

**Self-Study Report  
for Accreditation in Journalism  
and Mass Communications**

For an undergraduate/professional master's program site visit in the 2022-23 academic year

Submitted to the  
Accrediting Council on Education in Journalism and Mass Communications

**Name of Institution:** The University of Alabama

**Name of Journalism/Mass Communications Unit:** College of Communication and Information Sciences

**Address:** Box 870172, Tuscaloosa, AL 35487

**Date of Scheduled Accrediting Visit:** January 22-25, 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. Brian S. Butler

Title: Dean

**Administrator to whom journalism/mass communications administrator reports:**

Name: Dr. James T. Dalton

Title: Executive Vice President and Provost

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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.

### Narrative:

Name of Institution: The University of Alabama

Name of Unit: College of Communication and Information Sciences

Year of Visit: 2023

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

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

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

- Private
- Public
- Other (specify)

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

In 1819, The Congress of the United States donated 46,000 acres of land within the State of Alabama for the endowment of a seminary of learning. The General Assembly of Alabama created the Board of Trustees in 1821, and on April 18, 1831, the University was opened for admission of students.

From the [Code of Alabama 1975, Chapter 47, University of Alabama](#):

§16-47-1. Body corporate.

The Governor and the State Superintendent of Education, by virtue of their respective offices, the trustees heretofore appointed from the different congressional districts of the state under the provisions of Section 264 of the Constitution and such other members as may be from time to time added to the board of trustees and their successors in office are constituted a body corporate under the name of "the Board of Trustees of the University of Alabama," to carry into effect the purposes and intent of the Congress of the United States in the grant of lands by the act of April 20, 1818, and of the act of March 2, 1819, to this state,

to be by it held and administered for the benefit of a seminary of learning. (School Code 1927, §543; Code 1940, T. 52, §486.)

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

Yes

No

**If yes, give the date of the last accrediting visit:** February 14-17, 2016

**If there was a revisit, give the date of the last full visit and the date of the revisit:** N/A

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

1949

**6. Insert here the undergraduate mission statement and the separate mission statement for the graduate program. Statements should give the date of adoption and/or last revision.**

C&IS: Revised: Fall 2021

The University of Alabama's College of Communication and Information Sciences is a comprehensive multidisciplinary division in which teaching, research and service are focused on shared creation, presentation, dissemination, retrieval, collection, analysis and evaluation of messages and meanings in a variety of settings. The mission is supported by one of the country's most diverse combinations of academic and service programs.

Values:

Personal and professional excellence

Creativity and intellectual curiosity

Interpersonal adaptability and negotiation

Integrity and ethical grounding

Diversity and appreciation for differences

Passion and resilience

Collaboration and unity

A+PR: Revised August 2013

The mission of the Department of Advertising and Public Relations is to prepare highly competent, socially conscious and engaged leaders to shape the future of global advertising and public relations.

JCMBA: Revised February 18, 2019

The Department of Journalism and Creative Media teaches students to make sense of information, sort truth from fiction, and tell stories with authenticity and inspiration—all critical tasks in an information age. We prepare our graduates to find jobs and excel across many fields, and be discriminating media consumers. We also prepare our graduates to think critically about media and their role in a democratic and diverse society. We believe that those who can collect information, filter it for accuracy and importance, and tell it well can change the world.

JCM MA: Revised May 2021

The Department of Journalism and Creative Media teaches students to make sense of information, sort truth from fiction, and tell stories with authenticity and inspiration—all critical tasks in an information age. We prepare our graduates to find jobs and excel across many fields, and be discriminating media consumers. We also prepare our graduates to think critically about media and their role in a democratic and diverse society. We believe that those who can collect information, filter it for accuracy and importance, and tell it well can change the world. We strive to educate students in the tradition of the liberal arts in pursuit of professional, intellectual, ethical and personal goals in a democratic society; to provide leadership in the College and University in

writing, reporting, editing, producing and presenting news/information in various forms; to advance the discipline through research and service.

**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: 5  
Number of weeks in intersessions: 3

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

Bachelor's degree  
 Master's degree  
 Ph.D. degree

**9. List the specific undergraduate and professional master's degrees as well as the majors or sequences being reviewed by ACEJMC. \*Indicate online degrees.**

Bachelor's degrees:

- Advertising \*
- Public Relations \*
- News Media

Master's degree: Journalism and Media Studies\*

*\* Programs are offered both online and on campus.*

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

120 Semester Hours

**Credits hours required for a professional master's degree:**

31 Semester Hours

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

Specify semester-hour or quarter-hour credit.

**Semester Hours:**

1-6 News Media electives  
1-9 A+PR electives

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

<i>Name of Sequence or Specialty</i>	<i>Person in Charge</i>
Department of Advertising and Public Relations	Dr. Matthew VanDyke, interim chair
Department of Journalism and Creative Media	Dr. Michael Bruce, interim chair

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

38,320 students as of Fall 2021; see [UA's Factbook](#) for more details.

**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	Fall 2022 Census		
	Main Campus	DL	Total
Advertising	322	7	329
Public Relations	738	20	758
News Media	483	0	483
<b>Total</b>	<b>1,543</b>	<b>27</b>	<b>1,573</b>

**15. Give the number of graduate students enrolled:**

Journalism and Media Studies: On-site 23; online 49; Total 72

**16. Number of students in each section of all skills courses (news writing, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Submit two semesters with the self-study and update 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.)**

Please see attached file with all skills classes for Spring 2022 and Fall 2022; Main Campus and Online courses are listed in separate worksheets.

**17. Total expenditures planned by the unit for the 2022–2023 academic year: \$13,500,000**  
**Give percentage increase or decrease in three years: 13% increase**  
**Amount expected to be spent this year on full-time faculty salaries: A+PR and JCM = \$5,408,390**

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

Semester: Fall, 2022

\*Teaching release (one course or more) due to leaves or administrative appointments

Professors	Associate Professors	Assistant Professors	Instructors
Andrew Billings	Dianne Bragg	Matthew Barnidge	*Hailey Allen
*Kimberly Bissell	Brian Britt	*Mark Barry	Lars Anderson
Rick Bragg	Rebecca Britt	Andrew Bauer	Thomas Arenberg
*William Evans	Kenon Brown	Courtney Boman	William Brantley
*Karla Gower	*Michael Bruce	Josh Bramlett	Maya Champion
Hyoungkoo Khang	George Daniels	Nancy Brinson	*Susan Daria
Eyun Jung Ki	Jameson Hayes	Judith Clark	Camille DeBose
Wilson Lowrey	*J. Suzanne Horsley	Joseph Colvin	Teresa Gawrych
*Damion Waymer	Terry Kinney	John Haley	Jared George
	Elliot Panek	Steven Holiday	Andrew Grace
	Michael Parrott	Shaheen Kanthawala	*Randall Huffaker
	Mark Roberts	Jihoon Kim	*Michael Little
	*Matthew VanDyke	Seoyeon Kim	Mark Mayfield
	Kristen Warner	Jiyoung Lee	*Tracy Sims
		Laura Lemon Petersen	Zachary Tigert
		Dongjae Lim	Janet Walker
		Jessica Maddox	*Caleb Walters
		Kaitlin Miller	*Gerald Waters
		Landon Palmer	*Matthew Wisla
		Sean Sadri	
		Teresa Tackett	

	Justin Walters Alyxandra Vesey	
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**19. 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.)**

**Part-time Instructors**

Spring 2022	Fall 2022	Spring 2023
Pamela Chvotkin	Ademola Adelu	Ademola Adelu
Nathan Dains	Alexis Barton	Gulmira Amangalieva
Bradley Fisher	Colton Cabiness	Sandra Barnidge
Brett Hudson	Pamela Chvotkin	Alexis Barton
Tralene Hunston	Nathan Dains	Colton Cabiness
Jessie Jones	Andrew Daws	Pamela Chvotkin
Richard LeComte	William Field	Andrew Daws
Leonard Mall	Caroline Gazzara-McKenzie	Michael Dorrill
David Miller	Ellen Gomory	Caroline Gazzara-McKenzie
Blake Morris	Craig Graves	Craig Graves
Frances Putman	Brett Hudson	Erin Hackenmueller
Rebecca Robinson	Allison Jordan	Brett Hudson
Julie Salter	Da Young Kang	Jessie Jones
William Shores	Samantha Kocan	Allison Jordan
Jamon Smith	Richard LeComte	Da Young Kang
Edwin Stanton	Sai Datta Mikkilineni	Samantha Kocan
Keli Stiglich	David Miller	Richard LeComte
Anna Claire Toxey	Laura Pitts	Kaley Martin
Jessica White	Frances Putman	David Miller
James Wiles	Sara Quick	Laura Pitts
Caryn Wiley-Rapoport	Amy Ritchart	Frances Putman
	Rebecca Robinson	Sara Quick
	William Shores	Amy Ritchart
	William Singleton	Rebecca Robinson
	Edwin Stanton	Lila Sears
	Keli Stiglich	William Shores
	Anna Toxey	William Singleton
	Jessika White	Edwin Stanton
	Larry Willis	Keli Stiglich
		LaTonya Taylor
		Kevin Thompson
		Spencer Tomsett
		Anna Toxey
		Anna Grace Usery
		Jessika White
		Larry Willis

**20. For each of the last two academic years, please give the total number of graduates.**

2021-22 academic year: 434 bachelor's; 27 master's

2020-21 academic year: 404 bachelor's; 20 master's

**Evidence:**

- Skills class enrollments by delivery modality

## Part II

### Part II: Supplementary Information

#### Narrative:

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

Table 1, “Students”

Table 2, “Full-time Faculty”

Table 3, “Part-time Faculty”

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

The College of Communication & Information Sciences (C&IS) has its roots in the University of Alabama's College of Arts & Sciences and the University's Extension Division. In 1925, the Department of English offered its first newswriting course, and in 1928 the Department of Journalism was established. Advertising and public relations courses later became part of the curriculum. The University's Extension Division contributed to the development of the broadcasting department, and in 1939, the University established the Department of Radio Arts. This department has had several name changes: Radio and Television, Broadcast and Film Communication, the Department of Telecommunication & Film, and the current title, Journalism and Creative Media (JCM). The Department of Advertising + Public Relations (A+PR) was formally created in 1974.

The University of Alabama's Board of Trustees approved the establishment of The School of Communication in 1973. The unit became the College of Communication in 1988 and then the College of Communication & Information Sciences when it merged with The School of Library & Information Studies in 1997. Graduate education started with a Master of Arts degree in 1950, and the doctoral program began in 1987. Today, the college consists of the departments of Advertising + Public Relations, Communication Studies, and Journalism and Creative Media; the School of Library & Information Studies; the Institute for Communication & Information Research, established in 1980; the Center for Public Television and Radio; Alabama Public Radio; and commercial television station WVUA-TV 23.

The Department of Journalism was accredited by the Accrediting Council on Education in Journalism in 1949, lost its status in 1964, and was reaccredited in 1978. The Department of Advertising + Public Relations gained accreditation in 1984, and the Department of Telecommunication & Film was accredited in 1990. The departments of Journalism and Telecommunication & Film merged in Fall 2016.

The research and public service mission of the college expanded with the creation of The Plank Center for Leadership in Public Relations 2005. The college is home for several endowed chairs: The EBSCO Chair in the School of Library & Information Studies; Behringer Endowed Chair, Ronald W. Reagan Endowed Chair of Broadcasting, Reese Phifer Endowed Professorship, Southern Progress Corporation Endowed Professorship in Magazine Journalism, and Holle Endowed Chair in Communication Arts.

As the University's enrollment has grown to more than 38,000 students, the College's enrollment has also grown, leading central administration to allocate 140,000 additional square feet of space to C&IS. Renovations in Reese Phifer Hall, completed in 2016, totaled \$1.6 million and included new first-floor classrooms, a renovated large-lecture classroom, and renovated student services areas. Additional new space was created in the Digital Media Center, a 46,000-square-foot, \$18



million facility that opened in March 2014. The center houses WVUA-TV 23, Alabama Public Radio, the Center for Public Television and Radio, and Crimson Tide Productions. It is also the future home of the Holle Center for Communication Arts. Additionally, the college occupies one floor of Gorgas Library (home to the School of Library and Information Studies) and a portion of Capitol Hall (home to the Plank Center for Leadership in Public Relations).

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

The College of Communication and Information Sciences aspires to provide life-changing education, generate groundbreaking research, and create transformative partnerships. With the arrival of Dean Brian S. Butler in July 2022, the college community is taking a fresh look at our student recruitment strategies, elevating our strengths in research, and seeking innovative partnerships across campus and beyond, all while reimagining what it means to provide a unique educational experience for our students.

The College is the only communication unit in the state of Alabama offering bachelor's, master's, and doctoral degrees. The College offers five bachelor's degrees in advertising, communication studies, creative media, news media, and public relations; and five master's degrees in advertising and public relations, book arts, communication studies, journalism and creative media, and library and information studies. The College offers a multidisciplinary doctoral program in communication and information sciences that enables students to either build an interdisciplinary plan of study or specialize in one of seven concentrations: advertising and public relations, book and publishing studies, health communication, interpersonal communication, media processes and effects, rhetoric and political discourse, or social justice and inclusion advocacy.

C&IS is a comprehensive multidisciplinary division in which teaching, research and service are focused on shared creation, presentation, dissemination, retrieval, collection, analysis and evaluation of messages and meanings in a variety of settings. The mission is supported by one of the country's most diverse combinations of academic and service programs.

Our shared values are:

- Personal and professional excellence
- Creativity and intellectual curiosity
- Interpersonal adaptability and negotiation
- Integrity and ethical grounding
- Diversity and appreciation for differences
- Passion and resilience
- Collaboration and unity

Diversity is celebrated, appreciated, and embraced by the C&IS community. As outlined in the [College's Diversity Plan](#), we encourage the exploration and appreciation of diversity in everything from college-wide communication to the classes in our curriculum and to the student organizations designed to build leadership skills in the area of diversity.

Our efforts in diversity have been [nationally recognized](#) by the AEJMC. Each year, the College's regional [diversity symposium](#) attracts community members and scholars who share their research in diversity and facilitate conversations on topics surrounding diversity.

Through the strategic planning process, the C&IS community coalesced around twelve Key Result Areas for the next five years while also articulating the importance of our strategic plan being flexible and adaptive. These priorities and goals are outlined in our [C&IS 2021-2026 Strategic Plan Document](#).

C&IS is one of 12 colleges and schools at The University of Alabama. UA is the State of Alabama's oldest public university, is a senior comprehensive doctoral-level institution and has achieved R1: Doctoral Universities – Very High Research Activity status in the Carnegie Classification of Institutions of Higher Education. The University was established by constitutional provision under statutory mandates and authorizations (1818 to 1820). The University enrolled its first students in 1831. The University of Alabama System consists of The University of Alabama, The University of Alabama at Birmingham, and The University of Alabama in Huntsville, and is governed by The Board of Trustees of The University of Alabama.

The primary geographical service area is the State of Alabama as indicated by the mission statement: To advance the intellectual and social condition of the people of the State, the nation, and the world through the creation, translation, and dissemination of knowledge with an emphasis on quality programs of teaching, research, and service. Of the 38,320 students enrolled at The University of Alabama ([Fall 2021 Factbook data](#)), 41% are from Alabama, with another 56% being from other states and U.S. territories, and 3% from other countries. In fall 2021, 11.2% of students reported their race as African American, 5.3% reported their race as Hispanic, and 1.5% reported their race as Asian. Undergraduates comprise 82.7%, graduate students 16%, and Advanced Professional (Law/Medical) 1.2% of the student body.

Despite the upheaval associated with COVID, which affected the finances and enrollment across all higher education institutions, The University of Alabama remains one of the financially strongest universities in the country. Our balance sheet, income statement, and undergraduate enrollment outlook is strong. Fitch, one of the three major credit rating agencies, has recently reaffirmed a credit rating of AA+. Within the University, the administration has demonstrated a willingness to provide resources to support high performing units that are developing innovative educational offerings, developing strong partnerships, and expanding their capacity to provide high-impact research and creative work. Although there is a perception among some that STEM units receive preferential treatment for additional investment, the College of Communication and Information Sciences and the Departments of Advertising and Public Relations and Journalism and Creative Media are well positioned to take advantage of this opportunity.

The University's first-to-second-year retention rate has been stable for the past several years (between 86% and 88%). UA's overall four- and six-year graduation rates have gradually increased over the past several years. For example, the overall four-year rate increased from 50.5% (Fall 2012 cohort) to 52.6% (Fall 2015 cohort). Over the same time frame, the overall six-year rate increased from 68.7% (Fall 2010 cohort) to 72.2% (Fall 2015 cohort).

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

##### **Strategic Plan Updates**

The faculty and staff of C&IS updated the five-year strategic plan in 2021. The [2021-2026 C&IS Strategic Plan](#) lists five strategic priorities:

1. Cultivate High-Quality Academic Programs
2. Enhance the Research Culture
3. Improve Internal and External Communities
4. Provide a Learning Environment that Promotes Diversity, Equity, Leadership, and Service
5. Strengthen National and International Profiles

Early in the 2020-21 academic year, the C&IS Executive Council solicited tangible ideas from faculty and staff to advance the College. These tangible ideas related to the existing strategic priorities. Additionally, the College hosted listening sessions with undergraduate and graduate students where ideas and areas of emphasis were recorded. The collective list of ideas was pulled

together and analyzed by a representative working group of faculty, staff, and Board of Visitors members to distill the essence and emergent themes of the submitted ideas into draft Key Results Areas (KRAs) that supported multiple of the College's strategic priorities.

Draft KRAs were shared in college-wide virtual town halls to collect input while discussing importance and prioritization. The Executive Council then met to interpret the feedback, tailor and finalize the list of KRAs, and determine an initial priority ordering for the 2021-22 academic year, setting the stage for implementation discussions. The final list of 12 KRAs ([p. 10](#)) were linked to the objectives of the strategic plan and provide a guide for decision making at all levels of the College.

### **Student Advising**

During the review period, student advising for registration and program planning was gradually moved to a central location in Tisch Student Services, located on the ground floor of Reese Phifer Hall. The purpose was to create one-stop shopping for students who needed assistance with a variety of periodic needs, including course registration, while freeing up faculty to do more in-depth advising with students on research projects, career aspirations, graduate school planning, or other issues for which the faculty have expertise. By summer 2021, advising responsibilities for freshman through seniors were moved to the professional advising staff in Tisch Student Services.

### **Online Learning**

The COVID-19 pandemic affected nearly every institution of higher learning over the past three years. Like most schools, our pivot to remote learning in Fall 2020 has sped up our programmatic goals for online education and the availability of resources to support online tools for teaching and learning.

During the review period, A+PR developed its first online bachelor's degree programs for [public relations](#), with a concentration in digital communication, and for [advertising](#) through the College of Continuing Studies' UA Online program. The department accepted the first cohort of students in August 2022.

JCM developed its first online master's degree program through UA Online and accepted its first cohort of students in fall 2017. The name of the online master's degree program was changed to journalism and media studies under a new MOU in fall 2021.

### **Research and Grant Productivity**

Changes at the University level have also influenced activities in the college. The University of Alabama's designation as an R1 research intensive university in 2018 has created new opportunities for faculty and student research. UA's [Office of Research and Economic Development](#) has increased internal support for external grant applications and for internal seed funding, and the office recently announced that UA had the fastest growth rate over the last three years for research and development expenditures among all members of the Southeastern Conference.

At the college level, this priority led to development of the C&IS Faculty Grant Writing Institute. Now in its fifth year, the GWI, led by Dr. Kim Bissell, director of the Institute for Communication and Information Research, mentors research faculty and accelerates their progress in establishing a nationally recognized research program. This program is designed to help faculty members receive external funding to support a specific program of research. The training covers the duration of one academic spring semester and will include group seminars as well as several individual mentoring sessions with experienced UA researchers and program officers from various funding agencies. It is expected that participants will finish the institute with a grant proposal ready for submission in

the immediate future. Faculty who are selected for the GWI receive a course release to allow time for the seminars, individual mentoring, and writing of a proposal for at least \$100,000 through a federal agency, state agency, or a foundation.

This emphasis on providing support and resources for research endeavors has translated to an increased number of external grant submissions and awards. College grant awards have increased by over \$73,000 in just the last year (from \$350,403 in FY 2021 to \$423,421 FY 2022 YTD).

**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.**

- Undergraduate Program: None (p. 41 of Site Team Report 2015-2016)
- MA Program: The College should develop an updated strategic plan for the professional master's degrees. (p. 43)

Beginning in 2016, when the JCM Department was formed from the merger of the Journalism and Telecommunication & Film departments, department leadership began working on the JCM Mission and Vision Statements, which included strategic priorities for the department's graduate degree programs. The JCM Mission and Vision statement was updated in February 2019. This revised vision statement, which can be found [here](#), reflected a number of strategic priorities that are relevant to both the undergraduate and graduate programs (e.g., greater diversity of students and faculty, maintaining an updated curriculum, and cultivating high quality academic programs). The statement also included two strategic priorities specifically aimed at the graduate program:

- Pursue more active recruitment and retention of high-achieving graduate students.
- Refine the master's program to accentuate our particular strengths.

In addition, JCM faculty, staff and graduate students were involved in the process of developing the 2021-2026 C&IS strategic plan, and in establishing key result areas (KRAs) to support the strategic plan. Many of these KRAs focused on graduate education. In 2020-2021, JCM faculty worked to develop specific JCM KRAs to support the broader C&IS strategic plan. Leadership changes in JCM (chair and graduate coordinator) and leadership changes at the college level throughout 2021-2022 hampered further refinement of the strategic plan for the professional master's degree.

Changes and improvements achieved in the professional master's program since the last accreditation report are directly attributed to the focus on these strategic priorities. Even so, refinement of the JCM strategic plan for the professional graduate program, as well as improvements to the professional graduate program, particularly COM-J, is a priority for the upcoming year.

**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.**

A self-study team was organized and began their work as soon as the ACEJMC Self-Study Template was made available in August 2021. Because the self-study needed to address the Council's revised standards and competencies that had just become effective in August 2021, the team needed to review the changes, adjust assessment measures and curriculum maps for the revised values and competencies, and prepare for the work ahead. In addition, there were multiple leadership changes during the review period as well as during the self-study report process that created challenges with institutional memory, access to information, and increased time to collect

data. However, the team worked through these challenges to conduct this important self-assessment of our mass communication programs.

The self-study report team was composed of key members of the C&IS faculty, staff, and administration:

1. Dean Brian S. Butler (as of July 1, 2022)
  - Oversight and approval of self-study process and report
  - Coordination with the President's office
2. Project Management, Data from Additional Sources, Writing of Final Report, Verifications, ACEJMC Liaison, OIE Liaison
  - Suzanne Horsley, Assistant Dean for Assessment, Accreditation, and Diversity
3. UA Office of Institutional Effectiveness support: Chris Coleman
4. A+PR Information:
  - Damion Waymer, Chair until October 1, 2022
  - Matthew VanDyke, Chair (interim) as of November 1, 2022
  - Kenon Brown, Assessment Coordinator
  - Tracy Sims, PR Program Coordinator
  - Susy Daria, Advertising Program Coordinator
5. JCM Information:
  - Michael Bruce, Interim Chair
  - Wilson Lowrey, Assessment Coordinator
  - Dianne Bragg, News Media Program Coordinator and Associate Chair
6. Undergraduate Studies: Sara Hartley, Associate Dean
7. Student Extracurricular Information: reps from C&IS student organizations
8. Strategic Initiatives, Data Analysis: Jim Bailey, Director of Strategic Initiatives
9. Human Resources and Financial Data: Melanie Danner
10. Former Dean Mark Nelson (until July 1, 2022)
  - September 2021 letter to ACEJMC
  - Coordination with President's office
  - Scheduling of Site Visit
  - Oversight of self-study process
11. Dean's office executive support: Carol Duncan, Alexandra Abernathy, Sandra Dover
12. Proofreading and Link Checking: Tracy Sims
13. Site Visit Tours, Logistics, and Student Meetings: C&IS Ambassadors (Litsa Rivers and Lexi McMahon), Industry Immersion team (Alison Beasley), PRSSA (Tracy Sims), AdFed (Mike Little), Ad Team (Jay Waters), Capstone Agency (Waters and Sims), RTDNA (Chandra Clark), Capstone Association of Black Journalists (TBD), Association for Women in Sports Media (Zach Tigert).

Our self-study work revealed both strengths and weaknesses in our diversity efforts. The College has continued to improve upon our diversity programming, recruitment, and funding, and we have implemented several advances that will provide continuity and accountability for our diversity plan. Despite our purposeful and meaningful approaches to faculty recruitment, our efforts have been hampered by obstacles beyond our control, such as university salary policies, stereotypical views of the State of Alabama, and state legislative priorities that conflict with our college's welcoming and inclusive philosophies. We have a renewed focus on providing training for diversity advocates and LGBTQIA+ allies. We also have new opportunities to partner with HBCUs through UA's recent launch of an HBCU Bridge program and through College funding for faculty to visit HBCUs to develop relationships with faculty and the next generation of teachers and scholars.

Recent leadership turnover has also exposed a weakness in continuity of institutional memory, departmental policies, and strategic initiatives. Retirements and resignations during the review period have created opportunities for internal leadership development, but our units must do a

better job of maintaining records, tracking progress on strategic plans, and developing the next leaders for our College. We have begun to address some issues we discovered during the self-study, such as archiving strategic planning documents in UA Box files accessible by all faculty, developing a plan for annual accreditation check-ins with the units, and hosting an assessment coordinator workshop each semester (which we launched in Fall 2021).

As with every academic institution, the COVID-19 pandemic required us to focus attention and resources on rapid adaptation to remote learning and new ways to accomplish normal daily operations, making strategic planning, record keeping, and reflection on ACEJMC standards difficult. The resulting economic downturn and turmoil in the labor market have permeated the university, creating slowdowns in institutional routines.

In addition, this global challenge has helped us identify teaching tools and practices for remote learning that we are now benefiting from as we expand our distance learning options. It has also helped our college create innovative ways to communicate with students, to provide advising and other student services that are more accessible, and to provide hybrid events such as the Discerning Diverse Voices Symposium that accommodate a variety of participant abilities.

The self-study process also helped JCM leadership identify strengths and weaknesses in the professional master's program. The online track is growing, and the COM-J program has a strong record of placement for program graduates. The creation of an official COM-J concentration (starting fall 2022) in the master's program will help improve recruiting, advising, retention and placement of students. However, there is more work that needs to be done in clarifying and differentiating JCM's graduate offerings.

**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.**

[C&IS Website](#)

[C&IS Administrative Information, Mission Statement, and Strategic Plan](#)

C&IS History - 25th Anniversary Celebration, (B. Roche, 1999)

C&IS Administrative Handbook - 2022

[C&IS 2022-23 Undergraduate Catalog](#)

[C&IS 2022-23 Graduate Catalog](#)

Advertising Major Handout

Public Relations Major Handout

News Media Major Handout

**Evidence:**

- ADVMajorHandout21-22
- C&IS Administrative Handbook-February 2022
- C&IS History - 25th Anniversary - Bruce Roche
- News-Media-Major-General-Overview
- PRMajorHandout21-22
- Table 1 Students
- Table 2 FT Faculty
- Table 3 PT Faculty

## Part II, Standard 1. Mission, Governance and Administration

**BEFORE THE VISIT:** As part of the self-study process, the unit should self-report data directly into ACEJMC's searchable database, <https://lookup.acejmc.org>, by the time of the site visit. Instructions are at <http://www.acejmc.org/resources/acejmc-database-instructions-2>.

During the visit, the unit should provide the following in the workroom or access to:

- unit reports on curriculum, educational policy, meeting minutes, etc.
- files related to searches and hiring decisions regarding administrators
- files related to concerns and complaints expressed by faculty, staff or students
- a faculty policy manual, handbook or other document specifying the roles of faculty in governance and the development of educational policy
- copy of the strategic plan

### Narrative:

C&IS Handbook  
A+PR Tenure and Promotion Guidelines  
JCM Tenure and Promotion Guidelines  
Non-Tenured Renewable Contract Faculty Guidelines

UA [Faculty Handbook](#)  
UA [Employee Handbook and Human Resources Policy](#)

### Executive summary:

Established in 1973, The University of Alabama's College of Communication & Information Sciences began life as the School of Communication, becoming the College of Communication in 1988. In 1997, when the college merged with the School of Library & Information Studies (established in 1969), it was renamed the College of Communication & Information Sciences.

The College is a comprehensive multidisciplinary division in which teaching, research, and service are focused on shared creation, presentation, dissemination, retrieval, collection, analysis, and evaluation of messages and meanings in a variety of settings. The mission is supported by one of the country's most diverse combinations of academic and service programs.

Faculty, staff, and students in C&IS share the following values:

- Personal and professional excellence
- Creativity and intellectual curiosity
- Interpersonal adaptability and negotiation
- Integrity and ethical grounding
- Diversity and appreciation for differences
- Passion and resilience
- Collaboration and unity

All units of the College of Communication and Information Sciences have high levels of faculty involvement in major decisions of the programs, including faculty searches, strategic planning, curriculum development, assessment, and key initiatives. The faculty and staff have been diligent in maintaining their involvement throughout the recent pandemic conditions and during changes in college leadership. In the past year, the College has had several leaders retire or relocate, and our culture of collegiality has thrived as we welcomed a new dean and have supported interim leaders in units that are relevant to our ACEJMC accreditation — A+PR, JCM, and the Digital Media Center.

One indicator of our College's dedication to faculty professional development is apparent in the selection of interim unit leaders. As chairs have retired or moved into new positions, our college has encouraged senior faculty to serve in interim roles, giving them opportunities for leadership growth and to experience these roles before committing to the permanent positions. All unit heads are supported through monthly executive council meetings, regular unit head meetings, and direct communication with the dean. As of this writing, the leadership roles for A+PR and JCM are interim while Dean Butler, who joined C&IS in July 2022, is working to establish his new leadership team.

**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.**

CIS: <https://cis.ua.edu/about/>

A+PR: <https://apr.ua.edu/students/>

JCM: <https://jcm.ua.edu/about/history-and-mission/>

**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 Chairs for Advertising + Public Relations (Dr. Matthew VanDyke, interim) and Journalism and Creative Media (Dr. Michael Bruce, interim) are appointed by the dean of the College. Administratively, the chairs report to the College's senior associate dean, Dr. Damion Waymer, who reports to the College's dean, Dr. Brian S. Butler. The dean reports to the university provost, Dr. Jim Dalton, who reports to the university president, Dr. Stuart Bell.

The College's chairs serve five-year terms and can serve for multiple terms. We currently have interim chairs in both departments. Dr. Matthew VanDyke, the current A+PR interim chair, began his term October 2022. Dr. Michael Bruce, interim JCM chair, began his term July 2021.

The A+PR chair oversees one program assistant, Lisa Myrick. The department's graduate program coordinator, Dr. Matthew VanDyke, receives one course release each year for his part-time administrative responsibilities and reports to the chair. The undergraduate coordinator is Ms. Tracy Sims, and the A+PR faculty advising coordinator is Ms. Susan Daria. All advising responsibilities were moved to the college's Tisch Student Services in Summer 2021, so the coordinators help with any questions from the professional advising staff.

The JCM chair oversees two administrative assistants, program assistant Amy Stanley and office associate London Roberts, as well as two staff members in the JCM equipment room, coordinator of Broadcast and Digital Media John Chisholm and program assistant Reuben Heard. The JCM department's graduate program coordinator, Dr. Becky Britt, receives one course release each year for her part-time administrative responsibilities and reports to the chair as well as the department's graduate faculty. In Fall 2021, the former dean, Mark Nelson, appointed an associate chair, Dr. Dianne Bragg, to help with administrative duties while Dr. Bruce also serves a dual role as the interim director of the Digital Media Center.

There is a departmental administrative council made up of the undergraduate curriculum chair, graduate coordinator, advising/major coordinator(s), and assessment committee chair (ex-officio). The advising/major coordinators are Dr. Dianne Bragg (News Media) and Maya Champion (Creative Media). All advising responsibilities were moved to the college's Tisch Student Services in Summer 2021, so the coordinators help with any questions from the professional advising staff.



**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.**

[C&IS Strategic Plan](#); updated Fall 2021.

### **Background and Planning Process**

During the 2020-2021 academic year, former Dean Mark Nelson and the C&IS Executive Council undertook an evaluation of the prior strategic plan, emphasizing a review of the strategic priorities and previous implementation strategy, while leading a College-wide process to develop an updated strategic plan. Under Dean Nelson's leadership, C&IS made significant strides aligning with all strategic priorities and stated goals of the previous plan, including launching four online graduate programs, more than doubling the College's graduate population as of Fall 2021, redesigning undergraduate curricula and cocurricular programming, reaching the College's highest second-year retention rate, growing the quality and size of the full-time faculty, and enhancing the College's research culture and productivity, including launching a Grant Writing Workshop.

As a result, the College elected to retain the strategic priorities around which the community originally coalesced while tailoring the plan's focus to promote clarity and provide a mechanism for routine adjustments. The College community also emphasized the importance of structuring the plan in a way for units to support College-wide outcomes while maintaining discretion and providing a mechanism for all faculty and staff to contribute throughout the duration of the plan.

Building on the success of the two cycles of strategic planning, Dean Brian Butler (as of 7/1/22), has elected to work within the current strategic planning process. While more substantial revision may be necessary in the future, at this time the mission, vision, values, strategic priorities, and key result areas accurately capture the activities and aspirations of the College. Within this framework an iterative process will be used to identify operational, tactical, and strategic opportunities to build on our strengths to provide high-quality educational experiences, transformative partnerships, and field-defining research, scholarship, and creative work.

### **Plan Creation**

Early in the 2020-2021 academic year, the C&IS Executive Council shared a call for proposals with the entire C&IS community to collect tangible ideas in order to advance the College. These tangible ideas related to the existing strategic priorities. Additionally, the College hosted listening sessions with undergraduate and graduate students where ideas and areas of emphasis were recorded.

The collective list of ideas was pulled together and analyzed by a representative working group of faculty, staff, and Board of Visitors members to distill the essence and emergent themes of the submitted ideas into draft key result areas (KRAs) that supported multiple of the College's strategic priorities. Draft KRAs were shared in College-wide virtual town halls to collect input while discussing importance and prioritization. The Executive Council then met to interpret the feedback, tailor and finalize the list of KRAs, and determine an initial priority ordering for the 21-22 academic year, setting the stage for implementation discussions.

During their respective summer retreats, the Executive Council and each College unit began identifying specific initiatives and ways to operationalize the KRAs in the upcoming year, resulting in the official plan launching at the beginning of the Fall 2021 semester, including a proposal form for stakeholders to continually submit new ideas and initiatives in support of the key result areas.

**A+PR:**

In January 2020, the A+PR strategic plan was updated and revised. The plan provides ongoing guidance for the department, serving as a conceptual touchstone for faculty discussion of needed changes. The department chair, along with the chair of the strategic planning committee, has responsibility for updating the plans and the process for monitoring its effectiveness in driving progress. Discussions take place informally and also more formally at faculty meetings — particularly at annual retreats where much of the “big picture” thinking about change and innovation takes place.

In Fall 2022, the A+PR faculty met to begin evaluating progress on the strategic plan and to identify key priorities for the short- and long-term objectives for the department. This process is continuing during the academic year.

The current plan includes strategic priorities as well as strategies to achieve them. Below we list significant specific ways that these strategic priorities have encouraged quality and innovation in the department during this past accreditation period.

**1. RESEARCH:** Become known globally within the industry and the academy for the breadth and quality of our research.

Four initiatives to help us toward this goal:

- R-1: Have at least six A+PR faculty members receive grant training for a national funding organization by May 2021. (20%)
- R-2: Have at least three A+PR faculty members to have received a grant from a national funding organization by May 2023. (45%)
- R-3: Present at least 19 academic papers in 2020, with at least 15 presented at these conferences: AEJMC, NCA, AAA, BEA, IPRRC. In addition, at least four papers presented at other major conferences appropriate to the content of the paper. (35%)
- R-4: Identify those A+PR faculty members needing and desiring grant training, and to identify and/or secure grant training opportunities for them.

**2. TEACHING:** Become the department that attracts diverse faculty and students who seek an exceptional academic and research experience.

Eight initiatives to support our progress toward this goal:

- T-1: Have remodeling of A+PR departmental office planned and funding identified by August 2020. (15%)
- T-2: Identify locations and funding for four new faculty offices in Reese Phifer for A+PR faculty members. (10%)
- T-3: Identify locations and funding for four new collaborative/meeting spaces in Reese Phifer for students (3) and faculty (1) (small group space for up to eight participants). (10%)
- T-4: Identify location and funding for a new non-classroom professional presentation/meeting space in Reese Phifer for internal/external meetings for students, faculty, and clients (20-person capacity). (10%)
- T-5: Complete remodel of fourth-floor elevator lobby and related areas before the end of the Spring 2021 semester. (20%)
- T-6: A+PR will offer at least three core-designated online undergraduate courses by Fall 2021. (20%)
- T-7: Research and publish to the A+PR faculty a list of potential teaching grant opportunities. (5%)
- T-8: Obtain at least one teaching-related grant by May 2021. (10%)

**3. SERVICE:** Become more widely known among our target audiences by establishing tangible connections between our teaching/research and the service we provide to communities, the campus, and the profession.

Eight initiatives to help toward our goal:

- S-1: Develop a list of potential trade magazines and their editorial submission information and share on UA Box. (10%)
- S-2: Create a monthly tally of trade articles coming from the academy, and circulate a list of articles/opinions pieces authored by academic faculty. (10%)
- S-3: At least one A+PR faculty member or team will publish in a trade publication that is accessible by the professional community by May 2021. (15%)
- S-4: Research the feasibility and logistics of delivering a regular program of research content to the professional community via webinar and/or YouTube. (10%)
- S-5: Establish and aggressively market an A+PR speaker's bureau to increase the number of A+PR faculty who get speaking engagements to the professional community. (15%)
- S-6: Establish social media strategy/channels specifically for marketing our research findings to the professional community. (10%)
- S-7: Meet monthly with the C&IS Development Office to review current development opportunities, and to share faculty projects, brainstorm, and wish lists that could potentially generate funding opportunities. (5%)
- S-8: Generate an annual financial opportunity with industry partners (25%)

**4.COLLEGIALITY:** Elevate teamwork to foster a productive, satisfying, and balanced work environment.

Five initiatives to help us toward our success:

- C-1: Hold at least four department-wide social activities each academic year — two per semester. (30%)
- C-2: Develop and approve a continuity of instruction playbook/checklist for each faculty to incorporate into their syllabi and class setup each year. (35%)
- C-3: Conduct survey of faculty about what professional development activities they are most interested in. (10%)
- C-4: Meet with someone from UA Training to review training and professional development options that they can support/provide. (5%)
- C-5: Hold at least one professional development opportunity by December 2020. (20%)

#### **JCM:**

In 2015 and 2016, the College's Merger Committee framed a broad vision for the new Journalism & Creative Media Department, which constituted a merger of the formerly distinct Journalism Department and Telecommunication & Film department. Following a national search, a new chair — Dr. Cory Armstrong — was hired to begin in August 2016. The unit's first year was spent developing a revised curriculum that fits with the newly formed unit, informed by the merger committee's efforts. Beginning in August 2017, the chair initiated the development of a new strategic plan. Faculty provided input on the plan's vision statement and strategic priorities at this retreat, and a strategic plan committee was developed. Faculty input in subsequent faculty meetings contributed to further development of the plan. The plan was formally adopted in early 2019.

The plan provides ongoing guidance for the department, serving as a conceptual touchstone for faculty discussion of needed changes. The department chair, along with the administrative council, has responsibility for updating the plans and the process for monitoring its effectiveness in driving progress. Discussions take place informally and also more formally at faculty meetings — particularly at annual retreats where much of the “big picture” thinking about change and innovation takes place.

The plan includes five strategic priorities as well as strategies to achieve them.

Below we list significant specific ways that these five strategic priorities have encouraged quality and innovation in the department during this past accreditation period:

### ***I. Cultivate High-Quality Academic Programs***

Significant efforts have been made to improve instructional facilities and equipment and to encourage integration with professional outlets. Broadcast production facilities within Reese Phifer have been completely renovated and updated with a \$350,000 overhaul, and cutting-edge equipment has been purchased for student checkouts. The department has purchased an inventory management system to facilitate online equipment checkouts, along with maintenance lists. This allows the unit to determine future purchasing needs. The unit has partnered with the UA College of Continuing Studies to develop a high-quality curriculum and learning platform for our online courses. Courses have been increasingly integrated with, and embedded within, the operations of our professional media partners in the Digital Media Center, including a new classroom within the Alabama Public Radio newsroom; Reese Phifer classrooms have been revamped and include new instructional equipment. The internship components of the Com-J professional master's program have shifted from *The Anniston Star* to the media entities housed in the Digital Media Center (Alabama Public Radio and WVUA-TV).

### ***II. Push to Recruit and Grow JCM Faculty to Better Manage Student Demand and Enhance Research Productivity***

The number of department faculty grew substantially across the accreditation period. Six new faculty were hired to address growing and changing needs in the News Media major. The ratio of students in the News Media major to full-time faculty teaching News Media major courses improved slightly from 22 faculty in 2016 to 25 faculty in 2021.

Hiring needs were determined by faculty in meetings and through an ad hoc committee created to identify areas of strongest need. Additions included faculty in media law; core newswriting and reporting courses; broadcast production; sports media (an area with continuously growing student interest); and media effects, to shore up a core faculty research area and to strengthen conceptual instruction at undergraduate and graduate levels.

### ***III. Provide a Learning Environment that Promotes Diversity, Equity, Leadership, and Service***

Faculty recruitment efforts were focused on attracting and hiring diversity, and efforts increased the number of applicants and hired faculty with diverse racial, ethnic, and cultural backgrounds. Across JCM, diverse hires increased within the faculty by 10 percent between 2016-2021, and two staff members of color have been hired between 2016-2021. The department has representatives on the standing committee on Diversity, Equity, and Inclusion, which reviews and assesses the College Diversity Plan and administers the DEI Speaker Grants Fund. The department is active in the annual C&IS Discerning Diverse Voices Symposium on Diversity Research. Student groups provide a point of emphasis for *Diversity, Equity, Leadership, and Service*. The department has started a student chapter for the Association for Women in Sports Media and re-started The Capstone Society for Black Journalists.

### ***IV. Continually Revise Our Curriculum to Align with Industry Changes***

Since the last accreditation period, the most significant advancement toward ensuring students are prepared for a changing media environment has been the merger itself and the ongoing efforts to integrate these units, faculty, and instructional areas in meaningful ways.

The merger facilitated a much-needed integration of coursework in the broadcast, print, and digital areas. Additional revisions were made to the News Media curriculum in 2019-2020. These revisions, which were implemented in the 2020-2021 catalog, resulted in a series of "two-course sequences." Students may choose from a menu of suggested tracks that mix skills courses across media platforms. These suggested tracks also include new conceptual courses that address the changing media environment: e.g., the growing awareness of diversity, equity, and inclusion in news work; the advent of social, participatory, and entrepreneurial media; and the increasing globalization of media.

Changes within core courses also reflect this integration: For example, since the merger, students now learn both broadcast and print writing in core writing and reporting courses, and they engage more meaningfully with diversity and equity issues in “Ethics and Diversity” conceptual capstone courses.

#### ***V. Enhance the Research and Creative Culture of the Department***

The former Journalism and TCF departments were regarded as strong in research, but the JCM Department has significantly raised its research profile since the merger, and recruitment and hiring of highly productive new research faculty have contributed importantly to this.

The emergence of several new research groups involving faculty and students, both in the department and College, has been an important and promising new development since the last accreditation period. Our department faculty have played a major role in developing and leading these groups, which have substantially increased research productivity among both faculty and students. One such group is the Office of Politics, Communication and Media. In addition, faculty have increased grant writing activities thanks to initiatives by the College’s Institute for Information and Communication Research’s (ICIR) Grant Writing Workshops.

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

<https://cis.ua.edu/about/accreditation/>

#### **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.)**

The [University](#) and C&IS faculty handbooks provide the foundational policies, standards, and governance guidance followed by A+PR and JCM. A+PR and JCM have tenure and promotion guidelines specific for their disciplines, and the college has guidelines for non-tenure track promotion procedures for all units.

In addition, in 2015-16, the College’s Merger Committee developed working bylaws and policies for the soon-to-be-merged JCM Department. These provided an initial framework for the formal department bylaws that were developed in 2016-17, the first year of the merged JCM Department and first year of the new department chair. Bylaws were amended April 2017 and February 2018. Bylaws spell out policies and procedures for faculty governance, including policies for amending the bylaws, revising curriculum, forming search committees and conducting faculty searches, and conducting personnel reviews. Bylaws also specify the constitution and procedures of department committees and the responsibilities of administrators and committee chairs.

The Undergraduate Curriculum Committee plays a key role in initiating curriculum revision. Bylaws specify this committee’s responsibilities and procedures:

A committee of five full-time faculty members, appointed by the department chair with input from the faculty, shall constitute the Undergraduate Curriculum Committee. Advising coordinator(s) shall serve as standing members of the committee. At least one representative from each degree program will be assigned to serve. The department chair appoints the Undergraduate Curriculum Committee Chair. Responsibilities include determining (a) new courses that should be developed, (b) approving new courses that should be advanced to the faculty for consideration, (c) current courses that should be updated [in name or substance], and (d) courses that should be eliminated from the curriculum. All proposed course change recommendations from the Undergraduate Curriculum Committee are forwarded to the full-time faculty for potential approval. The Committee also should promote equity in teaching

assignments as well as review the content delivered by adjunct faculty and graduate teaching assistants. (p. 4)

Annual department assessment reports, generated by the faculty that make up the Department Assessment Committee, inform ongoing development of educational policy and curriculum. Assessment findings are made available online for faculty, and key findings are reported in faculty meetings, Undergraduate Curriculum Committee meetings, and Graduate Program Committee meetings; the Assessment Committee “*serve[s] as a resource to the Undergraduate Curriculum Committee and the Graduate Program Committee pertaining to courses proposed for inclusion or elimination.*” The Assessment Committee chair also serves on the Administrative Council, which advises the department chair.

Proposals for amendments derive from faculty. These may emerge from individuals or through faculty discussion in faculty meetings and retreats and within department subcommittee meetings (e.g., the curriculum committee, graduate committee, assessment committee, etc.). Changes are proposed, discussed, and voted on in faculty meetings. Bylaws specify these procedures:

All full-time faculty within the Department of Journalism & Creative Media receive a vote for approving and amending the bylaws. A quorum is constituted by presence of half of the voting members. Initial approval of the bylaws requires a simple majority vote; amendment(s) to the bylaws require a 2/3 majority of eligible faculty. All other votes regarding core departmental functions require a simple majority for passage unless otherwise specified. (p. 1)

In 2017, two town hall meetings were held, providing an opportunity for the JCM majors to learn about the newly revised curriculum and to provide feedback. Students were also sent online links to the new curriculum, allowing for online feedback. The chair also regularly meets with the News Media student delegate for the C&IS Student Executive Council.

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

During 2021-22, the A+PR faculty met three times for faculty business and four times for hiring meetings. The JCM faculty met seven times for faculty business. The College faculty and staff met as a whole twice each semester.

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

### **A+PR:**

#### **Department Standing Committees**

- Awards and Scholarships: Jihoon Kim (chair) and George
- Graduate Advisory and Curriculum Committee: S. Kim, Brown, (co-chair, and assessment point-person), VanDyke (chair), Barry, Boman, Brinson, Hayes, Holiday, Lemon, Walters.
- Professional and Alumni Relations: Gower and Walker
- Tenure & Promotion and Review & Retention: Gower (senior), Britt, Brown, Hayes, Horsley, Khang (Khang is serving on College Committee), Kinney, VanDyke
- T&P to Full Professor: Gower, Ki, Khang (Khang is serving on College Committee)
- Strategic Plan: Waters (chair), George, Waymer
- Student Affairs: Daria (chair), Khang, Little, Sims, Waters
- Undergraduate Curriculum: Sims (chair), Barry, Brinson, Brown (assessment point-person), Daria (departmental faculty advising coordinator), S. Kim, Little

#### **Department ad hoc Committees**

- Faculty Engagement Committee: Barry, Brinson, Brown (chair)
- PRWeek Submission: Gower, Wisla, S. Kim, Boman

## **College Committees**

- Computing and Information Technology: Barry
- Undergraduate Curriculum: Daria, Sims
- Human Resources Council: Lemon
- Tenure & Promotion Committee: Khang
- Awards & Scholarships: Jihoon Kim and George
- Graduate Council: Waymer, VanDyke, and Hayes
- Strategic Funding: Jay Kim
- Diversity, Equity, & Inclusion: Lim and Gower
- College's Committee on Faculty: Britt

## **University Committees**

- Undergraduate Council: Waters
- Graduate Council: Holiday
- Research Grant Committee: Ki
- University Academic Diversity Council: Horsley
- University Assessment Council: Horsley

## **Student Group Advisors**

- PRSSA: Sims and Boman
- Ad Fed: Little
- Ad Team: Waters
- Capstone Agency: Waters and Sims
- Bateman Team: Wisla
- PRCA: Wisla (LEPT is a part of PRCA—exploring a separate advisor)

## **JCM:**

### **Administrative Council (specific members listed in JCM Bylaws)**

Dianne Bragg  
Maya Champion  
Wilson Lowrey  
Becky Britt

### **Assessment Committee**

Wilson Lowery (Chair)  
George Daniels  
Jiyoung Lee  
Jess Maddox  
Kaitlin Miller  
Camille DeBose

### **Personnel Review (all tenured faculty with varying assignments)**

#### *Full Professors:*

Andrew Billings  
Kim Bissell  
William Evans  
Wilson Lowrey (Chair)

#### *Associate Professors:*

Becky Britt  
George Daniels  
Scott Parrott  
Chris Roberts (chair)  
Elliot Panek

Kristen Warner

**Awards (student, alumni and faculty)**

Tom Arenberg  
David Lawson  
Chip Brantley  
Nora Stone

**Graduate Program**

Becky Britt (Chair)  
Chandra Clark  
Mark Mayfield  
Chris Roberts  
Elected Faculty for GSC: Matt Barnidge  
Ex Officio: Michael Bruce, Dianne Bragg, Wilson Lowrey

**Scholarships**

Alyx Vesey (chair)  
Andy Grace  
AJ Bauer  
Sean Sadri  
Hailey Steele

**Production/EQ Committee**

Maya Champion (chair)  
Brandon Colvin  
Teresa Gawrych  
Chandra Clark  
Ex Officio: Michael Bruce & John Chisholm

**Undergraduate Curriculum Committee**

Dianne Bragg (chair)  
Maya Champion  
Shaheen Kanthawala  
Landon Palmer  
Ex Officio: Michael Bruce, Wilson Lowrey

**Media Day Committee**

Tom Arenberg  
Lars Anderson  
Camille DeBose  
Teresa Gawrych  
Mark Mayfield (Chair)  
Zach Tigert

**Cason Awards**

Lars Anderson  
Rick Bragg  
Mark Mayfield

**Holle Award Coordinators**

Lars Anderson  
Maya Champion  
Brandon Colvin  
Andy Billings



**Book Committee (meets to review faculty-authored books in classes)**

Kristen Warner (chair)

Matt Barnidge

Alyx Vesey

**JCM Faculty on Standing C&IS College Committees**

**Tenure and Promotion**

Kim Bissell

**Graduate Studies Council**

Michael Bruce

Becky Britt

Elected Faculty for GSC: Matt Barnidge

**Human Resources**

Kristen Warner

**Computing and Instructional Technology**

Becky Britt

**Committee on Faculty**

George Daniels

**Undergraduate Curriculum Committee**

Dianne Bragg

**Strategic Funding Committee**

Shaheen Kanthawala

**Diversity, Equity & Inclusion**

Jess Maddox

Landon Palmer

**JCM Communications Coordinator:** Jessica Maddox, Kaitlin Miller

**JCM Webmaster:** Chip Brantley

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

A+PR and JCM faculty are involved in administration and governance of the University at many levels. During the review period, Dr. Kim Bissell, JCM, served as the University's director of Undergraduate Research and director of the Emerging Scholars Program.

The following are current members of university-wide governance and/or elected bodies from C&IS (all C&IS faculty are included as they represent all members of the College on these committees):

<b>Faculty Senate Representatives from C&amp;IS</b>		
<b>Name</b>	<b>Unit</b>	<b>Term Expires</b>
A. J. Bauer	JCM	2024
Leah LeFebvre	COM	2024
Bharat Mehra	SLIS	2023
Cynthia Peacock	COM	2023

Steven Yates	SLIS	2024
<b>ALTERNATES</b>		
Susy Daria	A+PR	2024
Shaheen Kanthawala	JCM	2024
Dimitrios Latsis	SLIS	2024
Dongjae Lim	A+PR	2024
Mary Meares	COM	2024
<b>University Ombudsperson</b>		
Lance Kinney	A+PR	2022

**Graduate Council Representatives from C&IS**

<b>Name</b>	<b>Unit</b>	<b>Term Expires</b>
Steven Holiday	A+PR	2025
Miriam Sweeney	SLIS	2024
Steven McCall	SLIS	2025
<b>Undergraduate Council Representatives</b>		
Adam Brooks	COM	2023
Jay Waters	A+PR	2024
<b>Faculty Mediation Committee Representatives</b>		
Suzanne Horsley	A+PR	2022
Laurie Bonnici	SLIS	2024
<b>University Academic Diversity Council</b>		
Suzanne Horsley	A+PR	N/A
<b>University Assessment Council</b>		
Suzanne Horsley	A+PR	N/A
<b>Research Grants Committee</b>		
Elliot Panek	JCM	2023
Steven MacCall	SLIS	2025

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

The provost selects the deans. The dean selects department chairs with input from the faculty. The dean conducts annual evaluations of the unit administrator in June. The [faculty handbook](#) outlines the process for evaluating unit administrators (deans and chairs). This process involves anonymous surveys of each unit’s faculty and staff originating from the Office of the Provost.

During the last selection process to replace the JCM chair, Dean Nelson solicited nominations (including self-nominations) from the entire JCM faculty and made the selection from the pool of nominations. The JCM associate chair was selected through a similar process. Faculty were encouraged to submit self-nominations. The dean, in conjunction with the interim chair, selected the associate chair. The [faculty handbook](#) outlines the process for evaluating unit administrators (deans and chairs). This process involves anonymous surveys of each unit’s faculty and staff.

In Fall 2021, after Dr. Damion Waymer’s promotion to senior associate dean, Dean Brian Butler began a similar process to name the next interim chair for A+PR. Matthew VanDyke was named interim chair starting Nov. 1, 2022.

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

The A+PR and JCM departments adhere to policies in the [faculty](#) and [student handbook](#) that provide guidelines on faculty, staff, and student complaints and concerns.

**C&IS Academic Misconduct Procedures** are available in the C&IS Administrative Handbook, starting on p. 22. The steps for responding to suspected academic misconduct are as follows:

#### ENCOUNTERING ACADEMIC MISCONDUCT

In the case of suspected academic misconduct, instructors cannot impose a penalty. Instead, the instructor is responsible for collecting all relevant documentation including the paper, assignment, or exam in question and documentation of the evidence to support the suspicion including relevant plagiarized material, documents that indicate cheating, a statement from the instructor/witness, etc. This documentation should be submitted via myBama using the “Academic Misconduct Reporting Form” under the faculty tab, “other faculty links.” Once you submit the form, it will be routed to either the associate dean for undergraduate studies or associate dean of graduate studies (500-level and above).

Below is an outline of the steps to resolve suspected academic misconduct.

If you suspect academic misconduct:

- Instructor collects all relevant documentation to support the case and submits this with the course syllabus through the “Academic Misconduct Reporting Form” located in the faculty tab of myBama.
- Associate dean will review all material and determine if a formal misconduct meeting should be scheduled.

If a formal misconduct meeting is needed:

- The associate dean (or their representative) will contact the student to arrange a meeting between the student and the associate dean (the instructor can attend these meetings if preferred).
- The student will be notified of the code of conduct and the academic misconduct procedures in the meeting.
- The matter will be discussed in detail with supporting documentation.
- One of three outcomes will occur in this meeting:
  - If it is determined that no misconduct occurred, the case will be dismissed
  - If it is determined that a misconduct did occur and the student agrees, the student will be asked to write a statement of admission and resolve with the associate dean.
  - If the student does not resolve the case with the associate dean or agree with the associate dean’s determination, the associate dean may move forward without a written statement of admission or seek review by the dean and will implement appropriate penalties.
- After the meeting, the associate dean will communicate the resolution of this meeting with the instructor. If a misconduct occurred, appropriate penalties will be recommended by the associate dean and discussed with the instructor.
- If the student has any previous academic misconducts at UA, the penalty will automatically be an F in the course and indefinite suspension in most cases.
- The student, instructor, and provost will receive a formal letter via e-mail outlining the decision and the penalties. After you receive the letter, the instructor is responsible for imposing the grade penalty.
- Please note that if a case is not resolved at the time grades are due, you should submit an “I” (Incomplete) for the student until the case is resolved and then you will submit a grade change.

(Last Update: Fall 2021; C&IS Administrative Handbook, p. 23-24)

The code of conduct for faculty and the mediation and grievance process are detailed in the **Faculty Conduct and Compensation section, pp. 48-64, of the [UA Faculty Handbook](#)**.

“The University of Alabama has a Mediation and Grievance System that provides a mechanism to process grievances of members of the faculty and proposed severe sanctions against faculty members. Appendix B (p. 85) contains the full statement of policies and procedures for the Mediation and Grievance System.” (UA Faculty Handbook, p. 53)

**University-Wide Academic Grievance Procedures** ([UA Faculty Handbook](#), p. 112-114) detail the procedures for student complaints, the role of the department chairperson, the role of the academic dean, and the process for appeals.

Excerpts from the academic grievance policies include:

I.A. “A student academic grievance is broadly defined as a student complaint regarding an academic action taken by instructional or administrative personnel at The University of Alabama. An academic grievance may be filed by a student against university personnel including instructional personnel, administrators, or staff members at the University.” (p. 112).

I.B. “A student must file a grievance in the academic department (academic department is a phrase that also refers to academic program or area, if these terms apply) of The University of Alabama in which the alleged action took place. Academic grievances shall be resolved by the department chair in the division where the grievance took place. Grievances concerning matters that are not within the jurisdiction of a particular academic division and grievances against the divisional academic dean must be resolved by the Provost. Grievances against the department chairperson must be resolved by the divisional academic dean. Appeals from the academic dean’s decisions may also be made to the Provost.” (p. 112)

The remainder of the policy details how the department chair and academic dean may resolve the student’s academic grievance, as well as how a student may file an appeal (p. 112-114).

### **Professional master’s program:**

#### **11. Describe the role of the graduate director, other persons or committees assigned to the professional master’s program.**

Each graduate program housed in the department shall have a graduate coordinator who is appointed by the department chair and serves in intervals of three years (which can be renewed). Responsibilities include overseeing and facilitating graduate faculty input regarding oversight of (a) the recruitment and admission of all prospective graduate candidates, (b) the appointment and assignment of all graduate assistants, (c) all changes revision-related to the graduate curriculum, and (d) initial advising of all graduate students within the departmental graduate program(s).

The JCM Graduate Faculty Committee (see list of members above) should meet at least once per semester to discuss the direction of the master’s program. These meetings are coordinated by the department’s graduate coordinator and chair and led by the coordinator. Typically, any changes are proposed via email prior to meetings, discussed and decided on during meetings, and confirmed via emails from the coordinator following meetings. Any changes to the graduate program suggested by the committee are brought to the full faculty for approval during a regularly scheduled faculty meeting.

#### **12. Provide a web link to the unit’s written strategic or long-range plan for the professional master’s program.**

Part of the self-study process is realizing what we still need to work on. Nowhere is this more evident than with the strategic and plan for the master's program. The JCM department does not have a separate strategic plan for the professional master's program. The most recent strategic plan for the department, adopted 2/18/2019 can be found [here](#). Many elements of the plan could be applied to the master's program. However, the only statement that explicitly applies to the master's program is this statement: "Refine the master's program to accentuate our particular strengths." This is a current area of focus for the graduate committee over the next year, particularly as we evaluate how to maximize the COM-J relationship with the Digital Media Center. Another priority in the next year will be to determine a more comprehensive set of long-range plans for the master's program.

**13. Provide the web link to where the unit publishes its most recent retention and graduation data of its professional master's students.**

<https://cis.ua.edu/about/accreditation/>

**14. Describe the unit's policies and procedures for faculty governance of the professional master's program. Provide online 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 of the profession master's program. (If these documents are the same as those provided in response to Q. 5, there is no need for duplication. Note the passages and pages specific to the professional master's program.)**

See question 5 as most bylaws apply to both undergraduate and graduate JCM programs. Master's program-specific passages are located on the pages attributed below:

**Graduate Coordinator(s)**

Each graduate program housed in the department shall have a Graduate Coordinator who is appointed by the Department Chair and serves in intervals of three years (which can be renewed). Responsibilities include overseeing and facilitating graduate faculty input regarding oversight of (a) the recruitment and admission of all prospective graduate candidates, (b) the appointment and assignment of all graduate assistants, (c) all changes or revisions related to the graduate curriculum, and (d) initial advising of all graduate students within the departmental graduate program(s). (p. 1, para. 4)

**Administrative Council**

An advisory committee for the department shall exist consisting of the Undergraduate Curriculum Chair, Graduate Coordinator(s), Advising Coordinator(s), and Assessment Committee Chair (ex-officio). The Administrative Council shall advise the Department Chair on all matters relating to departmental operations, including adjunct hiring and academic appeal requests. (p. 2, para. 4)

**Graduate Program Committee**

Each graduate program housed within the department shall have a committee of three members of the Graduate Faculty (non-temporary) who determine admissions decisions for all applicants to the graduate program and facilitate promotion of the Graduate Program. A Graduate Coordinator shall serve as chair, with the other two committee members selected by full members of the Graduate Faculty. In addition, the committee shall consult with the Graduate Coordinator on all aspects of the program as needed. Only issues pertaining to graduate curriculum and overarching program structure need to be approved by departmental faculty with non-temporary Graduate Faculty status. (p. 3, para. 3)

**Evidence:**

- APR Approved T\_P Guidelines
- C&IS Administrative Handbook-February 2022
- C&IS NTRC Promotion Procedures
- JCM Approved TP Guidelines
- Journalism Creative Media Bylaws\_amended2-20-18

## Part II, Standard 2. Curriculum and Instruction

Make the following documents available in digital format and in the workroom during the visit:

- a complete set of syllabi for all courses offered by the unit during the current term, 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).

### Narrative:

#### Syllabi:

This complete list of courses offered by the accredited units for Spring, contains public links to the syllabi, which have all of the same information as private links except for instructor contact information and office hours. Each worksheet has the A+PR, JCM, and MC courses listed for each term that are offered by the accredited programs.

### Executive summary:

Required and elective courses in both of the College's mass communication units are structured around the ACEJMC values and competencies. The curriculum maps for A+PR (A+PR map key) and JCM provide an overview of how the values and competencies inform the units' courses, while the listing of individual courses for A+PR and JCM reveals in detail how each class addresses the values and competencies in unique ways. Nearly all courses address multiple values and competencies.

Journalism and mass communication courses carry three prefixes: APR (for advertising and public relations courses), JCM (for journalism and creative media courses), and MC (for mass communication courses, considered "common core" classes for the accredited units and programmed from the JCM department). Following the ACEJMC change in 2012, degree requirements were revised and all four majors abided by the 72-semester-hour rule, which was removed by the 2022 ACEJMC standards revisions. As explained in the C&IS section of the [undergraduate catalog](#), all students in the College of Communication & Information Sciences must complete a minor unless they are pursuing more than one major. All C&IS students may choose to select any minor outside of the College. Within the College, students cannot select a minor in the same department of their major. Additionally, students majoring in advertising or public relations may not minor in news media or in sports media, and students majoring in news media may not minor in advertising and public relations.

The two units follow various methods to ensure consistency across multiple sections of courses. Methods include incorporating the same course objectives; posting learning outcomes and ACEJMC values/competencies in syllabi across multiple sections; reviewing of syllabi by department chairs and lead instructors to ensure consistency; and encouraging use of the same textbook and similar assignments across sections.

Courses across both units have been revised in recent years to address changes in media technologies, platforms, and audience uses. These changes accommodate changing realities in the professional workplace as well as new realities for audiences, communities, and society. The approach has been two-pronged: (1) Existing courses undergo ongoing revision to maintain relevancy, and (2) New courses have been added to address change.

Units place emphasis on academic/professional partnerships. These are important, as we work to keep pace with changes in our related industries and prepare students for the future jobs that don't even exist yet. We consult with professionals in formal ways (e.g., board members with the Plank

Center for Leadership in Public Relations and the C&IS Board of Visitors) and informal ways (guest speakers, alumni meetings, and College networking opportunities).

Units provide credit for supervised internships at the local, national, and international levels. Organizations must provide details about the tasks involved and scope of the internships prior to approval. Units require careful onsite monitoring and supervisor evaluations. Internships are encouraged but not required. A+PR also offers optional for-credit professional exploratory or practicum courses for students seeking professional learning opportunities outside of the classroom, but who may not be able to participate in an onsite internship.

Professional immersion is central to both undergraduate programs. C&IS offers [Industry Immersion](#) programs for virtual or in-person visits with professionals around the country. In the A+PR program, students conduct research and implement campaigns for corporate and nonprofit clients. In the JCM program, students have many opportunities to work with and receive mentoring from media professionals. JCM M.A. students in the Community Journalism program are mentored during the year by media professionals and then earn course credit during the summer while working with the program's media partners in the Digital Media Center. Professional practice and scholarly knowledge are interwoven, informing the curriculum and projects in both programs.

**Please respond to each of the following instructions:**

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.)

**Bachelor of Arts, [Advertising Major](#)**

**Number of hours required for undergraduate graduation: 120**

**Number of hours required for major: 37 + 12 outside the major curriculum**

***Core Course for ALL Students in Program (19 hours earned)***

MC 101 (Intro to Mass Communication) (3 hrs.)

JCM 103 (Mechanics of Media Writing) (1 hr.)

APR 221 (Intro to Advertising) *or* APR 241 (Intro to Advertising and PR) (3 hrs.)

APR 280 (Intro to Audience Analysis) (3 hrs.)

APR 290 (Intro to Channels and Messaging) (3 hrs.)

APR 302 (Advertising Strategy) (3 hrs.)

APR 424 (Advertising Campaigns) (3 hrs.)

***Additional Courses in Track/Sequence for ALL Students (9 hours earned)***

*NOTE: All students who enter the advertising major during the 2021-22 academic year are considered general majors. Students will be given the opportunity to declare a concentration if desired during and after the 2022-23 academic year.*

APR 300 (Basic Principles of Design) *or* APR 325 (Social and Digital Media) (3 hrs.)

APR 422 (Channel Planning) (3 hrs.)

APR 423 (A+PR Management) (3 hrs.)

***Elective course(s) that must be taken within the track/sequence (6 hours earned)***

All advertising students that do NOT declare a concentration must take two (2) APR or MC 400-level electives. A list of possible electives is provided in the Appendix.

***Elective Course(s) that must be taken within the program (3 hours earned)***

All students, regardless of major or concentration must take one of the following courses:

MC 401 (Mass Communication Law)

APR 451 (Business for Strategic Communicators)



APR 452 (Ethics and Professionalism)  
APR 453 (Investigation and Insights)

***Course(s) required outside of the accredited unit (12 hours earned)***

COM 123 (Public Speaking) (3 hrs.)  
CIS 250 (Intro to Design Software) (3 hrs.)  
CIS 260 (Intro to Media Research Software) (3 hrs.)  
EC 110 (Principles of Microeconomics) (3 hrs.)

**Bachelor of Arts, Advertising Major, [Concentration in Brand Management](#)**

**Number of hours required for undergraduate graduation: 120**

**Number of hours required for major: 37**

***Core Course for ALL Students in Program (19 hours earned)***

MC 101 (Intro to Mass Communication) (3 hrs.)  
JCM 103 (Mechanics of Media Writing) (1 hr.)  
APR 221 (Intro to Advertising) *or* APR 241 (Intro to Advertising and PR) (3 hrs.)  
APR 280 (Intro to Audience Analysis) (3 hrs.)  
APR 290 (Intro to Channels and Messaging) (3 hrs.)  
APR 302 (Advertising Strategy) (3 hrs.)  
APR 424 (Advertising Campaigns) (3 hrs.)

***Additional Courses in Track/Sequence for ALL Students (15 hours earned)***

*NOTE: All students that enter the advertising major during the 2021-22 academic year are considered general majors. Students will be given the opportunity to declare a concentration if desired during the 2022-23 academic year.*

APR 421 (Account Planning) (3 hrs.)  
APR 422 (Channel Planning) (3 hrs.)  
APR 423 (A+PR Management) (3 hrs.)  
APR 453 (Investigation and Insights) (3 hrs.)  
APR 454 (Consumer Psychology) (3 hrs.)

***Elective course(s) that must be taken within the track/sequence (0 hours earned)***

***Elective Course(s) that must be taken within the program (3 hours earned)***

All students, regardless of major or concentration must take one of the following courses:

MC 401 (Mass Communication Law)  
APR 451 (Business for Strategic Communicators)  
APR 452 (Ethics and Professionalism)

***Course(s) required outside of the accredited unit (12 hours earned)***

COM 123 (Public Speaking) (3 hrs.)  
CIS 250 (Intro to Design Software) (3 hrs.)  
CIS 260 (Intro to Media Research Software) (3 hrs.)  
EC 110 (Principles of Microeconomics) (3 hrs.)

**Bachelor of Arts in Advertising, [Concentration in Integrated Channel Planning](#)**

**Number of hours required for undergraduate graduation: 120**

**Number of hours required for major: 37 + 12 outside the major curriculum**

***Core Course for ALL Students in Program (19 hours earned)***

MC 101 (Intro to Mass Communication) (3 hrs.)  
JCM 103 (Mechanics of Media Writing) (1 hr.)  
APR 221 (Intro to Advertising) *or* APR 241 (Intro to Advertising and PR) (3 hrs.)  
APR 280 (Intro to Audience Analysis) (3 hrs.)

APR 290 (Intro to Channels and Messaging) (3 hrs.)  
APR 302 (Advertising Strategy) (3 hrs.)  
APR 424 (Advertising Campaigns) (3 hrs.)

***Additional Courses in Track/Sequence for ALL Students (12 hours earned)***

*NOTE: All students that enter the advertising major during the 2021-22 academic year are considered general majors. Students will be given the opportunity to declare a concentration if desired during the 2022-23 academic year.*

APR 325 (Social and Digital Media) (3 hrs.)  
APR 422 (Channel Planning) (3 hrs.)  
APR 455 (Advanced Media Strategy) (3 hrs.)  
APR 456 (Media Relations) (3 hrs.)

***Elective course(s) that must be taken within the track/sequence (3 hours earned)***

All advertising students that choose the Integrated Channel Planning concentration must take one (1) APR or MC 400-level elective. A list of possible electives is provided in the Appendix.

***Elective Course(s) that must be taken within the program (3 hours earned)***

All students, regardless of major or concentration must take one of the following courses:

MC 401 (Mass Communication Law)  
APR 451 (Business for Strategic Communicators)  
APR 452 (Ethics and Professionalism)  
APR 453 (Investigation and Insights)

***Course(s) required outside of the accredited unit (12 hours earned)***

COM 123 (Public Speaking) (3 hrs.)  
CIS 250 (Intro to Design Software) (3 hrs.)  
CIS 260 (Intro to Media Research Software) (3 hrs.)  
EC 110 (Principles of Microeconomics) (3 hrs.)

**Bachelor of Arts, [Public Relations Major](#)**

**Number of hours required for undergraduate graduation: 120**

**Number of hours required for major: 37 + 9 outside the major curriculum**

***Core Course for ALL Students in Program (19 hours earned)***

MC 101 (Intro to Mass Communication) (3 hrs.)  
JCM 103 (Mechanics of Media Writing) (1 hr.)  
APR 231 (Intro to Public Relations) *or* APR 241 (Intro to Advertising and PR) (3 hrs.)  
APR 280 (Intro to Audience Analysis) (3 hrs.)  
APR 290 (Intro to Channels and Messaging) (3 hrs.)  
APR 303 (Public Relations Strategy) (3 hrs.)  
APR 433 (Public Relations Campaigns) (3 hrs.)

***Additional Courses in Track/Sequence for ALL Students (9 hours earned)***

*NOTE: All students that enter the advertising major during the 2021-22 academic year are considered general majors. Students will be given the opportunity to declare a concentration if desired during the 2022-23 academic year.*

APR 300 (Basic Principles of Design) *or* APR 325 (Social and Digital Media) (3 hrs.)  
JCM 303 (News Writing and Reporting) (3 hrs.)  
APR 332 (Public Relations Writing) (3 hrs.)

***Elective course(s) that must be taken within the track/sequence (6 hours earned)***

All public relations students that do NOT declare a concentration must take two (2) APR or MC 400-level electives.

***Elective Course(s) that must be taken within the program (3 hours earned)***

All students, regardless of major or concentration must take one of the following courses:

MC 401 (Mass Communication Law)

APR 451 (Business for Strategic Communicators)

APR 452 (Ethics and Professionalism)

APR 453 (Investigation and Insights)

***Course(s) required outside of the accredited unit (9 hours earned)***

COM 123 (Public Speaking) (3 hrs.)

CIS 250 (Intro to Design Software) (3 hrs.)

CIS 260 (Intro to Media Research Software) (3 hrs.)

**Bachelor of Arts, Public Relations Major, [Concentration in Digital Communication](#)**

**Number of hours required for undergraduate graduation: 120**

**Number of hours required for major: 37 + 9 outside the major curriculum**

***Core Course for ALL Students in Program (19 hours earned)***

MC 101 (Intro to Mass Communication) (3 hrs.)

JCM 103 (Mechanics of Media Writing) (1 hr.)

APR 231 (Intro to Public Relations) *or* APR 241 (Intro to Advertising and PR) (3 hrs.)

APR 280 (Intro to Audience Analysis) (3 hrs.)

APR 290 (Intro to Channels and Messaging) (3 hrs.)

APR 303 (Public Relations Strategy) (3 hrs.)

APR 433 (Public Relations Campaigns) (3 hrs.)

***Additional Courses in Track/Sequence for ALL Students (12 hours earned)***

*NOTE: All students who enter the PR major during the 2021-22 academic year are considered general majors. Students will be given the opportunity to declare a concentration if desired during or after the 2022-23 academic year.*

APR 300 (Basic Principles of Design) (3 hrs.)

APR 325 (Social and Digital Media) (3 hrs.)

APR 333 (Digital Writing and Strategy) (3 hrs.)

APR 430 (Advanced Digital Marketing) (3 hrs.)

***Elective course(s) that must be taken within the track/sequence (3 hours earned)***

All public relations students that declare the Digital Communication concentration must take one (1) APR or MC 400-level elective. A list of possible electives is provided in the Appendix.

***Elective Course(s) that must be taken within the program (3 hours earned)***

All students, regardless of major or concentration must take one of the following courses:

MC 401 (Mass Communication Law)

APR 451 (Business for Strategic Communicators)

APR 452 (Ethics and Professionalism)

APR 453 (Investigation and Insights)

***Course(s) required outside of the accredited unit (9 hours earned)***

COM 123 (Public Speaking) (3 hrs.)

CIS 250 (Intro to Design Software) (3 hrs.)

CIS 260 (Intro to Media Research Software) (3 hrs.)

**[JCM News Media Major](#)**

**Number of hours/units required for undergraduate graduation: 120 hours**

**Number of hours/units required for major degree: JCM = 43**

**CORE COURSES FOR ALL STUDENTS IN PROGRAM (37 CREDITS EARNED)**

### **JCM Department Core (7 credit hours)**

1. JCM 102 Intro to Media Content Creation (3 credit hours)
2. JCM 103 Mechanics of Media Writing (1 credit hour)
3. JCM 493 Ethics and Diversity in Media, or one of the following (3 credit hours)
  - JCM 496 Ethics in Sports Media
  - JCM 467 Ethics in Film and TV

### **News Media Core (24 credit hours)**

1. MC 101 Intro. to Mass Communication (3 credit hours)
2. JCM 499 News Media Capstone or JCM 484 Sports Portfolio (3 credit hours)

### **Skills Requirements**

1. JCM 180 Journalistic Principles and Practices (3 credit hours)
2. JCM 303 News Writing and Reporting (3 credit hours)
3. JCM 315 Advanced News Writing or JCM325 Sports Writing and Reporting (3 credit hours)
4. JCM 331 Intro to Electronic Reporting (3 credit hours)

### **Concepts Requirements**

1. MC 401 Mass Comm Law and Regulation (3 credit hours)
2. MC 409 History of Mass Communications, or one of the following: (3 credit hours)
  - JCM 448 News Analysis
  - JCM 494 Global Media Systems
  - JCM 372 Media Effects
  - MC 426 Race, Gender and Media
  - MC 431 Sports & Social Media
  - MC 446 Issues in Sports Media
  - MC 464 Sports Media Research

### **ADDITIONAL REQUIRED COURSES IN CHOSEN TRACK / SEQUENCE THAT STUDENTS MUST TAKE**

*All students in major must pick a two-course sequence.*

#### **Digital News Sequence (6 credits earned)**

1. JCM 333 Working for Television News (3 credit hours)
2. JCM 490 Electronic News Producing or JCM 326 TV & Radio Performance (3 credit hours)

#### **Management and Entrepreneurship Sequence (6 credits earned)**

1. JCM 451 News Media Management (3 credit hours)
2. JCM 458 Entrepreneurial Journalism (3 credit hours)

#### **Public Affairs Reporting Sequence (6 credits earned)**

1. JCM 411 Depth Reporting and Writing (3 credit hours)
2. JCM 485 Community News in a Digital World (3 credit hours)

#### **Specialized Writing Sequence (6 credits earned)**

1. JCM 429 Food Writing and Reporting (3 credit hours)
2. JCM 442 Specialized Magazine Writing (3 credit hours)

**Visual Journalism Sequence (6 credits earned)**

1. JCM 327 Visual Journalism (3 credit hours)
2. JCM 426 Advanced Design and Visualization (3 credit hours)

**SPORTS MEDIA CONCENTRATION (12 CREDITS EARNED)**

1. JCM 146 Intro. to Sports Communication (3 credit hours)
2. MC 431 Sports and Social Media, or one of the following (3 credit hours):

- JCM 328 Sports Announcing
- JCM 333 Working for Television News
- JCM 425 Digital Sports Coverage
- JCM 435 Sports Documentary
- JCM462 Motion Graphics
- JCM 382 News Media Internship
- JCM 444 Adv. Sports Reporting
- JCM 445 Analysis of Sports Writing
- JCM 462 Motion Graphics
- MC 446 Issues in Sports Media
- MC 464 Sports Media Research
- PHL 256 Philosophy of Sport
- APR 429 Sport, Publicity and Promotion
- RHM 338 Sport Marketing and Promotion

*All students in concentration must pick a two-course sequence.*

**Digital Sports (6 credits earned)**

- JCM 425 Digital Sports Coverage (3 credit hours)
- JCM 435 Sports Documentary or JCM 328 Sports Announcing (3 credit hours)

**Sports Writing (6 credits earned)**

1. JCM 444 Adv. Sports Reporting
2. JCM 445 Analysis of Sports Writing

**ELECTIVE COURSES THAT MUST BE TAKEN WITHIN THE TRACK / SEQUENCE**

None

**ELECTIVE COURSES THAT MUST BE TAKEN WITHIN THE PROGRAM**

- Any JCM or MC 300-400 level courses (6 credit hours for News Media)
- Any JCM or MC 300-400 level courses (3 credit hours for Sports Media Concentration)

**REQUIRED COURSES OUTSIDE OF THE UNIT**

None

**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.**

The A+PR and JCM departments ensure that majors acquire a liberal arts and sciences education within the B.A. degree programs in the following key ways:

- In meeting the [University Core Curriculum](#) requirements, each student will complete at least 53 hours of liberal arts and sciences general education courses from the University's designated topic areas.
- Each student must have a minor (18-hour minimum) outside of APR/JCM/MC.
- Each student will need elective hours and/or hours for a second minor or second major outside of APR/JCM/MC\* to get the minimum of 120 hours needed for the degree, typically 15-30 hours, which is further opportunity to acquire a liberal arts education.

The following classes within the units contribute to a liberal arts education:

- APR 437 Social Networks, CIS 250 Intro to Design Software, CIS 260 Intro to Media Resources, and JCM 202 Intro to Post Production carry the Computer Science (C) designation.
- JCM 112 Motion Picture History and Criticism carries the Fine Arts (FA) designation.
- JCM 112 Motion Picture History and Criticism, JCM 200 Foundations for Journalism Practice, and JCM 235 Social Media and Society carry the Humanities (HU) designation.
- MC 101 Intro to Mass Communication, JCM 100 Introduction to Story, APR 101 Creativity and American Culture, APR 221 Intro to Advertising and APR 231 Intro to Public Relations each carry the Social/Behavioral Sciences (SB) core designation.
- APR 302 Advertising Strategy, APR 303 PR Strategy, APR 333 Digital Writing & Strategy, APR 332 Copywriting, APR 332 PR Writing and APR 423 A+PR Management each carry the Writing (W) core designation.
- JCM upper-level writing courses carry the Writing (W) designation: JCM 303 News Writing and Reporting, JCM 310 Telecommunication Programming, JCM 315 Adv. News Writing, JCM 325 Sports Writing and Reporting, JCM 346 Short Film Writing, JCM 411 Depth Reporting and Writing, JCM 412 Seminar in American Cinema, JCM 413 Gender, Music, and Pop Culture, JCM 428 Editorial Analysis and Opinion, JCM 442 Specialized Magazine Writing, JCM 444 Adv. Sports Reporting, JCM 448 News Analysis, JCM 466 Feature Film Writing.

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

A+PR blends theory/conceptualization with professional skills. That is how the department achieves balance. For example, in the capstone classes (Advertising Campaigns and PR Campaigns) students are using research and theory to gain insights on how to best develop the campaign for the client. Yet, they are producing and executing high-quality finished products, deliverables, and a campaign for the client. In APR 302 and APR 303 (Strategy classes) students learn the concept of strategy, but these classes are designated Writing courses in the University Core. This means our students are learning strategy and writing for a real or hypothetical client. We have integrated Sprinklr research and insights assignments in these classes as well. Even our APR 332 (PR Writing class), which is a skills class, expects students to understand the conceptualizations they learned in Strategy to be successful. The skills courses we require are CIS 250, CIS 260, and APR 300. Our almost exclusive conceptual courses are APR 221, 231, APR 290. All other courses are a blend of skills and conceptualization as indicated above.

For JCM, below are lists of conceptually oriented and skills-oriented courses that are required in the News Media major. Total hours between required required conceptual and skills courses are roughly equal.

#### **Courses with conceptual orientation (12 hours)**

MC 101 Intro to Mass Communication (3 hours)

MC 401 Mass Comm Law & Regulation (3 hours)  
JCM Concept Elective (3 hours, from the following)

- MC 409 History of Mass Communication
- JCM 448 News Analysis
- JCM 494 Global Media Systems
- JCM 372 Media Effects
- MC 426 Race, Gender and Media
- MC 446 Issues in Sports Media

JCM 493 Ethics & Diversity in Media or JCM 496 Ethics in Sports Journalism (3 hours)

**Courses with skills orientation (19 hours)**

JCM 103 (1 hour)

JCM 102 Intro to Media Content Creation (3 hours)

JCM 180 Journalistic Principles and Practices (this course is a mix of skills and concepts, with 8 of the 20 topics focused on conceptual aspects: ethics, diversity, law, values, etc.) (3 hours)

JCM 303 News Writing and Reporting (3 hours)

JCM 331 Intro to Electronic Reporting (3 hours)

JCM 315 Advanced News Writing and Reporting OR JCM 325 Sports Writing and Reporting (3 hours)

JCM 499 Digital News and Sports Capstones (a mix of skills and concepts) (3 hours)

**Two-course sequences (6 hours):** These two-course sequences focus on specialized areas of news / journalism. The majority of the courses in these sequences are skills-based. Students must choose one sequence below and take six credits from that sequence:

**Digital News**

- JCM 333 Working for Television News
- JCM 490 Electronic News Producing

**Visual Journalism**

- JCM 327 Visual Journalism
- JCM 426 Advanced Design and Visualization

**Specialized Writing**

- JCM 429 Food Writing and Reporting
- JCM 442 Specialized Magazine Writing

**Public Affairs Reporting**

- JCM 411 Depth Reporting and Writing
- JCM 485 Community News in a Digital World

**Management and Entrepreneurship**

- JCM 451 News Media Management
- JCM 458 Entrepreneurial Journalism

Students are encouraged to take two more (6 hours) JCM or MC 300-400 classes that connect to their chosen sequence to meet their elective requirement. Many elective choices are skills-oriented; however, conceptual courses are also available and applicable to these specializations.

**Sports Media Concentration (12 hours)**

Students may choose to declare the Sports Media Concentration within the News Media Major. Students are required to take one course with conceptual/theoretical orientation:

### **Courses with conceptual orientation (3 hours)**

- JCM 146 Intro. to Sports Communication

**Two-course sequences (6 hours):** These two-course sequences focus on specialized areas of sports media. The majority of the courses in these sequences are skills-based. Students must choose one sequence and take six credits from that sequence:

### **Digital Sports**

- JCM 425 Digital Sports Coverage (3 credit hours)
- JCM 435 Sports Documentary or JCM 328 Sports Announcing (3 credit hours)

### **Sports Writing**

- JCM 444 Adv. Sports Reporting
- JCM 445 Analysis of Sports Writing

Students are encouraged to take one more (3 hours) JCM or MC 300-400 class that connects to their chosen sequence to meet their elective requirement. Many elective choices are skills-oriented; however, conceptual courses are also available and applicable to these specializations.

The revised curriculum for the merged JCM unit made a range of conceptual courses newly available to News Major students as possible electives for completing the major. These include the concept electives listed above, as well as courses such as Film & Media Theory and Critical Study of Television for other elective slots.

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

The A+PR Course Descriptions and Objectives describe how each course addresses relevant ACEJMC values and competencies. The Curriculum Map visually demonstrates the level of learning from introductory to mastery.

The JCM Course Descriptions and Objectives describe how each course addresses relevant ACEJMC values and competencies. The Curriculum Map visually demonstrates the level of learning from introductory to mastery.

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

A+PR has undergone two curriculum revisions since our last accreditation visit. The impetus for these revisions were active conversation and feedback from alumni and other industry professionals about how we might best prepare our graduates for a quickly evolving media landscape. A direct result of these communications is the creation of our online programs. We created a digital communication undergraduate major, and outside of the purview of this evaluation we created a digital communication graduate certificate and full concentration. We also created the Marketing Communication Management concentration. It was created for professionals with at least 3 years of industry experience, seeking the M.A. degree to advance in their careers. We are offering cutting-edge data analytics skills to our students and have partnerships with companies such as Sprinklr to ensure our curriculum is current based on content, digital, and technological advances.



JCM prides itself in providing students with technology experiences similar to those in professional media environments. JCM's instructional mission related to technology is supported by two full-time staff positions in the department, and two full-time computer technology staff positions from the College. Since the last self-study, the JCM equipment room has moved to a larger room, significantly expanded equipment options available for checkout, and implemented an online equipment reservation and checkout system. Annual expenditures on technology average \$50,000 to \$90,000 per year. Technology decisions are informed by frequent feedback from alumni, visiting industry professionals, members of the C&IS Board of Visitors, working professionals in the College's Digital Media Center, and professional/academic conferences and tradeshows (e.g., BEA and NAB). During the COVID-19 pandemic, the faculty and staff pivoted to provide innovative ways to meet professional expectations for online media instruction as well. Many of those innovations are still being implemented in online synchronous and asynchronous courses.

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

A+PR:

The A+PR department uses formal and informal measures to ensure consistency with multiple sections. For example, in determining the new A+PR curriculum effective fall 2021, the A+PR Undergraduate Curriculum Committee did an audit of all current and proposed courses with attention given to what outcomes were expected from each course to reduce overlap. With the implementation of the new A+PR curriculum effective fall 2021, the department distributed a list of student learning outcomes and ACEJMC values specific to each APR course for faculty, adjuncts, and teaching assistants to incorporate into course syllabi to ensure consistency. Faculty teaching multiple section courses are encouraged to use the same textbook and similar assignments. Formal assessment procedures include student course evaluations and the evaluation of student campaign presentations by advertising and public relations professionals.

The department's assessment chair and undergraduate program coordinator have also been conducting meetings with faculty leads of required courses in the majors (such as APR 280, APR 290, APR 302 and APR 303) to discuss course content to ensure continuity between sections of each course and to increase understanding of how those required courses fit into the overall structure of the major program. The faculty leads meet with new hires to educate them on course requirements and expectations.

JCM:

There are several methods for ensuring consistency in learning objectives, workload, and standards in courses with multiple sections. JCM courses with special designations within the University curriculum (writing, humanities, computer science, fine arts, social and behavioral sciences) have specific course requirements dictated by the University. Those requirements are provided to faculty teaching each of those courses to ensure uniformity. The University requires evaluation of these courses every five years to ensure standards are maintained.

For courses with labs (JCM 303 and JCM 331), the instructor of record works with lab instructors to ensure consistency across all labs. Courses with multiple sections generally share information regularly (e.g., JCM 180, MC 401). The major coordinator for News Media, Dianne Bragg, helps encourage communication and coordination between faculty teaching different sections of the same course each semester.

As a checkpoint, the curriculum committee met with the News Media instructors (for required courses) in 2018 and 2020 to talk through learning outcomes and ensure that objectives are being met and that class outcomes are building toward the next classes in sequence. In addition, during the 2021-22 academic year, Dr. Bragg met with faculty to coordinate which courses would require

portfolio assignments, to ensure consistency, and to make sure students were prepared for the final portfolio assignment in the capstone courses.

Additionally, the curriculum committee meets annually with the JCM assessment coordinator to review assessment outcomes and make recommended changes to the curriculum. These annual meetings help close the loop in the assessment and curriculum maintenance and development process.

## **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.**

### **A+PR:**

The dean of the College is a voting member of The Plank Center for Leadership in Public Relations board of advisers and serves as a non-voting educational adviser to the Alabama Broadcasters Association. He also regularly meets with alumni, employers, and community partners and discusses way in which the programs are meeting their needs well and ways in which they could be improved to better prepare students for successful careers. Feedback from these meetings is provided to department chairs and individual faculty members in both regular meetings and personal communication.

In the Department of Advertising and Public Relations at The University of Alabama, we believe that it is paramount for faculty and administrators to connect with and stay connected with the professions they represent. This ensures that faculty are staying current of the cutting-edge knowledge and skills needed to be effective educators and to better prepare students for the 21st century workplace. Whether it is our close ties with The [Plank Center for Leadership in Public Relations](#) or our faculty like Randall Huffaker who still manages his own firm, we prioritize faculty and administrators staying connected to their professions. Below is a representative sample of the faculty and administrators who continue to stay connected with their professions and industry.

A complete list of faculty professional service is available here and in Standard 8.

### **Professional Memberships held by Faculty**

- Account Planning Group, International
- American Academy of Advertising
- American Association for the Advancement of Science
- American Advertising Federation, Tuscaloosa
- American Advertising Federation
- American Institute of Graphic Arts
- American Journalism Historians Association
- American Marketing Association
- Asian-Pacific Communication Alliance
- Association for Education in Journalism and Mass Communication
- Association for Politics and the Life Sciences
- Arthur W. Page Society
- Broadcast Education Association
- Crisis Communication Think Tank
- International Environmental Communication Association
- International Association for Communication and Sport
- International Communications Association<sup>[1][2]</sup>
- International Communication Association
- International Research Group on Crisis Communication
- Kappa Tau Alpha
- Korean Society for Journalism and Communication Studies
- National Communication Association

- The One Club
- Organization of American Historians
- The Plank Center for Leadership in Public Relations
- Public Relations Council of Alabama
  - Public Relations Council of Alabama, West Alabama Chapter
- Public Relations Society of America
  - Public Relations Society of America, Alabama Chapter
- Society for Risk Analysis
  - Southern Foodways Alliance
- Southern Public Relations Federation

In A+PR, connecting students with professionals is a cornerstone of our educational experience. We believe having close ties with the industry only strengthens students' experiential learning. Therefore, all of our student organizations such as Capstone Ad Fed, Capstone Agency, PRCA, and PRSSA have invited and learned from leading industry professionals. In a similar vein, our faculty often invite and integrate professionals into classroom lectures, assignments, and activities.

Below is a *representative sample* of the professionals who have partnered with us in the education and professional development of our students.

#### **Fall 2021 class clients**

- APR 433 PR Campaigns, Osher Lifelong Learning Institute (Ki)
- APR 433 PR Campaigns, ThirdLeaf NW (Lemon)
- APR 419 Concepting and Implementation, Alabama Credit Unions' Secret Meals For Hungry Children program (Daria)
- APR 430 Advanced Digital Marketing, Golin (Huffaker)
- APR 332 Autism Society of Alabama (Sims)

#### **Fall 2021 guest speakers:**

APR 490 Effective Branding in Mass Communication:

- Kristin Walker, M.B.A., Branding Consultant/Remote Project Strategist – Government, Aerospace, Defense, IT/Cyber, Higher Ed, Military Family Advocacy, Holographic Event Technology
- Kennedy Studdard, Program Manager, Education Programs & MAIP (Multicultural Advertising Intern Program) Alumni at the 4A's
- Jason Klein, Famemaker, Brandiose (sports branding firm)
- Carina Yarbrough, Associate Marketing Manager, Sazerac Company previously at Country Music Hall of Fame
- Shelly Saboorian, c/o 2007 Vice President/Account Director, 22squared
- Amanda Rambo Senior Advertising Manager, Alabama Media Group c/o 2006
- Andrea Snoke Sales/Account Management, CVS (previously Graphic Design, Downlite) c/o 2014
- Ashton & Mary Landers Ward, Co-Creators, Intune Beauty Care c/o 2020 & 2016
- Caitlyn Hunnicutt, Director of Marketing & Business Development, Meridian Financial/Northwestern Mutual (previously college athletics marketing) c/o 2013
- David Malamud, Partner + Brand Director, 5 + 8 c/o 2004
- Jacki Gil, Owner/Designer, Salt + Paperie c/o 200
- Karli Guyther, Attorney/ Creative Consultant, John D. Saxon, P.C.
- Kyndall Hinton, Communication and Engagement Analyst, Pizza Hut International c/o 2017
- Margaret Woodis, Director of Business Development, TrustPoint Hospital c/o 2012
- Morgan Thompson, Assistant Account Executive, FleishmanHillard c/o 2019
- Patrick Weaver, Senior Manager of Marketing & Sales Data Analytics, Juice Analytics /Influencer c/o 2016

- APR 430 Advanced Digital Marketing, Golin, BBDO, Amazon, Turner & Amazon representatives (Huffaker)
- APR 419 Concepting and Implementation, Nicole Martin, Community Engagement Coordinator at Alabama Credit Union
- APR 419 Concepting and Implementation Jasmine Howard, Marketing Assistant at Alabama Credit Union
- APR 419 Concepting and Implementation Kelley Porter, VP Member Experience at Alabama Credit Union
- APR 270 Strategic Thinking (AD), Wendy Mason, Moroch
- APR 270 Strategic Thinking (AD), Nathan Stuckey, Realty South
- APR 270 Strategic Thinking (AD), Whitney Massey, Alabama Power
- APR 231 Introduction to PR, Erica Cooke, BCW
- APR 231 Introduction to PR, Gloria Huang, FEMA
- APR 231 Introduction to PR, Scott McBride, U.S. Coast Guard
- APR 231 Introduction to PR, Andre Taylor, Alabama Gas Corporation
- APR 231 Introduction to PR, Jonathan Graffeo, U.S. Senate Appropriations Committee
- APR 231 Introduction to PR, Cynthia Nicols, U.S. Department of State
- APR 300 Principles of Design, Ashley Smith, President at GSD Advisory
- APR 322 PR Writing, Sara Shaban, communications director at Project Peanut Butter (Bowman)

### **Spring 2022 class clients**

- APR 433 PR Campaigns, Neighborhood Bridges (Daria)
- APR 430 Advanced Digital Marketing, NASCAR (Huffaker)
- APR 424 Ad Campaigns, Universal Music Group Nashville (Little)
- APR 419 Concepting and Implementation, Alabama Credit Unions' Secret Meals For Hungry Children program
- APR 325 Social and Digital Media, HBOMax

### **Spring 2022 guest speakers**

- APR 490 Kristin Walker, M.B.A., Branding Consultant/Remote Project Strategist – Government, Aerospace, Defense, IT/Cyber, Higher Ed, Military Family Advocacy, Holographic Event Technology
- APR 490 Kyndall Hinton, Communication and Engagement Analyst, Pizza Hut International c/o 2017; Jason Klein, Famemaker, Brandiose (sports branding firm); Carina Yarbrough, Associate Marketing Manager, Sazerac Company previously at Country Music Hall of Fame
  - APR 433 PR Campaigns, David Bannister, Board Member and Kindness Crew Member, Neighborhood Bridges; Tesney Davis, LICSW, 2nd degree connection 2nd, Licensed Clinical Social Worker, Coordinator of Mental Health Services
- APR 300 Basic Principles of Design, Taylor Sloane, Director of Marketing and New Talent Development for Universal Music Group Nashville
- APR 322 Copywriting Seminar, Sara Shaban, communications director at Project Peanut Butter (Bowman)

### **Summer 2022 class clients**

- APR 322 Copywriting Seminar, ThirdLeaf NW (Lemon)

### **Student professional group guest speakers and ongoing outreach**

Joint panel hosted by Capstone Ad Fed, PRSSA, and PRCA:

- Margaret Woodis, Director of Business Development at TrustPoint Hospital
- Fallon Acker, Assistant Account Executive at MP&F Strategic Communications
- Joshua M. Till, Director of Communications and Marketing at American Heart Association | American Stroke Association
- Annie Hollon, Social Media Intern at GS&F
- Jordan Holt, Account Coordinator at Parachute Media
- Brooke Tucker, Account Manager at Lewis Communications

#### Capstone Ad Fed

- Tori Vines, Manager at HBO Max Consumer Research at WarnerMedia
- Miller Ad Agency/Dallas+Austin

PRCA connects with three local nonprofits and their communications contacts. The nonprofits are Good Samaritan Health Clinic, Alabama Area Agencies on Aging, and S.D. Allen (a furniture ministry). Students develop real world strategic public relations deliverables based on the communications needs of each nonprofit. Since there is ongoing, year to year, relationships with these nonprofits to a certain extent PRCA now acts as a communications arm for the nonprofits.

PRCA also partners with WVUA, a commercial radio station, to develop entertainment-related content. Students are developing podcasts, concert reviews and are training to become DJs. Students receive professional training from the radio station.

In fall 2021, UA PRSSA held three monthly meetings that provided insights into crisis communication best practices, achieving balance in the transition from college to the communication workplace, and understanding the similarities and differences between in-house and agency work:

- September: UA PRSSA's first monthly meeting of the semester featured a crisis communication [panel](#) moderated by Eliza Heidelberg of PERITUS PR. Panelists were Callie Corley, crisis communication strategist, Jackson Spalding; Katie Garcia, advisor and chief of staff, Logos Consulting Group; and Griff Waller, communications director, City of Montgomery.
- October: This monthly meeting featured UA alumni on a Life in the City [panel](#) — Maret Montanari, Gabby DiCarlo, Katey Quinn, Morgan Russell and Madelyn Hill — who discussed making the transition from Tuscaloosa to working in communication roles for organizations in larger cities such as New York City and Los Angeles.
- November: With co-hosts PRCA and Capstone Ad Fed student chapters, PRSSA hosted a [panel](#) of communication professionals representing both in-house and agency career options. Panelists were Annie Hollon with GS&F, Brooke Tucker with Lewis Communications, Josh Till with the American Heart Association, Jordan Holt with Parachute Media and Margaret Woodis with TrustPoint Hospital.

#### JCM:

The JCM Department encourages faculty and staff to maintain active participation in the professions they represent. Close ties with student media and the media entities housed in the College's Digital Media Center (Center for Public Television, Alabama Public Radio, WVUA-TV) help faculty stay connected with the profession. You'll see from the documentation in Standard 5 that our faculty participate in several professional and academic organizations that are helpful in keeping them up to date on professional skills and practices. In addition, the department faculty are regularly involved in organizations that provide opportunities to interact with media professionals; these include the following (selected list):

Alabama Media Professionals  
Alabama Press Association  
Alabama Broadcasters Association  
The Associated Press Sports Editors  
Association for Women in Sports Media  
Broadcast Education Association  
Council of Communication Associations  
ESPN-U Campus Connection  
International Communication Association  
National Association of Black Journalists  
National Association of Broadcasters

National Association of Hispanic Journalists  
National Association of Television Program Executives  
National Communication Association  
National Federation of Press Women  
Library of American Broadcasting  
National Association of Television Program Executives  
Online News Association  
Poynter Institute  
Radio Television Digital News Association  
Society of Professional Journalists  
Sports Video Group

JCM regularly has media professionals visiting campus to interact with both students and faculty. Some of these opportunities include the C&IS Board of Visitors, JCM's Annual Media Day, Alabama Program in Sports Communication sponsored lectures and workshops, and C&IS Diversity Symposium. Finally, some of JCM's faculty are still practicing journalists and media professionals, serving on volunteer, freelance, or part-time basis with professional media outlets, including *Birmingham Watch*, WCBI-TV, Crimson Tide Productions, and SEC Network.

**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.**

The College views the internship experience as a highly important part of the curriculum and encourages internship, practicum and other field experiences. In some departments, these types of experiences are required or are part of a set of classes to fulfill a professional experience requirement. The supervised internship or practicum — accomplished through the joint efforts of the student, the College and the employer — is one of the best ways for students to gain actual work experience. All students are urged to seek a variety of media work experiences, exploring opportunities at the campus newspaper, other student media opportunities (magazines, radio, digital), departmental and alumni newsletters, professional broadcasting outlets affiliated with the College, and in the University's marketing communications, public relations, and sports information offices. Students are encouraged to seek summer jobs with professional media organizations following the freshman and sophomore years. An internship taken before the senior year helps students be more competitive for jobs when they graduate.

To accommodate students as they seek internship opportunities, The [University of Alabama's Career Center](#) offers Handshake, an electronic database of employers and job opportunities, and presents job fair opportunities each semester. Additionally, departments have electronic and printed means to share opportunities received in the College. The University Career Center maintains a satellite office within the College of Communication and Information Sciences to assist students seeking internships.

#### **A+PR**

The department's policy is to encourage and assist student majors to apply for and complete internships, an important aspect of their education and professional preparation. We provide information in print and video format online describing the options for students who seek credit for their internship.

Because of the small size of the local community and corresponding modest number of local opportunities for internships and the large number of students (more than 1,350) majoring in advertising and public relations, the department does not require an internship for graduation.

However, we strongly encourage students to complete internships, whether for-credit or not. The majority of majors do participate in a practicum, internship, or professionally oriented experience outside the classroom.

Students may apply to seek internship credit during the semester in which they work.

**APR 100 Professional Exploratory** (links to “APR 100 Application” and “APR 100syllabus”)

The Professional Exploratory provides the student with one of the following, depending on qualifications: 1) an opportunity to shadow advertising or PR professionals in the workplace while being introduced to current practices and trends in the field or 2) an opportunity to gain practical experience (such as an internship) in the advertising or public relations field. This course is repeatable for a six-hour-credit maximum.

Enrollment is by permission of the A+PR internship coordinator (or faculty sponsor) and the A+PR department chair. In order to qualify for APR 100 as a shadowing experience for one hour of credit on a Pass/Fail basis, the student must have an overall GPA of at least a 2.0 and be a declared advertising or PR major or minor. In order to qualify for APR 100 as a practical experience opportunity for one to three hours of credit on a Pass/Fail basis, the student must have an overall GPA of a 2.0 and have completed the fundamentals courses of the advertising or PR major or minor coursework.

Success in this course for a shadowing experience is based solely on the employer supervisor’s assessment of the student’s work ethic—based on the student’s punctuality, dependability, attitude, and initiative during the professional exploratory. Success in this course for a practical experience is based on midterm and final reports submitted by the student, as well as the employer supervisor’s evaluation of the student’s work performance at the end of the practical experience.

Nashville Predators sports team, About Town magazine, and Mezz Entertainment agency are three examples of recent internship opportunities submitted by students for credit at this level.

In addition to the University and College services for placement, the Department of Advertising + Public Relations receives requests for interns and internship applications from a variety of nonprofit and commercial organizations.

Students discover and submit their own sites for approval. Most submissions for application involve well-established organizations. The department faculty sponsor investigates less well-known organizations before approving the internship for credit and gathers feedback from student interns when concerns about an experience are expressed.

**JCM**

(links to Internship Application form, Supervisor Information form, Final Portfolio Instructions and Requirements, News Media Internship syllabus, Supervisor Evaluation Form, Student Self-Evaluation form)

Internships are not a degree requirement for JCM News Media majors. However, students are strongly encouraged to complete at least one internship experience through the JCM 382 course. JCM 382 offers students the opportunity to apply — in a professional work environment — the skills and principles they have learned in the classroom setting. The internship is a part-time or full-time job experience for qualified undergraduates conducted under the joint supervision of the Department of Journalism & Creative Media, and a professional media organization.

Students are ultimately responsible for securing their own internship. The JCM department / C&IS assists students in several ways: 1.) posting opportunities on designated internship bulletin boards in the building, 2.) posting opportunities on official JCM social media accounts as well as faculty and student interest social media accounts, 3.) posting on the [C&IS internship page](#) on the C&IS website. Alumni can also be extremely helpful in placing students in internships.

One JCM faculty member (Mark Mayfield) serves as the internship coordinator for News Media majors. The internship coordinator routinely meets with industry partners and attends networking events to establish internship opportunities for the department's students. The internship coordinator is responsible for determining if a proposed internship site meets the department's criteria for an internship location. One of the key aspects for evaluating a site is determining the site has an experienced supervisor with communication and media skills that can provide proper training and supervision conducive to a student's learning.

Internships are variable credit, from 1-3 hours. Students may complete a maximum of 6 internship credits. Each credit hour requires 90 hours of work during the semester (1 credit = 90 work hours, 2 = 180 and 3 = 270). The final grade is based on a joint evaluation of the student intern by the professional on-site internship supervisor and the appropriate coordinator in the Department of Journalism & Creative Media. Grades are based on completion of work at the professional organization (both quality and quantity), assessment of work by the professional supervisor, completion of a final portfolio and paper, and submission of weekly reports to the internship coordinator (Professor Mayfield).

JCM students have interned at multiple local, regional, national, and international media organizations. JCM has several local internship relationships. JCM has had a long relationship with *The Tuscaloosa News* for many years. The C&IS-owned Digital Media Center provides numerous intern opportunities through WVUA-TV /WUOA-TV 23/7, and the Center for Public Television & Radio (CPT Productions and Alabama Public Radio). Crimson Tide Productions, the multimedia arm of the athletic department, also provides internship opportunities for students. An arrangement with the Tuscaloosa Amphitheater provides for faculty-supervised internships in concert IMAG (image magnification) or video big screen production.

Regionally, JCM typically has interns in numerous weekly/daily newspapers around Alabama and neighboring states. JCM had a long-standing relationship with *The Anniston Star*. The four network affiliate TV stations in BHM—WVTM, WIAT, WBMA, WBRC—(market 40) also use multiple interns a year in their news, sports, weather and operations departments. Beyond Birmingham, Atlanta, Georgia (market 8) and Nashville, Tennessee (market 29) are popular regional destinations.

JCM students have had success when competing for national and international internships. For students in the sports concentration, JCM regularly places students with ESPN. Sports students also intern with professional sports teams across the country. Our news students have interned with stations in Los Angeles, Washington, D.C., and other large markets around the country; at publications; and at local affiliate stations and networks.

Recent internship placement examples from outside Alabama include the following:

- A&E Network — New York
- The Tonight Show with Jimmy Fallon — New York
- CNN — Atlanta
- Endemol Shine — Los Angeles (The Academy of Television Arts & Sciences internship program)
- Warner Media — Atlanta
- WKRN-2 TV — Nashville
- Parents Magazine — New York
- Elizabeth Sutton Collection (Art & Design firm) — New York
- Nashville Soccer Club
- Carnegie-Knight News 21 — (National reporting initiative at Arizona State University) — Tempe, AZ
- Cal-Hi Sports Network — Stockton, CA



- Forest City Owls (minor league baseball) — Asheboro, N.C.
- Fox News — New York

Up until 2019, the JCM department operated the C&IS in LA program, which consisted of two 3-hour classes (JCM 452 – JCM 453) conducted in Los Angeles, California. One component of the courses involved an internship experience with a Los Angeles-area media company. Again, students were largely responsible for researching and securing internships (with assistance from the C&IS in LA instructor of record). The requirements and evaluation criteria for the internship component are like the requirements for a typical JCM internship. While the C&IS in LA courses are most popular with JCM Creative Media majors, there is a small contingent of News Media majors who participated in the program. The C&IS in LA program is currently on hiatus due to the COVID-19 pandemic and the subsequent resignation of the faculty member who directed the program. JCM instructor Meredith Cummings co-directed the last C&IS in LA program, overseeing the News Media majors in summer of 2019. We are developing plans to relaunch C&IS in LA as we hire new faculty and adapt to post-COVID travel protocols.

### **Professional master’s program:**

The curriculum map for the JCM professional master's program is available [here](#).

### **9. Describe the process and requirements for admission to the program. If requirements are different for an online program, please explain.**

Students interested in joining the JCM master’s program must be admitted into the Graduate School at The University of Alabama as well as admitted to the department. Students can be admitted in the fall, spring, or summer, but the community journalism pathway is only available with a fall start. To be considered for regular admission, all students must have a minimum grade point average of 3.0 during their higher education undergraduate career. Students can be admitted with permission to continue status if their GPA scores do not meet minimum standards. Students admitted with this status must earn a 3.0 GPA in their first 12 hours in the program or are subject to removal from the program.

International applicants must score at least 90 on the TOEFL iBT language proficiency exam and also score at least 24 on the speaking and writing sections of the iBT exam. International applicants who prefer to submit IELTS test scores must score at least 7.0 and also score at least 7.5 on the speaking section and 6.5 on the writing section. International applicants who meet these criteria may also be invited to participate in a videoconference with the college application review committee.

In addition to the online application, applicants must submit other documents to the UA Graduate School, including undergraduate transcripts, statement of purpose addressing how the degree will advance the applicant’s professional and educational goals, three letters of recommendation, resume, and examples of journalistic work if available — e.g., stories, photos or multimedia — via hard copy, disk, or website link.

Once meeting the minimum requirements of the UA Graduate School, the JCM Graduate Committee, under the direction of the JCM Graduate Coordinator Dr. Rebecca Britt, evaluates each application using the required materials mentioned above. Dr. Britt and the department chair make final decisions on which applicants are accepted. The program faculty may require up to nine hours of additional coursework for applicants lacking undergraduate classes related to the professional values and competencies that are central to the master’s program.

The Department of Journalism & Creative Media accepts applications year-round for its M.A. program, with one exception: Students who want to pursue the Community Journalism program

must apply for fall admission.

While applications are accepted year-round, priority is given to students who apply for fall admission. Further, earlier applications are given priority for funding (e.g., research assistantships, teaching assistantships).

**Deadlines are as follows:**

**One-Year Community Journalism Program on UA Campus**

- Applications ONLY accepted for fall semester
- Priority deadline for applications: February 1
- The one-year focus in Community Journalism admits a limited number of students each fall. Applicants not accepted for Community Journalism may be considered for other master’s path in the Department of Journalism & Creative Media.

**Bama by Distance Online Journalism & Media Studies MA**

- Applications accepted year-round for fall, spring and summer admissions

**10. Report the applications, admissions and enrollment for the years below. If the degree is offered on-site and online, provide each separately in the chart below.**

<b>On-site:</b>			
Year	Applications	Admissions	Enrollment
2021-22			
academic year:	44	33	13
2020-21			
academic year	38	30	19
2019-20			
academic year	27	15	7
<b>Online:</b>			
Year	Applications	Admissions	Enrollment
2021-22			
academic year:	57	42	28
2020-21			
academic year	80	54	38
2019-20			
academic year	37	24	12

**11. Tell how the graduate program is distinct from the undergraduate program. Show how instruction and curricular requirements for graduate students are at a more advanced and rigorous level than courses for undergraduate students, including courses open to both undergraduate and graduate students. This discussion should include online courses.**

Instruction and curricular requirements for graduate students in the JCM department are distinct and at a higher level than those for undergraduate students in the following ways:

1. All instructors of the graduate courses are members of the graduate faculty.
2. All professional/skills-based program options (Plan II) include theoretical and conceptual courses that require students to think critically and approach professional skills at advanced levels. No comparable course exists at the undergraduate level.
3. Advanced coursework is offered exclusively at the master's level, including JCM 562 Contemporary Issues in Journalism, JCM 501 Media Production Tools, JCM 502 Producing Community Journalism, and other specialized graduate courses.
4. Some graduate offerings are cross-listed courses with advanced undergraduate students, but the graduate students are assigned additional readings, projects, and assignments.
5. In the JCM 597 Master's Project course, graduate students are required to complete advanced professional projects or complete comprehensive exams. There is no undergraduate equivalent to a master's project or comprehensive exams.

**12. Provide a list and a brief description of specialized professional graduate courses offered as part of the curriculum.**

**JCM 501 Media Production Tools**

Instruction in and critical analysis of communication technologies used in the production of community journalism.

**JCM 502 Producing Community Journalism**

This course focuses on gathering, writing, editing, and presenting of news and information across media platforms.

**JCM 511 Depth Reporting**

This course entails reporting and writing in-depth news and feature stories for publication in print and online. Students learn advanced techniques in information gathering and non-fiction writing. Deadline reporting and writing skills are addressed, as well.

**JCM 517 Advanced Sports Writing**

Advanced techniques in reporting and writing for sports media, as well as ethical and societal implications of sports journalism.

**JCM 528 Editorial Analysis and Opinion**

The art and practice of writing editorials, columns and other persuasive forms for print and online.

**JCM 542 Advanced Magazine Writing**

This course focuses on writing and editing of long-form articles for publication in print and online depth magazines. Students learn advanced narrative non-fiction writing techniques and how to gather information for longer feature stories.

**JCM 548 News Analysis**

Historical and critical study of electronic-media news in the United States.

**JCM 533 Journalism and Emergent Media**

This course examines how emerging media have and are evolving the relationship between journalism/mass media and society. From primarily a social scientific perspective, this course addresses key theories and issues relevant to journalism's ongoing shift to the digital world.

**JCM 535 Sports Documentary**

The course will give students a better understanding of the theory and practice of sports documentary production. Students will research and create mini-documentaries on sport-related topics.

#### JCM 536 Teaching Multimedia News

This course is designed to give students an overview of journalism and the process and pedagogy of instructing K-12 and college journalism classes.

#### JCM 545 Feature Writing in the Digital Age

Advanced techniques in writing and editing feature articles for publication across media outlets. Students will learn nonfiction writing techniques and apply them to a variety of feature article forms, with an emphasis on storytelling for digital audiences. Students will study top-notch published work to observe these techniques in action, and then sharpen their own skills through several short and lengthier, in-depth feature articles.

#### JCM 553 Making Media Innovation

Covers the methods by which journalists and marketing professionals monitor the interests and activities of readers, viewers, and users of content.

#### JCM 555 Entrepreneurial Journalism

Practices, ethics and theory of entrepreneurship in the journalism field.

#### JCM 562 Contemporary Issues in Journalism

Examines current issues facing the news media, ranging from professional problems to the human, social, and other consequences of news, news practices, and news technology.

#### JCM 572 Seminar in Professional Journalism

Studies in selected aspects of the practice of journalism.

#### JCM 597 Master's Project

Students produce a professional-level project or complete comprehensive exams.

#### MC 531 Sports and Social Media

This course will focus on the connections and engagement of social media within sports communication. This will include topics such as personal/professional branding, audience analytics, media campaigns and messaging.

#### MC 564 Sports Media Research

This course focuses on the descriptive and empirical ways to develop and evaluate research related to the sports industry, individual accomplishments, fan participation, and social media. Emphasis will be placed on the way that sports media has influenced contemporary culture and values.

### **13. Show that at least half the required credit hours in the master's program are in professional skills courses appropriate to professional communications careers.**

The JCM Department offers both thesis track and project/professional tracks to master's students.

The project/professional track falls under the university's Plan II option.

There are four Plan II, project track options to students in JCM's Journalism & Media Studies degree program. We employ two systems to ensure students in Plan II are getting at least half of their instruction in professional skills courses: through degree requirements in the Graduate Catalog and through advising.

#### **Plan II options:**

**On-campus Option A, Community Journalism Concentration (COM-J):** Our award-winning, one-year professional offering is designed to support community journalism by establishing trained professionals in the field. The hands-on curriculum relies heavily on experiential learning, rather than a thesis. It includes a May-through-July internship at the University's Digital Media Center, which includes Alabama Public Radio and WVUA-23, a commercial television station in Tuscaloosa. Courses that help students demonstrate proficiencies in a professional area include the following required courses, which make up 21 of the 31-hour curriculum:

- JCM 501 Media Production Tools
- JCM 502 Producing Community Journalism
- JCM 511 Depth Reporting
- JCM 555 Entrepreneurial Journalism
- JCM 562 Contemporary Issues in Journalism
- JCM 572 Seminar in Professional Journalism
- JCM 597 Master's Project

**On-campus option B, Sports Media Concentration:** Under this option, students can complete the on-campus degree and have their studies culminate in an in-depth project or comprehensive exams. This path requires completion of 31 total hours, with 28 hours of graduate courses as outlined in Plan II, and a 3-hour project or comprehensive exams in JCM 597. Courses that help students demonstrate proficiencies in a professional area under the sports media concentration include the following required courses, which make up 18 of the 31-hour curriculum:

- JCM 517 Advanced Sports Writing
- JCM 535 Sports Documentary
- JCM 562 Contemporary Issues in Journalism
- JCM 597 Master's Project
- MC 531 Sports & Social Media
- MC 564 Sports Media Research

**On-campus option B (General Path):** Under this option, students can complete the on-campus degree and have their studies culminate in an in-depth project or comprehensive exams. This path requires completion of 31 total hours, with 28 hours of graduate courses as outlined in Plan II, and a 3-hour project or comprehensive exams in JCM 597.

**Online option:** A professional option is also available entirely online for students who wish to have flexibility to complete coursework around their everyday lives. Students can complete the program in as little as 18 months, taking both skills and conceptual courses that help students master knowledge about journalism and media.

Courses that help students demonstrate proficiencies in a professional area in option B and the online option include the following required courses, which make up 18 of the 31-hour curriculum:

**Required courses** (9 hours of the required 15 core courses)

- JCM 555 Entrepreneurial Journalism
- JCM 562 Contemporary Issues in Journalism
- JCM 597 Master's Project

**Skills cognate courses** (at least 9 hours of the 12 required cognate)

- JCM 501 Media Production Tools\* (we have an online section and a Com-J section — separate classes)
- JCM 517 Advanced Sports Writing & Reporting
- JCM 538 Editorial Analysis and Opinion
- JCM 535 Sports Documentary
- JCM 536 Teaching Multimedia News
- JCM 542 Advanced Magazine Writing
- JCM 533 Data Journalism
- JCM 545 Feature Writing in the Digital Age
- JCM 551 News Media Management
- JCM 553 Making Media Innovation
- JCM 555 Entrepreneurial Journalism\* (required for Com-J but also includes non-Com-J)

JCM 562 Contemporary Issues in Journalism is a required course for all Plan II options. The course addresses current professional journalism issues and uses real-world case studies. Since

many of our students (especially online students) have substantial news media experience, they likely get more out of conceptual courses where they think at a higher level *about journalism* (as a manager or owner would). JCM 562 provides the sorts of professional skills that managers need — thinking about, and being able to articulate about broader changes and challenges in the field, ethics, etc.

**14. Complete the two professional master’s program curriculum tables below.**

**Curriculum for Professional Master’s Programs**

Provide the first 15 names on an alphabetical list of the graduate students who received a professional master’s degree during the 2021-22 academic year. Provide each student’s name, undergraduate major and school attended as an undergraduate.

1	Brittany Arndt	Communication	University of Mobile
2	Joshua Blount	Communication and Media Studies	University of Toledo
3	Catherine Bonelli	Photojournalism	University of Southern Mississippi
4	Khara Gibson-Taylor	News Media	University of Alabama
5	Crimson Jeffers	News Media	University of Alabama
6	James Johnson	Crime, Law and Justice	Pennsylvania State University
7	Hannah Jones	Communication Studies	University of Alabama
8	James Niiler	Psychology	University of Alabama
9	Abbey O’Brien	Broadcast Journalism	University of South Carolina–Columbia
10	Chelsea Ohlemiller	Elementary Education and Teaching	Ball State University
11	Jessica Patterson	Marketing	University of Alabama
12	Nayeli Pineda	Political Science, English	University of Alabama
13	Ross Ritchell	Marketing	Loyola University of Chicago
14	Llyas Ross	News Media	University of Alabama
15	Daniel Wolowicz	Communication Arts, Screenwriting	Loyola Marymount University

**Professional Master’s Credit Hours**

Show master’s credit hours earned in all courses by the 15 students listed above.

Student #	Courses	Master's Credit Hours
1	Inside Unit	32
	Grad Studies Orientation	
	Media Production Tools	
	Depth Reporting	
	Journalism Theory and Research	
	History of Journalism and Media	
	Producing Community Journalism	
	Advanced Magazine Writing	
	Entrepreneurial Journalism	
	Contemporary Issues in Journalism	
	Practice of Community Journalism	
	Seminar in Professional Journalism	
	Master’s Project	

2	Inside Unit	Grad Studies Orientation	32
		Media Production Tools	
		Depth Reporting	
		Journalism Theory and Research	
		History of Journalism and Media	
		Producing Community Journalism	
		Advanced Sports Writing	
		Entrepreneurial Journalism	
		Contemporary Issues in Journalism	
		Practice of Community Journalism	
		Seminar in Professional Journalism	
		Master's Project	
3	Inside Unit	Grad Studies Orientation	31
		Media Production Tools	
		History of Journalism and Media	
		Entrepreneurial Journalism	
		Contemporary Issues in Journalism	
		Feature Writing	
		Journalism and Emergent Media	
		Teaching Multimedia News	
		Master's Project	
	Outside Unit	Research Methods	
		Sem Communication Theory	
4	Inside Unit	Grad Studies Orientation	32
		Media Production Tools	
		Depth Reporting	
		Journalism Theory and Research	
		History of Journalism and Media	
		Producing Community Journalism	
		Entrepreneurial Journalism	
		Contemporary Issues in Journalism	
		Practice of Community Journalism	
		Seminar in Professional Journalism	
		Master's Project	
	Outside Unit	Special Topic: Sports and Social Media	
5	Inside Unit	Grad Studies Orientation	33
		Media Production Tools	
		Depth Reporting	
		Journalism Theory and Research	
		History of Journalism and Media	
		Producing Community Journalism	
		Entrepreneurial Journalism	
		Contemporary Issues in Journalism	
		Seminar in Professional Journalism	
		Directed Research in JCM	
		Master's Project	
	Outside Unit	Special Topic: Sports and Social Media	

6	Inside Unit	Grad Studies Orientation	31	
		History of Journalism and Media		
		Feature Writing		
		Entrepreneurial Journalism		
		Contemporary Issues in Journalism		
		Teaching Multimedia News		
		Data Journalism		
		Master's Project		
		Outside Unit		Research Methods
		Sem Communication Theory		
7	Inside Unit	Grad Studies Orientation	32	
		Media Production Tools		
		Depth Reporting		
		Journalism Theory and Research		
		History of Journalism and Media		
		Producing Community Journalism		
		Advanced Magazine Writing		
		Entrepreneurial Journalism		
		Contemporary Issues in Journalism		
		Practice of Community Journalism		
8	Inside Unit	Grad Studies Orientation	31.5	
		History of Journalism and Media		
		Advanced Magazine Writing		
		Contemporary Issues in Journalism		
		Data Journalism		
		Directed Research in JCM		
		Internship		
		Podcasting 202: Beyond Basics		
		Master's Project		
		Outside Unit		Research Methods
Sem Communication Theory				
Mass Media Law Regulation				
Secondary Applied Study				
9	Inside Unit	Grad Studies Orientation	31	
		Media Production Tools		
		History of Journalism and Media		
		Advanced Sports Writing		
		Entrepreneurial Journalism		
		Contemporary Issues in Journalism		
		Teaching Multimedia News		
		Master's Project		
		Outside Unit		Research Methods
		Sem Communication Theory		



10	Inside Unit	Grad Studies Orientation	31
		History of Journalism and Media	
		Feature Writing	
		Contemporary Issues in Journalism	
		Journalism and Emergent Media	
		Master's Project	
	Outside Unit	Research Methods	
		Sem Communication Theory	
		Public Opinion	
		Special Topic: Media and Body Image	
		Communication/Diversity	
11	Inside Unit	Grad Studies Orientation	32
		Media Production Tools	
		Depth Reporting	
		Journalism Theory and Research	
		History of Journalism and Media	
		Producing Community Journalism	
		Entrepreneurial Journalism	
		Contemporary Issues in Journalism	
		Practice of Community Journalism	
		Seminar in Professional Journalism	
		Master's Project	
	Outside Unit	Special Topic: Sports and Social Media	
12	Inside Unit	Grad Studies Orientation	34
		History of Journalism and Media	
		Advanced Magazine Writing	
		Contemporary Issues in Journalism	
		Directed Research in JCM	
		Thesis Research	
		Media Effects	
		Master's Project	
	Outside Unit	Research Methods	
		Sem Communication Theory	
		Race and Gender in Media	
13	Inside Unit	Grad Studies Orientation	37
		History of Journalism and Media	
		Advanced Sports Writing	
		Entrepreneurial Journalism	
		Contemporary Issues in Journalism	
		Directed Research in JCM	
		Journalism and Emergent Media	
		Master's Project	
	Outside Unit	Research Methods	
		Sem Communication Theory	
		Public Opinion	
		Special Topic: Media and Body Image	
		Social Welfare Policy	

14	Inside Unit	Grad Studies Orientation	32
		Media Production Tools	
		Depth Reporting	
		Journalism Theory and Research	
		History of Journalism and Media	
		Producing Community Journalism	
		Entrepreneurial Journalism	
		Contemporary Issues in Journalism	
		Practice of Community Journalism	
		Seminar in Professional Journalism	
		Master's Project	
	Outside Unit	Special Topic: Sports and Social Media	
15	Inside Unit	Grad Studies Orientation	31
		History of Journalism and Media	
		Feature Writing	
		Entrepreneurial Journalism	
		Contemporary Issues in Journalism	
		Teaching Multimedia News	
		News Media Management	
		Master's Project	
	Outside Unit	Research Methods	
		Sem Communication Theory	
		Special Topic: Media and Body Image	

**Evidence:**

- 2021-2022 Student Information Form (fillable)
- 2021-2022 Supervisor Information Form (fillable)
- APR 100 Application
- APR Course Descriptions and Objectives
- APR Curriculum Map
- APR Curriculum Map Key
- APR100syllabus
- Final Portfolio Instructions and Requirements
- JCM 381382 Supervisor Evaluation Form
- JCM 382 News Media Internship Syllabus
- JCM ACEJMC values and comps
- JCM BA and MA Curriculum Maps\_101722
- JCM MA Curriculum Map\_101722
- Links for SprSumFall 2022 Syllabi
- Std8 Q2 Professional and Public Service
- Student Self Evaluation Form 2022

## **Part II, Standard 3. Assessment of Learning Outcomes**

### **Narrative:**

#### **JCM Curriculum Map\_News Major\_110822Part II, Standard 3. Assessment of Learning Outcomes**

### **Executive summary:**

The College's mass communication units have a robust, department-centric approach to assessment. Both units use the ACEJMC Values and Competencies at the center of their assessment efforts and updated their assessment plans after the latest ACEJMC standards revisions in 2021.

To formally ensure that all values and competencies were being assessed across majors, the assessment coordinators and undergraduate committee members from A+PR and JCM identified core and required courses that connected to the values and competencies and updated the curriculum course maps [A+PR (A+PR map key) and JCM] in 2021. They also produced materials to help all faculty members include approved student learning objectives and updated ACEJMC values and competencies in relevant online course syllabi, and additional materials to help students and college advisors understand all curriculum requirements.

Professionals are regularly involved in assessment activities. Professionals from media, public relations, and advertising often evaluate student work through critique sessions, campaign presentations, and portfolio reviews. Their evaluations are aggregated and incorporated in program assessments.

Oversight of the College's assessment activities is the responsibility of the assistant dean for assessment, accreditation, and diversity, Dr. Suzanne Horsley. Each department has a designated assessment coordinator who manages efforts within the department, working with their respective undergraduate curriculum committees. The assistant dean works with the University's Office of Institutional Effectiveness to ensure compliance with annual assessment reporting.

The C&IS assessment team meets twice a year in Fall and Spring Assessment Workshops led by the assistant dean. During the workshops, the assessment coordinators conduct peer reviews of each other's reports, share best practices, and review assessment planning for the next cycle. Over the past three years, these workshops have supported the University's SACSCOC review efforts, have helped the units better articulate the connections between annual results and plans for improvement, and have ensured that each unit shares reports and collects feedback from their respective faculty. The assessment efforts from the last three years have resulted in an overall improvement in the assessment culture across the college and increased faculty support for improvement initiatives.

### **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.**

A+PR BA and JCM BA and MA assessment plans are publicly available [here](#).

**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.**

Student learning goals (SLOs) are based on ACEJMC values and competencies as defined by ACEJMC. The newly revised values and competencies were adopted for assessment in 2021-22. Values and competencies are rotated annually so that only a subset of values and competencies is assessed each year, but all are assessed during the accreditation cycle.

Prior to the adoption of the revised competencies, the programs used the previous 12 competencies as universal student learning outcomes. This is reflected in all assessment reports prior to the 2020-21 academic year.

#### **A+PR Undergraduate Assessment Direct Measure: Campaign Planbook Evaluation**

The department decided that it will assess the ACEJMC core competencies that directly apply to its capstone course (campaigns) every year by critiquing the final planbooks. These are competencies 4 (visual communication), 5 (writing), 6 (ethics), 7 (insights), 8 (statistical reasoning), and 9 (editing/critiquing). A 12-item rubric evaluating these six competencies was designed by the assessment coordinator. The rubric is based on a 7-point scale from 0-6. A score of 3.5 or above demonstrates satisfactory mastery of the corresponding competency. Four outside evaluators (two academic and two industry) quantitatively critique the planbooks.

#### **Indirect Measure: Student Exit Survey**

Beginning the 2022-23 academic year, a student exit survey will be distributed to students every semester to complete the semester they plan to graduate. The exit survey will be available one month for Fall graduates beginning November 1, Spring graduates beginning April 1, and Summer graduates beginning July 1. Along with demographic questions, the survey consists of the following: A 10-item scale assessing program success in fulfilling student understanding of the topics covered in the ACEJMC competencies (5-point Likert scale; (1) strongly disagree; (5) strongly agree); A 10-item scale assessing student satisfaction in their knowledge of the topics covered in the ACEJMC competencies (5-point multiple choice; (1) dissatisfied; (5) satisfied); and three open-ended questions (What do you think this program most prepared you for as you enter the job market? What do you wish this program did a better job of preparing you for as you enter the job market? What classes do you think best prepared you for a career in advertising, public relations or a related field?). See the A+PR undergraduate assessment plan.

#### **JCM Undergraduate Assessment**

ACEJMC competencies are rotated each year for assessment. In the 2022-23 assessment plan, four competencies—professional ethics, critical thinking in reporting, writing, and tools/technology—receive emphasis. Several other competencies (law, history, cultural competency) will also be assessed as part of an ongoing, annual assessment instrument, a multiple-choice test for freshmen and seniors. See the full [JCM undergraduate 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.**

**The A+PR department** decided to directly assess the core competencies that commonly apply to its capstone courses (APR 424: Advertising Campaigns and APR 433: Public Relations Campaigns) every year. These are competencies 4 (visual communication), 5 (writing), 6 (ethics), 7 (insights), 8 (statistical reasoning), and 9 (editing/critiquing). The campaign plan books that are created by the students are evaluated every year by four outside evaluators (typically two non-UA academic evaluators and two industry evaluators). The evaluators quantitatively critique the plan books using a 12-item assessment tool provided by the assessment coordinator.

Each competency is evaluated using two items:

Competency 4: Visual Communication

- This campaign plan book is overall visually appealing.
- The information provided in the plan book is presented well visually.

#### Competency 5: Writing

- This campaign plan book demonstrated good persuasive writing.
- This tactics in the campaign plan book were written in the correct style for advertising and public relations professionals.

#### Competency 6: Ethics

- This campaign plan book demonstrated an understanding of sound ethical principles for advertising and public relations professionals.
- This campaign plan book demonstrated truthful and accurate strategic planning.

#### Competency 7: Insights

- This campaign plan book demonstrated a good understanding of research methods used by advertising and public relations professionals.
- This campaign plan book demonstrated sound strategic planning based on insights drawn accurately from research.

#### Competency 8: Statistical Reasoning

- This campaign plan book demonstrated a good understanding of how to use statistics to explain decisions.
- This campaign plan book demonstrated a good understanding of how to use metrics to evaluate a campaign.

#### Competency 9: Editing and Critiquing

- The students clearly proofread and edited their work to assure the accuracy and clarity of their information.
- The students clearly proofread and edited their work to assure that the information is written in the appropriate style for advertising and PR professionals.

In addition to rating these six competencies every year, the other four competencies are directly assessed on a two-year rotating basis, looking at two competencies per year. For example, in our recent assessment cycles, competency 1 (law) and competency 3 (diversity) were assessed during the 2021-22 academic year, and competency 2 (history) and competency 10 (technological proficiency) will be assessed during the 2022-23 academic year. For the 2021-22 academic year, competency 1 (law) was directly assessed using a short survey of MC 401 (Mass Communication Law) professors to determine if advertising and PR students are proficient in understanding the information taught in the class. Competency 3 (diversity) was directly assessed through the critique of final projects in APR 411 (Portfolio II), APR 422 (Channel Planning), APR 424 (Advertising Campaigns) and APR 433 (Public Relations Campaigns) by a panel of four reviewers (two non-UA academic evaluators and two industry evaluators). The evaluators quantitatively critiqued final projects in the class to determine if diverse audiences were targeted effectively in the plans that were created. Plans to critique competency 2 (history) and competency 10 (technological proficiency) are being developed during the 2022-23 academic year.

Along with the direct measures for assessment, a student exit survey was implemented as an indirect measure, beginning with the 2021-22 academic year. Students in APR 424 and APR 433 were given a link to a 10-item survey asking about their confidence in their ability to apply the 10 ACEJMC competencies in their careers. Survey data will be used annually to address gaps in student confidence with faculty members during the faculty retreat at the beginning of each academic year.

The findings of the direct assessment historically have been used to make changes to the curriculum. For example, students were consistently rating lower than expected for competencies

related to insights and statistical reasoning. Because of this, the faculty approved a curriculum that was implemented beginning Fall 2021. One of the key changes in this new curriculum was an expansion of the courses offered that focus on research and insights. In addition to revising the current course (APR 280) to focus more on audience insights and data interpretation, an introductory course (CIS 260) was designed to focus on introducing the software used in audience research and analysis. Finally, an optional advanced research course was added that focuses more on research methodology, with students who complete that course understanding how to plan studies more adequately.

## **JCM**

**The News Media Major Program** curricula are each assessed and reported annually. Assessments are based on ACEJMC values and competencies, rotated each year, using a variety of direct and indirect measures.

**Assessment plans** — Each fall, the five-member JCM Assessment Committee discusses results from previous years and generates an assessment plan for the upcoming year. Assessments take various forms, and responsibilities for conducting or monitoring assessments are assigned to committee members.

**Standard annual assessments** — Several assessments are conducted each year, and each cover a particular set of values/competencies:

### *News Media Major*

- A multiple-choice test is administered annually to freshmen and to students in senior-level courses for News Media major assessment (law, history, diversity, ethics, theory). This allows for assessment of learning over time, across the courses in the major.
- A review of student portfolios is conducted by media professionals (writing, editing, presentation, critical thinking/reporting, diversity, ethics)
- Internship evals were used as measures this year and will be tracked annually moving forward.

**Other assessments (course-based, changing year to year)** — Other assessments are conducted each year to assess the values/competencies scheduled for that year (see assessment schedule document). These assessments typically focus on particular courses, and they may differ from year to year, depending on need. See the JCM Assessment Procedures document for the rotation schedule, 2021-2027.

**Action plans** — Each year at least one *action plan* is implemented for the News Media major, the M.A. Program, and the Creative Media Major. Action plans involve testing a change or addition to courses or curriculum that was put in place to address specific areas of concern based on trends in assessment data.

**Annual reporting of assessment results** — Assessment reports are posted to the department's online folder, available to all faculty. Key findings are reported, in person, to the Undergraduate Curriculum Committee, the JCM Graduate Committee, and to the department faculty. They are also discussed with the department chair. The assessment committee chair serves as an ex-officio member of both the UG Curriculum and Graduate committees and informs these committees' discussions.

**Full reports and summaries of past assessment reports, 2016-2022** — Full reports for the past six assessments are available as digital files. For *summaries* of the six annual assessment reports, 2016 through 2022, please see the News Major Assessment Summary Table, 2016-22. These provide the values and competencies assessed each year, types of measures used, key results, and how results informed curriculum and instruction.

**Multi-year assessments** — Below, we highlight three of the department’s more involved assessments, which spanned multiple years.

*Pre-merger/Post-merger assessment* — In 2016-17, the Journalism & Creative Media Department merged administratively but did not merge curriculum until 2017-18. This offered an opportunity to test effects of the merger by assessing values/competencies in five core courses in the year before the merger and in the two years after the merger.

The core courses below were selected because, while they remained core courses in the new merged curriculum, they were revised in substantive ways prior to the merger to accommodate the new JN or TCF majors.

- JCM 103 Mechanics of Media Writing (formerly JN 150)
- JCM 303 News Writing and Reporting (formerly JN 311)
- JCM 493 Journalism Issues, Ethics and Diversity (formerly JN 499)
- JCM 100 Intro to Telecom (formerly TCF 100)
- JCM 102 Intro to Media Content Creation (formerly TCF 201 Video Production)

Results generally showed that assessments met expectations across most values and competencies, and these results remained mostly consistent across most core courses. Two exceptions were the introductory writing course, JCM 103, and the introductory technology/production course, JCM 201.

Assessments for JCM 103 media writing showed a decline in students’ perceptions that they were learning the content (indirect measure) and in test performance scores (direct measure). Content was streamlined: Some less critical content was cut, and language was simplified. Additional videos were created and added for areas that assessments showed students were struggling in.

Direct measures of JCM 102, an introductory production course, showed a drop in student performance in the year following the merger. The course was revised to include more individual student work and more individual-level feedback. The course also increased focus on the use of social media.

*Freshman/Senior tests* — From 2016 through 2022, a multiple-choice test of five different values/competencies — Law, History, Ethics, Theory, Diversity and Global Diversity — was administered annually (often twice a year) to freshmen in the MC 101 Intro to Mass Comm course and to students in senior-level courses. The test was used to assess learning across the years of the major: Higher senior-level scores indicate learning.

Results indicated that law, ethics and theory instruction were most successful, with theory improving following introduction of additional core concept courses. Global diversity was least successful, and history scores for seniors were low. A Global Media Systems class was created as a senior capstone course to address global diversity, and instruction on global press freedom was added to the JCM 303 curriculum. The JCM 180 Intro to Journalism course was revised to include more multicultural history in journalism.

See the test scores charts with results of senior scores and freshman-senior percentage differences across years.

### **Annual Assessment Reports**

<b>APR BA</b>	<b>JCM BA</b>
2016-17	2016-17
2017-18	2017-18
2018-19	2018-19
2019-20	2019-20

2020-21	2020-21
2021-22	2021-22

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

**A+PR**

The campaign plan books that are created by students in A+PR’s capstone campaigns classes are evaluated every year by four outside evaluators (typically two non-UA academic evaluators and two industry evaluators, who may also be alumni). The evaluators quantitatively critique the plan books using a 12-item assessment tool provided by the assessment coordinator. See #3 above for more details on this process.

**JCM**

Professionals have been involved with the departmental development and assessment from the beginning. The executive directors of both the Alabama Press Association and Alabama Broadcasters Association were involved when the college merged the two departments. They played a major role in encouraging the merger and letting us know what they were looking for, especially in students who might be “management” material. Faculty and students are regularly involved in meetings of these two associations. These interactions provide opportunities to guide all aspects of the department, including assessment.

There have been a few formal sit-down sessions with professionals and alumni since the department was formed in 2016:

- In summer 2016, we had a daylong session on the Com-J program as part of a Com-J program reunion at the Anniston Star. Faculty, around 20-30 program alums, and Star staff discussed results of a survey of Com-J grads (which was part of our program assessment). The state of journalism and the program itself were discussed.
- In 2019, several faculty, including assessment co-chairs, met with media professions (several from the C&IS Board of Visitors) to review undergraduate and graduate student work and talk about the programs.

**Annual reviews of portfolios and student projects** are conducted by media professionals who are recruited by the JCM Assessment Committee. Professionals include Board of Visitors members who are working professionals in the journalism field, as well as other media professionals, mostly within the state. In annual reviews of portfolios and culminating projects in 2019, 2020, 2021 and 2022, we’ve asked media professional reviewers (via online survey) to provide feedback on the curriculum overall. Reviews are completed for both undergrad News Media majors and students in the Com-J program. Starting in 2021-22, reviews will also be conducted for graduates of the online MA program (this is the first year we have had a critical mass of final projects for evaluation), and assessment will include comparison of evaluations between the offline and online MA programs.

**Portfolio feedback.** In Spring 2022, the JCM 499 senior capstone course hosted panels of media professionals who provided guidance on senior portfolios, and each student interviewed a media professional to receive feedback on their online portfolio. Assessment data were gathered on student perceptions of the benefits of this feedback.

**Internship evaluations.** Supervisors of the Community Journalism MA Program summer internship complete evaluations of students at the end of each summer. As of 2020, three supervisors complete the evaluation forms; all are managers in the WVUA-TV and Alabama Public Radio newsrooms. Prior to 2020, the supervisor who completed the evaluation form was a deputy editor in the Anniston Star newsroom, and the paper’s chief editor also met with faculty to



provide verbal evaluation of student interns. Evaluation forms from evaluation of News Media major interns are also being used for assessment in 2021-22 and will be used in future years.

**Survey/Content Analysis of Com-J Program Graduates** — In both 2016 and 2020, the department conducted surveys of Com-J graduates and content analysis of their published news stories. The results from the 2016 assessment were used to write a research study that won the Kettering Foundation/AEJMC award and were published in *Journalism & Mass Communication Quarterly*.

One key finding was the sizable gap between (a) graduates' self-reported attitudes about the importance of the values and competencies and (b) evidence of these attitudes in their news stories. Aspirations exceeded reality. This gap was the widest for the diversity value. Instructional components related to diversity were added to several Com-J courses: for example, adding trade and scholarly publications on coverage of marginalized communities in theory and issue/ethics courses. The Depth Journalism course added a component on strategies for finding diverse sources, including the use of websites and apps, methods for conducting source audits on stories, and awareness of “mainstreaming” diverse sources.

A second key finding was that video instruction was inadequate to the demands of the workplace. Since 2018, production courses have more strongly focused on video and broadcast production, and internships are now held in the WVUA-TV and Alabama Public Radio newsrooms.

Three of our recent assessment “action plans” have been strongly inspired by this feedback from these questionnaires of media professionals/alums: a diversity action plan in the Com-J program, an audio-production action plans in the undergrad and grad programs, and an action plan designed to improve self-evaluation and self-editing for our upper-level undergrads producing portfolios (in JCM 499). We use the results from these interactions with media professionals /alums to identify ways to improve the program and for “closing the loop” in assessment and curriculum improvement.

**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.**

Since 2009, A+PR's Public Relations program has been named a [top five finalist 11 times](#) in the PRWeek Education Program of the Year competition. In 2020, our program was named the [Most Outstanding Education Program](#) in PRWeek's annual competition, and we continued to place in the top five for the two years since. This recognition for our program is a direct reflection on the faculty and students in our program. In fact, our record of success in this recognition program inspired our students to enter the PR Student of the Year category, resulting in three student winners and three finalists since 2018.

In 2022, the JCM department ranked 46<sup>th</sup> overall out of 170 schools (19<sup>th</sup> in film & video, 25<sup>th</sup> in News) in BEA's first-ever rankings of schools based on [student media awards](#). This ranking is significant considering the department has never made a concerted effort to get students to submit to BEA's Festival of Media Arts.

Please see linked file for the list of student award winners from A+PR and JCM.

**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.**

The current class of 2019 alumni occupation information was compiled by C&IS's Tisch Student Services, which provided some information from their alumni database. In addition, each unit collects information on alumni careers from social media and LinkedIn. The file contains separate worksheets for A+PR and JCM alumni.

**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.**

A+R curriculum map, curriculum map key, and learning objectives  
JCM curriculum map and learning objectives

**Professional master's program:**

**8. Provide a web link to the unit's written assessment plan for the master's program. Provide any end-of-year assessment reports. If there are multiple reports from the six-year review period, summarize the findings and make the reports available in a separate digital format.**

ACEJMC competencies are rotated each year for assessment. In the 2022-23 plan, Professional ethics, critical thinking in reporting, writing, and tools/technology receive emphasis. Several other competencies will also be assessed as part of ongoing, annual assessment instruments. See the [JCM graduate assessment plan](#) and curriculum map for the MA program.

JCM M.A. program assessment:

- An annual evaluation of students is conducted by internship coordinators (writing, critical thinking, reporting, self-editing, tech/tools, ethics)
- A review of student portfolios is conducted by media professionals (possible values/comps: writing, editing, presentation, critical thinking/reporting, diversity, ethics)
- Explanation for **JCM Assessment Procedures**, including schedule for rotating values/competencies to be assessed, 2022-2027.
- **JCM MA Program Assessment plan for 2021-22**, with specific measures.
- Full reports for the past six assessments are available as digital files:

**Annual Assessment Reports**

JCM MA
2016-17
2017-18
2018-19
2019-20
2020-21
2021-22

- For *summaries* of the six annual assessment reports, 2016 through 2022, please see the **JCM MA Program Assessment Summary Table, 2016-22**. These provide the values and competencies assessed each year, types of measures used, key results, and how results informed curriculum and instruction.

**9. Show that the unit has defined outcomes in the professional master's program appropriate to such a program, such as a professional project, a thesis or a comprehensive exam demonstrating development of analytical and critical thinking abilities appropriate to the profession.**

In the Community Journalism M.A. Program, students produce a culminating project. [A professional project and a comprehensive exam](#) are options for a culminating project for the online M.A.

**Evidence:**

- 2019 grad results Std3 Q6
- A+PR BACom 16-17 Cycle Assessment
- A+PR BACom 17-18 Cycle Assessment
- A+PR BACom 18-19 Cycle Assessment
- A+PR BACom 19-20 Cycle Assessment
- A+PR BACom 20-21 Cycle Assessment
- A+PR BACom 21-22 Cycle Assessment
- A+PR Undergrad Annual Assessment Plan rev
- APR Course Descriptions and Objectives
- APR Curriculum Map
- APR Curriculum Map Key
- Charts for Fresh\_Sr Test 2016\_2022
- JCM ACEJMC values and comps
- JCM Assessment Procedures and Assessment Schedule
- JCM Curriculum Map\_MA Program\_110822
- JCM Curriculum Map\_News Major\_110822
- JCM Grad Program assess plan to upload
- JCM MA Program Assessment Summary Table
- Journalism and Media Studies MA 16-17 Cycle Assessment
- Journalism and Media Studies MA 17-18 Cycle Assessment
- Journalism and Media Studies MA 18-19 Cycle Assessment
- Journalism and Media Studies MA 19-20 Cycle Assessment
- Journalism and Media Studies MA 20-21 Cycle Assessment
- Journalism and Media Studies MA 21-22 Cycle Assessment
- News Major Assessment Summary Table
- News Media BACIS 16-17 Cycle Assessment
- News Media BACIS 17-18 Cycle Assessment
- News Media BACIS 18-19 Cycle Assessment
- News Media BACIS 19-20 Cycle Assessment
- News Media BACIS 20-21 Cycle Assessment
- News Media BACIS 21-22 Cycle Assessment
- Student Competition Winners to upload

## 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

### Narrative:

#### Executive summary:

Dr. G. Christine Taylor joined The University of Alabama in August 2017 as the University's first vice president and associate provost for Diversity, Equity and Inclusion. Two years later, University of Alabama President Stuart R. Bell announced the establishment of a presidential advisory committee to support ongoing coordination and expansion of efforts related to diversity, equity and inclusion. Through the efforts of the Division for Diversity, Equity and Inclusion, Dr. Taylor and her team have generated a comprehensive approach to DEI efforts across the campus, working with diversity officers and committees in all units. This collaborative effort has elevated DEI work across campus while augmenting the diversity programming, curriculum, and professional development opportunities in C&IS.

C&IS was recognized with the AEJMC Equity & Diversity Award in 2015, but we haven't rested on our laurels as there is still much to be accomplished to achieve our goals in DE&I. Since Fall 2019, our priorities have been sustainability and expansion of our growing diversity initiatives: We have created internal structures, annual budgets, and strategic planning that provide consistency, continuity, support, and inclusion of more voices within our college community.

These organizational improvements have ensured sustainability and continuity of diversity initiatives:

- Creation of C&IS's first [Diversity Website](#), which contains resources for faculty, staff and students ranging from research and hiring to scholarships and Title IX support.
- In response to the CV-19 pandemic, the annual [Discerning Diverse Voices Symposium](#) was moved to an online conference format. Evaluation of the 2021 DDVS showed that this format not only allowed presenters to share their creative and scholarly activity in a safe manner, but it also removed barriers for those who would normally need to travel or who needed disability accommodations. Therefore, the 2023 DDVS will be presented in a hybrid format while continuing our primary objective of providing a quality research symposium at no charge.
- In 2020, C&IS announced funding for the first round of DEI Speaker Funds, and in the following year it was made a permanent budget item for the College.
- The Diversity Advocate Training that is provided for search committee members was updated and moved to a more sustainable and accessible online learning format in 2021. The shell course in Blackboard was also shared with all UA campus diversity officers to modify for their own programs.
- In Spring 2021, the C&IS faculty voted to approve our first standing committee on DEI. This committee was formed to provide more structure and accountability for the college's Diversity Plan assessment and revisions and for reviewing applications for the DEI Speaker Funds. The C&IS Diversity Plan was successfully updated in Spring 2022.

While sustainability was a critical objective for our overall DEI efforts, we have continued to offer programming, speakers, curriculum improvements, and professional development opportunities each year for faculty, staff, and students. C&IS supported Dr. George Daniels's enrollment in the

Poynter Institute [Diversity Across the Curriculum](#) workshop in Summer 2022, and then presented a workshop for C&IS mass communication faculty in September.

During the pandemic, it was more challenging to provide professional development opportunities. In the spring of 2021, we identified a robust online certificate program and promoted it to all College employees. As a result, a group of 11 faculty and staff from across the college participated in the University of South Florida [Diversity, Equity and Inclusion in the Workplace Certificate Program](#), a seven-week, 14-hour program that our group completed during the summer. We followed up over the next year with group discussions to share ideas for incorporating concepts in our classes, work teams, employee training, and strategic planning. Outcomes included updates to the Diversity Advocate Training program, components in the C&IS Diversity Plan update, and fresh approaches to addressing diversity discussions in the classroom.

Racial, ethnic, and gender diversity components are integrated into multiple required and core classes. The curriculum also includes diversity-centric courses that meet “W” (Writing) requirements and are cross-listed with the University’s African American Studies program. Likewise, multiple courses in the JCM master’s program include diversity instruction.

The University offers several [affinity groups](#) that support faculty and staff professional development, provide mentoring, advocate for equity, educate others about beliefs and cultures, and provide a safe and welcoming campus environment. The College uses an informal mentoring approach to retaining and promoting minority faculty and staff that complements these campus programs.

Please respond to each of the following instructions:

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

- Table 4, “Area Population”
- Table 5, “Student Populations”
- Table 6, “Faculty Populations”
- Table 7, “Full-time Faculty Recruitment”
- Table 8, “Part-time/Adjunct Faculty Recruitment”

**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://cis.ua.edu/wp-content/uploads/2022/11/Diversity-Plan-Approved-2022-1.pdf>

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

Prior to 2021, the assistant dean for assessment, accreditation, and diversity conducted an annual assessment of the diversity plan and provided an annual diversity report to the Division of Diversity, Equity, and Inclusion. These efforts were stymied during the pandemic lockdowns and shifts to remote learning, but the assistant dean worked to develop a more sustainable method of assessing and reporting on the college’s efforts toward full diversity, equity, and inclusion.

As a result, in April 2021, the College’s faculty voted to approve the addition of a new **C&IS Standing Committee on Diversity, Equity and Inclusion**. The full details on the committee membership and description of responsibilities are available in the attached document. This committee is composed of faculty, staff, and students representing every academic and

administrative unit in the College. The initial two working groups were focused on revising and assessing the Diversity Plan and on administering the DEI Speakers Fund Grant program, which was previously managed by the assistant dean as well. The reviews of the Diversity Plan are on an annual basis and include presentations by the DE&I Committee to the full faculty.

The previous Diversity Plan was approved by the C&IS community on April 26, 2019. During the next three years, many of the items in the plan were changed for several reasons. Some items became moot because of new policies or programs created after the new assistant dean, Dr. Suzanne Horsley, was appointed by Dean Mark Nelson in July 2019. Some items were changed by new opportunities that were created by the pandemic conditions. And some items were accomplished and needed to be acknowledged or updated.

The DEI committee conducted a detailed review of the plan with feedback and comments from each unit in the college and presented the revised plan to the College faculty and staff in April 2022. The committee was assisted by the assistant dean for assessment, accreditation, and diversity, and by the graduate administrative assistant assigned to support diversity initiatives during the academic year. The newly formed DEI committee then voted to pass the changes, which became effective May 6, 2022.

During the 2022 Diversity Plan review stage, the committee also created an assessment report on the College’s diversity objectives.

**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 C&IS curricula are designed to introduce students to diversity concepts in the required introductory courses, support their development through their core and elective 300-level courses, and then enable students to demonstrate their mastery of these concepts in the required and elective 400-level courses. A+PR and JCM faculty also support each other’s course development to ensure the concepts introduced in one area, such as MC 101, are carried through in the subsequent APR and JCM courses.

One example of this inter-departmental support is the “Teaching Across the Curriculum” workshop that Dr. George Daniels led for A+PR and JCM faculty in September 2022. Dr. Daniels shared what he had learned at a Poynter Institute summer workshop to help the faculty:

1. Connect diversity statements to syllabi and learning objectives
2. Help students apply diversity concepts from one class to the next
3. Facilitate faculty sharing best practices and lessons learned

The lessons taught in classes are also reinforced through guest speakers, student organization meetings, and other extracurricular activities offered throughout the college.

**Courses Teaching Cultural Communication\***

<b>100-Level and 200-Level Classes - Competencies are INTRODUCED in these classes.</b>
MC 101, APR 101, APR 221, APR 231, APR 241, APR 280, JCM 103, JCM 180
<b>300-Level Classes - Competencies are REINFORCED in these classes.</b>
APR 302 (APR 270), APR 303 (APR 271), APR 310, APR 322, APR 325, APR 332, APR 333, JCM 303, JCM 320, JCM 327
<b>400-Level Classes- Competencies are MASTERED in these classes.</b>
MC 401, APR 410, APR 411, APR 412, APR 415, APR 419, APR 422, APR 423, APR 424, APR 425, APR 426, APR 427, APR 428, APR 429, APR 430, APR 433, APR 452, APR 454, APR 455, APR 456, JCM 442, JCM 444, JCM 451, JCM 458, JCM 485, JCM 493, JCM 496

\* See the A+PR (A+PR Key) and JCM Curriculum Maps for more details.

## JCM

The JCM department is committed to a curriculum that includes instruction on issues and perspectives related to diversity. The majority of faculty have been conscious of building elements of diversity into nearly every class. In an effort to be more systematic and thorough with this effort, JCM devoted a portion of the fall faculty retreat in August 2022 to topics of diversity in the curriculum. Dr. George Daniels provided an overview of his “Teaching Across the Curriculum” workshop experience from the Poynter Institute. He provided an overview of some next steps the department could take. Additional time was provided for faculty to reflect on and share diversity elements used in their classes. The chair collected examples from each faculty member for review and consideration for future curriculum development. In addition, Dr. Daniels is working with the undergraduate curriculum committee to establish strong diversity components in JCM core courses.

Our ethics courses have been revised to include more content focused on diversity. There are two sections of this course, with one adapted for students entering news and journalism fields and the other more towards those who will be working in film and video professions. Both focus on situational ethics—examples of workplace diversity concerns that may arise—and students participate in discussions and written responses. The goal is to ensure they understand the varied ways in which diversity impacts their lives, both professionally and personally, and how it can affect others. Students take this course toward the end of their degree plan when they are in more of a position to understand these issues and are more likely to openly discuss in an open forum. The classes are taught by experienced faculty who are able to lead such discussions and speak to the issues many of our students will face as they leave academia and enter the workplace.

We have also been working toward some workshops for our students to attend concerning situations they may face in an internship. In our field, internships are paramount for success, and our goal is that our students be prepared in such a way that they can identify diversity and inclusion problems and know how to handle such situations and the how to go about the process of reporting any incidents. We value our students’ opportunities to access premier internships, but have made it a priority to ensure that they are all treated with dignity and respect.

### **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.**

The updated 2022 C&IS Diversity Plan aligns with the [College’s 2021-2026 Strategic Plan](#) that identifies “diversity and appreciation of differences” as a key value of our college, with an acknowledgement that “diversity strengthens our community.” These concepts are the foundation of all activities in our college.

While DE&I is the responsibility of all in our college community, there are several individuals and committees who have been designated specific responsibilities to ensure we offer an academic environment free of harassment and discrimination of all forms. Below we outline the primary diversity-related initiatives and standing programs for the college:

- The assistant dean for assessment, accreditation, and diversity has been designated as the college’s **diversity officer, harassment officer, ADA liaison, and Title IX liaison**. The AD has offered training for all C&IS faculty and staff in collaboration with the Title IX office, the Office of Disability Services, the Division of Diversity, Equity and Inclusion, the Women and Gender Resource Center, the Safe Zone Ally program, and the Student Counseling Center.
- The AD offers **Diversity Advocate Training** for all College faculty and staff. In 2020, the AD revised the training and moved it to an online Blackboard course, which made the

training more accessible for all and ensured the material was in compliance with current EEOC laws and UA hiring policies. As of this report, more than 75 faculty, staff, and graduate students have completed the course. According to the Diversity Plan, each search committee must have at least one diversity advocate to support DEI at all stages of the recruiting and hiring process. With the increased number of course completions, there are now typically 2-3 diversity advocates on every search committee. We periodically recognize those who complete the training by presenting certificates at our College-wide meetings.

- The AD consults with any member of the College community who needs assistance with possible **Title IX violations, EEOC issues, harassment incidents, or threatening or alarming behavior**. While the AD is not an investigator, this individual provides resources and support to help faculty, staff, and students file reports or seek assistance from a variety of resources across campus.
- The AD also developed and maintains the [C&IS Diversity Webpages](#). This site houses a variety of diversity resources, such as event calendars, the Discerning Diverse Voices Symposium archives, the Diversity Plan, scholarship and program information for students, and the Diversity Charge for hiring committees.
- The annual [Discerning Diverse Voices Symposium](#) is an opportunity for faculty, staff, students, and alumni to share their diversity-related research and creative activity. Now approaching its 14<sup>th</sup> year of consecutive symposia, this event has expanded to include notable keynote speakers from a variety of disciplines as well as panelists from across the country. The DDVS offers a safe and supportive environment to share research and creative work from a wide variety of diversity-related topics and perspectives. A committee of faculty, staff, and graduate students plan the event, select the keynote speaker, and review submissions. For the upcoming DDVS in March, the committee is using the lessons learned during the virtual symposia over the last two years to make this year's event even more accessible and welcoming for all to participate. One result is the hybrid presentation this year, which will allow participants of all abilities to use video captioning, distance learners to attend remotely, and on-campus participants to meet in-person while also using the accessibility tools offered by the online platform.
- The **C&IS Human Resources Committee**, an advisory council to the Dean and the College, was designed to promote the social life and wellbeing of the College's faculty, staff, and students. The members inventory programs and social activities designed to make the College an inclusive and welcoming environment for all and advises the College when improvements or new initiatives are in order. The HRC may identify and communicate "best practices" within and outside the College that encourage access, inclusion, and respect for all groups and individuals, which occur within the curriculum, in special programs, in recruitment activities for new faculty, students, staff, and in student activities or enrichment programs such as colloquia, lectures, and training and development. In recent years, the committee has distributed anonymous surveys to faculty and staff and held town halls to identify issues and seek ways to resolve them. The most recent survey and town hall results are available here (2020-21 Report, 2021-22 Report). In addition, the University recently published the results of the campus-wide climate survey, [Chime In](#).
- The **DE&I Committee** was approved as a standing committee in 2021 to provide more structure and accountability for C&IS diversity efforts. This committee's working groups evaluated and updated the C&IS Diversity Plan in 2022 and also reviewed applications for internal DE&I Speaker Funds available through the college. The committee may award up to \$10,000 per year to support diversity-related speakers, programs, and activities that are proposed by C&IS faculty, staff, and students and that benefit the College community. The most recent assessment of the Diversity Plan informed the revised Diversity Plan, which was approved in Spring 2022.
- The College's **Diversity Forum** is an informal volunteer group of faculty and graduate students who have research interests in diversity-related topics. Through the Diversity Forum listserv, members can share news and research ideas with the group. Many of the DDVS committee members are also members of the Diversity Forum. The Forum members



have also been invited to give feedback on other initiatives, such as the development of the C&IS DE&I Committee and the Diversity Speaker Funds program.

- During the 2021-22 academic year, the College added additional support to diversity activities by funding a **graduate administrative assistant** (GAA) position. Now in its second year, this position has not only provided support and fresh ideas for diversity programming, but it has also given our graduate students an opportunity to learn more about DE&I and how higher education is working to be more supportive and inclusive of all people.
- The College plans and sponsors several **diversity-related professional development opportunities** for faculty and staff each year. For example, we have brought in speakers for annual MLK Jr. Day memorial lectures, and we organized a Tuscaloosa Civil Rights Trail Tour for faculty and staff to learn ways to use this local resource in their research or student programs. During the summer of 2021, seven C&IS faculty and staff participated in an online DE&I Certificate program through the University of South Florida. The college then sponsored several meetings and working lunches for the participants to discuss the modules we had completed and to share overall ideas for implementing new programs in the college. One result is the Diversity Pedagogy brownbag sessions that we are planning for Fall 2022.
- All students and parents participate in a session during **UA's Bama Bound orientation** that sets expectations related to diversity and inclusion and the climate we have and expect from our students. This session is part of UA's orientation programming. In the CIS 100 Freshman Compass course, students learn about the Capstone Creed as a foundation for climate and expectations at UA.
- The associate dean for undergraduate studies and external relations serves as a liaison to the **Office of Disability Services** to ensure students who need academic course substitutions are served directly by the College.

## **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.**

C&IS staff from Tisch Student Services are intentional in attending campus recruitment events that specifically target students from diverse backgrounds. They attended events this past spring including "Our Bama" and "Vision Day" meetups. The University's Our Bama event was specifically for admitted students from diverse backgrounds and showed them the opportunities within our college. Vision days provided the opportunity to interact with students from under-resourced high schools. This diverse student group was on campus where they received recruitment materials, interacted with C&IS ambassadors and toured our facilities. We also traveled to underrepresented communities in Alabama to meet with students and parents to provide information on C&IS and UA as a whole. These conversations were some of the first interactions the students had with a college representative.

We also are intentional with the stories we are sharing on our social media outlets. We ensure we have diverse groups of students being represented. This is seen in daily social posts, articles on our website, photos we share, and future recruitment materials we create.

We are purposeful in selecting a diverse cadre of C&IS student ambassadors to represent our college on daily recruitment tours and events. The ambassadors also help implement the Discerning Diverse Voices Symposium, participate in College Board of Visitors Meetings, support the Communication Hall of Fame ceremony, and attend other high-profile activities.

In our C&IS summer recruitment program we provide scholarships for students with financial needs. This effort is to attract all audiences to C&IS and the experiences awaiting them here.

We are strategic in planning recruitment events such as our Capstone Communication Day and making sure the faculty, staff and speakers are representing a diverse group. We want our audiences and prospective students to be able to see themselves represented in all areas of our college.

**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.**

N/A - we follow UA general admissions guidelines for all programs accredited by ACEJMC.

**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.**

C&IS focuses on a holistic student experience from recruitment through graduation. We pride ourselves on offering widely accessible opportunities both inside and outside the classroom. C&IS has implemented several programs to help minimize barriers for student retention and persistence, including centralized advising, balance relief funding, scholarship opportunities for experiential learning programming, academic resilience support, freshman transition courses, and required advising for special student populations. These programs and opportunities are described in more detail below.

Within the last year, C&IS has transitioned all undergraduate students to professional academic advising in Tisch Student Services, located on the first floor of C&IS's Reese Phifer Hall. We have developed a freshman advising curriculum and require all first-time freshmen be advised as well as those students identified as being academically at-risk based on their UA GPA. This allows advisors to have regular checkpoints with students and build consistent, meaningful relationships for their academic career. To be accessible to students with varying needs, students can schedule individual 30-minute appointments, drop-in for walk-in advising, or attend express advising sessions that are offered at different times during the day.

C&IS started offering balance relief funding three years ago to reduce holds on student accounts that prevented the student from registering for classes. Billing registration holds are placed on student records shortly before registration for the upcoming term for those with an outstanding balance of at least \$200. We implemented balance relief funding so that students with smaller account balances are not prevented from registering for an upcoming term. We have approximately \$10,000 per semester to award to those students in need.

We also offer scholarships for various experiential learning programs including Industry Immersion and Communication and Media Preview (CAMP). This allows students who may not otherwise have the means to participate to receive the same experiences as other students and get the hands-on learning that sets C&IS students apart.

C&IS developed two academic courses that focus on academic transition and resilience. CIS 100 is a freshman compass course that all conditionally admitted students are required to take; the course is also available to all first-time freshmen and transfer students. This course focuses on their transition to college-level learning as well as ways to get connected to campus and within the college. It is taught by our academic advisors, so it is another means in which advisors can interact and support C&IS students.

For students who are struggling academically, particularly those returning from academic suspension, we offer CIS 200. This course is taught by their advisor and focuses on resiliency inside and outside of the classroom. Both CIS 100 Freshman Compass and CIS 200 Academic Resiliency have had positive impacts on student retention and persistence.

The student balance relief project was implemented in Fall 2020 and has continued every semester since. Between Fall 2020 and Spring 2022, 35 students who had registration holds due to outstanding balances were awarded scholarships that enabled them to register for courses in the following semester, thus preventing them from dropping out due to a small balance owed.

The unit works directly with the Office of Academic Engagement on two minority retention programs: Bridge and Lucy's Legacy. Bridge is a program for freshmen men of color designed to help these students build a community and get engaged before classes begin, and it continues through their entire first year. Before classes begin in the Fall, Bridge students meet with some of the College's faculty, staff, and students of color to begin developing a support network. Following their first year, C&IS recruits Bridge students into the College's leadership development and engagement programs.

Lucy's Legacy is a similar program for women but designed as a Living-Learning Community for Black or African-American women. C&IS also recruits students directly from Lucy's Legacy into co-curricular leadership and engagement opportunities. In 2022, 17% of the College's student leaders were directly recruited from Bridge and Lucy's Legacy. These students are actively engaged with their academic college and retained at a higher level than their peers.

Finally, the unit uses a variety of metrics to identify students at risk of not being retained. The following two populations were identified as the highest risk of leaving UA: Men of Color and Out-of-State, Non-Greek, freshmen women. The College has focused on these groups through programs such as those outlined in this section. Additionally, we run reports on these populations at various points each semester to assess risk using factors such as midterm grades, activity in Blackboard, students who haven't been advised, students who aren't attending class, and more. Depending on the level of risk, various outreach efforts are made to direct students to resources, prompt them for advising, recommend academic coaching, or for other resources.

In Fall 2020, C&IS saw the highest first year retention rate in recent history at 90%. We routinely have a higher 1st to 2nd year retention rate than the UA average.

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

C&IS leaders and search committee members consider diversity of all types in our recruitment and hiring efforts. We advertise in diversity publications, post opportunities to social media groups and listservs of diversity interest groups, and practice personal outreach with women and people of color who have the expertise we seek for the positions. Many of our faculty visit HBCUs to recruit for future teaching faculty.

As described above in #5, C&IS offers Diversity Advocate Training for all college faculty and staff. Our Diversity Plan states each search committee must have at least one diversity advocate to support DEI at all stages of the recruiting and hiring process. Now that the program has been in place for several years, there are typically two-three diversity advocates on every search committee. The training materials are provided by UA's Human Resources department; Crossroads Community Engagement Center; and the Division of Diversity, Equity and Inclusion. This ensures that we are following guidance on hiring and recruitment that is consistent with all UA policies and procedures as well as current federal equal opportunity employment regulations.

While we developed programs to support hiring women and minority faculty, we know that interpersonal connections, college reputation, and opportunities for growth and self-fulfillment are key to recruiting and retaining a diverse group of colleagues. We promote our events, such as the Discerning Diverse Voices Symposium, to demonstrate that we have a vested interest in diversity research and creative activity while providing a safe and supportive environment for the

intellectual exchange of ideas. The College offers internal grants for diversity-related speakers and programs.

In addition, the creation of the [Holle Center for Communication Arts](#) in 2022 will support “creative activity and scholarship that advances human dignity, breaks down barriers to understanding, illuminates injustices, and encourages collaboration and empathy.” Led by Professor Robin Boylorn, this center will create opportunities for all faculty in our college to explore a variety of social justice endeavors. The College will promote these opportunities as we recruit new faculty in coming years.

#### **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 former C&IS senior associate dean, Dr. Beth Bennett (retired September 1, 2022), led University-wide efforts to support retention and promotion of faculty. As a result, she presented a series of workshops in the College for those planning for advancement to associate professor or to full professor. These workshops ensure that all faculty understand the tenure and promotion policies while helping each person assess their progress for their individual paths to promotion. Dr. Bennett also scheduled individual meetings upon request to mentor faculty planning for their next steps in T&P.

The UA provost and dean of the Graduate School supported these faculty advancement workshops by visiting C&IS faculty meetings to specifically address promotion and tenure and explain the resources available for faculty.

Dr. Damion Waymer, senior associate dean since Oct. 1, 2022, has an extensive background with supporting inclusive faculty development at the individual, department, and university-level at several institutions. He has been charged by the dean with the tasks of maintaining and improving the College’s programs to support development and success of a diverse faculty at C&IS.

There are multiple opportunities for building community in C&IS. The Institute for Communication and Information Research (ICIR) hosts training and support hours for the research labs, brownbags for sharing research or methods, and coffee hours for informal conversation among faculty and graduate students. The ICIR also created a podcast featuring faculty members and their current research projects. C&IS holds free coffee hours in the Hub for anyone to stop by and spark some conversation. While hampered by the pandemic, the College has traditionally offered football tailgates, board events, holiday parties, and other social activities for all faculty and staff to attend.

Diversity is also represented among the leadership of C&IS. Three units are now led by women (Dr. Robin Boylorn in the Holle Center for Communication Arts, Dr. Karla Gower in The Plank Center for Leadership in Public Relations, and Dr. Kim Bissell in the Institute for Research in Communication). The senior associate dean is a person of color (Dr. Damion Waymer), and the Holle Center for Communication Arts is led by a person of color (Dr. Boylorn). Three of four of the College’s associate/assistant deans are women: Dr. Kim Bissell (associate dean for research), Dr. Sara Hartley (associate dean for undergraduate studies and external relations), and Dr. Suzanne Horsley (assistant dean for assessment, accreditation, and diversity).

After a planning delay caused by the global pandemic, on Sept. 23, 2022, C&IS hosted a daylong Women’s Retreat at the Grand Bohemian Hotel in Mountain Brook, Alabama, with the intent of focusing on community building in two key areas of our professional and personal growth: 1) Processing the current and the past: reflecting on the past two years of COVID, virtual teaching, personal and professional challenges, the group discussed and shared challenges they faced and opportunities they found; and 2) Using the information gathered from part 1, they shared what

support and assistance would be helpful from the College as a whole and from the Institute for Communication and Information Research (ICIR) in particular. The overarching goal was to learn how the College can better support women in their professional teaching, research, and leadership aspirations. Twenty-five women attended this retreat.

The next step for the Women's Retreat will be a meeting with the unit heads and the dean about the sentiments gleaned from the group discussions, and then an action plan to present to the unit heads and dean on the changes and resources that are needed to ensure women in C&IS feel valued, heard, seen, and recognized.

C&IS female faculty have also been supported in professional development opportunities beyond the College. For example, Drs. Sara Hartley, Suzanne Horsley, and Litsa Rivers have all attended the Harvard Graduate School of Education's Management Development Program. Dr. Jen Hoewe was the first UA faculty member who was named a fellow by the Lillian Lodge Kopenhagen Center for the Advancement of Women in Communication in 2017.

Changes in UA policies have also helped us maintain supportive environments for faculty. An inequitable UA human resources policy that required an African American faculty member to serve on every search committee was eliminated after the C&IS Human Resources Committee, led by Dr. Laura Lemon, presented the issue to the provost's office. Provost Jim Dalton was impressed with our Diversity Advocate Training program and encouraged other units to consider similar training for search committee members. In C&IS, the existing policy of having one or more trained diversity advocates on every search committee has replaced this inequitable practice. This change ensured that all forms of diversity and representation would be valued in the hiring process. Also, in a move that supports families across our campus, a new [paid parental leave policy](#) was implemented by UA in 2022.

The C&IS Strategic Funding Committee reviews applications for research projects, programs, and guest speakers that support our college's strategic objectives. Several of our diverse faculty and staff members have received funding through this program to support their research or other initiatives, such as:

- Dr. Elva Bradley – The Linton Barbershop: A Pillar in Tuscaloosa, Alabama Civil Rights Activism--An Oral History and Cultural Film Featuring Dr. John D. Vickers, Jr.
- Dr. Meredith Bagley –The Stories Beneath our Feet: Campuses as Landscapes of Contested Memory
- Meredith Cummings—Multicultural Journalism Workshop
- Dr. Kenon Brown—Screening of “The Loyola Project”

Ongoing training opportunities have enhanced our colleagues' awareness and understanding of diversity issues in higher education so that we all can be better informed in the way we support DE&I efforts. The College regularly offers diversity-focused training sessions for faculty and staff. The College has scheduled speakers from the Title IX and EEOC offices, the Women and Gender Resource Center, the Office of Disability Services, and the Student Counseling Center. We also presented QPR Suicide Prevention Training following recent traumatic events of racially motivated attacks on and murders of Blacks and Asians.

It's also important to note that two boards, The Plank Center for Leadership in Public Relations board of advisors and the C&IS Board of Visitors, are composed of diverse professionals and academics who also provide expertise, mentoring, and other resources for our faculty and students. The Plank Board membership is currently 42% women, 12.5% African American, 17% Asian, and 12.5% Hispanic.

The C&IS BOV membership is representative of the College in terms of industries relevant to our disciplines and has a balanced gender representation. The former Dean Mark Nelson and current Dean Brian Butler have actively worked to increase geographic diversity by adding representatives

from states such as Texas, North Carolina, Illinois, California, and New York, as well as two overseas. During the review period, Dean Nelson made efforts to recruit more members from diverse racial and ethnic communities to develop a board that reflects the composition of the College, and this is a current priority of Dean Butler.

**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”).**

Many of the adjuncts in A+PR and JCM have been with the departments for several years. When we need to secure a new adjunct, the chair, in conjunction with faculty content specialists, reach out to professional contacts, alums, and others for help in recruiting. Seeking diverse candidates for our adjunct pool is a priority.

**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.)**

*DDVS = Discerning Diverse Voices Symposium, C&IS’s annual diversity research event.*

2019-20	DDVS 2020 Keynote Speaker	Dr. Mia Moody-Ramirez, chair of Journalism, Public Relations and New Media at Baylor University. Her keynote addressed the ways social media platforms have affected image repair of diverse individuals.	Hispanic woman
	MLK Day Lecturer	Dr. Derek H. Alderman, professor of Geography at the University of Tennessee. Dr. Alderman is a cultural and historical geographer specializing in race, commemorative landscapes, heritage tourism, and critical place name study — all within the context of the African American Freedom Struggle.	White man
	Speaker for C&IS, partnering with the College of Engineering	Tim Lewis, president, TALA Professional Services. Mr. Lewis shared how engineering informed the communication of organizational goals from two projects he consulted on: The Gateway–Tuscaloosa’s Innovation and Discovery Center, and the Equal Justice Initiative’s Legacy Museum and National Memorial For Peace and Justice in Montgomery.	Black man
	C&IS Diverse Alumni Panel These local communication professionals shared their experiences as they paved the way for diversity in their respective fields.	Debra Nelson, owner, Elevate Communications, and Member, C&IS Board of Visitors Satina Richardson, communications director, UAB School of Optometry Eddie Lard, senior account manager, Direct Communications Kristina Hendrix, APR, director, Corporate Communications, Dynetics Inc. Staci Brown Brooks, Director, Digital Strategy & Communication, Alabama Power Company	Black women and Black man
	Alabama Program in Sports Communication’s Women in Sports Panel	Alex McDaniel, deputy editor of storytelling, SB Nation Ashley Atwell, director of social content, NBA	White women

		Mary-Clare Brophy, social media correspondent, Learfield IMG College, Gamecock Athletics Jordan Doyle, senior coordinator of social content and engagement, Chicago White Sox Megan Julian, social media manager, LA Chargers	
2020-21	DDVS 2021 Keynote Speaker	Dr. Kimberley Mangun, associate professor, University of Utah Department of Communication. She teaches courses on journalism and mass communication history and conducts research on the Black Press and civil rights. She presented “Emory O. Jackson: The Crusading Editor of the Birmingham World,” describing how this civil rights activist used the power of the Black newspaper for social change.	White woman
	Women’s History Month Webinar sponsored by C&IS and the UA Division of DEI	Dr. Caroline Kobek Pezzarossi, professor at Gallaudet University Department of Psychology, presented her research on Deaf female undergraduates’ labeling of partner violence.	Deaf woman
	The Plank Center for Leadership in Public Relations panel on Becoming a DEI Minded Leader	Nilanjana R. Bardhan, Southern Illinois University Carbondale Simone Byrd, Alabama State University Carmella Glover, Diversity Action Alliance Sabrina Browne, BCW Global This panel brought together educators and practitioners to discuss what the industry needs are in this realm, and how educators can better prepare and educate, with assistance from practitioners, students entering the profession to be DEI minded leaders.	Indian descent and African American women
	The College Experience – Virtual Panel presented at the DDVS	Moderator: Christine Thompson Panelists: Casey Buisson, Grace McKelvey, Cassidy Duncan, Tionna Taite, Josilyn Drake This panel used performance activism to highlight issues that affect marginalized populations within our college community. The panelists used dramatic performances, impromptu speaking, and unique forms of oratory to educate their audience on issues pertaining to body dysmorphia, systemic racism, and domestic abuse.	Various/ undisclosed
	Virtual Panel: DEI & Risk in Uncertain Times	Moderator: Donnalyn Pompper Panelists: Emra Woldearegay, Meredith Morgoch, Tugce Ertem-Eray This panel discussed ways to amplify marginalized voices in times of uncertainty. Each panelist examined a phenomenon from their unique perspective and offered best practices to improve DEI from political, medical, and environmental communication standpoints.	Various/ undisclosed
2021-22	DDVS 2022 Keynote Speaker	Dr. André Brock, associate professor of School of Literature, Media, and Communication, Georgia Institute of Technology, and author of “Distributed blackness: African American cybercultures.” Dr. Brock is one of the preeminent scholars of Black Cyberculture with an interdisciplinary background	Black man

		(M.A. in English and Rhetoric from Carnegie Mellon University; Ph.D. in Library and Information Science from the University of Illinois at Urbana-Champaign). His work bridges Science and Technology Studies and Critical Discourse Analysis, showing how the communicative affordances of online media align with those of Black communication practices.	
	C&IS Martin Luther King, Jr., Legacy Lecture	Lee Sentell, Alabama state tourism director and author of the 2021 <i>Official U.S. Civil Rights Trail Book</i> . This book is the product of nearly 15 years of working to inventory and link the Civil Rights history that spans the South. His book lists historic sites in 15 states and is generating discussion for the ways sites are included, excluded, re-remembered or re-presented in the complex realm of Civil Rights tourism.	White man
	Screening of “The Loyola Project”	This documentary tells the story of the historic 1963 Loyola Ramblers’ first inter-racial basketball team to win the national championship. The presentation included a virtual panel discussion with Director Patrick Creadon and 1963 team members, including Doc Sailes. Hosted by UA Twitch and the Alabama Program in Sports Communication (APSC)	Black men and White men
	Media Relations in APR 425 Crisis and Emergency Management	Media relations pros participated in a media relations training exercise with students in the Digital Media Center. The invited professionals presented their perspectives as diverse PR professionals in this field. Chris Osborne, communication manager, Jefferson County Health Department Peter Macias, director of communications, Texas State Technical College Laura Howe, VP for Global Communication, Pearson	Black man, Hispanic man, White woman
	Black Warrior Film Festival panel on “The Importance of Diversity, On and Off Camera”	The BWFF committee applied for and received funds from the DE&I Speakers Funds to support this panel of film industry professionals in April 2022. The panelists included Libby Hill, Culture Critic, and Emily St. James (VanDerWerff), Film Critic at Vox.	White woman, Transgender woman

**Professional master’s program:**

**13. Describe the curricular efforts in the master’s program to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.**

The JCM professional master’s program tries to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation through course instruction and project development. There are two courses in the curriculum that focus specifically on DE&I:



- MC 513 Communication/Diversity - Study and analysis of issues of diversity as they relate to groups in society and in communication fields. Emphasis is on the media's treatment of various groups in society.
- MC 526 Race and Gender in Media - This discussion-oriented class examines the mass media through the lenses of race, ethnicity and gender. The course helps future media practitioners be aware of their roles in creating content that reflects increasingly multicultural audiences. Using current, contemporary and classic media texts, students critically analyze media messages and understand the importance of a diverse workforce.

In addition to these DE&I focused courses, inclusivity is also discussed throughout the curriculum beginning with JCM 500 Grad Studies Orientation and continuing in courses like JCM 552 Journalism Theory and Research, JCM 562 Contemporary Issues in Journalism, JCM 563 History of Journalism and Media, MC 546 Issues in Sports Media.

In addition, student master's projects often focus on issues relevant to diverse and marginalized populations. For example, a recent project involved creation of a website for teachers to use to teach about the Tulsa race riots. In the Community Journalism (COM-J) master's program, diversity-oriented guest speakers are part of core required courses and students are expected to engage with diverse members of the community as they build story strategies for their community journalism assignments. Projects completed through the COM-J internship at the Digital Media Center reflect the DMC's mission to serve the underserved in our communities.

#### **14. Describe curricular instruction in the master's program in issues and perspectives relating to mass communications across diverse cultures in a global society.**

Students are encouraged to view both "community" and "community journalism" in an international context, which is accomplished through special guest speakers, focused course instruction, and student projects. Topics related to global diversity are discussed in JCM 552 Journalism Theory and Research and JCM 562 Contemporary Issues in Journalism. Until 2020, many graduate students participated in *Alpine Living* magazine's annual international travel experience. In 2022, graduate students participated in an international storytelling experience in Paris, France. During the 2021-2022, COM-J students worked with media professionals from around the world on projects, both in preparation for and during the World Games, which was held in Birmingham in July 2022. During the Fall 2022 semester, master's students in MC 526 Race, Gender, and Media will participate in a virtual exchange/collaborative online learning model with students from the University of Liverpool through a program sponsored by the US/UK Fulbright Global Teaching Challenge. JCM's goal is to continue and grow this kind of global collaboration even after the Fulbright sponsorship ends.

#### **15. Describe the unit's efforts to recruit and retain professional master's students who reflect 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.**

Prior to the COVID pandemic, the JCM department had made several efforts to improve promotion of the professional master's program and recruit diverse students. These efforts included recruiting at in-person events that tend to attract a diverse population. Since 2020, recruiting efforts have largely focused on online resources. Online marketing has included targeted digital ads through search engines (Google, Bing), social media advertising (Facebook and Instagram), and general advertising through the Journalism Education Association, National Association of Black Journalists and Military Veterans in Journalism. We are pursuing several strategies, including travel to high-profile student journalism conferences (JEA, BEA, CAB/SPJ), improved online promotion via the website and social media, improvement of promotion materials, stronger engagement with alumni of the program and identification of targeted email lists.

Our number of minority students has improved greatly. Just 10 years ago, our Community Journalism program usually had only one minority student at most. Over the past few years, that number has increased to the point where approximately 20% of our Com-J students are minorities. The students are engaged and involved with their cohort and have worked successfully through the program. We anticipate this trend to continue as we have worked to make our acceptance procedures more open and to expand our recruiting efforts so as to reach more minority students. It is our goal for our classrooms to reflect the diversity that our students will find in the real world when they enter the workplace so as to make them better employees, managers, and members of a healthy, diverse society.

**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

**Evidence:**

- APR Curriculum Map
- APR Curriculum Map Key
- C&IS BoV Membership Directory
- Composition of the DEI Committee -approved 30Apr21
- DEI Plan Review Spring 2022[65]
- Diversity-Plan-Approved- 2022
- Human Resources Committee 2020-2021 Report
- Human Resources Committee 2021-2022 Report
- JCM Curriculum Map\_News Major\_110822
- Plank Board Makeup
- Table 4 Area Pop
- Table 5 Student Pop
- Table 6 Faculty Pop
- Table 7 FT Faculty Recruitment
- Table 8 PT Faculty Recruitment

## 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.)
- résumés of adjunct or part-time faculty, and of graduate students serving as teachers of record, teaching during the fall 2022 semester

Print copy in the workroom only:

- records on faculty promotion and tenure

### Narrative:

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.)
- résumés of adjunct or part-time faculty, and of graduate students serving as teachers of record, teaching during the fall 2022 semester

Print copy in the workroom only:

- records on faculty promotion and tenure

### Curriculum vitae of each full-time faculty member

Professors	Associate Professors	Assistant Professors	Instructors
Andrew Billings	Dianne Bragg	Matthew Barnidge	Hailey Allen
Kimberly Bissell	Brian Britt	Mark Barry	Lars Anderson
Rick Bragg	Rebecca Britt	Andrew Bauer	Thomas Arenberg
William Evans	Kenon Brown	Courtney Boman	William Brantley
Karla Gower	Michael Bruce	Josh Bramlett	Maya Champion
Hyoungkoo Khang	George Daniels	Nancy Brinson	Susan Daria
Eyun Jung Ki	Jameson Hayes	Judith Clark	Camille DeBose
Wilson Lowrey	Jacqueline Horsley	Joseph Colvin	Teresa Gawrych
Damion Waymer	Terry Kinney	John Haley	Jared George
	Elliot Panek	Steven Holiday	Andrew Grace
	Michael Parrott	Shaheen Kanthawala	Randall Huffaker
	Mark Roberts	Jihoon Kim	Michael Little
	Matthew VanDyke	Seoyeon Kim	Mark Mayfield
	Kristen Warner	Jiyoun Lee	Tracy Sims
		Laura Lemon Petersen	Zachary Tigert
		Dongjae Lim	Janet Walker
		Jessica Maddox	Gerald Waters
		Kaitlin Miller	Matthew Wisla
		Landon Palmer	
		Sean Sadri	
		Teresa Tackett	
		Justin Walters	
		Alyxandra Vesey	

Résumés of adjuncts, part-time faculty, and graduate students serving as teachers of record, teaching during the fall 2022 semester.

<b>Fall 2022</b>
Ademola Adelu
Cole Cabiness
Pamela Chvotkin
Brandon Colvin
Nathan Dains
Drew Daws
Billy Field
Caroline Gazzara-McKenzie
Craig Graves
Erin Hackenmueller
Allison Jordan
Samantha Kocan
Richard LeComte
Sai Mikkilineni
Mackenzie Quick
Amy Ritchart
William Shores
Bill Singleton
Keli Stiglich
Anna Claire Toxey
Larry Willis

**Executive summary:**

**Include a brief description of faculty balance in terms of degrees, professional experience, gender, race and rank.**

***Table 2 Full-time Faculty; Table 3 Part-time Faculty***

The [vision](#) of The University of Alabama is to “be a student-centered research university and an academic community united in its commitment to enhance the quality of life for all Alabamians and the citizens of the nation and the world.” Our faculty support the University’s [core values](#) in their teaching, research and service through the following:

- Undergraduate education that produces socially conscious, ethical and well-rounded leaders who are grounded in their subject matter and capable of controlling their own destinies.
- Graduate education that is deeply vested in subject matter knowledge, professional content, research skills and creative activity.
- Public outreach and service that are held in the highest regard and foster impactful public engagement to enhance the quality of life for the citizens of Alabama, the nation and the world.
- Campus life that embodies collaboration, collegiality, respect and a culture of inclusivity.

C&IS embraces these values when hiring each member of our talented faculty. Not only do our faculty bring research and teaching expertise gained from their own educational paths, but 80% of our full-time faculty have worked in industry for an average of 10.6 years. Whether our students’ goals are research, practice, or graduate education, we have faculty who can support and mentor them, enriching their educational experiences every step of the way.

The graduate degrees earned among the faculty in A+PR and JCM include 43 PhDs, 13 master’s degrees, 6 MFAs, and 1 MBA. Our faculty collectively bring 723 years of post-secondary teaching

experience, 510 of those years at UA. They have 582 years of industry experience, which is an asset in these professionally focused programs. Among the current 64 full-time faculty members, 21 are tenured. There are 9 full professors, 14 associates, 23 assistants, and 18 instructors.

Our full-time faculty in the accredited units is 40% female and 60% male, and backgrounds closely mirror that of our undergraduate population. Our racial and ethnic background (shown with undergraduate student percentages in parentheses) is as follows: 77% White (79.1% UG), 9.9% Black (10.8% UG), 4.9% Asian (0.6% UG), 1.6% Hispanic (6.6% UG), and 6.6% international (0.3% UG).

During the Spring 2022 semester, the accredited units had 21 adjunct faculty with 396 collective years of experience. Degrees included 1 PhD, 1 MLIS, 1 MBA, 1 MFA, 8 master's, 2 BFAs, and 7 bachelor's degrees.

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

Part-time faculty are selected by the unit head, as the unit head is aware of the unit's instructional needs. First, the unit head reviews résumés of suitable candidates who have the requisite skills and competencies. The unit head then schedules interviews with the most qualified candidates to ensure they not only have mastery of skills but also have organizational and instructional abilities to teach. The unit head then extends an offer to the most suitable candidate for hire.

The unit's faculty and staff have input into the selection of how full-time faculty are selected. First, the unit head selects a search committee composed of 3-6 faculty members and appoints a search committee chair. At least one search committee member must have attended the College's diversity advocate training and serves as the diversity advocate on the search committee. In consultation with the unit head, the search committee crafts the job posting. The diversity officer (assistant dean for assessment, accreditation, and diversity) gives the search committee the diversity charge. Once the job is posted, the recruitment process begins.

The search committee uses a rubric to identify the candidates (approximately six) that are shortlisted. The unit head then seeks permission from the dean and the Office of the Provost to interview the shortlisted candidates. From there, one-four candidates are invited to an on-campus or virtual interview with departmental faculty and staff. Following the interviews, faculty provide feedback to the search committee and the unit head in an open forum. The unit head takes all feedback into account and then makes the recommendation to hire to the dean. The Dean's Office then issues an offer to the selected candidate.

### **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.)**

The unit's and the College's promotion and tenure guidelines offer clear expectations and guidelines for faculty members' teaching, research, professional and creative activity, and service. The A+PR and JCM tenure and promotion guidelines and the JCM supplement for creative scholarship are attached. The C&IS handbook is available here.

In both A+PR & JCM, the standard teaching load for non-tenure, renewable contract (NTRC) faculty is 12 credit hours (typically 4 classes) per semester (80% Full Time Equivalency), and they are expected to offer 20% service to the department, College, or University. Tenure-track (TT) faculty typically have 40% teaching (6 credit hours), 40% research, and 20% service loads per semester. However, some faculty may have course reductions depending on administrative

workloads (e.g. graduate studies coordinator, internship coordinator, undergraduate studies coordinate, distance learner coordinator, etc.).

NTRC faculty contracts are renewed after they submit a request (and short dossier of accomplishments during the contract years—typically three-year contracts) to the unit head. The unit head evaluates the faculty member’s progress in the areas of teaching and service (most don’t have research expectations). If the department still has teaching needs in this area at the time, and the faculty’s work performance has been satisfactory in annual reviews given throughout their years of employment, the unit head makes a request to the dean for a contract renewal. The dean reviews the unit head’s request and typically grants the renewal. After approximately six years in rank, promotion is automatic for NTRC faculty (from instructor to senior instructor; or from non-tenure track assistant professor to non-tenure track associate professor; or from non-tenure track associate professor to non-tenure track professor) if the College has the budget available to pay for the promotion.

Tenure-track faculty hired as assistant professors are probationary faculty who must seek promotion to associate professor with tenure; they have a mandatory date by which they must submit their applications for promotion to associate professor with tenure. Assistant professors make the request for promotion, and then they make suggestions of appropriate external reviewers to the unit head. The unit head takes those suggestions into account and then selects faculty at peer or aspirational institutions who hold the rank of associate professor or higher to serve as external reviewers to evaluate the research contributions of the candidate. The unit head asks the chair of the College’s P&T committee to approve the list of names of suitable external reviewers.

Once approved, the unit head asks persons if they are willing to serve as external reviewers. The faculty does not know which external reviewers are selected. The unit’s P&T committee evaluates the dossier and the external letters and makes a recommendation on promotion with tenure. The unit head makes an independent evaluation and recommendation. The College’s P&T committee evaluates the dossier, the external review letters, the recommendation of the unit chair and the unit P&T committee and makes a recommendation. The dean reviews all prior stages and makes an independent evaluation and recommendation. In the final steps, the provost evaluates all materials and makes a recommendation. Tenure and promotion are conferred by the University’s Board of Trustees.

Once a tenure-track assistant professor is promoted to associate professor, there is no obligation for a faculty member to seek promotion to full professor.

Increases in salary are not guaranteed but are merit-based. Scores on annual evaluations are used to determine the percentage of raise increase if money is available that fiscal year from the state for raises. The University distributes money to the Office of the Provost, who then distributes money from the state to the College to allocate merit-based raises.

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

There are several opportunities at the University or College levels for professional development in teaching. The College promotes pedagogical workshops from the University’s [Center for Instructional Technology](#), which provides training for and access to a variety of instructional resources. This was particularly in demand during the shift to remote learning in Fall 2020, and most faculty have continued to use these resources as we have shifted away from pandemic teaching needs to our new normal of technology-supported instruction. The College of Continuing Studies has worked closely with several faculty in the units to guide us in best practices for online instruction. CCS offers a [variety of workshops and certifications](#), including Quality Matters and an Online Learning Innovation Summit.

The College offers teaching workshops each year during the Discerning Diverse Voices Symposium. Typically, the invited keynote speaker offers this teaching workshop the day before or after the DDVS on a topic related to their expertise. The College covers all expenses for these workshops, and all faculty and graduate students are invited to participate.

At the department level, each unit requires all instructors and assistant professors to have peer evaluations of their teaching by seasoned faculty to provide feedback and guidance. We invited A+PR faculty to participate in an Updates to the 2018 Report on Undergraduate PR Education webinar sponsored by [Commission on Public Relations Education](#) on July 27, 2022. We also held a Diversity Across the Curriculum teaching workshop for A+PR and JCM faculty on Sept. 21, 2022, during which Dr. George Daniels shared what he learned during a Poynter Institute summer workshop, for which the College provided financial support.

At the departmental level, we are just beginning to institute centralized professional development programs or workshops in teaching. This is an area for improvement and one that we will work to strengthen by committing to two workshops per year. We plan to bring in a facilitator during a scheduled faculty meeting and have another effective teaching workshop in Fall 2022. The units also provide travel funds for faculty to participate in external pedagogical training programs.

**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.**

As indicated above in response to question #2, in both A+PR & JCM, the standard teaching load for NTRC faculty is 12 credit hours (typically 4 classes) per semester (80% Full Time Equivalency), and they are expected to offer 20% service to the department, college, or university.

TT faculty typically carry a 40% teaching (6 hours), 40% research, and 20% service load. However, some faculty may have a course reduction depending on administrative workloads in the department (e.g., graduate studies coordinator, internship coordinator, undergraduate studies coordinate, distance learner coordinator). Most NTRC faculty have the 80% teaching and 20% service workload arrangement.

The unit head can make changes to workloads (in consultation with the dean). For example, a unit head can assign an additional teaching workload if a TT faculty member is not adequately performing in research.

**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.**

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

A+PR:

2021-22 school year: 78.52%

2020-21 school year: 76.79 %

2019-20 school year: 71.58%

JCM

2021-22 school year: 67%

2020-21 school year: 60%

2019-20 school year: 59%

**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.**

From the [UA Faculty Handbook](#), “Appointments to the faculty of The University of Alabama are based on the personnel requirements of the University’s academic programs and on the goal of achieving and maintaining excellence in its teaching, research, and service/academic citizenship activities” (Bk. 2, II, 14). The College of Communication and Information Sciences complies with the UA Faculty Personnel Policies (Bk. 2) in conducting the various faculty reviews required by the institution. Upon their first hire by the institution, full-time UA faculty members are given an individual account in the faculty activity reporting system, Faculty Success. Institutional data collected in the Banner system, such as teaching evaluations and grant funding, are reported automatically into these faculty records. However, faculty members are responsible year-round for complete and accurate reporting in Faculty Success of their activities relevant to achieving and to maintaining the personnel requirements of the position they hold.

By 1 May, all C&IS faculty members regardless of rank or position submit an annual productivity report, CCIS Vita, for the academic year, 1 May to 30 April, using the data reported in Faculty Success, along with their individual Goals report. As explained in the UA Faculty Handbook: “All full-time, regular faculty members are subject to evaluations throughout their careers, since decisions must be made about matters such as salary increases and the assignment of time and support for research, teaching, service, and administration. The criteria and standards used in these evaluations shall be similar to those used in reviews for tenure and promotion, except that these continuing reviews shall concentrate on the question of whether the individual has maintained or improved the level of performance.” (Ch. 2, Bk. XI, pg. 42) C&IS faculty members are assessed individually by their academic unit head, in terms of their specific FTE assignments for the year and rated on their productivity in those assignments. The expectation is for each faculty member to set yearly productivity goals for teaching, research, service, and administration, if assigned, in Faculty Success, which the academic unit head can reference for the overall yearly assessment. Each faculty member has the opportunity to provide feedback to the unit head on the ratings before the assessment moves on to the Dean. The College reports all faculty scores to the provost in support of recommendations for merit increases.

*Probationary and NTRC Faculty Retention Reviews*

For the purposes of faculty reviews, the institution recognizes three broad categories of full-time faculty appointments: tenured/tenure-track, renewable contract (NTRC), and temporary. From the UA Handbook: “In the tenured/tenure-track category, those who have not been awarded tenure are considered probationary. Probationary faculty are employed with the understanding that performance that meets expectations (as defined by departmental, college, and university criteria) during a probationary period may result in the award of tenure.” (14-15)

C&IS retention reviews for both probationary faculty and NTRC faculty are administered in the fall semester, beginning Oct. 1, and use the same type of administrative review workflow managed through Faculty Success. The review process is internal to the College, consisting of evaluations by a single faculty committee, by the academic unit head, and by the dean. The faculty committee normally is a departmental ad hoc review committee established by the academic unit head. The review application is based on the candidate’s complete record to date, as reported in the CCIS Vita, the original appointment letter, and a letter of application for the review. The CCIS Vita report has all data submitted by faculty members in Faculty Success, including full text links for their publications, data added automatically from Banner, and copies of past review documents. All documents in the review processes are archived in Faculty Success and made accessible in subsequent faculty reviews. For specific explanations about these documents, refer to the guidelines provided in the later section in this handbook on the official application for tenure and/or promotion.



### *Probationary Faculty*

Following University policy, C&IS requires each untenured probationary faculty member to be reviewed every year prior to mandatory tenure decision time. The probationary review considers the faculty member's entire record of activity to date and its merit toward building a successful case for tenure and promotion. The yearly probationary review should identify current strengths and weaknesses in the faculty member's performance and offer suggestions for improvement. The review may also lead to a decision concerning retention (see UA Handbook, p. 38).

### *Fourth Year Probationary Reviews*

Two years before mandatory tenure decision time, usually the candidate's fourth year of probation, the probationary review process does not end with the dean. In these cases, the review documents are the same, but the dean's recommendation must be forwarded to the provost, by Feb. 1. The provost makes the final decision on retention for fourth year probationary faculty members and provides institutional guidance on the strengths and weaknesses of the candidate's approaching case for tenure and promotion.

### *NTRC Faculty*

"Renewable contract faculty members are normally appointed for a contract period of three years, but appointments can range from one to six years. Initial appointments may be made at the ranks of instructor, assistant professor, associate professor, or professor, contingent upon qualifications, demonstrated expertise, and experience" (UA Handbook, p. 23). Continuation throughout the term of the appointment is contingent on satisfactorily meeting departmental and college performance standards, informed by the faculty member's annual reviews and in compliance with the UA Faculty Handbook, the Employee Handbook, and general institutional policies applicable to all employees. Additionally, continuation to the end of the appointment is dependent upon the needs and available funding within the academic division. Retention reviews for C&IS NTRC faculty follow the same administrative workflow in Faculty Success each year during their first contract period. Thereafter, for the purposes of retention and contract renewal, NTRC faculty members are reviewed only in the third year of their contract by their academic unit head and the dean. These later applications for contract renewal are submitted to the academic unit head, whose recommendation is forwarded to the dean. The provost officially approves all contract renewals.

### *A+PR Peer Reviews of Teaching*

Peer observations and evaluations are strongly encouraged in any year before a faculty member applies for tenure, promotion, or mid-tenure review. Faculty use the In-Class Peer Evaluation form to document meetings with the instructor under review and class observations. The reviewer provides feedback and recommendations following the observation process.

### *JCM Peer Reviews of Teaching*

In the JCM Department, peer reviews of classroom instruction for new full-time faculty are conducted each year by the department personnel committees. The following criteria are used in the peer observations:

- Demonstration of content knowledge (such as understanding of material, use of relevant examples)
- Rapport with students (such as eye contact, two-way communication, relatability to students)
- Classroom management skills (such as appropriate use of time)
- Other (as necessary)

The JCM chair also reviews student evaluations of teaching and faculty grading practices to identify any problematic courses. If problems arise, the chair will provide feedback to the faculty member(s) to suggest available remedial measures and agree on a plan to address any teaching-related deficiencies.

**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).**

In the charts below, we included the full-time faculty who were employed by the accredited units during the 2021-2022 academic year. We included the productivity of each of those faculty since our last review in 2015-16.

**Using the grid below, provide counts of the unit’s overall productivity in scholarship during the review period by activity; first the totals for the unit as a whole and then for the individuals who produced these totals, broken down by academic rank. The chart should provide a snapshot of scholarship activity within the unit during the review period. Therefore, the grid should capture relevant activity by all full-time faculty only while at the accredited unit. Provide the total number of individuals in each rank in place of the XX. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.**

**A+PR**

	Individuals					Totals	Unit
	Full Professors (5)—one retired	Associate Professors (6)—one retired	Assistant Professors Tenure Track (TT) (11)—one left the academy	Other Faculty** (13)—one retired and one left the University			
<b>Scholarship, Research, Creative and Professional Activities</b>					<b>(35)—but 3 assistant professors (2 on TT) started in 8/22 so are excluded from this chart</b>		
Awards and Honors	0	1	0	1	2	2	
Grants Received Internal	1	2	7	5	15	15	
Grants Received External	2	2	11	5	20	13	
Scholarly Books, Sole- or Co-authored	2	1	0	0	3	3	
Textbooks, Sole- or Co-authored	0	1	1	1	3	3	
Books Edited	0	1	0	0	1	1	
Book Chapters	9	6	7	0	22	21	
Monographs	0	0	0	0	0	0	
Articles in Refereed Journals	30	68	72	1	173	169	
Refereed Conference	18	18	15	5	56	52	

Papers						
Invited Academic Papers	1	4	0	0	5	5
Encyclopedia Entries	0	2	0	0	2	2
Book Reviews	0	0	0	0	0	0
Articles in Non-refereed Publications (2 whitepapers)	0	1	5	1	7	6
Juried Creative Works	0	0	0	1	1	1
Non-juried Creative Works	0	0	0	1	1	1
Other (please specify) conference preceding(17), software (3) and professional reports (4)	1	8	15	0	24	23

## JCM

	Individuals					Unit	
	Full Professors (04)	Associate Professors (05)	Assistant Professors (06)	Other Faculty** (06)	Totals (21)	Totals	
Scholarship, Research, Creative and Professional Activities							
Awards and Honors	39	32	76	13	160	160	
Grants Received Internal		2	7	1	10	10	
Grants Received External	7	9	17		33	31	
Scholarly Books, Sole- or Co-authored	7	2	1		10	9	
Textbooks, Sole- or Co-authored	5	2			7	7	
Books Edited	6	2	2	2	12	12	
Book Chapters	19	31	8	2	60	56	
Monographs							
Articles in Refereed Journals	121	45	98	1	264	254	
Refereed Conference Papers	34	70	48		152	149	
Invited Academic Papers							
Encyclopedia Entries	3	5	4		12	12	
Book Reviews		11	1		12	12	
Articles in Non-refereed Publications	13	21	31	44	109	109	
Juried Creative Works							

Non-juried Creative Works	67	12	22	8	109	109
Other (please specify)						
Conference Proceedings		1	1		2	2
Interviews	2	13	17	20	52	52
Moderant/Respondent			4		4	4
Online Articles	4	7	61	8	80	80
Panels	7	36	12	2	57	57
Podcasts	2	2		3	7	7

\*Co-authored work should be counted as a single publication in the unit totals. However if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors.

\*\*Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements.

**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.**

Please see attached file.

**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.**

Sabbatical Leaves: The University offers tenured faculty members opportunities to apply for sabbatical leaves to engage in activities designed for professional growth, development, and renewal. The goal of a sabbatical leave is to enhance the professional effectiveness of the faculty member and to enrich the academic climate of the University. A sabbatical leave provides an opportunity for professional growth through various kinds of activities. A faculty member is eligible to receive a sabbatical leave after six academic years of full-time employment at The University of Alabama. A faculty member is eligible to receive a subsequent sabbatical leave after six academic years of full-time employment at The University of Alabama following completion of a sabbatical leave.

Examples include the following:

- Conducting research that leads to publication
- Conducting research or study that leads to improving teaching, to a new area of teaching or research expertise, or to curriculum development
- Engaging in activities to professionally revitalize or retrain the faculty member, such as association with distinguished persons in the field

The full UA Sabbatical Leave policy is described in the [Faculty Handbook](#), Chapter 4, Section III, pp. 69-71.

### **Other Types of Leaves**

Full-time faculty members (renewable contract, probationary, or tenured) may apply for leaves of absence, which, except for extended military leave, shall be for a period of one year or less. Faculty members normally must be employed at the University for one year to request these leaves. Unless otherwise noted here, faculty are entitled to all leaves afforded for their

classification as defined in the [Employee Handbook](#). The handbook outlines a number of types of leaves on pages 65-68 of the handbook, including: Military Leave, Annual Leave and Sick Leave, Extended Sick Leave, Maternity Leave, Paid Parental Leave, Other FML-Covered Leave, Leave Associated with Distinguished Fellowships, Awards, and Grants, Voluntary Leave Without Pay.

The following faculty have had Sabbatical Leave during the review period:

**2022-2023**

JCM — Elliot Panek (Fall) — Plans to conduct a comprehensive study of the effects of online community moderation on Reddit, a popular social media platform

A+PR — Suzanne Horsley (Spring)

**2021-22**

JCM — Scott Parrott (Fall) — Advised two dissertations, submitted five research manuscripts to peer-reviewed journals, applied for one federal grant, and wrote two books.

JCM — George Daniels (Spring) — Completed archival and interview research for an upcoming book on the diversity and inclusion efforts in journalism and media education, while beginning work on a third book focused on ethnic media in times of crisis.

**2020-21**

None (COVID pandemic)

**2019-20**

JCM — Wilson Lowrey (Fall) — Completed the co-authored book *Russian Regional Journalism: Struggle and Survival in the Heartland*; collected and analyzed data for two studies on the roles of institutional-level actors in journalism innovation, resulting in two co-authored journal publications; and completed studies of community-level influences on news reporting, resulting in two co-authored journal publications.

A+PR — Kenon Brown (Spring) — Completed a grant application as primary investigator for the International Olympic Committee for its 2020-2021 Advanced Olympic Research Grant Programme. Completed a book proposal with Peter Lang Publishing for a book dedicated to the media framing of milestones that center around the intersections of sports and American culture.

**2018-19**

None

**2017-18**

JCM — Andy Billings (Fall) — Completed three separate co-authored book projects relating to gay athletes in media, Native American mascotry, and the Olympic broadcast.

JCM — Kristen Warner (Spring) Description unavailable

**2016-17**

TCF — Glenda Cantrell (Spring) Description unavailable

TCF — Rachel Raimist (Spring) Description unavailable

**The following faculty have taken advantage of other types of leave during the review period:**

**2022-23**

JCM — Matt Barnidge — Paid Parental Leave (Aug. 15–Sept. 12, 2022)

**2021-22**

A+PR — Laura Lemon — Paid Parental Leave (Dec. 13, 2021–Feb. 7, 2022)

**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.**

Travel funds specifically are given based on a calculation of roughly \$1,500 per full-time faculty member in an academic unit. The unit head takes the money in sum and then allocates to faculty based on their requests. These funds are called travel funds, and the intent and spirit of these funds are to support faculty travel in terms of their professional development and/or to support faculty research that leads to publication, grants or indirectly raising the College's and faculty member's scholarly profile. These funds will not be used to cover student travel, student registration fees, or equipment purchases. During this evaluation period, every A+PR faculty member (all 35) and all JCM tenure-track faculty members and the majority of contract faculty, have taken advantage of at least some portion of the department's travel funding allocation.

**Professional master's program:**

**11. List members of the graduate faculty and show that they meet the institution's criteria for graduate instruction.**

**JCM Graduate Faculty Membership**

\*This list from the 2022-23 catalog contains emeritus faculty and/or faculty who have recently left the University.

<i>Full Members</i>		
Cory Armstrong*	Matthew Barnidge	Andrew Billings
Kimberly Bissell	Rebecca Britt	Matthew Bunker*
Jeremy Butler*	George Daniels	William Evans
Wilson Lowrey	Elliot Panek	Michael Scott Parrott
Mark Christopher Roberts		
<i>Associate Members</i>		
A.J. Bauer	Dianne Bragg	Michael Bruce
Chandra Clark	Brandon Colvin	Shaheen Kanthawala
Jiyoung Lee	Jessica Maddox	Kaitlin Miller
Landon Palmer	Sean Sadri	Alyxandra Vesey
Kristen Warner		
<i>Affiliate Members</i>		
Thomas Arenberg	Lars Anderson	Chip Brantley
Maya Champion	Mark Mayfield	

There are three categories of members: full, associate, and affiliate. Only members of the graduate faculty may teach courses numbered 500 or above, and only members of the graduate faculty may serve on thesis, dissertation, and examining committees. For membership criteria and roles, see the [UA Faculty Handbook](#), Appendix J, p. 150.

Criteria for full and associate members include a Ph.D. and a rank of at least assistant professor in a full-time, tenure-track position. Both full and associate members must show ongoing interest in the graduate program and research productivity. Full members especially must have a strong, continuing record of research appropriate to the discipline. These requirements are interpreted by the department and College. Full and associate members are appointed for six-year, renewable terms. All of the full and associate members listed above meet these criteria.

Affiliate membership may be extended to "well-qualified" individuals who do not satisfy the above criteria, to perform specific functions (e.g., teaching a particular class) for specific time periods not to exceed three calendar years. They are recommended by the departmental graduate

faculty, department chairperson, and dean of the academic division. These nominations then will be acted on by the chairperson of the Graduate Council, the dean of the Graduate School. While affiliate faculty members may serve as co-chair to a committee, they may NOT serve as the sole chair. JCM affiliate members generally have master’s degrees and have extensive and sometimes unique, professional media backgrounds that make them “well-qualified.” All of the JCM affiliate members listed above are well-qualified.

**12. Demonstrate that graduate faculty taught the majority of professional master’s courses for the three years before the site visit.**

**Percentage of professional master’s courses taught by graduate faculty:**

2021-22 school year: 93%

2020-21 school year: 95%

2019-20 school year: 90%

**Detailed List of Graduate Teaching Assignments  
Journalism & Creative Media**

<i>Spring 2022</i>		
JCM 500	Orientation to Graduate Studies	Cory Armstrong
JCM 501	Media Production Tools	Chip Brantley
JCM 502	Producing Community Journalism	Chandra Clark
JCM 536	Teaching Multimedia News	Meredith Cummings*
JCM 542	Advanced Magazine Writing	Rick Bragg
JCM 544	Data Journalism	Matt Barnidge
JCM 545	Feature Writing	Chip Brantley
JCM 548	News Analysis	Jiyoung Lee
JCM 555	Entrepreneurial Journalism	Tom Arenberg
JCM 562	Contemporary Issues in Journalism	Chris Roberts
JCM 563	History of Journalism and Media	Dianne Bragg
JCM 597	Master’s Project	Mark Mayfield
MC 501	Mass Media Law & Regulation	AJ Bauer
MC 546	Issues in Sports Media	Andy Billings

<i>Fall 2021</i>		
JCM 500	Orientation to Graduate Studies	Cory Armstrong / Becky Britt
JCM 501	Media Production Tools	Chandra Clark
JCM 511	Depth Reporting	Chandra Clark
JCM 517	Advanced Sports Writing & Reporting	Lars Anderson
JCM 533	Journalism & Emergent Media	Jiyoung Lee
JCM 536	Teaching Multimedia News	Meredith Cummings*
JCM 542	Advanced Magazine Writing	Rick Bragg
JCM 544	Data Journalism	Matt Barnidge
JCM 545	Feature Writing	William Nevin*
JCM 548	News Analysis	Jiyoung Lee
JCM 555	Entrepreneurial Journalism	Tom Arenberg
JCM 562	Contemporary Issues in Journalism	Chris Roberts
JCM 563	History of Journalism and Media	Dianne Bragg
JCM 597	Master’s Project	Cory Armstrong
MC 501	Mass Media Law & Regulation	AJ Bauer

MC 513	Communication/Diversity	George Daniels
MC 531	Sport & Social Media	Sean Sadri

<b>Summer 2021</b>		
JCM 555	Entrepreneurial Journalism	Wilson Lowrey
JCM 562	Contemporary Issues in Journalism	Chris Roberts
JCM 563	History of Journalism	Dianne Bragg
JCM 571	Practice of Community Journalism	Mark Mayfield
JCM 572	Seminar In Community Journalism	Mark Mayfield
JCM 597	Master's Project	Mark Mayfield/Becky Britt

<b>Spring 2021</b>		
JCM 500	Orientation to Graduate Studies	Cory Armstrong
JCM 501	Media Production Tools	Chip Brantley
JCM 502	Producing Community Journalism	Chandra Clark
JCM 517	Advanced Sports Writing & Reporting	Lars Anderson
JCM 533	Journalism & Emergent Media	Jiyoung Lee
JCM 536	Teaching Multimedia News	Meredith Cummings*
JCM 542	Advanced Magazine Writing	Rick Bragg
JCM 544	Data Journalism	Matt Barnidge
JCM 545	Feature Writing	Carla Whitley*
JCM 548	News Analysis	Bill Evans
JCM 551	News Media Management	George Daniels
JCM 555	Entrepreneurial Journalism	Tom Arenberg
JCM 562	Contemporary Issues in Journalism	Chris Roberts
JCM 563	History of Journalism and Media	Dianne Bragg/AJ Bauer
JCM 597	Master's Project	Mark Mayfield/Scott Parrott
MC 501	Mass Media Law & Regulation	Dianne Bragg
MC 513	Communication/Diversity	George Daniels
MC 526	Race and Gender in Media	Cory Armstrong

<b>Fall 2020</b>		
JCM 500	Orientation to Graduate Studies	Cory Armstrong/Scott Parrott
JCM 501	Media Production Tools	Chandra Clark
JCM 511	Depth Reporting	Tom Arenberg
JCM 517	Advanced Sports Writing & Reporting	Lars Anderson
JCM 533	Journalism & Emergent Media	Jiyoung Lee
JCM 536	Teaching Multimedia News	Meredith Cummings*
JCM 542	Advanced Magazine Writing	Rick Bragg
JCM 544	Data Journalism	Matt Barnidge
JCM 548	News Analysis	Jiyoung Lee
JCM 555	Entrepreneurial Journalism	Tom Arenberg
JCM 562	Contemporary Issues in Journalism	Chris Roberts
JCM 563	History of Journalism and Media	Dianne Bragg
JCM 597	Master's Project	Scott Parrott
MC 501	Mass Media Law & Regulation	Dianne Bragg

<b>Summer 2020</b>		
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JCM 555	Entrepreneurial Journalism	Wilson Lowrey
JCM 562	Contemporary Issues in Journalism	Chris Roberts
JCM 563	History of Journalism	Dianne Bragg
JCM 571	Practice of Community Journalism	Chris Roberts
JCM 572	Seminar In Community Journalism	Chris Roberts
JCM 597	Master's Project	Chris Roberts/Scott Parrott
MC 501	Mass Media Law & Regulation	Dianne Bragg

<b><i>Spring 2020</i></b>		
JCM 501	Media Production Tools	Chip Brantley
JCM 502	Producing Community Journalism	Chandra Clark
JCM 536	Teaching Multimedia News	Meredith Cummings
JCM 542	Advanced Magazine Writing	Rick Bragg
JCM 544	Data Journalism	Matt Barnidge
JCM 545	Feature Writing	Carla Whitley*
JCM 548	News Analysis	Bill Evans
JCM 551	News Media Management	George Daniels
JCM 561	Special Topics: Entrepreneurial Journalism	Tom Arenberg
JCM 562	Contemporary Issues in Journalism	Chris Roberts
JCM 563	History of Journalism and Media	Dianne Bragg
JCM 597	Master's Project	Mark Mayfield/Scott Parrott
MC 501	Mass Media Law & Regulation	Dianne Bragg
MC 513	Communication/Diversity	George Daniels
MC 526	Race and Gender in Media	Cory Armstrong

<b><i>Fall 2019</i></b>		
JCM 500	Orientation to Graduate Studies	Cory Armstrong/Scott Parrott
JCM 501	Media Production Tools	Chandra Clark
JCM 511	Depth Reporting	Tom Arenberg
JCM 517	Advanced Sports Writing & Reporting	Lars Anderson
JCM 533	Journalism & Emergent Media	Jiyoung Lee
JCM 536	Teaching Multimedia News	Meredith Cummings*
JCM 542	Advanced Magazine Writing	Rick Bragg
JCM 544	Data Journalism	Matt Barnidge
JCM 548	News Analysis	Jiyoung Lee
JCM 555	Entrepreneurial Journalism	Tom Arenberg
JCM 562	Contemporary Issues in Journalism	Chris Roberts
JCM 576	Anatomy of a Trial II	Chip Brantley
JCM 597	Master's Project	Chris Roberts
MC 501	Mass Media Law & Regulation	Dianne Bragg
MC 513	Communication/Diversity	George Daniels
JCM 526	Race Gender and Media	Cory Armstrong

<b><i>Summer 2019</i></b>		
JCM 555	Entrepreneurial Journalism	Wilson Lowrey
JCM 571	Practice of Community Journalism	Tim Lockette*
JCM 572	Seminar In Community Journalism	Tim Lockette*
JCM 597	Master's Project	Chris Roberts

MC 501	Mass Media Law & Regulation	Dianne Bragg
MC 517	Mass Communication and Public Opinion	Cory Armstrong

\* *Not on Graduate Faculty*

**13. In cases where graduate faculty are not teaching the majority of professional master's courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the graduate faculty.**

N/A

**Evidence:**

- ADELU\_ADEMOLA CV
- Allen (Steele)\_Hailey
- ANDERSON\_LARS
- APR Approved T\_P Guidelines
- APR In-Class Evaluation Template
- ARENBERG\_THOMAS
- BARNIDGE\_MATTHEW
- BARRY\_MARK CV linkedin
- BAUER\_ANDREW
- BILLINGS\_ANDREW
- BISSELL\_KIM
- BOMAN\_COURTNEY CV\_081721
- BRAGG\_DIANNE
- BRAGG\_RICK
- BRAMLETT\_JOSH CV
- BRANTLEY\_CHIP
- BRINSON\_NANCY CV Sept 2021
- BRITT\_BRIAN\_cv\_20210825
- BRITT\_REBECCA
- BROWN\_KENON CV
- Bruce\_Michael
- C&IS Administrative Handbook-February 2022
- CABINESS\_COLE
- CHAMPION\_MAYA
- CHANDRA\_CLARK
- CHVOTKIN\_PAM CV 2021
- COLVIN\_JOSEPH
- DAINS\_NATHAN
- DANIELS\_GEORGE
- DARIA\_SUSAN CV
- DAWS\_DREW
- DEBOSE\_CAMILLE
- EVANS\_WILLIAM
- Faculty scholarly activity 2019-2022
- Field\_William\_resume
- Gawrych\_Teresa
- GAZZARA-MCKENZIE\_CAROLINE
- GEORGE\_JARED CV
- GOWER\_KARLA CV
- GRACE\_ANDREW
- GRAVES\_CRAIG
- HACKENMUELLER\_ERIN CV

- Haley, John
- HAYES\_JAMESON CV
- HOLIDAY\_STEVEN
- HORSLEY\_J\_SUZANNE CV
- HUFFAKER\_RANDALL CV
- JCM - Approved Creative Scholar TP Supplement
- JCM Approved TP Guidelines
- Jordan\_Allison
- KANTHAWALA\_SHAHEEN
- KHANG\_HYOUNGKOO CV
- KI\_EYUN JUNG CV
- KIM\_JIHOON CV
- KIM\_SEOYEON CV
- KINNEY\_LANCE CV
- KOCAN\_SAMANTHA
- LECOMTE\_RICHARD
- LEE\_JIYOUNG
- LEMON\_LAURA CV
- LIM\_JAY CV
- LITTLE\_MIKE CV
- LOWREY\_WILSON
- MADDOX\_JESSICA
- MAYFIELD\_MARK
- MIKKILINENI\_SAI
- MILLER\_KAITLIN
- PALMER\_LANDON
- PANEK\_ELLIOT
- PARROT\_MICHAEL
- QUICK\_MACKENZIE CV
- RITCHART\_AMY
- ROBERTS\_CHRIS
- SADRI\_SEAN
- SHORES\_MAX
- SIMS\_TRACY CV
- SINGLETON\_WILLIAM
- STIGLICH\_KELI
- Table 2 FT Faculty
- Table 3 PT Faculty
- TACKETT\_TERESA CV
- TIGERT\_ZACHARY
- TOXEY\_ANNACLAIRE CV
- VANDYKE\_MATT CV
- VESEY\_ALYXANDRA
- WALKER\_JANET CV
- WALTERS\_CALEB CV
- WARNER\_KRISTEN
- WATERS\_JAY CV
- WAYMER\_DAMION CV
- WILLIS\_LARRY
- WISLA\_MATT CV

## 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

### Narrative:

During the visit, the unit should make the following accessible to the team:

- advising records
- other files related to student services

### Executive summary:

C&IS offers programs and support services for students throughout their UA careers, from recruitment and freshman orientation to scholarships and awards programs and internships and career counseling. Undergraduate students can get one-stop shopping on the first floor of Reese Phifer Hall in Tisch Student Services or through virtual appointments. There is a simple process to schedule meetings with advisors, request a variety of permits, review graduation requirements, explore major requirements, and learn about the accelerated master's program (AMP), and all these [resources](#) are available in person or online. The centralized advising system enables faculty members to spend more time with students discussing their research, classroom projects, internship options, or career aspirations.

The [Capstone Communication Living-Learning Community](#), housed in John England Jr. Hall, creates community among students who are considering a career in communication or media. Students who select this residential option have the opportunity to live, learn, and study together with peers who share their interests and wish to benefit from social, academic, and creative activities related to a wide variety of communication and media practices both on- and off-campus.

[Master's students](#) in JCM can get advising directly from their program faculty advisor in the department. Beginning with the Fall 2022 semester, on-campus students in the professional master's program were able to participate in a half-day orientation session. The department intends to continue this program in future semesters. Master's students are regularly invited to events in the department, College and around campus.

C&IS has dozens of [student organizations and engagement programs](#) for undergraduate and graduate students within the College that foster collaboration and supplement classroom learning. In addition, the Digital Media Center (DMC), which is under the umbrella of the College, houses WVUA 23, The Center for Public Television and Radio, Alabama Public Radio/WUALGFM, and Crimson Tide Productions. More than 100 student internships are offered each year in these units.

The College works directly with the University's main Career Center in career counseling, internship listings and job placement. Staff members operate [The Career Center @C&IS](#) and provide free access to Handshake, The University of Alabama's online recruiting system that allows students 24/7 access to search jobs and apply for on-campus interviews.

**Please respond to each of the following instructions:**

**1. Complete and insert here Table 9, "Student Aid."**

**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.**

The unit uses a variety of strategies to communicate degree requirements, advise them to meet the requirements, and monitor compliance: professional academic advising, new student orientation, a freshman course (CIS 100) designed to introduce them to the University and the College, print and digital communication efforts, regular degree audits, and reporting.

**Professional Academic Advising:**

Academic Advising and Student Services has expanded since the 2015 site visit. In 2021, the College hired three additional academic advisors bringing the total professional academic advisors to six. The expansion of this team allowed the College to centralize all undergraduate academic advising. Now, students in every major and classification are assigned a professional academic advisor that they work with throughout their college career. Their assigned advisor is available to meet with them year-round in an individual appointment setting to discuss academic progress, courses, major/minor exploration, and student engagement. First-year students are required to meet with their academic advisor prior to course registration. During these meetings, the professional advisors follow a first-year advising curriculum to ensure specific information is communicated and specific conversations take place.

**New Student Orientation:**

Every entering freshman or transfer student at the University is required to attend “Bama Bound” new student orientation. During this orientation, the College meets with every student major to review all degree requirements and student services alongside engagement opportunities, career services and more. Additionally, during new student orientation every student meets with an academic advisor to register for courses in their first semester and to begin developing a relationship with their advisor.

**Freshman Course CIS 100:**

CIS 100 is a course for new, first-time freshmen with a major in the College of Communication and Information Sciences focused on introducing them to the University, the College, and their degree requirements and opportunities. This course is not required but in Fall 2021, 218 new first-time students (45%) enrolled in the course. This course is taught by professional advisors with learning outcomes focused on curriculum, academic policies, academic resources, student engagement, resiliency and more. This sample syllabus includes the learning outcomes.

**Print and Digital Communication Materials:**

Regular and timely communication is distributed to undergraduate students regarding the academic programs, academic advising, resources, and tips. Digital files included in the self-study report are as follows:

- New Student Guide
- Samples of Weekly Advising Newsletter
- Start Strong Resource Guide
- Major Curriculum Handouts (Advertising, Public Relations and News Media)

Additionally, students regularly visit [cis.ua.edu/advising](https://cis.ua.edu/advising) to find information and resources and to make appointments.

**Degree Audits:**

Degree audits are performed for all students each semester once they reach 60 hours. When this audit is performed, the academic advisor denotes each student’s outstanding requirements at the completion of each term to ensure they fully understand every requirement needed to graduate. This is recorded in the student’s DegreeWorks worksheet and emailed to the student. The intent is

to update the student's progress each term so that they are aware of any outstanding requirements needed for degree completion.

#### Reporting:

Each semester, reports are pulled to ensure compliance with degree requirements. Report topics include things such as "students without a declared minor," "students enrolled in a repeated course," or "students without proper prerequisites." Students who fall into these categories are contacted by an advisor to take proper action.

### **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.**

Tisch Student Services and External Relations uses several ways to assess advising services within the college. Through institutional surveys and internal processes and initiatives, the unit assesses advising throughout the student life cycle, from admission through graduation. These include: an [institutional advising survey](#), monitoring wait time, utilizing student data reports and observing academic advisors.

#### Institutional Advising Survey:

The University of Alabama releases an institutional advising survey to all undergraduate students annually. Within that survey, students are asked to report their engagement with advising as well as the knowledge, approachability, and confidence in their academic advisors. There are also questions that allow students to provide feedback on their responses which can oftentimes speak to the specific strengths and weaknesses of the advisors.

#### Monitoring Wait Time:

One of the primary concerns about students at The University of Alabama is wait time between when they schedule an advising appointment and when their appointment takes place. Students schedule appointments through an online platform, SARS. The unit utilizes data to determine peak advising times each semester and increase appointment options and times.

#### Student Data Reports:

The unit uses several reporting mechanisms to identify issues with student registration and persistence. Some of these are institutional reports regarding students who have not met prerequisites, students who are enrolled in courses in which they have already received credit, or students who apply for graduation but their application is denied because they don't meet the degree requirements. Beyond the individualized outreach performed, the unit uses this data to gauge advisor efficacy.

#### Advisor Observations:

The director of student services observes academic advising sessions on an annual basis in group settings and/or individual appointment settings. The director then provides feedback to each advisor on topics such as building rapport, communication, clarity, accuracy, etc.

The following changes/adjustments have been made as a result of the findings:

1. Increased number of professional advisors and transitioned from 50% faculty advising and 50% professional advising to 100% professional advising in Fall 2021.
2. Increased advisor "walk-in" hours during course registration time to allow more students to be advised without an appointment in Spring 2022.
3. Offered more "Express Advising" sessions during course registration time to decrease wait time and increase number of students served in a week.
4. Implemented reminder text messages when a student schedules an advising appointment.

5. Created curriculum maps to outline degree requirements in a more visual way.
6. Created a first-year advising curriculum.

**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).**

The College emphasizes experiential and co-curricular learning through professional and student organizations, on-campus internships, and leadership programs related to advertising, news media, and public relations. Below are some of the main campus entities where these activities occur.

**Digital Media Center:**

Owned and operated by the College, the Digital Media Center (DMC) is comprised of three entities in which students work and intern alongside professionals and learn from faculty members in a co-curricular environment including WVUA 23, the Center for Public Television, and Alabama Public Radio.

- **WVUA 23** is a commercially owned and operated news station, which serves a top-50 market in Birmingham, Tuscaloosa and various other cities in West Alabama. Students work in all aspects of the news station, including reporting, production, advertising, marketing, and station management.
- **The Center for Public Television** is a professional unit that serves both on-campus and community partners in creating videos, films, and documentaries. Students who in all aspects of the creation including writing, production, editing, and client-facing services.
- **Alabama Public Radio** is a network of public radio stations based in Tuscaloosa, Alabama, that serves roughly the western half of the state of Alabama with classical, folk, jazz, and nostalgic music programs, as well as local news, and news and feature programs from National Public Radio, Public Radio International, and American Public Media networks. Again, students work in all aspects of the program.

**Student Media:**

Housed in the Division of Student Life, Student Media is comprised of a variety of student-run broadcast, digital, online and printed media. Student Media is home to Alice, Bama Life, The Crimson White, Marr's Field Journal, Nineteen Fifty-Six, and WVUA-FM. Students can also get involved in the marketing and sales teams at Student Media.

- **Alice Magazine:** Alice is a college woman's lifestyle and fashion magazine that debuted in November 2015. There are more than 100 women on the staff who produce fashion, entertainment, beauty, lifestyle, food, and health and fitness content.
- **Bama Life:** Bama Life is an email newsletter that shares brief and entertaining news with undergraduate students. Local events, trending holidays and fun campus, city and state news bits make up each issue on Mondays, Wednesdays, and Fridays.
- **The Crimson White:** The Crimson White is the official student newspaper of The University of Alabama. It publishes twice a week on Monday and Thursday throughout the academic school year and continuously online. A multiple annual award winner, the paper was recently named a national Pacemaker and the best daily newspaper in the Southeast. More than 10,000 copies of each issue are distributed at more than 125 locations on and around campus.
- **Nineteen Fifty-Six:** Created by a current C&IS student, Nineteen Fifty-Six is the first Black student-led magazine at The University of Alabama through the Office of Student Media. Nineteen Fifty-Six celebrates and focuses on Black culture, Black excellence, and Black student experiences at The University of Alabama.
- **WVUA-FM:** WVUA-FM is the radio station for The University of Alabama community. Found at 90.7 FM, it broadcasts 24 hours, 7 days a week, 360 days a year. Student DJs play

a mix of rock and roll during weekdays, and specialty shows feature a variety of music, like jazz, hip hop, and heavy metal, in the evenings and on weekends. News, sports, weather, and talk shows round out the schedule.

- **Marketing and Sales:** Student Media Advertising provides local and national businesses the only means to effectively reach the UA campus community with their sales messages. The student staff sells, creates and services a wide variety of products, including newspaper, radio, magazine, newsletter, web, digital, and transit advertising.

C&IS Student Organizations and Experiential Learning Programs:

Within the College, there are a variety of student organizations and programs that develop students professional and intellectual abilities and skills. These are listed below by primary interest area.

- **Student Leadership Groups:** C&IS Ambassadors, Student Executive Council, Industry Immersion Leadership Team, Social Media Ambassadors, CAMP Leaders, First-Year Interest Group Leaders and Academic Honor Council.
- **Industry Professional Groups:** Public Relations Student Society of America (PRSSA), Black Warrior Film Festival, AdTeam, Public Relations Council of Alabama (PRCA), Radio and Television Digital News Association (RTDNA), PRSSA Bateman Competition Team, Society of Professional Journalists, Capstone Association of Black Journalists, Capstone Ad Fed and Capstone Agency.
- **Honor Societies:** Capstone Communication Student Society, Kappa Tau Alpha, Lambda Pi Eta
- **Collaborative Student Groups:** A+PR Student Initiative Board, Professional Women in Communication & Business, Alabama Debate Society, Alabama Forensics Council

College Activities:

Beyond formal student organizations and internships, the College offers a variety of activities aimed to enhance in-class student learning, including regularly offered professional development and employer networking opportunities, The Oakley Society professional development and mentoring program, a freshman living-learning community, First-Year Interest Groups, Industry Immersion, and the College's Student Lead Retreat.

**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.**

Students in the College of Communication and Information Sciences receive career counseling and job search assistance through the UA Career Center. The Career Center Satellite at C&IS works with students to navigate the process of identifying, exploring, and pursuing appealing career choices are solidly grounded in the understanding of their own skills, interests, and career priorities. As a part of their career action plans, and to build the career readiness, students are encouraged to take advantage of experiential learning opportunities offered by C&IS in addition to internships, volunteering, study abroad, and other beneficial opportunities.

Throughout the fall and spring semesters, the Career Center sponsors events and information sessions that bring students, alumni, and employers together in the interest of connecting students to jobs and internships. These include the following:

- **Career Fairs:** Career fairs offer students a setting that is ideal for making connections for internships and full-time positions.
- **On-Campus Recruiting:** Recruiters visit UA to interview students for a variety of positions.
- **Industry Immersion:** This endowed travel program takes students to various cities across the U.S. to meet with prospective employers in a variety of industries ([industry.ua.edu](http://industry.ua.edu)).
- **Employer Information Sessions:** Employer information sessions are opportunities to learn more about an organization, often including organizational structure and typical career paths. These sessions often occur before an interview.



- Job-Search Strategy Appointments: Students may meet with a career consultant to learn to define a job search strategy, research employers, develop networking skills and leads, and prepare to make a positive impression.

Career placement statistics for the last three years prior to the self-study year are included below. These statistics represent the University’s “first destination data” collected for all graduates within six months of their graduation.

Academic Year 2018-2019 (Response Rate: 80%)

	Advertising	News Media	Public Relations	TOTAL
Continuing Education	9	4	18	31 (9%)
Still Looking	9	2	27	38 (11%)
Working	90	13	167	270 (80%)

Academic Year 2019-2020 (Response Rate: 73%)

	Advertising	News Media	Public Relations	TOTAL
Continuing Education	15	15	31	61 (19%)
Still Looking	8	10	17	35 (11%)
Working	63	24	123	210 (68%)

Academic Year 2020-2021 (Response Rate: 78%)

	Advertising	News Media	Public Relations	TOTAL
Continuing Education	4	14	24	42 (14%)
Still Looking	9	8	10	27 (9%)
Working	80	55	102	237 (87%)

**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.**

The College requests a report of enrollment, retention and graduation rates for each undergraduate major every fall semester from the University’s Office of Institutional Research and Assessment and uses this report to analyze trends, set goals, and report data internally. There is a retention committee that meets to review data and compare student engagement trends, demographics, and academic advising concerns with the goal to increase first-year retention, 4-year graduation, and 6-year graduation rates. C&IS is consistently above the University average in all three categories and has made notable improvements to retention and graduation rates over the last six years. Information from the last three years is provided below:

1<sup>st</sup> to 2<sup>nd</sup> Year Retention Rates (Retained at UA)

	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort
Advertising	88.2%	93.2%	84.6%
News Media	87.3%	92.5%	91.9%
Public Relations	89.2%	90.3%	94.2%
All C&IS Majors	87.7%	90.3%	89.2%
University	86.9%	87.2%	88.6%

4-year Graduation Rates (Graduated from UA)

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort
Advertising	71.1%	62.2%	67.6%

Journalism/News Media	52.2%	53.3%	69.1%
Public Relations	69.6%	66.4%	70.7%
All C&IS Majors	64.1%	63.5%	65.4%
University	52.6%	54.8%	56.2%

**6-year Graduation Rates (Graduated from UA)**

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort
Advertising	71.9%	68.2%	77.8%
Journalism/News Media	67.7%	70.7%	66.7%
Public Relations	81.7%	74.1%	79.2%
All C&IS Majors	73.1%	73.0%	75.4%
University	71.1%	72.1%	72.2%

**Professional master’s program:**

**7. Describe the process for academic and career advising of professional master’s students.**

Graduate students in the JCM professional master’s program receive academic advising from the JCM graduate coordinator. Students in the COM-J cohort also receive academic advising by the COM-J director. The COM-J director works closely with these master’s students throughout the semester.

For career advising, on-campus students are able to work with their faculty, advisors, professionals in the Digital Media Center and the College’s career center. Students in all programs have the opportunity to meet with top professionals in the field through in-class and even speakers and site visits. Students are contacted throughout each semester by email, social media, through classes and digital signage about career resources including résumé and cover letter preparations, mock interviews, and portfolio reviews by professionals in the field.

**8. Discuss retention and graduation rates in the master’s program, including the grade-point average required to remain in the program and the expected time to degree.**

Students can be removed if their GPA scores do not meet minimum standards. Students generally must earn a 3.0 GPA in their first 12 hours in the program to maintain admission. If a student’s GPA drops below 3.0, they will be placed on probationary status and may be dismissed if the grade-point average does not improve.

**Average Time to Degree (in Calendar Year) for JCM Master’s Students (Plan II)**

	Journalism (Count)	Journalism Mean Years		
<b>2022</b>	<b>24</b>	<b>1.85</b>		
2021	19	2.18		
2020	10	2.23		
2019	13	2.1		
2018	9	2		
2017	10	2.36		
2016	7	1.24		
2015	10	1.47		

**Evidence:**

- 10-11-21 Advising Email
- 2019 Start Strong Handout
- ADVMajorHandout21-22
- BamaBound\_2021
- CIS 100-006 Syllabus Fall 2021
- CIS FR Advising Curriculum
- News-Media-Major-General-Overview
- PRMajorHandout21-22
- Table 9 final

## Part II, Standard 7. Resources, Facilities and Equipment

### Narrative:

#### EXECUTIVE SUMMARY

As student enrollment has increased, the University has funded additional faculty, staff, and graduate assistantships for the college. The largest portion of the college budget is dedicated to salaries. Classroom and technology resources are evaluated throughout the year. Each department oversees its own operating budget, its endowed funds for scholarships and its support funds. Each department also receives annual funding for faculty travel from the dean's office. The dean meets with the director of financial affairs every two weeks to review the financial status of the College and discuss funding requests and needs.

The University has responded to the growth of the student population with the addition of 12.5 new faculty positions in the college over the past five years. Recently, the College of Communication & Information Sciences (C&IS) also received funding from OAA for two new staff positions in the student services area.

C&IS occupies four different physical spaces on campus: Reese Phifer Hall, the Digital Media Center (DMC) in Bryant-Denny Stadium, The School of Library & Information Studies (SLIS) in Gorgas Library, and The Plank Center for Leadership in Public Relations in Capital Hall.

Our faculty members agree overwhelmingly that technology and updated software are important to their research. All faculty members have access to various statistical packages through Universitywide licensing agreements. The College also makes available upon request, qualitative software tools such as AMOS, NviVo, and Qualtrics for data collection and analysis. General productivity and creativity software suites, such as Microsoft Office and the Adobe Creative Suite, are also licensed for all student, faculty, and lab machines. Faculty in journalism and creative media and digital media areas are provided specialized editing and production programs as needed.

In response to student feedback, the College has replaced key access throughout Reese Phifer, using technology in the form of swipe access cards to secure the building's exterior, as well as general classroom space. This technology has permitted secure but unsupervised use of many of our computer classrooms and team areas throughout the semester.

**1. Complete and attach here Table 10, "Budget." If necessary, provide a supplementary explanation.**

**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 formal budget process begins in May when the dean and department chairs/directors meet both individually and collectively to review the academic year budgetary needs. The process reviews human resources, financial resources, and classroom/technology resources for each of the College units. The dean prioritizes needs and forwards these requests to the Office for Academic Affairs annually.

As student enrollment has increased, the University has funded additional faculty, staff, and graduate assistantships for the College. Initially, department chairs/directors meet to discuss the need for additional faculty and the replacement of retiring faculty at their own department faculty meetings before bringing these requests to the dean. After discussions with the department

chairs/directors about these requests, in accordance with the strategic plan for the College, the dean submits a proposal for additional resources directly to the provost. Data per academic unit, including credit hour production, number of tenure-track faculty, number of teaching faculty, number of majors, and five year growth figures are evaluated. The College's request is usually made by the end of May, and notification from the provost of new funding usually occurs in July for the next academic year.

The largest portion of the College budget is dedicated to salaries. The College receives notification of the allocation for faculty and staff salary increases in June, along with the proposed ranges for faculty, staff, and graduate assistantships. In anticipation of this notification, the College's director of financial affairs prepares a salary comparison report, based on the salary surveys from the Southern University Group and the Association for Education in Journalism and Mass Communication, for use in making merit increase recommendations. The department chairs/directors make these salary recommendations for their units directly to the dean, based on the new institutional salary ranges, faculty, or staff years of service or years in rank and performance evaluations. By the end of June, the dean makes recommendations for merit increases, as well as salary requests to address equity issues, by the end of June. Notification of approval by the provost is received in July or early August.

Classroom and technology resources are evaluated throughout the year. UA's A/V Solutions Group now handles all general classroom technology installs and updates. Any costs not covered by the University are covered by available College funds, typically generated by student fees. The College's Computing & Information Technology Committee, representing faculty and technical staff from each department, meets once or twice a year to discuss needs and priorities for the college. With input from this committee and department chairs/directors, the dean and his administrative staff determine a budget for the technology funds for the upcoming academic year.

Each department oversees its own operating budget, its endowed funds for scholarships, and its support funds. Each department also receives funding for faculty travel from the dean's office. The dean meets with the director of financial affairs every two weeks to review the financial status of the College and discuss funding requests and needs.

**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.**

The University has responded to the growth of the student population with the addition of five new faculty positions in the College over the past five years. Recently, The University of Alabama College of Communication & Information Sciences (C&IS) also received funding from OAA for three new staff positions in the student services area.

State operating funds have increased only minimally, through special projects, but the College has been able to use vacant lines and carryover funds to support its operating needs. In moving forward with strategic planning, though, the College has decided to supplement its budget by increasing revenue through the development of online degree programs. The University, through the College of Continuing Studies, provides revenue sharing for online instruction. By leveraging the revenue structures for online instruction, the College is able to significantly supplement its budget.

Stated in the response to No. 4 below, technology needs are supported by a combination of course fees and funding from the Office for Academic Affairs. In Fiscal Year 2022 technology funding was approximately \$659,430, which adequately supports the normal technology needs of the College. Endowments for the College total \$17,450,536. Endowments generate approximately \$785,000 annually to support scholarships, endowed chairs and professorships, and support funds.

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

**STATE FUNDS**

Allocation of state funds to various divisions on campus is frequently the first measure that comes to mind when comparing the relative support of one unit to another, despite the difficulties inherent in comparing their disparate missions, sizes, organizations and histories. The following table compares the University’s 10 main academic divisions in terms of state funds allocated by central administration and by credit hours produced. As the first four columns indicate, Arts & Sciences produces nearly half of the University’s credit hours and receives a little more than a third of the state funds allocated. As the fifth column indicates, Arts & Sciences does this at a cost of approximately \$173 per credit hour.

C&IS receives 6.18% of the total state allocation, approximately \$13.9 million, while producing 6.4% of the credit hours. Cost per credit hour for C&IS is \$235. In comparison to other colleges, C&IS is 7<sup>th</sup> in terms of funding, 5<sup>th</sup> in terms of credit hours produced, and 7<sup>th</sup> in funding per credit hour produced. Looking at the last column, we see that the College’s share of the allocation divided by its share of credit hours produced places it again at 7<sup>th</sup>.

**University of Alabama Unit Resource Comparison Table, Academic Year 2021-2022**

<b>Unit</b>	<b>Total State Budget</b>	<b>% of Group State Budget</b>	<b>AY Credit Hour Production</b>	<b>% of Group CHP</b>	<b>Total State Budget/CHP</b>	<b>% of Group State Budget/% CHP</b>
Arts & Sciences	\$75,497,271	33.49%	436,779	47.3%	\$172.85	0.71
Commerce & Business Administration	\$36,298,879	16.10%	175,181	19%	\$207.21	0.85
<b>Communication &amp; Information Sciences</b>	<b>\$13,925,510</b>	<b>6.18%</b>	<b>59,188</b>	<b>6.4%</b>	<b>\$235.28</b>	<b>0.97</b>
Community Health Sciences	\$16,708,299	7.41%	3,572	0.4%	\$4,677.58	18.53
Education	\$16,126,706	7.15%	41,755	4.6%	\$386.22	1.56
Engineering	\$28,719,441	12.74%	85,484	9.3%	\$335.96	1.37
Human Environmental Sciences	\$10,547,223	4.68%	70,848	7.7%	\$148.87	0.61
Law	\$15,190,539	6.74%	13,022	1.4%	\$1,166.53	4.82
Nursing	\$7,761,538	3.44%	22,931	2.5%	\$338.47	1.38
Social Work	\$4,688,849	2.08%	15,368	1.7%	\$305.11	1.22

**TECHNOLOGY FUNDS:**

Another common basis for comparison of support is the allocation of technology funds to the various institutional academic divisions. Three types of funding are possible: a base level of permanent funding, temporary funding, and fees generated from courses. The College of Communication & Information Sciences receives \$47,000 annually in permanent funds.

C&IS course fees generate \$30 per 3-credit hours for C&IS technology needs, and an additional \$10 per 3-credit hour is generated from JCM courses for their technology needs. In Fiscal Year 2022, course fees generated a total of \$612,430 for C&IS. The combination of permanent funds and course fees, amounting to \$659,430 in Fiscal Year 2022, adequately supports the technology needs of the College.

**ASSIGNED SPACES:**

A third comparison of institutional support is the amount of physical space assigned to the College. The table below indicates the amount of assignable space allocated to each of the major academic

divisions on campus. C&IS, with more than 3,000 students and more than 110,000 net square feet of assignable space, averages 35.23 square feet per student. \In comparison to the other colleges, C&IS is 6<sup>th</sup>, right in the middle of the distribution. Adding significantly to the College space is the Digital Media Center (DMC), an \$18 million facility with approximately 22,000 assignable square feet on two stories in Bryant-Denny Stadium. This state-of-the art facility is home to the College’s media production facilities: WVUA-TV/WUOA-TV 23/7 (our commercial television station) and the Center for Public Television and Radio which includes Alabama Public Radio and WUAL-FM. Additionally, The Plank Center for Leadership in Public Relations occupies approximately 6,300 square feet in Capital Hall.

**University of Alabama Unit Space Allocation Comparison Table**

Unit	Square Feet	Fall 2021 Enrollment	Square Feet Per Student
Arts & Sciences	959,197	9,022	106.32
Commerce & Business Administration	235,254	9,641	24.40
Communication & Information Sciences	110,103	3,125	35.23
Community Health Sciences	131,890	114	1,156.93
Education	146,287	3,052	47.93
Engineering	412,905	5,400	76.46
Human Environmental Sciences	131,166	3,492	37.56
Law	146,264	462	316.59
Nursing	54,516	2,401	22.71
Social Work	22,823	701	32.56

**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 College of Communication & Information Sciences occupies four different physical spaces on campus: Reese Phifer Hall, the Digital Media Center (DMC), The School of Library & Information Studies (SLIS), and The Plank Center for Leadership in Public Relations in Capital Hall.

**PHYSICAL SPACE**

*Main Facility of the College--Reese Phifer Hall*

Our main facility is actually two four-story buildings, a domed eastern side and a western annex, that share a stairwell and are connected directly by an enclosed walk-through bridge and a stairwell. Together, these two buildings comprise 70,000 assignable square feet of space and house the largest portion of College staff, about 100 employees, throughout these buildings. The first floor, vacated by the 2014 move of professional broadcast operations to their new facilities within the Digital Media Center, underwent major renovations in 2015-2016 to convert the space into classrooms, offices, student meeting rooms, and the Tisch Student Services and External Relations offices.

Adjacent to the second-floor rotunda on the eastern side of Reese Phifer Hall is the dean’s suite. The following academic departmental offices are housed throughout the building: Advertising + Public Relations, Communication Studies, and Journalism and Creative Media.

This side of the building also holds individual faculty offices for the College, as well as three large classrooms, a conference room, and our student community area known as “The Hub.” The Hub is a gathering area with a coffee bar, vending machines, and two high-profile student meeting spaces

with large screen monitors with wired and wireless connectivity for laptops. The first floor of the building also houses our studio production area, the audio and specialized video editing production suites, and our student equipment checkout space with over 1,200 pieces of equipment for video and audio production use.

The **western annex side** of Reese Phifer Hall is used primarily for general and computer classrooms, seminar rooms, and common meeting areas for student organizations, such as the Capstone Agency, the Alabama Forensic Council, and The Speaking Studio. The annex has about 18 classrooms ranging in seating capacity from 15 to 224. On the second floor, in addition to three of the largest classrooms in the building, is the Learning Commons, which offers quiet study areas, as well as a computer lab and three small conference rooms for student group activities. On the fourth floor is the Institute for Communication & Information Research (ICIR), including specialized research lab spaces, as well as the offices dedicated to the College's doctoral program.

#### College Space in Bryant-Denny Stadium

A new two-story space opened in 2014 in the north end-zone of the University's football stadium, immediately behind Reese Phifer Hall, for the college's Digital Media Center (DMC). Located on the third and fourth floors of Bryant-Denny Stadium, the DMC is a state-of-the-art professional media center of approximately 40,000 assignable square feet. It contains three television studios and production control rooms, four radio production suites, ten non-linear editing suites, and multiple spaces for student, faculty, and staff collaboration.

The DMC is now the home for the Center for Public Television and Radio, a public television production and statewide radio broadcast network including WUAL-FM, as well as for WVUA-TV/WUOA-TV 23/7, a full power commercial television station. The DMC serves as a teaching laboratory where students can get hands-on professional experience in television, radio, and new media production. The DMC is also the future home of the Holle Center for Communication Arts.

#### College Space in Gorgas Library—School of Library & Information Studies (SLIS)

The University's main library is housed in Gorgas Library, at the center of campus. The College's School of Library & Information Studies (SLIS) occupies more than 7,000 assignable square feet on the fifth floor of Gorgas. The school has 19 faculty and staff offices, four classrooms, a type lab/book arts design studio, and a student study area. Two of the classrooms have been updated recently, with one undergoing extensive renovation to provide improved hybrid teaching capabilities for the faculty.

#### The Plank Center for Leadership in Public Relations

In 2016, the center was moved to an 11,000-square-foot newly renovated space in Capital Hall. This building is located in the northeastern part of campus, where the university is undergoing major development of new facilities. The space also provides meeting rooms and 10 individual faculty offices.

#### **Technical Resources in Reese Phifer Hall**

Upon initial hire by the College, new faculty members receive their own new personal computers. Currently, all faculty and staff members have modern computers. Many faculty members have additional technical resources, such as televisions, touchPads, laptops, cameras, and editing equipment. Individual departments are responsible for upgrading faculty equipment, when necessary, from their own resources.

The College is responsible for updating classroom technology to meet the educational mission of the college and the needs of the students. Each classroom in Reese Phifer Hall is equipped with a computer for the instructor, audio system, an overhead projector, and a control panel to operate the equipment. Many of these classrooms also have document cameras. Conference rooms have large LCD displays for viewing wired and wireless portable devices. All classrooms and conference rooms have equipment to enable the recording of presentations and to hold Mac- and PC-based



video conferencing. In addition, classrooms are supported by central services and have a telephone that connects directly to UA's audio/visual support group. Reese Phifer Hall has an extensive wireless network.

#### *Computer Classrooms*

The major computer classrooms used for instructional purposes in the College include PH 112, 130, 332, 336, 338, and 341. Accommodating from 20 to 29 students, the facilities for each classroom include either projectors or large LCDs connected to installed computers, as well as the ability to connect laptops, and are equipped to bring in experts from around the world via video conferencing software, such as Zoom and Microsoft Teams. In addition to being used for classes, these classrooms are accessible to students outside of regular teaching time periods. In a response to teaching requirements, the College has developed a set of virtual windows machines housing software specifically licensed to meet program needs that can be accessed by students either in these rooms or remotely.

#### *Media Production spaces*

Supporting our Creative Media program, we have our first-floor production studio, which is augmented with audio and video production suites as well as a 10-seat computer lab. Students have check-out access to over 1,200 pieces of production gear from our Equipment Check-Out room.

#### *Student Community spaces*

Our College places a high value on student community meeting areas. These areas such as The Hub and our Learning Commons provide meeting spaces for class groups, students working together, as well break out spaces for student teams to develop their work. The College has five group study rooms equipped with similar technology to that of our classrooms and are available by reservation. In our Learning Commons space we also have an 18-seat computer area open throughout class times. These spaces are made to accommodate those students with a laptop or students needing temporary use of one of our large screen desktops.

The fourth floor annex side of Reese Phifer houses Ph.D. program offices as well as the research lab facilities and experimental technology that are available in the Institute for Communication & Information Research (ICIR).

### **6. Evaluate how well equipment and facilities enable and promote effective scholarship, teaching and learning. Describe the unit's most urgent needs for space or equipment and the plan to address these needs.**

Our faculty agrees overwhelmingly that technology and updated software are important to their research. All faculty members have access to statistical packages such as SPSS and SAS. The College also makes available upon request software such as AMOS and NviVo for more specific types of data analysis. Sprinklr is available via a license for faculty with an interest in social media analysis, often referred to as “deep listening” software, which enables faculty and students to collect hundreds of thousands of data points from social media platforms such as Twitter and Instagram. The College is also equipped with iMotions software, which is used with iMotions hardware to enable facial expression analysis, as well as software that enables eye tracking of a variety of visual stimuli. General productivity software, such as Microsoft Office and the Adobe Creative Suite, is also licensed for all student, faculty, and lab machines. Faculty with higher-end needs for production and editing software are provided these resources. Qualtrics survey tools are also available for faculty use.

Our faculty can find specialized resources and training on their use in our Institute for Communication & Information Research (ICIR), 4th floor annex of Reese Phifer Hall. The ICIR is the birthplace of the peer-reviewed journal *Media Psychology*, one of the most prominent journals in the field of media research. The ICIR maintains the physical and technological infrastructure required to conduct advanced research in communication and information sciences. It features a

wide range of equipment and facilities specifically designed to support faculty and doctoral candidate research, including the following:

- Psychophysiology lab with a Biopac 150 System is capable of measuring EDG, ECG, EMG, and EEG physiological responses.
- Child Media lab with various gaming systems and audiovisual equipment has access to the above response monitoring system. Both this lab and the psychophysiology lab also have equipment for monitoring and video recording their use. Facilitators are able to also view subjects in either room from an observation area with two-way mirrors and an intercom system.
- The Content Analysis lab has the ability to record six satellite feeds in any sequence simultaneously and then transferred to computers located in the room. The computers in the lab have iMovie or Final Cut Pro for editing downloaded clips as well as for coding this content.
- The Survey lab is capable of facilitating multiple respondents with 15 computers that are pre-installed with Media Lab software, flat screen monitors and computer headsets.
- The Theater lab is a theater setting for conducting large group viewings of stimuli materials or live presentations. It seats 24 participants and is equipped with a High Definition projector and Surround Sound system connected to a Blu-Ray DVD Player, a PC, and a live or pre-recorded satellite television feed.
- The Public Opinion Lab is a state-of-the-art social media analytics lab designed for conducting cutting-edge industry and academic research on the ever-evolving social media ecosystem. Collaborating with corporate and governmental partners, the POL combines communication expertise with advanced social media data analytics to provide practical insights into contemporary issues.

The Center for Instructional Technology (CIT) provides the University's centralized support for faculty development and instructional technologies and is the main center for promoting the adoption of new technologies on the UA campus. CIT's mission is to enable faculty to use the provided instructional technologies and to enhance teaching and learning. The CIT staff members regularly hold workshops on the many systems that UA has "at-hand."

The main technological system and portal is our learning management system *Blackboard Learn*. *Blackboard Learn* aids in making effective use of class time by retaining resources easily accessed in the classroom. *Blackboard LMS* provides course content, syllabi, multimedia resources, gradebook resources, and discussion boards. It has online testing capabilities as well. UA's *Blackboard* system also integrates Panopto, the classroom capture application, *Turnitin* for reviewing assignments and checking for plagiarism, as well as messaging and web conferencing applications.

The College's facilities enable our students and faculty to take advantage of these technologies and extend our teaching efforts well outside the classroom. Within the College facilities are technicians who provide for planning with the College's needs in mind as well as immediate support to classrooms, labs, and all staff. These technicians function to assist our faculty with adapting classroom technologies for remote instruction and have remote troubleshooting capabilities to assist them off campus with other technology issues.

The **immediate needs** for equipment and software vary across faculty members, courses, programs and units. Funds from student fees, Digital Media Center operations, and departmental and college budgets are available to meet identified technology needs as they arise. This includes both replacement/replenishment of existing equipment and acquisition of new equipment and software. More generally, review of course fee structures, budgeting, and management of equipment has been identified as near-term projects to ensure that university resources, college and department resources, and the Digital Media Center are properly used and deployed to meet the equipment needs of students and faculty for both curricular and co-curricular projects.

Classrooms and other facilities are reviewed and renewed regularly by university administration. Similarly, there is an active effort to enhance and develop research and lab facilities. The immediate facilities needs are for offices and workspaces (which is being met with incremental renovation funded by college and department funds). On a longer term, the faculty supporting these programs are split between two locations (Reese Phifer Hall and Capital Hall) and the main facility (Reese Phifer) does not showcase the activities and image of the program well. A campaign to be funded with a combination of college, university, and philanthropic funds is under development to renovate Reese Phifer to better support and highlight the programs,

### **Professional MA Program**

**7. Provide a summary paragraph that demonstrates needed resources (budget, faculty, staff, equipment and facilities) are provided for an effective professional master's program. Describe the program's most urgent needs, if any, and the plans to address these needs.**

The Department of Journalism and Creative Media offers both one-year professional master's program and two-year traditional and online master's programs. These project/professional track options fall under the University's Plan II option. There are three Plan II professional project track options (COM-J, On-campus Option B, and Online Option) available to students in JCM's Journalism & Media Studies degree program.

### **PROFESSIONAL MASTER'S PROGRAM IN COMMUNITY JOURNALISM (COM-J)**

The one-year professional master's program in journalism, Community Journalism (Com-J), has earned a national reputation — receiving critical acclaim in *American Journalism Review* and *Poynter.org* in recent years. The program began as a collaborative effort of the Department of Journalism and The Anniston (Ala.) Star newspaper. In 2014-2015, Alabama Public Radio also became a program partner. Students took classes at UA in fall and spring and moved to Anniston for May through July. The program was initially supported by Knight Foundation grant money, which provided stipends for students (from 2006 through 2011), and the program successfully transitioned to a support structure based on assistantship funding (from UA) and hourly pay for 40-hour weeks during the summer internship, paid by The Star. In 2013, Knight's Eric Newton noted that the program has “a placement rate of 90 percent . . . and [the program's] clinic work makes students employable at rates that exceed our national average.”

Due to changes at The Star, the COM-J summer internship program was transitioned to the College's Digital Media Center in 2019. The 2019-2020 cohort was the first to complete the entire COM-J program on campus. During the summer internship at the DMC, students rotate through assignments in the newsroom of Alabama Public Radio/WUAL-FM, as well as the broadcast and digital newsrooms for WVUA-TV/WUOA-TV 23. The JCM department provides a \$2,000 summer stipend to support students during their internship at the DMC. The program admits six to eight students per year, on average.

### **PROFESSIONAL MASTER'S PROGRAM ON-CAMPUS OPTION B (General Path)**

Under this option, students can complete the on-campus degree and have their studies culminate in an in-depth project or comprehensive exams. This path requires completion of 31 total hours, with 28 hours of graduate courses, and a 3-hour project or comprehensive exams in JCM 597.

### **PROFESSIONAL MASTER'S PROGRAM ONLINE OPTION**

A professional option is also available entirely online for students who wish to have flexibility to complete coursework around their everyday lives. Students can complete the program in as little as 18 months, taking both skills and conceptual courses that help students master knowledge about journalism and media. The online option culminates with a 3-hour professional project or

comprehensive exams. The online program is managed through the College of Continuing Studies. Courses are developed and taught by JCM graduate faculty.

#### Program Resources

These programs are effectively supported by faculty resources, funding for assistantships and student work-studies, media equipment, and classroom and student-office space. The department includes 29 graduate-level faculty, of whom six to 10 routinely teach the Com-J and professional project students for 24-27 hours during fall, spring, and interim semesters. In the COM-J program, a JCM faculty member serves as the internship coordinator for the summer internship program with the DMC. The news director for Alabama Public Radio, WVUA-TV news director, and WVUA-TV director of programming serve as mentors/supervisors to the students. These supervisors provide knowledge and expertise in a number of areas, including traditional news reporting, digital online platforms, web analytics, and media management.

Students in both on-campus options have access to three department computer labs, a College computer lab, lab spaces in the Digital Media Center, and a number of computer labs across campus. These labs include the latest Adobe system and Office software, video editing software, SPSS, as well as other software programs that enable innovative techniques such as mapping, analytics, and data curation. Students have access to equipment through the JCM equipment room for use throughout the year (e.g., still/video cameras, wireless mikes, digital recorders, tripods), which enable production of innovative digital online master's projects. JCM student equipment is updated regularly. In 2014, the College's three news outlets, including Alabama Public Radio, moved into the state-of-the-art Digital Media Center. On-campus students under both options may have classes and/or access to resources in the DMC.

Approximately 80% of Com-J and traditional on-campus students work quarter-time graduate assistantships (10 hours per week), earning \$7,245 per academic year (fall/spring) and half tuition. Students not earning assistantships are typically provided with part-time departmental hourly jobs if they have the need to work while in the program.

#### Program Needs

To enable more meaningful engagement with communities and citizens, the program needs additional faculty with expertise in media content creation. The addition of professors of practice that are embedded in the Digital Media Center could improve the professional/skills instruction that on-campus students receive. Additional graduate student funding could ensure that all COM-J students receive funding for their entire year on campus as they fulfil their assistantships in the DMC, rather than as faculty research/teaching assistants. Also, while the programs enjoy a national profile, more resources could be devoted to promotion of the programs to grow the number of on-campus applications. We are pursuing several strategies, including travel to high-profile student journalism conferences, improved online promotion via the website and social media, improvement of promotion materials, stronger engagement with alumni of the program, and identification of targeted email lists.

#### **Evidence:**

- Table 10 Budget

## Part II, Standard 8. Professional and Public Service

### Narrative:

#### Executive summary:

Curriculum development, instruction, assessment of student learning, student support services — these are all vital to any academic program, and C&IS faculty and administrators take pride in providing excellent academic opportunities for our students. What differentiates mass communication programs is the College's proficiency in providing students with opportunities for research and practice that resonate with the future career landscape.

C&IS faculty recognize the importance of staying current in their respective fields, and our opportunities for engagement with industry experts, alumni, and professional organizations inform teaching, student activities, and curriculum. College staff and administrators are constantly building upon their professional networks to support board development, recruit mentors and guest speakers, solicit financial support for scholarships and facilities, participate in career fairs, and sponsor industry immersion trips to their businesses.

The faculty's desire to maintain close relationships with our industry contacts is also manifested in an active profile of professional and public service. Faculty are highly engaged, sharing their knowledge with others, and bringing back new knowledge to their teaching and research. Faculty are often invited to speak at professional meetings and events, join boards, serve as editors or reviewers, and serve as leaders in professional organizations.

The College's assets, such as The Plank Center for Leadership in Public Relations, the Digital Media Center, the commercial TV station, the public radio and television stations, and the Institute for Research in Communication and Information, among others, attract professionals who want to be part of our mission. C&IS provides these valuable resources and centers for professional interaction that are known not just in west Alabama, but internationally, and therefore elevate our profile as a source of talented future employees, meaningful research, and important industry collaborations.

This level of activity by all of us in C&IS directly benefits our students when they are in the classroom, seeking internships or jobs, applying for graduate programs, or conducting research. These efforts bolster our aspirations to offer life-changing education, generate groundbreaking research, and create transformative partnerships.

#### 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 College of Communication and Information Sciences regularly connects with alumni, professionals, and professional organizations in a variety of ways. Specifically, we engage more than 60 alumni and professionals in the [Oakley Society](#) Mentoring and Professional Development Program each year, where alumni and professionals mentor upperclassmen on industry trends and host professional development workshops.

Additionally, the College and University engage more than 200 employers per year looking to hire Advertising and Public Relations and News Media students into both internships and full-time career placements. These employers connect through career fairs, employer visits, on-campus hiring, internship and job postings and promotion, guest lectures, the College's Industry Immersion travel program, and various student organizations housed within the College.

The College also hosts regional alumni receptions to connect with alumni to promote the exchange of ideas. Receptions in the last six years have taken place in New York, Nashville, Atlanta, Los Angeles, Birmingham, and Tuscaloosa. These receptions connect students directly with alumni and also cultivate relationships to inspire innovative collaborations.

Faculty and students engage with professionals through meetings, presentations, and workshops offered through pre-professional [student organizations](#), such as the Public Relations Student Society of America, the Public Relations Council of Alabama, Capstone Advertising Federation (American Advertising Federation), the Society of Professional Journalists, the Radio-Television Digital News Association, and the Associated Press Sports Editors Tuscaloosa Student Chapter. The activities of these organizations create organic opportunities for relevant faculty to learn the latest industry advances, collaborate with professionals, solicit guest speakers for classes, and generate internship leads. Faculty are also members of the associated professional organizations.

The University of Alabama College of Communication and Information Sciences Board of Visitors serves as an advisory group for C&IS. Our BOV members are established communication professionals and industry leaders who work closely with senior administration to effect positive change in the College's curriculum, experiential learning opportunities and advancement activities.

Within the Board of Visitors, there are six standing committees — each created to perpetuate the strategic priorities of the College of Communication and Information Sciences. The six standing committees are as follows: Executive Committee, Membership and Nominating Committee, Major Gifts Committee, Awards Committee, and Faculty and Student Development Committee. The current BOV member directory is available [here](#).

**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.**

A complete list of professional and public service activities for A+PR and JCM faculty is available [here](#).

### **Examples of Faculty Professional and Public Service**

Arenberg, Thomas

- Guest Speaker
- Alabama Media Professionals
- Osher Lifelong Learning Institute
- Theater Tuscaloosa

Barnidge, Matthew

- Assistant/Associate Editor, International Journal of Public Opinion Research
- Associate Editor, International Journal of Public Opinion Research
- Chairperson, AEJMC CT&M Division

Barry, Mark

- Board of Directors, American Advertising Federation - Tuscaloosa
- Committee Chair, American Advertising Federation, Tuscaloosa

Bauer, Andrew

- Board of Advisors, Library of Congress
- Conference Chair/Co-Chair, Joint Journalism and Communication History Conference
- U.S. House of Representatives Select Committee to Investigate the January 6, 2021 attack on the United States Capitol

Billings, Andrew

- Associate Editor, Communication & Sport
- Associate Editor, Journal of Global Sport Management
- Committee Chair, International Communication Association
- Editor, Communication & Sport
- Task Force Member, AEJMC

Bissell, Kimberly

- Chairperson, AEJMC
- Editorial Review Board Member, Mass Communication & Society
- Reviewer/Referee, Journalism & Mass Communication Quarterly

Boman, Courtney

- Committee Chair, Public Relations Division Membership Committee Co-Chair, AEJMC
- Reviewer/Referee, AEJMC
- Reviewer/Referee, International Communication Association
- Reviewer/Referee, International Communications Association
- Reviewer/Referee, Journal of Communication Management

Bragg, Dianne

- Associate Editor, Journalism History, journal for the AEJMC History Division
- Board of Directors, American Journalism Historians Association
- Conference Chair/Co-Chair, American Journalism Historians Association Southeast Symposium
- Editorial Review Board Member, American Journalism, journal of the American Journalism Historians Association

Bragg, Rick

- Alabama Council for the Arts
- Harper Lee Prize for Legal Fiction

Brantley, William

- Board of Directors, Desert Island Supply Co.
- Committee Member, Community Foundation of Greater Birmingham
- Committee Member, Woodlawn High School

Brinson, Nancy

- Committee Member, American Academy of Advertising (AAA) Communications
- Editorial Review Board Member, Journal of Interactive Advertising
- Reviewer/Referee, Journal of Advertising

- Reviewer/Referee, Journal of Research in Interactive Marketing
- Reviewer/Referee, Journalism & Mass Communication Quarterly

Britt, Brian

- Conference Chair/Co-Chair, Health Communication Mini-Conference
- Editorial Review Board Member, Communication Research Reports
- Editorial Review Board Member, Discourse
- Reviewer/Referee, Behavior & Information Technology
- Reviewer/Referee, Computers in Human Behavior

Britt, Rebecca

- Editor, Sage Open
- Editorial Review Board Member, Communication Research Reports
- Editorial Review Board Member, Health Communication
- Secretary, Japan-U.S. Division, National Communication Association

Brown, Kenon

- Associate Editor, Communication and Sport
- Editorial Review Board Member, Journal of Global Sport Management
- Editorial Review Board Member, Journal of Public Relations Education
- Program Coordinator, Alabama School Public Relations Association
- Program Coordinator, Country Music Association

Bruce, Michael

- Board of Directors, BEA - Broadcast Education Association
- Chairperson, Council of Communication Associations
- Committee Chair, BEA Communication Committee
- President, BEA Board of Directors
- Program Organizer, World Journalism Education Congress Creative Competition

Clark, Judith

- Board of Advisors, Tuscaloosa City Schools
- Board of Directors, Library of American Broadcasting
- Chairperson, Broadcast Education Association
- Committee Chair, Broadcast Education Association
- Board Member, Advisory Committee, BCN-TV, Tuscaloosa City Schools Technology Center

Colvin, Joseph

- Judge/Juror, University Film and Video Association/Carole Fielding Filmmaking Grant
- Reviewer/Referee, New Review of Film and Television Studies
- Session Chair/Moderator, University Film and Video Association
- Organizer, Hidden Visions Film Festival
- Judge, David Ross Fetzer Foundation Short Film Grant Competition

Daniels, George

- Board of Directors, Temporary Emergency Services
- Committee Member, Black Belt Action Commission
- Committee Member, Center for Scholastic Journalism Advisory Board
- Program Coordinator, 43rd Annual AEJMC Southeast Colloquium
- Organizer, African American History Challenge- Alberta School for Performing Arts



Daria, Susan

- Board of Advisors, Alabama Credit Union Foundation
- Board of Advisors, Boys and Girls Clubs of West Alabama
- Board of Advisors, Secret Meals For Hungry Children
- Board of Directors, The Hank Poore Foundation

Evans, William

- Assistant/Associate Editor, Review of Communication Research
- Board of Advisors, Society for Cognitive Studies of the Moving Image
- Editorial Review Board Member, Science Communication

Gawrych, Teresa

- Editor, Directing Magic Podcast
- Guest Speaker, Alabama Scholastic Press Association
- Judge, Journalism Educators of Metro Kansas City
- Judge, Journalism Educators of Metropolitan Kansas City

Gower, Karla

- Chairperson, Council of Affiliates, AEJMC
- Committee Member, Commission on Education for Public Relations
- Committee Member, Commission on Public Relations Education
- Committee Member, Educational Affairs Committee, Public Relations Society of America
- Editorial Review Board Member, Journal of Public Relations Research

Grace, Andrew

- Alabama Sustainable Agriculture Network (ASAN)
- Arts Council of Tuscaloosa
- Druid City Garden Project

Hayes, Jameson

- Associate Editor, Journal of Advertising
- Board of Directors, AAF Tampa Bay Board of Directors
- Committee Chair, American Academy of Advertising - Communication Committee
- Editor, International Journal of Advertising
- Editorial Review Board Member, Journal of Advertising

Holiday, Steven

- Editorial Review Board Member, International Journal of Advertising
- Editorial Review Board Member, Journal of Current Issues & Research in Advertising
- Reviewer/Referee, Cyberpsychology, Behavior, & Social Networking
- Reviewer/Referee, International Communication Association
- Reviewer/Referee, International Journal of Advertising

Horsley, J. Suzanne

- DEI Committee, Alliance of Schools and Colleges of Communication and Journalism
- White House Champions of Change Alumni Committee
- Editorial Review Board Member, Case Studies in Strategic Communication
- Founding Editorial Board Member, International Journal of Risk and Crisis Communication
- Volunteer, The American Red Cross

Huffaker, Randall

- Board of Directors, St. Francis Parish Council
- Committee Member, Advisory Board for Collegiate Esports
- Rotary Club of Tuscaloosa - Communication Committee
- Rotary Club of Tuscaloosa - Technology Committee
- Board Member, West Alabama Food & Wine Festival

Kanthawala, Shaheen

- Reviewer/Referee, ACM CHI Conference on Human Factors in Computing Systems
- Reviewer/Referee, ACM Conference on Computer-Supported Cooperative Work and Social Computing (CSCW)
- Reviewer/Referee, American Medical Informatics Association (AMIA)
- Session Chair/Moderator, International Communication Association
- Workshop Organizer, International Conference on Social Media and Society

Khang, Hyoungkoo

- Editorial Review Board Member, Korean Association for Broadcasting & Telecommunication Studies/Korean Journal of Broadcasting & Telecommunications
- Editorial Review Board Member, Korean Association for Information Society/Information Society & Media
- Reviewer/Referee, Journal of Child and Family Studies
- Reviewer/Referee, AEJMC/Journalism and Mass Communication Quarterly
- Reviewer/Referee, Behavior & Information Technology

Ki, Eyun Jung

- Chairperson, Open Division of the 43rd Annual AEJMC Southeast Colloquium
- Committee Chair, Fundraising Committee of the KACA 40th Anniversary
- Editorial Review Board Member, Asian Journal of Public Relations
- President, Korean American Communication Association
- Vice President, Asian-Pacific Communication Alliance

Kim, Jihoon

- Committee Member, American Academy of Advertising
- Editorial Review Board Member, Journal of Current Issues & Research in Advertising

Kim, Seoyeon

- Judge/Juror, Association for Education in Journalism and Mass Communication
- Reviewer/Referee, Communicating Science, Health, Environment, and Risk Division, Association for Education in Journalism and Mass Communication
- Reviewer/Referee, Corporate Communication: An International Journal
- Reviewer/Referee, International Crisis and Risk Communication Research
- Reviewer/Referee, Korean Academic Society for Public Relations

Kinney, Lance

- Guest Speaker, Florida Public Relations Association/Tallahassee, FL Chapter (Capital Chapter)
- Guest Speaker, Public Relations Society of America (PRSA), Chattanooga, TN (Lookout Chapter)
- Reviewer/Referee, 2019 Association for Education in Journalism and Mass Communication Southeast Colloquium

- Reviewer/Referee, 2019 Association for Education in Journalism and Mass Communication Southeast Colloquium
- Reviewer/Referee, American Academy of Advertising

Lawson, David

- Member, Kappa Alpha Psi Fraternity

Lee, Jiyoung

- Conference Chair/Co-Chair, International Communication Association, Communication and Technology Division
- Conference Chair/Co-Chair, International Communication Association, Information Systems Division
- Editor, Review of Communication Research
- Editor, Review of Communication Research, Special Issue of “Emotions in Health Communication”
- Editorial Review Board Member, The Social Science Journal

Lemon, Laura

- Committee Member, Association for Educators in Journalism and Mass Communication/Public Relations Division/Newsletter Committee
- Editorial Review Board Member, Journal of Public Relations Research
- Institute for Public Relations - Organizational Communication Research Center
- Board Member, Kappa Alpha Theta/Delta Omicron Chapter
- Board Member, University of Tennessee/School of Advertising and Public Relations

Lim, Dongjae

- Reviewer/Referee, International Communication Association
- Reviewer/Referee, Journal of Current Issues and Research in Advertising
- Reviewer/Referee, Korean Journal of Advertising and Public Relations

Little, Michael

- Chairperson, Tuscaloosa Advertising Federation
- Judge/Juror, AAF Midlands, South Carolina

Lowrey, Wilson

- Board of Advisors, Foundation for Progress in Journalism
- Committee Member, AEJMC Publications Committee
- Editorial Review Board Member, Digital Journalism
- Editorial Review Board Member, Journalism Practice
- Editorial Review Board Member, Journalism Studies

Maddox, Jessica

- Committee Member, Peabody Awards Screening Committee, Interactive, Internet, and Virtual Reality Division
- Reviewer/Referee, Association for Education in Journalism and Mass Communication
- Reviewer/Referee, Feminist Media Studies
- Reviewer/Referee, First Monday
- Reviewer/Referee, Information, Communication, & Society

Mayfield, Mark

- Committee Chair, College Media Association Magazine Committee

Miller, Kaitlin

- Officer, Electronic News Division, AEJMC
- Reviewer/Referee, AEJMC, Southeast Colloquium
- Reviewer/Referee, Association for Education in Journalism and Mass Communication
- Reviewer/Referee, Electronic News Division, AEJMC
- Reviewer/Referee, Graduate Student Interest Group, AEJMC

Palmer, Landon

- Chairperson, Sound and Music Scholarly Interest Group, Society for Cinema and Media Studies
- Committee Member, Claudia Gorbman Graduate Student Writing Award Committee
- Committee Member, Outstanding Book Award, Media Industries Scholarly Interest Group, Society for Cinema and Media Studies
- Editorial Review Board Member, Music, Sound, and the Moving Image
- Reviewer/Referee, Columbia University Press

Panek, Elliot

- Editor, Technology, Mind, & Behavior
- Reviewer/Referee, Communication Research
- Reviewer/Referee, Communication Research Reports
- Reviewer/Referee, Computers & Human Behavior
- Volunteer, Schoolyard Roots

Parrott, Michael

- Committee Chair, PF&R Committee, Mass Communication & Society Division, AEJMC
- Committee Member, National News Engagement Day, AEJMC
- Committee Member, News Audience Research Paper Award, AEJMC
- Editorial Review Board Member, Media Psychology
- Editorial Review Board Member, Interaction with Industry

Roberts, Mark

- Chairperson, Council of Divisions, Association for Education in Journalism and Mass Communication
- Committee Member, Professional Standards and Ethics Committee, Society of Professional Journalists
- Committee Member, Society of Professional Journalists
- Editorial Review Board Member, Journal of Media Ethics/Journal of Mass Media Ethics
- Judge/Juror, Society of Professional Journalists

Sadri, Sean

- Reviewer/Referee, Association for Education in Journalism and Mass Communication
- Communication & Sport
- Reviewer/Referee, Journal of Broadcasting & Electronic Media
- Reviewer/Referee, Mass Communication and Society
- Reviewer/Referee, National Communication Association

Sims, Tracy

- Committee Chair, American Advertising Federation of Tuscaloosa, Audit Committee

- Committee Chair, American Advertising Federation of Tuscaloosa, Education and Scholarship Committee
- Committee Chair, American Advertising Federation of Tuscaloosa, Finance Committee
- Program Coordinator, American Advertising Federation of Tuscaloosa, Highway to Hale Fundraiser Volunteer Program
- Volunteer, Autism Society of Alabama, Tuscaloosa Walk for Autism

Stone, Nora

- Interaction with Industry, documentary film: Shared Resources
- Judge/Juror, Wisconsin Film Festival

VanDyke, Matthew

- Membership Chair, Communicating Science, Health, Environment and Risk Division, AEJMC
- Newsletter Chair, Communicating Science, Health, Environment and Risk Division, AEJMC
- Social Media Chair, Communicating Science, Health, Environment and Risk Division, AEJMC
- Committee Chair, "In Times of Crisis: Stories from the Gulf of Mexico" Competition, The National Academies of Sciences, Engineering, and Medicine
- Communication Team, Public Relations Division, AEJMC

Vesey, Alyxandra

- Editor, Journal of Popular Music Studies
- Editorial Review Board Member, Velvet Light Trap
- Reviewer/Referee, Celebrity Studies
- Reviewer/Referee, Communication, Culture & Critique
- Guest Speaker, Druid City Girls Media Camp

Walker, Janet

- Reviewer/Referee, The University of Missouri School of Journalism
- Judge, UAB Health Administration Case Competition

Warner, Kristen

- Assistant/Associate Editor, Society of Cinema and Media Studies
- Committee Chair, Society for Cinema and Media Studies
- Committee Member, Nominating Committee SCMS
- Editorial Review Board Member, Journal of Cinema and Media Studies
- Task Force Member, Society for Cinema and Media Studies

Waters, Jay

- Board of Advisors, Luckie and Company
- Committee Member, American Advertising Federation, National Education Executive Committee
- Judge/Juror, ANA 2020 Multicultural Excellence Awards
- Vice President, American Advertising Federation - Tuscaloosa
- Judge, AdWeek Magazine

Waymer, Damion

- Editor, Public Relations Inquiry
- Editorial Review Board Member, PRism

- Editorial Review Board Member, Southern Communication Journal
- Judge/Juror, International Journal of Advertising
- Reviewer/Referee, Howard Journal of Communications

Wisla, Matthew

- Public Relations Society of America, Southeast Wisconsin Chapter

**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.**

**The Institute for Communication and Information Research (ICIR)** is a premier communication research facility located within the College of Communication and Information Sciences on the fourth floor of Reese Phifer Hall. Dr. Kim Bissell was appointed Director of the ICIR in 2011. Additionally, she serves as associate dean for research in C&IS and professor in JCM.

The ICIR's mission is to maximize the research efforts of the faculty in the College of Communication and Information Sciences. The vision of the ICIR is to be regarded as the premier entity for communication and information research; to be responsible for supporting and improving the quality of research conducted by faculty and students; to be committed to stimulating research activity within the college; and to be dedicated to serving, coordinating, assessing, and delivering on the research needs of the C&IS community and beyond. The Institute offers research and creative services to companies and organizations of all sizes. From data collection and analysis to logo design and facility rentals, ICIR connects organizations and individuals with top communication and information professionals at The University of Alabama.

The ICIR [research facilities](#) are home to state-of-the-art research labs and two offices of research: The Office of Politics, Communication, & Media, and the Office of Research in Media Integrity. The lab spaces are available for class assignments, independent or group research projects, and collaborations with colleagues. Dedicated spaces and equipment are provided for the following: the Human Communication, Health Communication and Biometrics, Child and Family Media, Public Opinion, and Standardized Patient labs.

In addition to research training and support, the ICIR promotes the professional activities of C&IS researchers through its "Revise & Resubmit" Podcast. The podcast is produced by Dr. Kim Bissell and hosted by Drs. Kim Bissell & Anneliese Bolland. Listen to Revise & Resubmit to learn about research within C&IS as well as by C&IS alumni. Revise and Resubmit can be found on [Apple podcasts](#), [Spotify](#) or wherever you get your podcasts.

**The [Center for Public Television and Radio](#)**, a multimedia production and broadcast facility housed in the Digital Media Center, has a 57-year history of producing programming for public broadcasting regionally and nationally. CPT&R's primary mission is to inspire, educate, and inform Alabamians through the production of high-quality television, radio, and new media programs. A critical secondary mission is to provide opportunities and experiences for students interested in production, broadcasting, and new media.

The Digital Media Center is a state-of-the-art facility and home to the Center for Public Television, [Alabama Public Radio](#), [WVUA 23](#), and [Crimson Tide Productions](#). The University of Alabama is one of only two universities in the nation with a public radio station and a commercial television station operated by a single academic unit. In the Digital Media Center, UA students gain valuable and practical experience in paid positions, unpaid internships and in laboratory work as part of their coursework in C&IS.

The current interim director of the Digital Media Center is Dr. Michael Bruce, associate professor in JCM.

**[The Plank Center for Leadership in Public Relations](#)** is the leading global resource for practitioners, educators, and students who are passionate about advancing their careers and the public relations profession. The Plank Center's mission is to help develop and recognize outstanding diverse public relations leaders, role models, and mentors to advance ethical public relations in an evolving, global society.

The Center, located in the newly remodeled Capital Hall, houses the archives of its namesake, [Betsy Plank](#), the First Lady of Public Relations. The Plank Center staff and advisory board members offer a variety of programs to support research and practice in ethical leadership and mentoring, including the [Milestones in Mentoring](#) annual dinner and [educator fellowships](#). Free resources provided by the Center include [webinars](#) for professionals, educators, and students; recorded [interviews](#) with PR leaders; [Platform Magazine](#), an online publication by students for students; and the [Cross-Cultural Study of Leadership in PR](#).

The current director of the Plank Center is Dr. Karla Gower, professor in A+PR and author of [Betsy Ann Plank: The Making of a Public Relations Icon](#) (University of Missouri Press, 2022).

**The Holle Center for Communication Arts**, which was established through a \$10 million gift to the College in 2019 from Brigadier General Everett Hughes Holle, will focus on supporting creative activity and scholarship that advances human dignity, breaks down barriers to understanding, illuminates injustices, and encourages collaboration and empathy.

[Dr. Robin Boylorn](#), professor in the Department of Communication Studies, is the inaugural Holle Endowed Chair in Communication Arts. She will lead the development of a new scholarly center for the College, recruit the affiliation of distinguished national and international scholars, secure external funding and cultivate interdisciplinary communication performance and activities for The Holle Center.

**The C&IS Strategic Funding Committee (SFC)** reviews proposals from faculty and staff for ideas and initiatives that directly support a key result area (KRA) in the C&IS Strategic Plan, but all ideas that benefit the College and align with the strategic priorities are welcome. During the 2022-23 academic year, first priority will be given to ideas and initiatives that support one or more of the top six KRAs:

- Elevate students' professional connections, skills, and preparation for the workforce through intentional programming and cocurricular experiences
- Prioritize graduate education, recruitment, and student services
- Enhance the recognition and influence of student and faculty research, creative, and grant activities, with particular emphasis on civic and community engaged scholarship
- Integrate diversity, equity, and inclusion throughout curricula, programming, and recruiting
- Revamp and champion changes to faculty and staff evaluation, wellness, and recognition
- Cultivate initiatives that promote enrollment growth, with emphasis on student recruitment, retention, and online opportunities

The SFC is responsible for allocating funds budgeted by the Dean's Office to support strategic priorities and initiatives by overseeing the acceptance, review, and funding of requests designed to support the College's strategic plan. The committee is made up of four faculty representatives (Jessy Ohl, interim chair; Jay Kim, Shaheen Kanthawala, and Miriam Sweeney) and two professional staff members (Will Green and Alison Beasley). The committee reviews requests twice each fall and spring semester.

**The Office of Politics, Communication and Media (OPCaM)** at The University of Alabama is an innovative hub for interdisciplinary research and public-facing dialogue. OPCaM is housed within

the [Institute for Communication and Information Research](#) in C&IS. Situated at the intersections of politics, communication, and media, OPCaM creates civic and community engagement on regional, national, and international levels by connecting high-quality research with public conversations that shape and respond to the growing impacts and rapidly evolving role of politics, communication, and media in democratic and public life.

The “Politics, Broadly” series features OPCaM members in conversation with some of the most prolific political and social media scholars in the world. “Politics, Broadly” is designed to facilitate public conversation around pressing issues while considering a broadly constituted, interdisciplinary version of political communication.

The current directors are Dr. Cynthia Peacock, assistant professor in the Department of Communication Studies, and Dr. Jessica Maddox, assistant professor in JCM.

**The Office of Research in Media Integrity** seeks to be the home for systematic, innovative, and important research into media integrity and ethics. It will reach across media platforms, academic disciplines, methodologies, and ideologies. It will create new understanding of media integrity and communicate it effectively across academic and public platforms. The current director is Dr. Chris Roberts, associate professor in JCM.

**The Alabama Program in Sports Communication** ([APSC](#)) provides the opportunity to connect sports communication programs and emphases in C&IS with many other colleges at the Capstone. The APSC offers public events, highlights research and creative projects, and facilitates advanced discussions of communication and sport issues throughout the community as well as throughout the nation. The APSC makes it a priority to seek out opportunities for students pursuing careers in the sports industry.

Dr. Andrew Billings, the Ronald Reagan Chair of Broadcasting in JCM, is the executive director for the APSC, and Dr. Kenon Brown, associate professor in A+PR, is the programming director.

**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.**

The College communicates regularly with alumni in a variety of ways, including the following:

- Monthly alumni e-newsletters that highlight College news and outstanding alumni achievements. These often link to news on the main College [website](#). Links to all Alumni E-Newsletters for the 2021-22 academic year can be found below:
  - <https://mailchi.mp/d5bbf5028058/august-alumni-newsletter-3182039>
  - <https://mailchi.mp/234548b9d62c/september-alumni-newsletter-3182119>
  - <https://mailchi.mp/8b77718cd173/october-alumni-newsletter-3182195>
  - <https://mailchi.mp/a35cd8ede5b4/november-alumni-newsletter-3182340>
  - <https://mailchi.mp/7f8714f2613a/happy-holidays-3182392>
  - <http://mailchi.mp/8bcf7a15cb54/january-alumni-newsletter-3182456>
  - <http://mailchi.mp/72a61578473c/february-alumni-newsletter-3182548>
  - <http://mailchi.mp/d26f4d766569/march-alumni-newsletter-3182644>
  - <https://mailchi.mp/2a6dae1f1b55/april-alumni-newsletter-3182756>
  - <https://mailchi.mp/61a2274dca53/may-alumni-newsletter-3182892>
  - <https://mailchi.mp/30adf7974601/june-alumni-newsletter-3182904>
  - <https://mailchi.mp/d1ac3f9a4d72/july-alumni-newsletter-3182940>
- Alumni Event Communication: Frequent email communication inviting alumni to be a part of College-wide events and programs. Examples of these emails can be found below:
  - <http://mailchi.mp/4ae8e0c6cefa/football-scoreboard-3182051>
  - <https://mailchi.mp/9c5f0b052122/cis-coffee-club-is-back-3182103>



- <https://mailchi.mp/5247e1696a21/continue-your-cis-story-3181987>
- <https://mailchi.mp/373a442a7d66/cis-coffee-club-is-back-3182652>
- *Communicator* magazine, which features faculty research, student accomplishments, alumni stories and College happenings is published each semester. The most recent *Communicator* magazine can be found here: <https://cis.ua.edu/communicator-42/>
- Social Media: Messages through social media platforms, including Facebook, Instagram, LinkedIn, and Twitter, which showcase events, outstanding accomplishments, College news and alumni accomplishments.
- Birthday cards: 1000+ alumni birthday cards were distributed by in mail to recent alumni and alumni who are members of Capstone Communication Society.
- Digital Holiday Card — A virtual holiday card featuring the most notable points of pride from the College for the 2020-21 academic year was sent to alumni, donors, faculty, staff, students, and friends of the College in December 2021. The card, which was distributed via email, was sent to approximately 12,519 recipients.

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

The College of Communication & Information Sciences via the Department of Journalism & Creative Media has made a strong and substantial commitment to supporting elementary school and scholastic journalism. The College is home to the Alabama Scholastic Press Association and the National Elementary School Press Association. It has hosted one of the longest-running high school journalism workshops in the nation, The Multicultural Journalism Workshop (MJW), which is in its 39<sup>th</sup> year.

**Alabama Scholastic Press Association (ASPA)**

JCM Instructor Hailey Allen took over as executive director of ASPA from Meredith Cummings in August 2022. ASPA serves journalism programs and media programs in elementary, junior, middle, and high schools. Education through ASPA has taken a variety of forms. Activities include a three-day, hands-on workshop in summer; fall regional training days at different locations around the state; a spring state convention; publication and individual competitions and critique services; online resources; a lending library; phone consultation; mentoring of scholastic media advisers; and site visits to programs throughout the state. Please visit the ASPA website at <http://www.aspa.ua.edu/> for full information about our programming. Now in its 85th year, the association is the leading advocate for scholastic journalism in the state and provides training and other support to schools throughout Alabama.

*The 2022 ASPA State Convention*

Cancel State Convention for Omicron? Not on our watch! In the 85-year history of ASPA the State Convention has only been canceled once, during World War II. The 2021 and 2022 conventions were held virtually.

The State Convention is the culmination of yearlong scholastic media efforts for students and advisers across the state. It is a place where our state’s future journalists can come together to meet others who have been working in journalism and learn from them as well. For teachers/advisers, it serves as training, a place to share their best practices and meet others going through the same challenges. The 30-plus sessions at the convention are diverse in topics, which is appropriate given the increasingly diverse tasks needed to produce print and digital news in Alabama. Sessions have included workshops on news, sports, and feature writing, editing, photography, design and illustration, multimedia, social media, and legal and ethical issues.

Timed competitions for reporting, writing, photo, design, and broadcast were held — 16 categories total — and 50 students competed in a wide variety of mock press situations. Additionally, 214 awards in categories across media (yearbook, newspaper, literary magazines, multimedia, and

broadcast) were presented for work done during the school year. The usual carry-in competitions, which allow students to get feedback on current work, were also offered again.

#### *2022 Multicultural Journalism Workshop (MJW)*

The Multicultural Journalism Workshop (MJW) is a 10-day residential camp offered at The University of Alabama. It gives high school students — including those from underserved populations (although all are welcome) — intensive training in journalism and encourages them to consider careers in journalism: writing, reporting, editing, layout, and photography for newspaper, online, magazine, or broadcast. MJW introduces students to many distinguished Alabama journalists — people who may be in a position to hire them someday. By working with these professional journalists, students learn the importance of journalism and its public service mission. In addition, the program encourages diversity in the state’s newsrooms by actively recruiting people from groups that have been underrepresented in the media workplace; however, the program welcomes students of all backgrounds who have an interest in being journalists in an increasingly multicultural society. This workshop requires students to be provided full fellowships for the program from the Department of Journalism and Creative Media and generous grants provided by the Alabama Press Association Foundation. This allows students of all economic backgrounds to participate.

2022 was the 38th MJW summer program offered at UA. Students of the MJW Class of 2022 came from four states, with three boys and six girls. Of those, two self-identified as Asian American, four as Black, one as Caucasian, and two as multiracial. This year we had four mentors from the MJW Class of 2021 join us, which included four girls from three different states. These girls identified as Asian American (two), multiracial (one), and Caucasian. They were from widely varied backgrounds and circumstances. Some students were new to journalism, some were experienced, but all were eager to learn more about the craft.

Students in this year’s Multicultural Journalism Workshop traveled throughout Tuscaloosa and Birmingham. They visited Dashdot/Meredith, Gulf States Newsroom, the Alabama Media Professionals Spring Workshop, the National Society of Newspaper Columnists national conference, and Townsquare Media, meeting with countless industry professionals. At every stop they connected with alumni of MJW throughout the years.

From their reporting, which included writing, photography, and video, they produced a newspaper and website. Both products are available at [aspa.ua.edu](http://aspa.ua.edu) — just click on MJP. On Visiting Professionals Day — also a 38-year tradition — journalism professionals around the state came to campus to work one on one with students to edit their stories for print and suggest multimedia angles.

Students learned about new online storytelling tools, social media, online identity security, media law, and ethics during Mrs. Cummings’ college JCM 180 class. Through JCM, MJW and ASPA’s Twitter, Instagram and Facebook accounts, students learned about reporting through the filter of social media. MJW participants spent the first three days attending The Long Weekend. This camp is provided to them free as part of their fellowship.

#### **National Elementary Schools Press Association (NESPA)**

The National Elementary Schools Press Association is an organization dedicated to helping elementary and middle schools start new and improve existing class and school media. The association serves as a clearinghouse for schools interested in sharing information and media with member schools from coast to coast. NESPA boasts a membership of hundreds of schools representing 48 states, the District of Columbia, Puerto Rico, American Virgin Islands, Australia, and Ireland.

NESPA helps schools pull everything together for members by publishing an extensive “Kids In Print” book and a regular email newsletter, NESPA News, for member schools and individuals.

These publications are filled with ideas, suggestions, hints, software reviews, and more. Member teachers are invited to submit their ideas and new discoveries for future editions of both publications, as well as our social media. The association also helps schools share their school media by encouraging swaps with fellow members via our website and social media.

The organization has been housed in The University of Alabama's Department of Journalism and Creative Media since 2011. Hailey Allen was appointed to the position of executive director in the fall of 2022. NESPA was founded in 1994 at Carolina Day School in Asheville, North Carolina, by Mark Levin.

### **Communication and Media Preview (CAMP)**

Faculty members from APR and JCM and staff from the Digital Media Center have helped lead CAMP sessions since its inception. CAMP provides high school students with the opportunity to discover and create stories. CAMP is a five-day, four-night immersive experience at The University of Alabama. Students practice skills and improve knowledge related to the fields of communication and media, develop connections with aspiring communicators, and become familiar with the college experience. Participants work with cutting-edge technology alongside the nation's leading experts in areas such as advertising, communication studies, creative media, news media, sports information, and public relations.

Before entering college, participants are exposed to various career options in the field and cultivate their interests around communication and media while engaging in a hands-on, team-centered learning environment. Participants produce original work and gain a deeper understanding of how communication and media impact our communities.

### **Evidence:**

- C&IS BoV Membership Directory
- Plank Board Members
- Std8 Q2 Professional and Public Service