360 are a Hispanic male and African American female. While diversity is often built around race, it should be noted that many of our students of all races are first-generation.
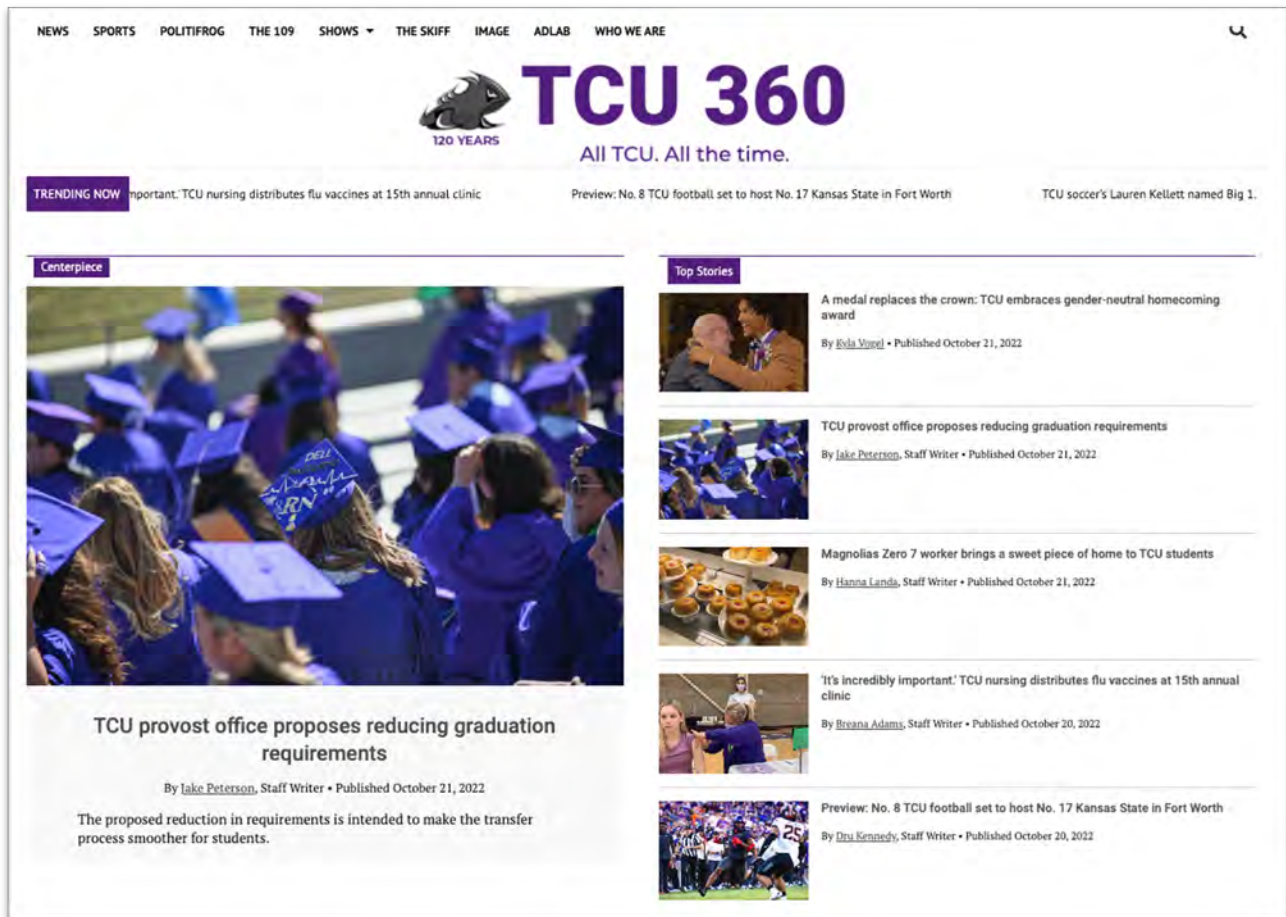

Photo 18 The homepage of TCU360.com on Oct. 21, 2022.

TCU 360

TCU 360 is a student-led and faculty-guided flagship product of TCU Student Media (tcu360.com). Structured with an editor-in-chief and three managing editors (all female in Fall 2022), TCU 360 serves as the hub of our student media and covers campus news from multiple angles. TCU 360 offers our students practical training and experience in preparation for a future in professional journalism.

TCU NEWS NOW

Its news programming ranges from full newscasts to news updates designed and post on Instagram and TikTok. The newscasts are posted on TCU360. Students report, shoot, and edit all of the stories, then produce and anchor the newscasts.

THE SKIFF

Our weekly newspaper is 120 years old and the oldest news outlet in Tarrant County. The TCU Daily Skiff was founded 25 years before the Department of Journalism. Today's Skiff reports the major campus news stories of the week, looks ahead to the weekend, and showcases a big student reporting project when it hits newsstands every Thursday morning.

THE 109

TCU's campus sits in the middle of a vibrant area of Fort Worth, and our students cover every aspect of it. It's our hyperlocal news site that is nested inside TCU 360. Its coverage focuses on the 76109 ZIP code and issues of interest to that audience.

IMAGE

Our long form news magazine is produced digitally on the Shorthand platform. The magazine showcases the work of students in the Long Form class, as well as long form pieces done in other skills classes.

Photo 19 Volume 121, Issue 4 of The Skiff, the student-produced weekly newspaper.

POLITIFROG

PolitiFrog focuses on politics from a student perspective and in innovative digital ways on tcu360.com and through social media.

THE LEAP

This pop culture programming is fully produced and led by students. It was revived by two African American students after COVID-19 restrictions were lifted and has become one of our more popular platforms when it comes to student participation.

UNSCRIPTED

This sports show is fully produced and led by students. It was also revived by two African American students after COVID-19 restrictions were lifted and has become one of our more popular platforms when it comes to student participation.

KTCU RADIO

KTCU-FM is a part of the Film, Television and Digital Media Department, but journalism students are welcome to (and do) work in the station's news department, including through journalism classes. Journalism students have also reported, anchored and hosted sports talk shows for KTCU.

The department supports the following student organizations:

- Kappa Tau Alpha
- The Society of Professional Journalists
- National Association of Black Journalists
- National Association of Hispanic Journalists

Photo 20 The spring 2022 inductees for Kappa Tau Alpha with advisor Dr. Daxton Stewart and Dean Kristie Bunton.

THE METRO MEDIA MARKET

Students are in a media classroom whenever they watch or listen to local media in the Metroplex. In the fifth-largest media market in the country, local news outlets are considered some of the best in the nation. Many students have interned at local TV and radio stations and at metro and community media throughout the area. Local journalists, many of whom are alumni, are frequent classroom guests. In addition, students who attend the Department's semester-long Washington Program also work as interns in Washington, D.C. as part of the experience.

PULITZER CENTER ON CRISIS REPORTING

In Fall 2016, the Department entered into a two-year, renewable partnership agreement with the Washington-based Pulitzer Center on Crisis Reporting. The partnership guarantees our students two fellowships each summer to travel abroad and do independent studies of their choice. It also stipulates that the Center and our Department will have a joint workshop/seminar to discuss an important issue related to national or international journalism. In summer 2017, Kelsey Emery, the first recipient of the award, traveled to South Africa to do a story on rhino poaching. In 2019, we had a seminar for students that addressed the issue of what happens to children of incarcerated parents in the U.S. and countries in other regions of the world.

5. Describe the unit's career counseling and placement strategy for assistance in students' searches for employment. List placement statistics for the three most recent years before the self-study year for which accurate information is available.

All TCU students and alumni are encouraged to visit and use the Center for Career & Professional Development on campus. The center offers many resources for students, including one-on-one counseling, job placement services, resume workshops and training on interview skills. A full-time employee is assigned to the Bob Schieffer College of Communication.

Prior to COVID-19, the department partnered with the Center to host a networking night with media professionals from across D/FW, including representatives from the Star-Telegram, the Dallas Morning News, CBS-11, NBC5 and Fort Worth Magazine.

We have long recognized that applying for student media jobs may be the first time that students apply for a paid position. Students are required to submit resumes for all positions. They have long applied through Students Media job portal, but we recently switched to Handshake, which is provided by Career & Professional Development. Students are required to interview for all positions, again for some this may be their first job interview. Those who are

not in a leadership position and being paid by stipend, are also required to keep track of hours through TCU's Frog Time system. This is meant to introduce students to the idea of timekeeping and work ethic.

Beginning in Reporting 30204, students start building a digital portfolio. Some use platforms such as LinkedIn, Adobe's Express platform, Canva and Journo Portfolio (which was recommended by an alum). Others build theirs using skills learned in Digital Storytelling. Students interested in broadcast also build reels, which are critiqued by faculty.

Student Media created a 200-member LinkedIn group for alumni and students where job information is shared. Job postings have also been sent by email and posted in the Student Media Slack. Many of our graduates are interested in broadcast jobs. In recent years, we have invited a recruiter from TEGNA to campus to meet with our graduates, the most recent being in April 2022. He has helped several graduates join TEGNA stations as producers and multimedia journalists. More importantly, he gave feedback on overall student work during his first visit that helped reshape broadcast coursework — he suggested that graduates learn to turn multimedia packages in a day.

Finally, faculty also reach out directly to students about job opportunities when they learn of them.

Frequently, students ask faculty to review their portfolios, cover letters and resumes before they send them out. Faculty keep on top of job openings and call students even after they have graduated to let them know about some openings we discovered. These give students the confidence and assurance that faculty are interested and involved in their job searches.

Where TCU journalism graduates are working

Here is a link to our data on where some of journalism graduates have gainful employment. A blank in the current job column indicates that the Department doesn't know the former student's current job.
https://docs.google.com/spreadsheets/d/1Y6DEk5N1Mi0vynmiEpWf84TDwQPXWl8rAIIUVPOGG0w/edit#gid=0

6. Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major, and provide comparison to the university's rates. Discuss the findings of the analysis.

Enrollment statistics are collated, analyzed and maintained by the TCU Office of Institutional Research. The office produces and updates a number of reports each year. The information is then shared with various stakeholders that need them on campus. Here is the link to our current 10-year graduation and retention report:
https://schieffercollege.tcu.edu/journalism/wp-content/uploads/sites/5/2022/10/ACEJMC-Journalism-Retention-and-Graduation-rates-2022.pdf

Director of Journalism Technology Jim Seeley helps
a student check out camera equipment.

Part II, Standard 7: Resources, Facilities and Equipment
Executive summary

The journalism department is well resourced. Its current annual budget is $1.15m. The department has modern facilities and equipment that meet its basic needs. They include a state-of-the art studio for broadcast news production and a newsroom where its weekly newspaper, the Skiff, is published. Students also do podcast and publish the Image digital magazine in the newsroom. All productions and activities in the newsroom are student-led, with a director of student media as faculty supervisor. The department also has two dedicated classrooms where it has priority on class scheduling, as well as other spaces where it can also schedule classes upon request. We also schedule classes in the newsroom. The department has an equipment room with cameras and other accessories needed for student work, and computer work stations with modern software. Faculty members have offices on our floor, with the exception of two of them whose offices are on the first floor.

Please respond to each of the following instructions:

1. Complete and insert in this section Table 10, "Budget." If necessary, provide a supplementary explanation.

TABLE 10 – BUDGET ITEMS	2020-2021	2021-2022	2022-2023
Faculty Salaries	$864,785.04	$889,962.00	$950,763.96
Exempt Staff Salaries	$79,314.40	$81,478.32	$84,738.36
Overtime Pay	$160.04	$140.04	$140.04
Student Salaries	$4,800.00	$4,200.00	$4,200.00
Non-exempt Staff Salaries	$40,371.00	$41,583.00	$43,247.04
Additional Pay	$0.00	$10,599.96	$10,599.96
Temporary Personnel	$10,599.96	$350.04	$350.04
Student Travel	$400.04	$3,307.56	$3,307.56
Travel	$3,832.50	$16,852.56	$16,852.56
Consultant Travel	$19,527.54	$1,260.00	$1,260.00
Meals	$1,460.04	$2,205.00	$2,205.00
Entertainment	$2,555.04	$1,260.00	$1,260.00
Training / Workshops	$1,460.04	$2,835.00	$2,835.00
Advertising	$3,285.00	$945.00	$945.00
Dues & Subscriptions	$1,095.00	$4,200.00	$4,200.00
Furniture	$4,800.00	$174.96	$174.96
Equipment	$199.96	$1,400.04	$1,400.04
Computer Equipment/Software	$1,600.04	$2,799.96	$2,799.96
Rental Equipment	$3,199.96	$1,662.48	$1,662.48
Food Services	$1,900.04	$315.00	$315.00
Online Software/Cloud Software	$365.04	$0.00	$0.00

Mail Services	$1,600.04	$1,400.04	$1,400.04
Printing Services	$1,999.96	$1,749.96	$1,749.96
Access Code Copies	$400.04	$350.04	$350.04
Printing & Copying-Off Campus	$600.00	$525.00	$525.00
Publications	$2,479.96	$2,169.96	$2,169.96
Services	$199.96	$174.96	$174.96
Services--Students	$6,400.04	$5,600.04	$5,600.04
Supplies	$2,919.96	$2,520.00	$2,520.00
University Store Charge	$360.00	$315.00	$315.00
Other Expense	$3,674.02	$3,214.80	$3,214.80
Repairs	$600.00	$525.00	$525.00
Outside Honoraria/Consultant Fee	$2,919.96	$2,520.00	$2,520.00
Department Expenses	$1,069,864.62	$1,088,595.72	$1,154,321.76
Budget Carryover	0.00	0.00	0.00
Total Budgeted Expenses	$1,069,864.62	$1,088,595.72	$1,154,321.76
Net Source / (Use)	($1,069,864.62)	($1,088,595.72)	($1,154,321.76)

2. Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of faculty in the process.

The chair is the department's chief fiscal officer and is responsible for budgetary matters. The department also has an administrative assistant who does the regular bookkeeping. Our fiscal year runs from June in the current calendar year to May the following year.

In Fall, especially in the month of September, the dean provides a budget template to chairs in each of the four departments in the college, with instructions on how the chair should complete the department's General Operating Budget. Consequently, the chair studies the previous year's budget, takes note of any carry-over fund, confirms the status of the restricted funds from donors and compares envisaged expenditure with that of the preceding year. The chair also confers with faculty and staff on possible new items to be budgeted in the new fiscal year. In this process, the chair ensures and confirms the budget-line items that will remain the same, and those to be increased or reduced in the in-coming year.

Upon completing a draft of the budget, the chair discusses it with the dean in their regular one-on-one meeting before submitting it. Submission is usually done one week before the dean is expected to present the college's overall budget to the provost and vice chancellor for academic affairs. Items such as salaries are standard items and are not adjusted by the chair in the budget process. In Spring (January or February), the chair is notified by the dean of the availability of merit pay for staff and faculty for the in-coming year. This is typically a three-percent increase in pay that is subject to determinants such as faculty performance on service, teaching and research. For staff, this is based on their on-the-job assessment. The dean determines the percentage of the chair's merit pay increase as it is unethical for the chair to self-award such percentage. Notably, the merit pay increase was partially suspended in 2020/2021 year as a result of the impact of Covid-19 on university's resources. In the

2021/2022 year, the university compensated with a one-time, 3-percent cost-of-living allowance. In the 2022/2023 year, the university also announced a 4-percent merit pay for faculty and staff.

The chair is also responsible for the Student Media budget. Though separate, the budget for Student Media is an integral part of the department's overall budget. The line items for this budget include TCU 360, the Skiff weekly newspaper, Image Magazine and other activities undertaken by students in the newsroom under the supervision of the Director of Student Media. The chair approves this budget in consultation with the director of student media.
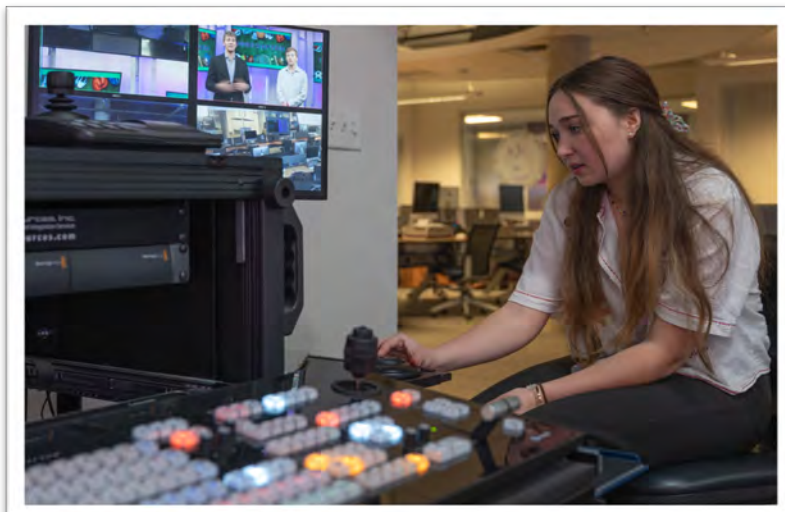

Photo 21 A student works the teleprompter during a show taping.

About once every two years the university, through the dean, calls for applications for capital expenditure from each department. The chair, in consultation with faculty, prepares and submits this application if there is need for such capital expenditure. For instance, in 2019, the department submitted and obtained a $148,000 capital expenditure fund to update its cameras and other equipment needed for student class assignments and work in the news room. The department used $6,000 from its carry-over fund to supplement this allocation.

3. Describe the adequacy of resources for the unit and the sources of revenue for those resources (university funds, fees, private funding, other). Describe how the unit will supplement its annual budget from other sources or reallocate resources to reach its strategic goals.

As noted in the self-study for the 2008 accreditation revisit, the department has adequate funding, considering its size and needs.

The department's budget for the current 2022-2023 fiscal year is $1,154,321.76. This represents an average annual increase of 3.85% from year 2020. In addition to this budgetary allocation, the department operates some endowed funds: (a) The Milner Journalism Awards for student journalism excellence; (b) the Matthews Family endowment that supports introducing students to innovations in the journalism profession; (c) the Sandusky Globalization fund that enables students develop awareness and competency on global issues. The department is allowed to carry over unspent funds, although the university mandates that such funds should be used for capital expenditure.

The department supports faculty with funds to conferences such as the AEJMC and ICA, as well as to other communication conferences within the U.S. and abroad. Each faculty is allocated $3,000 per year for activities related to conference and workshop attendance. However, any unspent allocation is not carried over.

Outside budgetary allocations and the endowed funds, the department has no other way of raising funds as the chair does not engage in fundraising. This activity is restricted to the dean of the college and the university advancement office.

The department has standard and modern facilities for student learning. The second floor of the Moudy South Building is home to both Bob Schieffer College of Communication and the journalism department. In 2019, the second floor of the building where the department is located was remodeled to create more space and increase its accessibility to students, faculty and staff. Our newsroom on the same floor was also renovated. It has a modern Newtek-Tricaster Production System and a $1.5-million studio students use to produce programs and other packages that are published on our TCU 360 news portal. The production system was acquired in 2017 for about $100,000, with new cameras and related equipment purchased and updated in 2019 as mentioned above. Our newsroom has spaces for advertising and sales for our

Photo 22 A closeup shot of the NewTek TriCaster in the Student Media newsroom.

media products, the production of our Skiff weekly newspaper and a studio for podcasting.

Students in our program do not have to purchase personal cameras and related equipment for their assignments. Our camera room has sufficient cameras and other equipment for student work, and are available to students through an efficient equipment check-out system. We regularly upgrade our equipment. For instance, this summer (2022), we replaced 16 old (4-5 years old) laptops with MacBook Pro laptops, all stored in a secure cart in our multi-configurable or convertible classroom (MOUS Room 216). These laptops are mainly used for our skills classes where each of the maximum number of 15 students has access to one of them during class time. All 32 computers in our newsroom are fully loaded with adobe creative suite and apple final-cut software for student work.

Most classrooms in our college are located in our building. More specifically, our department has priority use over two classrooms: MOUS Room 216 with a 16-student capacity and MOUS Room 204 which can seat 30 students. At the onset of Covid-19 in 2020, the university fitted modern cameras and zoom equipment in most classrooms on campus for online synchronous and hybrid modes of instruction. The journalism department was a beneficiary of this project.

4. Describe how the resources provided by the institution compare with the resources for similar units on your campus.

TCU is a private institution. Consequently, the journalism chair is not privy to budgetary and other financial resources made available to other departments in the university. Nonetheless, there are some areas of uniformity in the financial resources available to all departments. For instance, the percentage of merit pay is uniformly applied across campus. Another example is that capital expenditure applications are open to all departments, although what the departments get may vary according to need and other factors.

5. Describe the unit's classrooms, offices, computer labs or other building spaces, as well as technology support services. If the unit administers university media or student publications, include a description of equipment and facilities devoted to those operations.

The journalism department is located on the second floor of Moudy South building. It shares the same floor with Strategic Communication department and the dean's office. The offices of most members of the journalism faculty, with the exception of two, are on the same floor. Our priority classrooms (Rooms 216 and 204 mentioned in #3 above) are also on the same floor, thus bringing professors and students in close proximity not only to facilitate class work but also to attend to students' concerns and consultations during the mandatory office hours.

Photo 23 Students work on The Skiff in the Student Media newsroom during Spring 2022.

Also as noted above, our newsroom has a modern broadcast studio with 32 iMac computer workstations that are fully loaded with Apple Final Cut Pro and Adobe Creative suite software. The Ad Lab sales department, the Skiff newspaper production unit as well as a studio for podcast, are all located in the newsroom. Faculty and staff who work closely with students in the newsroom, such as the Director of Student Media, the Journalism Director of Technology and the Director of Student Media Sales and Operations, have their offices adjacent to the students' workstations and studio in the newsroom.

In addition to the studio in the newsroom, the department also has a more traditional news studio (Studio B) on the first floor, next to Studio C with a modern green screen capability that belongs to the Film, Television and Digital Media department. Studio B is equipped with three

studio cameras (with additional cameras accessible from the Newsroom on the second floor) and a teleprompter system for all cameras.

Our department also benefits from the university's five-year computer replacement program. All members of faculty and staff have the first option to purchase their previous computers in this replacement program.

The inventory of our equipment room includes (with kits): (a) 30 video cameras; (b) 30 photo cameras; (c) 16 360-degree cameras; (d) 18 mobile video kits; (e) 12 audio recorders (f) other accessories such as sports zoom lenses.

6. Describe the unit's most urgent needs for resources, if any, and the plan to address these needs.

The department's most urgent need is how to increase enrolment. We believe that one way to realize this objective is to increase our faculty strength, offer more courses that will potentially attract students to our program and figure out effective ways to increase on-campus marketing of our program. With COVID-19 no longer a severely threatening pandemic, the department will resume its outreach to high schools in our Dallas-Fort Worth area.

Part II, Standard 8
Public and Professional Service

Students from the Fort Worth Young Men's Leadership Academy tour Student Media newsroom in October 2019.

Part II, Standard 8: Public and Professional Services

Executive summary

Our department actively engages with our alumni as well as offer professional and public service to high schools in our Dallas/Fort Worth area, mainly in Tarrant County where we are located. Some of our alumni do class visits and hold workshops for our students to acquaint them with innovations in the industry. One of the highlights of our engagement with our immediate community is our popular annual Schieffer Journalism Workshop for high school students. It is held every summer. In 2023, we shall launch a new sportscaster camp for high school students in our area. Members of our faculty also participate in a variety of high school events, primarily as judges of broadcast and journalism contests, or visit as guest speakers to students in those schools. They also belong to several professional organizations and hold prominent positions in some of them.

Please respond to each of the following instructions
1. Describe the unit's contact with alumni, professionals and professional organizations to keep curriculum and instruction current and to promote the exchange of ideas. Contact may include alumni and professional involvement in advisory boards, curriculum development, guest speaking, placement, internships and fundraising. Provide advisory board members' names and contact information.

The journalism department takes pride in the fact that our college is named after Bob Schieffer, retired CBS and celebrated U.S. journalist, and a 1959 graduate of our program. One of our dedicated classrooms (MOUS Room 216) was in 2010 named in honor of Roy Eaton and his wife Jeanine who are prominent donors to our program and college. Both graduated from our program in 1959 and 1960 respectively. These show how our alumni are still recognized and accorded respect by our college and department.
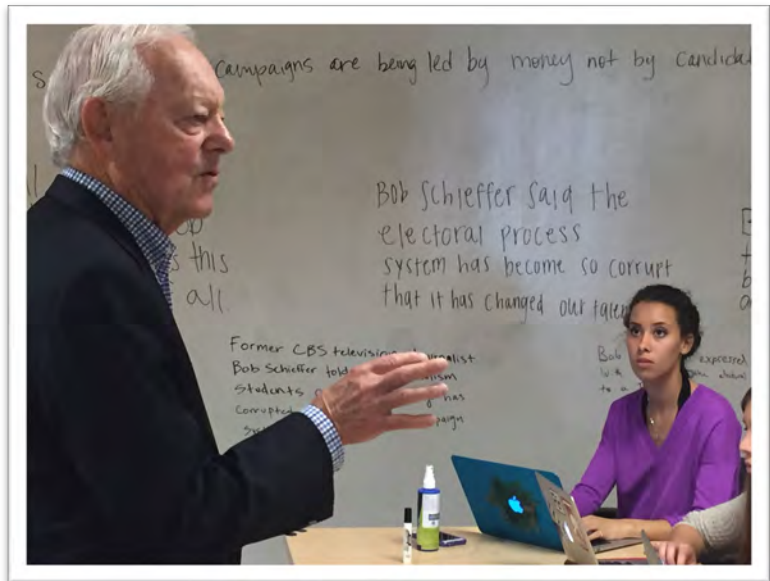

Photo 24 TCU alum and college namesake Bob Schieffer works with students in the Student Media newsroom.

The Bob Schieffer College of Communication has a very vibrant and engaging 16-member Board of Visitors (BOV) that meets once every semester where our dean outlines activities in our college including future plans, and invites their input on those plans. Five members of the current BOV are journalism department alumni.

Plans are underway to resume the publication of a quarterly news bulletin to be circulated to our alumni to apprise them of developments in our department. The publication was suspended when what used to be the Schiffer School of Journalism was split into Journalism Department and the Department of Strategic Communication in 2014.

Our alumni are however very enthusiastic about being invited to our department to share ideas with our students. On March 26, 2022, for instance, Mr. Kris Gutierrez, formerly of NBC5 in the Dallas-Fort Worth area, held a workshop for journalism students on "How to get a job in TV News." He, and three other alumni, also in May 2022, volunteered to review class projects (Signature Learning Activity) produced by graduating seniors in our Multi-Platform Capstone class.

Members of our faculty belong to several professional and discipline-specific organizations where they often hold leadership positions. These include the Association for Education in Journalism and Mass Communication (AEJMC), the Society of Professional Journalists (SPJ), the International Communication Association (ICA), the Investigative Reporters and Editors, the International Association for Media and Communication (IAMCR), the American Journalism Historians Association (AJHA), Kappa Tau Alpha, the Maynard Institute and others. Our faculty attend these conference and workshops, make presentations at plenary sessions and panels, and serve as committee chairs or members, reviewers and discussants.

Photo 25 A flyer for a job workshop led by Schieffer alum Kris Gutierrez in Spring 2022.

2. List examples of professional and public service activities undertaken by members of the faculty during the review period. Limit to five examples per faculty member. The unit has the option of providing a complete list in a separate digital file. Do not include service to the unit or institution; this information should be presented in Standard 1, Question 7.

PROF. JEAN MARIE BROWN
Strength Coach, Maynard Institute for Journalism Education 200 Fellows (June 2022)
Prepared and led, Fault Line training sessions for National Public Radio (April 2022)
Senior Fault Lines Trainer, Maynard Institute for Journalism Education (2016–present)
Trainer, Racial Equity in Journalism (REJ) Fund, Borealis Philanthropy (Fall 2020)
Georgia Landscape Analysis, Pivot Fund for the Georgia News Collaborative (underway)

DR. JAIME LOKE
Chair, Commission on Status of Women (AEJMC, 2018)
Secretary, Feminist Media Studies (ICA: 2019–present)
Reviewer, AEJMC and ICA conference papers (2016–present)
Organizer, Kopenhaver Early Career Woman Scholar Award (AEJMC, 2018–present)
Judge, Kopenhaver Early Career Woman Scholar Award (AEJMC, 2018–present)
Judge, Tankard Book Award (AEJMC, 2016–2020).

PROF. MELISSA HARRISON

Volunteer, *Brighter Tomorrows*, an organization which serves women and children victims of domestic violence (currently ongoing)
Contributor, On-air reports for NBC5 newscasts (Dallas/Ft. Worth, 2019)
Fundraiser, Victims of Domestic Violence (Dallas/Ft. Worth, ongoing)
Freelance Anchor, KRLD (Dallas/Ft. Worth, 2019)
Host, Journalism Ethics for International Journalists, The Poynter Institute, (Online, 2021)

PROF. PATTY ZAMARRIPA

Freelance Producer, NBC5 (Dallas/Ft. Worth, 2018 to present)
Summer Show Producer and Writer, NBC5 (Dallas/Ft. Worth, 2018 to present)
Judge, JEA/NSPA Student Media in Broadcast/Anchoring contest for high school students in Dallas/Ft. Worth, 2019)
Guest Speaker, Northwest High School, Fort Worth (Fall 2019)
Guest Speaker, Friendship Elementary School, Fort Worth (Summer 2022)

DR. SHUGOFA DASTGEER

Chair, Multimedia Competition, International Communication Division, AEJMC (2022)
Member, Board of Advisors, Afghanistan Journalists' Support Organization. (Ongoing)
Panelist, AEJMC-ICD on Journalism Educational in South Asia During the Social Media Age (October 13, 2022)
Member, Q&A session on Educational and Career Opportunities for Afghan People (American University of Central Asia, Summer 2022)
Session Chair, Data, Statistics, and Visualization in Journalism (International Communication Association, 2019)

DR. DAXTON STEWART

Panelist, "First Amendment and Social Media: Where Do Rights End and Discipline Begin." Annual conference of the National Association of Civilian Oversight of Law Enforcement (Fort Worth, Sept. 12, 2022)
Panelist, "Copyright Trolling or Legitimate License Enforcement?" The Creative Commons Global Summit (virtual, Sept. 22, 2021)
Panelist, "Creating a Culture of Compliance to Open Government Laws." National Freedom of Information Coalition's 2020 FOI Summit (virtual, Sept. 30, 2020)
Moderator, panel on "Challenges to Understanding Police and Labor Arbitration." Annual conference of Investigative Reporters and Editors (virtual, Sept. 25, 2020)
Testimony, Select Committee on Mass Violence Prevention and Community Safety, Texas House of Representatives (Farmers Branch, Texas, Oct. 10, 2019)

DR. UCHE ONYEBADI

Editor, *International Communication Research Journal* (ICRJ), a journal of the International Communication Division (ICD), AEJMC (2019–present)
Editorial Board Member, *NaijaTimes,* a Nigerian online newspaper. (2020—present)
External Member, Ph.D. Dissertation Committee for Ms. Carolyn Walcott, Georgia State University, Atlanta (2019-2020)
Panelist, AEJMC Workshop on "International Faculty in Journalism and Mass Communication: Teaching, Research, and Administration." (Detroit, Aug. 2, 2022).
Member, Governing Council of the Association of Media and Communication Researchers of Nigeria (AMCRON) (2020 to present)
Board Member, Institute for International Journalism, Ohio University (2021-2022)

3. Summarize the professional and public service activities undertaken by the unit. Include short courses, continuing education, institutes, press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concern; and similar activities.

Professional and public service activities by the unit were curtailed by the outbreak of the COVID-19 pandemic. Prior to that public health hazard, we were engaged in a number of outreach activities in our immediate community. For instance, one our colleagues, Prof. Patty Zamarripa, represented us as a judge in the student media broadcast and anchoring contest for high school students in the Dallas/Ft. Worth area in Fall 2019. She was also a guest speaker at the Northwest High School in Fort Worth (2019). Another colleague, Prof. Melissa Harrison, took our students to the Dallas Press Club press briefings, meetings and simulated interviews for networking and other extra-curricular activities. Our department is also active in the College Media Association (CMA).

4. Describe the unit's methods for communicating with alumni, such as newsletters or other publications. Provide the web link(s) for communication during the previous academic year or provide print copies in the workroom.

As noted in #1 above, the unit (before it split in 2014) used to publish a quarterly news bulletin that kept the alumni informed about activities in the department. This bulletin will soon be revived. For now, the main means of communicating with our alumni are: TCU Magazine with features our department and alumni from time to time (https://magazine.tcu.edu/issues/fall-2022/); Bob Schieffer College of Communication website that highlights alumni stories (https://schieffercollege.tcu.edu/resources/alumni/); Bob Schieffer College of Communication Facebook (https://www.facebook.com/TCUSchieffer/); Department of Journalism website that also features alumni (https://schieffercollege.tcu.edu/journalism/).

These websites publish alumni activities, accomplishments and also showcase the university, college and department for the benefit of the alumni audience.

5. Describe the unit's support of scholastic (high school) journalism and communications, including workshops, visiting lectures, critiques of student work, etc.

Every summer, our department hosts a high school journalism workshop/summer camp that attracts students from our Dallas/Fort Worth area and beyond. At the Schieffer Journalism camp, students have access to our digital newsroom and broadcast studio and other equipment. They learn how to come up with story ideas and take such ideas to full production in multi-platform packages. They also learn about conceptual aspects of journalism such as media ethics.
(https://schieffercollege.tcu.edu/journalism/student-experience/programs/schieffer-summer-camp/).

In October 2019, our department hosted journalism students from the Fort Worth Young Men's Leadership Academy (pictured in section cover photo). They were led by their principal, Mr. Rodney White. Earlier the same year, we hosted high school teachers in communication and journalism in our Dallas/Fort Worth area. In summer 2022, Prof. Patty Zamarripa from our department was a guest speaker at the Friendship Elementary School in Fort Worth.

Over the years, until disrupted by COIVD-19 in 2020, we made equipment donations we no longer needed in our department to high schools in our Tarrant County for use in their broadcast programs. One of our colleagues in Strategic Communication department each year hosts juniors in a Tarrant County high school to her department and invites us to host and showcase our facilities to the students. We always oblige as doing so offers us opportunities to engage with the school and its students.