



UNIVERSITY OF  
ARKANSAS®

University of Arkansas (UA)  
School of Journalism and Strategic Media (SJSJ)  
Self-Study Report

Part I: General Information

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

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

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

**Name of Institution:** University of Arkansas

**Name of Journalism/Mass Communications Unit:** School of Journalism and Strategic Media

**Address:** 205 Kimpel Hall, Fayetteville, AR 72701

**Date of Scheduled Accrediting Visit:** February 12-15, 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:** Professor Larry Foley

**Title:** Professor and Chair

**Signature:** \_\_\_\_\_

Administrator to whom journalism/mass communications administrator reports:

**Name:** Dr. Kathryn Sloan

**Title:** Interim Dean, J. William Fulbright College of Arts and Sciences

**Signature:** \_\_\_\_\_

## PART I: General Information

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

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

**Name of Institution:** University of Arkansas

**Name of Unit:** School of Journalism and Strategic Media (UA SJSM)

**Year of Visit:** 2023

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

- ☒ Higher Learning Commission <https://provost.uark.edu/accreditation.php>
- ☐ Middle States Commission on Higher Education
- ☐ New England Commission on Higher Education
- ☐ Northwest Commission on Colleges and Universities
- ☐ Southern Association of Colleges and School Commission on Colleges
- ☐ Western Association of Schools and Colleges

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

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

- ☐ Private
- ☒ Public
- ☐ Other (specify)

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

The following information is provided by Alice S. Griffin of the UA Program Assessment Office:

The legal authorizations for the establishment and operation of the University of Arkansas and its various divisions are found in constitutional provisions, state statutes, its authorization as a public corporation, in its implied trustee powers and in the judicial decisions. The University of Arkansas is a public, land-grant institution established by Act 44 of 1871, Acts of Arkansas, under the authority of the University of Arkansas Board of Trustees. By law, the Board of Trustees is a body politic and corporate and given all powers of a corporate body, subject to the Arkansas Constitution and the laws of the State of Arkansas. Ark. Code Ann. § 6-64-202. The Board of Trustees is vested with the power to prescribe all rules and regulations for the government and discipline of the University subject to the

Acts of the General Assembly. *Id.* § 6-64-203. The Board of Trustees is also vested with authority pursuant to Amendment 33 to the Arkansas Constitution of 1874.

Additionally, Board of Trustees Policies 100.3 and 100.1 each address the authority of the Board to establish, maintain and operate the University. These policies may be respectively located at the following addresses:

<https://www.uasys.edu/board-policy/100-3/>

<https://www.uasys.edu/wp-content/uploads/sites/16/2017/10/100.3-Statutory-Auth-for-Estab-Op.pdf>

<https://www.uasys.edu/board-policy/100-1/>

<https://www.uasys.edu/wp-content/uploads/sites/16/2017/09/0100-1-Preface-Acts-of-Arkansas-of-1871.pdf>

**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 full accrediting visit. If there was a revisit, give the date of the last full visit and the date of the revisit:

Last Full Visit: January 24-27, 2016

Last Revisit: November 12-14, 2017 (Reaccredited)

**5. When was the unit or sequences within the unit first accredited by ACEJMC? 1978**

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

The School of Journalism and Strategic Media at the University of Arkansas prepares students to be innovative and ethical media professionals and scholars in the digital world. The faculty is engaged in scholarly and professional pursuits, bringing fresh approaches to challenges faced by media. Our students gain conceptual knowledge and practical skills from a curriculum that emphasizes critical thinking and mastery of state-of-the-art technology. Students learn the importance of diversity, which requires the inclusion of voices from all economic backgrounds, ages, races, genders, and religions in pursuit of accurate coverage of our pluralistic society. (Adopted May 5, 2017 and reviewed annually)

**7. What are the type and length of terms?**

Number of weeks in a semester: 15

Number of weeks in a quarter: NA

Number of weeks in summer sessions: 10 weeks or 5 weeks

Number of weeks in intersessions: 10 days or about 1½ weeks

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

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

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

JOUR BA – Broadcast, Journalism, and Multimedia Storytelling and Production Concentrations  
in the Journalism Major

ADPR BA – Advertising/Public Relations Major

ADPR Major instituted in Fall 2020; previously ADPR Concentration

**10. Credit hours required by the university for an undergraduate degree:** 120 semester hours  
(Specify semester-hour or quarter-hour credit.)

**11. Give the number of credit hours students may earn for internship experience.** 3 semester hours  
(Specify semester-hour or quarter-hour credit.)

A student can register for 1-3 hours of internship credit (JOUR 402V Internship in Journalism) for any one internship experience. A student can receive credit for a second internship by taking ARSC 301V Internship in the Fulbright College. The ARSC 301V hours are credited toward general electives.

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

<u>Name of Sequence or Specialty</u> <u>(Called Concentrations at the UA SJSM)</u>	<u>Person in Charge</u>
Broadcast Concentration	Larry Foley
Journalism Concentration	Bret Schulte
Multimedia Storytelling & Production Concentration	Dave Bostwick
ADPR Major (formerly ADPR Concentration)	Jan LeBlanc Wicks

**13. Number of full-time students enrolled in the institution:** 30,936 in Fall 2022

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

NOTE: Sequences are called Concentrations at the University of Arkansas.

<u>Name of Concentration or Specialty</u>	<u>Fall 2022 Undergraduate Majors</u>	
ADPR BA Major and former ADPR Concentration	405	56.09%
JOUR BA Broadcast Concentration	180	24.93%
JOUR BA Journalism (formerly News-Editorial) Concentration	107	14.82%
JOUR BA Multimedia Storytelling & Production (Fall 2022)	10	1.39%
JOUR BA – No Concentration Selected Yet	2	0.28%
Combined Majors (discontinued) – No Concentration	22	3.05%
<hr/>		
Total (excluding double majors or majors in two concentrations)	722	100%

From: The UA's Office of Institutional Research and Ryan Cochran in the Fulbright College.

**15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and for the preceding term. Submit two semesters with the self-study and update the list as needed for spring 2023 visits. Include a separate list for online skills courses, which also must meet the 20-1 ratio.**

Enrollment in skills courses (except for JOUR 1033 Media Writing labs) is set at 16 so we do not go above the 20-1 ratio. This leaves a few spots in each class in case graduating seniors need a class at the last minute, etc. Enrollment in the JOUR 1033 Media Writing lecture sections was capped at 36 starting in Fall 2021, so two lab sections (skills courses) of 18 each derive from each lecture section.

Prior to Fall 2022, online skills courses were capped at 20 or fewer for sections with on-campus students enrolled. Off-campus students in online-only degree programs (none of whom were ADPR or JOUR majors) enrolled in a separate section but were combined with on-campus students in the Blackboard learning management system. Beginning with online skills courses in the Fall 2022 semester, the combined total of on-campus and online-only students for each skills course will not exceed 20. This change was the result of financial consultations with the university's Global Campus program, which seeks to ensure that all online classes reach a break-even point. In Fall 2022 and after, total enrollment (combined on-campus and online-only students) in online skills courses (JOUR 2003, JOUR 2053, JOUR 2063) that are part of the new Multimedia Storytelling & Production Concentration are being capped at 20 to comply more clearly with the ACEJMC 20-1 ratio.

#### **Enrollment for Skills Courses Offered Online - Fall 2022**

- JOUR 1033 Media Writing Lab - 16  
*(15 on-campus students and 1 online-only student)*
- JOUR 2053 Multimedia Journalism - 20  
*(18 on-campus students and 2 online-only students)*
- JOUR 2063 Media Graphics and Technology - 20 (section 901/902)  
*(all on-campus students)*
- JOUR 2063 Media Graphics and Technology - 20 (section 902/903)  
*(all on-campus students)*
- JOUR 3043 Performer in Mass Media - 20  
*(19 on-campus students and 1 online-only student)*

### **Enrollment for Skills Courses Offered On Campus - Fall 2022**

ADPR Public Relations Writing  
*3 sections with no more than 16 students per section*  
ADPR 4423 Creative Strategy and Execution  
*3 sections with no more than 15 students per section*  
ADPR 4473 Account Planning  
*2 sections with no more than 15 students per section*  
JOUR 1033L Media Writing Lab  
*8 sections with 18 students in each section*  
JOUR 2003 Storytelling or Today's Media - 17  
JOUR 2013 News Reporting - 18  
JOUR 2031L Broadcast News Reporting Lab - 17  
JOUR 2053 Multimedia Journalism - 16  
JOUR 2453 Introduction to Sports Television Production I - 16  
JOUR 3013 Editing - 15  
JOUR 3023L News Reporting II - 12  
JOUR 3071L Broadcast News Reporting II Laboratory - 13  
JOUR 3123 Enterprise Journalism - 14  
JOUR 4863L Television News Reporting I Lab - 16  
JOUR 4893L Television News Producing Lab - 10

### **Enrollment for Skills Courses Offered Online - Summer 2022**

*(The numbers below represent enrollment for online sections controlled by SJSM for students in on-campus degree programs.)*

JOUR 2003 Storytelling for Today's Media - 14  
JOUR 2063 Media Graphics and Technology - 13

### **Enrollment for Skills Courses Offered Online - Spring 2022**

*(The numbers below represent enrollment for online sections controlled by SJSM for students in on-campus degree programs.)*

JOUR 1033L Media Writing Lab - 17  
JOUR 2003 Storytelling for Today's Media  
*2 sections with no more than 20 students per section*  
JOUR 2053 Multimedia Journalism – 20  
JOUR 2063 Media Graphics and Technology  
*2 sections with no more than 20 students per section*  
JOUR 405V Performer in Mass Media - 17

### **Enrollment for Skills Courses Offered On Campus - Spring 2022**

ADPR Public Relations Writing  
*3 sections with no more than 16 students per section*  
ADPR 4423 Creative Strategy and Execution  
*3 sections with no more than 15 students per section*

ADPR 4473 Account Planning  
*2 sections with no more than 15 students per section*  
 JOUR 1033L Media Writing Lab  
*7 sections with no more than 16 students in each section*  
 JOUR 2013 News Reporting  
*2 sections with no more than 14 students in each section*  
 JOUR 2031L Broadcast News Reporting Lab - 19  
 JOUR 2453 Introduction to Sports Television Production I - 17  
 JOUR 3013 Editing  
*2 sections with no more than 14 students in each section*  
 JOUR 3023L News Reporting II - 17  
 JOUR 3071L Broadcast News Reporting II Laboratory - 17  
 JOUR 3123 Enterprise Journalism - 18  
 JOUR 4863L Television News Reporting I Lab - 11  
 JOUR 4893L Television News Producing Lab – 10

**16. Total expenditures planned by the accredited unit for the 2022–2023 academic year:**

Maintenance Budget: \$17,520  
 TeleFunds: \$85,000  
 Global Campus Revenues: Approximately \$22,786 (after contribution to  
 Online Coordinator Dave Bostwick's salary are deducted)

**Give percentage increase or decrease in three years:**

The budget has remained at \$17,520, so there is no percentage increase or decrease. The TeleFunds budget has also remained at \$85,000, so there is no percentage increase or decrease.

**Amount expected to be spent this year on full-time faculty salaries: \$2,535,468.29**

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

<u>Name</u>	<u>Rank</u>
Brandon Bouchillon	Assistant Professor
David Bostwick	Teaching Assistant Professor
Lucy Brown	Teaching Assistant Professor
Michael Brown	Instructor
Jee Young Chung	Assistant Professor
Larry Foley	Professor
Kerry Gilbert	Instructor
Kara Gould	Assistant Professor
Sisi Hu	Assistant Professor
Tiffany King	Advanced Instructor
Robyn Ledbetter	Instructor & Director/Student Media
Ray McCaffrey	Associate Professor
Renette McCargo	Instructor
Bret Schulte	Associate Professor
Gina Shelton	Advanced Instructor
Ninette Sosa	Instructor
Ricky Thein	Teaching Assistant Professor
Hayot Tuychiev	Advanced Instructor
Jan LeBlanc Wicks	Professor



ADDITIONAL NOTES:

Gerald Jordan – retired May 2022 (Associate Professor, tenured)

Rick Stockdell – retired December 2022 (Associate Professor, tenured)

Meera Kumar – resigned summer 2022 (Teaching Assistant Professor)

Niketa Reed – resigned summer 2022 (Teaching Assistant Professor)

Jan LeBlanc Wicks – ending term as vice chair on June 30, 2023 (Full Professor, tenured)

Entering 50% appointment for 2023-2024 school year, with final retirement May 2024.

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

Spring 2022

Bonnie Bauman  
David Edmark  
Denzel Jenkins  
Kevin Kinder  
Meera Kumar  
Debbie Miller  
Stephen Narisi  
Amy Unruh  
Brandon Viveiros

Fall 2022

Bonnie Bauman  
David Edmark  
Denzel Jenkins  
Kevin Kinder  
Stephen Narisi  
Michelle Parks  
Ris  Sanders-Weir  
Brandon Viveiros

Spring 2023

Bonnie Bauman  
David Edmark  
Denzel Jenkins  
Kevin Kinder  
Stephen Narisi  
Ris  Sanders-Weir  
Brandon Viveiros

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

2021-22 academic year: 134

2020-21 academic year: 145

From: Ryan Cochran in the Fulbright College and the Office for Institutional Research, including <https://oir.uark.edu/datasets/student/awards/index.php>



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Part II: Supplementary Information

## **PART II: Supplementary Information**

### **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"

## Table 1. Students

List below each of the separate programs of study in the unit. These may be called emphases, concentrations, sequences, or majors; please identify each program with a separate set of requirements.

Give the number of students by class (year in school) in each of these programs at the end of the 2021–2022 academic year. If all of your students technically come under one major but you subdivide those majors into sequences or tracks, please list

students by those sequences or tracks. Please be sure to list separately all subsidiary programs of study, even if not formally identified by computer or register codes.

Show the number of undergraduate degrees conferred during academic year 2021–2022. Please include all semesters or quarters. If the unit has a formal pre-major status, list the number of such students.\*

Add or delete lines as needed.

Undergraduate programs of study	<u>Number of Students</u>				Total students	<u>Degrees Conferred 2021-22</u>
	frsh	soph	jr	sr		bachelor's
						145
1. ADPR BA (Fall 2020)**	73	61	28	4	166	
ADPR Concentration+					239 (405 ADPR Total)	
2. JOUR BA	51	56	98	116	(321)	
a. Broadcast Concentration+					180	
b. Journalism Concentration+					107	
c. Multimedia Storytelling & Production Concentration (Fall 2022)					10	
No Concentration/Major Indicated+					24	
Total					726#	

\*The School has no pre-majors.

\*\*The ADPR BA was available starting in Fall 2020, which is why the numbers appear to decline, but are not. The numbers include students who switched to the ADPR BA from the JOUR BA Advertising/Public Relations Concentration, especially juniors and seniors.

+The UA Office of Institutional Research only provided level (freshman, sophomore, junior or senior) by major, not by concentration. Ryan Cochran in the Fulbright College also provided data in September 2022. Our enrollment is normally higher in fall and declines each spring.

#The number of students is 722, but the 726 figure includes some double majors.

## Table 2. Full-Time Faculty

List names of full-time journalism and mass communications faculty members assigned to the unit and provide requested information for the quarter or semester **immediately preceding** the accreditation visit. Add or delete lines as needed.

(As part of the updated General Information Section, faculty lists will be updated to reflect the academic term when the visiting team is on campus. For more information, see the "General Information" section of the Self-Study report form.)

### Semester: Fall 2022

	years full-time in the industry	years full-time college teaching	years on this faculty	years at present rank	highest earned degree	tenured (y/n)	credit hours taught per semester	% of time tchg. rsch. svc.		
<b>Unit Administrator</b>										
Foley, Larry+	17.5	28.5	28.5	17	MS	y	3	20	10	20+
<b>Professors</b>										
Foley, Larry										
Wicks, Jan LeBlanc+	5	34	28	16	Ph.D.	y	6 fall/3 spring	30	10	30+
<b>Associate Professors</b>										
McCaffrey, Raymond	25	8	8	1	Ph.D.	y	3 or 6	20	40	40*
Schulte, Bret	10	14	14	6	MFA	y	6	40	40	20
Stockdell, Rick	41	7	42	36	MA	y	6	40	40	20
Retired in December 2022										
Jordan, Gerald	25^	27	7	27	MSJ	y	6 or 9	60	0	40
Retired in May 2022										
<b>Assistant Professors</b>										
Bouchillon, Brandon	8	10	4	4	Ph.D.	n	6	40	40	20
Chung, Jee Young	5	11	7	7	Ph.D.	n	6	40	40	20
Gould, Kara	3	24	6	6	Ph.D.	n	6	40	40	20
Hu, Sisi	4	1 1/2	1/2	1/2	Ph.D.	n	6	40	40	20

+Foley's administrative percentage as chair is 50%, while for vice chair Wicks it is 30%.

\*40\* for McCaffrey includes service and administration of the Center for Journalism Ethics.

^Jordan also worked in the industry for 15 years in the summer only.

**Table 2. Full-Time Faculty (continued)**

List names of full-time journalism and mass communications faculty members assigned to the unit and provide requested information for the quarter or semester **immediately preceding** the accreditation visit. Add or delete lines as needed.

(As part of the updated General Information Section, faculty lists will be updated to reflect the academic term when the visiting team is on campus. For more information, see the "General Information" section of the Self-Study report form.)

**Semester: Fall 2022**

	years full-time in the industry	years full-time college teaching	years on this faculty	years at present rank	highest earned degree	tenured (y/n)	credit hours taught per semester	% of time tchg. rsch. svc.		
<b>Teaching Assistant Professors</b>										
Bostwick, Dave	2	26	5	5	Ed.D.	n	6 to 9	80	0	20
Brown, Lucy	12	15	8	8	Ph.D.	n	9	80	0	20
Thein, Ricky	13	13	9	9	MA	n	9	80	0	20
<b>Instructors/Lecturers</b>										
Brown, Mike	18	18	4	4	MS	n	9	80	0	20
Gilbert, Kerry	23	4	4	4	MA	n	9	80	0	20
King, Tiffany	12	8	8	1	MA	n	9	80	0	20
Ledbetter, Robyn+	5	15	15	1	MA	n	3 to 9	20	0	+
McCargo, Renette	30	4	4	4	MS	n	6	80	0	20
Shelton, Gina	16	9	9	1	BA	n	6 or 9	80	0	20
Sosa, Ninette	30	1	1	1	MA	n	9	80	0	20
Tuychiev, Hayot	5	12	12	1	MA	n	9	80	0	20

+Ledbetter was formerly a full-time instructor, then became Director of Student Media. She teaches one class per semester (20%), with primary duties now administration of Student Media (administrative 80%). She was promoted to advanced instructor.

**Table 3. Part-Time Faculty**

List names of part-time faculty paid from journalism and mass communications funds and provide requested information. List should include personnel, including laboratory instructors and teaching assistants, who taught any regular course **during the two semesters or quarters before the accreditation visit**. Present the names in groups by semester or quarter. Put an X under the appropriate teaching responsibility. Add or delete lines as needed.

**Semester: Spring 2022**

Name and Rank	years full-time professional experience	years teaching experience	highest earned degree	now working full-time as professional (y/n)	working toward degree (y/n)	credit hrs. teaching this semester	<u>teaching responsibilities:</u>			
							in charge of course	lectures	assists in lab	assists teacher in charge
Bauman, Bonnie Adjunct Lecturer	18	4	MA	n	n	6	X	X		
Edmark, David Adjunct Lecturer	42	5	MA	n	n	3	X (Online)			
Jenkins, Denzel Adjunct Lecturer	0	0	MA	n	y	3	X (Online)			
Kinder, Kevin Adjunct Lecturer - Marketing Manager, JB Hunt Transport Services	18	1	MA	y	n	1			X	X
Kumar, Meera Adjunct Lecturer - Assistant Director, Fulbright Office of Diversity, Equity & Inclusion, Teaching Assistant Professor	2	12	Ph.D.	y	n	3	X	X		
Miller, Debbie Adjunct Lecturer - Asst. Prof. Communication – John Brown University	30	5	MSLE, MA	n	n	3	X (Online)			
Narisi, Stephen Adjunct Lecturer	50	1	BA	n	n	4	X	X		
Unruh, Amy Adjunct Lecturer - Director of Communications, UA Graduate School & International Education	5	4	MA	y	n	3	X (Online)			
Viveiros, Brandon Adjunct Lecturer - Vice-President, Digital, Saatchi & Saatchi X	31	12	BA	y	n	3	X	X		
<b>Graduate Assistants/Teaching Assistants</b>										
Adderley, Khadn Teaching Assistant	0	1	BA	n	y	3		X	X	X
Campbell, Alexis Teaching Assistant	0	1	BA	n	y	3				X
Echeverria, Wendy Teaching Assistant	5	1	BA	n	y	3	X	X	X	X
Kelly, Patrick Teaching Assistant	0^	0	BA	n	y	3.5			X	X

^Kelly worked part time for 6 years in the journalism field.

**Table 3 (continued)**

## Semester: Fall 2022

Name and Rank	years full-time professional experience	years teaching experience	highest earned degree	now working full-time as professional (y/n)	working toward degree (y/n)	credit hrs. teaching this semester	teaching responsibilities:			assists teacher in charge
							in charge of course	lectures	assists in lab	
Bauman, Bonnie Adjunct Lecturer	18	4	MA	n	n	9	X	X		
Edmark, David Adjunct Lecturer	42	5	MA	n	n	3	X (Online)			
Jenkins, Denzel Adjunct Lecturer	0	0	MA	n	y	3	X (Online)			
Kinder, Kevin Adjunct Lecturer - Marketing Manager, JB Hunt Transport Services	18	1	MA	y	n	2			X	X
Narisi, Stephen Adjunct Lecturer	50	1	BA	n	n	9	X	X		
Parks, Michelle Adjunct Lecturer - Director of Communications, UA Fay Jones School of Architecture and Design	28	1	BA	y	n	3	X	X		
Sanders-Weir, Risé Adjunct Lecturer	15	10	MFA	n	n	3	X (Online)			
Viveiros, Brandon Adjunct Lecturer - Vice-President, Digital, Saatchi & Saatchi X	31	12	BA	y	n	3	X	X		

### Graduate Assistants/Teaching Assistants

Chamblee, William Teaching Assistant	0#	0	BA	n	y	3				X
Kelly, Patrick Teaching Assistant	0^	0	BA	n	y	3				X
Mulvenon, Sydney Teaching Assistant	0+	0	BA	n	y	3			X	X
Spencer, Trevor# Teaching Assistant	0++	0	BA	n	y	3				X

#Chamblee worked for 1 ½ years as an intern for the Texas Sports Hall of Fame and Noble Research Institute, and a sports writer for the Baylor Lariat.

^Kelly worked part time for 6 years in the journalism field.

+Mulvenon worked in student media for 3-4 years, including as manager and account executive for Main Hill Media student ADPR agency, and anchor for UATV. She served as producer including for Breaking Barriers: LGBTQ and Barrier-Breaking Women in Indian Cinema projects for the Bentonville Film Festival, was on Team BIPOC (Black Indigenous People of Color) for arkansascovid.com, and served as publicity director for International Women's Day at the UA.



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

The first journalism course at the University of Arkansas was taught in the English department in 1915, with a journalism minor implemented in 1926. In 1928, Walter J. Lemke established the Department of Journalism, and the first seven majors graduated in 1932. Lemke expanded the print and news curriculum over the years, adding courses in advertising copy and layout, press photography, and publicity and promotion.

In the 1970s, the department moved into Kimpel Hall. New faculty hires expanded the broadcast and advertising/public relations (ADPR) curricula. A student radio station, KUAF, was founded in 1973, later becoming a National Public Radio station. In 1978 the department achieved full accreditation in its first review. In 1990, the department was named for its founder Walter J. Lemke. Expansion continued in the 1990s via the ADPR and broadcast programs. Faculty hires established the student-run UATV and TV studio. In 2013-2014 the Center for Ethics in Journalism was created and the requirement that all journalism majors take a media ethics course was instituted.

In 2017, we changed our name to the School of Journalism and Strategic Media, to include in our name the ADPR program, comprising more than 55 per cent of our undergraduate students. The ADPR Concentration became an ADPR major in Fall 2020, reconfigured to be more consistent with nationally noted programs. School status also draws attention to outreach programs like our Lemke Journalism Project, started in 2002 and aimed at minority and underserved high school students. Starting in 2021, we began overseeing the Arkansas Scholastic High School Press Association, connecting with journalism teachers and students statewide.

We work with student media, offering practical training and leadership opportunities in newspaper, TV, radio, magazine, yearbook and a full-service ADPR agency established in 2017. The Sue Walk Burnett Center for Journalism and Student Media was dedicated in 2018, from a gift from this alumna and her husband, Rusty Burnett. It features an integrated newsroom where students from all student media outlets can converge and a new UATV television studio with an open view of campus. In 2021, the Candace Dixon-Horne Radio Broadcast Center, located across the hall from student media, was established from a gift from this alumna and her husband, John Horne. It houses the student-run radio station KXUA and two audio production studios, providing practical training including a class in podcasting.

We instituted programs and requirements to address the weaknesses from our last site visit, including adding a digital requirement in Fall 2020 where all students take a digital skills course relevant to their major/concentration. We initiated the GSP (Grammar, Spelling & Punctuation) Requirement and redesigned our introductory writing course to include writing across the media and in all concentrations/majors. In Fall 2022, News-Editorial became the Journalism Concentration, teaching digital and writing skills for newsrooms, freelancing and the gig economy. In Fall 2022, the Multimedia Storytelling and Production Concentration began offering digital, writing and technology skills for news and non-news careers. We remain dedicated to providing the best education possible to future professionals and scholars.

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

The University of Arkansas, Fayetteville - The University of Arkansas (UA) was founded as a land-grant institution in 1871 and is the flagship university. It is part of the University of Arkansas System, headquartered in Little Rock, and governed by a president and a board of trustees. The UA has more than 200 academic programs and a noted Honors College and is among the 2 percent of public universities classified in the Carnegie Foundation's highest research category. Total enrollment increased from 21,405 in 2010 to 30,936 in Fall 2022.

As Arkansas' flagship institution, the U of A provides an internationally competitive education in more than 200 academic programs. Founded in 1871, the U of A contributes more than [\\$2.2 billion to Arkansas' economy](#) through the teaching of new knowledge and skills, entrepreneurship and job development, discovery through research and creative activity while also providing training for professional disciplines. The Carnegie Foundation classifies the U of A among the top 3% of U.S. colleges and universities with the highest level of research activity. *U.S. News & World Report* ranks the U of A among the top public universities in the nation. See how the U of A works to build a better world at [Arkansas Research News](#).

The State of Arkansas uses a need-based and performance-based model to determine higher education funding. Each fiscal year, the UA must submit requests for changes to personnel and budgets that are reviewed by Arkansas Department of Higher Education (ADHE) staff and submitted to the Higher Education Coordinating Board for final recommendations. These recommendations are submitted to the Arkansas General Assembly to be approved and voted into law. In the UA's 2021 Financial Affairs Report, state appropriations represented 22 percent of the UA budget, with tuition, grants, contracts, and private donations making up the difference.

2021 Annual Report

<https://financial-affairs.uark.edu/PDFs/2021annualrept.pdf>

Arkansas Division of Higher Education

<https://adhe.edu/>

Mission Statement: The University of Arkansas is determined to build a better world by providing transformational opportunities and skills, promoting an inclusive and diverse culture, nurturing creativity, and solving problems through research and discovery, all in service to Arkansas. Since 1871, our fundamental purpose as a land-grant institution and state flagship remains unchanged – to serve the state of Arkansas as a partner, resource and catalyst by:

- Providing access to a comprehensive and internationally competitive public education, and fostering student success across a wide spectrum of disciplines.
- Utilizing research, discovery and creative activity to improve the quality of life, develop solutions to the challenges we face and drive the state's economy.
- Contributing service and expertise through outreach, engagement and collaboration.

About

<https://www.uark.edu/about/index.php#OurMission>

The UA's Strategic Plan has eight guiding priorities.

- Advancing student success
- Building a collaborative and innovative campus
- Enhancing our research and discovery mission
- Enriching campus diversity and inclusion
- Investing in faculty excellence
- Promoting innovation in teaching and learning
- Reaffirming our land-grant and flagship responsibilities
- Strengthening graduate education

(<https://www.uark.edu/strategic-plan/>)

To support its mission and strategic plan, the [Campaign Arkansas](#) capital campaign that concluded in 2020 raised about \$1.44 billion to support the UA's academic mission and other priorities, including academic and need-based scholarships, technology enhancements, new and renovated facilities, undergraduate, graduate and faculty research, and study abroad opportunities. The [Arkansas Scholarship Lottery](#) has raised more than \$1 billion in scholarship proceeds since its inception in 2009, with the Arkansas Academic Challenge Scholarship providing \$1,000 in year 1 to \$5,000 in assistance in year 4 to qualifying four-year college students.

To advance student success, the UA built and opened its [Student Success Center](#) in Spring 2022, a “hub of academic resources for student support,” to provide comprehensive, one-on-one support to help every student succeed. The Center offers academic support including advising, tutoring, writing assistance at the writing studio, peer academic coaching, and mentoring for students. It also offers wellness, financial support, and social engagement assistance for students. The [Teaching and Faculty Support Center](#) (TFSC) is found here and in Harmon Garage, offering peer support to develop and promote effective teaching and learning.

Dr. Charles Robinson was appointed as interim chancellor on August 16, 2021. In more than 20 years at the UA, Dr. Robinson “has consistently led institutional progress in diversity recruitment, student success, and retention and graduation efforts.” The UA created the position of Vice Chancellor for Division for Diversity and Inclusion in Fall 2017, hiring Dr. Yvette Murphy-Erby, who also serves on the Chancellor's Executive Committee. Dr. Murphy-Erby conceptualized and oversaw the implementation of the [IDEALS Institute](#) in 2019, “to provide leadership in research, development and delivery of educational and training services and outreach and engagement efforts to entities statewide.” In October 2021, the institute received a [\\$2,185,000 grant](#) from the Walmart Foundation and Walton Family Foundation to provide resources to 100 regional nonprofit organizations to become more diverse, equitable and inclusive.

Chancellor's Office

<https://chancellor.uark.edu/about/chancellors-office-administration-and-staff.php>

About the Chancellor

<https://chancellor.uark.edu/about/the-biography-of-charles-robinson.php>

Rankings by national groups reflect the UA's growing reputation. In 2022, [Forbes ranked the UA](#) as number 84 in Public Colleges, number 189 in Top Colleges, and number 127 in Research Universities. In 2022, [U.S. News and World Report ranked the UA](#) as number 87 in Top Public Schools, number 176 in National Universities, and number 202 in Best Value Schools.

As noted earlier, Dr. Charles Robinson became interim chancellor in August 2021. A national search of internal and external candidates for the permanent position is being conducted. Once a permanent chancellor is selected, there should be another search for a permanent provost and vice chancellor for academic affairs. Dr. Terry Martin is the interim provost and vice chancellor for academic affairs. The Fulbright College Dean reports to Interim Provost Dr. Terry Martin.

#### J. William Fulbright College of Arts and Sciences

The [Fulbright College](#) consists of three schools and 16 academic departments, offering degrees in fine arts, humanities, natural sciences, and social sciences. In Fall 2021, 8,038 of 29,068 students were enrolled in Fulbright majors, representing about 28 percent of UA enrollment. Services to students include the Fulbright College Advising Center (which provides registration advising to all JOUR and ADPR majors), the Honors Program, and strong support for study abroad. Fulbright provides the courses that meet the State Minimum Core requirements, such as English, math, biology, sociology, and other liberal arts offerings. Fulbright is housed in [Old Main](#), “for many, the most beloved symbol of higher education in Arkansas,” and the oldest (and only building built in the 19th century, with the exterior completed in 1875) still standing on campus.

Enrollment by College and Department

<https://oir.uark.edu/datasets/student/headcounts/enrollment-college.php>

[Dr. Kathryn Sloan](#) became interim Dean of the Fulbright College in 2022, when Dr. Todd Shields was hired as Chancellor at Arkansas State University. Dr. Sloan has been at the UA since 2004, previously serving as chair of the History Department, associate dean in the Fulbright College, vice provost for faculty affairs, and interim Vice Provost for Academic Affairs. (Dr. Todd Shields became Dean of the Fulbright College in 2014, previously serving as a professor of political science and in various administrative positions including dean of the Graduate School and International Education.) Professor Jeannie Hulén has been at the UA for 20 years, serving as chair of Art, where she stewarded \$160 million in gifts from the Walton Family Charitable Support Foundation and Windgate Charitable Foundation to establish a world class School of Art. She has served as an associate dean since 2017. (Until summer 2022, Dr. Steve Beaupre, former chair of biological sciences, was the associate dean to whom the SJSJ chair and vice chair report.) Shields and Beaupre supported the unit in its efforts to become a School and acquire external funding for the Student Media and Radio Centers. All previous and current deans and associate deans regularly provide assistance and advice when relevant matters arise in the SJSJ.

About Dr. Kathryn Sloan

<https://fulbright.uark.edu/deans-office/about-the-college/meet-the-dean.php>

The Fulbright College provides about \$85,000 annually in TeleFunds (Teaching and Learning Enhancement Funds) to purchase equipment supporting teaching including computers and laptops, TV and audio equipment, and online databases, for example. In addition, the College purchases new equipment for the SJSJ’s computer labs about every five years and Fulbright ITS is very helpful with equipment purchases, maintenance, and other technical support. From the 2016-2017 through the 2021-2022 school years, the College provided \$49,200 in travel funds to faculty, typically awarding \$1,000 per tenured or tenure-track faculty member for refereed presentations at national or international conferences. The college also provides funding for non-tenure-track faculty when it can.

#### School of Journalism and Strategic Media (SJSJ)

Since the 2016-2017 accreditation review and revisit, the Sue Walk Burnett Center for Journalism and Student Media was dedicated in October 2018, due to the generous \$1 million donation of Houston-based alumna Susan Walk Burnett and her husband, Rusty Burnett. The Center houses a converged

newsroom/workspace for all student media including the newspaper, magazine, UATV, yearbook, and student ADPR agency. The TV studio includes a control room, studio, updated equipment, and an open view of a busy campus hotspot. In addition, the Candace Dixon-Horne Radio Center, across the hall from student media, was dedicated in 2021 and named for the alumna and donor, who with her husband John Horne donated \$100,000 for the center. It houses the KXUA student-run radio station, with a studio and control room, and two audio production rooms. The SJSM offices were moved to the second floor, next to the Student Media center, and renovated.

As of Fall 2021, the SJSM is the fifth largest unit in Fulbright College, after biological sciences, psychology, communication, and political science. Enrollment was 612 in Fall 2016 and 722 in Fall 2022, remaining relatively stable and increasing despite the pandemic. The department's funding primarily comes through Fulbright College, with 2022-2023 school year allocations at \$17,520 for Maintenance and \$85,000 for TeleFunds. Other income comes from income earned from online courses, endowments, grants and fundraising for special projects.

The SJSM is positively viewed on campus, including for its success with the Lemke Journalism Project (a high school student news workshop that focuses on diversity), national and regional awards won by students and faculty, and volunteer and major service activities of faculty. Faculty have also won competitive awards from the Fulbright College since the last accreditation visit, including a summer research stipend, three Connor Endowed Faculty Fellowships to help rising faculty further their career development, and a Master Teacher award.

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

1. The Lemke Department of Journalism became the School of Journalism and Strategic Media. Our new name reflects who we have become since our founding in 1930. As ADPR undergraduates continue to represent more than half of our students, we represent ADPR in the Strategic Media part of our new name. Over time we became a major source of outreach, operating the Center for Ethics in Journalism, and starting in 2021, the Arkansas Scholastic High School Press Association. We offer the minority centered Lemke Journalism Project, aimed at underserved high school media students. We work on parallel tracks with student media, offering practical training and leadership opportunities in all student media outlets. In addition, we are affiliated with the NPR station for Northwest Arkansas, KUAF.

2. The SJSM has new classrooms, offices, and student media facilities. As noted previously, the Sue Walk Burnett Center for Journalism and Student Media was dedicated in October 2018 and the Candace Dixon-Horne Radio Center was dedicated in 2021. When the student media center was built, the new SJSM office moved next door on the second floor. To replace previous facilities controlled by the SJSM, a new larger classroom (Kimpel 148), three new computer labs (Kimpel 145, 146 and 147), 7 new editing bays and an audio recording booth, and the new Sue Walk Burnett Reading Room (Kimpel 113) were built. Faculty offices were reconfigured and renovated to provide updated offices to full-time faculty. The SJSM retained control of the old UATV studio on the first floor for future facilities needs.

3. Based on ongoing assessment since the last accreditation visit, the SJSM significantly revised its curriculum, meeting its goal to improve digital education and skills, technical skills, writing, numerical and statistical training, and remain current.

- a. We instituted a digital requirement. All SJSM students are required to take a digital course related to their major or concentration to ensure they understand and learn to apply current digital technologies appropriate to their planned profession.
- b. The Multimedia Storytelling and Production Concentration, instituted in Fall 2022, teaches students the digital, production, writing, and storytelling skills needed for work in news and non-news fields.
- c. News-Editorial was renamed the Journalism Concentration, with courses and requirements revised to cover the digital and writing skills needed to succeed in newsrooms as well as freelancing and the gig economy.
- d. The ADPR Concentration was converted to a full major or ADPR BA, now requiring a Marketing Research course to improve student performance in applying basic numerical and statistical concepts.
- e. The introductory writing course (formerly called Fundamentals of Journalism) was significantly revised to be a writing across the media course, JOUR 1033 Media Writing. As noted in the new catalog description, Media Writing “Introduces students to the skills of observation, critical thinking and concise writing required in all aspects of journalism and strategic media, as well as to the technology needed in upper-level courses.”
- f. The SJSM instituted a GSP (Grammar, Spelling & Punctuation) Requirement whereby starting in Fall 2020 all majors must complete JOUR 1003 Journalistic Writing Skills with a grade of C or better, or enroll in the free, self-taught JOUR 1100 GSP Requirement course and pass the GSP test with a 75% or better. The GSP requirement is completed prior to taking JOUR 1033 Media Writing or concurrently.

4. The SJSM administration and faculty are going through major changes.

- a. Administrative Changes: The terms of Chair Larry Foley and Vice Chair Jan LeBlanc Wicks end on June 30, 2023. Wicks is not a candidate for chair. A chair selection committee was appointed (chair Wicks, Tiffany King, Rick Stockdell, Rob Wells) and two confidential surveys were conducted among the full faculty for their recommendations and desired characteristics in a leader. The chair selection committee submitted a report with the survey results and verbatim faculty comments to Dean Todd Shields and Associate Dean Steve Beaupre, who considered the report and survey results and had discussions with potential chair Candidates. Interim Dean Kathryn Sloan also polled the faculty in Fall 2022 regarding the next chair. Dean Sloan will report to the SJSM when she makes a decision.
- b. Tenured Faculty Retirements: Gerald Jordan retired in May 2022, Rick Stockdell retired in December 2022, and Jan LeBlanc Wicks will begin a 50% appointment after June 30, 2023, retiring in May 2024. Since the last site visit, Dale Carpenter and Patsy Watkins, both former chairs, also retired.
- c. Active Recruitment of Diverse Faculty: Assistant Professor Colleen Thurston was actively recruited and hired away by the University of Oklahoma Gaylord College of Journalism and Mass Communication, starting there in Fall 2021.

- d. Departure Due to COVID Health Concerns: Associate Professor Rob Wells accepted a job at the Philip Merrill College of Journalism at the University of Maryland, starting in January 2022. Wells left after the provost denied his request in early Fall 2021 to teach remotely due to COVID concerns stemming from his wife's lung transplant, which left her highly immunocompromised. SJSM administrators arranged for Wells to teach remotely in Fall 2021, but he was very concerned whether the UA administration would allow him to teach remotely in the future, so he found another job and resigned effective December 31, 2021.

Teaching Assistant Professor Meera Kumar resigned in Summer 2022 for several reasons, including her reluctance to teach large on-campus classes while caring for an elderly parent.

Teaching Assistant Professor Niketa Reed resigned in Summer 2022 due in part to family concerns and to pursue her career in television and digital in Atlanta, Georgia.

**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.

1. Non-compliance and Deficiencies from the January 24-27, 2016, Site Visit  
(Reaccredited after the Revisit on November 12-17, 2017)

**We were found out of compliance on Standard 3 – Diversity and Inclusiveness**

The deficiencies identified were a. faculty recruitment, b. student recruitment, and c. significantly increasing diversity and inclusion content in the curriculum in ways that actively engage the students.

**a. Faculty Recruitment – Actions:**

Teaching Assistant Professor/Director of Diversity: Niketa Reed, an African American female, was hired in Fall 2017 for this new position, which includes teaching a diversity course and recruiting students from underrepresented groups. Reed resigned in Summer 2022 to pursue her career in TV and digital in Atlanta, Georgia, and tend to family concerns.

Assistant Director of the Center for Ethics in Journalism: Renette McCargo, an African American female, was hired as assistant director in Spring 2018. McCargo is currently serving as interim Director of Diversity for the School.

Assistant Professor of Documentary/Broadcast: Colleen Thurston, a Native American female and citizen of the Choctaw nation of Oklahoma, was hired and started in the SJSM in Fall 2019. She was actively pursued and hired away by the University of Oklahoma Gaylord College of Journalism and Mass Communication, starting there in Fall 2021.

Instructor: Dr. Meera Kumar was hired to teach JOUR 1033 Media Writing and diversity courses. The Fulbright College recruited Dr. Kumar to be their assistant director of the Office of Diversity, Equity and Inclusion (DEI), also promoting her to Teaching Assistant Professor, which we supported. As part of her new job duties, Dr. Kumar taught one cultural diversity course for the SJSM in the Fall 2021 and Spring 2022 semester. After serving one year in DEI at the Fulbright College, Dr. Kumar was

scheduled to return to a more active teaching role, but she resigned in summer 2022, partly because of her reluctance to teach on-campus classes.

Instructor for JOUR 1033/GSP: Ninette Sosa, a Hispanic/Latina female, was hired in Fall 2021 to teach introductory Media Writing classes. Sosa has more than 30 years of professional experience as a digital media reporter, social media and web content producer, radio news and program director, and bilingual traffic reporter, for example.

Interim Assistant Director for the Center for Ethics and Instructor: Whitney King, an LGBTQIA+ African American female, was hired in Fall 2022. King served as account manager at the Pryor Center for Arkansas Oral and Visual History for one year. The Pryor Center documents the cultural heritage of Arkansas by collecting and sharing audio and video resources with scholars, students and the public. King completed our JOUR MA program in May 2021.

## **b. Student Recruitment - Actions:**

Diversity Enrollment Data: The data below show changes in undergraduate enrollment by race during the 5-year period since the last accreditation site visit in spring 2016 through spring 2021. The pandemic was a factor in the decrease of overall students from 592 to 523.

From: <https://oir.uark.edu/datasets/student/headcounts/enrollment-ethnicity.php>

<b>Undergraduate Students Enrolled in the SJSJ</b>					
<u>Race</u>	<u>2016</u>	<u>Approx. 2016 %</u>	<u>2021</u>	<u>Approx. 2021 %</u>	<u>Approximate Percentage Change</u>
African American	23	3.9	21	4.0	+ 0.1%
American Indian/ Alaska Native	3	.50	6	1.1	+ 0.6
Asian	5	.84	6	1.1	+ 0.26
Hispanic/Latinx	48	8.1	61	11.7	+ 3.6
Two or More Races	18	3.0	22	4.2	+ 1.2
Unknown	8	1.4	3	.58	- 0.82
White	487	82.3	404	77.3	- 5.0
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	592		523		

The proportion of minority students appeared to increase slightly since the last accreditation visit, with the largest increase of 3.6% among Hispanic/Latinx undergraduates. While the number of African American students decreased from 23 in 2016 to 21 in 2021, their proportion among SJSJ undergraduates stayed about the same. The proportion of White students decreased by about 5 percentage points from 2016 to 2021.

Hire to Recruit Minority/Underserved Students: Niketa Reed's (clinical assistant professor for diversity issues) duties include a focus on recruiting students from under-served groups in Arkansas.

The Lemke Journalism Project (LJP), a journalism program for minority and underserved high school students, has been operating for more than 21 years. Of the 17 students in the 2017 class, more than half of the 2017 students were Hispanic, five were African American and one was Asian American.



Two LJP students were awarded scholarships to attend the university. In 2017, two female Hispanic LPJ graduates now in the school were selected for national internships: one was named an NBC Summer Fellow, assigned to “Dateline;” in New York. The second won an internship with the Television Academy Foundation and was based in Los Angeles, where she reported for Fox 11.

Recruiting Minority Graduate/Teaching Assistants: We actively recruited diverse graduate or teaching assistants to have undergraduates learn from diverse teachers. In 2017, as noted in the site revisit report we recruited a Hispanic female and an African American male to be graduate assistants providing support in instruction and supervision in the broadcast labs for courses in Broadcast Reporting II, Television I and II and News Producing. Since then, other diverse graduate/teaching assistants include the following:

*Denzel Jenkins: Broadcast I, News Ed* – After earning his master’s degree with the SJSJ and completing [the documentary film IX: The Law of Non-Discrimination](#), Jenkins moved on to the University of Southern California, where he is on track to complete his MFA during the current academic year. In spring 2022, he began teaching online courses (African-Americans in Film and African-Americans in Documentary Film) for our School.

*Wendy Echeverria: Broadcast I* – Echeverria, a Hispanic female, has assisted faculty with ADPR classes as well as broadcast news reporting. In 2022, she received the \$5,000 [Lopez Negrete Hispanic Marketing Education Scholarship](#) from the Advertising Education Foundation of Houston.

*Breybinda Alvarez: Fundamentals of Journalism* – Alvarez, a Hispanic female, has completed the on-campus classes for her master’s program but her thesis is still in progress. She is currently an editor for [La Prensa Libre](#), a local Spanish-language newspaper.

*Whitney King: Ethics* – After working as a graduate assistant in [SJSJ’s Center for Ethics in Journalism](#), King, an LGBTQIA+ African American female, accepted a full-time instructor position beginning in fall 2022.

*Neba Evans: Broadcast I, Fundamentals of Journalism* – After completing her master’s degree, Evans, an African-American female, accepted a full-time job at Arkansas PBS. She hosted videos for Arkansas PBS [Rise and Shine Classroom Resources](#).

Diverse Center for Ethics in Journalism Visiting Professors: The School’s [Center for Ethics in Journalism](#) recruited diverse visiting professors of ethics to provide additional diverse perspectives to students and faculty. These African-American, Hispanic and Native American visiting professors spoke to classes, sponsored workshops, met with community members and held campus-wide lectures.

*Allison Herrera (2021)* is a radio and print journalist who has worked as a reporter for PRI’s The World, as the climate and environment editor for Colorado Public Radio and a freelance reporter for the High Country News’ Indigenous Affairs desk.

*T.J. Holmes (2021)* is the co-anchor of ABC News’ GMA3: What You Need to Know. Holmes also reports for Good Morning America and across ABC News platforms.

*Veronica Molina (2019)* is Vice President of News Standards and Practices (S&P) at CNN Worldwide and has organized internal company-wide conversations and editorial panels about critical diversity issues.

*Steven A. Holmes (2018)* was Executive Director, CNN's Office of Standards and Practices and has more than 40 years of experience in the news business, including working for 15 years as a reporter at the New York Times.

*Jesse Holland (2016)* is the Race and Ethnicity reporter for the Associated Press, and founded, curated and managed the AP Politics Facebook page and managed @AP\_Politics on Twitter.

#### Increasing Diversity and Inclusion Content Throughout the Curriculum:

Alumni Surveys: The results of our alumni surveys showed student ratings valuing diversity of audiences and sources were higher among our 2018-2020 graduates (3.52, 3.60, and 3.45 out of 4 = very much) than the historical average (2011-2017: 2.99).

Employer Survey in 2021: All respondents to the employer survey agreed (5) or strongly agreed (8) that the U of A graduate effectively communicates with diverse colleagues and audiences.

Diversity Courses: The School developed, introduced, or revised diversity courses for the Cultural Diversity Requirement, whereby all SJSM majors must take one three-credit course on diversity. Students may also take these classes as SJSM electives.

JOUR 405V African Americans in Documentary Film  
JOUR 405V Asians and Asian Americans in the Media  
JOUR 405V Indian Americans in U.S. Media  
JOUR 405V Indigenous Documentary Storytelling  
JOUR 405V Writing for Racially Diverse Audience (under development)  
JOUR 4483 Issues in ADPR became Multiculturalism in ADPR

#### **We were found out of compliance on Standard 9 - Assessment**

The deficiencies identified were: insufficient engagement of professionals in the assessment process, a lack of sufficient documentation of actions taken to address curricular needs and failure to survey alumni in the assessment process during this review period.

#### Insufficient Engagement of Professionals in the Assessment Process:

All majors and concentrations involved professionals in the assessment process for the 2016-2020 Cohort:

##### **ADPR Major / Concentration Professional Assessors**

##### ADPR 3743 PR Principles (Outside Evaluators Were Clients for PR Projects)

Nastassja Riley, Suzuki School Director / Private Lesson Coordinator of the  
University of Arkansas Community Music School  
Josh Medina, Veterans Service Officer, Washington County Veterans Office

ADPR 4453 Media Planning and Strategy

Brian Kratkiewicz, Senior Vice President / Director of Media and Innovation at CJRW

Brandon Viveiros, Senior Director of Digital & Media at Saatchi & Saatchi X

ADPR 4473 Account Planning

Vilay Bradford, formerly Account Planner and currently Human Insights Manager for Shopping Experience at the Clorox Company

Eleonora Pagano Lawson, Group Account Director of Shopper Marketing at TPN Retail

Other Course - ADPR 4463 Campaigns (Elective)

Mille Alderman, Brand Manager at the Clorox Company

**Broadcast Concentration**

Tom Yazwinski, former reporter in multiple markets, and current news director for KEPN Pasco, Washington

Krystle Sherrill, KSN TV reporter, Wichita, KS

Lauren Jackson, WBRC TV reporter, Birmingham, AL

Mallory Jordan, KAIT TV reporter, Jonesboro, AR

Jordan Betts, KSHB TV reporter, Kansas City.

**News-Editorial / Journalism Concentration**

Rusty Turner, Editor, Northwest Arkansas Democrat-Gazette

Donna Lonchar, retired City Editor, Northwest Arkansas Democrat-Gazette

Ginny Monk, Reporter, New Haven (Connecticut) Gazette

For Magazine Writing

Anna Beaulieu, Editor, Oxford American

Jay Jennings, Senior Editor, Oxford American

Lack of Sufficient Documentation of Actions Taken to Address Curricular Needs:

The SJSM maintains minutes of faculty, concentration/major and committee meetings to document assessment and actions taken to address curricular needs. As noted in the final 2017 Revisit Report, “The school provided an exhaustive list from sequence and committee meeting minutes of how faculty progressed in their discussions of assessment results over a two-year period. Minutes reveal discussion of the data, proposed ideas for addressing problems and proposals for solutions. The implementation of changes and closing the loop plans were also documented.”

Action: As the revisit team found our documentation “exhaustive,” we continued to keep these minutes and other files documenting assessment and actions taken to address curricular needs.

Failure to Survey Alumni in the Assessment Process:

Action: The SJSM has surveyed alumni annually every spring semester since 2018. Results have been used in interim and the final assessment report for the 2016-2020 cohort.

## **Other Weaknesses Identified by the Site Visit/Revisit Teams:**

### **1. Resources have not kept up with the increase in enrollment over the past several years.**

#### **Actions:**

- The Sue Walk Burnett Center for Journalism and Student Media was dedicated since the last site visit. It features an integrated newsroom where students from all student media outlets can converge and a new UATV television studio with an open view of campus.
- The Candace Dixon-Horne Radio Broadcast Center, dedicated in 2021, houses the student-run radio station KXUA and two audio production studios.
- The School's main office, classrooms, editing suites, and faculty offices were renovated when the Sue Walk Burnett Center was built.
- The Fulbright College increased our TeleFunds budget to \$85,000 to assist us in buying additional technology for increased student enrollment.

### **2. The curriculum does not stress digital technologies sufficiently in introductory courses**

#### **Actions:**

- The introductory writing course was revised to be JOUR 1033 Media Writing, incorporating writing across the media for all concentrations/majors and basic digital skills to prepare students for upper-level courses. All students in JOUR 1033 create WordPress sites to publish and categorize their work related to advertising, public relations, broadcast writing, reporting skills, and interview techniques.
- We instituted a digital requirement for all majors/concentrations, whereby students are required to take a digital skills course related to their concentration/major.
- We developed the Multimedia Storytelling & Production Concentration, implemented in Fall 2022. It is a flexible sequence intended for students who want to develop proficiency in delivering informational content through a variety of platforms. Students can develop skills in capturing video and still images, creating documentary or shorter films, designing visual graphics, publishing online-specific content, and/or promoting content through social media.
- The News/Editorial Concentration changed its name to the Journalism Concentration, effective Fall 2022, and revised course titles, descriptions and expanded content offerings to reflect the emphasis on multimedia and digital skills in the industry, including freelancing and working in the gig economy.

- We introduced additional digital courses or revised existing courses.

JOUR 2003 became Storytelling for Today's Media where students develop content strategies in multiple media platforms including digital media, social media, podcasting and video blogging.

JOUR 2063 became Media Graphics and Technology to introduce computer skills including learning major creative software for generating media graphics and visual communication. Emphasizes content creation and web publishing, infographics and promotional materials.

JOUR 4033 became Advanced Radio News Reporting and Podcasting, where students research, write and produce in-depth public radio style news stories and turn them into a three-episode podcast.

JOUR 405V Digital First teaches students to create digital content across multiple news platforms and social media platforms, and provides training in Videolicious, Hootsuite, and Banjo certification.

JOUR 405V Digital Content Strategy teaches students to use a content management system such as WordPress, and provides training in evaluating and measuring core content performance, Google Analytics, Bitly and select social media platforms.

JOUR 4073 Social Media and Journalism teaches news judgment among changing technological tools to disseminate news quickly, to different audiences, stressing ethical, legal, and accuracy issues.

JOUR 4083 Data Journalism teaches best practices and common software tools to gather, visualize and interpret data effectively in daily journalism.

JOUR 4883 became Advanced Film & Video Feature Production, where students learn to research, write, direct, produce, shoot and edit non-fiction short feature films and videos for television, streaming and other presentations, including corporate and nonprofit use.

### 3. Declining participation in the department's internship program.

After the last site visit, Advanced Instructor Gina Shelton was appointed as internship coordinator to improve the internship program. Shelton administers the JOUR 402V Internship class, works with employers who need interns, meets with employers to obtain new internships, assists students in preparing for internships, and other related duties. She also coordinates visits with recruiters and works with Erica Estes and Xavier Smith in the Fulbright College of Arts & Sciences in promoting career fairs and other career opportunities for students. While Shelton has actively recruited students and employers, students who take JOUR 402V must pay for the academic credit, so some students do not take or pay for JOUR 402V if they don't need it. The numbers below are restricted to students who have formally enrolled in for-credit internships through JOUR 402V.

### **Enrollment in JOUR402V Internships Since 2016 (number of students enrolled)**

Fall 2016 - 42  
Spring 2017 - 23  
Summer 2017 - 12  
Fall 2017 - 40  
Spring 2018 - 18  
Summer 2018 - 8  
Fall 2018 – 33  
Spring 2019 - 11  
Summer 2019 - 7  
Fall 2019 – 24  
Spring 2020 - 13  
*COVID*  
Fall 2020 - 6  
Spring 2021 - 12  
Fall 2021 - 10  
Spring 2022 – 11

Like many colleges, our internship numbers dropped (particularly for in-person positions) during the pandemic but have improved. For example, KNWA, the NBC affiliate located a few blocks from campus, began hiring interns in January 2022 for the first time since the pandemic.

Here is a list of notable internships since the last accreditation visit:

#### **2022 Dow Jones News Fund Internship**

**Sarah Komar**, The New York Times (being announced in May 2022)

#### **2021 Emma Bowen Fellow**

**Lakya Banks**, African American

Hearst intern at 40/29 News in Northwest Arkansas, which continued into 2022.

#### **Dow Jones News Fund Internships**

**Mary Hennigan**, Midwest Center for Investigative Reporting

**Sarah Komar**, The Arizona Republic.

#### **Facebook Career Connections Program**

**Maritza Cedario**, Hispanic. Now a digital campaign manager for Mediavision 2020.

#### **2020 Congressional Black Caucus Intern**

**Elijah Conley**, African American. Started Georgetown Law School in fall 2021

#### **2019 The New York Times**

**Halie Brown**, research assistant for Ian Urbina, The Outlaw Ocean Music Project.

#### **Reporters Committee For Freedom Of The Press**

**Katie Beth Nichols**, communication intern in Washington, D.C.

Now in law school at Saint Louis University.

**Associated Press**

**Andrea Smith**, Hispanic, multimedia editing internship with the AP in Atlanta. Now a digital editor/reporter for Ladue News in St. Louis.

**2018 Dow Jones News Fund**

**Alex Nicoll**, reported for the financial news website [theStreet.com](http://theStreet.com) in New York. Alex now works for the Houston Chronicle.

**Native American Journalist Fellowship**

**Lydia Fielder**, Native American, was one of 10 students picked for a Native American Journalism Fellowship. Fellows work with mentors to produce coverage.

**Washington Commanders (formerly Washington NFL team)**

**Victoria Guerra**, Native American, internship. Victoria also interned for a professional soccer team and is studying for a master's degree at the University of Arkansas.

**2017 Television Academy Foundation (Emmys) internship**

**Breybinda Alvarez**, Hispanic, One of 50 students chosen for the program and only broadcast news intern. She interned for FOX 11 in Los Angeles. Breybinda is a graduate of the Lemke Journalism Project and serves as editor of La Prensa Libre.

**NBC News Group Summer Fellows Program**

**Wendy Echeverria**, Hispanic, one of six students nationwide chosen. She interned for NBC's crime news show "Dateline." Wendy is a graduate of the Lemke Journalism Project and after working in television news and public relations returned to our JOUR MA program in 2021.

**ESPN**

**Jarrett Hobbs**, Native American, joined ESPN fulltime after graduation in 2018.

**Closing Note** - The 2017 ACEJMC revisit team's report included the following summary statement:

*Summary conclusion: The school is in compliance on both standards under review in this revisit and it has made significant progress in addressing other weaknesses identified by the last site visit team. The elevation from a department to a school in the Fulbright College of Arts and Sciences and the building renovation and construction of the new student media center are indicative of the unit's upward trajectory and its potential.*

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

The vice chair compiled lists of sources for requested information and then sought assistance from three faculty members to help write initial drafts of the reports. The School's faculty contributed information relevant to their teaching, research, service, professional experience, committee work and other expertise. Two or three faculty members were assigned to review and provide feedback on each

section of early self-study drafts. Students were consulted as needed, with responses to surveys of our graduates and their employers providing context and information. The chair, vice chair and one faculty member reviewed and revised a more polished draft of the self-study report, which was then shared with an external reviewer and the entire faculty for a second round of feedback.



**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.**

The SJSM 2022-2023 listing in the Undergraduate Catalog is found here:

<https://catalog.uark.edu/undergraduatecatalog/collegesandschools/jwilliamfulbrightcollegeofartsandsciences/journalism-strategic-media/>

Requirements for the ADPR BA:

<https://catalog.uark.edu/undergraduatecatalog/collegesandschools/jwilliamfulbrightcollegeofartsandsciences/journalism-strategic-media/#bainadvertisingandpublicrelationstext>

Requirements for the Broadcast Concentration:

<https://catalog.uark.edu/undergraduatecatalog/collegesandschools/jwilliamfulbrightcollegeofartsandsciences/journalism-strategic-media/#bainjournalismwithbroadcastconcentrationtext>

Requirements for the Journalism (formerly News-Editorial) Concentration (new in Fall 2022):

<https://catalog.uark.edu/undergraduatecatalog/collegesandschools/jwilliamfulbrightcollegeofartsandsciences/journalism-strategic-media/#bainjournalismwithjournalismconcentrationtext>

Requirements for the Multimedia Storytelling & Production Concentration (new in Fall 2022):

<https://catalog.uark.edu/undergraduatecatalog/collegesandschools/jwilliamfulbrightcollegeofartsandsciences/journalism-strategic-media/#bainjournalismwithmultimediasstorytellingandproductionconcentrationtext>

Descriptions of SJSM Courses in the Undergraduate Catalog:

<https://catalog.uark.edu/undergraduatecatalog/collegesandschools/jwilliamfulbrightcollegeofartsandsciences/journalism-strategic-media/#courseinventory>

The Fulbright College of Arts & Sciences Undergraduate Catalog home page for 2022-2023 is:

<https://catalog.uark.edu/undergraduatecatalog/collegesandschools/jwilliamfulbrightcollegeofartsandsciences/>

Fulbright College Advising Center (where SJSM majors receive registration advising):

<https://fulbright.uark.edu/advising-center/index.php>

*These are the current links for SJSM majors as of 9/18/22:*

Fulbright College Advising Center Core and Major Requirements Information:

<https://fulbright.uark.edu/advising-center/degree-requirements.php>

ADPR BA Requirements:

[https://fulbright.uark.edu/advising-center/\\_resources/pdf/2022/2022\\_BA/ADPR-2022.pdf](https://fulbright.uark.edu/advising-center/_resources/pdf/2022/2022_BA/ADPR-2022.pdf)

JOUR BA Broadcast Concentration Requirements:

[https://fulbright.uark.edu/advising-center/\\_resources/pdf/2022/2022\\_BA/JOUR\\_BCST\\_2022.pdf](https://fulbright.uark.edu/advising-center/_resources/pdf/2022/2022_BA/JOUR_BCST_2022.pdf)

JOUR BA Journalism (formerly News-Editorial) Requirements:

[https://fulbright.uark.edu/advising-center/\\_resources/pdf/2022/2022\\_BA/JOUR\\_JOUR\\_2022.pdf](https://fulbright.uark.edu/advising-center/_resources/pdf/2022/2022_BA/JOUR_JOUR_2022.pdf)

JOUR BA Multimedia Storytelling & Production Requirements:

[https://fulbright.uark.edu/advising-center/\\_resources/pdf/2022/2022\\_BA/JOUR\\_Multi\\_2022.pdf](https://fulbright.uark.edu/advising-center/_resources/pdf/2022/2022_BA/JOUR_Multi_2022.pdf)

The UA Undergraduate Catalog home page for 2022-2023 is:

<https://catalog.uark.edu/undergraduatecatalog/>

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

### **Executive summary:**

The School's administration includes the chair and vice chair, assisted by the graduate coordinator, honors coordinator, undergraduate coordinator, and office staff. The UA has a 10-year strategic planning cycle and updates the plan when a new chancellor is hired. The SJSM updates its strategic plan following the accreditation cycle and implements actions each year to respond to the plan.

Here are some high-water marks achieved under Professor Larry Foley (Chair) and Professor Jan LeBlanc Wicks (Vice Chair), who have served since 2014.

1. \$5 million dollars in facility improvements to classrooms, labs and student media. Our facilities are now world class, and spike in enrollment indicates how we have become a destination J- School. Everything has been upgraded. This was accomplished with both outside and internal (U of A) support and funding. These improvements are a direct result of partnerships built with alumni and University of Arkansas community.
2. Name change from Lemke Journalism Department to School of Journalism and Strategic Media. This change fits our School's mission and role. We are more than an academic unit, with public radio, diversity outreach, a Center for Ethics in Journalism, and Student Media Center.
3. Updated curriculum, based on assessment review, professional input, changing media world and demands, and directly addressing AEJMC revised standards. We have updated all concentrations, enhanced digital education in all majors, and added a new study focus, Multimedia Storytelling & Production.
4. Enhanced focus on Diversity, Equity and Inclusion. SJSM has hired nine full time diverse and/or female faculty under this leadership team. In addition, we hired a female to serve as GM of NPR station KUAF. We have created positions to lead our DEI efforts and have brought in numerous Distinguished Visiting Ethics Professors from domestically diverse backgrounds.
5. Six faculty have received promotions, representing TT faculty and non-TT faculty. Before this leadership team took over, there was no career path for non-TT faculty. That has changed. We were also able to promote our office manager, a longtime invaluable cog in our program.
6. The leaders have worked to create and nurture an environment of collegiality and support for all faculty, traditional scholars and creative professors. A focus has been on fostering a climate of diversity and inclusion for all faculty, staff and students. Added emphasis has been on recruiting and maintaining DEI faculty, despite the pandemic.
7. Renewed efforts in building alumni constituency. We created a twice-yearly E-Newsletter to keep our friends and alumni informed. We have a new Lemke Society Alumni Board that assists and engages with faculty, and is in charge of our April Hall of Honor banquet where alum T J Holmes of ABC Good Morning America will be one of the newest inductees. This board also serves in advisory capacity for Chair and SJSM leadership.

8. We have grown our student scholarships to an annual allocation of more than \$100K, including scholarships geared toward DEI students.

The SJSM has eight standing committees: Assessment, Curriculum, Diversity, Ethics, Graduate, Personnel, Scholarship, and Travel Committees. The tenure-track personnel committee and non-tenure-track advisory committee advise the chair as needed. Faculty may place items on the faculty meeting agenda as well.

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### **1. Provide the web link to the unit's mission statement.**

<https://fulbright.uark.edu/departments/journalism/about-the-department/index.php>

#### **Our Mission**

The School of Journalism and Strategic Media at the University of Arkansas prepares students to be innovative and ethical media professionals and scholars in the digital world. The faculty is engaged in scholarly and professional pursuits, bringing fresh approaches to challenges faced by media. Our students gain conceptual knowledge and practical skills from a curriculum that emphasizes critical thinking and mastery of state-of-the-art technology. Students learn the importance of diversity, which requires the inclusion of voices from all economic backgrounds, ages, races, genders and religions in pursuit of accurate coverage of our pluralistic society.

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### **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 chair is the chief administrative officer of the School and typically serves a four-year term. Professor Larry Foley became chair in July 2014, was reappointed in 2018, and plans to serve through June 2023, when a new chair will be appointed.

The chair reports to the dean of the Fulbright College (Interim Dean Kathryn Sloan) and is responsible for the general conduct of the affairs of the unit. The chair works with the School's faculty and staff to ensure a quality undergraduate and graduate education. The chair is primarily responsible for strategic planning, assisting the dean with fundraising, personnel and annual reviews (with the Personnel Committee), technology, facilities, faculty development, public service, and accreditation.

Dr. Jan LeBlanc Wicks was hired as the School's first vice chair in August 2014, was reappointed in 2018, and plans to serve through June 2023, when a new vice chair will be appointed. The vice chair assists the chair in administering and running the School.

Foley and Wicks agreed to share some duties and split others, dividing duties based on the strengths of each administrator. While Wicks assisted with many chair duties, as vice chair she was primarily responsible for ensuring curriculum changes successfully matriculated through the UA's approval process. Wicks also handled scheduling and teaching assignments, in consultation with the chair. Foley and Wicks established a purchase process at the end of each fiscal year if funds remain whereby faculty could request purchases related to teaching, service or research/creative activity.

The chair reports to Interim Dean Kathryn Sloan, who became Interim Dean of the J. William Fulbright College of Arts and Sciences on August 1, 2022. (The former Dean Todd Shields, who served as dean from 2014-2022, became chancellor of Arkansas State University in August 2022.) Sloan previously served as interim vice provost for academic affairs, vice provost for faculty affairs, associate dean in the Fulbright College, and chair of the Department of History. Deans are the chief administrative officials of colleges.

Interim Dean Sloan reports to Interim Provost and Vice Chancellor for Academic Affairs, Dr. Terry Martin. Martin is a professor of electrical engineering and served as senior associate dean, associate dean, and interim dean for the College of Engineering, and senior vice provost for academic affairs.

Interim Provost Martin reports to Interim Chancellor Dr. Charles Robinson, appointed on August 16, 2021. Robinson started as an assistant professor of history in 1999 and was promoted to a variety of administrative positions, most recently serving as vice provost for diversity, vice chancellor for Student Affairs, and provost and executive vice chancellor for Academic and Student Affairs. Currently a national search is underway to select the next chancellor, and Dr. Robinson is a finalist.

The UA's Organizational Chart is found here:  
<https://www.uark.edu/about/organizational-chart.pdf>

Sites where the information in this section was found.

- <https://provost.uark.edu/faculty-handbook/1-administration-governance/02.php>
- <https://fulbright.uark.edu/deans-office/about-the-college/meet-the-dean.php>
- <https://provost.uark.edu/vice-provosts.php>
- <https://chancellor.uark.edu/about/chancellors-office-administration-and-staff.php>

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**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 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.**

Current SJSM Strategic Plan:

[https://fulbright.uark.edu/departments/journalism/\\_resources/pdf/SJSM-Strategic-Plan-2022-2028-5-10-22.pdf](https://fulbright.uark.edu/departments/journalism/_resources/pdf/SJSM-Strategic-Plan-2022-2028-5-10-22.pdf)

The UA System operates on a 10-year cycle, with the Transformation 2025 Strategic Plan approved in October 2014. The UA-Fayetteville (UAF) campus periodically considers its priorities and goals within that 10-year cycle, typically when a new chancellor is hired, as in 2015-2016. Then the strategic planning process included campus meetings, visits to academic departments, and the work of task forces (to discuss initiatives such as advancing student success and enriching diversity and inclusion). The next wave of planning is unlikely to occur until a permanent chancellor is hired or when the UA System process begins again in 2023-2024.

Information for this section came from:

- <https://www.uark.edu/strategic-plan/>
- <https://www.uasys.edu/leadership/office-of-the-president/ua-system-strategic-plan/>

The School follows the lead of the UA and Fulbright College but develops and updates its strategic plan based on the ACEJMC accreditation cycle and factors that arise, including ACEJMC site team recommendations, trends in the profession or academe, recommendations from professionals, and faculty meeting discussions. From these recommendations and discussions, the chair and vice chair develop revisions of the plan, working with faculty members who volunteer or are asked to work on the plan. Next faculty feedback is sought in faculty meetings and/or via email.

As one unit in the Fulbright College, the School's plans must fit the goals and resources of the college. For example, we may ask for a new faculty or staff member, but if the college cannot afford it, it will not happen.

The 2009 strategic plan focused on improving digital and technology facilities and education. As a result, computer, video and editing facilities were updated and online ADPR databases subscriptions were obtained and used for classes. The 2015 plan focused on becoming a School, which became effective in the 2017-2018 school year. Another goal was to hire faculty with digital skills and conceptual knowledge to improve the digital curriculum and offerings, with Brandon Bouchillon, Mike Brown, Niketa Reed, and Rob Wells hired. A third goal was to develop a system to provide advancement opportunities for non-tenure-track faculty, with the Clinical Assistant, Associate or Professor, and the Master Instructor of Journalism (which the UA later adapted to be advanced instructor) approved in the 2015 and 2019 SJSM personnel document revisions. In the 2020 personnel document revision, teaching or research assistant professors could be promoted to teaching associate professor or teaching full professor. Instructors could be promoted to advanced instructor, and Tiffany King, Gina Shelton, and Hayot Tuychiev were promoted to advanced instructor in 2021.

Based on our strategic plan's goal of improving the curriculum, recommendations from our last site visit, and our ongoing cohort assessment, we implemented the GSP or Grammar/Spelling/Punctuation Requirement to improve writing. To improve our digital curriculum, we created the Multimedia Storytelling & Production Concentration, revised the

News/Editorial to be the Journalism Concentration, offered new and revised digital courses, and added a new digital requirement whereby all majors are required to take a digital course relevant to their major or concentration. For diversity, we added new course options for the Cultural Diversity Requirement, the Center for Ethics brought in noted diverse journalists as the visiting ethics professor to present to classes and conduct workshops, and we hired several faculty (including Meera Kumar, Renette McCargo, Niketa Reed, Colleen Thurston, and Ninette Sosa). Niketa Reed was hired as a teaching assistant professor whose duties include recruiting diverse and underserved students.

In the August 2021 faculty meeting, Niketa Reed noted that the plan was being revised. The strategic plan was reapproved in May 2022.

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

[https://fulbright.uark.edu/departments/journalism/\\_resources/pdf/RetentionandGradReport\\_2021\\_ADPRJOUR.pdf](https://fulbright.uark.edu/departments/journalism/_resources/pdf/RetentionandGradReport_2021_ADPRJOUR.pdf)

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**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 School's faculty as a whole, through committee service and/or discussions in faculty meetings, develop or are involved in curriculum, assessment, DEI (diversity equity inclusion), scholarships, travel, the Master's program, the Honors program, personnel, and any other planning or matters of concern. Before every faculty meeting, the chair emails all faculty to ask if they wish to add anything to the agenda. This was implemented so any faculty member can bring any issues or concerns to the full faculty. The tenure-track personnel committee participates in tenure, promotion and annual reviews (with one non-tenure-track member serving for annual reviews). The Non-Tenure-Track Advisory Committee may meet, discuss concerns, and advise the chair and vice chair on issues that affect non-tenure-track faculty as a group.

The UA Faculty Senate represents the UA faculty, and "has sole jurisdiction" over admission requirements, credit transfers, academic honesty, scholastic probation, withdrawals, suspension and dismissal, curriculum and courses, degrees and degree requirements, awarding of academic honors and recommending honorary degree recipients to the board of trustees.

Faculty may make recommendations on policies affecting faculty including faculty status (promotion, tenure, non-reappointment, etc.), working conditions, academic and professional

research, scholarship, and creative activities. The UA maintains a faculty governance website at <https://provost.uark.edu/campus-governance/faculty.php>

The UA Faculty Handbook includes the policies and procedures for faculty activities including teaching, service, and research/creative activity (for tenured or tenure-track faculty; non-tenure track faculty are responsible for teaching and service). The handbook is maintained online and reviewed annually to update material and provide links to major policy statements regarding specific activities and areas of responsibility. Following are links to related documents:

[Faculty Handbook](#)

[Information on the Handbook](#)

[The School's Personnel Document](#)

[The Fulbright College Personnel Document](#)

[The UA's Procedures for Assessing the Performance of Tenured and Tenure-Track Faculty](#)

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

For the 2021-2022 Academic Year: August 2021, October 2021, December 2021, January 2022, March 2022, April/May 2022,

For the 2022 Fall Semester: August 2022, October 2022, December 2022

In the months between full faculty meetings, faculty in the concentrations or majors [ADPR or Advertising/Public Relations, Broadcast, Journalism (formerly News-Editorial)] hold their meetings.

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

Assessment: Dave Bostwick (current chair), Kara Gould, Sisi Hu, Tiffany King, Jan LeBlanc Wicks

Responsibilities: Ensures the assessment process is on track and midpoint and capstone assessments are completed. Compiles, analyzes, reports, and makes recommendations on assessment using materials collected throughout the assessment process (of four-year cohorts).



Curriculum: Jan LeBlanc Wicks (chair), Dave Bostwick, Tiffany King, Brandon Bouchillon  
Responsibilities: Considers new or revised course and program proposals for all majors and concentrations, and ensures such proposals are consistent with the UA's curricular standards and guidelines.

Diversity: Renette McCargo (chair), Robyn Starling-Ledbetter, Bret Schulte (spring 2023), Gina Shelton, Ninette Sosa, Hayot Tuychiev  
Responsibilities: Advises and assists the faculty in implementing the School's diversity plan, and advises the faculty and committees on DEI.

Ethics: Ray McCaffrey (chair), Whitney King, Renette McCargo, Gina Shelton  
Responsibilities: Selects the visiting ethics professor and works with the director and assistant director in developing and implementing the center's activities.

Graduate: Jee Young Chung (graduate coordinator and chair), Brandon Bouchillon, Sisi Hu, Broadcast/Documentary/Multimedia faculty member (to be appointed when hired), Larry Foley (ex officio)  
Responsibilities: Reviews and selects graduate applicants, considers and advises School administrators and faculty on issues regarding the graduate program.

Non-Tenure-Track (NTT) Advisory Committee: Lucy Brown, Mike Brown, Renette McCargo  
Responsibilities: Represents the interests and concerns of NTT faculty with the chair and vice chair.

Personnel: Varies by year; currently Ray McCaffrey, Bret Schulte, Rick Stockdell, and Jan LeBlanc Wicks. (Dave Bostwick, NTT representative if needed)  
Responsibilities: Conducts annual performance reviews, third-year reviews, tenure and promotion reviews, and other interests and concerns of tenured/tenure-track faculty.

Scholarship: Hayot Tuychiev (Chair), Kerry Gilbert, Renette McCargo, Ricky Thein  
Responsibilities: Works with staff to prepare scholarship applications, reviews scholarship applications, administers the annual scholarship selection process and meeting, and helps to select scholarship recipients.

Travel: Ricky Thein (chair), Jee Young Chung, Kara Gould  
Responsibilities: Considers faculty and student applications for the Schools' travel funds, decides on awarding travel funds, and works with the faculty when travel funding questions arise.

#### Other Faculty Leadership Roles

JOUR 1033 & GSP Coordinator/Online Coordinator: Dave Bostwick

Undergraduate Coordinator: Renette McCargo

Graduate Coordinator: Jee Young Chung

Honors Coordinator: Lucy Brown

Internship Coordinator and LJP Director: Gina Shelton

Arkansas Soul Director: vacant until new diversity recruitment teaching assistant professor hired

Director of Student Media: Robyn Starling-Ledbetter

Student Media Advisors:

Charlie Alison (Traveler newspaper)

Bret Schulte (Hill magazine),

Mike Brown (Razorback yearbook)

Tiffany King (UATV)

Rick Stockdell (KXUA student radio station)

Kerry Gilbert (Main Hill ADPR agency)

Student Club Advisors:

Lucy Brown (Ad Club)

Kerry Gilbert (PRSSA)

Gina Shelton (SPJ)

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

The School's faculty is involved in many areas at the University of Arkansas.

Dave Bostwick

Peer Mentoring Circle Facilitator: 2020-2022 - Help participants make new connections across colleges/disciplines and provide a forum for non-judgmental, inclusive and supportive conversations.

Brandon Bouchillon

Diversity Champion: Spring 2019-Present - Volunteers assist in building a more diverse/inclusive campus culture and climate.

Fulbright College Honors Council: Fall 2021-Present

Fulbright College Orientation Advisor: Summer 2021

Lucy Brown

UA First-Generation Mentoring Program Mentor: 2017-Present - Mentor first-generation students when assigned a mentee.

UA Path Program Mentor - Mentor exceptional high school students from underrepresented populations.

UA Black Women Scholars and Professionals Member: 2016-Present

UA International Students & Scholars iFriend Program: 2016-Present - Offer advice and develop cross-cultural friendships with international students at the UA.

Jee Young Chung

UA Transit, Parking and Traffic Committee Member: Spring 2016-Present - Fulbright College (Faculty at large) member

Ad Hoc Committee for Healthcare Analytics – Interdisciplinary M.S. degree in Statistics and Analytics: Spring 2019-Present - School/Fulbright College representative for interdisciplinary master's degree

Kerry Gilbert

UA Housing/Division of Student Affairs - Adopt a Prof Program: Fall 2019-Spring 2021 - Faculty adopt a residence hall, meeting with and mentoring students, and participating in hall events, programs, and initiatives.

Gerald Jordan (retired May 2022)

UA Faculty Athletics Representative to the NCAA / National Collegiate Athletic Association and SEC / Southeastern Conference: June 2017-May 2022 - Certifies the eligibility of student-athletes and represents the UA to the NCAA and SEC, including at major events.

Chancellor's Committee on Student Protest Against J. William Fulbright: 2020-2021

Chancellor's Advisory Committee to Select an Athletics Director: 2018

SEC Postgraduate Scholarship Committee: 2018-2012

SEC Brad Davis Scholarship Chair: 2020

SEC Boyd McWhorter Scholarship Chair: 2021

Ray McCaffrey

UA Library - New York Post Archive Committee Member: 2018-2020

UA Mullins Library Renovation Committee Member: 2018

Bret Schulte

UA Faculty Senate Member/Senator: Fall 2019-Present

UA Faculty Senate Executive Committee: Fall 2020-Present

UA Faculty Senate Ad Hoc Subcommittee on Conflict of Interest: Spring 2021

UA-Fayetteville Education Association / Local 955 President

Gina Shelton

Fulbright College Career Champion for the School: 2018-Present - Liaison between the UA's Career Development Center and the School.

Fulbright College PeopleGrove Task Force: 2020-Present - Assisted with launching a new mentor program connecting alumni and faculty to students, under the branding RazorLink.

Jan LeBlanc Wicks

UA Non-Tenure-Track Role Clarity Task Force: 2017-2018

UA Rome Center Study Abroad Program: Spring 2018 & Spring 2020

UA Honors College Fellows Reviewer/Interviewer: Spring 2021

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

According to the UA Faculty Handbook, the Chancellor appoints the head of a department on recommendation of the dean, following consultation with all members of the departmental faculty. At the UA, administrators “serve at the pleasure of the administrator who appoints them.”

When selecting a new chair, the Fulbright College dean forms a chair committee (including tenure-track and non-tenure-track faculty) charged with polling the faculty about who should serve and the characteristics they prefer in an administrator. The committee compiles the responses, writes a report, and submits the report to the dean. The dean considers the faculty input, then makes a recommendation to the chancellor, who formally appoints the chair.

Chairs and vice chairs generally serve four-year terms, and their administrative performance is evaluated annually. The College polls the School's faculty regarding the chair's performance each year before the dean completes a chair evaluation. If areas needing improvement are identified, the dean meets with the administrator, discusses these area(s) and provides suggestions for improving performance. If the chair's performance has been satisfactory or better over the four-year term, he/she/they may be appointed for another term, first if both the Dean and

administrator agree. In that case, toward the end of the term the Dean consults with the faculty, then if there is sufficient faculty support may recommend that the chair serve another term.

Should a chair or vice chair not perform satisfactorily, he/she/they may be removed before the end of their four-year term.

This section is taken from:

<https://provost.uark.edu/faculty-handbook/1-administration-governance/02.php>  
Appointment, Service, and Performance Review of Administrators  
<https://provost.uark.edu/policies/140710.php>

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

Complaints and concerns are handled internally in the unit first, and if resolution is not possible, the UA's formal grievance or complaint process is used. As of 9/18/22, no formal grievances have been filed by anyone in the School against the dean, chair or vice chair. One student filed a complaint against a faculty member, and it was resolved.

The informal general procedure for all complaints is as follows. The faculty member, staff member, or student may speak to the chair about a complaint. (The student talks to his/her/their instructor first, and if the complaint is not addressed satisfactorily, the student meets with the chair, or vice chair if the chair is the instructor, for example.) If the complaint is not addressed, the person may meet with the dean or associate dean to whom the School reports. If the complaint is still not addressed satisfactorily, the aggrieved party may file a formal complaint or grievance.

The formal grievance process for faculty, staff and students generally involves submitting the grievance in writing, and first having the School's administrator review and make a decision. If warranted, a committee may also review the grievance. The School's decision may then be appealed to the dean, provost and chancellor, generally in that order. The specific procedures vary somewhat for faculty, administrators, staff, and students, but the process typically allows appeals of the decision at several administrative levels and allows review by a relevant committee, if warranted.

Links to the formal grievance procedures/policies for each party are listed below.

### Faculty:

The faculty member files a written grievance following the procedure in the Faculty Grievance Procedure document, found here:

<https://provost.uark.edu/policies/faculty-grievance-procedure.pdf>

Staff:

The procedure for staff is found here:

<https://hr.uark.edu/working/handbook/11-grievance/11-3.php>

or here:

<https://oeoc.uark.edu/grievance-procedure/index.php>

The staff handbook is found here:

<https://hr.uark.edu/working/handbook/index.php>

Administrators:

The procedure for administrators is found here:

<https://provost.uark.edu/faculty-handbook/3-policies-governing-faculty-service/19.php>

Students

The Student Grievances and Appeals policy/procedure is found in the catalog.

<https://catalog.uark.edu/undergraduatecatalog/academicregulations/studentacademicappeals/>

The student handbook is found here:

<https://handbook.uark.edu/>

The Code of Student Life is found here:

[https://handbook.uark.edu/code-of-student-life-Fall-2021\\_C.pdf](https://handbook.uark.edu/code-of-student-life-Fall-2021_C.pdf)

## **Part II, Standard 2. Curriculum and Instruction**

### **Executive summary:**

Two undergraduate degrees (JOUR BA and ADPR BA) comprising four undergraduate programs are offered by the School:

- Bachelor of Arts in Advertising and Public Relations (ADPR BA)
- Bachelor of Arts in Journalism (JOUR BA)
  - Broadcast Concentration
  - Journalism Concentration
  - Multimedia Storytelling and Production Concentration

Graduation requires 120 hours, with a minimum of 75 outside hours built into the ADPR and JOUR majors to ensure students receive a liberal arts and sciences general education.

Beyond the UA and Fulbright College Core, the School has a Digital Requirement and a Cultural/Diversity Requirement for all majors to ensure students have the technical and cultural skills to complete in a diverse and changing field. Each major or concentration includes a balance of theoretical/conceptual courses and professional skills courses.

ACEJMC's 10 professional values and competencies provide a foundation for the School's curriculum. SJSJ administrators promptly notify faculty regarding any updates to the competencies. Faculty routinely incorporate elements of the ACEJMC competencies into their course syllabi and classes.

For courses with multiple sections, faculty collaborate to ensure consistency in course delivery and outcomes. One full-time faculty member coordinates online courses and all sections of JOUR 1033 Media Writing, working with adjunct and full-time faculty to develop and maintain course materials in Blackboard, the campus's learning management system.

As part of the process for curricular updates, SJSJ faculty and administrators make a conscious and consistent effort to stay up to date with trends in the professional realm. This is accomplished through consultations with alumni, guest speakers, and other area professionals. Administrators seek faculty input for improvements related to digital media and technology, and costs for equipment and upgrades are ingrained in the School's budget processes for classrooms and student media outlets.

One faculty member serves as internship coordinator to develop relationships with employers who need interns. Juniors and seniors with a GPA for 2.5 or higher have robust options to complete internships for academic credit. Many students complete internships with guidance from School resources but opt not to pay tuition and fees for enrollment in an internship class.

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

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

**Number of hours/units required for major degree:** 37 to 43 hours (see explanation below)

All majors take 37 hours of major courses:

13 hours of core courses, 21 hours in their major/concentration, and 3 credits for the Digital Requirement = 37 hours.

Majors may take up to six additional hours of major courses:

Possibly 3 hours for the Cultural/Diversity Requirement, and additional 3 hours if they opt to take JOUR 1003 Journalistic Writing Skills to complete the Grammar/Spelling/Punctuation (GSP) Requirement.

Majors are required to complete 72 outside, non-major, hours:\*

Majors are required to complete 72 hours or more outside the major, which is built into the BA degree: 120 total hours – 43 maximum hours in major = 77 outside hours (or 5 hours beyond the required 72 outside hours)

\*This is based on the previous ACEJMC 72 hour rule.

**Core Courses for All Majors in ADPR BA and JOUR BA = 13 hours**

- 1) JOUR 1023 Media and Society
- 2) JOUR 1033 Media Writing
- 3) JOUR 3633 Media Law
- 4) JOUR 4333 Ethics in Journalism
- 5) JOUR 4981 Journalism Writing Requirement

**Digital Requirement for All Majors in ADPR BA and JOUR BA = 3 hours**

The course choices lay a foundation for experiences students gain in each concentration or major.

ADPR BA (students select one course)

- 1) JOUR 2053 Multimedia Journalism
- 2) JOUR 2063 Media Graphics and Technology
- 3) JOUR 405V Videography/Editing
- 4) JOUR 405V Digital Content Strategy

JOUR BA - Broadcast Concentration (students select one course)

- 1) JOUR 4033 Advanced Radio News Reporting and Podcasting
- 2) JOUR 405V Digital First
- 3) JOUR 4883 Advanced Film & Video Feature Production



JOUR BA – Journalism Concentration

- 1) JOUR 2053 Multimedia Journalism

JOUR BA – Multimedia Storytelling & Production Concentration

*Students select one course:*

- 1) JOUR 2032/2031L Broadcast News Reporting I & Laboratory
- 2) JOUR 2053 Multimedia Journalism

**Cultural/Diversity Requirement for All Majors in ADPR BA and JOUR BA = 3 hours**

Students select one course from a list of courses inside and outside of the School to allow students to study cultures of interest and provide global and domestic diversity choices. Most courses have no prerequisites. If an ADPR/JOUR course is taken to complete the requirement, it may double count as an ADPR/JOUR elective.

Examples of non-JOUR or ADPR courses students may take:

- 1) ANTH 4533 Middle East Cultures
- 2) COMM 4343 Intercultural Communication
- 3) HIST 3233 African American History to 1877
- 4) HIST 3243 African American History Since 1877
- 5) HIST 3263 History of the American Indian
- 6) HIST 3313 Latinos and Latinas in the US
- 7) HIST 4413 New Women in the Middle East
- 8) SCWK 3193 Human Diversity and Social Work
- 9) SOCI 3193 Race, Class, Gender, and Sexuality

ADPR or JOUR courses we developed to set issues of race, gender, and/or ethnicity in context and/or teach the history, depictions, roles, and issues of diverse peoples include:

- 10) ADPR 4483 Multiculturalism in Advertising and Public Relations
- 11) JOUR 3263 African Americans in Film
- 12) JOUR 3273 African Americans in Documentary Film
- 13) JOUR 3923 History of the Black Press

More recent ADPR/JOUR classes offered and added to the approved list:

- 14) JOUR 405V Minorities in Media
- 15) JOUR 405V Indian Americans in US Media
- 16) JOUR 405V Asian Americans in the Media
- 17) JOUR 405V Indigenous Documentary Storytelling

Or other courses approved by the School of Journalism and Strategic Media

**ADPR BA: Additional courses that all ADPR majors must take:**

ADPR BA: Advertising and Public Relations (21 ADPR/JOUR hours)

ADPR BA Required Courses (15)

- 1) ADPR 3723 Advertising Principles
- 2) ADPR 3743 Public Relations Principles
- 3) ADPR 4143 Public Relations Writing
- 4) ADPR 4423 Creative Strategy and Execution
- 5) ADPR 4453 Media Planning & Strategy, or  
ADPR 4473 Account Planning

Elective course or courses that must be taken within the ADPR BA: None

Elective courses that must be taken within the program for ADPR BA (6)

- 1) Any two ADPR or JOUR courses (6 credits – It is recommended that one course choice be an internship.)

Required Outside of the School/Accredited Unit for ADPR BA (9)

- 1) MKTG 3433 Introduction to Marketing
- 2) MKTG 3553 Consumer Behavior
- 3) MKTG 3633 Marketing Research

**JOUR BA: Broadcast Concentration - Additional courses that all students in the Broadcast concentration must take:**

JOUR BA: Broadcast Concentration (21)

JOUR BA: Broadcast Concentration Required Courses (15)

- 1) JOUR 2032/2031L Broadcast News Reporting I & Laboratory
- 2) JOUR 3072/3071L Broadcast News Reporting II & Laboratory
- 3) JOUR 4863 Television News Reporting I
- 4) JOUR 4873 Television News Reporting II
- 5) JOUR 4893 Television News Producing

Elective course or courses that must be taken within the JOUR BA: Broadcast Concentration

None

Elective courses that must be taken within program for JOUR BA: Broadcast Concentration (6)

Any two JOUR or ADPR courses (It is recommended that one course choice be an internship and another course be JOUR 4883 Advanced Film & Video Feature Production.)

Required Outside of the School for JOUR BA: Broadcast Concentration

None

**JOUR BA: Journalism Concentration - Additional courses that all students in the Journalism concentration must take:**

JOUR BA: Journalism (21)

JOUR BA: Journalism Required Courses (9)

- 1) JOUR 2013 News Reporting I
- 2) JOUR 3013 Editing
- 3) JOUR 3123 Enterprise Journalism

JOUR BA: Journalism - In Depth Reporting Requirement (6 – choose two courses)

- 1) JOUR 3023 News Reporting II
- 2) JOUR 3163 Sports Journalism
- 3) JOUR 4043 Government and the Media
- 4) JOUR 4073 Social Media and Journalism
- 5) JOUR 4083 Data Journalism
- 6) JOUR 4093 Business Journalism
- 7) JOUR 4503 Magazine Writing

JOUR BA: Journalism - Visual Literacy & Technology Requirement (6 – choose two courses)

- 1) JOUR 2032/2031L Broadcast News Reporting I & Laboratory
- 2) JOUR 2063 Media Graphics & Technology
- 3) JOUR 2332/2331L Photojournalism I & Laboratory
- 4) JOUR 405V Advanced Reporting and Data Analysis
- 5) JOUR 405V Digital Content Strategy
- 6) JOUR 405V Digital First
- 7) JOUR 405V Videography/Editing
- 8) JOUR 4055 Advanced Radio News Reporting and Podcasting
- 9) JOUR 4313 Literature of Journalism
- 10) JOUR 4863 Television News Reporting I

Elective course or courses that must be taken within the JOUR BA: Journalism

None

Elective courses that must be taken within the program for JOUR BA: Journalism

None

*Required Outside of the School for JOUR BA – Journalism*

*None*

**JOUR BA: Multimedia Storytelling & Production Concentration (MULT) - Additional courses that all students in the Multimedia Storytelling & Production concentration must take:**

JOUR BA: Multimedia Storytelling & Production Concentration (MULT - 21)

JOUR BA: MULT - Digital & Reporting Requirement (6)

- 1) JOUR 2003 Storytelling for Today's Media or JOUR 2013 News Reporting I
- 2) JOUR 2032/2031L Broadcast News Reporting I & Laboratory or JOUR 2053 Multimedia Journalism

JOUR BA: MULT - Production & Storytelling Requirement (12)

(Choose four courses with at least two courses numbered at the 3000-level or higher. No duplication or double counting of courses is allowed for JOUR courses taken to meet any other requirement.)

- 1) JOUR 2003 Storytelling for Today's Media
  - 2) JOUR 2053 Multimedia Journalism
  - 3) JOUR 2063 Media Graphics and Technology
  - 4) JOUR 2332/2331L Photojournalism I and Laboratory
  - 5) JOUR 2453 Introduction to Sports Television Production I
  - 6) JOUR 3123 Enterprise Journalism
  - 7) JOUR 4033 Advanced Radio News Reporting and Podcasting
  - 8) JOUR 405V Digital Content Strategy
  - 9) JOUR 405V Digital First
  - 10) JOUR 405V Documentary Production I
  - 11) JOUR 405V Documentary Production II
  - 12) JOUR 405V Videography/Editing
  - 13) JOUR 4073 Social Media and Journalism
  - 14) JOUR 4083 Data Journalism
  - 15) JOUR 4313 Literature of Journalism
  - 16) JOUR 4503 Magazine Writing
  - 17) JOUR 4883 Advanced Film & Video Feature Production
- Or other courses approved by the School of Journalism and Strategic Media

Elective course or courses that must be taken within the JOUR BA: MULT Concentration  
None

Elective courses that must be taken within the program for JOUR BA: MULT Concentration (3)

Any one JOUR or ADPR course at the 3000-level or higher. Students are encouraged to complete an internship, whether it is taken for credit or not.

Required Outside of the School for JOUR BA – Journalism  
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 spirit of a liberal arts and sciences education is built into the ADPR BA and JOUR BA degrees. Students in all majors and concentrations are required to take more than 72 hours outside of the School, which is based on our commitment to a liberal arts and sciences education and the previous ACEJMC 72-hour rule. Students pass 120 hours to complete the degree and take a maximum of 37 to 43 hours in ADPR and/or JOUR courses, depending on the major, concentration, and courses taken to complete requirements (e.g., whether they take a JOUR/ADPR or outside course for the Cultural Diversity Requirement). Hence, 120 hours total – 43 major hours maximum taken in the School = 77 hours, so a five-hour cushion is built into all majors to ensure students complete 72 hours outside the School.

The UA and Fulbright College core includes English (6 hours), Science (8 – two courses + labs), Fine Arts (3), Humanities (3), US History or Government (3), Social Sciences (9 from two different fields of study), and a basic Math course (3 or 4).

The School added requirements beyond this core to ensure students have a liberal arts and sciences education:

- 1) a more advanced Math course (3 hours);
- 2) a World Language up to Intermediate I (6; the student selects the language);
- 3) a World Literature course (3; a basic World Literature course, or a world literature course or a world language literature course numbered 3000 or higher);
- 4) a Philosophy course (3);
- 5) two Political Science courses including PLSC 2003 American National Government (6);
- 6) a Communication Public Speaking course (3);
- 7) a History upper level or 3000+ numbered course (3); and
- 8) Economics (3 to 6; either ECON 2143 Basic Economics, or ECON 2013 Principles of Macroeconomics and ECON 2023 Principles of Microeconomics).

For example, the advanced Math and Economics courses are required to improve student competency in applying and using numerical and statistical concepts. The World Literature and World Language requirements were added to improve competency in understanding the diversity of peoples and cultures in a global society. In addition, certain upper-level History courses can count for the Cultural Diversity requirement (such as HIST 3233 African American History to 1877). As noted in question 1, the School has a Cultural/Diversity Requirement to ensure all students learn about a different race, gender, and/or culture (3).

Within the School, several required major core courses are designed to provide a social and ethical perspective relevant to the course. JOUR 1023 Media and Society situates journalism and entertainment media within broader society to provide a strong social science perspective. Students learn theories related to social interaction and media use and are challenged to think

critically about these theories. The course also includes strong historical and philosophical components (history of technology and media and their influences on society, ethical perspectives on media, etc.) that contribute to a liberal arts perspective.

In JOUR 3633 Media Law, ethical, social, and legal issues including libel, privacy, obscenity, and commercial speech regulations are discussed in the context of constitutional guarantees, laws, the judicial system, and course cases regarding mass communications. The course prompts students to better understand society and social relationships through the study of First Amendment law and media regulations. This study includes theoretical, philosophical, and historical elements related to freedom of expression, and students are challenged to think critically about how the law should be applied in various situations.

JOUR 4333 Ethics in Journalism requires critical examination of ethical problems confronting professionals in all areas of mass communications. Students learn the historical and philosophical underpinnings of ethics, applying philosophical principles including Aristotle's golden mean, the golden rule, utilitarianism (or ends-based thinking), and deontology (or rule-based thinking). Critical thinking exercises or discussions include considering competing ethical values and false ethical dilemmas when truth or honesty competes with a nonethical value such as wealth or fame. The goals include teaching students how to work ethically in pursuit of truth, accuracy, fairness, and diversity; to think critically, creatively and independently in resolving dilemmas fairly and with minimal harm; and to increase awareness of ethical issues regarding gender, race ethnicity, sexual orientation, and diversity in relation to the media.

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

As discussed above, the School's additional requirements beyond the UA core introduce students to theories and concepts in other disciplines. For example, students are introduced to major theories and concepts in Philosophy, Political Science, History and Economics.

The required core courses discussed previously have theoretical/conceptual components included to balance the skills courses that majors take in their areas of specialization. Relevant theories and concepts are built into the required core courses (JOUR 1023 Media & Society; JOUR 3633 Media Law; JOUR 4333 Ethics in Journalism) to ensure all majors learn about important theories and concepts in the journalism and mass communication field. For example, students learn about theories related to social interaction, media use and media ethics in JOUR 1023 Media and Society; theoretical, philosophical, and historical elements related to freedom of expression and related social, ethical, and legal issues in JOUR 3633 Media Law; and philosophical principles and ethical theories in JOUR 4333 Ethics in Journalism. These required courses are intended to balance the skills training in the required skills courses in each major or concentration.

In addition, the required core course JOUR 4333 Ethics in Journalism is, by definition, a course that supports the ACEJMC commitment to ensuring that journalism and mass communication majors get a broad background in the liberal arts and sciences as well as learning

theoretical/conceptual knowledge. ACEJMC lists ethics as one of the fields that supports “a solid foundation” supplied by “liberal arts and sciences,” and providing context and conceptual training to supplement the skills courses offered in the School.

According to the syllabus, JOUR 4333 takes a broad overview that goes behind just a consideration of communication and mass media. The goals of the course include introducing students “to professional ethical principles and how to work ethically in pursuit of truth, accuracy, fairness and diversity,” helping them to “learn to recognize an ethical dilemma and to think critically, creatively and independently in resolving dilemmas fairly and with minimal harm,” and to increase their “awareness of ethical issues involved with gender, race ethnicity, sexual orientation and other forms of diversity in relation to the media.”

Then, within each major and concentration, students take the skills and conceptual courses needed to provide a complete understanding in their discipline. Faculty ensure students learn the relevant blend of skills and theoretical/conceptual knowledge, as described next. A summary of the theoretical and skills components of each major or concentration are first discussed, then examples of the theories and skills covered in each required class are provided. Please see the rest of this standard for details.

#### **ADPR BA required courses:**

The theoretical foundation of the ADPR BA includes the major theories of persuasion, consumer behavior, effectiveness and design, for example, as applied to the relevant skills taught in each class. The theoretical background helps students understand why plans and messages are created in certain ways, when to use those messages to communicate effectively and ethically to certain stakeholders, and why skills and techniques used in the writing, creation, design and placement of messaging are effective. In other words, theories help students understand why certain skills are used in various situations to communicate effectively, appropriately and ethically in the proper venues with consumers and other stakeholders. Students are introduced to theories and skills in the foundational courses (Ad Principles and PR Principles), which are covered at a more advanced level in the 4000-level courses.

#### ADPR 3723 Advertising Principles & ADPR 3743 Public Relations Principles

*Conceptual/Theoretical:* Topics taught include persuasion, consumer behavior, involvement, cognitive dissonance, advertising effectiveness, excellence theory, framing, agenda-setting, the 5 stages of innovation-decision process, Maslow’s hierarchy of needs, relationship management, organizational communication, and the R.A.C.E. process: Research, Action Planning, Communication, and Evaluation.

*Skills:* Ad Principles students create an introductory advertising plan, a digital media plan (reach and frequency) using Word and Excel, and a creative brief and a basic advertisement mock-up (design principles). In PR Principles, students use R.A.C.E to develop a PR campaign for real clients. They use Excel to complete a social media audit for the client’s social media campaign including: 1) selecting influencers for the client and campaign, 2) completing a social media audit for the client and its competitors, and 3) developing a social media posting plan with detailed captions and images/pictures for at least three platforms (Facebook, Twitter, and

Instagram). The two courses also use a range of guest speakers. For example, in Advertising Principles, outside professionals from advertising, digital and/or influencer marketing agencies speak about typical work duties and obtaining jobs or internships in the field when those topics are covered in class. In fall 2021, the project leader from a major advertising agency, Saatchi & Saatchi X, spoke with students about advertising agency structures, ad planning, and work ethics.

#### ADPR 4143 Public Relations Writing

*Conceptual/Theoretical:* Students learn PR Management theory or establishing and maintaining mutually beneficial relationships between an organization and the publics on whom its success or failure depends. Students learn the four PR models: the press agency/public model, public information, two-way asymmetric, and two-way symmetric models; and the R.A.C.E. planning model and S.M.A.R.T. (Specific, Measurable, Achievable, Realistic, Timebound) objectives model. Outside professionals speak to the class at least once per semester and review the students' portfolios from the perspective of potential employers.

*Skills:* Students learn to write press releases, media advisories, media kit materials (FAQ/backgrounder), memos, social media analyses and S.W.O.T. analyses based on the underlying theories useful to the field. They write resumes, cover letters, and LinkedIn profiles to create an online portfolio showcasing their work. They use Wix.com or WordPress to create online portfolios; Canva to create sample social media graphics and flyers, etc.; social media analytics to determine campaign effectiveness; and research websites (such as UARK student body data and the U.S. Census Bureau website) to gather statistics to use in various assignments. The course encourages critical thinking, asking students to critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

#### ADPR 4423 Creative Strategy and Execution

*Conceptual/Theoretical:* Design Theory is fundamental, teaching students to identify and effectively use elements of design and for guiding their creative decisions to ensure messages are communicated accurately, effectively and ethically to the intended audience. Students learn visual literacy or analyzing, interpreting, and creating meaning from visual elements to communicate clear messages to the audience. When creating design executions, students consider Contrast, Alignment, Repetition, and Proximity (C.A.R.P.). Practice in applying these theories and concepts comes in ideation, brainstorming, idea sketching, writing and designing ads and campaigns in various platforms, and critical analysis of current design trends and an overview of the aspects of the elements and influence of graphic design history.

*Skills:* Adobe Creative Cloud software are relied upon heavily. Image manipulation and refinement skills are honed using Adobe Photoshop, including color correction, resizing, and enhancement for pre-press art preparation. Adobe Illustrator's drawing and project composition tools are utilized for ad building and output. Other software tools relating to screen casting and audio recordings are employed as well, such as Screencast-O-Matic and Audacity.

#### ADPR 4453 Media Planning & Strategy

*Conceptual/Theoretical:* Students learn the principles of strategic media planning and placement, including reach, frequency, effective reach, effective frequency, the media funnel (Awareness, Consideration, Conversion), the media planning process, gross ratings points, gross impressions,



ratings, shares, cost efficiencies (CPM, CPP, CPC, etc.). For social and digital media, examples include the ad funnel (awareness, consideration, transaction), 3 Rs of influence (relevance, reach and resonance or potential level of engagement), major programmatic concepts, native advertising and branded content, and types of influencer campaigns. For OOH or out of home, students learn recall, wear out (message complexity, media weight, multiple executions, etc.), digital design factors (simplicity, flexibility, ambient light, art files), dynamic content, and digital interactive capabilities. Retail or in-store concepts include keys to effectiveness (placement, specific and compelling offer, brevity, timing), behavioral and contextual targeting, and the digital shelf or how, where and why a brand's product is displayed online.

*Skills:* Students apply these theories and concepts by developing, writing, and executing media plans using Word and Excel flowcharts for broadcast; digital; social media + influencer; and retail + OOH. Students learn to conduct research to support and justify their recommendations as well as interpret and apply secondary data sources such as MRI/Simmons, Numerator, and Mintel. These initial plans are revised and compiled into a final media plan, the capstone assignment.

#### ADPR 4473 Account Planning

*Conceptual/Theoretical:* Students learn brand strategy, digital strategy, qualitative and quantitative creative concept testing, basic sampling methods and concepts (margin of error and relationship to sample size, validity), projective techniques for focus group studies, social media research methods and metrics, analyzing and interpreting syndicated data such as MRI, and graphic data visualization.

*Skills:* Students complete a consumer behavior research paper and PowerPoint presentation and script on the topic; develop a questionnaire for creative copy testing (by designing a custom study research instrument and sampling strategy, screening and demographic questions); focus group research planning (including setting research objectives, preparing screening criteria, determining location and timing for groups, selecting stimuli, and writing the moderator's outline); conducting an online focus group with 6-10 participants, and writing a creative brief.

#### **JOUR BA - Broadcast Concentration required courses:**

In the Broadcast Concentration, the theoretical/conceptual training includes the First Amendment and related concepts, objectivity and SPJ standards, ethical considerations when covering a sensitive story, and cultural and ethical considerations when covering diversity. Students are taught to create top-quality journalism while remaining objective and serving the community and audiences. While many broadcast classes focus on practical, deadline driven, real-world assignments, all courses stress critical thinking based on theory. Most broadcast classes, involve theory-based lecture and discussion.

#### JOUR 2032/2031L Broadcast News Reporting I & Laboratory

*Conceptual/Theoretical:* Students are taught basic ethical and freedom of speech concepts, the basics of video composition, digital video terms used in television news, and how to determine what topics make good stories based on demographic and ethnographic characteristics of their

audience. They learn a variety of techniques for obtaining information through personal interviews with a variety of people from diverse backgrounds.

*Skills:* Students learn the essentials of broadcast/digital news and feature story development and production including how to write broadcast style, edit audio and video, produce audio and video news stories, identify story angles and sources, and conduct interviews. They learn non-linear editing in audio and video; operation of a professional video camera, composition, and how to edit compelling visual stories.

#### JOUR 3072/3071L Broadcast News Reporting II & Laboratory

*Conceptual/Theoretical:* Students learn the theory of visual storytelling, aesthetics of videography and editing, cases of ethical considerations when covering a sensitive story, objectivity and SPJ standards, and digital television production and broadcast newswriting standards and concepts.

*Skills:* Students learn to apply news production tools and technologies of television news videography and editing, using a digital video camera to capture compelling news stories. They complete practical video shooting and editing exercises to learn the essentials of video camera, audio, lighting and editing techniques. They practice writing crisp, creative news stories for broadcast.

#### JOUR 4863 TV1

*Conceptual/Theoretical:* Students understand the theories of visual, written and digital journalism from the perspective of newscast production and news reporting. Concepts include the importance of creating content for a diverse audience, ethical storytelling, and the importance of demonstrating good visual techniques for broadcast and digital platforms

*Skills:* Students apply lessons in ethics, accuracy, videography and storytelling to create content for broadcast and digital platforms. Each week students produce a news brief and report news stories live on air. Active broadcast journalists serve as guest speakers, by zoom and in person. In some cases, these guest speakers are recent graduate of the program and can share their early job experiences.

#### JOUR 4873 Advanced Reporting TV2

*Conceptual/Theoretical:* Students understand concepts regarding visual journalism, ethical storytelling, importance of diversity and accuracy. They are guided by the SPJ Code of Ethics.

*Skills:* Each week students apply conceptual and theoretical knowledge while shooting, writing and editing broadcast news stories. Students report live during the nightly news broadcasts. Students are also responsible for digital content creations that are published through digital channels and websites. Students finish the course with a resume reel and website they may use to gain employment in the industry. Throughout the semester, professional news producers and reporters are incorporated in curriculum as guest speakers. For example, speakers range from former students who have become professional journalists to producers working at CNN and Dateline/NBC News.

### JOUR 4893 TV News Producing

*Conceptual/Theoretical:* Students learn the theory of producing ethical, relevant, truthful, and accurate news content for digital and broadcast platforms. They understand the concepts of incorporating diverse content for a wide range of audiences. In this course students must think critically, creatively, and independently while conducting research and evaluating information. They understand the theory of written and visual journalism when applied to creating a news broadcast. In addition, students understand how to critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

*Skills:* Students learn how to use software that could be found in professional television stations to create news scripts, graphics, and video. They practice shooting and editing techniques, writing and producing news content. Students are placed in teams to create a live news broadcast and create digital content for social media and web platforms on their assigned day each week. Students finish the course by updating a resume reel and website they may use to gain employment in the industry. The course incorporates a range of guest speakers from the broadcast TV industry.

### **JOUR BA – Journalism Concentration required courses:**

The theoretical component of the Journalism Concentration draws from the social responsibility theory of how the “press” should function in a democracy. Professional skills always are at the heart of how Journalism Concentration students should carry out their tasks. Skills courses require students to become proficient in clear, fair reportage across platforms while also giving students guided, first-hand experience in navigating journalism ethics and values. The difficult balance is to teach students to look for ways they can serve communities/audiences without taking sides on issues.

For example, Journalism Concentration students staffed the data-driven Arkansas COVID ([arkansascovid.com](http://arkansascovid.com)) and performed a two-fold task: Learned good journalism and use hard data to report a public service.

From June 2020 through December 2021, Journalism Concentration students played an essential role in the publication of [ArkansasCovid.com](http://ArkansasCovid.com), a website that published daily details about Covid-19 case levels, deaths and vaccination trends. Undergraduate student Mary Hennigan was the first intern for [ArkansasCovid](http://ArkansasCovid.com) starting in June 2020 and she created an entire new section of the website that illustrated Covid-19 trends by race and ethnicity and began distributing this content on the website’s social media account, which had 12,000 followers at the time.

In August 2020, the School of Journalism and Strategic Media assumed control of [ArkansasCovid](http://ArkansasCovid.com) and students in the Data Journalism and Advanced Reporting classes supplied news articles, data visualizations and posted social media related to the COVID pandemic. The students’ excellent work was recognized with journalism awards from the Society of Professional Journalists Region 12 chapter, Arkansas Press Women and National Federation of Press Women. Students collaborated with the Howard Center for Investigative Journalism to publish a major article identifying Arkansas employers who had widespread COVID cases in their workplaces, an article that was distributed nationally by the Associated Press. The article

showed that low-wage workers, often of minority groups, were disproportionately exposed to Covid through the workplace.

Other reporting by Arkansas COVID was cited by statewide media such as the Arkansas Democrat-Gazette, the Arkansas Times, KUAF 91.3, and television stations in Little Rock and elsewhere.

Arkansas COVID was supported by the Walton Family Foundation, the Arkansas Community Foundation, the Society of Professional Journalists and ArkansasSoul, a publication aimed at African-American and communities of color. The funding created paid internships for 10 separate students at various times of the project. The professional development training students received allowed several to land decent jobs, including a beginning data scientist with a Fortune 500 company.

### JOUR 2013 News Reporting I

*Conceptual/Theoretical:* This class is focused on media literacy and communicative writing, with AP Style also being covered. Students work to address broader social issues in doing so. Students go into the field for reporting after instruction on concepts of importance of diversity in sources, challenges in ethical storytelling, trust in media, and tension between government and media. The course also stresses the need for context and background in reporting. To stress concepts related to conflict of interest, students are not allowed to interview friends or members of their social groups.

*Skills:* Students learn interviewing, writing, social media, use of databases, and introductory video storytelling. They learn to write news previews/reviews, trends, and profiles, with the best stories from class also being submitted to the student newspaper, where many publish. They learn to conduct interviews, and to cultivate trust as journalists. For one course assignment, they write a profile of someone of a different ethnicity, age, background than themselves.

### JOUR 3013 Editing

*Conceptual/Theoretical:* This course is based on the concept that editing written work and preparing news for presentation are essential skills for journalism students. One focus is on ethical news judgment, including experience in making creative and thoughtful news decisions. Discussions examine the theory of social responsibility in media, with an emphasis on truth, accuracy, and fairness. Instruction also covers understanding of news judgment, including ethical pursuit of news applying the principles and laws of freedom of speech and press.

*Skills:* Grammar and AP Stylebook refresher. This builds upon the skills taught in earlier journalism classes, starting with Media Writing. Students are graded on their ability to organize news stories and edit stories for balance, content, diversity, equity and inclusion, while following Associated Press Style. Students are also taught headline and caption writing for print and online, as well as online presentation. The class also incorporates guest speakers. During the fall 2022 semester, guest speakers included a Persian American broadcast journalist who discussed editing broadcast copy and an African American journalist and author who joined the class remotely to share the editing process for her book.

### JOUR 3123 Enterprise Journalism

*Conceptual/Theoretical:* JOUR 3123 pursues two goals. The first is identifying, reporting, and writing enterprise stories that dig deeper into the causes and impacts of daily, deadline-driven news; secondly, for students to learn the process of pitching, writing and selling those stories as freelance journalists engaged in the gig economy. From the ethics and essential skills gained in introductory courses, students learn the research and depth reporting skills necessary to produce the enterprise pieces that help explain the why and how of breaking news, oftentimes picking up patterns that show larger social, criminal, demographic, and/or political trends.

Throughout the semester, students read and analyze some of the finest examples of enterprise reporting from national and regional news outlets, making note of the differences between the inverted, breaking news stories and enterprise work, identifying the research and interview sources, uses of detail and scenes, character development, themes, ledes, and kickers.

*Skills:* Students write political and social trend stories, profiles, human-interest pieces and news features, employing the concepts, techniques and devices studied in class. Students learn such reporting techniques as identifying appropriate and diverse sources, interviewing strategies, the deployment of online resources such as database, corporate, and government-produced documents, and the use of FOIA requests. They are required to identify and pitch enterprise stories to the class to be workshopped and publish those stories with images and/or video on their own websites. Students edit each other's work before publication and to sell those stories to a reputable news outlet. The course has incorporated nationally recognized journalists to talk about their process of identifying, reporting, and writing in-depth, award-winning stories for such publications as The Washington Post, the New York Times, The New Republic, as well as regional editors to advise students on getting the stories written in JOUR 3123 published in their outlets and kickstarting their careers.

### **JOUR BA – Multimedia Storytelling & Production Concentration required courses:**

The Multimedia Storytelling and Production Concentration was recently approved and entered the UA catalog in the fall 2022 semester. As such, some of the framework and pedagogical goals of the concentration are still being refined.

Within the new Multimedia Storytelling and Production concentration, courses often connect theoretical components with professional skills. The concentration includes several courses in which students learn a new concept or theory and immediately apply what they have learned to an assignment or project.

### JOUR 2003 Storytelling for Today's Media

*Conceptual/Theoretical:* Students are introduced to the concept of Creative Commons images, including an analysis of legal and ethical guidelines for publishing CC0 images. The course also emphasizes a conceptual distinction between the traditional inverted-pyramid format for summary news ledes and softer lede formats for narrative storytelling. In addition, students learn about the concept of corporate social responsibility and study examples of how some companies and organizations use storytelling techniques to promote their community service.

*Skills:* Students complete skills-building exercises to locate CC0 images from a variety of online sources and provide appropriate attribution. Students complete writing assignments to develop skills in both summary news ledes and softer lede formats for narrative storytelling, often writing two versions of the same story. Students also practice interviewing skills in the process of writing profile and Q&A features. For this asynchronous course, guest speakers are incorporated through audio, usually recorded specifically for online course delivery when distinguished professionals visit campus. For example, the late documentary filmmaker Brent Renaud discusses protecting vulnerable sources, CNN's Steven Holmes explains why First Amendment rights come with responsibilities, and Pulitzer Prize winning writer Raquel Rutledge shares an example of how minimizing harm can conflict with reporting truth.

#### JOUR 2053 Multimedia Journalism

*Conceptual/Theoretical:* Students learn visual concepts for framing photographs and composing videos. Students also spend one lesson focused on the concept of reading laterally to learn more about the perspective of multiple sources. There is also a heavy emphasis on learning to edit and assemble stories through video editing and online platforms. In addition, the course presents conceptual information about how search engines and social media feeds work.

*Skills:* Students use and apply the concepts they learned about visual framing and composition to produce their own videos, including some projects that incorporate interviews from multiple sources. One specific skills assignment requires students to conduct and record a remote interview, while another assignment requires students to use mobile applications to add graphic elements. Students have a chance to visit with industry professionals, including Pulitzer-Prize winners such as John Branch, to learn more about the production of multimedia content and how they might use it to build a career.

#### JOUR 2063 Media Graphics and Technology

*Conceptual/Theoretical:* Students learn visual principles of typography and receive frequent feedback from the instructor about how effectively they are applying those visual principles to their own work. Beyond typography, they study and apply other visual design concepts such as layering and opacity. In one course lesson, students learn basic concepts for making online content more accessible to people who are visually impaired or hearing-impaired.

*Skills:* Students gain specific software skills in Adobe Photoshop, Adobe Illustrator and WordPress. This includes outputting file types (jpg, png, gif, tif, psd) correctly for a variety of platforms. They gain hands-on practice in adding accessibility (such as alt text for images and screen-reading enhancements) to published web content. One of the main skills-building projects in the class requires students to build an infographic, with an emphasis on authentic informational value that helps an audience learn something new.

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

All faculty are asked to consider how the competencies fit into the core curriculum and required courses in each major or concentration, as well as the courses they teach. They revise courses or

The descriptions of concepts and skills covered in required courses in the previous question (3) help to illustrate how the professional values and competencies are built into all majors and concentrations. Those descriptions show how principles and laws of freedom of the press, multiculturalism and diversity, culturally proficient communication, presenting images and information, writing correctly and clearly in appropriate styles, pursuing professional ethical principles and work, critical thinking skills for conducting research and evaluating and revising work, using basic numerical and statistical concepts, and applying tools and technologies are taught in all majors and concentrations.

[illegible]











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

Here are summaries of how some core the professional values and competencies are addressed in each major and concentration.

##### ADPR – Additional Information

ADPR syllabi include class objectives based on professional values and competencies, with advanced classes building on the introductory courses. We believe these competencies and values provide an excellent, multidimensional approach: to teach students to base recommendations and messaging on critical analysis of objectives, quality research sources and information, then write clear and accurate plans and projects that are produced using the appropriate tools and technologies, while considering appropriate industry roles, ethical and legal principles to communicate effectively and appropriately with diverse audiences. We want students to understand why they should go beyond personal preconceptions about product categories or diverse target segments. Ideally students learn to recognize and critically analyze quality, objective information to develop empathy for and an understanding of diverse audiences and cultures to communicate effectively and appropriately.

ADPR faculty have worked for local, national and international firms in a variety of roles and nations, so we cover different industry perspectives and professional roles in our classes. We offer varied ethical, legal and diverse concepts and principles from domestic and international perspectives. We believe this multidimensional learning approach based on the values and competencies is also acritical because the School is situated near the international headquarters of Walmart, Tyson and J.B. Hunt, as well as major vendors or promotions firms such as Procter & Gamble and Inmar Intelligence/Collective Bias. To add professional perspectives, we regularly invite professional guest speakers to help students understand how to develop a global view honed on critical thinking based on objective, quality evidence used in the industry to produce ethical, accurate, lawful and culturally resonant plans and messages.

For example, in the introductory ADPR courses, students are assigned to produce plans and messages for diverse target segments using information from clients or secondary reports (e.g., MRI, Mintel, Nielsen's The Asian American Consumer Base 2021) to reach diverse audiences. Guest speakers discuss how they use industry research and insights to develop, write and produce culturally resonant plans and messages. An instructor who is an international scholar explains various cultural differences and perspectives on topics covered in her PR classes (e.g., how Asian culture or Asian-American communities perceives certain social issues). Then, in an advanced class, students might create a proposal to increase the number of diverse students in the School. Students analyze how to best reach African American or Hispanic communities in different areas of Arkansas to create messaging that resonates with those audiences. In another advanced class, students get hands-on experience developing qualitative and quantitative research instruments to gather insights from diverse audiences and then apply findings to develop strategy documents, such as creative briefs to inform appropriate messages. Thus, students create plans and messages at various stages using information from the client, industry research, discussions of the ethical approaches and legal concepts (e.g., FTC's endorsement

guide) for creating plans and messages from a professional guest speaker, and an instructor's insights from working at an international firm and living in different nations and cultures.

#### Broadcast Concentration – Additional Information

Broadcast students are grounded in the ethical gathering and dissemination of information using rights granted by the First Amendment. Students are taught to seek access to information legally and ethically. Students are taught to gather information from diverse sources and present that information in ways that are equitable and inclusive. Broadcast students learn to verify all the information they receive by double checking and reaffirming source comments and credentials..

Broadcast students are taught they have a duty to audiences to provide multiple, informed perspectives, voices, and the experiences of diverse people and cultures. They learn this in both theoretical as well as skills courses. Broadcast students are taught the importance of providing diverse viewpoints to a society that continues to evolve in the areas of equal justice, empathy, and equality.

Graduates of the program who work in broadcast news positions as well as other broadcast professionals review students work every semester, and the comments and suggestions of those pros are incorporated in broadcast courses. In addition, our students use platforms professional journalists use to engage audiences every day. Our students deploy and promote their work online and through social media, as well as on student media, KXUA radio and UATV. All broadcast professors have significant professional backgrounds and work closely with student media to make sure students receive experiences similar to those they will encounter upon graduation and entry into the workforce. Faculty also take back lessons from SPJ, AEJMC, and BEA conferences to keep coursework up to date. Guidance from ACEJMC site visits and criteria is consistently incorporated into our curriculum, leading to such innovations as a new Concentration in our college focusing on digital skills development.

#### Journalism Concentration – Additional Information

All syllabi include clear expressions of students' responsibility to use and guard the First Amendment in ways that maintain ethical newsgathering and recognize the status of U.S. case law. Students are taught to seek access to information legally and ethically. Students are taught to view their work through prisms that either did not exist generations ago or were ignored; that includes gathering news from diverse sources and presenting information in ways that are equitable and inclusive. The ethics of news gathering are particularly difficult to convey to a generation that has never known life without social media. The Journalism Concentration also places emphasis on verification through sourcing and hard data.

An emphasis on the journalistic duty to audiences to provide informed perspectives, voices, and experiences of a diversity of people and cultures pervades our curriculum, from theoretical to skills courses. Our Concentration strives to educate students on the vital importance of diverse viewpoints in a global society still working toward justice, empathy, and equality.

Journalism Concentration students' work is reviewed by professionals whose comments often are added to lessons immediately. In addition, our curriculum encompasses the spectrum of platforms professional journalists use to engage audiences every day. Our students deploy and promote their work online and through social media, utilizing still images, video, and

infographics. Our professors, many of whom boast significant professional backgrounds, work closely with student media to oversee the transfer of skills and offer advice to students operating outside the classroom. Faculty also take back lessons from SPJ and AEJMC conferences to keep coursework up to date. Guidance from ACEJMC site visits and criteria is consistently incorporated into our curriculum, leading to such innovations as a new Concentration in our college focusing on digital skills development.

#### Multimedia Storytelling & Production Concentration – Additional Information

The concentration emphasizes production and thus leans heavily on coursework that helps students learn to present images and information effectively and creatively, using appropriate tools and technologies. Many courses in the Multimedia Storytelling and Production concentration are shared with other concentrations and discussed in other sections of this report, but here are additional examples of how professional values and competencies are embedded in two of the concentration's key courses, JOUR 2003 Storytelling for Today's Media and JOUR 2063 Media Graphics and Technology:

JOUR 2003 - Students are required to write content for a variety of audiences and purposes, including feature stories, press releases, blogs, podcasts and videos. The course places a heavy emphasis on using critical thinking skills to decide the type of lede that is best in a given situation. Exercises in grammar and AP style are sprinkled throughout the course lessons, and students are expected to use critical thinking skills to evaluate and comment on samples of work by professional journalists.

JOUR 2063 - To address competencies for cultural diversity, students learn about search strategies for finding royalty-free images that depict diversity. They also practice adhering to accepted ethical and legal practices for attaching image credits to royalty-free images that they publish. Several assignments ask students to apply basic numerical skills in building visual content to specific proportions and digital resolutions, including conversions from pixels to inches (and vice versa). Course discussions include examples of unethical use of image manipulation in digital media.

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

To ensure we stay current in all areas, including digital, technological and multimedia competencies, we update the curriculum based on consultations with professionals and alumni as well as early, midpoint and capstone assessments. We also spend about \$80,000 in TeleFunds annually to keep our teaching and faculty equipment as up to date as possible. For additional tech-related advice, faculty may consult with guest speakers, professionals who present to student organizations, Alumni Board members, contacts in the industry, and speakers, alumni and visitors during our annual Journalism Days event (J-Days).

The chair consults with Alumni Board members to stay on top of tech trends in the areas we teach. The chair consulted/consults previous board members: Janis Kearney, author; Skip Rutherford, retired Dean of the Clinton School of Public Service; Frank Thomas, VP of Stephens, Inc.; Rusty Turner, editor of the Northwest Arkansas Democrat-Gazette; Phil Bruce, news director of KOMO-TV in Seattle; and Maxine Dwyer Williams, marketing manager at Unilever. The University of Arkansas Lemke Journalism Alumni Society advisory board is also consulted. These board members are Barnard Oliver (president), filmmaker and owner of Nerd Athlete Multimedia LLC; Channing Barker, diversity, equity and inclusion project manager at Walmart; Lisa Brence, news director, KNSD(NBC)/FOX 24; David Edmark, retired reporter and communications director who is now an adjunct lecturer at the University of Arkansas; Deb Euclano, special events director for Arkansas Alumni Association; Clint Fullen, senior manager, Learning and Development at Walmart; Bo Morrison, former communications director for Senator David Pryor and now realtor at Coldwell Banker; John F. Thomas, manager of community relations at the University of Arkansas; and Maxine Williams, manager at Unilever.

In other cases, we hire noted professionals to teach courses to ensure the material is current. For example, Vice President of Digital at Saatchi & Saatchi X, Brandon Viveiros, has been teaching ADPR 4453 Media Planning & Strategy over the past few years. Viveiros was given the master syllabus and schedule and works with the faculty member who previously taught the course to update and finalize the materials. As digital and programmatic media planning and buying as well as social media and influencer marketing advance rapidly, hiring a top manager who is current with the field's digital and technology requirements ensures our students learn relevant, timely material.

Our curriculum revisions since the last accreditation visit were based on assessment, the recommendations of the site visit team, and discussions with professionals. For example, the Digital Requirement was added in Fall 2020, so all majors learn digital skills in areas relevant to their field. We established a new Multimedia Storytelling and Production Concentration offering training in delivering informational content and visuals through a variety of platforms in Fall 2022. The News-Editorial Concentration was revised and renamed as the Journalism Concentration, with course descriptions updated to reflect the teaching of digital skills and use of technology.

Students in the School participate in Student Media, and we assist in updating equipment and technology in Student Media as well. The School's classrooms and labs were renovated in 2017-2018, and the Fulbright College buys new computers for our labs every five years (sometimes four, when finances allow). Faculty who advise Student Media and teach in labs regularly ask for or notify the chair or vice chair regarding technology updates. An instructor whose job includes updating technology and the Student Media engineer recommend updates regularly as well. Faculty are polled at least once annually for recommendations on equipment or technology updates or purchases.

#### Digital Requirement Courses

The appropriate current digital competencies are covered throughout our curriculum. First, as noted earlier, all majors are required to complete the Digital Requirement, with digital

competencies relevant to each area or major (ADPR, Broadcast, Journalism, or Multimedia Storytelling & Production).

In JOUR 2053 Multimedia Journalism, students learn to take and edit photos, audio, and video using Adobe Premiere, then post their content on YouTube and WordPress. They build cohesive audiovisual narratives from interview footage and ambient sounds and visuals, and use Adobe Premiere to tailor their video size and settings for YouTube.

In JOUR 2063 Media Graphics and Technology, students use Adobe Illustrator and Adobe Photoshop to create visual content such as infographics and advertisements. Students also practice advanced WordPress skills for planning a website menu, embedding multimedia content, and customizing a website's design.

In JOUR 4033 Advanced Radio News Reporting and Podcasting, students produce and publish a three-episode podcast on various podcast platforms, including Spotify, AnchorFM and iTunes. Their work is also streamed on the streaming service Tune In and broadcast on KXUA-88.3FM--the student radio station at the University of Arkansas.

In JOUR 405V Digital Content Strategy, students learn to develop content strategy from a brand perspective, then create and analyze content for multichannel campaigns using digital and social media platforms. Students walk through each phase of a website building project, learn content design, how to write for the web, establish voice and tone, learn content creation best practices across multiple platforms and manage digital content flow.

In JOUR 405V Digital First, students handle content management for the Arkansas Traveler and UATV student media outlets. They create digital content to be used across multiple platforms while learning technical skills for developing and disseminating content for digital production including photography, video production, audio recording and visualizations. Students produce content for Facebook, Twitter, Google, Instagram, Snapchat, Periscope, Videolicious, LinkedIn, Infographics, ThingLink, Banjo, Hootsuite, Google Maps, Google 360, and/or Readable Videos, or other relevant platforms.

In JOUR 405V Videography/Editing, students learn to shoot, edit, and tell stories using video and audio. They learn the technical aspects of operating a digital video camera and producing digital content for social media.

In JOUR 4883 Advanced Film & Video Feature Production, students research, write, direct, produce, shoot, and edit non-fiction short feature films and videos for television, streaming, corporate, and nonprofit use. They shoot, write and design posts and stories for the UATV website and social media.

The emphasis on digital-media proficiency extends beyond the required courses above. Here are a few examples:

In JOUR 1033 Media Writing, students create their own web publishing sites with WordPress.com and publish content throughout the semester.



In JOUR 2003 Storytelling for Today's Media, students create websites for publishing their content and receive more specific training about how to locate, use and appropriately credit royalty-free images.

In JOUR 2013 News Reporting I, course lessons include in-depth instruction for writing online stories, interviewing sources, researching topics, and utilizing databases.

In JOUR 3013 Editing, students analyze breaking coverage from top news outlets like The New York Times to see how interactive graphics, photos, and videos are used in storytelling. Instruction covers online presentation, including platforms used by news outlets to push stories.

JOUR 3023 - News Reporting II includes instruction on writing for online, interviewing, researching news and academic databases, social media, visual storytelling including video, photo and graphics. Students write as a news team in covering beats. All print stories are accompanied by two digital side elements. Instructor also covers entrepreneurial skills, including freelancing. Students use social media platforms to reach sources, promote their projects, and engage their audience.

In ADPR 4143 Public Relations Writing, students create their own online portfolios using Wix.com or other website design software and populate it with both academic and professional work. Students focus on identifying the best social media platforms for their nonprofit client and use Canva or other graphic design software to produce sample social media graphics and templates for the client's use.

In ADPR 4423 Creative Strategy Design & Execution, students utilize various digital solutions to craft their design executions including, Adobe Creative Cloud, Adobe Express, Canva, screencast software, Audacity audio software and PDF presentations.

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

The following approach is typically used in all courses where multiple sections are offered. Faculty in the concentration or major meet to discuss learning objectives, major topics to be covered, the weekly schedule, materials, and how performance is assessed. Then a master syllabus and schedule are worked out, with lectures, assignments, reading materials, etc., developed and shared and used by all faculty teaching the class (often on Blackboard, the UA's learning management system). Newly hired faculty members are given the master syllabus and materials to use to ensure consistency across sections.

For example, each semester, the coordinator for JOUR 1033 Media Writing plans a master schedule for all course sections. The coordinator then creates a sequenced set of lesson folders, activities, and exams in Blackboard. The lesson folders, including unit objectives, are then

copied to all Blackboard course sections, thus providing consistency across multiple sections of the course.

A similar process is used for several other courses that are offered with multiple sections, including JOUR 1003 Journalistic Writing Skills, JOUR 2003 Storytelling for Today's Media, JOUR 2053 Multimedia Journalism, JOUR 2063 Media Graphics and Technology, and ADPR 3723 Advertising Principles, for example. Due to instructional differences in on-campus vs. online sections, the Blackboard content in these courses may not be identical, but sections of each course cover the same topics, and most of the same assignments, activities, quizzes, and exams.

Faculty in each concentration meet during alternate months through the school year to discuss changes to syllabi, class schedule and workload, and to discuss and vote on modifications and upgrades to the curriculum. For example, the faculty in the Journalism Concentration have added live interviews and assignments and combined class meetings when notable guests come to campus. Also, the SJSM assessment plan tracks student progress through the curriculum, allowing faculty in each concentration to identify strengths and weaknesses and adjust accordingly.

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## **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.**

As noted earlier, the chair and/or faculty consult with the Alumni Board, contacts in the industry, professionals hired as adjunct instructors to teach classes, guest speakers, the Ethics visiting professor and internship supervisors. The ratings and recommendations of internship supervisors are shared with the School's administration and faculty. Students engaged in student media outlets also benefit from workshops and professional advising.

As part of the process for updating curriculum in their courses, faculty strive to maintain connections with the local journalistic community. For example, Advanced Instructor Gina Shelton is the director of the local professional chapter of the Society of Professional Journalists and serves as adviser to the campus SPJ chapter. This gives her opportunities to promote SPJ initiatives and educate students on current challenges and opportunities in the field. Many faculty members also serve as judges for national collegiate and professional contests to keep abreast of trends and evaluate model media work. Shelton, for example, is a judge for the Syracuse University Toner Prizes for Excellence in Political Reporting.

Following are a few other examples provided by individual instructors:

Rick Stockdell: JOUR 2032/2031L Broadcast Reporting I - The instructor maintains contact with former public radio colleagues and stays current with that industry as well as the commercial radio industry through membership in the Arkansas Broadcasters Association (ABA). He also attends the annual ABA convention.

Brandon Bouchillon: JOUR 2053 Multimedia Journalism - Students read and deconstruct award-winning stories throughout JOUR 2053, which gives students quality examples to work from. The course also hosts journalists currently in the field to offer advice and answer questions.

Dave Bostwick: JOUR 1033 and Online Course Coordinating - To stay informed, he subscribes to email newsletters from the Poynter Institute, the Nieman Foundation, Columbia Journalism Review, Gateway Journalism Review, and Inside Higher Ed. As part of his regular job duties, he edits images and audio, creates interactive content, and stays fluent in html coding and various content management systems.

Jee Young Chung: ADPR 3743 PR Principles - Students in PR Principles are required to complete a PR campaign, including a social media audit, for real clients. This ensures the instructor keeps current on the expectations of professionals.

Kerry Gilbert: ADPR 4143 Public Relations Writing - Every semester, Gilbert contacts peers in the industry and asks them to review students' portfolios. Through his membership in the Public Relations Society of America, he stays abreast of the current trends and skills in the PR industry. Every semester, he works with the campus Career Center and requires students to visit the center for assistance on some aspect of their job search (in addition to the job search documents they produce in class).

Mike Brown: ADPR 4423: Creative Strategy Design & Execution – The instructor spends time annually reviewing changes and updates to the Adobe Creative Cloud software to maintain a current understanding of the software capabilities available to students. As new technology resources become available, he integrates those found to be beneficial into the course. He also maintains a network of industry professionals to ensure that updated skills and proficiencies are sustained.

Jan Wicks: ADPR 3723 Advertising Principles - In Advertising Principles, guest speakers from major advertising agencies, social agencies with expertise in influencer marketing and social media content management and production, and shopper marketing agencies speak in class. The instructor has conversations with these guest speakers to discern the current skills, concepts and practices in the advertising industry. These speakers include:

- Rachel Thrash, Account Coordinator, CJRW, Little Rock, AR
- Katie Duke, Chief Operations Officer, Acorn: The Influence Company, Rogers, AR
- Ellie Butler, Project Leader, Saatchi & Saatchi X, Springdale, AR

Jan Wicks: ADPR 4453 Media Planning – Wicks consulted with Brandon Viveiros, Vice President of Digital at Saatchi & Saatchi X in Springdale, AR, to ensure the course was current and provided digital training. Viveiros has since taught the course, updating materials, concepts, assignments, and course organization. Previously Wicks worked with Brian Kratkiewicz, now senior vice president and director of media innovation at CJRW in Little Rock, AR, to keep the class current.

Ricky Thein: Sports Courses – He leans heavily on a few professionals to monitor the work students are doing and offer feedback. Thein also hosts seminars or class visits with professionals so students can hear from local, and sometimes national, industry leaders on what's new and what skills they should be learning.

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**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.**

Internships are recommended but not required. Our policies are noted in the syllabus for JOUR 402V Internships: internships for credit are open only to juniors and seniors with a 2.5 GPA or higher, and students may earn only three hours of journalism academic credit for internships. Students work 55 hours minimum to earn one credit, 104 hours minimum to earn two credits, and completing 160 or more hours to earn three credits or hours.

Our internship coordinator is Advanced Instructor Gina Shelton, who is the point person in working with employers who need interns. She meets with employers to ensure the company is reputable and internships provide appropriate knowledge and skills for students in all areas of the School: advertising, public relations, broadcast journalism, traditional journalism, and multimedia storytelling and production. Employers are encouraged to post internships on Handshake (a campus-wide policy that provides additional screening of potential employers). Shelton also works with professors and student networks to offer recommendations. She coordinates visits with recruiters and works with Erica Estes and Xavier Smith in the Fulbright College of Arts & Sciences in promoting career fairs and other opportunities.

Shelton oversees the internship class for students seeking 1-3 hours of upper-level journalism elective credit. Many of our students have internships, but few choose to receive academic credit for them because we offer popular elective classes in things like sports journalism. Students pay for the academic credit, so it does not make sense for students to pay to take JOUR 402V for internship credit if they don't need it.

Student performance on the ACEJMC competencies is evaluated by the intern's supervisor, using the Internship Evaluation form (found in the Standard 1. Internship Materials file). Intern supervisor ratings range from 0 poor to 5 superior and ratings are generally strong, frequently between 4.5 and 5 out of 5. As shown in the internship syllabus, students also complete learning objectives, weekly diaries, an essay of 500 to 1,000 words about the internship experience, and a portfolio of their work, with their performance graded or assessed by the internship coordinator.

Like many colleges, our internship numbers dropped (particularly for in-person positions) during the pandemic but have improved. For example, KNSD, the NBC affiliate located a few blocks from campus, began hiring interns in January 2022 for the first time since the pandemic.

The numbers below are restricted to students who have formally enrolled in for-credit internships through JOUR 402V. Many students opt to complete internships in a separate manner from JOUR 402V.

**Enrollment in JOUR402V Internships Since 2016 (number of students enrolled)**

Fall 2016 - 42  
Spring 2017 - 23  
Summer 2017 - 12  
Fall 2017 - 40  
Spring 2018 - 18  
Summer 2018 - 8  
Fall 2018 – 33  
Spring 2019 - 11  
Summer 2019 - 7  
Fall 2019 – 24  
Spring 2020 - 13  
*COVID*  
Fall 2020 - 6  
Spring 2021 - 12  
Fall 2021 - 10  
Spring 2022 – 11

Internship sites within the major and concentration areas included the following:

ADPR: (including full-service advertising, public relations and/or in-house agencies, shopper marketing agencies, digital agencies, influencer agencies, etc.) Stone Ward and CRJW– Little Rock; St. Jude’s Children’s Research Hospital – Memphis; Inmar - Collective Bias; Artist Evolution; Ivie & Associates; Whyte Spyder, Saatchi & Saatchi X

Broadcast: KNWA (NBC-Fox affiliate in Fayetteville), KARK and KATV (Little Rock), KHBS/KHOG (ABC affiliate in Fayetteville), KUAF public radio, ESPN-99.5, Go NWA - Fort Smith.

Journalism: The Northwest Arkansas-Democrat Gazette; Citiscapes magazine, Celebrate Magazine, 3W Magazine, The Scout Guide, Tulsa World, Dow Jones News Fund, New York Times (2019 and 2022)

Multimedia and All Concentrations: Walmart, J.B. Hunt, ModThink, Soapbox Influence Marketing, Slipstream Creative, Tyson Foods, Crystal Bridges Museum of American Art, Omelet, Pryor Center, Razorback Athletics Communications, Sport & Story, Washington Regional Medical Center, U.S. Representative Steve Womack, and U.S. Senators John Boozman and Tom Cotton.

Other internships include the following:

- Entertainment venues including the Walton Arts Center, Momentary, and George's Majestic Lounge.
- Sports teams including the Arkansas Naturals farm baseball team and professional teams including FC Dallas professional soccer.
- Campus communications jobs in housing, parking, student affairs, dining and individual departments like architecture and business.
- Students served as interns for non-profits including the American Diabetes Association, American Heart Association, Arkansas Advocates for Children and Families, Botanical Gardens of the Ozarks, Juvenile Diabetes Research Foundation, Fayetteville Public Education Foundation, Rogers-Lowell Area Chamber of Commerce, Bentonville Chamber of Commerce, Springdale Chamber of Commerce, Pagnozzi Charities, Single Parent Scholarship Fund of NWA and United Way.

Here is a list of notable internships since the last accreditation:

**2022 Dow Jones News Fund Internship**  
**Sarah Komar**, The New York Times

**2021 Emma Bowen Fellow**  
**Lakyra Banks**, African American  
Hearst intern at 40/29 News in Northwest Arkansas, which continued into 2022.

**Dow Jones News Fund Internships**  
**Mary Hennigan**, Midwest Center for Investigative Reporting  
**Sarah Komar**, The Arizona Republic.

**Facebook Career Connections Program**  
**Maritza Cedario**, Hispanic. Now a digital campaign manager for Mediavision 2020.

**2020 Congressional Black Caucus Intern**  
**Elijah Conley**, African American. Started Georgetown Law School in fall 2021

**2019 The New York Times**  
**Halie Brown**, research assistant for Ian Urbina, The Outlaw Ocean Music Project.

**Reporters Committee For Freedom Of The Press**  
**Katie Beth Nichols**, communication intern in Washington, D.C.  
Now in law school at Saint Louis University.

**Associated Press**

**Andrea Smith**, Hispanic, multimedia editing internship with the AP in Atlanta. Now a digital editor/reporter for Ladue News in St. Louis.

**2018 Dow Jones News Fund**

**Alex Nicoll**, reported for the financial news website [theStreet.com](http://theStreet.com) in New York. Alex now works for the Houston Chronicle.

**Native American Journalist Fellowship**

**Lydia Fielder**, Native American, was one of 10 students picked for a Native American Journalism Fellowship. Fellows work with mentors to produce coverage.

**Washington Commanders (formerly Washington NFL team)**

**Victoria Guerra**, Native American, internship. Victoria also interned for a professional soccer team and is studying for a master's degree at the University of Arkansas.

**2017 Television Academy Foundation (Emmys) internship**

**Breybinda Alvarez**, Hispanic, One of 50 students chosen for the program and only broadcast news intern. She interned for FOX 11 in Los Angeles. Breybinda is a graduate of the Lemke Journalism Project and served as editor of La Prensa Libre.

**NBC News Group Summer Fellows Program**

**Wendy Echeverria**, Hispanic, one of six students nationwide chosen. She interned for NBC's crime news show ``Dateline.'' Wendy is a graduate of the Lemke Journalism Project and after working in television news and public relations returned to our JOUR MA program in 2021.

**ESPN**

**Jarrett Hobbs**, Native American, joined ESPN fulltime after graduation in 2018.

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

### **Executive summary:**

The School conducts assessment using a four-year cohort system, following students from their freshman through senior years, with early, midpoint and capstone assessments.

A survey of the previous year's graduates is conducted among the cohort every spring.

An employer survey will be conducted in 2024-2025 and then three years after the cohort graduates in 2028-2029.

Professionals are included in assessment by evaluating student performance on the values and competencies in midpoint and capstone assessments, in ratings of students who participate in internships, how our students perform in regional and national competitions, from employer surveys regarding the performance of our graduates, and feedback from the alumni board and professionals participating in School events such as our annual J-Days or serving as guest speakers.

Curriculum changes made during the last six years based on assessment, advice from professionals and our alumni board, and the previous site visit team include:

- Instituted a digital requirement for all majors in the School, whereby all majors must take a 3-credit digital skills course relevant to their major.
- Instituted the Multimedia Storytelling & Production Concentration to provide training in delivering information content via a variety of platforms including capturing video and still images, creating longer or shorter films or videos, designing visual graphics, publishing online-specific content, writing long-form narratives, and/or promoting content through social media.
- Revised the News-Editorial Concentration to be the Journalism Concentration, preparing students to become versatile journalists with marketable, multiplatform writing and production skills. Students learn visual and media literacy skills and apply them in reporting for various platforms.
- Revised the Advertising and Public Relations Concentration to be the ADPR BA or major, adding the digital requirement, and requiring MKTG 3633 Marketing Research to improve student performance in applying basic numerical and statistical concepts.
- Expanded the range of options to fulfill the School's cultural diversity requirement (as detailed in the Standard 4 Report on Diversity and Inclusiveness).



**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.**

Following is a link to the Cohort Analysis Assessment Plan for the 2021-2025 Cohort:

[https://fulbright.uark.edu/departments/journalism/\\_resources/pdf/sjsm-assessment-plan-may2022.pdf](https://fulbright.uark.edu/departments/journalism/_resources/pdf/sjsm-assessment-plan-may2022.pdf)

**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.**

The goals for learning are found in the professional values and competencies charts in the 2021-2025 Assessment Plan and the objectives for core courses required of all majors in the School, as well as the required courses for students in all JOUR BA and ADPR BA majors and concentrations.

See pages 6 through 13 of the [2021-2025 Cohort Assessment Plan](#) for the charts outlining the competencies covered in the School's required core courses that all majors take, as well as the competencies in required classes for each concentration or major. In addition, course descriptions and objectives start on page 14.

- Required Core Courses are on page 7.
- ADPR BA required courses are on page 10.
- Broadcast Concentration required courses start on page 11.
- Journalism required courses are on page 12.
- Digital Requirement courses are on page 8 and,
- Cultural Diversity courses taught in the School are on page 9.

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**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 summary below outlines the collection and reporting of data from five direct and five indirect measures used in the Schools's assessment plan.

**Direct Methods** – quantifiable assessments by professionals and faculty that directly evaluate the student's performance on one or more of the ACEJMC values and competencies using rating forms or quizzes, etc., designed to directly measure the competencies.

- (1) Comparison of writing samples from cohort group's freshman and senior years. The performance of students in the cohort on a writing assignment in the introductory freshman-level journalism course (JOUR 1023 Media and Society) is compared with their performance on their senior papers (JOUR 4981 Senior Writing Requirement). The goal of this comparison is to assess change in students' writing and critical thinking skills.

- (2) GSP Assessment. Students in the cohort take a GSP assessment as freshmen and again as seniors to assess change in their skills in grammar, spelling and punctuation (GSP).
- (3) Assessment Survey. The Assessment Survey, which cohort students take as freshmen and again as seniors, comprises 40 items that cover math reasoning, professional ethics, media law, diversity issues and media history.
- (4) Midpoint Analysis. Student performance is evaluated in an entry-level or early course to make changes when needed throughout the assessment process. Data for each midpoint analysis comes from a course assignment and accompanying grade. For the JOUR BA, the midpoint analysis is conducted for the Journalism Concentration in JOUR 2013 News Reporting I, and for the Broadcast Concentration in JOUR 3072/3071L Broadcast News Reporting II. (The midpoint analysis for the new Multimedia Storytelling & Production Concentration will be in JOUR 2003 Storytelling for Today's Media or JOUR 2013 News Reporting I.) ADPR BA students take the entry-level courses in the second or third year, with the digital media plan in ADPR 3723 Advertising Principles and the final PR project in ADPR 3743 Public Relations Principles assessed.
- (5) Capstone Course Projects. The majors and concentrations designated one or more required courses students take as seniors for the capstone. Students' final projects in those courses are evaluated by outside professionals and faculty for mastery of professional competencies, tools and technologies

**Indirect Methods** – assessments that do not directly rate student performance on the competencies, student survey responses, or assessments that do not include all students in the cohort.

- (1) Internship Supervisor Reports. These are the evaluations of student interns' performance on-the-job prepared by on-site intern supervisors. They consist of ratings given student interns on a range of qualities, and of any additional comments made by the supervisors. The internship supervisor rating form is based on the ACEJMC values and competencies so internship ratings provide information on some students, but not all, as internships are strongly recommended but not required.
- (2) Alumni Survey. An annual survey is conducted among all graduates and the cohort group. The goal is to gather information on their own assessment of their training in the School. Along with the Standard 3 report, we are submitting the results of the 2021 survey, which includes data dating back to 2011, as **a separate file titled "JOUR BA Alumni Survey Results."**

[JOUR BA Alumni Survey Results.pdf](#)

- (3) Senior Exit Survey. In their senior year students in the cohort are given a Senior Exit Survey in which they assess the department's quality of instruction, training, advising and facilities.
- (4) External Competitions. While not a measure of the performance of all cohort students, performance in external competition indicates how well our higher performing students compare to higher performing students at other journalism and mass communication programs. As media professionals often serve as judges, external competitions indicate how

well our students measure up regionally and nationally. However, ratings/awards are not directly based on the ACEJMC values and competencies.

- (5) Employer Survey. We survey employers every three years to allow comparisons across time of the professional evaluations of the job performance of our graduates. For the 2021-2025 cohort, we plan to conduct the next employer survey in 2024-2025 to provide a baseline, then survey the employers of this cohort three years after the cohort graduates in 2028-2029.

The senior exit survey and alumni survey are completed by graduating seniors, and by graduates one year later, so they do not represent professional or faculty assessments of performance on the values and competencies.

Based on earlier site team recommendations, the survey of cohort employers occurs three years after the cohort graduates, and does not cover all values and competencies, kept short to improve response rates.

**Explication:** The summary below provides more detail on the collection and reporting of data from five direct and five indirect measures used in the Schools's assessment plan.

The initial collection of data for the 2016-2020 cohort was an Assessment Survey administered to incoming first-year students in fall 2016 and spring 2017. This survey measures several of the ACEJMC's values and competencies and was readministered to these same students for comparison in their senior year. Writing and critical thinking skills were evaluated using direct methods. In that first year, a grammar test was administered in JOUR 1033 Media Writing, which was compared to the results of a grammar post-test administered in JOUR 4981 Journalism Writing Requirement. An early, ungraded assignment administered in JOUR 1023 Media and Society was compared to the paper written in JOUR 4981 and completed in the senior year.

In Year II, 2017-2018, a midpoint assessment of students in the Broadcast Concentration (in JOUR 3072/3071L Broadcast News Reporting II) and News-Editorial (now Journalism) Concentration in JOUR 2013 News Reporting I) evaluated the first out-of-class assignment. The midpoint assessment for ADPR majors occurred in Year III 2018-2019, when students took ADPR 3723 Advertising Principles and ADPR 3743 Public Relations Principles. The digital media plan in Advertising Principles and the final PR Project in Public Relations Principles were assessed (with external clients or professionals assessing the PR projects). The internship supervisor evaluations, administered as an indirect method, were considered in the third and fourth years when students typically complete internships.

In Year IV 2019-2020, the Assessment Survey was readministered in JOUR 4981 to senior cohort students to establish how well our students mastered the ACEJMC's professional values and competencies. In addition, capstone assignments in the advanced courses in all ADPR BA and JOUR BA concentrations and majors assessed the learning objectives, competencies, and application of tools and technologies of the profession. For ADPR, the capstone assessments were the final media plan in ADPR 4453 Media Planning and Strategy and the account planning project in ADPR 4473 Account Planning. For Broadcast, the capstone assessment was the final project in JOUR 4873 Television News Reporting II, while for News Editorial/Journalism it was the final project in JOUR 3023 News Reporting II, JOUR 4503 Magazine Writing or JOUR 4553 Magazine Editing & Production. The writing, research, and critical thinking skills were evaluated using the final paper in

JOUR 4981 Journalism Writing Requirement. These capstone course assessments and the writing requirement are direct measures. Included in the additional files to accompany this Standard 3 report, we have included supporting documents with the following file names:

- ADPR Assessment Report - [ADPR Assessment Report.pdf](#)
- Broadcast Assessment Report - [Broadcast Assessment Report.pdf](#)
- Journalism-NewsEd Assessment Report - [Journalism-NewsEd Assessment Report.pdf](#)

Graduating seniors completed an exit interview or senior survey to evaluate the quality of their education as ADPR BA or JOUR BA majors, an indirect measure. Another indicator of mastery included our student's accomplishments in external competitions; we recognize that generally our better students enter competitions whereas assessment measures should address the performance of all students. However, media professionals typically judge these external competitions, so we believe it's important to consider the views of media professionals on how well our higher performing students fare in comparison to higher performing students from other programs.

We conduct annual surveys of the previous year's graduate. We conduct employer surveys every three years, with the May 2018 survey conducted then on the recommendation of the site visit team. We conducted another employer survey in summer 2021. Included in the additional files to accompany this Standard 3 report, **we have included supporting documents with the following file names:**

- JOUR BA Alumni Survey Results - [JOUR BA Alumni Survey Results.pdf](#)
- Employer Survey 2021 - [Employer Survey 2021.pdf](#)
- Employer Survey 2018 - [Employer Survey 2018.pdf](#)

The next employer survey is planned for 2024-2025, followed by the employer survey occurring three years after the cohort graduates in 2028-2029. Conducting periodic employer surveys allows us to consider the evaluations of professionals on the job performance of our graduates.

The final Assessment Report for the 2016-2020 cohort was presented and discussed in the October 15, 2021, faculty meeting. Included in the additional files for this Standard 3 report, we have included **a supporting document with the following file name:**

Assessment Committee Analysis - [Assessment Committee Analysis.pdf](#)

**How Assessment Was Used to Improve Curriculum and Instruction:** Early, midpoint and capstone assessments, the input of professionals, the previous site visit team's recommendations, and all surveys, etc., were used to improve the curriculum and instruction throughout the process. From an ongoing review of these sources, the faculty made the following changes since the last accreditation site visit.

Selected examples from assessment materials and faculty meeting minutes are shown below. For context, our last accreditation site visit was on January 24-27, 2016, and our accreditation revisit, after which we were reaccredited, was on November 13-14, 2017.

### **JOUR 1033 Media Writing revision to improve digital and writing**

The faculty discussed and approved changing the introductory writing course to include writing across the media and basic digital competencies. Formerly called JOUR 1033 Fundamentals of Journalism, the title was changed to Media Writing as students now complete basic writing assignments related to print/online news, broadcast and digital news, advertising and public relations. Students learn to create their own web publishing sites with WordPress and publish content throughout the semester.

The midpoint assessments for concentrations and majors suggested improvements were needed in writing, grammar, spelling and punctuation. The Employer Survey results reported in June 2018, with a rating of 4.13 on “The U of A graduate has strong writing skills” (on a scale of 1 = Strongly Disagree to 5 = Strongly Agree). This was the lowest employer rating in the results that year. ([Employer Survey 2018.pdf](#)).

JOUR 1033 changes were discussed as follows:

- August 15, 2018 – Chair and committee appointed to review JOUR 1033 Fundamentals of Journalism for improving writing, content, and adding digital components.
- October 5, 2018 – JOUR 1033 committee recommended making it a writing across the media course that includes basic digital training.
- December 7, 2018 – JOUR 1033 committee suggested changing the course title from Fundamentals of Journalism to Media Writing.
- January 9, 2019 – Faculty approved the revised JOUR 1033 Media Writing as an across-the-media writing course, with digital assignments, and the GSP as a prerequisite or co-requisite.

### **Instituting the Grammar, Spelling and Punctuation (GSP) Requirement**

Applies to entering majors in Fall 2020 and after.

The faculty discussed and approved instituting a GSP requirement to aid in improving writing and the ability to critically evaluate one’s work for grammatical correctness, writing style, etc.

The GSP requirement was discussed during SJSM faculty and concentration meetings (ADPR, Broadcast or News-Editorial/ Journalism):

- October 5, 2018 – Faculty discussed the possibility of a GSP requirement, with the JOUR 1033 revision committee endorsing and the faculty agreeing that a free online grammar module would be created or students would take JOUR 1003 Journalistic Writing Style on campus to complete the requirement.
- November 16, 2018 – Journalism/News-Editorial Faculty Meeting Minutes – faculty discussed potential changes to JOUR 1033 Fundamentals of Journalism (now Media Writing), with four JOUR/News-Ed faculty on the committee. Most GSP training would be removed

from JOUR 1033 so more time can be spent on writing and content. Faculty discussed proposed options for the GSP requirement and how the class might be reconfigured.

December 7, 2018 – Faculty discussed the committee’s recommendation that students can complete the GSP by passing JOUR 1003 Journalistic Writing Style with a grade of C or better, or study the free online GSP module and pass the GSP test with a 75% or better.

January 9, 2019 – Faculty voted to approve the GSP requirement as a prerequisite or corequisite to JOUR 1033, allowing students to complete JOUR 1003 with a grade of C or better or the independent-study GSP exam with a 75% or better.

### **Digital Requirement**

Applies to all majors entering in Fall 2020 and after.

In 2016, the site visit team recommended improving digital education in the School. The midpoint assessments indicated students would benefit from additional digital training, depending on the concentration or major. Therefore, it seemed logical to develop a different digital course or set of digital courses tailored to the educational needs of students in each concentration and major.

The JOUR BA Alumni Survey results showed Using the Tools of Technology was one of the lower rated competencies by former graduates over time. On a scale of 1 = Very Little to 4 = Very Much, the Tools of Technology rating was 2.86. Included in the additional files for this Standard 3 report, we have included **a supporting document with the following file name:**

- Alumni Survey Results 2018 - [Alumni Survey Results 2018.pdf](#)

JOUR 1033 changes were discussed during SJSM Faculty Meetings and concentration meetings (ADPR, Broadcast or News-Editorial/ Journalism):

May 5, 2017 - The faculty approved the new mission statement including digital skills and teaching students state-of-the-art-technology.

April 11, 2018 - Journalism/News-Editorial Faculty Meeting Minutes – the Journalism faculty discussed combining JOUR 2013 News Reporting 1 and JOUR 2032/2031L Broadcast News Reporting I, and updating course titles/descriptions to improve digital education.

April 20, 2018 - Broadcast Faculty Meeting Minutes – the Broadcast faculty discussed whether the news concentrations should be combined or whether the first reporting courses in the Broadcast and News-Editorial/Journalism concentrations should be combined to improve digital education.

October 5, 2018 - Broadcast Faculty Meeting Minutes – the Broadcast faculty discussed adding a digital requirement to the concentration. A committee was formed with News-Editorial faculty to consider whether the Broadcast and News-Editorial/Journalism Concentrations should be combined to improve digital education.

March 8, 2019 - ADPR Faculty Meeting – ADPR faculty approved a new digital requirement where majors take one of these four courses for digital training appropriate to the ADPR field: JOUR 2053 Multimedia Journalism, JOUR 2063 Media Graphics & Technology, JOUR 405V Videography/Editing or JOUR 405V Digital Content Strategy.

April 13, 2019 - Journalism/News Editorial Faculty Meeting – faculty discussed how to add digital training to the concentration, including adding a credit hour to an existing course or requiring the digital skills class JOUR 2053 Multimedia Journalism.

August 21, 2019 - Curriculum chair Jan Wicks proposed adding a digital requirement for all majors, tailored to their majors or concentrations. The faculty discussed that we could always change these courses as needed in the future. The proposed digital requirement courses were as follows.

ADPR BA majors select from:

JOUR 2053 Multimedia Journalism

JOUR 2063 Media Graphics & Technology

JOUR 405V Digital Content

JOUR 405V Videography/Editing

JOUR BA News-Editorial/Journalism: JOUR 2053 Multimedia Journalism

JOUR BA Broadcast majors select from (This list was revised later after Digital First was offered.):

JOUR 4033 Advanced Radio News Reporting and Podcasting

JOUR 405V Digital First

JOUR 4883 Advanced Film & TV Video Feature Production

The faculty approved the digital requirement.

### **Multimedia Storytelling & Production Concentration**

Available fall 2022 and after.

The faculty discussed and approved instituting a new concentration to teach multiplatform writing and technology skills, including capturing video and still images, telling shorter and longer stories in multiple platforms, publishing online-specific content, and promoting content through social media.

The 2016 site visit team told us we needed to improve our digital training. Employers rated technical/digital skills as third lowest or 4.44 out of 5 in the 2018 survey about the job performance of our graduates. ([Employer Survey 2018.pdf](#))

Our graduates rated Using the Tools of Technology as second lowest (2.86 out of 4) when rating how the program contributed to their development of skills and knowledge. ([Alumni Survey Results 2018.pdf](#))

In the Fall 2019 senior exit survey, 38.8% of graduating seniors said the quality of instruction in developing technical skills was excellent, while 44.4% said it was good, 13.88% said it was average, 2.77% rated it below average, and 0% as poor. One respondent noted: "...we need more classes that teach media skills. Most jobs I've looked into require Adobe Creative Cloud knowledge, and we just touch on it... We learn very little about social media, which I find unacceptable considering its impacts on the advertising world." The student also stated that knowledge of information tracking software and video/photo skills training was needed as well. ([Senior Exit Survey Fall 2019.pdf](#))



Examples of SJSM Faculty Meetings where the digital concentration was discussed. Due to the pandemic, some communications and votes were by email, when approved by the faculty beforehand.

December 13, 2019 Larry Foley and Jan Wicks discussed adding a digital concentration to the JOUR BA major. The faculty discussed the recommendation and spent the following months exploring possibilities for curriculum changes.

December 11, 2020 – Jan Wicks presented the curriculum committee’s revised digital proposal, the Multimedia Storytelling & Production Concentration. The document included examples of similar programs at noted JMC schools to show the research completed for developing the proposal. The faculty discussed the merits of the proposal and whether additional courses should be added. (From: SJSM Faculty Meeting Minutes December 11 2020, and SJSM Faculty Meeting Digital Proposal Email 12-11-20)

March 5, 2021 The faculty agreed to vote on the Multimedia Storytelling & Production Concentration by email. Faculty were sent the final copy of the concentration proposal and asked to vote by Friday, March 12, at noon. (From: SJSM Faculty Digital Proposal Vote Reminder 3-5-21)

March 22, 2021 The faculty was notified that the Multimedia Storytelling & Production vote was 22 in favor and 2 not voting. (From: SJSM Faculty Meeting Digital Proposal Vote 3-22-21)

### **Revised Journalism (News-Editorial) Concentration**

Available Fall 2022 and after.

The News-Editorial/Journalism midpoint assessment reported that technological and analytical skills are key to producing graduates who will compete successfully in career fields. ([NewsEd Assessment Midpoint 2019.pdf](#)).

Concentration revisions were discussed during several SJSM Faculty Meetings and concentration meetings (News-Editorial/ Journalism). Due to the pandemic, some communications and votes were by email, if approved by the faculty beforehand.

March 16, 2021 - The Journalism/News-Editorial faculty agreed that the discussion and vote on the proposal could convey via email. Faculty were emailed the final copy of the proposed concentration changes and reminded on March 22 and March 29 to vote yes (to approve) or no (not to approve) by March 29. ([SJSM Faculty Meeting 3-15-21.pdf](#))

March 30, 2021 The faculty was notified that 18 faculty voted to approve the Journalism Concentration, while 5 did not vote. ([SJSM Faculty Meeting Vote 3-30-21.pdf](#))

### **Requiring MKTG 3633 Marketing Research**

Applies to entering ADPR majors in Fall 2020 and after.

Employers rated analytical/problem solving skills as second lowest or 4.25 out of 5 in the 2018 survey about the job performance of our graduates. ([Employer Survey 2018.pdf](#))



Our graduates rated Using and interpreting numbers lowest (2.22 out of 4) when rating how the program contributed to their development of skills and knowledge. ([Alumni Survey Results 2018.pdf](#)).

September 19, 2018 ADPR Faculty Meeting – Faculty agreed to explore the material covered in MKTG 3633 Marketing Research to consider whether ADPR majors should take it to improve student performance in using and interpreting numbers.

September 21, 2018 ADPR faculty reviewed the MKTG 3633 Marketing Research syllabus, approved requiring the course and emailed the entire faculty for approval, and the change was approved. Following are links to additional documentation:

[ADPR Concentration MKTG 3633 Approval Email 9-21-18.pdf](#)

[ADPR Concentration Post-Approval Submission November 2018.pdf](#)

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

Faculty in each concentration and major are responsible for recruiting professionals and ensuring they assess student performance on the values and competencies.

##### **ADPR BA – Advertising / Public Relations**

First, at the midpoint, outside professionals assess student performance on the final PR project in Public Relations Principles. These outside professionals include the client for that semester, graduates working in the ADPR field, or other professionals with experience relevant to the project that semester. Second, professionals conduct the capstone assessment of the final media plan (ADPR 4453 Media Planning & Strategy) and account planning project (ADPR 4473 Account Planning).

##### **ADPR Midpoint and Capstone – The outside professional reviewers were:**

###### ADPR 3743 Public Relations Principles

Nastassja Riley, Suzuki School Director / Private Lesson Coordinator of the  
University of Arkansas Community Music School

Josh Medina, Veterans Service Officer, Washington County Veterans Office

###### ADPR 4453 Media Planning and Strategy

Brian Kratkiewicz, Senior Vice President / Director of Media Innovation at CJRW

Brandon Viveiros, Senior Director of Digital & Media at Saatchi & Saatchi X  
(now Vice President, Digital at Saatchi & Saatchi X)

###### ADPR 4473 Account Planning

Vilay Bradford, formerly Account Planner and currently Human Insights Manager for  
Shopping Experience at the Clorox Company

Eleonora Pagano Lawson, Group Account Director of Shopper Marketing at TPN Retail

**Other ADPR Courses Where Professionals Assessed Student Performance  
(These professional assessments were also considered.)**

ADPR 4463 Campaigns

Mille Alderman, Brand Manager at the Clorox Company

ADPR 4143 Public Relations Principles

Members of the Public Relations Society of America Northwest Arkansas Chapter and the instructor's peers in the ADPR industry review student portfolios from the perspective of hypothetically looking to hire a recent graduate. Professionals review the portfolios for clarity, variety of samples, quality of writing, and offer feedback on how professional each student's writing is, where the portfolio needs improvement and whether the student exhibits a level of competency that would result in the professional bringing the student in for an interview.

ADPR 4473 Account Planning

Alumni working as professionals review students' presentations  
Bret Ellington, former senior copywriter for CJRW and UA alum, now  
owner/freelancer at BRETCO Copy & Content  
Bryce Harrison, former art director for CJRW and UA alum, now  
partner, BLKBOX

Among the changes the ADPR faculty instituted based on assessment were implementing a social media audit assignment in ADPR 3743 PR Principles to improve student performance in using Excel and appropriate technologies. Students use Excel to complete spreadsheets on influencer identification, a social media audit, and a social media posting plan ([ADPR Faculty Meeting 9-29-21.pdf](#)). The ADPR faculty added an item to the Midpoint and Capstone Assessment Rubric to assess student performance on all digital/technological resources (besides online/digital databases or reports and Excel). The goal was to monitor student progress on digital because the next cohort must complete the Digital Requirement. In ADPR 3723, the diverse target segment assignment was revised to include external research reports and videos on a diverse segment (e.g., a Nielsen report on Asian American consumers and videos on stereotypes of Asian Americans), to improve data analysis and critical thinking regarding a diverse segment. The assignment sought to educate students on a diverse target segment before they completed a creative brief and advertisement targeting Asian Americans ([ADPR Faculty Meeting 4-27-22.pdf](#)).

Additional details are available in the ADPR Assessment Report ([ADPR Assessment Report.pdf](#)).

## **JOUR BA: BROADCAST CONCENTRATION**

While TV Reporting II is the primary capstone course, student performance in Producing is also assessed. Both classes use professionals as outside reviewers on final projects and websites. We use professional TV reporters, normally our grads in early stages of their careers, and news producers. The reviews are discussed by Broadcast faculty. Information and recommendations are plugged into syllabi, consistently. This information was used in creating the news producing class and is used to make sure our curriculum is current with such trends and use of digital reporting.

### **The outside professional reviewers were:**

Tom Yazwinski, former reporter in multiple markets, and current news director for KEPN  
Pasco, Washington

Krystle Sherrill, KSN TV reporter, Wichita

Lauren Jackson, WBRC TV reporter, Birmingham, AL

Mallory Jordan, KAIT TV reporter, Jonesboro, AR

Jordan Betts, KSHB TV reporter, Kansas City.

As a result of assessment, among the changes the Broadcast Concentration faculty made are changing the rubrics in every broadcast class to place more emphasis on lede writing, an increased focus on using natural sound in all Broadcast courses, requiring students to produce stories that focus on diversity, increasing focus on graphics in the Producing class by examining real-life examples of graphics and how they're used in Broadcast to analyze whether and why student-produced graphics are effective, and focusing on audio recording and editing.

For more information see the Broadcast Assessment Report ([Broadcast Assessment Report.pdf](#)).

## **JOUR BA: JOURNALISM CONCENTRATION)**

Professional journalists reviewed the capstone reporting projects and provided their assessment on reporting quality, writing quality, bias, sourcing, and context. The stories were a multimedia package that addressed racial discrepancies in student loan debt.

### **The outside professional reviewers were:**

Donna Lonchar, former City Editor of the Northwest Arkansas Democrat Gazette

Rusty Turner, Editor of the Northwest Arkansas Democrat-Gazette

Ginny Monk, Reporter at the Connecticut Post

### **Other reviews by professionals.**

The faculty brought in an outside consultant, Sarah Goforth, a former journalist, to discuss how to better position the concentration offerings for the modern media systems.

Sarah Goforth, Executive Director, Office of Entrepreneurship and Innovation,  
Walton College of Business, University of Arkansas

As a result of assessment and the outside consultant's recommendations, the Journalism Concentration faculty substantially revised its curriculum to allow students to select from a wider variety of multimedia and digital news offerings, including broadcast classes, to fulfill the major requirements. The revision was intended to prepare students to become versatile journalists with marketable, multiplatform writing and production skills. The changes will allow students to learn to report and write for websites of online news organizations as well as magazines, newspapers and radio and television stations.

For more information, see the Journalism Concentration's Assessment report ([Journalism-NewsEd Assessment Report.pdf](#)).

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

See the supporting file titled Standard 3 Major Awards - [Standard 3 Major Awards.pdf](#)

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### **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.**

When seniors take JOUR 4981 Journalism Writing Requirement, they complete a form indicating what their non-UA email address is as well as any employment or graduate school information available. These emails are used for the survey of graduates the following year and keeping in touch via the newsletter or other information about the School. We also periodically review LinkedIn for any changes in student employment. That way, we have the most current information possible when conducting the survey of employers of our graduates.

See the supporting file titled JOUR BA 2019 Graduates by Major ([JOUR BA 2019 Graduates by Major.pdf](#))

**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.**

[illegible]

		Coverage Level in Course			BASIC   1		INTERMEDIATE   2		ADVANCED   3		
ADPR Required Core Courses		1 Free Speech	2 Role of Professionals	3 Cultural Proficiency	4 Present Images/ Info	5 Write Correctly & Clearly	6 Work Ethically	7 Critical Thinking / Research	8 Numerical / Statistical	9 Critically Evaluate Work	10 Apply Tools / Techniques
ADPR 3723 Advertising Principles	Digital Media Plan (Midpoint - Direct)	Yellow	Yellow	Yellow	Yellow	Blue	Yellow	Blue	Yellow	Yellow	Yellow
ADPR 3743 Public Relations Principles	Final PR Project (Midpoint - Direct)	White	Green	Yellow	Blue	Blue	Green	Green	Yellow	Yellow	Yellow
ADPR 4143 Public Relations Writing		Blue	Yellow	Green	Green	Green	Yellow	Green	Blue	Green	Blue
ADPR 4423 Creative Strategy and Execution		White	Green	Blue	Green	Yellow	Yellow	Green	White	Yellow	Green
ADPR 4453 Media Planning & Strategy	Final Media Plan (Direct)	White	Yellow	Yellow	Blue	Green	Green	Green	Green	Blue	Green
ADPR 4473 Account Planning	Account Planning Project (Direct)	White	Blue	Green	Blue	Green	Blue	Green	Yellow	Yellow	Yellow



## **Part II, Standard 4. Diversity and Inclusiveness**

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

- Reports showing impact of faculty professional development aimed at enhancing ability to teach courses that develop culturally proficient communicators able to work on and advocate for diverse teams
- Evidence of climate studies or other indicators of the unit's level of inclusion

### **Executive summary:**

We are committed to recruiting and fostering diverse and underserved students and faculty and fostering a welcoming climate in the School. While recruiting, retaining and graduating diverse students and faculty can be challenging within our current budget in a small Southern state, we have focused on what is possible, diligently striving to build and nurture an environment of diversity, equity and inclusion.

The School hired a Director of Diversity Teaching Assistant Professor (TAP) to recruit diverse and underserved students, advise the faculty on diversity issues, and offer cultural diversity and digital courses in Fall 2017. We asked for the Director of Diversity to be converted to a 12-month tenure track position when we begin searching to fill this position in 2022 or 2023.

The School created an Assistant Director of Diversity/Retention Teaching Assistant Professor (TAP) to retain diverse and underserved students, requesting permission from the Fulbright College to hire in 2022-2023. We asked for a 12-month position so recruitment and retention activities continue all year long.

Renette McCargo became Executive Director of the Arkansas Scholastic Press Association in Fall 2020 to build relationships with high school journalism students throughout the state, aiding in recruitment of diverse and underserved students. (McCargo is also serving as interim Director of Diversity until the tenure track Director of Diversity and TAP Assistant Director of Diversity are hired.)

The Lemke Journalism Project (LJP), operated by the School since 2001 to train Hispanic high school students in journalism and promote media careers in diverse communities, brings students to campus every February and March for media literacy training and other workshops. More than 60 percent of the students are Hispanic, with Black, Asian, Marshallese and Native American students participating as well. LJP Director Gina Shelton visits local and regional high schools with diverse and underserved student populations remotely and in person. LJP student participation figures include:

- 2022** – 26 students (participation limited due to pandemic constraints)
- 2021** – About 300 students participated via virtual sessions.
- 2020** – 47 students
- 2019** – 48 students
- 2018** – 29 students
- 2017** – 35 students

The School awards scholarships to recruit, retain and graduate diverse and underserved students. From Spring 2016 through Spring 2022, we awarded 67 scholarships to diverse students totaling \$246,487.51. Of those 67 students, 42 (62.7%) graduated, 22 (32.8%) are continuing or remain active in the program, and 3 (4.5%) dropped out/have not completed the program.

The Center for Ethics in Journalism recruited diverse Visiting Distinguished Professors of Ethics (VDPE) with expertise and experience in global and domestic diversity to speak to classes and hold workshops. VDPEs serving since 2016 who are diverse, female or address diverse topics include:

- Raquel Rutledge (2021), investigative reporter for the Milwaukee Sentinel and winner of the 2010 Pulitzer Prize for Local Reporting.
- Allison Herrera (2021), Indigenous Affairs Desk for High Country News, who is Xolon Salinan.
- T. J. Holmes (2021), African American co-anchor of “GMA3: What You Need to Know”
- Veronica Molina (2019), vice president of News Standards and Practices at CNN Worldwide.
- Brent Renaud (2019), global journalist, filmmaker and Peabody Award winner, who produced the documentary “Beyond Borders” on the youth migrant crisis in Central America for The New York Times.
- Steven Holmes (2018), African American executive director of CNN’s Office of Standards and Practices, who also worked as a reporter and editor at the New York Times specializing in race and demographic issues and reporting and editing for the series “How Race is Lived in America,” which won a Pulitzer Prize in 2001.
- Alicia “Lisa” Shepard (2017), contributing writer on the media for USA Today’s opinion page, who also worked at the United States Agency for International Development in Afghanistan.
- Jesse Holland (2016), Race and Ethnicity reporter for the Associated Press and author of several books including “The Invisibles: African American Slavery Inside the White House.”

From Fall 2017 and after, we hired the following diverse and female full-time faculty:

- 3 African American (Whitney King, Renette McCargo, Niketa Reed)
- 1 Native American (Colleen Thurston)
- 1 Indian American (Meera Kumar)
- 1 Hispanic/Guatemalan American (Ninette Sosa)
- 1 Asian/Chinese (Sisi Hu)
- 1 LGBTQIA+ (Whitney King)



We supported the promotion of full-time diverse and female faculty.

Tiffany King was promoted to Advanced Instructor

Meera Kumar was promoted to Teaching Assistant Professor

Robyn Ledbetter was promoted to Advanced Instructor

Renette McCargo was promoted to interim Teaching Assistant Professor

Gina Shelton was promoted to Advanced Instructor

Hayot Tuychiev was promoted to Advanced Instructor

**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"

**Table 4. Area Population**

**Service Area: Describe here the unit's geographic service area as far as student enrollment is concerned (region, states, state, counties, etc.).**

While the University of Arkansas has over 29,000 students from all 50 states and over 200 countries, of the 29,068 students enrolled in Fall 2021, 15,443 (53%) were from Arkansas, 6,675 (23%) were from Texas, 1,527 (5%) were from Missouri, 970 (3%) were from Oklahoma, and 839 (2.8%) were from Kansas. Arkansas represents the unit's key geographic service area, with more than half of all enrolled students from the state and enrollment 30 percentage points higher than enrollment from Texas.

About the University of Arkansas

<https://www.uark.edu/about/index.php>

Quick Facts

<https://www.uark.edu/about/quick-facts.php>

Mini Fact Book

[https://oir.uark.edu/quickfacts/factbook\\_2021-2022.pdf](https://oir.uark.edu/quickfacts/factbook_2021-2022.pdf)

**Based on the most recent Census figures, what percentages do the following groups represent of the population of the unit's geographic service area as described above?**

**Table 4. Area Population (State of Arkansas)**

<b><u>Group</u></b>	<b><u>% of population</u></b>
Black/African American	15.1%
White	70.2%
American Indian/Alaskan native	0.9%
Asian	1.7%
Hispanic/Latino (any race)	8.5%
Native Hawaiian/other Pacific Islander	0.5%
Two or more races	7.1%
Other race	4.5%
Female	50.9%

Table 4 data from

U.S. Census Quick Facts - Arkansas

<https://www.census.gov/quickfacts/AR>

and

U.S. Census: Arkansas

<https://www.census.gov/library/stories/state-by-state/arkansas-population-change-between-census-decade.html>

**Table 5. Undergraduate Student Populations**

Show numbers of male, female, minority, white and international students enrolled in the unit, the percentages they represent of total journalism and mass communications enrollment, and the percentages these racial/ethnic groups represent of the total institutional enrollment. Use figures from the most recent academic year for which complete data are available.

**Table 5. Undergraduate Student Populations****Academic year: 2021 – 2022**

<b><u>Group</u></b>	<b><u>Male</u></b>	<b><u>Female</u></b>	<b><u>% of total in unit</u></b>	<b><u>% of total in institution</u></b>
<u>Black/African-American</u>	7	14	4.0% (21)	4.47%
<u>White</u>	102	302	77.1% (404)	73.73%
<u>American Indian/Alaskan Native</u>	1	5	1.15% (6)	.77%
<u>Asian</u>	0	6	1.15% (6)	2.80%
<u>Hispanic/Latino (any race)</u>	14	47	11.6% (61)	10.36%
<u>Native Hawaiian/ Other Pacific Islander</u>	0	0	0.0% (0)	.12%
<u>Two or more races</u>	5	17	4.2% (22)	4.67%
<u>Unknown (Other race)</u>	2	1	0.6% (3)	1.12%
<u>International students (any race)</u>	0	1	0.2% (1)	1.96%
			(524)	

From <https://oir.uark.edu/datasets/student/headcounts/enrollment-major.php>

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

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

Do not count any individual in more than one group.

Academic year: 2021 – 2022 Full-time faculty

[Total Full-Time Faculty = 21 with 11 male (52.4%) and 10 female (47.6%)]

<b>Group</b>	<b>Female</b>	<b>% of total faculty</b>	<b>Male</b>	<b>% of total faculty</b>
Black/African American	3	14.2%	1	4.8%
White	5	23.8%	9	42.8%
American Indian/Alaskan Native	0	0.0%	0	0.0%
Asian	1	4.8%	1	4.8%
Hispanic/Latino (any race)	1	4.8%	0	0.0%
Native Hawaiian / Other Pacific Islander	0	0.0%	0	0.0%
Two or more races	0	0.0%	0	0.0%
Other race	0	0.0%	0	0.0%
International (any race)	0	0.0%	0	0.0%

**NOTES:**

Per your instructions, international faculty were reported here as the UA reported them.

**Colleen Thurston**, Native American assistant professor on the tenure track, was actively recruited away by the Gaylord College at the University of Oklahoma, with her last semester in the School in spring 2021.

**Gerald Jordan**, African American tenured associate professor, retired in May 2022.

**Rick Stockdell**, White tenured associate professor, retired in December 2022.

**Niketa Reed**, African American teaching assistant professor, resigned in June 2022.

**Whitney King**, African American instructor, hired in July 2022.

**Sisi Hu**, Asian/Chinese female hired as a tenure-track assistant professor beginning in August 2022.

From Faculty Headcounts:

<https://oir.uark.edu/datasets/faculty/index.php>

**Table 6. Faculty Populations, Full-time and Part-time (continued)**

**Academic year: 2021 – 2022 Part-time/adjunct faculty**

**[Total Part-Time Faculty = 8 with 5 male (62.5%) and 3 female (37.5%)]**

<b>Group</b>	<b>Female</b>	<b>% of total faculty</b>	<b>Male</b>	<b>% of total faculty</b>
Black/African American	0	0.0%	1	12.5%
White	2	25.0%	4	50.0%
American Indian/Alaskan Native	0	0.0%	0	0.0%
Asian	1	12.5%	0	0.0%
Hispanic/Latino (any race)	0	0.0%	0	0.0%
Native Hawaiian/Other Pacific Islander	0	0.0%	0	0.0%
Two or more races	0	0.0%	0	0.0%
Other race	0	0.0%	0	0.0%
International (any race)	0	0.0%	0	0.0%

**Table 7. Full-time Faculty Recruitment**

**Provide the following information for any searches for full-time faculty members conducted by the unit within the past three years.**

<b><u>Academic years:</u></b>	<b><u>2019 - 2020</u></b>	<b><u>2020-2021</u></b>	<b><u>2021-2022</u></b>	<b><u>2021-2022</u></b>
	<b><u>None or 0</u></b>	<b><u>Intro. Writing Instructor*</u></b>	<b><u>Ethics Instructor*</u></b>	<b><u>Advertising Asst. Professor</u></b>
Openings		1	1	1
Total applicants in hiring pool		2	3	31
Females in hiring pool		2	2	17
Female finalists considered		1	1	4
Offers made to females		1	1	2
Offers accepted by females		1	1	1
Minorities in hiring pool		1	3	20
Minority finalists considered		1	1	1
Offers made to minorities		1	1	1
Offers accepted by minorities		1	1	1
International faculty in hiring pool		1**	0	NA
International faculty considered		1**	0	NA
Offers made to international faculty		1**	0	1**
Offers accepted by international faculty		1**	0	1**

\*The chair was authorized to hire without a search but consulted with faculty leadership.

\*\*The finalist who was hired is or may be international. The UA lists international faculty under race or ethnicity (in this case Hispanic/Guatemalan American and Asian), so they are listed under minority finalists considered and offers made to and accepted by minorities.

NA = Information not available from the Office of Equal Opportunity, Compliance & Title IX, which keeps these records at the UA.

**Table 8. Part-time/adjunct Faculty Recruitment**

**Provide the following information for any searches for part-time or adjunct faculty members conducted by the unit within the past three years.**

NOTE: A formal search is not required for adjunct faculty at the UA. The chair, vice chair or online coordinator hire adjunct faculty on an as-needed basis, generating an applicant pool themselves.

<b><u>Academic years:</u></b>	<b><u>2019 - 2020</u></b>	<b><u>2020 - 2021</u></b>	<b><u>2021 - 2022</u></b>
<u>Openings</u>	<u>3</u>	<u>2</u>	<u>4</u>
<u>Total applicants in hiring pool</u>	<u>8</u>	<u>6</u>	<u>8</u>
<u>Females in hiring pool</u>	<u>7</u>	<u>1</u>	<u>4</u>
<u>Female finalists considered</u>	<u>3</u>	<u>1</u>	<u>1</u>
<u>Offers made to females</u>	<u>3</u>	<u>0</u>	<u>1</u>
<u>Offers accepted by females</u>	<u>3</u>	<u>0</u>	<u>1</u>
<u>Minorities in hiring pool</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>Minority finalists considered</u>	<u>0</u>	<u>1</u>	<u>1</u>
<u>Offers made to minorities</u>	<u>0</u>	<u>1</u>	<u>1</u>
<u>Offers accepted by minorities</u>	<u>0</u>	<u>1</u>	<u>1</u>
<u>International faculty in hiring pool</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>International faculty considered</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Offers made to international faculty</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Offers accepted by international faculty</u>	<u>0</u>	<u>0</u>	<u>0</u>

**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.**

SJSM Diversity and Inclusion Plan

[https://fulbright.uark.edu/departments/journalism/\\_resources/pdf/ua-sjasm-wave2-diversity-plan-2022.pdf](https://fulbright.uark.edu/departments/journalism/_resources/pdf/ua-sjasm-wave2-diversity-plan-2022.pdf)

ACEJMC Accreditation Link for SJSM

<https://fulbright.uark.edu/departments/journalism/about-the-department/accreditation.php>

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

Diversity activities, initiatives and goals are addressed regularly during faculty meetings, and diversity items were discussed at all full faculty meetings in 2016, 2017, 2018, 2019, 2020, and 2021. Diversity is generally a standing item on the agenda and a goal is flagged or discussed if it appears behind target or needs attention. The School also assesses its progress in regular diversity committee meetings each semester, where tasks are evaluated and action items are assigned for each goal.

Here are a few examples of discussion and implementation of activities and goals.

**Inviting more (and more prominent) diverse speakers to the School.**

A detailed list of diverse speakers is included in the response to item 12 in this report.

**Offering additional diversity courses that students can take to fulfill the cultural diversity requirement.**

Beginning in the 2018-19 school year, the faculty discussed offering more cultural diversity requirement courses. At the Oct. 15, 2021, faculty meeting, it was reported that the new cultural diversity courses offered in the School included Indigenous Documentary Storytelling, Asians and Asian Americans in the Media, and Indian Americans in U.S. Media. As new faculty are hired, we anticipate new courses will be proposed and offered.

**Diverse Student Recruitment / Retention**

The School and its faculty uses a number of approaches to recruit, support, retain and graduate diverse and underserved students that are noted as goals in the diversity and inclusion plan and discussed in faculty meetings.

NOTE: Please see more detail on diverse student recruitment and retention in Question 8.



### **SJSM Director of Diversity Teaching Assistant Professor**

The School hired a Director of Diversity to recruit diverse and underserved students, advise the faculty on diversity issues, and offer additional cultural diversity and digital courses.

The director visited 5 diverse high schools/junior colleges in Arkansas each year. One student from KIPP Delta College attended the School.

The director identified financial aid as a key concern (addressed with a new four-year scholarship to begin in spring 2023).

Three JOUR MA students were recruited via the Emerging Voices program. These three were recruited from four historically diverse colleges and universities in Arkansas including the University of Arkansas-Pine Bluff.

The Director of Diversity Teaching Assistant Professor resigned in June 2022 to pursue opportunities in Atlanta. We are scheduled to search for a new Director of Diversity tenure-track 12-month faculty position in the 2022-2023 school year. We have also requested a 12-month teaching assistant professor Assistant Director of Diversity

### **Arkansas Soul**

Arkansas Soul is a summer travel writing camp for diverse students, created by the School's diversity teaching assistant professor.

At the December 7, 2018, faculty meeting, Niketa Reed announced the Arkansas Soul program ([argotsoul.com](http://argotsoul.com)), a minority travel writing program to promote diversity in the state. The group visited Eldorado, Little Rock and the NWA region from June 16-30, and targeted undergraduate juniors from the Delta region of Arkansas.

Two out of the 12 students of color who attended the 2019 Arkansas Soul Travel Writing summer camp enrolled in the School: Meosha Manual (who received a \$900 scholarship from the School in 2021) and Bret McCargo (who received \$2,250 in scholarships in 2021 and 2022). Two others were interested in attending but cost was a major barrier, so we are implementing the four-year scholarship starting in spring 2023.

In Fall 2020, three students workers (two diverse) were hired to write articles for a campus publication through Arkansas Soul and The Office of Diversity, Education and Inclusion entitled Connections, from a \$5,000 donation. The program was interrupted by the pandemic and resignation of the diversity teaching assistant professor but should continue once a new Director of Diversity is hired.

### **Emerging Voices**

Niketa Reed and Rob Wells created the Emerging Voices program to recruit diverse graduate students to our JOUR MA program. While interrupted by the pandemic, it will continue in the future. Faculty visited four universities (University of Arkansas-Pine Bluff, Philander Smith College, Arkansas State University and Arkansas Baptist College) to recruit.

Five African American students visited the UA on November 14-16, 2018 and met with School faculty and administrators as well as Dr. Yvette Murphy-Erby, vice provost for diversity and Dr. Valandra, program director of African & African American Studies. Students attended a special Ethics Center program sponsored by CNN editor Steven Holmes about the state of Washington politics. This effort was supported by a \$3,000 grant from the Graduate School Recruitment Assistance Fund and additional funds from African-American studies.

From these efforts, Whitney King (now instructor and assistant director of the School's Center for Ethics in Journalism) and Neba Evans (a producer at Arkansas PBS) enrolled in and graduated from the JOUR MA program. Both were awarded graduate assistantships and retained them as they matriculated.

Niketa Reed found on a follow-up visit to the University of Arkansas-Pine Bluff that students spoke highly of the School's outreach efforts and intended to apply in the future.

At the August 19, 2020, faculty meeting, Rob Wells reported that diversity is increasing in the graduate program. Feedback from students is that the School is a welcoming place and students of all races and backgrounds feel that they have a lot of accessibility. About 38% of our graduate students will be people of color. We are continuing Emerging Voices this semester and waiving/covering GRE test fees.

### **Lemke Journalism Project (LJP)**

The Lemke Journalism Project (LJP), operated by the School since 2001 to train Hispanic high school students in journalism and promote media careers in diverse communities, brings students to campus every February and March for media literacy training and other workshops. More than 60 percent of the students are Hispanic, with Black, Asian, Marshallese and Native American students participating as well.

High school participants who decide to attend the UA can receive scholarship money (paid for through a Tyson Foods grant). At several faculty meetings each school year, Gina Shelton reports on LJP's organization, implementation, and outcomes.

LJP participation figures were as follows:

- 35 students in 2017
- 29 in 2018
- 48 in 2019
- 47 in 2020.

In 2021, due to the pandemic, Zoom sessions reached about 300 students, including sessions at high schools with large Hispanic and Native American populations. Zoom lectures were offered with visiting ethics Professors T.J. Holmes (Good Morning America) and Allison Herrera (KOSU). At the May 6, 2022, faculty meeting, Gina Shelton reported that the LJP had about 30 high school students and about a dozen college mentors on campus this year. Two LJP Hispanic students will receive scholarships for their freshman year.

Some LJP graduates we recruited and awarded scholarships to include:

*Retained and Graduated*

Breybinda Alvarez – graduated Spring 2018 – received \$5,000 in scholarships  
Wendy Echeverria – graduated Fall 2017 and is now in the JOUR MA program,  
awarded \$6,300 in scholarships as an undergrad, \$8,000 as a grad student.  
Haley Ruiz – graduated Spring 2020 - \$7,700  
Veronica Torres – graduated Spring 2019 - \$4,900

*Continuing in the School*

Bret McCargo (African American) - \$2,250  
Joshua Pineda – \$12,800 in scholarships  
Rachel Sanchez-Smith – \$10,150 in scholarships  
Amelia Southern - \$2,000

**Arkansas Scholastic Press Association (ASPA)**

Renette McCargo became Executive Director of the ASPA in Fall 2020 to build relationships with high school journalism students throughout the state. Her position includes working with Arkansas high school journalism and mass communication (JMC) teachers and advisors to recruit diverse and underserved high school students to the School.

At the Aug. 18, 2021, and December 2, 2021, faculty meetings, McCargo reported that the ASPA convention is in Jonesboro on April 21-22, 2022. She planned to recruit and encouraged faculty to serve as guest speakers.

At the Dec. 2, 2021, and May 6, 2022, faculty meetings, McCargo reiterated her hope to move the conference to the School/UA in Fayetteville in 2023 to show our facilities and more effectively recruit students.

At the Aug. 15, 2022, faculty meeting, McCargo announced that the association's spring 2023 conference will be held in Fayetteville and include opportunities for students to visit SJSJ facilities.

**Scholarships**

During meetings in 2016-17, faculty discussed awarding scholarships to diverse and underserved students, including awarding multiple scholarships where possible to help students complete the program. As a result, from Spring 2016 through Spring 2022, SJSJ awarded 67 scholarships to diverse students totaling \$246,487.51. Of those 67 students, 42 (62.7%) graduated, 22 (32.8%) are continuing or remain active in the program, and 3 (4.5%) dropped out/have not completed the program.

Twenty-nine diverse and underserved students were awarded multiple scholarships totaling \$159,760. Of these 29 students, 18 (62.1%) graduated while 11 (37.9) are enrolled and active in the program.

In a discussion on awarding scholarships at the May 6, 2022, faculty meeting, the School's diversity director noted that it is difficult to recruit some diverse students who need a long-term financial commitment to enroll and major in the School. Then the faculty voted unanimously to

award one scholarship for at least \$5,000 annually to support a diverse or underserved student with financial need through graduation, as long as he/she/they continue as a major and earn good grades in courses in the School. This will be monitored and revised or expanded, as needed, and if additional funds become available.

The School's outgoing diversity director also noted that it was difficult to both recruit and work on retention. As a response, SJSM leaders requested and plan, in the 2022-2023 school year, to hire a tenure track, 12-month Director of Diversity, splitting recruitment and retention duties with a 12-month teaching assistant professor Assistant Director of Diversity. Recruitment and retention duties will be shared, and in the future each will be on 12-month contracts, to give each more time to devote to their mutually agreed-upon duties, including in the summer when high school students are available for events or workshops, etc.

### **Offer study abroad opportunities**

#### **UARC – University of Arkansas Rome Center – Spring 2018**

Professor Jan Wicks taught Advertising Principles and Multiculturalism in ADPR at the UARC, bringing the first cohort of 14 students who participated. Guest speakers included the primary anchor of a morning show similar to Good Morning America or Today, the head and staff of the only public relations and public affairs agency in Italy that follows United Nations guidelines for lobbying and public relations, the top political journalist in Italy, and a noted professor discussing his book on the relationship between Mussolini, the Fascists, and the press.

Other student activities included the following:

- Students toured the United Nations Food and Agricultural Organization (FAO) and learned about its public relations efforts.
- Students visited the Vatican's Press Office and auditorium for press conferences, where the top press/public relations officer discussed his job and outreach efforts.
- Students toured the Foro Italico (formerly Foro Mussolini) with an expert who explained the use of symbolism and design in creating positive public relations for Mussolini and the Fascists at this major sports complex.

#### **UARC – University of Arkansas Rome Center – Spring 2020**

Professor Jan Wicks taught Ethics and Multiculturalism in ADPR at the UARC, bringing the second cohort of 14 students. The group returned in early March due to the COVID-19 pandemic, so most tours and visits had to be canceled. Students completed courses online/remotely.

#### **UARC – University of Arkansas Rome Center – Fall 2022**

Professor Larry Foley is filming a documentary about Italian-American settlers in Tontitown, Arkansas, using original documents before immigration was available in Italy, and teaching JOUR 4863 Television News Reporting I.

### **Measure faculty performance in discussing diversity-related topics**

The School's faculty regularly discuss diversity initiatives and diversity topics or assignments given in classes. However, we wanted to ensure accountability and be able to evaluate our

performance in this regard, so at the March 11, 2020, faculty meeting, we discussed and approved requiring a diversity item be added to course evaluations for all classes in the School. At the May 1, 2020, faculty meeting, it was reported that this diversity item would be included in all course evaluations administered implemented in Fall 2020 and after:

*“The instructor encourages discussion of diversity-related topics in class and sets clear goals to explain diversity in practice.” (5 = Strongly Agree to 1 = Strongly Disagree).*

The mean rating for all School courses on this diversity item, from Fall 2020 through Spring 2022, was 4.54 out of 5, suggesting School faculty successfully encourage discussion of diversity-related topics in class and explain diversity in practice.

NOTE: Please see the response to question 4 for more information.

### **Recruit and retain a diverse faculty**

It is challenging to hire and retain diverse faculty in a Southern state with our current budget. Despite that, we have hired a number of diverse full-time faculty. When some left, we hired additional diverse faculty. In an exit interview we found that it would be better to share or separate the recruitment and retention of diverse and underserved students. We are scheduled to hire a tenure track, 12-month Director of Diversity, and a 12-month teaching assistant professor Assistant Director of Diversity

At the August 16, 2017, faculty meeting, Chair Larry Foley introduced Niketa Reed, the new Diversity Teaching Assistant Professor, and Meera Kumar, a new writing instructor. Reed resigned in June 2022, to pursue film and TV opportunities in Atlanta and for personal reasons. In an exit interview Reed suggested that more than one faculty member needed to be responsible for diversity recruitment and retention.

Kumar was another candidate for Diversity Teaching Assistant Professor, had a Ph.D. but did not have university teaching experience, having served as an education and communications consultant for medical and engineering students and professionals as well as teaching at private junior high and high schools. We notified the Fulbright College that Kumar showed promise and had experience in teaching writing to junior high and high school students, so a position was created and she was hired as an instructor of introductory writing and cultural diversity courses. In Fall 2021, Kumar was transferred to serve at 75% in the Fulbright College Diversity, Equity and Inclusion Office, with a promotion to teaching assistant professor, and was assigned to teach one course (25% appointment) in the School. Kumar was to be reassigned full-time to the School starting in 2023-2024, to continue teaching introductory writing courses and cultural diversity courses and serve as the new Diversity Retention Teaching Assistant Professor. Our understanding is she did not want to teach on campus, nor teach the introductory writing courses, and she resigned in July 2022.

A new director of diversity tenure track 12-month faculty member is to be hired in the 2022-2023 school year. We asked permission to hire a new assistant director teaching assistant professor in the 2022-2023 school year. We expect to hire diverse faculty in both positions and will ask them to mutually agree on how recruitment and retention duties will be shared.

At the October 20, 2017, the chair introduced Renette McCargo (African American), hired as the new Assistant Director of the Ethics Center, starting in January 2018. McCargo is now serving as the acting director of diversity teaching assistant professor for the School.

At the August 21, 2019, faculty meeting, Larry Foley introduced Colleen Thurston (Native American), the new tenure-track assistant professor who will teach documentary production, video production and cultural diversity courses. Thurston was recruited away by the University of Oklahoma's Gaylord College of Journalism and Mass Communication. In an exit interview, Thurston told the chair that she had no plans to leave and did not apply the first time she was encouraged to apply by the Gaylord College. She applied the second time and was hired, beginning at Gaylord in Fall 2021. She told the chair that she decided to raise her son in Oklahoma among his native relatives and culture.

As a result, we are searching for a tenure-track assistant professor in 2022-2023. We are encouraging an African American alumnus documentary filmmaker who is currently finishing an MFA at the University of Southern California to apply for this position.

Following are the three most recently hired faculty members showing diversity:

In Fall 2021, Ninette Sosa (Hispanic/Guatemalan American) was hired as the introductory writing instructor who assists with administering JOUR 1033 Media Writing, the GSP courses, and the GSP tests.

In Spring 2022, Sisi Hu (Chinese/Asian) was hired as a tenure-track assistant professor of advertising and started at the School in Fall 2022.

In Fall 2022, Whitney King (African American/LGBTQIA+) was hired as the assistant director of the Center for Ethics in Journalism (replacing Renette McCargo, who is serving as the acting diversity teaching assistant professor in 2022-2023).

### **Arkansas Covid**

In Fall 2020, Dr. Rob Wells took over Arkansascovid.com to provide an important service to the state, reporting on the pandemic, and providing opportunities to students.

<https://news.uark.edu/articles/54510/school-of-journalism-to-run-arkansascovid-com>

At the Oct. 17, 2020, faculty meeting, Rob Wells announced he was hiring a translator to serve Spanish speaking and possibly Marshallese speaking populations. At the December 11, 2020, faculty meeting Rob Wells noted that outreach to diverse audiences was continuing, with Arkansascovid.com information available in Spanish and Kajiin Majel/Marshallese.

*NOTE: Wells resigned at the end of December 2021 because he was not granted permission by the UA to continue teaching remotely. The School's chair and vice chair supported his request. He asked to teach remotely as his wife previously had lung surgery, and then lung scans and a biopsy in 2021.*

**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.**

<b>Standard 4. Diversity - Cultural Communications Proficiency Grid</b>				
Legend for Grid:	Green - Emphasis for the Class	Yellow - Basics Included	Blue - Covered Intermediately	No Color - Not Touched On

UA SJSM Core Courses for All Majors: ADPR BA and JOUR BA	Cultural Communications Proficiency	Notes:
JOUR 1023 Media and Society		Students engage with written and electronic texts through reading, writing and discussion about diverse people in the US and abroad who have contributed to the historical development of US mass media (gender, racial and economic diversity) and who continue to play prominent roles today. Comparisons between US and international media are also studied and discussed.
JOUR 1033 Media Writing		Faculty have incorporated an assignment that requires students to interview someone who would be considered part of a diverse group for at least one of these categories: Ethnicity/Race, Sexual Orientation (LGBT), Disability, Military Veteran, and Age (over 55). Also, the course includes one lesson titled "Diversity and Inclusion in Media Writing" and another lesson titled "Sensitivity in Language."
JOUR 3633 Media Law		Students research, write and present on media law and free speech court cases that impact the civil rights of citizens and various groups from diverse racial, gender and religious backgrounds. How free speech and media law in the US compare and contrast with those of other countries is also examined.
JOUR 4333 Ethics in Journalism		The online Ethics in Journalism course features two lessons that focus entirely on diversity. The first lesson includes an online presentation created by the Assistant Director of the Fulbright College Office of Diversity, Equity and Inclusion. Both lessons incorporate audio from diverse voices who have visited our campus as Distinguished Professors of Ethics in Journalism for SJSM.
JOUR 4981 Journalism Writing Requirement*	Students may choose to write their senior paper on a diverse topic in journalism and strategic media.	

ADPR BA Required Core Courses		
ADPR 3723 Advertising Principles		Students read and watch research/information on stereotyping a minority group, then complete a written assignment on how to target and avoid stereotyping that group when developing an advertisement.
ADPR 3743 Public Relations Principles		Students need to find global PR case studies as their team projects, then present the case in class and discuss cases about how cultural differences make the campaign's strategies and tactics vary across different cultures although the goal/objectives are the same.
ADPR 4143 Public Relations Writing		Students are given a lecture/PowerPoint presentation focusing on "writing for diverse audiences." This lecture emphasizes the importance of identifying and taking cultural differences into account when creating messaging in Ad/PR scenarios. Students take part in a "privilege" exercise, in which they are asked to anonymously complete a document outlining areas of their upbringing in which they experienced scenarios that may have impeded or
ADPR 4423 Creative Strategy and Execution		
ADPR 4453 Media Planning & Strategy		Students analyze primary and secondary research to identify key diverse audiences and develop an audience profile. They develop detailed written media and creative strategies to reach that specific audience in the media plan assignments.
ADPR 4473 Account Planning		Students develop culturally thoughtful questionnaires, creative briefs, and consumer insight reports on topics including misrepresentation and stereotyping of minoritized groups to develop the ability to deconstruct, amend and create marketing content that avoids unintended negative messages about BIPOC groups.

<b>JOUR BA - Broadcast Concentration Required Core Courses</b>		
JOUR 2032/2031L Broadcast News Reporting I & Lab		When students pitch their story ideas, the entire class brainstorms and discuss ideas related to adding or including a source or angle that adds diversity to the story. We discuss the success or failure while listening to rough drafts of each student's story.
JOUR 3072/3071L Broadcast News Reporting II & Lab		
JOUR 4863 Television News Reporting I		
JOUR 4873 Television News Reporting II		
JOUR 4893 Television News Producing		

<b>JOUR BA - Journalism Concentration Required Core Courses</b>		
JOUR 2013 News Reporting I		Students are required to find at least one source who differs from them in some significant way for each story, which leads them to approach and talk with subjects who are diverse. It also begins to subtly reveal that diverse sources are privy to new information, while sources who look similar to oneself often operate with similar or even redundant information. Students are subtly and overtly encouraged to pursue diverse sources in this way.
JOUR 3013 Editing		
JOUR 3123 Enterprise Journalism		

<b>JOUR BA - Multimedia Storytelling &amp; Production Concentration Required Core Courses</b>		
JOUR 2003 Storytelling for Today's Media, or		Students write personal reflections based on content from the Conscious Style Guide, which has received recommendations from SPJ and Poynter. Students also analyze content from the About Race podcast.
JOUR 2013 News Reporting I		Students are required to find at least one source who differs from them in some significant way for each story, which leads them to approach and talk with subjects who are diverse. It also begins to subtly reveal that diverse sources are privy to new information, while sources who look similar to oneself often operate with similar or even redundant information. Students are subtly and overtly encouraged to pursue diverse sources in this way.
JOUR 2032/2031L Broadcast News Reporting I & Lab, or		
JOUR 2053 Multimedia Journalism		Students are required to find at least one source who differs from them in some significant way for each story. Also, they pair with a local nonprofit or charity group by the end of the class, to tell its story. This connects them (and makes them dependent on) a range of diverse sources for their final projects, whose experiences they draw upon to tell the story of the organization.



<b>Digital Requirement Courses</b>		
<b>ADPR BA - Students select one digital course from list below</b>		
JOUR 2053 Multimedia Journalism		Students are required to find at least one source who differs from them in some significant way for each story. Also, they pair with a local nonprofit or charity group by the end of the class, to tell its story. This connects them (and makes them dependent on) a range of diverse sources for their final projects, whose experiences they draw upon to tell the story of the organization.
JOUR 2063 Media Graphics & Technology		The course includes an assignment on using diverse images, with an emphasis on online sources for royalty-free images, such as the Disability Collection from Getty, the Fluid Self from Adobe, and WOCinTech Chat on Flickr. Another assignment shows students how to make their published work accessible for people who are hearing-impaired or vision-impaired. This course also features examples of unethical use of image manipulation to artificially
JOUR 405V Digital Content		
JOUR 405V Videography/Editing		
<b>JOUR BA - Broadcast Concentration - Students select one digital course from list below</b>		
JOUR 4033 Advanced Radio News Reporting & Podcasting		
JOUR 405V Digital First		
JOUR 4883 Advanced Film & Video Feature Production		
<b>JOUR BA - Journalism Concentration</b>		
JOUR 2053 Multimedia Journalism		Students are required to find at least one source who differs from them in some significant way for each story. Also, they pair with a local nonprofit or charity group by the end of the class, to tell its story. This connects them (and makes them dependent on) a range of diverse sources for their final projects, whose experiences they draw upon to tell the story of the organization.
<b>JOUR BA - Multimedia Storytelling &amp; Production - Students select one digital course from list below</b>		
JOUR 2032/2031L Broadcast News Reporting I & Lab		
JOUR 2053 Multimedia Journalism		Students are required to find at least one source who differs from them in some significant way for each story. Also, they pair with a local nonprofit or charity group by the end of the class, to tell its story. This connects them (and makes them dependent on) a range of diverse sources for their final projects, whose experiences they draw upon to tell the story of the organization.

<b>UA SJSM Cultural Diversity Courses</b>		
ADPR 4483 Multiculturalism in ADPR		Students research on topics to lead weekly seminars that grapple with controversial issues in marketing, relevant to intercultural/multicultural groups and also produce a social media marketing plan for a national or international non-profit.
JOUR 3263 African Americans in Film		
JOUR 3273 African Americans in Documentary Film		
JOUR 405V Asian Americans in the Media		
JOUR 405V Indian Americans in the US Media		
JOUR 405V Indigenous Documentary Storytelling		
JOUR 405V Minorities in Media		
JOUR 4923 History of the Black Press		

As shown in the grid, issues and perspectives related to mass communications across diverse cultures in a global society are taught throughout the curriculum, including in required core courses, required courses in all ADPR BA and JOUR BA majors, digital requirement courses, and the School's cultural diversity requirement courses. We wanted to be sure students receive training and discussion regarding domestic and global diversity regularly in multiple courses as they matriculate. A summary of how diversity is covered in classes is shown in the "NOTES" column in the cultural communications proficiency grid file.

### Course Evaluations

To ensure we can evaluate how well diversity is taught in the School, we added a diversity item to course evaluations for all classes:

*"The instructor encourages discussion of diversity-related topics in class and sets clear goals to explain diversity in practice."*

(5 = Strongly Agree to 1 = Strongly Disagree)

This was discussed and approved at the March 11, 2020, faculty meeting, was reported as implemented at the May 1, 2020, faculty meeting, and was included in all course evaluations administered in School classes in Fall 2020 and after.

The mean rating for this diversity item was:

Spring 2022: 4.57 out of 5.

Fall 2021: 4.53 out of 5.

Spring 2021: 4.54 out of 5.

Fall 2020: 4.53 out of 5.

### Feedback from graduates and employers

To consider how effectively we address diversity in the School, we also ask our BA graduates and employers about diversity. The results of our survey of JOUR BA graduates and their employers also suggested that the teaching of diversity and the School's climate were positive.

In our annual survey of graduates, we ask: "How much did the program contribute to your development in each of these areas?" with one item being "Valuing diversity of audiences and sources."

At the October 15, 2021, faculty meeting, Rob Wells reported that student ratings on valuing diversity of audiences and sources were higher among our 2018-2020 graduates (3.52, 3.60, and 3.45 out of 4 = very much) as compared to the historical average for 2011-2017 (2.99).

For the survey of 2021 graduates, the mean for valuing diversity of audiences and sources was 3.73 out of 4.

All respondents to the employer survey agreed (5) or strongly agreed (8) that our graduates effectively communicate with diverse colleagues and audiences.

### Course selection

Students may also opt to take courses offered by other units to complete the cultural diversity requirement, which includes courses on domestic and global diversity. Our cultural diversity course requirement offers students a wealth of topics to take a deeper dive into global and domestic diversity. We approved relevant courses offered by different units to ensure our students receive a diversity of perspectives and have a variety of choices when taking these courses. Presumably, if a student selects a course they're interested in, it will resonate, and they'll be more likely to retain what they learned.

Examples of these courses include the following:

- HIST 3233/AAST 3233 African American History to 1877
- HIST 3243/AAST 3243 African American History Since 1877
- ANTH 3213 Indians of North America
- ANTH 4533 Middle East Cultures
- COMM 4343 Intercultural Communication
- HIST 3073 Women and Gender in Latin American History
- HIST 3253/AAST 3253 History of Sub-Saharan Africa
- HIST 3263 History of the American Indian
- HIST 3313 Latinos and Latinas in the U.S.
- HIST 3333 LGBTQ+ Histories
- HIST 3523 Modern China
- HIST 4093/AAST 4093 History of African Americans and Social Justice
- HIST 4123/AAST 4123 Africa and the Trans-Atlantic Slave Trade
- HIST 4413 New Women in the Middle East
- HIST 4433 Social and Cultural History of the Modern Middle East
- HIST 4783 History of Modern Mexico

HIST 4953 The History of Sub-Saharan African Women  
SCWK 3193 Human Diversity and Social Work  
SOCI 3193 Race, Class, Gender, and Sexuality

We cross-list some classes with other units to encourage diverse students from other majors to take our classes, providing additional perspectives. For example:

JOUR 3263/AAST 3263/ COMM 3263 African Americans in Film

This course is cross-listed with AAST African and African American Studies,  
and COMM Communication.

JOUR 3273/AAST 3273 African Americans in Documentary Film

ADPR 4473/AAST 4473 Account Planning

JOUR 4923/AAST 4923 History of the Black Press

Examples of diversity assignments and activities in our classes include the following (with examples also noted in the NOTES column of the cultural communications proficiency grid):

### **JOUR 1033 Media Writing**

In 2019, we incorporated an assignment that requires to interview someone who would be considered part of a diverse group for at least one of these categories: Ethnicity/Race, Sexual Orientation (LGBTQIA+), Disability, Military Veteran, and Age (over 55). Also, the course curriculum has been revised to incorporate more journalists of color who provide audio guidance within Blackboard. Finally, the course includes one lesson titled “Diversity and Inclusion in Media Writing” and another titled “Sensitivity in Language.”

### **JOUR 2003 Storytelling for Today’s Media**

Students write personal reflections based on content from the Conscious Style Guide, which has received recommendations from SPJ and Poynter. Students also analyze content from the About Race podcast.

### **JOUR 2063 Media Graphics and Technology**

The course includes an assignment on using diverse images, with an emphasis on online sources for royalty-free images, such as the Disability Collection from Getty, the Fluid Self from Adobe, and WOCinTech Chat on Flickr. Another assignment shows students how to make their published work accessible for people who are hearing-impaired or vision-impaired. This course also features examples of unethical use of image manipulation to artificially add diversity to photos.

### **JOUR 2453 Introduction to Sports TV Production**

Students are required to include a diversity angle in both packages. Several class discussions involve why students should surround themselves in all facets of life with people who are different than you to learn, grow and better understand the world. Discussions in this and other sports courses including the lack of coverage of female athletes, the pay gap between men and women, the lack of minority coaches in professional sports, the problems transgender athletes have, athletes protesting social issues and white privilege.

**JOUR 3163 Sports Journalism**

Students are required to include a diversity angle in their feature stories and one blog post. Several class discussions cover diversity in the workplace and why it's important to consider diverse angles and diverse people when covering sports. Diversity can include but is not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, culture, age and personal beliefs and viewpoints.

**JOUR 3072 Broadcast News Reporting II**

Students must produce one package with a diversity angle (of the two packages assigned in the class).

**JOUR 4333** - The online Ethics in Journalism course features two lessons that focus entirely on diversity. The first lesson includes an online presentation created by the former Assistant Director of the Fulbright College Office of Diversity, Equity and Inclusion. Both lessons incorporate audio from diverse voices who have visited our campus as Distinguished Professors of Ethics in Journalism for SJSU.

The OER textbook for JOUR 4333 <https://uark.pressbooks.pub/journalismethics/> includes audio from visiting ethics professors and other guest contributors. These contributions are especially helpful in adding diverse viewpoints to the two chapters (13 and 14) covering diversity.

- “Minefield” audio from CNN’s Steven Holmes
- “Diversity in Sports Broadcasting” audio from former NFL Network host Danyelle Musselman
- “Cultural Competence, Diversity, Equity, Inclusion, Belonging (DEIB)” presented by Dr. Meera Kumar
- “A Range of Differences” audio from CNN’s Veronica Molina

**JOUR 4873 TV News Reporting II**

Student must produce two stories with a diversity angle. Students are encouraged to interview people who “don’t look like them.” Most students produce 3 or 4 pieces that show the diversity of the city and region.

**JOUR 4893 TV News Producing**

Each newscast must contain diversity related content.

**ADPR 3723 Advertising Principles**

Students are assigned a diverse target segment for a major course assignment. For example, in Spring 2022, students were assigned an Asian American target segment for designing an advertisement. To prepare, students completed a written assignment on avoiding stereotyping of Asian Americans, reading and viewing materials on Asian stereotypes and NielsenIQ: The Asian American Consumer Base (2021).

### **ADPR 3743 Public Relations Principles**

ADPR3743 PR principles: requires students to work on global PR case studies as their team projects. Teams worked on global PR cases like Dove's Real Beauty Campaign which targeted women from 10 countries to provide insight pertaining to women's priorities and interests or Coca-Cola's multi-national marketing campaign "Share a Coke." By doing so, students can learn how cultural differences require that campaign strategies and tactics vary across different cultures, even when the goal/objectives are similar.

### **JOUR405V Crisis Public Relations**

Crisis PR requires students to work on global crisis cases as their team projects. Students learn how a crisis occurs in different ways in different cultures to adopt crisis PR strategies appropriate to the culture.

### **ADPR 4423 Creative Strategy & Execution**

In developing visual literacy, considerable time is spent analyzing and deconstructing existing advertising to understand how meaning has been created to communicate, or miscommunicate, the intended message. The goal of these assignments is to understand the "why" behind the advertiser's choices and how to successfully target and communicate with diverse target segments. For example:

- Students discuss describing target audiences using demographics, psychographics, geographics and behavior to understand how these factors vary among diverse target segments.
- Students discuss how men/women/gender is represented including via facial expressions, poses, hair style and color, age, sex, education, occupation, and relationships.
- When assessing advertising students are encouraged to ask the following:
  - Are there assumptions/stereotypes suggested in the ad?
  - Are there objectionable depictions or concepts in the ad?
  - What is the ad's "subtext"? Is there a hidden or unstated meaning?

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## **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.**

We have a sustained priority to create and nourish a climate of diversity and inclusion. Since the last site team visit, the School of Journalism and Strategic Media has placed a focused emphasis on diversity, equity and inclusion for faculty, staff and students.

We are committed to maintaining a welcoming climate for all forms of diversity, free of harassment and discrimination, in the School. To do so, all faculty may add agenda items to every faculty meeting and/or address issues with the chair or vice chair. Diversity is discussed regularly at faculty meetings to encourage discussion of diversity, equity and inclusion and ensure faculty feel free to raise issues and/or concerns. We have an open door policy for

reporting harassment, discrimination and denial of access to accommodations. Students and faculty can report incidents or concerns regarding diversity, equity and inclusion at <https://report.uark.edu/>

When the School was remodeled and after, we ensured changes were made to be welcoming to all. For example:

- Our remodeled quarters included the installation of ramps, high-efficiency automatic doors and the first gender neutral/unisex bathrooms in Kimpel Hall.
- We installed a mother room (Kimpel 104) after a nursing faculty member raised the need after encountering privacy issues in her work area and trouble accessing the closest mother room in a neighboring building.
- We hold events in accessible venues and include access to accommodation questions for events, interviews, other functions where access is involved. This includes accessing our facilities or materials for working and studying with us.

We hired a full-time faculty Director of Diversity, with responsibilities that included new student recruitment and retention. We have asked approval for a 12-month, tenure track Director of Diversity and a 12-month teaching assistant professor Assistant Director of Diversity. We'll ask two of them to mutually agree on how recruitment, retention and other duties are shared.

We expanded our efforts in faculty recruitment by reaching out to other schools that might have graduating candidates, and we sent job openings to deans and directors at HBCU's and posted them on diverse journalist associations. We have also made a targeted effort to recruit minority graduate assistants and adjunct professors. Please see question 9 for more information on searches.

Since our last site visit, we have hired full-time faculty from these backgrounds: 3 African American; 1 American Indian; 1 Indian American and 1 Guatemalan American. Our full-time faculty also includes an Uzbekistani American and a Jamaican American. We also have full-time faculty from Korea and China, and we hired one full-time faculty member who is openly gay.

Since our last site visit, we have hired four women to full-time faculty appointments, not including adjuncts. We have promoted four full-time female faculty and the Uzbeki American faculty member.

Several of our Visiting Distinguished Professors of Journalism Ethics have been hired representing these communities: African American, Latino American and American Indian.

We also ensure the climate is welcoming by sponsoring and supporting initiatives targeting students at diverse high schools and colleges, as well as our own students. Following are examples:

- Renette McCargo became Executive Director of the Arkansas Scholastic Press Association in Fall 2020 to build relationships with high school journalism students throughout the state, aiding in recruitment of diverse and underserved students.

- The Lemke Journalism Project (LJP) has been operated by the School since 2001 to train Hispanic high school students. More than 60 percent of the students are Hispanic, with Black, Asian, Marshallese and Native American students participating as well.
- We awarded 67 scholarships to diverse students totaling \$246,487.51, with 42 (62.7%) graduating, 22 (32.8%) continuing or remaining active, and 3 (4.5%) dropping out or not completing the degree.
- The Center for Ethics in Journalism recruited diverse Visiting Distinguished Professors of Ethics (VDPE) with expertise and experience in global and domestic diversity to speak to classes, hold workshops, and promote a diverse climate in the School.

As noted earlier, we added a diversity item to student course evaluations of all classes, allowing us to see how students view the teaching and discussion of diversity in the School. The mean rating for all School courses on this diversity item was 4.54 out of 5. Surveys of our graduates (with responses ranging from 3.52 out of 4 for 2018 graduates to 3.73 for 2021 graduates for valuing diversity of audiences and sources) suggests the School's climate is welcoming and open to students. All respondents to the employer survey agreed (5) or strongly agreed (8) that our graduates effectively communicate with diverse colleagues and audiences.

The vice chair participated in UA Teaching and Faculty Support Center, Center for Multicultural and Diversity Education, and Fulbright College Diversity, Equity and Inclusion workshops to ensure she is fostering a welcoming environment for all in the School. Following were the session titles:

Cultural Competence – April 2020  
 Safe Zone Allies – June 2020  
 Facing Bias – June 2020  
 Race in the South – October 2020  
 Equity 101 – October 2020  
 Leading Critical Conversations – October 2020  
 Microaggressions – November 2020  
 Culture, Dominant Culture and You – Fulbright DEI Hour – January 2021  
 An African American's Experiences on Campus – Fulbright DEI Hour – February 2021  
 Ouch! That Stereotype Hurts – April 2021  
 Building a More Equitable and Inclusive Faculty Hiring Process – February 2021  
 Talking Race in the Classroom – October 2021  
 Using Diversity to Improve Educational Experiences at the University – March 2022

We support the University of Arkansas's stance:

The University of Arkansas envisions a world committed to inclusivity, where diversity, equity, access and civility are valued as a part of our culture, climate and everyday lives.  
<https://diversity.uark.edu/>

As well as the Fulbright College's Office of Diversity Equity and Inclusion:

<https://fulbright.uark.edu/diversity/index.php>

The UA requires all incoming freshmen to take UNIV 1001 University Perspectives, which includes course objectives and activities regarding diversity and inclusion. In alignment with the



university's guiding priority to enrich campus diversity and inclusion, UNIV1001 seeks to engage students in meaningful conversations and activities to sustain a diverse and inclusive environment. Assignments and activities should create an awareness and appreciation of diverse perspectives and lifestyles and encourage students to think about how their own perspectives are shaped, how to engage in meaningful conversation to understand and appreciate differences, and how they individually lend diversity to our campus.

<https://success.uark.edu/courses/university-perspectives/index.php>

The UA's Center for Educational Access

Faculty discuss and/or write include in syllabi the expected classroom decorum that respects the diversity of opinions and the requirements of a respectful, supportive learning/teaching environment that is void of disruptive/obstructive behavior. Under the direction of the university's Center for Educational Access (CEA) in compliance with the Americans with Disabilities Act (ADA), and in collaboration with individual students, the faculty ensures appropriate implementation of accommodations for students who have physical and or mental disabilities. This may include, but is not limited to, providing a distraction-reduced testing environment; extra time for exams; audio-recording of lectures; note-taking assistance, and the use of service dogs in class. <https://cea.uark.edu/>

The last full COACHE faculty job satisfaction survey was conducted among all full-time faculty at the University of Arkansas UA in 2017-2018 (with the next survey scheduled for Fall 2022). About 44% of eligible UA faculty responded to the report. In the [2018 report](#), the areas of strength (pdf p. 4) identified by UA faculty included appreciation and recognition, collaboration, facilities and work resources, governance (including trust), leadership and nature of work. The area of concern was identified as tenure policies. Faculty were also asked to identify both good and bad issues that are most on their minds. For good (pdf p. 12), the faculty identified quality of colleagues, support of colleagues, geographic location, and cost of living. For bad (pdf p. 13), the faculty identified compensation, quality of graduate students, quality of facilities, lack of support for research/creative activity, and too much service/too many assignments.

[https://oir.uark.edu/surveys/coache\\_s/COACHE\\_Preview\\_2018.pdf](https://oir.uark.edu/surveys/coache_s/COACHE_Preview_2018.pdf)

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## **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.**

The School and its faculty uses a number of approaches to recruit, support, retain and graduate diverse and underserved students that are noted as goals in the diversity and inclusion plan and discussed in faculty meetings.

### **Recruitment**

Director of Diversity Teaching Assistant Professor

In Fall 2017, the School hired a Director of Diversity – Teaching Assistant Professor to recruit and retain diverse and underserved students and offer courses for the cultural diversity

requirement. (While the director resigned in June 2022 for personal reasons and to pursue film and TV industry opportunities in Atlanta, we are scheduled to hire another tenure track, 12-month director of diversity, and a 12-month teaching assistant professor assistant director of diversity in 2022-2023).

Before the pandemic, the director of diversity accomplished the following:

- Visited high schools in Springdale, Rogers, Pine Bluff, Monticello and Kipp Delta College Preparatory schools (in Blytheville and Helena/West Helena) to discuss the School's programs with BIPOC students and students from underrepresented groups. (One student from KIPP Delta College in Helena attended SJSM.)
- Created and conducted a two-week travel summer writing camp, Arkansas Soul, in 2019 for students of color interested in digital media. (Of 12 students of color who attended, two Black students were recruited: Bret McCargo and Meosha Manual.)
- Created and conducted a graduate student recruitment/visitation program entitled Emerging Voices, which afforded select prospective undergraduate students of color a chance to tour campus, explore the JOUR MA program, get mentorship on a successful application to the UA's graduate school, meet with current students and faculty/staff, and have their GRE fees waived. Whitney King (now the assistant director of the Center for Journalism Ethics and an SJSM instructor) and Neba Evans (a producer at Arkansas PBS/AETN) were among the three students recruited via Emerging Voices. They served as graduate assistants and completed the JOUR MA program.
- Participated in the Center for Multicultural and Diversity Education quarterly campus recruitment programs for visiting students of color from across the state including the Arkansas Delta, Northeast Arkansas, and Southern Arkansas. Met with groups of about 20 students per visit, talking about the School (as did other departments).

Teaching cultural diversity courses helped her reach and instruct additional students of color across campus. She averaged about 10 African American and 2-3 Latino students in her African Americans in films course (out of 30 overall). Most kept their majors but some became a minor in the School.

During and after the pandemic, the director of diversity accomplished the following:

- Continued working with the legacy diversity program, the Lemke Journalism Project (LJP) funded by Tyson Foods and the regional SPJ.
- From an anonymous \$5,000 donation to Fulbright Development in Fall 2020, she hired two African American students and one Caucasian student to write articles for Connections, a campus publication of Arkansas Soul and the Office of Diversity, Equity and Inclusion.
- Explored early course credit option for high school students from underrepresented groups to take the JOUR 1100 GSP for free, the summer before enrollment. (The next director of diversity recruitment will continue this initiative, which is approved by the chair and vice chair).
- Marketed the 5-Year BA/MA program to high-achieving journalism students of color at Arkansas HBCUs.
- Spoke and recruited at the annual Arkansas Scholastic Press Association conference with a student, given one hour to talk about their experiences as a major in the School.

### Lemke Journalism Program (LJP)

The School has operated the Lemke Journalism Project (LJP) since 2001 to train Hispanic/Latino high school students in journalism and promote media careers in diverse communities, brings students to campus every February and March for media literacy training and other skills workshops. Run by Gina Shelton, with founders Gerald Jordan and Katherine Shurlds remaining active as editors and coaches, about 10 or more faculty volunteer each year to teach journalistic writing, graphic design, video/photography, social media, and other classes. More than 60 percent of student participants are Hispanic, with Black, Asian, Marshallese and Native American students participating as well. The data below provide context on participation.

In 2021, despite the pandemic and inability to have traditional in-person training sessions, we expanded our footprint with Zoom lectures with visiting ethics Professors T.J. Holmes (Good Morning America) and Allison Herrera (KOSU) and high school journalism classes. We reached more than 300 students with the lectures including high-Hispanic and diverse population schools including Springdale High School, Don Tyson School of Innovation in Springdale, Rogers High School, Rogers Heritage High School, and expanding to new schools including Tahlequah High School in Oklahoma with a large Native American population.

Here are LJP participation rates over the last few years.

2020 – 47 students  
2019 – 48 students  
2018 – 29 students  
2017 – 35 students

High school participants who decide to attend the UA can receive scholarship money (paid for through a Tyson Foods grant). Recent scholarship recipients include:

2021 – Amelia Southern-Urbe (Hispanic who spent two years in LJP) \$2,000  
2020 - Rachell Sanchez-Smith (Hispanic who spent two years in LJP) \$10,150. Rachell is an associate producer for Ozarks at Large at KUAF, the NPR affiliate in Fayetteville, AR.  
Bret McCargo (African American who spent two years in LJP) \$2,250  
Brittaney Mann (White student from rural, low-income background, one year in LJP) \$1,500  
2018 – Josh Pineda (Hispanic who spent two years in LJP) \$12,800, scheduled to graduate in December 2022, involved at UATV and interned for the Razorback Sports Network.  
2017 – Brianna Duncan (Caucasian who spent two years in LJP) \$1,200

Other LJP participants we recruited and who graduated from the School include:

Haley Ruiz – a 2016 participant who graduated in May 2020, received \$7,700 in scholarships from the School and is currently studying at the University of Oklahoma Law School.

Hunter Simmons, a 2016 participant who graduated in Spring 2021 and attends the UA School of Law.

Delaney Osbourn, a 2016 participant who graduated in Spring 2020 and works in public relations with the Twiggs Group.

Veronica Torres, a 2014 and 2015 LJP participant, received \$4,900 in scholarship support and graduated in Spring 2019. She works in public relations for Slim Chickens.

Breybinda Alvarez received \$5,000 in scholarships from the School, graduated in Spring 2018, and has served as editor of the Spanish language *La Prensa Libre* in Northwest Arkansas.

Wendy Echeverria, a 2013 participant, graduated in Fall 2017 and received \$6,300 in scholarships as an undergraduate. Wendy is now in our JOUR MA program and received \$8,000 in graduate scholarships.

#### Arkansas Scholastic Press Association (ASPA)

Renette McCargo (African American instructor) became Executive Director of the Arkansas Scholastic Press Association in Fall 2020 to build relationships with high school journalism students throughout the state, aiding in recruitment of diverse and underserved students.

McCargo also works with Arkansas high school journalism and mass communications teachers and advisors to recruit students to the School.

The faculty voted unanimously to sponsor and take over the ASPA directorship at the October 17, 2020, faculty meeting. McCargo reported at the April 16, 2021, faculty meeting that 39 high schools participated in the 114 ASPA contests and 5 journalism categories.

At the Aug. 18, 2021, and December 2, 2021, faculty meetings, McCargo reported that the ASPA convention is in Jonesboro on April 21-22, 2022. She planned to recruit and encouraged faculty to serve as guest speakers.

At the Dec. 2, 2021, and May 6, 2022, faculty meetings, McCargo reiterated her hope to move the conference to the School/UA in Fayetteville in 2023 to show our facilities and more effectively recruit students.

At the Aug. 15, 2022, faculty meeting, McCargo announced that the association's spring 2023 conference will be held in Fayetteville and include opportunities for students to visit SJSJ facilities.

#### **Retention**

School faculty and administrators encourage and support diverse students by encouraging them to apply for scholarships, encouraging them to apply for internships and jobs, and addressing their concerns as needed.

#### Scholarships

The School awards scholarships to as many diverse students as possible to encourage, retain and graduate these students. Where possible, we award more than one scholarship to diverse students to help ensure we retain and graduate them. From Spring 2016 through Spring 2022, we awarded 67 scholarships to diverse students totaling \$246,487.51. Of those 67 students, 42 (62.7%) graduated, 22 (32.8%) are continuing or remain active in the program, and 3 (4.5%) dropped out/have not completed the program.

Twenty-nine diverse and underserved students were awarded multiple scholarships totaling \$159,760. Of these 29 students, 18 (62.1%) graduated while 11 (37.9%) are enrolled and active in the program.

Thirty-eight diverse students were awarded one scholarship over the period, totaling \$86,727.51. Of those 38 students, 24 (63.2%) graduated, 11 (28.9%) are enrolled or active in the program, and 3 (7.9%) dropped out.

#### Diverse Scholarship Awards by Year:

In 2022, of the \$120,850 available for scholarships, \$43,550 was awarded to 14 diverse undergraduate recipients, representing 36% of the total. Fourteen diverse students received scholarships out of 45 recipients, representing 31% of all undergraduate students awarded, while diverse students represented 22.9% of the School's students.

In 2021, 27 (47.4%) of 57 scholarship awardees were diverse. Of the \$125,747.75 awarded, \$40,440.51 (32.1%) of the total amount was awarded to diverse students.

In 2020, of the \$123,277 in scholarships awarded, 15 (28.3%) diverse out of 53 undergraduate students received scholarships, representing \$22,200 (18.0%) of the total amount awarded.

*NOTE - One diverse graduate student received \$7,000, bringing the total awarded to diverse students to \$29,200 or 23.7%.*

In 2019, of the \$113,785 in scholarships awarded, 12 (18.5%) diverse out of 65 undergraduate students received scholarships, representing \$31,250 (27.5%) of the total amount awarded.

In 2018, of the \$120,375 in scholarships awarded, 13 (21.7%) diverse out of 60 undergraduate students received scholarships, representing \$41,000 (34%) of the total amount awarded.

In 2017, of the \$132,357 in scholarships awarded, 20 (40%) diverse out of 50 undergraduate students received scholarships, representing \$46,900 (35.4%) of the total amount awarded.

In 2016, of the \$131,680 in scholarships awarded, 15 (23.8%) diverse out of 63 undergraduate students received scholarships, representing \$39,700 (30.1%) of the total amount awarded.

The list of diverse students who received two or more School scholarships by name and amount includes.

Breybinda Alvarez (Hispanic/Latino) - \$5,000 total undergrad – graduated Spring 2018

Anahi Arguijo (Hispanic/Latino) - \$4,950 – enrolled & continuing Fall 2022

Adama Barnett (African American) - \$3,700 – enrolled & continuing Fall 2022

Katelyn Barry (Two or More Races) - \$4,600 – graduated Spring 2021

Clarissa Bustamante (Hispanic/Latino) – \$2,000 – graduated Spring 2018

Elyse Cano (Hispanic/Latino) - \$4,000 – enrolled & continuing Fall 2022

Maritza Cedario (Hispanic/Latino) - \$3,300 - graduated Summer 2020 – LJP assistant for two years

Tiffanee Childers (Two or More Races) - \$2,000 – graduated Spring 2018

Alexis DeLeon (Two or More Races) - \$2,700 graduated Fall 2018

Lauren Durby (African American) - \$3,250 – continuing & enrolled Fall 2022

Wendy Echeverria (JOUR MA student) - \$8,000 as continuing graduate student – graduated Fall 2017, currently in JOUR MA program  
Wendy Echeverria (Hispanic/Latino - LJP participant) - \$6,300 while undergrad  
Victoria Grace Guerra (Hispanic/Latino) - \$18,800– graduated Spring 2020  
Skyler Hammons (Two or More Races) - \$1,900 – graduated Spring 2022  
Victoria Hernandez (Hispanic/Latino) - \$2,700 – enrolled & continuing Fall 2022  
Breana Hicks (African American) - \$5,500 – enrolled & continuing Fall 2022  
Jarrett Hobbs (Two or More Races) - \$4,671 – graduated Spring 2018  
Kalyn Jackson (African American) - \$4,300 – graduated Spring 2021  
Andrea Faith Johnson (Hispanic/Latino) - \$7,467 – graduated Spring 2019  
Bret McCargo (African American) - \$2,250 – enrolled & continuing Fall 2022  
Elizabeth Meneses (Asian) - \$7,225 – graduated Spring 2022  
Roy Phillips (African American) - \$12,500 – graduated Spring 2018  
Joshua Pineda (Hispanic/Latino) - \$12,800 – enrolled & continuing Fall 2022  
Dennis Chase Reavis (Two or More Races) - \$3,400– graduated Spring 2020  
Haley Ruiz (Hispanic/Latino) - \$7,700 – graduated Spring 2020  
Rachel Sanchez-Smith (Hispanic/Latino) - \$10,150 (2 years LJP) enrolled & continuing Fall 2022  
Lyca Steelman (Two or More Races) - \$2,000 – enrolled & continuing Fall 2022  
Elena Thompson (Two or More Races) - \$4,000 - enrolled & continuing Fall 2022  
Veronica Torres (Hispanic/Latino) - \$4,900 - graduated Spring 2019  
Destiny Washington (African American) - \$5,700 – graduated Spring 2019

The list of diverse students who received one School scholarship by name and amount includes:

Khadn Adderley (African American) - \$1,600 - graduated Fall 2020  
Michael Adkison (Hispanic/Latinio) - \$3,000 – graduated Spring 2020  
Kassandra Aleck (Two or More Races) - \$1,325 - enrolled & continuing Fall 2022  
Ariane Arroyo (Hispanic/Latino) - \$1,000 – graduated Spring 2017  
Allison Cochran (Two or More Races) - \$1,000 – graduated Spring 2021  
Kaitlin Davila (Hispanic/Latino) - \$3,595 – graduated Summer 2018  
Bethany Dedman (Two or More Races) - \$500 – graduated Summer 2020  
Leonce DeLoch (African American) - \$1,000 – graduated Spring 2017  
Natalie Demaree (Hispanic/Latino) - \$1,000 – graduated Spring 2021  
Isabel Dobrin (Hispanic/Latino) - \$20,000 – graduated Spring 2017  
Alexander Gorski (Two or More Races) - \$1,500 – graduated Spring 2017  
Nanci Guadalupe Flores (Hispanic/Latino) - \$3,000 – graduated Spring 2018  
Nicholas Gonzalez (Hispanic/Latino) - \$500 – graduated Fall 2020  
Nabiha Khetani (Asian) - \$2,000 – enrolled & continuing Fall 2022  
Avian King (African American) - \$500 – graduated Fall 2021  
Jordyn Lassiter (African American) - \$750 – enrolled & continuing Fall 2022  
Katrina Maldonado (Hispanic/Latino) - \$1,000 – graduated Spring 2018  
Meosha Manuel (African American) - \$900 - enrolled & continuing Summer 2022  
Meghan Brenay Massie (African American) - \$1,850 – graduated Summer 2020  
Amanda Millan (Hispanic/Latino) - \$1,000 – graduated Spring 2018  
Chandler Nichols (African American) - \$3,400 – enrolled & continuing Fall 2022  
Christopher Nunez (Hispanic/Latino) - \$1,000 – graduated Spring 2018

Kayla Nunez (Hispanic/Latino) - \$2,000 – graduated Summer 2018  
Cristina Olvera (Hispanic/Latino) - \$1,600 - enrolled & continuing in Fall 2022  
Meleah Perez (Hispanic/Latino) - \$667 - graduated Spring 2018  
Halle Roberts (Two or More Races) - \$875 - enrolled in Summer 2022  
Manuel Lopez Selvara, Jr. (Hispanic/Latino) - \$3,200 - graduated Spring 2020  
Amelia Southern (Hispanic/Latino) - \$2,000 - enrolled & continuing in Fall 2022  
Antonio Tinajero (Hispanic/Latino) - \$16,000 – continuing Fall 2022  
Katelyn Tyner (Two or More Races) - \$2,700 – graduated Spring 2022  
Bailey White (Hispanic/Latino) - \$500 - enrolled in Summer 2022 – may be graduating –  
Shane White (Native American) - \$1,200 – graduated Spring 2018  
Christina Wilkerson (Asian) - \$1,400 – graduated Spring 2017  
Mica-Ela Vitug (Asian) - \$500 – graduated Spring 2021

Also, in fall 2022 Breana Hicks, an SJSM senior, was one of 18 diverse public relations students across the nation to receive the 2022 Plank Center DEI Student Travel Scholarship. Hicks attended The Plank Center for Leadership in Public Relations 2022 Summit on Diversity, Equity and Inclusion and Milestones in Mentoring gala in Chicago. The annual DEI summit provides a place for PR practitioners, educators and students to further their professional development, network and enhance their knowledge of DEI issues and best practices.

#### Next Step – Implemented in Spring 2023 – Four-Year Scholarship

In a review and discussion of awarding scholarships at the May 6, 2022, faculty meeting, the School's diversity director noted that it is difficult to recruit some diverse students because they need a long-term scholarship commitment to afford to attend the UA and major in the School. The faculty voted unanimously to award one scholarship (\$5,000 annually) to a diverse student with financial need, to be supported for at least four years or through graduation if he/she/they continue as a major and earn good grades in courses in the School. This will be monitored and revised as needed.

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### **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.**

#### GSP Requirement

Faculty for the School of Journalism and Strategic Media want students to learn the grammar, spelling and punctuation (GSP) standards that professional journalists follow in their writing. Journalists write for the masses, so we emphasize language standards used by professionals to communicate to large audiences.

We acknowledge, however, that writing conventions continually evolve. We also acknowledge that because of the variety in our students' cultural and educational experiences, there may be some variance in what is considered acceptable usage. We included diverse faculty in developing and teaching the Option 1 course (shown below) for completing the requirement to ensure the needs of diverse and underserved students are addressed. We also wanted to provide an option

for completing the GSP requirement for free, for students who find it difficult to pay for a grammar course (Option 1 below).

With this in mind, SJSM faculty opted not to use a standalone exam requirement for students who major or minor in journalism or advertising/public relations. To be more inclusive and accommodate a wider range of students, faculty instead adopted a two-pronged approach for students to complete the GSP requirement. The GSP requirement, which went into effect in fall 2020, can be completed prior to or in the same semester that students take JOUR 1033 Media Writing. Here is information about the two options:

OPTION 1. Enroll in JOUR 1003 Journalistic Writing Skills and complete this course with a grade of C or better. JOUR 1003 is worth three hours of academic credit and is useful for students who want an instructor's guidance or need to review their skills in grammar, spelling and punctuation. Students in the JOUR 1003 course are not required to pass the GSP exam.

OPTION 2. Enroll in JOUR 1100 Grammar Spelling Punctuation Requirement and pass the GSP exam with a score of 75% or higher. JOUR 1100 is a free independent-study module to help students prepare for the GSP exam. Only students who are enrolled in JOUR 1100 will have access to the exam. Students do not earn any academic credit or pay for JOUR 1100, but they fulfill the GSP requirement if they score 75% or higher on the exam. Students can have more than one attempt at passing the exam, but the number of attempts is limited. JOUR 1100 is intended for students who may have financial needs and do not want to pay to take JOUR 1003 (Option 1), are highly motivated and do not need an instructor's supervision, and/or have a strong background in grammar, spelling and punctuation.

### ADPR Major Requirements

2.5 Overall GPA and a course grade of B in ADPR 3723 Advertising Principles and ADPR 3743 Public Relations Principles

In 2010, the ADPR major instituted the minimum overall GPA requirement of 2.5 and retained the requirement for majors to complete ADPR 3723 and ADPR 3743 with a grade of B or better. Enrollment in the major did not decline and has increased since that time. While many major ADPR programs in the region and nation require an overall GPA of 3.0, we kept our GPA requirement lower to be inclusive. We found over the years that most students can meet both requirements. Students are also allowed one chance to retake ADPR 3723 and/or ADPR 3743 to earn a B or higher, if desired. So few students retake the courses that the instructor is well aware of those retaking the class and works with those students to give them the best chance of completing the requirement.



**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.**

Diverse Student Organizations

School faculty encourage and participate in diverse student organizations, such as the Journalists Association of Minorities (formerly the Black Students Association), expanded to include all diverse students. We want to give all diverse students a voice and mentorship. The School pays for the annual membership of up to 25 students and faculty in diverse professional media organizations such National Association of Black Journalists, National Association of Hispanic Journalists, Native American Journalists Association and Asian American Journalist Association.

Advertising Club

Recognizing that when minority students are engaged or feel connected with the university, it promotes retention and a sense of belonging, faculty advisors of students' organizations take the initiative to intentionally engage and encourage minority students to assume leadership roles and help them navigate the university as they implement student-led initiatives. For example, in the past two academic years, African American female students served as president of the Advertising Club. This is also a way to instill confidence in minority students, who sometimes shy away from leadership roles.

Scholarships

The School's Diversity Committee connects students of color to diversity focused scholarships offered by external alumni groups including the Armed Forces Alumni and Black Alumni Society, as well as internship opportunities.

As explained earlier, School faculty and administrators identify diverse students in classes and encourage them to apply for scholarships. From Spring 2016 through Spring 2022, we awarded 67 scholarships to diverse students totaling \$246,487.51. Of those 67 students, 42 (62.7%) graduated, 22 (32.8%) are continuing or remain active in the program, and 3 (4.5%) dropped out/have not completed the program. We also seek to ensure we retain and graduate diverse students. We award multiple scholarships wherever possible to do so.

The scholarship award program is successful in retaining and graduating diverse students. Twenty-nine diverse and underserved students were awarded multiple scholarships, totaling \$159,760. Of these 29 students, 18 (62.1%) graduated while 11 (37.9) are enrolled and active in the program.

Director of Diversity (12-month tenure track) and Assistant Director of Diversity (12-month non tenure track)

Rather than continue with one diversity teaching assistant professor, we are scheduled to hire a director of diversity and assistant director of diversity in 222-2023. When hired, we'll ask them to mutually agree on how retention, recruitment and other duties are shared or divided. In the exit interview in summer 2022, the outgoing diversity director agreed that two positions are needed and recruitment and retention duties should be split or shared. She reported it was sometimes

difficult to do both, especially during and after the pandemic. Both recruitment and retention must be primary duties covered by one or both of these faculty.

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

The last site visit was January 24-27, 2016, while the revisit was November 12-14, 2017. The 2017 revisit report noted that for the two assistant professor faculty searches in progress during the site visit, Dr. Kara Gould (Caucasian female) and Dr. Rob Wells (Caucasian male) were hired, so they are not included.

In 2019, we interviewed the following candidates or finalists for the assistant professor of documentary/broadcast position, hiring Colleen Thurston:

Brent Renaud (Caucasian male)

Rise Sanders-Wise (Caucasian female)

Colleen Thurston (Native American - Choctaw Nation)

Hayot Tuycheiv, Uzbek American/Asian (One of our instructors who has since been promoted to Advanced Instructor)

In 2022, we interviewed the following finalists on campus for the assistant professor of advertising position, hiring Sisi Hu:

Sisi Hu (Asian/Chinese female)

Teresa Tackett (female)

Since the last full site visit, we hired Niketa Reed (African American female) as assistant teaching professor/Director of Diversity (which includes inclusion and equity), and Renette McCargo (African American female), instructor and assistant director, Center for Journalism Ethics. We also hired Meera Kumar as an instructor, who is Indian American. She was promoted to assistant teaching professor in summer 2021.

In summer 2021, Dean Shields authorized chair Foley to hire a new full-time instructor. Foley hired Ninette Sosa, who is Hispanic/Guatemalan American. Foley also interviewed adjunct professor Bonnie Bauman (Caucasian female) for this position, and approached Denzel Jenkins, an African American JOUR MA graduate of the School who is currently completing an MFA at the University of Southern California. We subsequently hired Jenkins to teach online cultural diversity courses and asked him to apply for a tenure-track assistant professor position in 2022-2023.

In Summer 2022, Foley was authorized again by Dean Shields to hire an additional full-time instructor. He talked to Denzel Jenkins again and Neba Evans (African American who is a full-time producer at Arkansas PBS/AETN) about the post, but both declined. Foley also contacted Whitney King (an African American woman who is gay), who accepted and started in Fall 2022 as instructor/assistant director of Ethics Center.

Foley appointed Renette McCargo as acting/interim Director of Diversity. She is serving as Executive Director of Arkansas Scholastic Press Association, now being operated out of the School.

Female and minority full-time hires during the review period.

Sisi Hu – Assistant Professor (Asian/Chinese female) – Fall 2022

Whitney King – Assistant Director of the Center for Ethics in Journalism and Instructor (African American female/LGBTQIA+) – Fall 2022

Meera Kumar (Asian female) – Instructor – Fall 2017 (converted to Teaching Assistant Professor in Fall 2021– Resigned July 2022)

Renette McCargo (African American female) – Instructor (now interim Diversity Teaching Assistant Professor) – Spring 2018

Niketa Reed – Diversity Teaching Assistant Professor (African American female) – Fall 2017 (Resigned in June 2022 to pursue film and TV opportunities in Atlanta.)

Ninette Sosa – Instructor (Hispanic/Guatemalan American female) – Fall 2021

Colleen Thurston – Assistant Professor (Native American female) – Fall 2019 (Actively recruited and hired away by the Gaylord College of Journalism and Mass Communication, in the Creative Media Production, University of Oklahoma)

Other full-time hires during the review period

David Bostwick - Online Teaching Assistant Professor (Caucasian male) – Fall 2017

Kerry Gilbert - Strategic PR Instructor (Caucasian male) – Fall 2018

We sought out diverse candidates in our searches. The assistant professor of advertising search conducted in 2021-2022, provides an example of how we seek diverse and female faculty.

For the assistant professor of advertising search in 2021-2022, we placed ads in:

- American Academy of Advertising Online Job Listings
- Association for Education in Journalism and Mass Communication (AEJMC) Online Job Listing
- International Communication Association Online Job Listings
- AEJMC Advertising Division Email Newsletter
- Chronicle of Higher Education Online Job Listings
- Blacks in Higher Education
- Hispanics in Higher Education
- Native Americans in Higher Education
- Korean American Communication Association Online Job Listings
- SREB Southern Regional Education Board Online Job Listings

For the assistant professor of advertising search in 2021-2022, we sent individual emails and job descriptions to each of the following programs, inviting applications. Emails were sent to chairs and directors of graduate studies, or an appropriate administrator or contact:

HBCUs

Alabama State University Department of Communications  
L. Simone Byrd lbyrd@alasu.edu

Alcorn State University Department of English, Languages, and Mass Communication  
Dr. Anne-Marie Obilade aobilade@alcorn.edu

Bowie State University Department of Communications  
Dr. Otis Thomas, Chair othomas@bowiestate.edu

Claflin University Department of Mass Communications  
Dr. Donna Gough dgough@claflin.edu

Clark Atlanta University Communication Arts  
Jasmine Eve Graves jgraves@cau.edu  
Garry Yates gyates@cau.edu

Delaware State University Department of Mass Communications, Visual and  
Performing Arts - Renee' Marine rmarine@desu.edu

Dillard University Department of Mass Communication  
Dr. Cleo Joffrion Allen callen@dillard.edu

Elizabeth City State University Communications & Journalism  
Dr. Adam McKee armckee@ecsu.edu

Fayetteville State University Department of Communication, Languages, and Cultures  
Dr. Todd Frobish tfrobish@uncfsu.edu

Florida A. & M. University School of Journalism & Graphic Communication  
Dr. Bettye Grable bettye.grable@famu.edu  
Prof. Mira Lowe mira.lowe@famu.edu

Grambling State University Department of Mass Communication  
Dr. Ceeon D. Quiett Smith smithc@gram.edu

Hampton University Scripps Howard School of Journalism and Communications  
Prof. Julia Wilson julia.wilson@hamptonu.edu  
Dr. James Ford james.ford@hamptonu.edu

Jackson State University Department of Journalism and Media Studies  
Dr. Elayne H. Anthony elayne.h.anthony@jsums.edu

Jacksonville State University Department of Communication  
Dr. Christopher J. McCollough cmccollough@jsu.edu

Johnson C. Smith University Communication Arts  
Dr. DaKysa Moore-Onsomu damoore@jcsu.edu

Lincoln University Mass Communications Department  
Mychelle Sneed-Jacobs msneedjacobs@lincoln.edu

Morehouse College - Communication Studies  
Dr. Felicia R. Stewart Felicia.Stewart@morehouse.edu

Morgan State University School of Global Journalism & Communication  
Dr. David Marshall david.marshall@morgan.edu

Norfolk State University Department of Mass Communication & Journalism  
Dr. William Hart wbhart@nsu.edu

North Carolina A & T State University Department of Journalism and Mass  
Communication - Dr. Robbie Morganfield rmorganfield@ncat.edu

North Carolina Central University Department of Mass Communication  
Dr. Calvin Hall - Calvin.Hall@nccu.edu

Oakwood University Communication Department  
Dr. R. Rennae Elliott elliott@oakwood.edu

Prairie View Department of Languages and Communication  
Dr. Dejun Liu deliu@pvamu.edu

Savannah State University Department of Journalism and Mass Communications  
Dr. Juliana Maria Trammel trammelj@savannahstate.edu

Southern University and Agricultural and Mechanical College Department of Mass  
Communications - Dr. Mahmoud Braima mahmoud\_braina@subr.edu

Spelman College Dept. of Art & Visual Culture  
Brian Koppel bkoppel@spelman.edu

Tougaloo College Department of Mass Communication  
Prof. Ken Sanders ksanders2@tougaloo.edu

Tuskegee University English - Communication Major  
Dr. Jennifer Bender jbender@tuskegee.edu  
Dr. Esmaeil Esfandiary eesfandiary@tuskegee.edu

University of Arkansas at Pine Bluff Dept. of Multimedia Communication  
Dr. Ann Whitewhitea@uapb.edu

University of Maryland Eastern Shore Digital Media Studies  
Dr. Dean R. Cooledge drcooledge@umes.edu

Virginia State University Department of Mass Communications  
Wellington Gordon wgordon@vsu.edu

Winston-Salem State University Department of Communication and Media Studies  
Dr. Soncerey Speas montgomerysl@wssu.edu

Xavier University Department of Mass Communications  
Dr. Shearon Roberts srobert7@xula.edu and mscm@xula.edu

Major Departments and Ph.D. Programs (which often have diverse graduate students)

Arizona State University PhD Journalism and Mass Communication  
Kathren Sammis Kathren.Sammis@asu.edu  
cronkitegrad@asu.edu

Howard University Communication, Culture and Media Studies Ph.D. Program  
Dr. Wei Sun wei.sun@howard.edu

Indiana University Media School Ph.D. Program  
Dr. Stephanie DeBoer sdeboer@indiana.edu

Michigan State University Ph.D. in Information and Media  
Dr. Patricia Huddleston HUDDLES2@MSU.EDU

Pennsylvania State University Ph.D. Program in Mass Communication  
Dr. Anthony Olorunnisola axo8@psu.edu

Texas A&M University Department of Communication Ph.D. Program  
Dr. Anna Wiederhold Wolfe annawolfe@tamu.edu

Texas Tech College of Media & Communication Ph.D. Program  
Dr. Coy Callison Coy.Callison@ttu.edu

University of Alabama College of Communication & Information Sciences Ph.D.  
Program - Dr. Bill Evans wevans@ua.edu

University of Alabama Department of Advertising and Public Relations  
Dr. Damion Waymer dmwaymer@ua.edu

University of Colorado PhD Program in Strategic Communication  
Dr. Toby Hopp tobias.hopp@colorado.edu

University of Florida College of Journalism & Communications Ph.D. Program  
Dr. Tom Kelleher tkell@jou.ufl.edu

University of Georgia Grady College of Journalism & Mass Communication Ph.D.  
Program - Dr. Glen Nowak gnowak@uga.edu

University of Illinois Institute of Communications Research Ph.D. Program  
Dr. Mira Sotirovic sotirovi@illinois.edu

University of Iowa School of Journalism and Mass Communication Ph.D. Program  
Dr. Brian Ekdale brian-ekdale@uiowa.edu

University of Kansas W.A. White School of Journalism and Mass Communications  
Dr. Matt Tidwell mtidwell@ku.edu

University of Kentucky Ph.D. in Communication  
Dr. Bobi Ivanov bobi.ivanov@uky.edu

University of Minnesota Hubbard School of Journalism & Mass Communication  
Stacey Kanihan, Dir. Graduate Studies, Strategic Comm skanihan@umn.edu  
Matt Carlson, Director of Graduate Studies, Mass Comm. carlson1@umn.edu

University of Missouri School of Journalism Associate Dean for Graduate Studies and  
Research - Dr. Earnest L. Perry perryel@missouri.edu

University of Oklahoma Gaylord College of Journalism and Communication  
Ph.D. Program - Dr. Peter Gade pgade@ou.edu

University of Oregon Media Studies PhD Program  
Dr. Julianne Newton jhnewton@uoregon.edu

University of South Carolina Mass Communication Ph.D. Program  
Dr. Mary Anne Fitzpatrick fitzpatm@mailbox.sc.edu

University of Tennessee College of Communication and Information Ph.D. Program  
Dr. Virginia Kupritz ginger1@utk.edu

University of Texas Stan Richards School of Advertising & Public Relations Ph.D.  
Program - Dr. Matthew Eastin matt.eastin@utexas.edu

We had 33 applicants for the assistant professor of advertising search in 2021-2022. As the UA could not provide race/ethnicity, nor whether a candidate was international or domestic, for all candidates, we were forced to estimate. It appears that:

- 26 applicants were Asian males or females
- 4 applicants were Caucasian males
- 3 applicants were Caucasian females

We could not discern whether any applicants were African American.

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**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.**

As noted in question 5, we actively strive to provide an environment to support and retain women and minority faculty and professional staff. All faculty may add agenda items to every faculty meeting and/or address issues with the chair or vice chair. Professional staff are encouraged to talk to the School's administrators about issues and concerns. As a result, flexible remote work has continued since the pandemic, for example.

We have made changes to accommodate women and minority faculty and staff.

- The School has the first gender neutral/unisex bathrooms in Kimpel Hall.
- We installed a mother room after a nursing faculty member raised the need after encountering privacy issues in her work area and trouble accessing the closest mother room in a neighboring building.

When diverse or female faculty resign, we request exit interviews to find out what we can do better. We asked for a tenure track, 12-month director of diversity and a 12-month teaching assistant professor assistant director of diversity (to share or split recruitment and retention duties) from the exit interview with Niketa Reed.

When we receive new positions or diverse full-time faculty leave, we work to hire new diverse faculty, promoting internal candidates where possible. These hires and promotions include:

Sisi Hu – Assistant Professor (Asian/Chinese female) – Fall 2022

Niketa Reed – Diversity Teaching Assistant Professor (African American female) – Fall 2017  
(Resigned in June 2022 to pursue film and TV opportunities in Atlanta, and for personal reasons.)

Renette McCargo (African American female) – originally hired in Spring 2018 as instructor and assistant director of the Center for Ethics in Journalism – in Fall 2022, promoted to interim Diversity Teaching Assistant Professor.

Whitney King – Assistant Director of the Center for Ethics in Journalism and Instructor (African American female/LGBTQIA+) – Fall 2022 – hired in McCargo's old position.



Meera Kumar (Asian female) – hired as instructor of introductory writing and cultural diversity courses in Fall 2017 - promoted to Teaching Assistant Professor in Fall 2021– Resigned July 2022 – we asked for a new assistant director of diversity teaching assistant professor to ensure we hire a diverse faculty member who has experience or shows promise in recruiting and retaining diverse and underserved students, teaching introductory courses, so she/he/they meet diverse students as they enter the School.

Ninette Sosa – Instructor (Hispanic/Guatemalan American female) – Fall 2021

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**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”).**

We seek to hire as many diverse and female adjunct or part-time faculty as possible.

At the UA, chairs authorize the hiring of adjuncts without searches. Administrators and faculty seek out potential diverse and female adjuncts when attending local, regional or national functions or conferences. Faculty assess diverse and female guest speakers and recommend those who may do well as adjuncts or part-time faculty to the chair, vice chair and/or online coordinator. The chair is often contacted by professionals interested in serving as adjuncts and shares that information with the vice chair and online coordinator.

These adjuncts were hired to teach online classes, corresponding to Table 8.

**2019-20**

Amy Unruh (Caucasian female)  
Bonnie Bauman (Caucasian female)  
Delcie Kincaid (for SPOC – Caucasian female)

**2020-21**

Airic Hughes (African American male)  
Travis Feltner (Caucasian male)

**2021-22**

Debbie Miller (Caucasian female)  
Denzel Jenkins (African American male)  
Kevin Kinder (Caucasian male)  
Steve Narisi (Caucasian male)

Additional potential adjuncts for whom we have resumes on file.

**2019-20 Resumes on File**

Bobbie Foster (Caucasian female/gay)  
LeMia Jenkins (African American female)  
Claire Reed (unknown)  
Stacey Roberts (Caucasian female)  
Scott Schakelford (Caucasian male)

**2020-21 Resumes on File**

Charlie Alison (Caucasian male)  
Stacey Roberts (Caucasian female)  
Kaleb Turner (unknown)  
Don R. Vaughan (unknown)

**2021-22 Resumes on File**

Charlie Alison (Caucasian male)  
Stacey Roberts (Caucasian female)  
Risé Sanders-Weir (Caucasian female)  
Kaleb Turner (unknown)

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**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.)**

Diverse guest speakers are part of our annual J-Days celebration every April, and a variety of diverse speakers are invited to speak in classes throughout each semester.

Most Visiting Distinguished Professors of Ethics (VDPE) for the Center for Ethics in Journalism discuss diversity-related topics as well. These VDPEs talk to classes and hold workshops for journalists and the public.

Following is a list of were as follows:

**Fall 2022**

Juan Arredondo (VDPE), a Colombian-American visual journalist and filmmaker, spoke to multiple classes. His work has appeared in *National Geographic*, *The New York Times*, *Vanity Fair* and the *Wall Street Journal*. Arredondo also talked about his coverage of the war in the Ukraine, where he was shot and his colleague Brent Renaud was killed when the two photojournalists came under attack.

In JOUR 3013 Editing, Perry Elyaderani, a Persian American broadcast journalist for local television stations KNSD and FOX 24, discussed tips for editing broadcast copy and the importance of internships

Pamela Marshall-Koons, an African American journalist and the executive director of At The WELLness Network, met remotely with Editing students to discuss the editing process for her book, "The Art of Forgiveness."

### **Spring 2022**

Colleen Thurston, a Native American female, filmmaker and assistant professor at the University of Oklahoma, was a guest speaker for ADPR class sections.

Tavares Jones, an African American broadcast journalist and former anchor for local affiliate KNSD (he now works in Florida), spoke to students in JOUR 1033 Media Writing.

Natalia Reneau Tello, a project specialist from Soap Box Influence, spoke to ADPR students about influencer marketing.

### **Fall 2021**

Raquel Rutledge (Fall 2021 VDPE), investigative reporter for the Milwaukee Sentinel and winner of the 2010 Pulitzer Prize for Local Reporting, spoke to multiple classes and recorded audio for the online Ethics in Journalism course.

KNSD Latina anchor and journalist Crystal Martinez spoke to JOUR 1033 Media Writing classes about working in broadcast journalism and has continued visiting classes each semester.

Roy Phillips Jr., an African American male and Omni associate merchant, spoke to ADPR students.

### **Spring 2021**

Allison Herrera (VDPE) gave remote presentations to several class sections. She worked for PRI's The World, as the climate and environment editor for Colorado Public Radio, KOSU-NPR Affiliate in Oklahoma's Indigenous Affairs Desk and for High Country News at the Indigenous Affairs desk. Herrera is Xolon Salinan and her family's traditional village was in the Toro Creek area of the Central California coast.

Deshaun Artis, an African American male with the Deloitte University Leadership Center, was a guest speaker for ADPR students. He is senior manager of brand marketing at Sam's Club.

Chase Skelton, an Asian American male who is a senior shopper strategist with Saatchi & Saatchi X, was a panelist for the Ad Club.

Dr. Kathy Roberts Forde was the Roy Reed Lecturer, discussing her co-edited book, *Journalism & Jim Crow: White Supremacy and the Black Struggle for a New America*. Forde is a professor and associate dean of equity & inclusion at the University of Massachusetts-Amherst.

**Fall 2020**

Mojdeh Gharbi, an Iranian American female who is Vice President of Marketing and co-owner of Certain Affinity Inc. visited with students in the Ad Club and was a guest speaker for Account Planning classes. She discussed topics such as entrepreneurship and careers in marketing communications, navigating employment in the advertising business, and advertising and the gaming industry.

**Fall 2019**

Veronica Molina (VDPE), vice president of News Standards and Practices at CNN Worldwide, met with multiple class sections and recorded audio for online courses. Molina ensures that CNN platforms are inclusive and challenge conventional viewpoints. She organized company-wide discussions and panels on “The Importance of the Hispanic Vote” and “Being Muslim in America.” She previously worked for Telemundo, Univision and the newsmagazine program Sin Fronteras. Molina also met with six undergraduates from the University of Arkansas at Pine Bluff as part of our Emerging Voices program to recruit diverse and underserved students to our JOUR MA program. She also spoke to several classes remotely in spring 2022.

Brent Renaud (VDPE), global journalist, documentary filmmaker and Peabody Award winner, met with multiple class sections and recorded audio for online courses. He discussed journalism ethical issues he faced while covering national and international stories. Renaud produced the documentary “Beyond Borders” for The New York Times, bringing awareness to the youth migrant crisis in Central America, and “Shelter,” about youth homelessness in New Orleans, LA. Renaud also covered the wars in Iraq and Afghanistan, the earthquake in Haiti, and extremism in Africa. (Renaud was killed while covering the war in Ukraine in 2022.) More than 135 students, faculty, journalists and the public attended the lecture.

T. J. Holmes was the Roy Reed lecturer. He is co-anchor of “GMA3: What You Need to Know” and also reports for “Good Morning America” and across ABC News platforms. Holmes is African American and a 1999 SJSU graduate. In addition to the 2019 Roy Reed lecture, he was also a Visiting Distinguished Professor of Ethics in spring 2021 and met remotely with multiple class sections.

## **Glossary:**

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

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

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

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

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

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

## Part II, Standard 5. Faculty

### Executive summary:

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

The School of Journalism and Strategic Media currently employs 21 full-time faculty and eight part-time lecturers.

Among the 21 full-time faculty members, seven (33%) fall within a category for diversity in race or ethnicity. Eleven (52%) are female, and 10 (48%) are male.

Among the 12 faculty members with “professor” in their job title, eight (66%) hold a terminal degree. Five (42%) are female, and seven (58%) are male. At least nine (75%) of these professors gained significant full-time professional credentials outside of academia before coming to the University of Arkansas.

Among the nine full-time instructors, eight (89%) hold a master’s degree. Six (67%) are female, and three (33%) are male. Seven (78%) of these instructors gained professional credentials outside of academia before coming to the University of Arkansas.

Part-time faculty teach one, two or three courses per semester on a rotating basis. Statistics for race, ethnicity and gender among part-time lecturers will vary from semester to semester. Part-time lecturers typically must hold a master’s degree, although exceptions can be made when a candidate with a bachelor’s degree has a strong professional background.

[Academic Policy 1435.50](#), Faculty Ranks and Titles, Qualified Faculty, and Research Assistant and Research Associate Positions, explains university-wide faculty terminology.

Here is a more detailed breakdown of fall 2022 SJSM faculty by academic rank:

#### **9 Professors on Tenure Track**

2 Full Professors

3 Associate Professors

4 Assistant Professors

*One full professor and one associate professor have announced retirement plans during or immediately after the 2022-23 school year.*

#### **3 Non-Tenure-Track Professors**

0 Teaching Full Professors

0 Teaching Associate Professors

3 Teaching Assistant Professors

#### **9 Instructors (full-time)**

3 Advanced Instructors

6 Instructors

#### **8 Lecturers (not full-time)**

No promotional ranks are designated for lecturers within SJSM.

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

For full-time faculty openings, the SJSM chair works with administrators in the Fulbright College of Arts and Sciences to define position title, job expectations, and salary. The chair or vice chair then designates a search committee to write a more detailed job description and publicize the opening. Most faculty job listings emphasize that candidates should have a relevant terminal degree (M.F.A. or Ph.D.). In a few cases, an MA degree with noteworthy national professional experience, teaching experience, and/or a strong track record in research/creative activity may be authorized. SJSM actively seeks candidates from diverse backgrounds, and job postings encourage diverse candidates to apply. The search committee has pre-screening interviews, via video conference, with top five or six candidates. Then the committee typically invites the top two or three candidates to campus for a day or two of on-site interviews, when all SJSM faculty have an opportunity to meet the candidates, observe a classroom teaching session, and (for tenure-track positions) attend a presentation about the candidates' research or creative activity.

After candidate interviews have been completed, the search committee makes a recommendation to the full faculty, who then discuss the candidates and conduct a vote. Although all faculty members can provide oral input on all positions, only tenure-track faculty vote on tenure-track appointments.

Page 5 of the [SJSM Personnel Document](#) explains the criteria for initial appointment at all teaching levels.

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## **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.**

The [SJSM Personnel Document](#) details work expectations for SJSM faculty members. Page 3 of the document provides an overview of the following parameters:

- Teaching performance is evaluated based on “classroom instruction, student advising, and curriculum development and innovation.”
- Service can include volunteer work for associations and committees at the levels of national, state, university or SJSM.
- Research and creative work are required for tenured and tenure-track faculty members. They should produce “regular, high quality research and/or creative work at regular intervals to advance their fields and inform their teaching.”

According to page 3 of the [Fulbright College Personal Document](#), “Attainment of tenure requires that a high standard for performance be met in research or creative activity, teaching, and service; merely good or satisfactory performance is insufficient to achieve tenure.”

Tenure-track professors who seek promotion and/or tenure and teaching assistant professors who seek promotion submit a detailed [Faculty Review Checklist](#) along with additional supporting materials. The checklist and other materials are sent to external reviewers. After receiving applicable external reviews, the SJSM Personnel Committee members review all materials and external review letters and then make a

recommendation to the SJSM chair, who then makes a recommendation to the Fulbright College dean. SJSM's specific [Personnel Document](#) provides additional details and contingencies.

Page 10 of the [SJSM Personnel Document](#) explains promotion and tenure for tenured and tenure-track faculty. For tenure-track faculty, SJSM also follows the university-wide [Academic Policy 1405.10](#), Assessing the Performance of Tenured and Tenure-Track Faculty: Appointment, Promotion, and Tenure Decisions.

Teaching assistant professors are not required to apply for promotion to teaching associate professor, and they are not eligible for tenure.

Among SJSM instructors, the most common promotion is from instructor to advanced instructor. Guidance for promotion of faculty who are not on tenure track can be found in the university-wide [Academic Policy 1405.111](#), Initial and Successive Appointments, Evaluation and Promotion of Non-Tenure Track Faculty; Merit-Based Appointments in Excess of One Year. Page 16 of the [SJSM Personnel Document](#) includes policies for advancement for non-tenure-track faculty.

Based on annual faculty evaluations, administrators typically send reappointment notifications to faculty during April. In the event that a faculty member is not reappointed, administrators follow procedures detailed in the university-wide [Board Policy 405.1](#), Appointments, Promotion, Tenure, Non-Reappointment, and Dismissal of Faculty.

The SJSM chair and vice chair work with deans in Fulbright College to define job titles and set salary levels for new positions. In most years the university provides salary increases and merit pay, based on annual evaluations, to qualifying faculty members who have been with the university for more than one year.

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

Faculty members rely heavily on services provided by the [Teaching and Faculty Support Center](#). The center offers in-person workshops and online guidance for a wide range of teaching best practices, and it hosts an intensive teaching camp (three days and two nights) each summer. New faculty can earn the New Faculty Commendation from TFSC by participating in a flexible set of training sessions, workshops, and peer teaching discussions. Also, TFSC offers a Not-So-New Faculty Commendation for faculty who have been in the university more than two years and participate in a variety of workshops and faculty development activities.

A related resource is the university's [Teaching Innovation and Pedagogical Support website](#) (TIPS), which offers a repository of articles and videos organized by topic.

Within the School of Journalism and Strategic media, one teaching assistant professor, who has a strong background in online course development, receives a course release each semester partly to assist faculty who want to incorporate digital tools into their curriculum. This was especially helpful at the start of the pandemic when on-campus faculty members pivoted to online/remote course delivery.



**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.**

Tenure-track faculty members typically carry a workload of 40% teaching, 40% research and creative activity, and 20% service. Tenure track faculty typically teach 6 hours per semester.

Teaching professors and instructors typically carry a workload of 80% teaching and 20% service with no research expectation. Teaching professors and instructors typically teach between 9 and 12 hours per semester depending on their involvement in other SJSM duties, outreach programs and service work.

Many teaching professors and instructors receive a course release for coordinating teaching-related activities and projects. For example, one instructor receives a course release for her role as executive director of the Arkansas Scholastic Press Association, while another instructor facilitates off-campus internships in lieu of teaching one course.

Page 3 of the [SJSM Personnel Document](#) specifies work assignments.

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**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.**

Following is the percentage of core and required courses taught by full-time faculty:

Fall 2022 semester: 81%  
2021-22 school year: 78%  
2020-21 school year: 85%  
2019-20 school year: 84%

Additionally, two of SJSM's most qualified part-time instructors regularly teach multiple sections of required courses. Although they could have applied for full-time positions, they chose to remain part-time to maintain personal flexibility for outside projects and interests.

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**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.**

Through the [Faculty Information System](#), all full-time faculty members submit an annual summary of their teaching, research and creative activity, and service for the past year. Within the Faculty Information system, Fulbright College has [specific settings](#) used to generate faculty reports that are consistent in appearance.

Members of the SJSM Personnel Committee review the summaries and then rank each faculty member on a scale of 0 to 3 for research and creative activity (tenure-track only), teaching and service.

The [SJSM Personnel Document](#) outlines the procedures beginning on page 6 in the section titled “Successive Appointments and Annual Review,” and page 16 more fully explains annual evaluation and advancement for non-tenure track faculty. Pages 6 and 7 of the [Fulbright College Personnel Document](#) detail evaluative criteria for annual review.

As part of annual evaluations, the chair writes a brief expository statement assessing each faculty member’s collegiality.

Part-time faculty go through a less formal process by submitting a document highlighting their service and professional accomplishments in the past year. Their immediate supervising faculty member reviews their submissions along with course evaluations and then provides appropriate written and oral feedback.

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**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).**

**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.**

Only current full-time faculty members as of fall 2022 are included in the grid that follows. The data is restricted to the past five academic years beginning in fall 2017 and includes only work done while faculty members were employed by the University of Arkansas. The three columns for “Professors” are restricted to tenure track faculty. Teaching assistant professors, who are not on tenure track, are included with instructors in the “Other Faculty” column. Teaching assistant professors and instructors have no contractual obligation for scholarship, research, creative and professional activities.

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				
		Full Professors (2)	Associate Professors (3)	Assistant Professors (4)	Other Faculty** (12)	Totals (21)
Awards and Honors	52	13	13	10	16	52
Grants Received Internal	14	2		6	7	15
Grants Received External	13	3	8	1	1	13
Scholarly Books, Sole- or Co-authored	2		1	1		2
Textbooks, Sole- or Co- authored	3	1		1	1	3
Books Edited	1				1	1
Book Chapters	3		1		2	3
Monographs						
Articles in Refereed Journals	21	3	6	10	2	21
Refereed Conference Papers	36	4	16	16		36
Invited Academic Papers	6			6		6
Encyclopedia Entries						
Book Reviews	5	2	2	1		5
Articles in Non-refereed Publications	27		22	5		27
Juried Creative Works	7	7				7
Non-juried Creative Works	26	5			21	26
Other (please specify)						

\*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.**

A separate digital file has been compiled:

[Faculty Activities.pdf](#)

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**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.**

Specific policies for leaves are maintained through faculty governance. [Section 3.13 of the Faculty Handbook](#), Leave Policies for Academic and Other Non-classified Personnel, outlines processes for sick leave, military leave, court and jury leave, leaves of absence, and family and medical leave. In most cases, leave is paid. The handbook specifies that in limited cases the university can “grant leaves of absence without pay for a period not to exceed one year.”

Sabbaticals are covered by [Academic Policy 1435.40](#), Proposals for Off-Campus Duty Assignments. Sabbaticals are limited in number each year and are considered “a privilege, not a right.” The policy stipulates the following:

*Such assignments are made based upon the merit and accomplishments of the person to be assigned and the significance of the work proposed to be done. Assignments should not exceed one semester at full salary or two semesters at half-salary for employees on nine-month appointments, and should not exceed six months at full salary or twelve months at one-half salary for employees on twelve-month appointments.*

Following are the two current SJSU faculty members who have taken sabbaticals in the past five years:

Rick Stockdell - Spring 2020

Project Title: *History of Country Radio*

The project included a visit to various radio stations around the country and the Country Music Hall of Fame in Nashville

Bret Schulte - Fall 2022

Book Title: *Five Hundred Sons*

This book, under contract, is about an incorporated village for children, Boys Town, Nebraska, and founder Father Flanagan.

**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.**

Full-time faculty members have a variety of resources for travel funding and support. In most cases, administrators prefer that funded travel involves a refereed research or creative project or a faculty member's contributing role in a conference or other event, such as a presenter, panelist, judge, or award recipient. In limited instances, however, faculty may receive funding solely for conference attendance.

At the university level, the Faculty Affairs office administers the university-wide [Travel Assistance Program](#), while the [Travel Office](#) offers guidance for following state and university policies.

For Fulbright College, travel guidelines and applications are on the college's [Faculty Forms](#) page.

Faculty can also request funding from the SJSM Travel Committee, which often assists with travel costs that are not fully covered by other units.

The Teaching and Faculty Support Center maintains a [list of teaching conferences](#) for faculty to consider. The center has also worked with Global Campus to provide travel funding for course-improvement projects that may require specialized training.

Following is a list of current faculty members who have received travel funding from Fulbright College since 2017 along with the calendar years they received funding. Awards are typically \$1,000 per trip.

Brandon Bouchillon (2019, 2020, 2022)  
Jee Young Chung (2017, 2018, 2020, 2021, 2022)  
Larry Foley (2017, 2019, 2020, 2021, 2022)  
Kara Gould (2017, 2018, 2020, 2021, 2022)  
Ray McCaffrey (2017, 2018, 2020, 2021, 2022)  
Bret Schulte (2017, 2018, 2019, 2020)  
Jan Wicks (2017, 2018, 2019, 2020, 2021, 2022)

Following is a list of current faculty members who have received travel funding from the SJSM Travel Committee since 2017 along with the calendar year(s) they received funding. The award amounts vary based on type of faculty participation, whether a local or national conference or workshop, distance and type of travel, etc.

Dave Bostwick (2019, 2022)  
Brandon Bouchillon (2019, 2020)  
Larry Foley (2017, 2018, 2019, 2022)  
Kara Gould (2017, 2018, 2019)  
Ray McCaffrey (2017, 2018, 2019, 2020)  
Bret Schulte (2017, 2018, 2019, 2022)

Ninette Sosa (2022)

Rick Stockdell (2020)

Ricky Thein (2022)

Hayot Tuychiev (2022)

Jan Wicks (2017, 2018, 2019)

At the university level, the Faculty Affairs office administers the Provost's Collaborative Research Grants, which help faculty with research and scholarly production by incentivizing disciplinary and interdisciplinary collaboration. Following is a list of faculty members who have received "Provost's Collaborative Research Grants" since 2017 along with the calendar years they received funding:

Jee Young Chung (2021-2022)

Rob Wells (2018-2019) - *Rob Wells left SJSM beginning in spring 2021 but still provides SJSM with updates on his projects.*

## **Part II, Standard 6. Student Services**

### **Executive summary:**

Beyond the classroom, students in the School of Journalism and Strategic Media (SJSJ) receive academic guidance, support, and opportunities from the following:

- The Fulbright College Advising Center
- A variety of student media programs
- Campus clubs and programs administered through SJSJ

Those resources have created a seamless transition from classroom instruction to professional journalism affiliations, aided by the practical applications of working in student media and internships. The resulting experience has helped to create well-rounded journalism students.

The Fulbright College Advising Center is responsible for academic advising, with the lead advisor and at least one other advisor a graduate of the School of Journalism and Strategic Media. Although Fulbright staff members serve as primary academic advisors for students, SJSJ faculty can access student academic records through the campus UAConnect system. UAConnect includes a degree audit tool as well as semester-by-semester credit-hour activity for each student. During heavy enrollment periods, SJSJ administrative staff and some faculty can use UAConnect to assist students with making schedule changes and understanding degree requirements.

The School of Journalism and Strategic Media includes student chapters of professional journalism organizations and all forms of student media. Our goal is to provide students with learning opportunities outside of the classroom. This allows them to learn standards, practices and expectations they will confront after graduation. For example, students in the Journalism (formerly News / Editorial) Sequence form mentor relationships with professionals, receive information on trends and matters of impact in the business and submit their work for professional judging.

During new students' first semester on campus, faculty and staff place a high priority on informing them about extracurricular opportunities and support services. For example, SJSJ hosts a pizza party for all students in JOUR 1023 Media and Society, which is a required course typically taken by first-year students who plan to major in journalism or advertising/public relations. Faculty and staff introduce themselves and explain their teaching roles to the students, then students have approximately an hour to visit with faculty informally. In another introductory course, JOUR 1033 Media Writing, representatives from the student media outlets visit classes each semester to recruit students for their programs.

## 1. Complete and insert here Table 9, “Student Aid.”

One important way SJSM reduces barriers to student success is through scholarships. The SJSM website provides [information about scholarships](#). The following chart shows scholarship information for each of the two years preceding the accreditation visit.

	2020 - 2021	2021- 2022
<b>SCHOLARSHIPS AWARDED TO UNDERGRADUATE STUDENTS IN THE UNIT</b>		
Total amount of scholarship dollars from funds controlled by institution	\$53,464,526	49,879,778
Number of students receiving scholarships from funds controlled by institution	12,111	8,678
Median individual scholarship from funds controlled by institution	\$2,667	\$4,500
Total amount of scholarship dollars from funds controlled by unit	\$146,305	\$120,850*
Number of students receiving scholarships from funds controlled by unit	51	45
Median individual scholarship from funds controlled by unit	\$1,200	\$1,000
<b>UNDERGRADUATE ASSISTANTSHIPS OR WORK-STUDY APPOINTMENTS</b>		
Number of students holding appointments	2	\$6,000
Range of stipends	2	\$6,000

\* The 2021-22 scholarship funding decreased due to stock market declines.

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**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 [Fulbright College Advising Center](#) engages in coordinated, proactive advising campaigns [for SJSM students](#) to encourage students to persist semester after semester and to graduate in timely fashion. All undergraduate advising for the College of Arts and Sciences, including for SJSM, is provided by a self-contained advising center staffed by primary-role advisors. These individuals are higher education professionals, typically with master’s degrees or doctorates, who advise



approximately 450 students each. A “case management” approach is used in which advisors are given a specific list of students to monitor.

All SJSM first-year students begin with an advisor who specializes in supporting new students. This advisor typically works with the student for one year with the goals of introducing the student to their major, solidifying the student’s foundational choices when they are primarily taking university and core courses, and ensuring that the student persists into their second year. If all goes well, the student then transitions to an upper-level advisor who will support the student through graduation. That advisor is focused on helping the student progress through the major and meet their own graduation goals. While the number of SJSM students dictates the use of more than one upper-level advisor, one individual serves as the lead advisor and advises a majority of students, consulting with SJSM administrators as needed. Since 2013 only two individuals have served as the lead advisor for SJSM, both of whom have undergraduate degrees in journalism or ADPR and experience in the field.

To supplement Fulbright’s advising, SJSM faculty assist with advising new journalism students. Before meeting with incoming undergraduates, select journalism faculty train for two days. Trainers emphasize major requirements students must take in their first semester. When new students arrive at orientation for advising sessions, staff members provide handouts of course requirements, explain academic requirements and answer questions. Next, advisors converse one-on-one with freshmen and new transfer students about their selected major and concentration requirements.

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**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. Finally, they discuss the results of these assessments, and any changes or adjustments made because of the findings.**

SJSM students are advised in the Fulbright College Advising Center (FCAC), which employs full-time professional advisors assigned to a major such as ADPR or Journalism. The FCAC uses a degree audit system that ensures journalism students meet degree requirements, which is also accessible to faculty on UAConnect. For a baccalaureate degree, the unit requires students to take a minimum of 72 semester credit hours outside of journalism and mass communications (or 104 quarter credit hours, based on the ACEJMC’s former 72-hour rule and our commitment to a liberal arts and sciences education). Students must also meet the UA’s liberal arts and sciences-general education requirements. The student’s progress on all requirements is available in the degree audit on UAConnect, is updated every semester, and is accessible to faculty and students.

The School also has an undergraduate coordinator who participates in Orientation advising each summer. The undergraduate coordinator is trained by the FCAC staff and advises incoming freshmen ADPR BA and JOUR BA majors. In summer 2022, Renette McCargo (the undergraduate coordinator) and Brandon Bouchillon (who was hired by the FCAC) served as Orientation advisors to work with our majors. The undergraduate coordinator teaches

introductory courses in the School, while Bouchillon teaches the introductory Journalism and Broadcast courses as well as Multimedia Journalism. Thus, our faculty trained as advisors interact with students early in the major, exposing students to an advisor they likely know and enabling these faculty to hear and report if students had issues with registration or advising, for example.

In addition, the lead FCAC advisor for the School, Suzanne Wyatt, emails the vice chair when a student has a registration or advising problem. (The vice chair previously served as an Orientation advisor for many summers.) The vice chair works to address the issue or get the student enrolled in the class(es) he/she/they need. While problems are infrequent, this makes the vice chair aware if issues are recurring, so they can be addressed. For example, when we found that students changing to the ADPR major in the junior or senior year could not get into Advertising Principles and/or Public Relations Principles, we reduced the enrollment limits by a few seats to accommodate students changing to the major.

The School currently has a 93% one-year retention rate, a 65% four-year graduation rate, and a 70% six-year graduation rate. It is worth noting that the School's initial majors' current retention rates beat the university's overall rates by 6 percentage points on one-year retention (93.3% vs. 87.1%) and by 10 points on four-year graduation (65.2% vs. 55.3%).

All students in JOUR 4981, a required research course for all SJSM majors, complete a survey comprised of questions about the quality of their educational experiences. Three survey questions are applicable to Standard 6, and recent responses are shown below.

- How would you rate the academic advising you received?  
Spring 2019 - 83% rated it excellent or good  
Spring 2020 - 77%  
Spring 2021 - 72%  
Spring 2022 - 71%
- How would you rate the library services for the School of Journalism and Strategic Media?  
Spring 2019 - 80% rated it excellent or good  
Spring 2020 - 77%  
Spring 2021 - 77%  
Spring 2022 - 76%
- How involved were you with extracurricular activities, i.e. Student Media, PRSSA, Ad Club, SPJ, etc?  
Spring 2019 - 89% reported being involved to some extent  
Spring 2020 - 82%  
Spring 2021 - 71%  
Spring 2022 - 72%

The survey also includes open-ended questions for students to provide written feedback. SJSM faculty monitor the results of the survey and discuss possible improvements. For example, the

pandemic decreased opportunities for students to participate in some extracurricular activities, especially on-campus clubs and student media, so in fall 2022 faculty have increased their efforts to be sure all students know about these programs.

The chair and vice chair also consider the survey results to make changes and improvements. We noted that the percentages for the three items, while still above 70%, were decreasing over the past few years. While the pandemic and having six full-time faculty vacancies necessitated delaying our plans, here is what we plan to do to improve advising and counseling once we are fully staffed:

**The director of diversity and assistant director of diversity will share responsibility for recruitment, retention and graduation of diverse students.** When hired, we'll ask them to work with the undergraduate coordinator to consider the survey results and what they learn from working with incoming and enrolled students. Specifically:

1. What are SJSM students' overall comments or ratings of advising and counseling?
2. What advising and counseling needs do SJSM students say they want, or lack?
3. What are the issues and concerns regarding advising and counseling among incoming and enrolled SJSM students?
4. What additional practices or services might be introduced?
5. Are there ways we can work better with the FCAC?

**Next, these faculty will discuss their findings with the chair and vice chair** to ensure there are sufficient resources to accomplish their recommendations.

Then, the **final recommendations will be presented to the full faculty** for discussion, approval, and assigning tasks to the appropriate faculty.

By considering advising and counseling annually, and presenting/discussing each year's recommendations in the first or second fall faculty meeting, we can find new ways to track student needs regarding advising and counseling. In addition, depending on what we find, this will help us decide whether to institute a Student Services faculty committee in the future.

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#### **4. Describe student professional organizations or other extracurricular 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.**

Our students have numerous options for SJSM-affiliated clubs, activities and student media outlets to gain real-world insights and hone their crafts.

##### **Advertising Club – Lucy Brown, Advisor**

The University of Arkansas Advertising Club is a student-driven registered student organization that provides members with hands-on experience through creating advertisements, visiting advertising agencies, networking with professionals, and mentoring opportunities.

Students interact with marketing communication professionals through local and national advertising agency tours, panel discussions, resume and portfolio reviews, internships and practical experience creating campaigns for other University of Arkansas student groups and local non-profits. In addition, faculty members encourage students to participate in activities such as internships, competitions and scholarships organized by the Multicultural Advertising Internship Program (MAIP) and the American Advertising Federation (AAF) to get exposure to world-class development opportunities.

### **Center for Ethics in Journalism – Raymond McCaffrey, Director**

The [Center for Ethics in Journalism](#) in the School of Journalism and Strategic Media advances the study and practice of the journalistic principles of accuracy, fairness and service to the public in editorial/news; in broadcast, radio and television; and in advertising and public relations.

The center plays a central role in shaping the future of journalism by educating students and professionals on the principles of ethics, preparing them to employ those practices as a matter of course and teaching them to reach ethical decisions as routine and not exception.

Each academic year, the ethics center focuses on bringing in national award-winning journalists who serve as visiting distinguished professors. The professors prepare and present lessons in the journalism classrooms for six weeks. At the request of other university departments, the visiting professors conduct seminars, workshops, training sessions and forums that deal with current ethical issues in journalism. At the end of their tenure, visiting professors present to larger audiences outside of the classroom that any students, the media and the public may attend. More specific information about visiting professors is listed as part of the response to item 3 in the self-study for Standard 8: Professional Public Service.

### **Emerging Voices – Vacant Position, Advisor/Coordinator, To Be Determined**

The graduate diversity visitation program is for prospective graduate students from diverse backgrounds. All undergraduate students come from other universities and have academic interests in media.

During their stay, the potential graduate student meets with faculty, graduate students and campus diversity leaders to learn about journalism and strategic media master's studies at the University of Arkansas campus. Furthermore, faculty and staff share specific information about programs, funding opportunities and the application process to earning the advanced degree. Students may also apply for a GRE fee waiver. Emerging Voice staff recruits students of color and participants from the Arkansas Delta region.

### **Journalism Association of Minorities (JAM) – Renette Smith McCargo, Advisor**

Formerly the Black Journalists Association, JAM is a Registered Student Organization (RSO) that aims to educate and encourage the creative endeavors of Black, Indigenous and people of color (BIPOC) who intend to practice ethical journalism.

The RSO was a response to the 2020 #BlackatUark trend that highlighted the struggles Black students faced at the University of Arkansas. Students of color within the School of Journalism

and Strategic Media organized to meet the need for change and wanted to create a space where students of all backgrounds felt safe and comfortable.

JAM hosts numerous career-related events and networking opportunities with local professional BIPOC journalists. During workshops, new members create a LinkedIn page, learn the importance of networking, and receive several free headshots for their professional page.

Guest journalists provide insights for students to jumpstart their careers. The organization focuses on strengthening resources for journalists of color, such as research and news gathering.

### **Lemke Journalism Project – Gina Shelton, Director**

The [Lemke Journalism Project](#), founded in 2001, is a program designed to train high school students from underrepresented groups in reporting and media literacy. About 30 high school students are served each year during Saturday training sessions, introducing them to newsroom and television production.

Current undergraduate students, faculty and alums serve as coaches, mentors and guest speakers in weekend sessions. This collaboration builds our current students' enthusiasm for journalism, our school and mentoring.

### **Society of Professional Journalists – Gina Shelton, Advisor**

The campus affiliate of the national group educates current and future journalists through professional development. Students have repeatedly won regional and national awards through SPJ. In 2022, the student newspaper and magazine were awarded best publications in the four-state region, and the Arkansas COVID team earned a national Mark of Excellence Award in June 2022. Students attend training sessions sponsored by SPJ.

The campus chapter sponsors events as well. For example, in spring 2022, SPJ sponsored a presentation with 2019 alum Alex Nicoll of Houston. Nicoll shared freelance tips and discussed his reporting experiences at a New York internship and in his early career working on the award-winning copy desk for Hearst's Texas publications, which include the San Antonio Express-News and the Houston Chronicle. Also, four students and Shelton attended the Region 12 convention in April 2022 at DeGray Lake Resort State Park.

### **Public Relations Student Society of America – Kerry Gilbert, Advisor**

The local Public Relations Student Society of America (PRSSA) chapter is the foremost organization for students interested in public relations and communications. The registered student organization advocates rigorous academic standards for public relations education. This includes adhering to the highest ethical principles and emphasizing diversity in the profession.

The university chapter of PRSSA comprises approximately 60 students and their advisors. The local chapter has a rich history of support from our parent organization, the Public Relations Society of America (PRSA), which offers professional development, networking opportunities, and news to keep the students updated on industry trends.

PRSSA members gain the experience and practical knowledge employers seek. Additionally, the chapter brings in public relations industry speakers to various meetings to help members stay informed of career choices in the profession. Students participate in leadership opportunities, internships, state and regional competitions, and earn scholarships and awards.

### **Student Media – Robyn Starling-Ledbetter, Director**

The [Office of Student Media](#) provides quality independent news and commentary to the University of Arkansas community in an accurate, timely and unbiased manner. Furthermore, it serves as an inclusive, professional learning environment where student journalists can gain first-hand experience through various media outlets.

Student Media at the University of Arkansas serves the campus at large through six different outlets - KXUA, The Traveler, The Hill Magazine, UATV, Main Hill Media Advertising-Public Relations Agency, and The Razorback Yearbook. Program graduates work in newsrooms across the country, from NBC Boston to Good Morning America.

### **Hill Magazine – Bret Schulte, Advisor**

The [student magazine](#) of the University of Arkansas publishes long-form and deeply reported narrative non-fiction, covering such issues as student life, poverty, mental health, dating, sexual identity, race, sports, family life, and more. Stories are generated exclusively by student reporters, alongside photography, poetry, art and occasionally, fiction.

Working for Hill magazine prepares students for careers in the publishing world, print and online, by building skills for reporting, prioritizing information, writing, design and layout, photography, and web production.

Since its creation in 2011, Hill magazine has been a top-three finalist for best student magazine in the nation in the Society of Professional Journalists Mark of Excellence Awards and has won nine best student magazine awards in our four-state region, composed of Tennessee, Louisiana, Mississippi, and Arkansas. Stories published in the Hill have won numerous reporting and writing awards nationally and regionally in the SPJ Mark of Excellence Awards, Hearst Awards, and SPJ Green Eyeshade Awards for best journalism in the South.

### **KXUA-FM, 88.3 – Rick Stockdell, Advisor**

Student-run [KXUA-FM](#) is licensed to the Board of Trustees of the University of Arkansas by the Federal Communications Commission as a noncommercial, educational radio station. With 500 watts of power, KXUA serves most of Washington County and part of Benton County with a wide variety of programming, primarily alternative music. Staffed by six paid student employees, the station relies on approximately 50 volunteer student DJs every semester and is on the air 24 hours a day, 365-days a year.

Programs range from hip-hop to Americana and include several talk shows, podcasts and local news produced by students in the Journalism School's Broadcast Reporting I class. KXUA broadcasts from state-of-the-art studios built in 2020 on the second floor of Kimpel Hall.

### **The Razorback Yearbook – Mike Brown, Advisor**

The [Razorback Yearbook](#) is a student-run media outlet that gives students a myriad of opportunities to use their talents and gain new skills. The Razorback is managed by a student staff directed by the yearbook manager and overseen by a faculty advisor. The staff works to write and design the content, meeting regular deadlines with the publishing company over the course of the year.

Membership on the yearbook staff provides a wide range of opportunities and skill development, including photography, writing, design, computer software, and business management, giving staff members real-life work experience in producing a printed publication. Additionally, this outlet provides an opportunity to develop organizational and leadership skills.

### **The Traveler – Charlie Alison, Advisor**

Student-journalists of the university's student newspaper, [The Arkansas Traveler](#), receive hands-on experience in news gathering, writing, editing, photography and design.

The newspaper publishes both online and print products, markets its work through social media and collaborates with other student media outlets for multimedia packages. Students perform all these roles. In addition, they participate in the budget process for the newspaper and make spending decisions in tandem with the professional director of student media.

The professional experience is holistic. A student can explore every nook of modern newspaper production while working for *The Arkansas Traveler*.

### **UATV – Tiffany King, Advisor**

[UATV](#) is the university's student-run television station. Working from an on-campus studio, staff members plan and produce content that is broadcast across the region through Cox digital channel, 214.

The television station features live nightly news briefs written, produced and anchored by senior students in an advanced television reporting course, Monday through Thursday. Student journalists in basic broadcast courses produce audio newscasts that air on UATV Monday through Thursday.

Through an upper-level broadcast reporting course, the UATV team produces an original 30-minute news/interview program weekly. A monthly 30-minute news magazine program is supported by seniors in an advanced television news production course. Other regular features include Society of Professional Journalists (SPJ) productions, including Cultural Sensitivity on Campus (a forum on cultural and ethnic awareness at UA), Associated Student Government debates and some studio audience productions. UATV also airs content from university programs produced by other departments and colleges, including the band and music performances, UA recruiting tapes and sports highlight programs.

A student station manager leads the staff. Interested students can begin volunteering as early as their freshman year.

**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.**

The Fulbright Career Services team, part of the University Career Development Center, offers programming, career fairs and events, class presentations, one-on-one coaching, and professional development classes. These services help students outline their next steps, network with professionals, and prepare quality application materials. For SJSM students, Fulbright College [maintains guidance and related links about jobs and internships](#).

The university's [Career Development Center](#) uses a life design framework to help students experience, reflect and tell their stories so that they may align their work interests with their life needs. Advisors help students understand and articulate how they have practiced the National Association of Colleges and Employers' eight career competencies: career and self-development, communication, critical thinking, equity and inclusion, leadership, professionalism, teamwork, and technology. Additionally, the [RazorLink](#) program connects alumni with students for mentoring and career goals, and the center offers [Handshake](#) as an online system to connect employers, especially alumni, with students for internships and full-time job openings.

The Fulbright Career Services team collaborates with faculty and classes, student organizations, campus and community volunteer organizations, hiring companies, and research faculty. The team can connect students with alums, recruiters and educational institutions to learn about career opportunities and translate their skills and experiences into careers.

Additionally, many SJSM faculty members in upper-division classes invite working professional executives to their classes to discuss career tips and job or internship opportunities. For example, as a direct result of guest speakers in the Advertising Principles course, SJSM seniors have gone on to accept positions with [Acorn: The Influence Company](#). Faculty members also regularly use group emails to notify each other about job openings so they can then spread the message to students who may be interested.

The Career Development Center collects [university-wide student statistics](#) for job placement and careers. SJSM placement statistics are compiled using data from Career Development Center along with SJSM's own senior exit surveys. The statistics are generated as quickly as possible following the students' graduation dates to reflect placement data within that year. Following are statistics for 2019, 2020 and 2021, which were likely affected by the pandemic.

**2019 - Data available for 122 students**

90 were listed as working (74%)

11 planned to continue education (9%)

3 were in volunteer programs - Americorps VISTA, Au Pair, Workaway (2%)

18 were still looking (15%)



**2020** - Data available for 88 students

55 were listed as working (63%)

15 planned to continue education (17%)

18 were still looking (20%)

**2021** - Data available for 92 students

50 were listed as working (54%)

1 joined the military (1%)

23 planned to continue education (25%)

18 were still looking (20%)

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**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 chair and vice chair review data annually, at minimum, and typically discuss enrollment, retention, and/or graduation data with faculty in an early fall faculty meeting. We receive enrollment data every fall and can access additional enrollment, retention, and graduation data as needed from the UA's Office of Institutional Research website at <https://oir.uark.edu> or by individual requests to that office. In addition, Ryan Cochran in the Fulbright College can run specialized reports for us by request.

As noted above, the chair and vice chair consider these data annually, at minimum. When the new director of diversity and assistant director of diversity hired, they will also take a major role in collecting, maintaining and analyzing enrollment, retention and graduation rates, along with the undergraduate coordinator. We will also assess whether to institute a Student Services committee in the School that includes analysis of enrollment, retention, and graduation in its duties along with advising and counseling.

As already noted in the response for item 3 in this report, SJSJ currently has a 93% one-year retention rate, a 65% four-year graduation rate, and a 70% six-year graduation rate. The department's initial majors' current rates beat the university's overall rates by 6 percentage points on one-year retention (93.3% vs. 87.1%) and by 10 points on four-year graduation (65.2% vs. 55.3%).

The registrar's office maintains an [archive of semester class schedules](#) that can be helpful in evaluating course and overall enrollment statistics over time.

The following analysis will look at total enrollment numbers (with each academic year's fall, spring and summer semesters combined) for JOUR 1033 Media Writing and JOUR 4981 Journalism Writing Requirement. JOUR 1033 is a required introductory writing course for all students who major or minor in an SJSM academic program. Most students who take JOUR 1033 are freshmen or sophomores. All majors who have reached senior status are required to take JOUR 4981 to complete their degree. The statistics below may include students who did not pass on a first attempt and wound up retaking the two required courses.

#### **JOUR 1033 Enrollment**

<i>2017-18.....</i>	<i>324</i>
<i>2018-19.....</i>	<i>353</i>
<i>2019-20.....</i>	<i>316</i>
<i>2020-21.....</i>	<i>225</i>
<i>2021-22.....</i>	<i>290</i>

Because of SJSM's requirement for proficiency in grammar, spelling and punctuation (GSP), which was fully implemented beginning in fall 2020, faculty expected lower enrollment numbers for JOUR 1033 beginning in the 2020-21 school year (which happened to coincide with the pandemic). Students have the option to complete the GSP requirement as a pre-requisite or co-requisite to JOUR 1033. Some students work toward meeting the GSP requirement before enrolling in JOUR 1033 but are not able to meet the GSP proficiency standards, so then they may decide to pick a different major.

For the fall 2022 semester, enrollment in JOUR 1033 was especially strong at approximately 160 students, indicating that the total 2022-23 enrollment may more closely resemble pre-pandemic levels.

#### **JOUR 4981 Enrollment**

<i>2017-18.....</i>	<i>137</i>
<i>2018-19.....</i>	<i>134</i>
<i>2019-20.....</i>	<i>144</i>
<i>2020-21.....</i>	<i>131</i>
<i>2021-22.....</i>	<i>119</i>

Based on trends in JOUR 1033 enrollment, we can expect JOUR 4981 enrollment to hover below pre-pandemic numbers for the next two years before increasing in the following years. The number of future transfer students from other schools may also affect JOUR 4981 enrollment.

#### **Undergraduate Journalism Minors (on campus and online)**

<i>August 2018.....</i>	<i>91</i>
<i>August 2019.....</i>	<i>96</i>
<i>August 2020.....</i>	<i>100</i>
<i>August 2021.....</i>	<i>93</i>
<i>September 2022.....</i>	<i>117</i>

Among students who have declared journalism as their minor, either online-only or on campus, the numbers show an overall increase in the past five years. SJSM is in the process of adding advertising and public relations courses to the buffet-style options in the [minor program of study](#). The journalism minor enables the school to expand its outreach by educating more students in the fundamentals of journalism and strategic media. Presumably, some students may be recruited to the major from the minor. Because students have the option earn a minor by completing the minor requirements online, SJSM can extend its reach far beyond the Fayetteville campus.

As another resource, the [Office of Institutional Research and Advancement](#) tracks enrollment through a variety of data sets, including by major.

**Undergraduate Journalism and ADPR Majors (as reported institutionally)**

2017.....	538
2018.....	530
2019.....	551
2020.....	491
2021.....	524
2022.....	722

Remote-only instruction during periods of the pandemic may have created obstacles for some students to officially declare their majors, causing fluctuations between some years. The numbers above may become more consistent beyond the 2022-23 school year as students have fully returned to campus and academic advising services are more widely available.

The grammar, spelling and punctuation (GSP) requirement has been an obstacle for some students. However, because students have more than one path to meet the requirement, it does not appear to have greatly affected total enrollment.

**Overall Institutional Enrollment for Undergraduates**

2017.....	23,044
2018.....	23,386
2019.....	23,025
2020.....	22,825
2021.....	24,625
2022.....	26,269

Overall, undergraduate enrollment for both the University of Arkansas and the School of Journalism and Strategic Media dipped during 2020 but improved beginning in the 2021-22 school year, as especially reflected in the JOUR 1003 enrollment totals. As a whole, the numbers above suggest that SJSM is bouncing back from the effects of the nationwide pandemic enrollment swoon.

## **Part II, Standard 7. Resources, Facilities and Equipment**

### **Executive summary:**

Since our last on-site review, we have benefited from more than \$5 million in new facilities completed in 2018, from private donations and matching University of Arkansas funds. More than \$1,000,000 was donated by alumna Sue Walk Burnett and Rusty Burnett for the new Sue Walk Burnett Journalism and Student Media Center, which houses the Traveler newspaper, Hill Magazine, UATV, the Razorback yearbook and the Main Hill Media student ADPR agency.

We received a \$100,000 donation from alumna Candace Dixon-Horne and John Horne for the new Candace Dixon-Horne Radio Broadcast Center, which houses KXUA, the student-run radio station. Construction was completed in summer 2020.

The UA provided funds exceeding these donations to renovate Kimpel Hall, including new computer labs, classroom and editing suites, Student Media conference room/classroom and a new School office.

The School is funded primarily by the Fulbright College, with maintenance and TeleFunds (Teaching and Learning Enhancement Funds) budgets on par with comparable units.

2021-2022 Maintenance Budget - \$17,520

2021-2022 TeleFunds Budget - \$85,000

2022-2023 Maintenance Budget - \$17,520

2022-2023 TeleFunds Budget - \$85,000

The School also receives revenues from online courses it offers, the Global Campus Fund.

2021-2022 Global Campus Fund - \$42,000

2022-2023 Global Campus Fund - \$22,786 (*Balance forward from FY '22 – no revenues have been received from Summer sessions 1 & 2 yet*)

Each summer, the School's administrators solicit requests or proposals from all full-time faculty for purchases to enhance their teaching and research/creative activities. Purchases to support faculty and Student Media over the last few years include laptops and desktop computers, chatbots, video and audio equipment, database subscriptions, support for diversity programs, and helping to fund surveys.

The School maintains several classrooms and meeting spaces in Kimpel Hall that are used exclusively for SJSJ classes, including three computer labs for technology-related courses. The size of each computer lab ensures that the School follows ACEJMC guidelines for no more than 20 students in courses that focus on technology and writing skills.

Tenure track and tenured faculty can apply for travel funds from the Fulbright College, while all full-time faculty, tenured/tenure track or non-tenure track, can apply for and receive funds from the School's Travel Committee, which reviews those applications and awards travel funding.

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

**Table 10. Budget**

The table below shows the annual unit budget for each of the three years preceding the accreditation visit. “Annual budget” refers to funds directly under control of the unit for the entire year (12 months). Budget figures do not include expenditures for building maintenance, retirement allowances, scholarships, prizes or student aid.

<b>Budget Item</b>	<b>2019- 2020</b>	<b>2020 - 2021</b>	<b>2021 - 2022</b> (Self-study year)
<u>Administrative salaries</u>	<u>\$290,073</u>	<u>\$294,573</u>	<u>\$302,573</u>
<u>Teaching salaries (full time)</u>	<u>\$1,670,127</u>	<u>\$1,449,366</u>	<u>\$1,526,666</u>
<u>Teaching salaries (part time/adjunct)</u>	<u>\$55,000</u>	<u>\$60,000</u>	<u>\$75,000</u>
<u>Teaching assistants</u>	<u>\$77,267</u>	<u>\$79,167</u>	<u>\$81,067</u>
<u>Clerical salaries</u>	<u>\$61,886</u>	<u>\$66,618</u>	<u>\$68,486</u>
<u>Equipment*</u>	<u>\$40,000</u>	<u>\$10,750</u>	<u>\$21,725</u>
<u>Equipment maintenance</u>	<u>\$725</u>	<u>\$119</u>	<u>\$0</u>
<u>Supplies</u>	<u>\$2,025</u>	<u>\$4,753</u>	<u>\$5,061</u>
<u>Library resources</u>	<u>\$3,500</u>	<u>\$3,500</u>	<u>\$2,000</u>
<u>Databases, online information services</u>	<u>\$1,850</u>	<u>\$2,500</u>	<u>\$2,455</u>
<u>Travel**</u>	<u>\$36,917</u>	<u>\$11,350</u>	<u>\$10,425</u>
<u>Research</u>	<u>\$0</u>	<u>\$0</u>	<u>\$400</u>
<u>Other (please list)</u>			
<b>TOTAL</b>	<b>\$2,239,370</b>	<b>\$1,982,696</b>	<b>\$2,095,858</b>

\*This figure for equipment does not include the TeleFunds budget, which provided an additional \$85,000 in 2021-22 and will provide another \$85,000 in 2022-23.

\*\*These are travel expenditures paid by the School only. The Fulbright College awards additional travel funds to faculty not included here.



*One of the School's dedicated classrooms in Kimpel Hall.*

**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 School's maintenance budget, \$17,520 each academic year for 2022-2023 and 2021-2022, is set by the Dean's office of the Fulbright College of Arts and Sciences.

The College also sets the School's "TeleFunds" or Teaching and Learning Enhancement budget, \$85,000 each academic year for 2021-2022 and 2022-2023.

We also have unencumbered funds from profits from online courses the School offers, our Global Campus Fund, which was around \$42,000 in 2021-2022. Each summer, faculty are asked to submit proposals for purchases, typically from TeleFunds and Global Campus revenue, to ensure faculty input about how our resources are allocated and spent.

Each summer, the chair and/or vice chair ask all full-time faculty and the Student Media director and engineer to submit requests for purchasing equipment or resources for assisting in teaching and research/creative activity. We then make as many of these purchases as possible and share costs with Student Media for expensive equipment. Examples of purchases over the past few years include chatbots and the Snatchbot Pro Plan for analytics of bot usage for the GSP courses, Dejero backpacks and maintenance contracts, broadcast-quality video cameras, updating video and audio equipment and accessories used in Broadcast courses and Student Media, new iMacs or laptops for prepping multimedia materials for digital courses, editing iMacs for the UATV newsroom, database subscriptions to Spokeo and Pacer, funds to support Arkansas Soul and other diversity initiatives, and funding for Dynata and Qualtrics surveys.

We also look for ways to support faculty with our funds. For example, we purchased new laptops or computers for full-time non-tenure track faculty before and during the pandemic, as their machines are not updated on a five-year basis by the Fulbright College.

As part of his full-time advanced instructor assignment, Hayot Tuychiev recommends equipment to purchase to keep the School's technology and digital resources current, so students learn on industry-ready equipment.

The Fulbright College solicits proposals annually from tenured and tenure track faculty for \$1,000 to pay for juried or blind review presentations of research/creative work at national or international conferences. Essentially, all proposals that are completed correctly are approved, with faculty officially requesting the funds once a paper or creative project is accepted.

The School also provides travel funds to faculty through its endowed School account. Each year, faculty can submit proposals to the School's travel committee (typically comprised of tenure track and non-tenure track full-time faculty) to apply for travel funding. Faculty must justify the request by presenting research or creative activity at conferences, serving on a panel, or explain how their participation in another activity will benefit the School or their teaching, and/or research/creative activity in some way. That way, faculty who want additional digital training, for example, can receive funding for such activities.

To apply for travel funding from the School, faculty send to the Travel Committee an email explaining the purpose of the trip along with a detailed budget (including flights, registration fee, meals, and transportation, etc.). The Travel Committee discusses it, asks for clarification if needed, and then approves or denies the request. If denied, the committee explains why. The committee accepts applications at any time during the academic year so faculty can apply whenever an opportunity arises.

Student scholarships come from private donations, including endowments and individual donations, with the annual amount awarded based on the performance of the stock market and occasional one-time individual donations. The estimated scholarship amount to be awarded for the 2022-23 school year is \$120,850. This does not include a few scholarships awarded later, including the Walter J. Lemke Freshman Endowed Journalism Scholarship, the SPJ NW Arkansas Endowed Award, the Paul Eels Scholarship and the Tyson Scholarship. Following are scholarship amounts from previous school years:

- \$125,747 in 2021-2022
- \$123,277 in 2020-2021
- \$113,785 in 2019-2020
- \$120,375 in 2018-2019
- \$132,357 in 2017-2018
- \$131,680 in 2016-2017

**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 annual maintenance and TeleFunds budgets provided by the Fulbright College enable the School to handle day-to-day business and equipment purchases. Much of the equipment used by our students was purchased using TeleFunds, including video and still cameras and accessories and laptops for checkout. In addition, we are fortunate to draw funds from revenues generated by our Global Campus course offerings. These funds provide a supplement for our regular Fulbright College maintenance and TeleFunds budgets and are used to fund faculty requests for teaching and research/creative activity assistance solicited each year.

The School's Global Campus Fund is used to supplement the budget for supporting and achieving diversity and strategic plan goals. For example, donations were made to support Arkansas Soul (the travel writing summer camp for diverse students), the first [SoulCon conference for media professionals of color](#) held in April 2022, purchasing digital video and audio equipment to stay current in technology, and supporting and housing the Arkansas Scholastic Press Association to recruit diverse students.

Private funding enabled the building of the new student media facilities, with matching funds from the U of A exceeding 50%, resulting in the renovation of the School's facilities (see question 5). Alumna Sue Walk Burnett and husband Rusty Burnett donated \$1,013,357 for the Sue Walk Burnett Journalism and Student Media Center. Alumna Candace Dixon-Horne and husband John Horn donated \$100,000 for the Candace Dixon-Horne Radio Broadcast Center.

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

The funds allocated to the School are on par with other liberal arts units and programs in the Fulbright College. We receive larger TeleFunds allocation than some units to help us stay current in digital and technology. We are treated fairly and equitably compared to similar units in the College.





*The UATV studio, which is part of the Sue Walk Burnett Journalism and Student Media Center*

**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 School's facilities were renovated in 2018, including our computer labs, classrooms, and editing suites on the first floor of Kimpel, and the new School office and Sue Walk Burnett Journalism and Student Media Center on the second floor. The School has three computer labs (with a maximum of 20 students each – Kimpel 145, 146 & 147), one large classroom (Kimpel 148 – 48 students), and the Reading Room (Kimpel 113 – 15 students).

While Student Media is in the Division of Student Affairs (<https://studentmedia.uark.edu/>), the School contributes to equipment purchases as many of our students take classes in the Student Media facilities and work or volunteer there. Student Media and SJSM work closely. More than 95% of involved students are SJSM majors. The new Sue Walk Burnett Journalism and Student Media Center, built from a donation of more than \$1 million from alumna Sue Walk Burnett and husband Dusty Burnett, was dedicated on October 12, 2018. The new offices and studios of KXUA, the Student Media radio station, are now housed in the Candace Dixon-Horne Radio Broadcast Center. This Center was built due to a \$100,000 donation from alumna Candace Dixon-Horne and husband John Horne, and was dedicated on November 5, 2021.

For more information on the dedications:

- [New Sue Walk Burnett Journalism and Student Media Center Opens at Kimpel Hall](#)
- [KXUA Student Media Radio Station – Candace Dixon-Horne Radio Broadcast Center Dedicated on Nov. 5](#)

The School's computer labs and classrooms have the following capabilities at the instructor's computer station:

- a computer
- projection screen/display
- HDMI connection
- VGA connection
- internet access
- microphone.

Instructors can project their computer screen wirelessly to record class sessions and share them on Blackboard. Blackboard is the UA's learning management program that offers online streaming video and audio capabilities. Each class has a separate content module where digital class materials are posted and available to students securely online. Blackboard allows students and faculty to participate on-campus, or online (both synchronously and asynchronously). Faculty can hold face-to-face individual or group/class meetings remotely. Exams and assignments can be completed remotely or on campus, and Blackboard allows students to submit their work via text, video or audio. Faculty can grade assignments and post grades remotely. Students receive support for Blackboard seven days a week through the IT Help Desk, online or by calling 575-2905.

The IT Help Desk/Portal is found here:

[https://help.uark.edu/CherwellPortal/ITHelpPortal?\\_=312dbc0f#0](https://help.uark.edu/CherwellPortal/ITHelpPortal?_=312dbc0f#0)

Blackboard help for students is also found online:

<https://bbhelp.uark.edu/category/blackboard/>

Faculty can find assistance with Blackboard and other technology here:

<https://tips.uark.edu/>

Information on Blackboard is found here.

<https://its.uark.edu/learning-research/learning-management/index.php>

The School's three computer labs (Kimpel 145, 146 and 147) each have 20 comparable iMacs and displays for students, and an instructor's computer and station with digital capabilities and projection equipment. Kimpel 145 has a color printer while the other two labs have high-capacity black and white laser printers. The labs leverage modern A/V technologies and are capable of web conferencing and hybrid instruction.

Typically, Fulbright IT purchases new computers for our labs about every five years. For example, Fulbright IT replaced the computers in the Kimpel 145 lab and edit bays in Summer 2021, installing new iMacs with 24-inch 4.5K retina displays.

While the computers in Kimpel 147 were scheduled to be replaced in Summer 2022, because they are still functioning well, we will update those computers when the pro iMacs come out in 2023. We may combine some of our TeleFunds with Fulbright IT's replacement budget to buy better computers, exploring our best value and options at that time.

Editing Suites: The iMacs in the editing suites were replaced in 2021, with the same iMacs purchased for the Kimpel 145 computer lab. Two editing suites have two computers, while three have one computer (and the Whisper room for audio recording is a suite with one computer). The School also purchased the same iMac model for our full-time advanced instructor who handles technology purchases and teaches Broadcast and video production classes.

Reading Room: Kimpel 113 or the Reading Room has a large screen television and AppleTV. The large TV allows faculty to host remote guest speakers as well as display the internet and digital class materials. A MacBook laptop is available for faculty checkout to display course materials on the TV and access the internet, etc.

Kimpel 148: Kimpel 148 is the School's larger classroom that holds about 48 students. It has an instructor's station with an iMac computer and the same A/V capabilities as our computer labs.

Kimpel 203H: Student Media controls the Student Media Conference Room (203H) but allows us to schedule some Broadcast courses (with a maximum of 20 students) there. This room has an 86" video display and a Mac mini connected to video display for viewing digital classroom and meeting content.

The technology generally found in Kimpel Hall and classrooms around campus is described here. <https://its.uark.edu/learning-research/classroom-technology/index.php#skip>

Student Media Technology: According to Sam Gibby, the full-time Broadcast Engineer, here is the equipment in Student Media as of July 27, 2022. Some of this equipment is used by students in Broadcast and other classes, as well as by students in Student Media.

#### Newsroom

- 35 iMac workstations for use by all student media agencies
- Access to Adobe Creative Cloud applications for video/graphic design and print layouts.
- Conference room:
  - 86" video display
  - Mac mini connected to video display for ease of use in viewing classroom/meeting content
  - Apple TV for remote screen sharing capabilities
  - 25 seat capacity

#### UATV Studios

- 3 Blackmagic Design Broadcast URSA cameras with mounted teleprompters
- 6 Shure wireless microphones
- 6 Shure wireless in-ear monitors for IFB purposes
- 98" video wall
- 2-55" video displays for in-studio reporting location
- 4 Dejero EnGos for live remote news reporting

- 4 Blackmagic Design Broadcast URSA cameras (new purchase) for live remote news reporting (works alongside Dejero EnGos to transmit video back to the UATV Control Room).

#### UATV Control Room

- JVC production monitor to assist with camera shading
- Blackmagic Camera Control to provide color shading and remote camera control of in-studio cameras
- Ross Carbonite Video switcher for live production video switching
- Ross Tria Abekas video playback server for news show video elements
- Ross Xpression system for news show graphics elements
- Midas 32 channel digital audio console for live production audio mixing
- Ross Cue-iT teleprompting software
- 40TB makshare Media File server for video archiving
- Ross Inception server for show and rundown creation

#### KXUA Studios

- Live Studio
  - Midas 32 channel digital audio console for live radio show audio mixing
  - 4 Shure SM7B microphones for radio DJ and guests
  - 3 CD players
  - DJB radio automation software
- Production Studio
  - Midas 32 channel digital audio console for live radio show audio mixing
  - 2 Shure SM7B microphones for radio DJ and guests
  - 1 CD player
  - DJB radio automation software

#### Main Hill Event Productions

- 2-Blackmagic Design Pocket Cinema Camera 6K DSLR cameras (with tripod and accessories) for client video production
- Live Event Production Unit
  - Blackmagic Design Smart Videohub
  - Blackmagic Design ATEM 2 M/E Production Studio with switching control surface for live video production switching
  - 2-Mac Minis for switching control and ProPresenter (graphics software)
  - Blackmagic Design Web Presenter for event live streaming
  - 5-Blackmagic Design UltraStudio HD record desks for program and camera records
  - Midas 32 channel digital audio console for live radio show audio mixing
  - 2-Electro-Voice ZLX-15 Loudspeakers for live events

#### Technology Support Services – Fulbright College

Fulbright College IT Services provides technical assistance, including installation and technical support, for the School's computer labs, editing suites, and classrooms. Fulbright IT also installs and assists with technical issues regarding computers used by faculty, staff and students (from



our checkout room). Their computer support includes new tenure track appointment computer purchases, assisting the School in purchasing computers or laptops for non-tenure track faculty, replacing office computers or laptops for tenure track faculty every five years, providing support services for Macs and PCs, and providing computer management and imaging. Fulbright IT also provides training on using technology in classrooms and assists when technological issues arise in those classrooms.

Despite their heavy workload, Fulbright IT personnel are excellent partners and provide timely and current assistance, information and advice. One IT staff member works out of an office space within the School and is usually on call for immediate help. Fulbright IT personnel also help us purchase the best possible equipment at the best price/value.

<https://fulbright.uark.edu/offices-services/it/index.php>

### Technology Support - School

As part of his full-time advanced instructor position, Hayot Tuychiev receives a one-course load per semester reduction to recommend equipment to keep the School's technology current, arrange for repairs and maintenance, and supervise the student workers in the checkout room.

### Technology Support – Student Media

Sam Gibby is the full-time Broadcast Engineer and assists with all technology in Student Media. His primary job is to keep UATV and KXUA on the air, ensuring all camera, lights and microphones work. He also provides technical and computer support for the other student media outlets. From: <https://studentaffairsbulletin.uark.edu/staff-q-a-sam-gibby/>



*The UATV control room, which is part of the Sue Walk Burnett Journalism and Student Media Center.*

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

The School is hoping for future endowments or named endowments as follows, coordinated with the Fulbright College Development and External Relations office.

1. Funding to aid in recruitment and retention of diverse and underserved students including multiple scholarships to cover tuition, room and board until graduation; funding for technology including computers; funds for paying for standardized tests such as the ACT or GRE, and/or paying for recruiting visits to campus, etc.
2. Funding to support faculty recruitment and retention of diverse and underserved students, including travel, recruiting materials, funds to purchase items to address student needs, etc.
3. A named endowment for the School as a whole, ideally including funds for endowed professorships, visiting professors, and resources to support academics, technology, and facilities.
4. Funding for student travel to conferences and workshops, and support for other professional and academic activities.
5. An endowment to support the regular renovation of facilities and purchases of technology, digital equipment, databases and other resources to keep the school current in industry, professional, and academic practice and knowledge.

## **Part II, Standard 8. Professional and Public Service**

### **Executive summary:**

The School of Journalism and Strategic Media has a vibrant relationship with alumni and working professionals and longstanding infrastructure to maintain those ties. Our faculty serve in state, local and national community roles, making connections that ensure our curriculum remains up-to-date and demonstrating our commitment to the journalism community. We work with high schools around the state through the Arkansas Scholastic Press Association, the Lemke Journalism Project and Arkansas Soul. Through successful fundraising, we have state-of-the-art facilities that are used frequently for training our students and for high school programs.

We also have deep connections to alumni and professional groups. The presence of working professionals and alumni is woven into all our classes, career fairs and other events. Alumni return to campus to volunteer with students of color in the Lemke Journalism Project, participate in writing the fall Gridiron show sponsored by the local chapter of the Society of Professional Journalists, review students' work, and attend receptions and panel discussions as well as for guest lectures.

During the COVID-19 pandemic, our faculty sought a way to use our resources and student talent to improve community awareness. For 17 months, Arkansascovid.com became the go-to resource for residents state-wide. Run by students with daily statistical analysis, the site had more than 14,000 Twitter followers, 20,000 monthly visitors, and provided a major public service to help Arkansas residents make informed health decisions and understand the scale of the pandemic. That collaboration was honored by the Society of Professional Journalists in summer 2022 with a national Mark of Excellence Award.

Our Center for Ethics in Journalism brings award-winning and diverse journalists to campus. Those visiting professors plan compelling events and energize students at events and in the classroom. Our 2019 visiting professor, Brent Renaud, was killed in Ukraine in 2022. In his honor, we chose Juan Arredondo as our 2022-23 distinguished visiting professor. Arredondo was with Renaud when the two photojournalists came under attack while covering the war in the Ukraine. Arredondo, a Colombian-American visual journalist and filmmaker, was wounded. Renaud and Arredondo were Nieman Fellows at Harvard University, collaborators on projects and friends.

Since our last accreditation process, we have strengthened our ties to high school journalism programs. Instructor Renette McCargo took over leadership of the Arkansas Scholastic Press Association, serving as executive director and primary contact for teachers. Hundreds of contest entries were mailed to us in Kimpel Hall in 2022 and scanned in by journalism staff. Faculty assisted McCargo in judging the mail-in contests and the on-site competitions at the annual convention in Jonesboro.

Diversity and inclusion are integral in our service-related leadership and programming. For example, our advisory board's president is African American, and the membership includes leaders in the LGBTQIA+ community and corporate diversity storytelling. Four of the nine members are female. They work in public relations, news, multimedia, and other fields. Our strongest programs focus on diversity and inclusion, such as our legacy program, the 21-year-old Lemke Journalism Project.

Our newsletters regularly update our students and alumni about faculty awards, alumni career changes, student achievements, upcoming programs and other things that energize our University of Arkansas community to stay connected.

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**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 University of Arkansas Lemke Journalism Alumni Society is the advisory board that connects the school to alumni. The members are:

**Barnard Oliver** (president), filmmaker and owner of Nerd Athlete Multimedia LLC  
[Bernardtheintern@gmail.com](mailto:Bernardtheintern@gmail.com)

**Channing Barker**, diversity, equity and inclusion project manager at Walmart,  
[channingbarker@gmail.com](mailto:channingbarker@gmail.com)

**Lisa Brence**, news director, KNWA(NBC)/FOX 24, [lkinniell@myfox24.com](mailto:lkinniell@myfox24.com)

**David Edmark**, adjunct lecturer at the University of Arkansas, [dedmark@uark.edu](mailto:dedmark@uark.edu)

**Deb Euclano**, special events director for Arkansas Alumni Association, [deuculan@uark.edu](mailto:deuculan@uark.edu)

**Clint Fullen**, senior manager, Learning and Development at Walmart, [cfullen@gmail.com](mailto:cfullen@gmail.com)

**Bo Morrison**, Realtor at Coldwell Banker, [BoMorrison@coldwellbankerhmf.com](mailto:BoMorrison@coldwellbankerhmf.com)

**John F. Thomas**, manager of community relations at the University of Arkansas,  
[jfthomas@uark.edu](mailto:jfthomas@uark.edu)

**Maxine Williams**, manager at Unilever, [Maxinewilliams37@gmail.com](mailto:Maxinewilliams37@gmail.com)

**The Lemke Society** is actively engaged in campus life. The society sponsors a pizza party for freshmen in the JOUR 1023 Media and Society class at the beginning of each semester. Alumni and faculty introduce themselves and then mingle with students over lunch. The society sponsors other events throughout the year. A marquee event is the Hall of Honor formal banquet, when top alumni are recognized. Students are included in the event. At the 2019 Hall of Honor, honorees were O.V. Hicks Brantley, an Atlanta attorney and leader in the Black community; Philip Bruce, news director for KTUL-Tulsa; Art Meripol, former Southern Living and Travel photographer; and Frank Thomas, vice president at Stephens Inc. Because of the pandemic, the event was placed on hold, but plans are underway for an April 2023 banquet.

In addition to the society, alumni and professionals in media and public relations are guests in classes at all levels and are called on to volunteer in other ways, including reviewing the work of students in capstone classes.



**Campus clubs** – including PRSSA, the Ad Club and the Society of Professional Journalists – also serve as a link between students, faculty and alumni. PRSSA and the Ad Club regularly sponsor a field trip for students to tour Dallas, Chicago and Kansas City agencies. The organizations also bring professionals to campus for meetings, panel discussions, and other events.

**The Society of Professional Journalists** also promotes strong relationships between campus and local journalists. Each fall, students, faculty and journalists (including the editor of the Northwest Arkansas Democrat-Gazette) perform in a theatrical show that spoofs local, state and national newsmakers and cultural trends through original sketches and parodies. Because of the pandemic, the 2020-2021 Gridiron shows were not live performances, but the tradition, which first started in the region in 1978, resumed in 2022. The event raises money for scholarships for students to study journalism at the University of Arkansas. The professional SPJ chapter also hosts other events open to students, including a 2021 dinner and reception honoring Pulitzer Prize-winning reporter Raquel Rutledge, who was on campus to teach through the Ethics Center.

**Dow Jones News Fund** - Internship coordinator Gina Shelton and Professors Gerald Jordan and Rob Wells served as facilitators for the DJNF testing/internship program. This includes coordinating Zooms with DJNF staff and outreach to students to apply. Students won internships in 2018, 2021 and 2022. Sarah Komar (Traveler editor 2021-22) received an internship with The New York Times in summer 2022 and The Arizona Republic in 2021. Mary Hennigan interned for the Midwest Center for Investigative Reporting in 2021 through the DJNF. Alex Nicoll interned for the financial news website [theStreet.com](http://theStreet.com) in New York in 2018.

**Internships** - Through career fairs and campus interviews, our students have regular opportunities to interact with employers in television, print, multimedia, advertising and public relations. Editors of the Tulsa World and Northwest Arkansas Democrat-Gazette interview our students each year. Advertising and public relations companies and television stations are included in career fairs as well as classroom presentations. Our alumni and contacts reach out to hire our students for internships and full-time jobs. Some of those include news director Chuck Maulden and executive producer Brian Smallwood, the News on Six, Tulsa; Julie Hubbard, communications director for Cherokee Nation; Julia Trupp, internship coordinator for Affirma; Andrea Delgado, news director Univision Arkansas; Lisa Brence, news director KNWA/FOX24; Ernie Paulson, news director KARK; Maxine Williams, vice president, CJRW; Kyle Kellams, news director KUAF; Rachel Bradbury Pitre, Arkansas Business Publishing Group; Lauren Scott, Soapbox Influence; Heather Hodge and Katie Duke, Acorn: The Influence Company.

**Fundraising** - In fall 2021 we dedicated the Candace Dixon-Horne Radio Broadcast Center, the final component of our Student Media Center project. Chair Larry Foley secured the last \$100,000 gift that was part of Campaign Arkansas, which raised nearly \$1.45 billion to advance academic opportunity at the U of A. Several hundred people attended the dedication ceremony.

In 2018, the Sue Walk Burnett Journalism and Student Media Center was dedicated, featuring a state-of-the-art integrated newsroom and a new UATV television studio with an open view of one of the busiest corners on campus. Sue Walk Burnett and her family contributed \$1 million, following extensive outreach by Chair Foley, Fulbright Constituent Relations and others. The media center has become a showcase for high school student tours and for student collaboration across all majors and concentrations.

In 2022, two new scholarships were announced in honor of retiring Professor Gerald Jordan, a leader in the Black community, and sports journalism communicator Matt Goodman, a former NBA executive.

**Graduate Student Outreach** - Emerging Voices is a graduate diversity visitation program geared toward prospective graduate students from diverse backgrounds with academic interests in media. These have been in-person campus visits and after the pandemic virtual sessions for prospective students to learn about graduate studies at the University of Arkansas. Program details include discussions about financial aid and meet and greets with diverse current students. The program has included recruitment at Arkansas State University, the University of Arkansas at Pine Bluff, Philander Smith College and Arkansas Baptist College. Three students were recruited and attended from UAPB and Arkansas State University. One of those students, Whitney King, received her master's degree and was hired by the School of Journalism and Strategic Media in 2022-23 as an instructor and interim Assistant Director in the Center for Ethics in Journalism.

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**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.**

**Dave Bostwick, Teaching Assistant Professor**

**World Journalism Education Council Panelist** (2022) - Served as a panelist for a conference session about teaching online journalism. The conference was held remotely. This online teaching stream examined transitions caused by the pandemic and analyzed tension points that remain surrounding the online delivery of journalism education. <https://wjec.net/>

**Associated Collegiate Press - Critique and Presentation** (2019) - Provided on-site critiques of student newspapers and websites from other colleges as part of the ACP national convention. Gave a conference presentation titled "Before You Stop the Presses ...," which discussed considerations for student media leaders who are thinking about ending print publication. <https://studentpress.org/acp/>

**NWA Gridiron - Musician/Member** (2017-22) - Perform and plan music for the Northwest Arkansas Gridiron show, sponsored by the local chapter of SPJ. The show is organized to fund journalism scholarships and provide continuing education. <https://nwagridiron.com/>

**Arkansas Scholastic Press Association – Presenter & Judge** (2021-22) - Gave presentations for the ASPA conventions in 2021 and 2022. The 2021 presentation, delivered remotely, was titled "Protest or Insurrection? The importance of word choice and writing conventions for journalists." The 2022 presentation, given at Arkansas State University, was titled "Beyond Newsrooms: Other Jobs Related to Journalism." Served as an on-site judge for various categories of the 2022 ASPA contests. Also served as an online judge for multimedia categories of the 2021 ASPA contests. <https://www.arkansasscholasticpressassociation.org/>

## **Brandon Bouchillon, Assistant Professor**

**Social Media Manager – Communication Theory & Methodology Division -AEJMC** (2019-20) - Managed network communications (e.g., Twitter) on behalf of the CT&M division for year. <https://www.aejmc.org>

**Conference Session Moderator – AEJMC and ICA** (2019-20) - Moderated two panels for ICA in 2020, and one for AEJMC in 2019. <https://www.aejmc.org>

**Conference Paper Reviewer** - Reviewed manuscripts for AEJMC and ICA every year since 2014 and 2015 respectively. <https://www.aejmc.org>

**Journal Manuscript Reviewer** - Reviewer for a number of top-ranked journals, including *Social Science Computer Review* (2017-21) and *New Media & Society* (2020-2021).

**Local Nonprofit/Charity promotion** (2020-22) - Multimedia Journalism class has used final projects to tell the story of local nonprofits and charities. This has led to more than \$500 being raised for the campus foodbank, and more than 400 hours being volunteered on behalf of local nonprofits. <https://service.uark.edu/services/pantry/>

## **Lucy Brown, Teaching Assistant Professor**

**American Advertising Federation – Advisor** - Served among about 200 national advisors. Advisors primarily serve as sponsors and prepare students interested in marketing for the internship and scholarship programs offered by the AAF chapter 10 district. <https://aaf10.org/>

**4A's Foundation - Multicultural Advertising Intern Program (MIAP) – Alumna/Advisor**  
The 4A's Foundation develops programs like MAIP to help the advertising industry identify, develop, and prepare diverse talents to enter the industry. In 2018, Lucy Brown received national recognition for mentoring in the Most Promising Multicultural Student Program. <https://foundation.aaaa.org/>

**NWA Juneteenth Celebration – Public Volunteer** - Serve as a volunteer for Juneteenth (June 19<sup>th</sup>), now a federal holiday. Juneteenth is the oldest nationally celebrated commemoration of the ending of slavery in the United States. It recognizes the significance of June 19, 1865, when Union Gen. Gordon Granger announced freedom for all slaves in the Southwest. <https://juneteenth.uark.edu/about/>

**Canopy, Fayetteville, AR – Member of Co-Sponsoring Team** - One of a team of eight volunteers who assist new residents/refugees to integrate into the Fayetteville and Springdale community. Volunteers walk alongside individuals or families for a minimum of 6 months upon arrival to the USA. Refugees receive assistance with job search, resume writing, accommodation, acquiring English language skills, grocery shopping, etc. Lucy Brown organizes social gatherings to introduce non-English speaking refugees to Fayetteville residents who speak their native language. <http://www.canopynwa.org/welcome>

**Living Room Conversations (LRC) – Co-Host** - Plan and facilitate discussion sessions since 2019. LRC is a national organization that works to heal divisions within society by connecting people across divides such as politics, gender, race, and nationality among other classifications. Through structured ways to communicate difficult topics, these two-hour sessions help to develop skills in interacting with others who do not necessarily share similar life experiences and views. Although the organization is national, attendees are predominantly local.  
<https://livingroomconversations.org/>

### **Mike Brown, Instructor**

**StudyTopia TV** (2021-22) - Collaborative work with Dr. Ki, full professor at the University of Alabama College of Communication & Information Sciences, to create updated branding for educational YouTube channel. <https://www.youtube.com/c/StudyTopiaTV>

**Arkansas Scholastic Press Association** (2021-22) - Yearbook design critiques for student publications. Worked to give students positive and negative feedback on their design choices and tips for improvement. <https://www.arkansasscholasticpressassociation.org>

**CrossLife Fort Smith, Korean Mission United Methodist Church, Chafee Crossing Baptist Church** (2019-21) - Performed pro bono design work and created new visual identities for three churches.

**NWA Gridiron - Cast Member** (2018) - Performed for the Northwest Arkansas Gridiron show, sponsored by the local chapter of SPJ. The show is organized to fund journalism scholarships and provide continuing education. <https://nwagridiron.com/>

### **Larry Foley, Full Professor**

**NWA Gridiron** (2022) - Served as narrator for podcast show that raised money for scholarships through the Society of Professional Journalists. <https://nwagridiron.com/faq/>

**Broadcast Education Association Festival of Media Arts** (2020) - Served as judge for documentary competition. <https://beaweb.org/festival/>

**Arkansas Scholastic Press Association presenter** (2019) - Spoke to high school students at the annual convention of the Arkansas Scholastic Press Association in Springdale. ASPA's goal is "to improve school publications in Arkansas, to increase their prestige, to promote the field of journalism and to recognize outstanding achievement."  
<https://www.arkansasscholasticpressassociation.org>

**National Association of Television Arts and Sciences** (2019) - Judge for Emmy nominations for western California Bay Area. Category: film editing. <https://theemmys.tv>

**Fayetteville Public Education Foundation** (2015-present) - Inducted into Hall of Honor in 2015. Volunteer as part of a foundation with a \$4 million endowment to provide grants to teachers and staff for innovative and pioneering programs for public school students in Fayetteville. <https://www.fayedfoundation.org>

### **Kerry Gilbert, Instructor**

**Local Nonprofit/Charity Promotions** (2018-present) - Public Relations Writing classes have used their final projects to develop communications plans/ideas for local nonprofits and charities for the past four years.

### **Kara Gould, Assistant Professor**

**Present Broadcast Education Association Research Division Chair** (2021) - Research Division Vice Chair, 2018-present; Paper Competition Chair, Research Division, 2018-2021, Paper Competition Reviewer: Research Division 2017-2021. The Broadcast Education Association is an international professional organization that recognizes outstanding academic research and creative work. It also provides opportunities for faculty networking and the exchange of research and teaching ideas. <https://www.beaweb.org/wp/>

**Video Producer, Special Events, Haas Hall Academy, Fayetteville, Ark.** (2016-17) - Volunteer work included producing special event videos for Haas Hall Academy Fayetteville, a free public charter school that is ranked #13 among all high schools and #3 among all charter schools nationally.

### **Sisi Hu, Assistant Professor** *(started in Fall 2022)*

**Journalism and Mass Communication Quarterly Reviewer** (2020-present) - JMCQ is the leading journal in mass communication devoted to advancing mass communication in all aspects, including but not limited to advertising, public relations, journalism, media technologies, and health communication. Served as a reviewer, providing perspectives on the submissions. <https://journals.sagepub.com/home/jmq>

**Journal of Health Communication (JHC) Reviewer** (2019-present) - JHC is the leading journal covering the full breadth of global health communication, which aims to advance research and practice in health communication. As a reviewer, applied rigorous standards to evaluate the JHC article submissions to contribute to the health science field. <https://www.tandfonline.com/journals/uhcm20>

**PLOS ONE Reviewer** (2021-present) - PLOS ONE is a robust peer-reviewed open access scientific journal published by the Public Library of Science. The journal covers multidisciplinary and interdisciplinary research in science and medicine. As a reviewer, utilized rigorous yet open-minded criteria when evaluating submissions from diverse scientific fields. <https://journals.plos.org/plosone/>

**Gerald Jordan, Associate Professor** *(retired in May 2022)*

**Faculty Athletics Representative for the University of Arkansas to the Southeastern Conference and to the National Collegiate Athletic Association** (2018-22) - Served as national chair of the Brad Davis Scholarship presented by the Southeastern Conference, 2019-20 and chair of the H. Boyd McWhorter Scholarship presented by the SEC, 2020-21.

**American Society of News Leaders Barry Bingham Sr. Fellowship** (2017) - Honored for outstanding efforts to encourage students of color in the field of journalism, presented in October 2017 at the ASNE annual convention in Washington, D.C.

<https://members.newsleaders.org/aoj-archive-bingham>

**Ray McCaffrey, Associate Professor**

**Presentation: “The Life of an Iconic Newspaper Image: The Firefighter, the Baby, and the Citizen Journalists.”** (2022) - Presented virtually to the Joint Journalism and Communication History Conference (The American Journalism Historians Association and the Association for Education in Journalism and Mass Communication (AEJMC), History Division), NYU Arthur L. Carter Journalism Institute, New York, N.Y., May 2022.  
<https://www.aejmc.org>

**Discussant for “Advertising and Public Relations.”** (2021) - Served as discussant for panel for the Association for Education in Journalism and Mass Communication (AEJMC), History Division, August 2021; and

**Discussant for “Presidents and American Power.”** (2017) - Served as discussant for panel for the Association for Education in Journalism and Mass Communication (AEJMC), History Division, Chicago, Ill., August 2017. <https://www.aejmc.org>

**Presentation: “Orval E. Faubus, Editor and Publisher and Governor: The Path from Small-Town Newspaper Owner to National Segregationist Leader.”** (2020) - Research-in-progress presented to the American Journalism Historians Association (AJHA), Virtual National Conference (formerly Memphis, Tenn.) October 2020. <https://ajha.wildapricot.org>

**Reviewer of papers** submitted for presentation at the Association for Education in Journalism and Mass Communication (AEJMC) 2019 conference, Mass Communication and Society Division.

**Reviewer for *Journalism and Mass Communication Quarterly***, the “flagship journal” for AEJMC. (2018-19) <https://www.aejmc.org>

## **Renette Smith McCargo, Instructor**

**Journalism Education Association and National Scholastic Press Association (JEA/NSPA)** (2022-present) - JEA members judge broadcast and print journalism writing contests of junior high and high school journalism students during the annual conventions. They also monitor Quiz Bowl rooms during team competition.

**Arkansas Scholastic Press Association – Executive Director, Contest Judge, Literary Magazine Critique** (2021-present) - Judge nearly 100 mail-in and on-site entries for the Arkansas Scholastic Press Association's annual contests. Critiques involve constructive feedback to junior high and high school students to increase their prestige, to promote the field of journalism, and to recognize outstanding achievements.

<https://www.arkansasasscholasticpressassociation.org>

**Arkansas Soul Board Member** (2018-present) - Recommend and vote on vital directions for the nonprofit online publication that gives underrepresented groups a voice. Also serve in an editorial advisory capacity for handling challenging/controversial media topics and stories. Identify grant opportunities and contribute to research for journalism programming and recruitment of minority high school students in the state

**Connect with Black and Brown Voices** - This platform seeks to elevate and empower Black and Brown Arkansas voices through digital media channels by offering authentic and community-based content for minority audiences on a consistent basis. It also provides a more efficient and modern way to connect with multiple generations of BIPOC across the state of Arkansas. Mentor and support emerging journalistic talent, including media training, job opportunities and journalism/media scholarships for minority Arkansans who can pursue disruptive narratives that focus on the experiences and accomplishments of Black and Brown Arkansans.

<https://argotsoul.com/2022/05/five-things-you-didnt-know-about-arkansas-soul-but-should/>

## **Bret Schulte, Associate Professor**

**President, University of Arkansas Education Association** (2018-present) - Lead the campus Local of the Arkansas Education Education/National Education Association that advocates on behalf of UA employees. The Local is not affiliated with the university; all work is volunteer.

<https://arkansas965.org>

**Member, Board of Directors, Arkansas Education Association** (2018-20) - Assisted with oversight and management of the state's largest union of educators. <https://www.aeaonline.org>

**Volunteer, Full Circle Food Pantry, University of Arkansas** (2019-20) - Stocked shelves and launched a media campaign to raise funds. <https://service.uark.edu/services/pantry/>

**Volunteer, Soup Sunday** (2017-19) - Served food and bussed tables at an annual fundraiser for Arkansas Advocates for Children and Families. <https://www.aradvocates.org>



## **Gina Holland Shelton, Advanced Instructor**

**Judge for Toner Prize for Excellence in Political Reporting, Newhouse School of Public Communications, Syracuse University** (2016-2018, 2020-present) - Work as part of a three-person judging team with faculty from other universities in reviewing the latest political reporting from around America. <https://newhouse.syr.edu/centers/robin-toner-program-in-political-reporting/toner-prizes/>

**Society of Professional Journalists** (2021-present) - President of Northwest Arkansas Pro chapter. Accompanied University of Arkansas students to 2022 regional SPJ convention, introducing the group to professionals from multiple states and colleges - and collecting many awards for student media, including best campus newspaper and best magazine in the region that includes Arkansas, Louisiana, Mississippi and Tennessee. <https://www.spj.org>

**American Diabetes Association** (2009-2020) - Director for Media Outreach and Public Affairs in Arkansas, including working with national CEO Tracey Brown, who used her platform as a Black woman with diabetes to raise the profile of fighting the disease in minority communities, and fellow Arkansas board member Dr. Sheldon Riklon, a Marshallese family physician, on initiatives to create health equity for Pacific Islanders and other people of color. <https://www.diabetes.org>

**Arkansas Scholastic Press Association – Contest judge, presenter** (2019-present) - Attended 2022 convention in Jonesboro and 2019 convention in Springdale, for judging and presentations. Judged sports, news, feature, editorial, and design contests. Recorded a presentation with tips for interviewing in 2021 when the event was virtual. <https://www.arkansasscholasticpressassociation.org>

## **Ninette Sosa, Instructor**

**National Association of Hispanic Journalists - Region 5 director for Texas, Louisiana, Oklahoma, and Arkansas** (2022) - Promoting the mission of the NAHJ: “to foster and promote fair treatment of Hispanics by the media.” Mentored University of Arkansas students and began process of creating a campus chapter of the group to connect more students to national professionals.

**Arkansas Scholastic Press Association, convention presenter** (2022) - Attended event in Jonesboro and gave a presentation to high school students about the difference between news and the journalist being “the news.” The session was titled, “News ... and it's not about you.” <https://www.arkansasscholasticpressassociation.org/2022-speakers>



**Rick Stockdell, Associate Professor** *(retiring in December 2022)*

**National Public Radio authorized representative** – As director of KUAF, had full voting rights. <https://www.npr.org>

**Corporation for Public Broadcasting, member of committee of station managers** – Served during an evaluation of CPB grants programs for stations and networks. The national ratings research organization for public radio is the Radio Research Consortium. <https://www.cpb.org>

**Arkansas Broadcasters Association, member** - Represented KUAF as well as the School of Journalism. <https://arkbroadcasters.org>

**Robyn Starling-Ledbetter, Director of Student Media**

**Broadcast Education Association, member** (2016-present) 4-time Ignite BEA scholar, BEA panelist and moderator. <https://www.beaweb.org/>

**Society of Professional Journalists, member** – Coordinate award submissions for Student Media and attend regional meetings and conferences. <https://www.spj.org/>

**National Association of Broadcasters, member** – Attended meetings and workshops. <https://www.nab.org/>

**College Media Association, member** – Attend meetings and help advise and plan social media strategies for student-run ad agencies. <http://www.collegemedia.org/>

**Ricky Thein, Teaching Assistant Professor**

**Arkansas Scholastic Press Association, Convention Presenter** (2022) - Attended event in Jonesboro and gave a presentation to high school students about the difference between sports journalism and sports entertainment. <https://www.arkansasscholasticpressassociation.org/>

**Arkansas Scholastic Press Association, Judge and Presenter** (2021) - Judged the work of students throughout the state for the ASPA Convention. It was done online, filling out forms, grading work and writing comments. Recorded a 45-minute video for high school students called, “What it Takes to be a Good Sports Journalist.” <https://www.arkansasscholasticpressassociation.org/>

**Yvonne Richardson Community Center summer volunteer** (2015-19) - Accompanied kids on field trips or spent time with them at the center. Most come from under-privileged homes and need someone to talk to for positive inspiration. <https://www.friendsofyrcc.org/>

## **Hayot Tuychiev, Advanced Instructor**

**Arkansas Chapter Arkansas-East Bolivia Partnership of Partners of the Americas** (2018-present) - Member, volunteer, presenter and contributor. Helped to organize international grassroots events, connected individuals and students from Arkansas and Bolivia, participated in regional and international conferences to promote freedom of speech and independent journalism. Community programs to promote diversity and serve underrepresented groups.

## **Jan LeBlanc Wicks, Full Professor**

**NARB Panel Chair – Public Member – National Advertising Review Board** - One of 10 public members elected nationally to serve on the appeals body of the national self-regulatory system, the Advertising Self-Regulatory Council (ASRC, [www.asrcreviews.org](http://www.asrcreviews.org)), which assesses the accuracy of national advertising. The NARB is the appeals body of the Council of Better Business Bureau administered ASRC, National Advertising Division, Children's Advertising Review Unit and Electronic Retailing Self-Regulation Program.  
<https://bbbprograms.org/programs/all-programs/national-advertising-review-board>

**Journal of Advertising Education Editorial Review Board** (2011-present) - Participated in editorial consultations, discussions and decisions as needed, and reviewed manuscripts.

**Reviewer for national journals and conferences** – Reviewed for outlets including the Journal of Advertising, Journalism and Mass Communication Quarterly, Journal for the Scientific Study of Religion, AEJMC Advertising Division Research Paper Competition, AEJMC Religion and Media Interest Group, for example.

**External reviewer for tenure and promotion cases** – Reviewed full professor and tenure/promotion cases for the University of Tennessee, University of North Carolina-Chapel Hill, University of Florida, and other major journalism and mass communication programs.

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**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.**

### **Arkansas Covid**

In summer 2020 journalism faculty led by Professor Rob Wells brainstormed on how to respond to the COVID-19 pandemic. With the support of its leadership, the School of Journalism and Strategic Media took over [Arkansascovid.com](http://Arkansascovid.com) and turned it into a go-to news source for Arkansas residents. Wells directed a daily news and data portal from August 2020 to December 2021, and student journalists published independent journalism on state-wide and county-level Covid-19 data. [Arkansascovid.com](http://Arkansascovid.com) was one of the few statewide news organizations supplying daily updates on the pandemic's impact on communities of color. It provided daily translations of key data graphics in Spanish and Marshallese (Northwest Arkansas has a large expatriate community from the Marshall Islands). Students published investigative journalism that was carried by the Associated Press.

This project provided students with paid internships in a region of the country with limited data journalism opportunities. This website was a focal point for Wells' data journalism classes, providing students the opportunity to publish quality coursework online. The site had more than 14,000 Twitter followers, 20,000 monthly visitors, and provided a major public service to help Arkansas residents make informed health decisions and understand the scale of the pandemic. Journalism faculty coordinated in grant writing, Web site development and student staffing recruitment. The result was \$78,000 to run the site, including a \$70,520 grant from the Walton Family Foundation, with the proceeds used to pay student interns.

Student journalists wrote articles, produced data graphics, published social media posts, and wrote code to process and analyze the data. Wells developed code that broke down COVID data by school district, creating graphics that were popular across the state. Student work won national recognition and awards. The Society of Professional Journalists in June 2022 awarded ArkansasCovid first place for collaborative journalism in a national competition, Mark of Excellence, and recognized the work of students Mary Hennigan, Abby Zimmardi and Rachell Sanchez-Smith.

<https://www.spj.org/news.asp?ref=1881>

This award was for a COVID Worker Safety Investigation story. Hennigan, Zimmardi and Sanchez-Smith, along with other students, conducted an in-depth investigation of COVID-19 in the workplace and focused on outbreaks in poultry processing plants. Versions were published May 12, 2021 in English and Spanish.

The article was published by The Associated Press and distributed nationally. It was posted on at least 32 news websites: <https://apnews.com/article/ar-state-wire-arkansas-philanthropy-health-coronavirus-pandemic-6f54f43a7f26cb34b70986a76a972160>

### **Hispanic Outreach Forum (through ArkansasCovid.com)**

ArkansasCovid.com partnered with the McMillon Innovation Lab at the Walton College of Business during the spring 2021 semester. The McMillon team conducted marketing research in the Hispanic community to learn about their consumption of news on the COVID topic. They recommended a series of outreach steps and created a public forum in Spanish that was broadcast on Facebook Live on April 11, 2021, featuring Dr. Carlos Acosta, a physician at the University of Arkansas' Pat Walker Clinic and Amanda Echegoyen, operations director at the Community Clinic in Springdale, and Rachell Sanchez-Smith, reporter and translator for ArkansasCovid.com. This broadcast sought to address pandemic misinformation and vaccine hesitancy.

### **Vaccine and race investigation (through ArkansasCovid.com)**

Summer intern Robert Stewart (Traveler editor 2022-23, managing editor 2021-22) conducted an in-depth investigation of vaccine distribution by race and ethnicity. He reported the new surge in COVID-19 in Arkansas was hitting primarily unvaccinated residents, and an analysis by Arkansascovid.com showed people of color, particularly African Americans, were getting vaccinated at lower rates than whites. Pulaski County's white vaccination rate was at 42.4% while the Black rate was 29.5%, so whites were vaccinated at 1.44 times the rate of Blacks, according to an Arkansascovid.com analysis of state vaccination data.

ArkansasCovid.com was retired on Dec. 10, 2021, concluding a 17-month success of serving the state with daily updates on the pandemic.

## **Lemke Journalism Project**

Founded in 2001 by two faculty members, this remains one of the marquee diversity programs in the College of Arts and Sciences. LJP is named for the founder of the School of Journalism and Strategic Media and Arkansas Scholastic Press Association, Walter Lemke.

Director Gina Shelton recruits students from underrepresented communities year-round. This includes speaking at Northwest Arkansas high schools, Zooming with school groups in neighboring states, and working booths at events including the Arkansas Scholastic Press Association convention each spring and the Ozark Media Arts Festival in the fall.

Each spring, LJP brings together about 30 students from local high schools for Saturday training sessions on interviewing, writing, photography and video. In addition to its importance as a recruiting tool for students from diverse backgrounds, LJP unites current students, faculty and alumni with the shared goal of encouraging young people to pursue college and communication careers. The Saturday sessions bring alumni back to Kimpel Hall and give them a chance to share how journalism degrees have helped them – and how they can give back to the UA and our students.

Nearly 70 percent of our faculty have volunteered in the program, without additional pay, to mentor and train high school students. In addition to director Gina Shelton and founder Gerald Jordan, those include Chair Larry Foley and faculty members Bonnie Bauman, Brandon Bouchillon, Dave Bostwick, Michael Brown, Kerry Gilbert, Kevin Kinder, Tiffany King, Ray McCaffrey, Debbie Miller, Renette McCargo, Bret Schulte, Ricky Thein, Hayot Tychiev and former faculty members Rob Wells and Niketa Reed. In addition to the faculty coaches, graduates of our program and communications professionals return to serve as coaches and speakers. Some of those (from 2018-22) include Antoinette Grajeda (Arkansas Advocate), Jeff Smith (Proctor and Gamble), Michelle Parks (UofA Architecture), Amanda Millan (The Coca-Cola Co), Emily Thompson (JB Hunt), Kimberly Marquez (La Prensa Libre newspaper), Natalie Demaree (Crystal Bridges/Momentary), Ibby Caputo (freelance journalist), Jennifer Penate (KNWA), Kent Eikenberry (NWA Foodbank), Nanci Flores (Emily's List, Center on Budget and Policy), Zessna Garcia Rios (nonprofit), Ana Aguayo (Crystal Bridges), Jacob Pinter (National Geographic), Bonnie Miller (UofA Law School/League of Women Voters), and Wendy Echeverria (UofA communications-then graduate school).

**Ethics Center** - Our Ethics Center maintains an engaging schedule that brings alumni back to campus and serves as a vibrant point for discussions and education. Visiting professors include local newsrooms and high school classrooms in their schedules, along with the more traditional events. Receptions and panels draw large crowds. Diversity is a component in the choice of visiting professors and their programming. Some of the highlights:

- 2021** *“Wires and Fires’: Investigative Journalism in the Digital Age.”* Public lecture by Raquel Rutledge, visiting distinguished professor of ethics journalism and winner of a Pulitzer Prize.
- 2019** *“Look through the Lens of Brent Renaud.”* Public lecture by the visiting distinguished professor of ethics journalism. (Note Renaud was shot and killed in 2022 while on assignment in Ukraine).

**2018** “*CNN’s Magic Wall: Combining Election Coverage and Technology for Dynamic Storytelling with Real-time Data Visualization*” by Josh Braun, CNN’s senior director of product management.

**2018** “*Midterm Elections: What Happened and Why?*” Panel included Steven A. Holmes, CNN’s head of standards and practices and the 2018 visiting distinguished professor of ethics in journalism, with Julie Hirschfeld Davis, a White House correspondent for the *New York Times*; Sabrina Siddiqui, political reporter at the *Guardian U.S.*; and Arlette Saenz, a CNN political reporter. Saenz and Siddiqui also spoke to classes.

**2017** “*Forget Fake: How To Get To Real News.*” Alicia Shepherd, visiting distinguished professor of ethics in journalism, moderated a panel with Paul Farhi, media writer for the *Washington Post*; Steven Holmes, executive director of CNN’s Office of Standards and Practices; and Indira Lakshmanan, the Newmark Chair for Journalism Ethics at the Poynter Institute and columnist for *Boston Globe*.

**Our 2022-23 visiting professor** has not prepared events yet, but he is Juan Arredondo: a Colombian-American visual journalist and filmmaker whose work has appeared in the *New York Times*, *National Geographic*, *Vanity Fair*, the *Wall Street Journal*, *ESPN Magazine*, *Der Spiegel*, and *Le Monde*. Arredondo was a 2019 Knight Latin America Nieman Fellow at Harvard University. He earned a master’s degree from the Columbia Journalism School, where he also served as an adjunct professor. In 2022, Arredondo was shot and his colleague Brent Renaud was killed when the two photojournalists came under attack while covering the war in the Ukraine.

**Journalism Collaboration** - In 2020, a group of students studying data reporting under Professor Rob Wells joined a coalition that included the University of Maryland, Arizona State University, University of Oregon, Stanford University, Boston University and University of Florida to report on homelessness. In 2021 that work (#NowhereToGo) was honored by the Investigative Reporters and Editors as a finalist in the Student (Large) category in its annual awards competition, which involves journalists worldwide. The Arkansas students working on the project included Michael Adkison, Mary Ellis, Mary Hennigan, Whitney King, Matthew Moore, Abbi Ross, Katy Seiter, Brooke Tomlin and Abby Zimmardi.

The students focused on the number of homeless school children, issues with homeless women, veterans and felons, among other topics. They used the R programming language to examine data from the Arkansas Department of Education, U.S. Census Bureau, Washington County Detention Center and Zillow to explore the homeless puzzle from many perspectives.

The IRE Awards judges said of the #NowhereToGo series: “These stories illustrate why collaborations can lead to groundbreaking investigative work. These stories laid out how cities around the country were responding to homelessness, including criminalizing the people that need the most help.” Two of those students, Ross and Zimmardi, are now graduate students at the University of Maryland.

**Sports Journalism** - In spring 2022, Professor Ricky Thein organized a day-long sports journalism training session on campus, bringing together graduates and students. The keynote speaker was Trey Bidy, who hires many of our students for internships. His talk was titled “Creating Your Own Media Business and Owning Your Content.” Graduate Andrew Hutchinson led a talk on sports journalism. Graduate Tye Richardson and John Nabors led a session on podcasting. Other sessions included

“Sports Television Production” with Alyssa Traxson and “Play-by-Play Announcing” with Brett Dolan. Terry Prentis discussed transfer portal coverage. <https://arsportsmediaseminar.uark.edu>

**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.**

**UA News / Newswire** - The School posts regularly to the UA News email newsletter and website that shares information about current activities, awards, and events with the UA community, alumni, journalists and media outlets, and the public. Anyone can sign up at <https://news.uark.edu/Newsroom>. Below is a representative sample of 20 stories published on UA News (submitted by the School or featuring School faculty, staff, or alumni) in 2021 and 22:

#### **UATV Awarded Two Mid-America Emmys and Two Honorable Mentions**

July 20, 2022

The UATV news staff received the Mid-America Emmy for College Newscast, another Emmy for College Non-Fiction Longform and two honorable mentions.

<https://news.uark.edu/articles/60369/uatv-awarded-two-mid-america-emmys-and-two-honorable-mentions>

#### **Journalism's Gerald Jordan Named APA Journalism Educator of the Year**

June 24, 2022

U of A's [Gerald Jordan](#), associate professor in the School of Journalism and Strategic Media, has received many accolades over his career. Now the renowned educator and journalist, who is retiring after 27 years of teaching, will be able to add one more – the [Arkansas Press Association](#) (APA)'s Journalism Educator Award.

<https://news.uark.edu/articles/60307/journalism-s-gerald-jordan-named-apa-journalism-educator-of-the-year>

#### **Sesquicentennial Documentary 'If This Walk Could Talk' Named Best Feature**

May 27, 2022

The recently released documentary, *If This Walk Could Talk*, which tells stories about the U of A through the lens of the university’s unique Senior Walk tradition, was named the “Best Feature Film” at the Made in Arkansas Film Festival.

<https://news.uark.edu/articles/60159/sesquicentennial-documentary-if-this-walk-could-talk-named-best-feature>

#### **U of A Student Publications Traveler and Hill Take Top Awards at Regional Competitions**

May 25, 2022

Led by editor Sarah Komar, *The Arkansas Traveler* took first place in the regional SPJ Mark of Excellence Awards for Best Newspaper. *Traveler* staff writer and artist Lilli Martin was a finalist in the category of Data Visualization and winner in the category of Arts/Fashion Reporting. The U of A student magazine, *Hill*, edited by Sophie Brock, won first place in the same contest for Best Magazine, and contributor Kari Adams won first place in Feature Writing for her story on the growing popularity of [paganism in the Bible Belt](#). Abbi Ross won first place in the category of General News Reporting for her [in-depth reporting](#) on the shockwaves still being felt from the race massacre in Elaine, Arkansas, more than a century ago.

<https://news.uark.edu/articles/60144/u-of-a-student-publications-traveler-and-hill-take-top-awards-at-regional-competitions>

### **Student Journalist Selected for New York Times Internship**

May 05, 2022

U of A senior Sarah Komar begins an internship next month at *The New York Times* as part of the prestigious Dow Jones News Fund program.

<https://news.uark.edu/articles/60008/student-journalist-selected-for-new-york-times-internship>

### **Advertising Club Invites Students to Attend 'Reflections & Forthcomings' Panel**

April 22, 2022

The Advertising Club invites students to attend their end of the year "Reflections & Forthcomings" on Wednesday, April 27, from 6-8 p.m. in Willard J. Walker Hall, room 203. This year's event includes a panel discussion with Arkansas advertising and PR professionals. Students will gain insightful knowledge about a range of strategic media professions, including influencer marketing, social media management, consumer marketing, and advertising and public relations.

<https://news.uark.edu/articles/59887/advertising-club-invites-students-to-attend-reflections-forthcomings-panel>

### **Holmes Returns Home to Broadcast Good Morning America Live on Campus**

April 07, 2022

T.J. Holmes, a 1999 graduate with a Bachelor of Arts in journalism and one of the anchors for *Good Morning America* and *GMA 3* on ABC, returned to his home state this week to highlight the state of Arkansas for GMA's "Rise and Shine" series.

<https://news.uark.edu/articles/59683/holmes-returns-home-to-broadcast-good-morning-america-live-on-campus>

### **U of A Journalism Graduate Student Receives Hispanic Marketing Education Scholarship**

March 30, 2022

Wendy Echeverria, a U of A journalism graduate student, was recently offered the Lopez Negrete Hispanic Marketing Education Scholarship from the Advertising Education Foundation of Houston.

<https://news.uark.edu/articles/59527/u-of-a-journalism-graduate-student-receives-hispanic-marketing-education-scholarship>

### **King to Speak on Black Americans for Democracy**

March 02, 2022

Whitney King, a recent graduate of the U of A's Master of Arts program in journalism, will discuss her research into the Black Americans for Democracy at 5:30 p.m., Thursday, March 3, as part of the Graduate Student Speaker Series, a collaborative initiative between the University Libraries Special Collections Division and the Graduate School and International Education.

<https://news.uark.edu/articles/59164/king-to-speak-on-black-americans-for-democracy-thursday>

Feb. 17, 2022

<https://news.uark.edu/articles/58993/king-to-speak-on-black-americans-for-democracy>

### **Pulitzer Prize-Winning Journalist to Lecture on Ethics in Journalism**

Sep. 21, 2021

The Center for Ethics in Journalism welcomes Fall 2021 Visiting Distinguished Professor Raquel Rutledge this week. Rutledge is an investigative reporter for the *Milwaukee Journal*



*Sentinel*, where she covers a variety of subjects from health and science to crime and taxes. Her investigation into fraud in Wisconsin's daycare subsidy program won the 2010 Pulitzer Prize for Local Reporting.

<https://news.uark.edu/articles/57707/pulitzer-prize-winning-journalist-to-lecture-on-ethics-in-journalism>

### **Journalism Alumna Wins National Recognition for Research on Algorithms**

Aug. 10, 2021

Kendal Heavner, a new graduate from the Journalism master's program, has won national recognition for her master's thesis research on news algorithms, political speech and social media. Heavner on Aug. 5 presented her master's thesis research, "The Impact of Media Algorithms on the Habermasian Public Sphere and Discourse," at the annual conference of Association for Education in Journalism and Mass Communication (AEJMC).

<https://news.uark.edu/articles/57310/journalism-alumna-wins-national-recognition-for-research-on-algorithms>

### **Alexis Campbell Selected as 2021 Recipient of American Advertising Federation Scholarship**

May 05, 2021

Alexis Campbell, a U of A senior journalism student, is the recent recipient of an American Advertising Federation scholarship. Campbell anticipates graduating this week *summa cum laude* with a Bachelor of Arts degree in journalism, with a concentration in advertising and public relations and a minor in marketing.

<https://news.uark.edu/articles/56812/alexis-campbell-selected-as-2021-recipient-of-american-advertising-federation-scholarship>

### **Two U of A Journalism Students Receive National Internships**

May 04, 2021

The Dow Jones News Fund has chosen two U of A School of Journalism and Strategic Media students for prestigious reporting internships. Mary Hennigan will join the Midwest Center for Investigative Reporting, and Sarah Komar will spend the summer working for *The Arizona Republic*.

<https://news.uark.edu/articles/56806/two-u-of-a-journalism-students-receive-national-internships>

### **University of Arkansas Journalism Students Honored in National Investigation of Homelessness**

April 08, 2021

The Investigative Reporters and Editors has honored students in the School of Journalism and Strategic Media and six other colleges for their work on a national investigation of homelessness... The Arkansas students working on the project included Michael Adkison, Mary Ellis, Mary Hennigan, Whitney King, Matthew Moore, Abbi Ross, Katy Seiter, Brooke Tomlin and Abby Zimmardi.

<https://news.uark.edu/articles/56552/university-of-arkansas-journalism-students-honored-in-national-investigation-of-homelessness>

### **Join the School of Journalism and Strategic Media for J-Days 2021**

April 05, 2021

School of Journalism and Strategic Media students, faculty, staff and alumni celebrate Journalism Days April 5-9. Featured events include the Roy Reed Lecture featuring Kathy



Roberts Forde, a lunch and learn with alumni panelists, and Student Media leaders, a scholarship reception and private classroom events including an interview with Gen. Wesley Clark.

<https://news.uark.edu/articles/56503/join-the-school-of-journalism-and-strategic-media-for-j-days-2021>

### **Journalism Historian Kathy Roberts Forde to Deliver 2021 Roy Reed Lecture**

April 01, 2021

The School of Journalism and Strategic Media will host Kathy Roberts Forde, professor at the University of Massachusetts Amherst and one of the nation's top journalism historians, to deliver the 2021 Roy Reed Lecture at 6 p.m., Wednesday, April 7, via Zoom. The entire campus community and the public are invited to attend. Forde will discuss her forthcoming book, *Journalism and Jim Crow: White Supremacy and the Black Struggle for a New America*, co-edited with Sid Bedingfield, to be published in November 2021 by the University of Illinois Press. A question and answer will follow.

<https://news.uark.edu/articles/56452/journalism-historian-kathy-roberts-forde-to-deliver-2021-roy-reed-lecture>

### **Journalism Students Present at International Data Journalism Conference**

March 01, 2021

Two students and a professor from the School of Journalism and Strategic Media discussed the evolution of Arkansascovid.com at an international data journalism conference sponsored by Northeastern University. Katy Seiter, a graduate student; Mary Hennigan, an undergraduate student; and assistant professor Rob Wells spoke Feb. 19 at the Computational and Journalism Symposium, co-hosted by Northeastern University and the Brown Institute for Media Innovation.

<https://news.uark.edu/articles/56086/journalism-students-present-at-international-data-journalism-conference>

### **University of Arkansas Named to PRNEWS' 2021 Education A-List**

Feb. 11, 2021

The School of Journalism and Strategic Media at the University of Arkansas has been named to PRNEWS' 2021 Education A-List. The award recognizes the best institutions of higher education advancing the careers of public relations and communication professionals in the United States.

<https://news.uark.edu/articles/55916/university-of-arkansas-named-to-prnews-2021-education-a-list>

### **Journalism Alumna Directs Exclusive Documentary on Pardoned Politician Duke Cunningham**

Jan. 22, 2021

Ninette Sosa, an alumna of the School of Journalism and Strategic Media at the University of Arkansas, directed the first look at Randall "Duke" Cunningham's life after prison in the documentary film "Check Six: The Duke Cunningham Story".

<https://news.uark.edu/articles/55700/journalism-alumna-directs-exclusive-documentary-on-pardoned-politician-duke-cunningham>

## **Schulte Manuscript Wins Mayborn Literary Nonfiction Award**

Jan. 12, 2021

Bret Schulte, associate professor in the School of Journalism and Strategic Media, won first place in the 2020 Mayborn Literary Nonfiction Conference's manuscript competition for his book proposal, *Flanagan: The Untold Tale of the World's Greatest Orphanage and America's Last Celebrity Priest*. The award is given for the most original, creative and compelling work and comes with a provisional publishing contract from the University of North Texas Press at Denton and a \$1,500 prize.

<https://news.uark.edu/articles/55603/schulte-manuscript-wins-mayborn-literary-nonfiction-award>

**Email Newsletters** - The school uses email newsletters to communicate with alumni and the community, as well as inviting them to regular events including the annual Roy Reed Lecture and J-Days events each spring.

PDF copies of newsletters from 2021 and 2022 have been included as an addendum at the end of this document.

**Social media** – The school maintains a social media presence on the following platforms:

[Facebook](#)

[Twitter](#)

[Instagram](#)

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

The school hosts or sponsors three programs to support scholastic journalism:

- The Lemke Journalism Project, an annual program for diverse high school students to learn about multimedia journalism.
- Arkansas Scholastic Press Association, the state's high school journalism society.
- Arkansas Soul, a travel writing program for diverse students.

### **The Lemke Journalism Project (LJP)**

LJP has been operated by the School since 2001 to train Hispanic high school students in journalism and promote media careers in diverse communities, brings students to campus every February and March. More than 60 percent of the students are Hispanic, with Black, Asian, Marshallese and Native American students participating as well. A \$250,000 gift from Tyson in 2010 provided long-term funding for LJP and allows student participants to earn scholarship money if they attend the UA and major in the School.

<https://news.uark.edu/articles/15064/tyson-gift-of-250-000-gives-college-and-career-experience-to-high-school-students>

Through the Lemke Journalism Project, we visit high school journalism classes in spring and fall semesters as well as conventions and festivals. In addition, because of LJP the Admissions office has added tours of the journalism facilities for students from diverse backgrounds. LJP graduates who are enrolled in our school lead the tours (Wendy Echeverria 2021-2023, Breybinda Alvarez 2019-2020).

Our visiting ethics professors speak to high school groups. Most recently, “Good Morning America” anchor T.J. Holmes did Zoom talks with more than 100 high school students in 2021.

Professor Niketa Reed’s outreach included schools in the Arkansas Delta and other underrepresented areas. Shelton has scheduled Zooms with schools in Oklahoma with large Native American populations.

### **Arkansas Scholastic Press Association (ASPA)**

A major change since our last accreditation visit is our leadership in Arkansas Scholastic Press Association, the high school journalism society. ASPA President Karla Sprague reached out to LJP Director Gina Shelton and Chair Larry Foley about moving the high school group under the umbrella of the School of Journalism and Strategic Media. That is a common practice in other states. Instructor Renette McCargo accepted the position as executive director of ASPA, although the association remains independent. Previously, Foley, McCargo, Shelton and other faculty had been presenters and judges for ASPA. McCargo added more faculty as volunteers. In addition to McCargo, five faculty traveled to Jonesboro in 2022 for judging and presentations at the annual convention (Bostwick, Thein, Sosa, Reed, Shelton).

ASPA comprises 64 junior and senior high member schools. Each school competes in six categories during the annual spring convention. The school’s faculty judge subcategories that turn out more than 1,000 awards and certificates.

Member school students compete in all aspects of print and digital newspaper, broadcast news and production, film/video, yearbook, and literary magazines. Faculty judge contests remotely and travel across the state to judge on-site contests. They also provide cover-to-cover critiques for student-run yearbooks and literary magazines. Furthermore, SJSJ faculty traveled across the state to present workshops, training sessions, and roundtable discussions about topics that help student journalists improve their school’s publications and increase their prestige. After each speaker session, the faculty interact with students by answering questions, offering advice, and sharing contact information.

Recent data showing how SJSJ’s contributions impact hundreds of Arkansas students:

- April 2022 – 35 speaker sessions

- April 2022 – 902 mail-in contests judged and awarded

- April 2022 - 134 on-site contests judged and awarded

- April 2021 – 22 speaker sessions

- April 2021 – 1008 mail-in contests judged and awarded

- April 2021 – 382 on-site (virtual) contests judged and awarded

Faculty members also take a leadership role in supporting high school journalism. For example, in December 2018, the school faculty had an emergency meeting to support journalism staff and students at a local high school. Har-Ber High School newspaper staff members were censored by the superintendent. Carla Sprague, adviser for the Har-Ber Herald newspaper, was reprimanded for her role in allowing student journalists to pursue stories about school transfer procedures for football players in district schools. Articles were pulled from the school Web site.

The School of Journalism and Strategic Media met and adopted this statement:

*“The faculty of the University of Arkansas School of Journalism and Strategic Media and members of the Society of Professional Journalists Northwest Arkansas disagree with the decision of the Superintendent of Springdale Public Schools to remove from the Har-Ber Herald website the Oct. 30 report on the Har-Ber and Springdale high school football teams and the accompanying editorial. We believe the public should be allowed to read the article to assess its merits.”*

Hours after the statement was released, and amidst national coverage by Buzzfeed and other news outlets, the stories were reposted. Two student journalists involved in the reporting later enrolled in our school.

In 2019, University of Arkansas Professor Rob Wells joined Sprague and student journalists in testifying before the state Legislature on behalf of journalism bills. The bills would have given high school journalism advisers additional protections against reprisals and restored a requirement that high schools offer journalism classes. Both were defeated.

### **Arkansas Soul**

Founded in 2019 by Professor Niketa Reed with help from other faculty, Arkansas Soul started as a camp for students of color. Twelve students spent a week on campus learning from our faculty and a week in the field reporting as part of a partnership for a travel writing blog. Two students who participated in the two-week summer camp enrolled in our school.

Arkansas Soul transitioned to an independent nonprofit news outlet, led by Reed and with other faculty members on the board. The mission of Arkansas Soul included:

- Elevating and empowering Black and Brown Arkansas voices through digital media channels by offering authentic and community-based content for minority audiences on a consistent basis.
- Mentoring and supporting emerging journalistic talent, including offering media training, job opportunities and journalism/media scholarships for minority Arkansans who can pursue disruptive narratives that center the experiences and accomplishments of Black and Brown Arkansans.
- Elevating minority reporting to mainstream media.

In April 2022, SJSJ alumni and students were involved in a three-day training session in Fayetteville, sponsored by Arkansas Soul, for journalists and journalism students of color. Among the guest speakers at SoulCon was alum Jocelyne Pruna, a Miami-based bilingual TV news anchor and producer for Peacock and NBC Universal. Workshops were scheduled with reporters, marketers, influencers, filmmakers, producers and creative agency owners. The School donated \$500 to help fund SoulCon.

A \$5,000 anonymous donation was used in the 2020-21 school year to hire three student workers (two Black and one white) to write articles for a campus publication through Arkansas Soul and the Office of Diversity, Education and Inclusion entitled Connections. Although Reed left the school in summer 2022, Arkansas Soul continues to offer professional opportunities to our students and alumni,

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**ADDENDUM TO ITEM 4 - See below for copies of recent newsletters.** The newsletters are distributed in email format, so page breaks in the PDF representations below may divide some images.

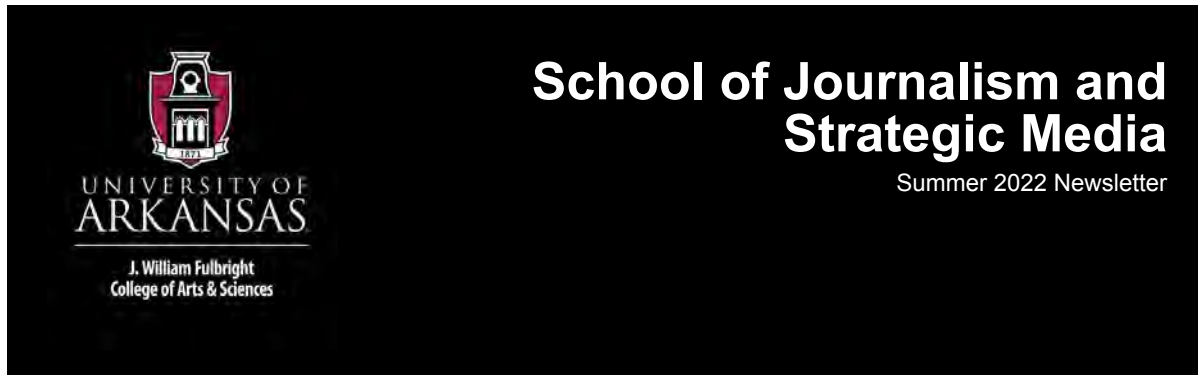
**Subject:** School of Journalism and Strategic Media Summer Newsletter

**Date:** Friday, June 24, 2022 at 10:01:01 AM Central Daylight Time

**From:** School of Journalism and Strategic Media

**To:** Dave Bostwick

[View in browser](#)



## Letter from the Chair - June 2022



### Teaching and Monitoring

It's right there on the front page of our website: "The School of Journalism and Strategic Media is dedicated to excellence in teaching, research and media discourse. Students in our journalism degree programs receive instruction, guidance and access to hands-on

experience from our seasoned, award-winning faculty and staff. Areas of study include news editorial and reporting, broadcast, public relations, advertising and digital media. We have no greater mission than to teach the foundations and principles of accurate, ethical storytelling—across multiple mediums: print, broadcast, digital, public relations and truth in advertising.

One of the pleasures of my job is to review the teaching evaluations of our faculty. Our professors and instructors are amazing educators, as shown by these anonymous comments from students from the spring semester.

“The most wonderful teacher. Cares about his students and ACTUALLY wants to see us succeed.”

“I feel so prepared for my future jobs because of what I learned in this course. I think the teacher gave us many opportunities to grow throughout the semester.”

“She teaches in a way that is relatable and beneficial to modern students. I do not think there is a professor more perfectly suited.”

“A fantastic professor..... I loved this course and I am hoping to take more courses like this in the future.”

We were challenged during the COVID pandemic with trying to engage with students, first when forced to teach remotely and online and then, when students returned to campus, lecturing while wearing a mask to a room full of masked students. It was necessary to prevent the spread of the virus, but it was really hard.

This spring, the masks came off, thank goodness. We just graduated a class of students who went through challenges not endured by any graduating class in the University’s 150-year history.

Having just completed 29 years as a classroom teacher, I have this comment about our students:

They are smart, creative and driven. They are engaging characters with high character, and speaking for all our faculty, they were an absolute joy to teach and mentor, in and out of the classroom. Godspeed to the Class of 2022.

Larry Foley, Chair

School of Journalism and Strategic Media



## 2022 Journalism Days features Roy Reed Lecturer Professor Gerald Jordan

The School of Journalism and Strategic Media, in partnership with the Lemke Journalism Alumni Society, hosted its annual Journalism Days (J-Days) celebration April 12-14.

The J-Days featured event, the [Roy Reed Lecture](#), celebrated the accomplishments of retiring journalism professor [Gerald Jordan](#). Other activities included the school's annual scholarship reception, a [Student Media Lunch and Learn](#) and classroom discussions with alumni and other journalism professionals.

Professor [Rick Stockdell](#)'s Ethics in Journalism class hosted alumnus [Kevin Trainor](#) (BA'94, MA'05) president of the local chapter of the Public Relations Society of America and associate athletic director at the U of A. Professor [Lucy M. Brown](#)'s Account Planning classes were joined by alumni [Roy Phillips](#) (BA'18), associate merchant at Walmart, who spoke on merchandizing, and Soapbox Influence's [Lauren Scott](#) (BA'19), senior client service manager, and [Natalia Reneaum Tello](#) (BA'21), project specialist, who discussed influencer marketing. Professor [Larry Foley](#)'s Advanced TV News Production featured [Chuck Maulden](#), news director, and alumnus [Brian Smallwood](#) (BA'14), executive producer, of *The News on Six*, Tulsa. Professor [Bret Schulte](#)'s Feature Writing class welcomed alumna [April Wallace](#) (BA'10, MA'16), profiles editor at the *Northwest Arkansas Democrat-Gazette*. Professor [Jee Young Chung](#)'s PR Principles class was joined by [Eric Howerton](#), founder and chief growth officer at WhyteSpyder, who discussed content and digital marketing.

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## Holmes Broadcasts Good Morning America Live, Guest Lectures in Studio

U of A alumnus T.J. Holmes (BA'99) was [back on campus](#) in April to say Good Morning



America! Holmes, one of the anchors for Good Morning America and GMA 3 on ABC, highlighted the state for GMA's "Rise and Shine" series. Off air, he spoke to SJSM students about the craft and responsibility of journalism.

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## Goodman Family Endowed Gift Creates Scholarship for Students Studying Sports Media

An endowed gift to the U of A's [Fulbright College of Arts and Sciences](#) and its [School of Journalism and Strategic Media](#) by alumnus [Matt Goodman](#) (BA'04) has created the [Goodman Family Sports Media Endowed Award](#), a scholarship for junior and senior journalism majors who demonstrate excellence in sports media.

"Seeing the robust growth of the School of Journalism and Strategic Media and the U of A sparked an idea," Goodman said. "How do you create a pipeline and resource for students from the U of A who want to ascend to excellence in this [type of] career?"

Goodman credited his career success and the inspiration for the scholarship to his experiences at the U of A. During his time as a student, Goodman worked in sports information for Lady Razorbacks athletics and [reported for UATV and The Arkansas Traveler](#).

"When I look back at all those experiences, it put me directly in the position to get into the industry I'm in today," Goodman said. "My ability to communicate with and lead people — write, speak, work with press — all those things I did in college laid an absolute foundation

for what I've been doing these last 20-plus years."

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## Faculty, Alumni Premier Acclaimed Film Honoring U of A Sesquicentennial

The highly anticipated *If This Walk Could Talk*, a documentary film that shares personal reflections about the University of Arkansas, [premiered Feb. 10](#) at the Faulkner Performing Arts Center.

A part of the U of A's [sesquicentennial celebration](#), the premiere included a reception and screening, which was simulcast through the university's YouTube channel for a virtual audience and may be viewed on the [university's YouTube page](#). The film was named the "[Best Feature Film](#)" at the Made in Arkansas Film Festival.

Produced and directed by Emmy Award-winning documentary filmmaker Larry Foley, *If This Walk Could Talk* required more than a year of collecting interviews and combing through 150 years of historic accounts to provide a sample of some of the personal stories and memorable events in the university's history.

Foley, a 1976 journalism graduate of the U of A, worked with University Relations to develop the film. Fellow alumni [John Cooper](#) (MA'17), Ben Goodwin, and [Brian Petty](#) (MA) as well as former U of A employee [Ashley Acord](#) provided the bulk of the production, videography and editing for the documentary. Emeritus professor of music James

Greeson composed the original score. With voiceovers by SMSJ professor Bret Schulte and alumni news anchor for KMOV in St. Louis, was one of the film's main narrators.

[Travis Feltner](#) (BA'07, MA'20), Julia Grayson Hamra (BA'01), [Joseph Holloway](#) (BA'14), [Samantha Jones](#) (BA'14), [Kyle Kellams](#) (BA'86), [Melissa Harwood-Rom](#) (BA'80), Ryan Spring, and [Tevin Wooten](#) (BA'14).

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## Students, Faculty Honored by Broadcast Education Association

Students, alumni and faculty were singled out for their excellence by the Broadcast Education Association during its Festival of media Arts. Awardees included:

- [Kalyn Jackson](#) (BA'21), first place in TV Hard News Report for "Anti-racism protest"
  - [Obed Lamy](#) (MA'21, third place in Student Documentary for "Once Forgotten"
  - [Wendy Echeverria](#) (BA'17), Award of Excellence of Special Program/Podcast for "For A Better Life"
  - Professor [Larry Foley](#), Award of Excellence for Faculty Documentary Short for "Bass Reeves, The Invincible Black Marshal"
- 

## School Hosts Arkansas Sports Media Seminar

Professor Ricky Thein coordinated the 2022 [Arkansas Sports Media Seminar](#) held in Kimpel Hall, which was open to high school or college students looking for information on how to develop a career in sports media. The day-long event featured professional discussions on sports journalism, creating a business, TV production, podcasting/radio and play-by-play announcing.

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## A Bit of Trivia - Was Journalism the U of A's First Graduate Program?

The [Graduate School](#) of the U of A was founded on May 5, 1927, by the university's Board of Trustees. Its mission of graduate education, research and service to Arkansas remains the same 95 years later, even as it has grown to meet the challenges of each new era.

Long before the school's official designation, faculty members created a defined, but loose, curriculum for master's degrees that entailed taking upper-level courses, completing research and writing a master's thesis. The first student known to have finished a master's degree, Lucy Byrd Mock, doesn't appear to have written a thesis but possibly wrote journalistic pieces in place of one for her 1905 Master of Arts degree. In later years, she said that her master's degree was in journalism, although the university had no journalism program or courses at the time.

Read more about the school's history in "[Graduate School Turns 95, Continuing Legacy of Research, Service to Arkansas](#)" from *Arkansas News*.

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## School Helps Full Circle Food Pantry Reach More Students

The School of Journalism and Strategic Media assisted the [Jane B. Gearhart Full Circle Food Pantry](#) in an effort serve more students by raising its profile. The team deployed a survey to craft better messages to increase awareness of food services and assistance.

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## Student Showcase





## SPJ Region 12 Recognizes *The Arkansas Traveler*, *The Hill*, Student Journalists

In April, the [Society of Professional Journalists](#) recognized the best collegiate journalism in [Region 12](#) with its [2021 Mark of Excellence Awards](#). The 2021-22 staff of *Hill* magazine and editor [Sophie Brock](#) won Best Student Magazine. The 2021-22 staff of *The Arkansas Traveler* and [Sarah Komar](#) (BA'22) won the Corbin Gwaltney Award for Best All-Around Student Newspaper (Large). Several current and former students were also named winners and finalists, including:

- [Abbi Ross](#) (BA'21), winner in General News Reporting (Large) for "[Slaughter in the Delta](#)"
  - [Kari Adams](#) (BA'21), winner in Feature Writing (Large) for "[Out of hiding, into the Bible Belt](#)"
  - [Wendy Echeverria](#) (BA'17), winner in Radio News Reporting for "For a better life"
  - [Mary Hennigan](#) (BA'21, MA'22), [Abby Zimmardi](#) (BA'21) and [Rachell Sanchez-Smith](#) winner in Collaborative Journalism for "Covid reportage in Arkansas"
  - [Lilli Martin](#), winner in Arts/Fashion Journalism for fashion reporting, and finalist in Data Visualization for "Waste, human trafficking in Arkansas"
  - Mary Hennigan, finalist in Collaborative Journalism for "Printing hate"
- 







## Graduate Student Receives Marketing Scholarship, Awards for Podcast

MA student [Wendy Echeverria](#) (BA'17) has received the Advertising Education Foundation of Houston's [Lopez Negrete Hispanic Marketing Education Scholarship](#). She has also received multiple awards for her "For a Better Life" podcast, which were detailed in entries above.

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## Graduate Student Recognized for Innovative Research

MA student Alexis Campbell was one of eight Fulbright College students named to the inaugural [Gender Studies Bridge Fellows](#) cohort. The fellows will receive financial support from the college's gender studies program in recognition for innovative new research projects.

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## Freshman Speaks at National Journalism Convention in Los Angeles

In April, advertising and public relations student [Riley Atkinson](#) gave a speech to a 3,000-person audience at the 2022 Journalism Education Association/National Scholastic Press Association's [National High School Journalism Convention](#) in Los Angeles. Atkinson was named JEA Journalist of the Year after being awarded the 2021 Kansas Student Journalist of the Year for her work in high school.

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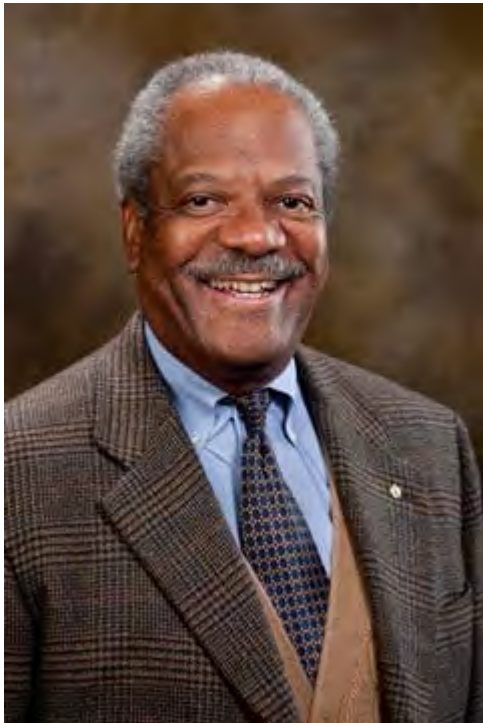
## Traveler Editor Honored for Writing, Selected for New York Times Internship

Senior [Sarah Komar](#), editor of The Arkansas Traveler, has an internship at [The New York Times](#) this summer as part of the Dow Jones News Fund program. Komar's served as the 2021-22 editor of The Traveler. Under her leadership, the student publication won Great Plains Student Newspaper of the Year in the Great Plains Journalism Awards staged by the Tulsa Press Club, in addition to the SPJ award mentioned above. Komar also won the Dan Harrison Memorial Great Plains Student Writer of the Year award and the Dan Harrison Memorial Great Plains Student Editor in Chief of the Year award.

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## Faculty Spotlight





## Jordan Named Educator of the Year

The Arkansas Press Association has named professor Gerald Jordan [Journalism Educator of the Year](#) for his "significant contributions to journalism education in Arkansas." The award will be presented at the Tri-State Press Convention before the Better Newspaper Editorial Awards are presented on Saturday, June 25, in Memphis.

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## Chung Secures Multiple Teaching, Research Awards

Professor [Jee Young Chung](#) was one of 21 faculty members named to the Fulbright College 2022 class of [Connor Faculty Fellows](#). The fellowships were established to provide essential faculty development opportunities to rising academic experts who are providing the highest levels of teaching, research and service to the college, university and their field of study. The honor comes with a monetary award to facilitate travel, expand research initiatives and support classroom activities.

Nine research teams earned \$5,000 each to undertake interdisciplinary research through the [Provost's Collaborative Research Grant](#). Chung will partner with Young Hye Song, assistant professor of biomedical engineering, for "Science Meets Communication: Identifying Effective Science Communication Strategies in the Digital Age,"

Chung was also one of four U of A faculty



members named to the inaugural [Gender Studies Faculty Research Support Program](#). The award from the Fulbright College Gender Studies Program supports innovative new research projects by untenured faculty.

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## Sosa Participates in National Certification Program

Professor Ninette Sosa is one of [32 faculty members](#) in Fulbright College en route to earning [Association of College and University Educators \(ACUE\) certification](#), the only nationally recognized certificate in effective college instruction. ACUE, which is endorsed by the [American Council on Education](#), designs certificate programs to help educators be more effective with students by using evidence-based practices that improve student engagement, increase student persistence and close equity gaps.

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## Kumar Discusses Ableism, Ablest Language

The College of Engineering Office of Justice, Diversity, Equity and Inclusion's January [DEI Hour](#) featured [Meera Kumar](#), assistant director of DEI for the Fulbright College of Arts and Sciences and teaching professor of journalism. Kumar's talk addressed ableism, the discrimination or prejudice against people with disabilities, and ableist language, which can exclude and marginalize people and encourage separation.

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## Foley Documentaries Featured

In addition to *If This Walk Could Talk*, two of professor [Larry Foley](#)'s short films also garnered attention. Bass Reeves, *The Invincible Black Marshal* was included in [Tucumcari Rawhide Days Film Festival](#), April 29-May 1 in New Mexico. *Making Straight the Way*, the story of how Silas Hunt, and others who would soon follow,



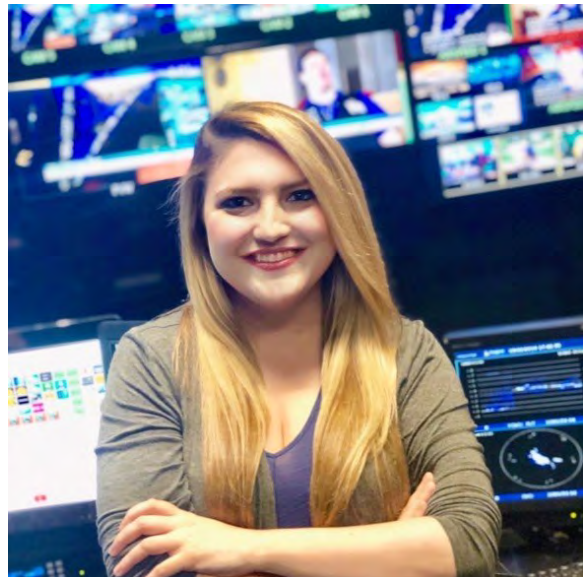
broke the color barrier at the University of Arkansas, premiered at the virtual [Southern Shorts Awards](#) film festival.



## Carpenter Publishes Book on Documentary Film Maker

The [University of Arkansas Press](#) has announced the publication of [Reporting for Arkansas: The Documentary Films of Jack Hill](#), by SJSJ professor emeritus [Dale Carpenter](#) and Robert Cochran. Carpenter and Cochran present a biography of Hill alongside an annotated selected filmography designed to accompany 16 of his best films on subjects related to Arkansas history — all newly hosted online by the [Center for Arkansas and Regional Studies](#).

## Alumni on the Move



### Sarah Michelle Brown

[Sarah Michelle Brown](#) (BA'15) has joined Entertainment Tonight as a line producer for





## Mallory Jordan Black

The [Jonesboro Regional Chamber of Commerce](#) has named [Mallory Jordan Black](#) (BA'14) as marketing director.

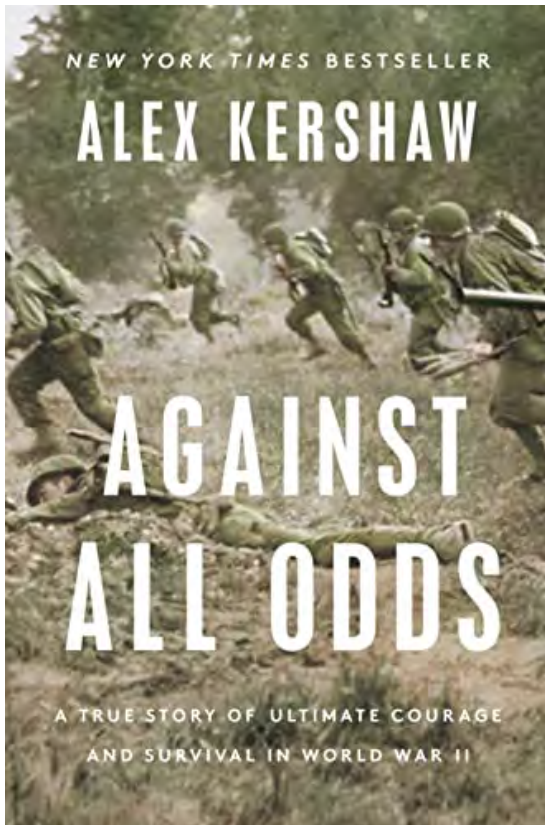
the streaming show *The Download*.



## Tevin Wooten

[NBC10 Boston](#) announced [Tevin Wooten](#) (BA'14) will join the team as weekday meteorologist.

## Alumni Notes



## Clint Fullen

[Clint Fullen](#) (BA'10), creative designer for Walmart, returned to the Hill with his colleague [Ed Eaves](#) to discuss their jobs in corporate filmmaking.

## Maurice Britt

[Against All Odds: A True Story of Ultimate Courage and Survival in World War II](#), a new book by Alex Kershaw, includes profile of UA journalism alumnus and former Razorback Maurice "Footsie" Britt, a WWII Medal of Honor recipient.

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## Whitney King

[Whitney King](#) (MA'21) [presented her research](#) on the Black Americans for Democracy, a student organization at the U of A that was active in the 1960s and 1970s and a precursor to today's Black Student Association, as part of the [Graduate Student Speaker Series](#).

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## Samantha Jones

[Samantha Jones](#) (BA'14) is profiled "[Shining star](#)": [KMOV anchor Samantha Jones balances work, being a new mom](#)" in the St. Louis Post-Dispatch.

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## Paige Murphy

[Paige Murphy](#)'s (MA'21) film "[Just Benjamin](#)" was named Best Student Film at the Made in Arkansas Film Festival.

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## Chris Nuñez

Chris Nuñez (BA), manager of video production for JB Hunt, for guest lectured SJSU students about the business of corporate video.

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## Obed Lamy

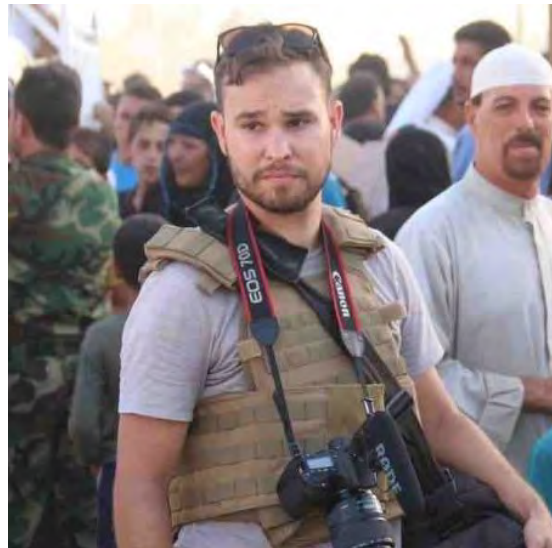
The David and Barbara Pryor Center for Arkansas Oral and Visual History hosted a screening of *Once Forgotten*, a documentary by of Obed Lamy (MA'21). The screening was followed by a panel discussion. Lamy is also the co-founder of Enfo Sitwayen, a multimedia platform focusing on media literacy and civic education.



## Jocelyne Pruna

Jocelyne Pruna (BA'11) worked with a team that launched local news channels on Peacock TV for Boston, Chicago, Miami and Philadelphia.

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## Dylan Roberts

Dylan Roberts (BA'12) has spent much of 2022 covering the war from Ukraine and Poland. Relieved to know he's on his way home for a break. He will return to the war zones in a few weeks.

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## In Memoriam



## Brent Renaud

Brent Renaud was killed in Ukraine while reporting on the war there. A native of Little Rock, Renaud, 50, was an award-winning filmmaker and journalist and the SMSJ 2019 visiting distinguished professor for ethics in journalism.



UNIVERSITY OF  
ARKANSAS

**School of Journalism and Strategic Media**  
205 Kimpel Hall  
University of Arkansas  
Fayetteville, AR 72701

School of Journalism and Strategic Media - 205 Kimpel Hall, Fayetteville, AR 72701

**Subject:** School of Journalism and Strategic Media Newsletter Spring 2022

**Date:** Sunday, February 13, 2022 at 9:38:13 AM Central Standard Time

**From:** Larry D. Foley

**To:** Renette S. McCargo, Robyn M. Starling-Ledbetter, Raymond McCaffrey, Rick Stockdell, Ricky Thein, Marti Thomas, Hayot Tuychiev, Mike Brown, Jee Young Chung, Gerald Bernard Jordan, Dave Bostwick, Hanna Denise Williams, Jan LeBlanc Wicks, Tiffany S. King, Brandon C. Bouchillon, Bret J. Schulte, Gina H. Shelton, Kara J. Gould, Kerry M. Gilbert, Lucy M. Brown, Niketa S. Reed, Bonnie A. Bauman, Ninette Sosa, Kevin Kinder, Stephen F. Narisi



UNIVERSITY OF  
ARKANSAS

School of Journalism and Strategic Media

## Spring 2022 Newsletter

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### Letter from the Chair, February 2022







Members of the Board of Student Publications: Mr. J. A. Thalheimer; Mr. Bunn Bell; Dr. Franklin Bridge; John Ashworth, *Arkansas Engineer*; Perrin Jones, *ARKANSAS RAZORBACK*; Jerol Garrison, *Press Club*; Vince Skillman, *Student Senate*; John Elrod, *Arkansas Law Review*; Tom Dygard, *Arkansas Traveler* (Chairman).



## Tales of our Table

We get visitors. Lots of 'em. Mostly high school seniors, typically chaperoned by a parent, coming to check us out, to see if they might want to attend the University of Arkansas to study journalism, advertising or public relations. As chair, I appointed myself head tour guide when the COVID pandemic hit, to free other faculty from possible exposure (I've been vaccinated and boosted).

Depending on when you last came to see us, you might not recognize the place. We've invested millions of dollars in state-of-the-art classrooms, edit suites, offices, and production space. The [Sue Walk Burnett Center](#) for Journalism and Student Media blows everyone away, with our TV studio, control room and multi-media, interdisciplinary newsroom. In Fall of 2021, we dedicated the [Candace Dixon-Horne](#) Radio Broadcast Center, the new home for campus radio KXUA, completing a facility upgrade that allows us to compete for the best and brightest incoming students.

We've come a long way from our humble beginnings in the basement of Old Main in 1930, when U of A President [John Futrell](#) told our founder, [Walter J. Lemke](#), he could take over a former dance hall and ROTC space to start a journalism department.

Along the way, we've held onto a few historic relics. I always end tours in the Sue Walk Burnett Reading Room, decorated with photos of our Hall of Honor inductees,

and featuring a typewriter once used by Lemke (whom I affectionately refer to as “Uncle Walt”). The room’s centerpiece is a round, wooden table that Lemke talked [Roberta Fulbright](#), editor of the Fayetteville newspaper and mother to Sen. J. William Fulbright, into buying for us in the 1940s, when the department moved from Old Main to Hill Hall.

Over time, Lemke, an accomplished raconteur, spun a yarn about how the table had originated in Czarist Russia, later falling into the hands of Al Capone and his mob in Chicago. Lemke never said how the table found its way to a second-hand store in Springdale.

When the table was moved into the Communication Building (now Kimpel Hall) in the early 1970s, four inches had to be cut from the circumference to get the wide, oval top through the glass doors.

When we were told to throw everything out a few years ago to make room for renovation and new furniture, SJSM business manager Marti Thomas asked me, “What should we do with the old table?”

“Save it,” I said. “We’re keeping it no matter what they say. It’s a part of who we are, and where we’ve been.”

I love to tell this story to our visitors. It’s a great way to wrap up a tour, and it’s a comfortable place to ask things like, “Now, what questions do you have?” and “What do you think of us?”

What I typically hear at this point is, “Wow! I had no idea. I think I want to come here!” The Reading Room is still used as a classroom, and it’s a cozy environment for students to present their honors and master’s thesis projects. For me, it’s personal. That scuffed, stained mahogany table connects me, us, to our legacy.

Come and see us. We’ll sit and spin yarns around the old table about how things “used to be,” and what’s ahead.

### *Larry Foley, Chair*

School of Journalism and Strategic Media  
January 2022

P.S. Check out the photos of our table above. The first is from the 1953 *Razorback Yearbook*. The second is from a video conference with Sue Walk Burnett held in 2021. We’d love to see your photos of our table. You can send them to [sjsmnews@uark.edu](mailto:sjsmnews@uark.edu), or post them on social media and tag us (our links are in the footer).

## Lemke's Legacy on Arkansas History and Journalism



More than 70 years ago, Walter J. Lemke founded the [Washington County Historical Society](#). Today, the all-volunteer society has a living history program, runs an educational outreach program and owns multiple historical properties. It is one of the first local historical societies in Arkansas. Lemke also founded the [Arkansas Scholastic Press Association](#), which is currently under the leadership of SJSU's own [Renette Smith McCargo](#).

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## Center for Ethics in Journalism hosts Pulitzer Prize-Winning Journalist Raquel Rutledge

The Center for Ethics in Journalism welcomed its Fall 2021 [Visiting Distinguished Professor Raquel Rutledge](#) in September. Rutledge is an investigative reporter for the *Milwaukee Journal Sentinel*, where she covers a variety of subjects from health and science to crime and taxes. Her investigation into fraud in Wisconsin's daycare subsidy program won the [2010 Pulitzer Prize for Local Reporting](#).



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## Alumni Gift Creates New Home for U of A's Radio Broadcast

## Center



As a student, Candace Dixon-Horne didn't initially consider pursuing a career in radio broadcast, but the enterprising University of Arkansas alumna did just that and has been a driving force in the radio field for nearly 25 years. Now, more SJSM students can experience this for themselves thanks to the support Dixon-Horne and her husband, John Horne, have provided for the renovation and creation of the [Candace Dixon-Horne Radio Broadcast Center](#).

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## KUAF Selected as Report for America Newsroom for 2022

KUAF has been selected as one of 70 [Report for America partner newsrooms](#) for 2022. [The initiative](#) is part of [The GroundTruth Project](#) and functions similarly to the PeaceCorps or AmeriCorps – working with local news organizations to close gaps in local news reporting by assisting those organizations with hiring and retaining journalists. Through this partnership, a [new reporter position](#) will be created for KUAF to cover the explosive growth of the area and that growth's impact on the daily life of its residents.

**REPORT  
FOR AMERICA**

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## Student Showcase

**Neba Evans Screens Documentary on Local Historian**





SJSM graduate student Neba Evans presented her documentary about Pine Bluff on Sept. 7 as part of the Graduate Student Speaker Series, a collaborative project between the Graduate School and International Education and the University Libraries Special Collections Division. In "A Song of the Bluff," Evans shares local historian Jimmy Cunningham's journey to transform the city's reputation from decay to excellence.

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## Paulina Sobczak Uses Fellowship to Create Documentary Film on Protecting River Resources



In October, *Southern Exposure* film fellow and international graduate student Paulina Sobczak screened a documentary film she created in six short weeks over the summer. Her film, "Heal the River," tells the story of hydropower dams and their effects on Alabama's river systems. The 2021 Southern Exposure films are intended to celebrate special people and places in Alabama, and Sobczak said the fellowship was an opportunity to combine her interests in art and social service.

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## Heath Anderson Selected as U of A Student Leader of the

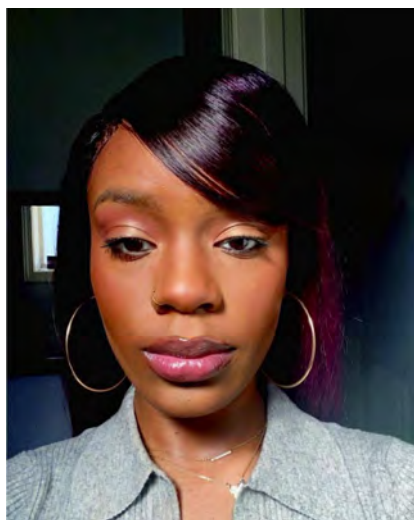
## Month

Senior Heath Anderson was selected as the university's [Student Leader of the Month](#) for December 2021. He is the station manager for KXUA, which he got involved in because he came to the university with a passion for radio. [The award](#), sponsored by New Student and Family Programs, recognizes undergraduate students for their excellence in leadership through campus involvement, leadership activities or volunteer and community service.



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## Avian King Featured in "Faces of Fulbright"



Ad/PR senior Avian King shared her appreciation for those who have assisted in her educational journey to become a social media content strategist through their support of student scholarships – along with some thoughts on her activities, interests and career aspirations – as part of the *Fulbright Review's* "[Faces of Fulbright](#)" series.

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## Faculty Spotlight

**Bouchillon Releases Book on Pandemic's Impact on Online**

## Engagement, Connection

In *Competence, Presence, Trust, and Hyperpersonal-ness*, assistant professor Brandon Bouchillon reminds readers that U.S. citizens began withdrawing from one another decades before COVID-19, and he explores the idea that the pandemic might be connecting people by forcing them to rely on technology more heavily and allowing them to become socially proficient in ways that transcend digital and physical environments – rather than producing an increasingly withdrawn and isolated culture.



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## Reed Named to Forty Under 40 by NWA Business Journal



The *Northwest Arkansas Business Journal* has recognized assistant professor Niketa Reed in its 2021 “Forty Under 40” class. In addition to teaching, Reed serves as the SJSM diversity director and digital communications manager. She is the founder and executive director of Arkansas Soul Media, Inc. and the founder of Branded by Niki / Niki Digital.

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## Foley Wins Directing Emmy for "Indians, Outlaws, Marshals,

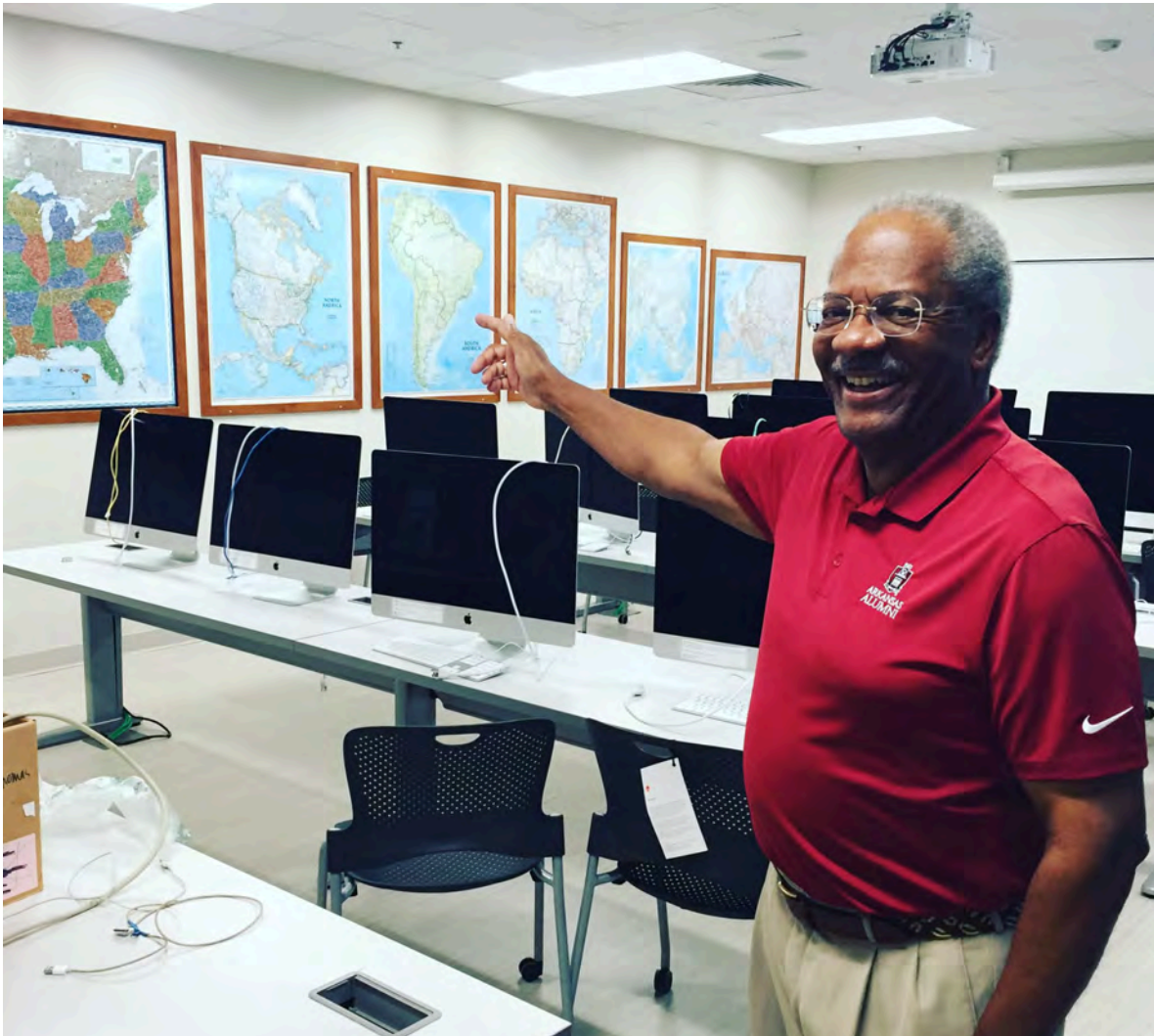


## and the Hangin' Judge"

Larry Foley, professor and SJSM chair, has received an Emmy Award for directing from the Mid-America Chapter of the National Academy of Television Arts and Sciences for the 80-minute documentary feature *Indians, Outlaws, Marshals and the Hangin' Judge*, a film that blends both documentary and narrative to a story set in the late 19th century. This is Foley's ninth Emmy.



## Transitions: New Hires, Retirements and Other Comings/Goings







Longtime SJSM associate professor [Gerald Jordan](#) has announced his retirement, effective at the end of the 2021-22 academic year. Jordan joined the U of A from *The Philadelphia Inquirer*. His lifelong passion has been and remains newspaper journalism. He worked 25 years for metropolitan daily newspapers before coming home to his alma mater in 1995.

Rob Wells, associate professor and graduate coordinator, has accepted a tenured faculty appointment with the Philip Merrill College of Journalism at the University of Maryland.

Colleen Thurston, assistant professor, has accepted an appointment with the Creative Media Production Department at the University of Oklahoma.

[Meera Kumar](#) has moved to a diversity and inclusion appointment in Fulbright College. She continues to teach a diversity class for SJSM.

The school hired several outstanding professionals to serve as adjunct lecturers/instructors last fall, including Bonnie Bauman, Jim Brewer, Kevin Kinder, Debbie Miller and Steve Narisi.

[Ninette Sosua](#) has joined the school as a full-time instructor. During graduate school, Sosua served as a graduate assistant in the Center for Ethics in Journalism. She has more than 30 years of journalism experience at places like CNN, and she previously worked as a digital media reporter for KNWA/FOX24.

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## Alumni on the Move

**Channing Barker**



[Channing Barker](#) (BA '12) has joined Walmart Inc. in the Office of Culture, Diversity, Equity

**Katie Beck**



[Katie Beck](#) (BA '11) was named CEO of the

and Inclusion.

Arkansas Hospitality Association.

### **Ryan Bradley**



Ryan Bradley (BA '05) was named vice president for strategic communications at the University of Alabama.

### **Sydney Brooks**



Sydney Brooks (BA '21) has joined KHQA in Champaign, Illinois as a morning news anchor.

### **Andrew Epperson**



Andrew Epperson (BA '17, MA '19) has joined KARK Channel 4 News Little Rock as a reporter.

### **Pheben Kassahun**



Pheben Kassahun (BA '16) has joined WKBW-TV in Buffalo as a weekday anchor/reporter.

## Lauren Krakau



Lauren Krakau (BA '19) has joined WEAR ABC 3 in Pensacola.

## Jocelyne Pruna



Jocelyne Pruna (BA '11) has joined NBC Universal as an anchor and producer where she will help create local news on their Peacock streaming system in Miami.

## Loreal E. Robertson



Loreal E. Robertson (BA '11) has been named the inaugural assistant dean of students, diversity and inclusion in the Division of the Humanities at the University of Chicago.

## Allison Wise

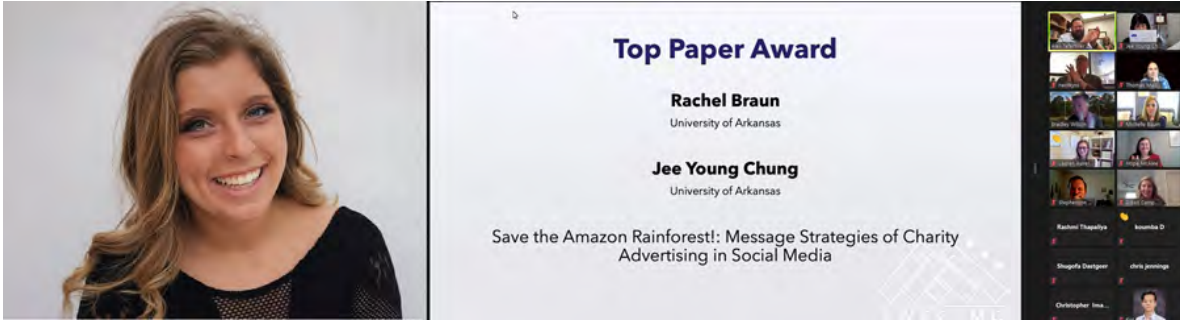


Allison Wise (MA '21) has been named weekday anchor of 40/29 News Sunrise at KHBS/KHOG, the Hearst Television ABC affiliate for Fayetteville and Fort Smith.



# Alumni Notes

## Alexis Campbell and Rachel Braun



Alexis Campbell (BA '21) and Rachel Braun (BA '21) won the [Top Six Paper award](#) at the 2021 Annual Symposium of the Southwest Education Council for Journalism and Mass Communication on Oct. 15-16. They presented their honors theses, "Alcohol Advertising on Social Media: A Content Analysis on Message Strategies of Alcohol Advertisements on Facebook, Twitter, and Instagram," and "Save the Amazon Rainforest!: Message Strategies of Charity Advertising in Social Media," respectively.

## Kendal Heavner



Kendal Heavner (BA '20, MA '21) [won national recognition](#) for her master's thesis research on news algorithms, political speech and social media. She presented her research on "The Impact of Media Algorithms on the Habermassian Public Sphere and Discourse" in August at the annual conference for the Association for Education in Journalism and Mass Communication.

## Ronald A. Robinson

The Post Office on Kavanaugh Boulevard in Little Rock will be named the “Ronald A. Robinson Post Office” for [Ron Robinson](#) (1943-2018) (BA '65) after passage of the [Ron Robinson Act, H.R. 6080](#), sponsored by Rep. French Hill (AR-2). Reid Robinson represented his late father at a press conference announcing the bill. Ron Robinson served on the US Postal Service's Citizens' Stamp Advisory Committee for 15 years and as chair of the committee for three years.



## Homa Quazil Bash



[Homa Quazil Bash](#) (BA '09), was featured in the [August issue of Northeast Ohio Parent](#). Bash is a reporter with WEWS News ABC 5 in Cleveland.

## Jessica Szenher

Jessica Szenher (BSHE '76) received the [Lugean L. Chilcote Award](#), from Arkansas Community Foundation Board of Directors to honor exceptional service to the organization.

## Jonathan Weaver



Jonathan Weaver (BA '11) was [featured in Texarkana Magazine](#). Weaver is associate director at ESPN and has won three Sports Emmy Awards for directing.

## In Memoriam

## Martha Leslie Douglas



Pioneering journalist Martha Douglas, longtime reporter and columnist for the *Arkansas Gazette*, died July 29 in Atlanta. She was 98. Douglas was hired to the *Gazette* in 1950 by editor Harry Ashmore as a general assignment reporter, one of only two women in the newsroom. More information about Douglas, her career, and ways to honor her life may be found in the [\*Arkansas Democrat-Gazette\*](#).

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## Lisa Lee

Lisa Lee, a leading figure in the country music industry who rose up through the ranks of broadcasting, died Aug. 21. She was 52. Lee, born Alicia Faye Young, most recently served as senior vice president of creative and content for the Academy of Country Music. She wrote [\*This Is Country: A Backstage Pass to the Academy of Country Music Awards\*](#), a coffee table book in honor of the 50th anniversary of the ACM Awards. More information about Douglas, her career, and ways to honor her life may be found in [\*Variety\*](#) and from the [ACM](#).



## Muriel Stuck McCord

Known affectionately as Moo to her friends and Gramoo to her three grandsons, Muriel Stuck McCord died Nov. 13 in North Little Rock. She was 92. While attending the University of Arkansas, she worked at *The Arkansas Traveler* alongside Robert McCord, who later became her husband. More information about McCord, her career and ways to honor her life may be found in the [Arkansas Democrat-Gazette](#) and from [Dignity Memorial](#).



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### School of Journalism and Strategic Media

Kimpel Hall  
208 N McIlroy Ave.  
Fayetteville, AR 72701



School of Journalism and Strategic Media - 205 Kimpel Hall, Fayetteville, AR 72701 - 1-888-275-2586  
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**Subject:** Fwd: Email Success Notification: SJSM Spring Newsletter  
**Date:** Thursday, September 1, 2022 at 11:30:28 AM Central Daylight Time  
**From:** Gina H. Shelton  
**To:** Dave Bostwick  
**Attachments:** Outlook-1iiyw0ne.jpg

Get Outlook for iOS

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**From:** Hanna Denise Williams <hdw005@uark.edu>  
**Sent:** Thursday, August 4, 2022 12:47:23 PM  
**To:** Jan LeBlanc Wicks <jwicks@uark.edu>; Gina H. Shelton <ginas@uark.edu>  
**Subject:** Fw: Email Success Notification: SJSM Spring Newsletter

  
Administrative Specialist III—School of Journalism and Strategic Media  
KIMP 207B—University of Arkansas

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**From:** customersupport@imodules.com <customersupport@imodules.com>  
**Sent:** Friday, May 28, 2021 5:30 PM  
**To:** Catherine Lynn Baltz <cabaltz@uark.edu>; Lisy McKinnon <lisy@uark.edu>; Hanna Denise Williams <hdw005@uark.edu>; darindasharp@gmail.com <darindasharp@gmail.com>; Larry D. Foley <lfoley@uark.edu>  
**Subject:** Email Success Notification: SJSM Spring Newsletter

Dear Administrator,

Your **[SJSM] May 2021 Newsletter** campaign was sent on 05/28/2021 around 5:30 PM CST.  
This email was sent to 2354 recipient(s).

Below is a copy of the message your recipients received.

[View in browser](#)



**School of Journalism and  
Strategic Media**



## Letter from the Chair, May 2021



### Nothing but the Truth

The truth matters. Journalism matters. I've tried to practice this philosophy throughout my forty-plus years in this profession. I've lectured about it. I've preached about it. But in this time in history, when the truth, and the mainstream media, have been under assault, do my sermons still hold true?

I posed this topic to my masked TV reporting students.

"Does the truth really matter? Does journalism still matter?"

The classroom was quiet. Finally, a student from St. Louis spoke.

"Yes," he said. "Of course, the truth matters ... and so does journalism."

"Why?" I said. "Why does journalism matter?"

Again, silence.

"Because where else are we going to get the news? From the internet?" a student from

Arkansas said.

A scary thought, I mused, considering the many bizarre and conspiracy-laced news events this group of students has lived through in the past 18 months.

A [fall 2020 poll](#) conducted by the AP-NORC Center for Public Affairs Research provided these findings on Americans' response to election information:

- 40% found it difficult to know if a candidate is telling the truth
- 83% said the spread of misinformation is a major problem
- 25% had difficulty understanding fact from opinion

So, where do we come in—those of us who still believe in the merits of the “Fourth Estate”?

In a recent email conversation with the longtime chair of our program, Emeritus Professor Patsy Watkins, she told me, “Reporting is the key to everything—no matter the format. Accurate, truthful, ethical.”

On January 6, 2021, we all watched—live on national television—as the U.S. Capitol Building was assaulted during a stunning insurrection. We're still reading about this story in the mainstream media as arrests are made, the investigations continue, and new details are discovered.

[Jon Allsop wrote](#) in the *Columbia Journalism Review*, “The work of journalism has rarely been more important or more difficult, and for all the many flaws of this industry and those who populate it, we deserve to be able to approach our craft from a stable, equitable footing, and not tenuously, while trying desperately not to fall through all the cracks. We can't control the news the world throws at us, nor the swings of the Hedonometer. But we can do a better job of controlling how prepared we all are—intellectually and emotionally—to make sense of it all.”

That's where we come in, here on the Hill, at a J-School celebrating its 90th year. Here's what I teach: The truth isn't always what someone tells you. The truth often is not what you want it to be. Dig for the truth—and report it.

Despite the challenges, we must continue teaching our students to report honestly and ethically, even when it would be easier to be silent and avoid the vitriol.

I'm a huge fan of the great Edward R. Murrow, heralded as the father of broadcast journalism. [His words](#) from the 1954 “See it Now” on CBS that exposed Sen. Joseph McCarthy as a dangerous despot, are worth remembering and studying, else we continue to fall under the same spell of fear and untruth of present and future demagoguery.

“We proclaim ourselves, as indeed we are, the defenders of freedom, wherever it continues to exist in the world, but we cannot defend freedom abroad by deserting it at home,” Murrow said. “The actions of the junior Senator from Wisconsin have caused alarm and dismay amongst our allies abroad and given considerable comfort to our enemies. And whose fault is that? Not really his. He didn't create this situation of fear; he merely exploited it—and rather successfully. Cassius was right: ‘The fault, dear Brutus, is not in our stars, but in ourselves.’”

As pandemic restrictions lift, come see us, and let us hear from you. [Tell us your stories](#) that we can pass along to those following in your footsteps.

Larry Foley, Chair

School of Journalism and Strategic Media

February 2021

## School News



### School Celebrates 2021 J-Days

Students, faculty, staff and alumni celebrated [Journalism Days](#) April 5-9, 2021. Guests and events included the Roy Reed Lecture featuring [Kathy Roberts Forde](#), a [lunch and learn](#) with alumni panelists [Tevin Wooten](#) (B.A. '14) and [Sue Walk Burnett](#) (B.A. '68) and student media leaders, a scholarship reception and an interview with [Gen. Wesley Clark](#).





Allison Herrera, left, and T.J. Holmes

Credit: Photos by Melissa Lukenbaugh/Tulsa Artist Fellowship; ABC/Paula Lobo

## Two Journalists Named as Center for Ethics in Journalism Visiting Distinguished Professors

The [Center for Ethics in Journalism](#) appointed reporter and producer Allison Herrera from KOSU's Indigenous Affairs desk and ABC News "GMA3" co-anchor (and alumnus) T.J. Holmes (B.A. '99) to [visiting distinguished professor](#) positions for 2021.



School Named to PRNEWS 2021 Education A-List



The School was named to PRNEWS' 2021 [Education A-List](#), which recognizes the best institutions of higher education advancing the careers of public relations and communication professionals in the United States. PRNEWS considers how programs at public and private institutions prepare students for continued success in their existing jobs and their future career paths. The examination includes specialties offered, diversity of the faculty and student body, the evolution of the AD/PR major, financial assistance offered, and plans for the program.



## Student Media Scholarship Established

A new [Student Media Scholarship](#) has been established to support the *Arkansas Traveler* editor, UATV station manager, *Hill* magazine editor, Main Hill Media Agency manager, *Razorback* yearbook editor and KXUA station manager. The fundraising effort spearheaded by alumni Robyn Starling-Ledbetter (B.A. '00, M.A. '06) and Tevin Wooten (B.A. '14) exceeded its \$15,000 goal with the help of [42 donors](#).

Ledbetter serves as director of Student Media in the Office of Student Affairs and oversees the U of A's six student media entities. Wooten, an Emmy® award-winning weather reporter and an on-camera meteorologist with The Weather Channel television network, was chasing tornados as a UATV reporter and covered the Vilonia tornado for UATV News.



Bill Keenan Credit: Rachel Krest

## Journalism Endowments Created in Memory of Walter J. Lemke

Alumnus Bill Keenan (B.A. '49) of Charlotte, North Carolina, described the late Walter J. Lemke as “a very inspiring individual” and has created [two endowments](#) in his former professor’s memory.

The Walter J. Lemke Freshman Endowed Journalism Scholarship in the [Fulbright College of Arts and Sciences](#) and the Walter J. Lemke Journalism Collections Endowment in the [University Libraries](#) will be established in tribute to Lemke’s commitment to his students and founding of the department of journalism at the U of A.

The Walter J. Lemke Freshman Endowed Journalism Scholarship will be awarded to an incoming first-year student who is majoring in journalism in Fulbright College’s [School of Journalism and Strategic Media](#).

The Walter J. Lemke Journalism Collections Endowment will be used to purchase, maintain or digitize materials for the University Libraries that support scholarship and research relating to the field of journalism.



Credit: University Relations

## If This Walk Could Talk Documentary to Premiere During Sesquicentennial

["If This Walk Could Talk,"](#) a documentary by Emmy® award-winning director, professor and chair Larry Foley about the university's 150-year story, will premiere in Spring 2022 as part of the U of A's 18-month [sesquicentennial celebration](#).

The film [will feature](#) contemporary interviews and essays from current and former students who will speak from the heart about how the university has shaped and impacted their lives. It will also include quotes from the past from *Razorback* yearbooks, literature, special collections and archival interviews, giving a glimpse into the university's legacy.

Alumni John Cooper (M.A. '17) and Ben Goodwin (B.A. '06), who both work in the Office of University Relations, will serve as associate producers and photographers. Music Professor Emeritus Jim Greeson will compose an original score.





Mary Hennigan, left, and Sarah Komar, right Credit: Photos Submitted

## Hennigan, Komar Receive National Internships

The [Dow Jones News Fund](#) chose students Mary Hennigan and Sarah Komar for reporting internships. Hennigan will join the Midwest Center for Investigative Reporting, and Komar will spend the summer working for the *Arizona Republic*.

"This is a nationally competitive intern program that provides some of the best training for young journalists that I've ever seen," said Rob Wells, journalism professor and a former Dow Jones and *Wall Street Journal* editor.





Alexis Campbell Credit: Photo Submitted

## Campbell Awarded 2021 American Advertising Federation Scholarship

Alexis Campbell received the [O. Joe Russell Scholarship](#) from the American Advertising Federation, one of only eight scholarships awarded to college students from Arkansas, Louisiana, Oklahoma and Texas. Campbell is a 2021 graduate, *summa cum laude*, with a concentration in advertising and public relations and a minor in marketing. She will return to the school this fall to pursue a Master of Arts in journalism with a graduate assistantship.



"Flores watching as Mitchell demonstrates how to aim and shoot the Glock. Photo by Rachel Bernstein." from Bernstein article in *Hill* magazine  
Credit: Courtesy of *Hill* magazine

## Bernstein, Franks Place in Hurst Awards Top 20

Rachel Bernstein placed ninth in nation in the 61st annual William Randolph Hearst Foundation's [Journalism Awards Program](#) contest for Personality/Profile Writing. "[Weapons of Anarchy: A Southern Trans Woman's Crusade to Arm the Left](#)" appeared in an issue of *Hill* magazine.

Emily Franks' entry placed 11th in a three-way tie. The articles were among 114 profile writing entries submitted from 64 universities. The Hearst Awards are considered the Pulitzer of college journalism.

## King, Evans Receive Humanities Research Grants

Graduate students [Whitney King](#) and [Neba Evans](#) received grants from the University of Arkansas Humanities Center.

King will pursue research to showcase the stories of historically underrepresented members of the campus community who made significant contributions toward creating a more inclusive and diverse environment. Working with the [David and Barbara Pryor Center for Arkansas Oral and Visual History's](#) Story Vault "Groundbreakers and Path Makers" project, King will conduct and record oral interviews that will be archived and made available for researchers and the public.

Evans' "A Song of the Bluff" project will highlight the history of Pine Bluff, Arkansas, in a short documentary film that flips the narratives of historical trauma to share stories of a thriving, hope-filled community. Using the creation of a city history exhibition as the backbone, the documentary incorporates film, history, art and music to address the roots of inequality in Pine Bluff and Arkansas more generally.



Mary Hennigan, left, and Katy Seiter Credits: Photos Submitted

## Hennigan, Seiter, Wells Present at International Data Journalism Conference

Graduate student Katy Seiter, undergraduate student Mary Hennigan and assistant professor Rob Wells discussed the evolution of [Arkansascovid.com](https://arkansascovid.com) at the Computational and Journalism Symposium, an international data journalism conference co-hosted by Northeastern University and the Brown Institute for Media Innovation in February.

Seiter and Hennigan spoke about their roles as assistant editors of [Arkansascovid.com](https://arkansascovid.com). Seiter shared coding and data visualizations that improved and automated the workflow of the news site. Hennigan discussed using state data to supply the public with daily updates on the pandemic's impact on communities of color. Wells described the history of [Arkansascovid.com](https://arkansascovid.com) and how the site is managed within his data journalism course.





## **What is an encampment? Don't ask Massachusetts**

JULY 13, 2020

[Read more](#)



## **Life in a homeless encampment in the shadow of the University of Arkansas**

JULY 13, 2020

[Read more](#)



## **Homeless women face extra health, safety worries**

JULY 13, 2020

[Read more](#)



## **Many homeless college students are hiding in plain sight**

JULY 13, 2020

[Read more](#)

## **Advanced Reporting, Independent Study Students Honored in National Investigation of Homelessness**

The [Investigative Reporters and Editors](#), a nonprofit group that trains journalists, honored Michael Adkison, Mary Ellis, Mary Hennigan, Whitney King, Matthew Moore, Abbi Ross, Katy Seiter, Brooke Tomlin and Abby Zimmardi, along with students at six other colleges, for their work on a national investigation of homelessness.

The students' [#NowhereToGo project](#) was led by the Howard Center for Investigative Journalism at the University of Maryland, which spearheaded the largest collaboration of university journalism programs on a single investigative project. The series of stories was a finalist in the Student (Large) category in the organization's annual awards competition, which involves journalists worldwide.



## Students Take Top Honors at Regional SPJ Mark of Excellence Awards

U of A students and UATV were recognized during the regional Society of Professional Journalists [Mark of Excellence Awards](#). The U of A is in SPJ Region 12, which includes all four-year institutions in Arkansas, Louisiana, Mississippi and Tennessee.

- Heidi Kirk, Winner, Breaking News Photography
- Sarah Komar and Hanna Ellington, Finalists, Feature Writing
- Robert Stewart, Winner, Breaking News Reporting
- Beth Dedman, Finalist, Magazine Story
- Tegan Shockley, Winner, Magazine Story
- Natalie Demaree, Winner, Best Student Magazine
- UATV, Finalist, Best All-Around Newscast
- Jack Bilyeu, Finalist, TV Feature Reporting
- Mary Hennigan, Finalist, COVID-19 coverage

# CONGRATS

2021-2022 Student Media Managers & Editors



DIRECTOR OF STRATEGIC  
MEDIA & COLLABORATION  
**Yael Even**

UATV STATION MANAGER  
**BEN SAWYERS**

ARKANSAS TRAVELER EDITOR  
**SARAH KOMAR**



HILL MAGAZINE  
EDITOR  
**SOPHIE BROCK**



RAZORBACK YEARBOOK  
EDITOR  
**SARAH RAWLS**



KXUA  
STATION MANAGER  
**HEATH ANDERSON**



MAIN HILL MEDIA  
AGENCY MANAGER  
**JASMINE JAMES**



Credits: Photos Submitted

## Student Media Leaders Named

Seven students were chosen to [manage the student media outlets](#) in the Division of Student Affairs for the 2021-22 academic year.

- Sarah Komar, *Arkansas Traveler* editor, majoring in news/editorial journalism, from Kansas City, Missouri.
- Sophie Brock, *Hill* magazine editor, majoring in advertising and public relations, from Overland Park, Kansas.
- Ben Sawyers, UATV station manager, majoring in advertising and public relations, from Memphis, Tennessee.
- Heath Anderson, KXUA station manager, majoring in broadcast journalism, from Little Rock. This is his second term as manager.
- Sarah Rawls, *Razorback* yearbook editor, double majoring in journalism and mathematics, from Sheridan. This is her second term as editor.
- Jasmine James, Main Hill Media Agency manager, double majoring in business and psychology, from Singapore.
- Yael Even, director of strategic media and collaboration, majoring in broadcast journalism, from Dallas, Texas.





Katelyn Barry Credits: Karen Schwartz

## Barry Named a 2021-22 Razorback Marching Band Drum Major

Undergraduate student [Katelyn Barry was selected](#) as one of four drum majors to lead the [Razorback Marching Band](#) for the 2021-22 academic year. The oboe player from Willis, Texas, double majors in journalism and music education. Drum majors are chosen annually by the band faculty and awarded the Preston and Kathryn Woodruff Drum Major Scholarship.







Dr. Sheldon Riklon and his family celebrate his granddaughter's birthday. Credits: The Pryor Center

## Arkansas Atoll Podcast Shares Stories From Marshallese

Students and professors launched the [Arkansas Atoll](#) podcast to explore why half of the state's coronavirus deaths have been members of the [Marshallese community in Springdale](#). The podcast is a production of the Arkansas Story Vault at the David and Barbara Pryor Center for Arkansas Oral and Visual History and is co-produced by the School of Journalism and Strategic Media.

Arkansas Atoll was produced by students Obed Lamy, Neba Evans, Octavia Rolle, Shane White and Sam Whitesell and supervised by Sarah K. Moore of the Pryor Center and [Colleen Thurston](#), assistant professor, who teaches documentary production and studies.





Obed Lamy    Credit: Photo Submitted

## Lamy Documentary Honored by Made in Arkansas Film Festival

Obed Lamy's documentary "A Promising Voice" won Best Student Film at the 2021 [Made in Arkansas Film Festival](#). It was also [selected for screening](#) by the Arkansas Cinema Society, Black Bear Film Festival and Fayetteville Film Festival. Lamy is a graduate student and Fulbright Scholar from Haiti.

## Faculty Spotlight



Bret Schulte    Credit: University Relations

## Schulte Honored for



Niketa S. Reed Credit: University Relations

## Reed Appointed to Humanities Center Steering Committee

Niketa S. Reed, assistant professor, diversity director and digital communications manager, was chosen to serve on the Steering Committee of the University of Arkansas Humanities Center, which approved two grant competitions for fall 2020, funding humanities research and programming to move from words to action in the effort to reveal and dismantle systemic racism at the university.

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## Writing and Teaching

Bret Schulte, associate professor and freelance journalist, won first place in the 2020 Mayborn Literary Nonfiction Conference's manuscript competition for his book proposal, "Flanagan: The Untold Tale of the World's Greatest Orphanage and America's Last Celebrity Priest." The award is given for the most original, creative and compelling work and comes with a provisional publishing contract from the University of North Texas Press at Denton and a cash prize.

Fulbright College selected Schulte for its Master Teaching Award. The college honors up to three outstanding teachers annually based on a letter of nomination, teaching evaluations and documentation on teaching activities.

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Colleen Thurston Credit: University Relations

## Kumar Selected for New Diversity, Equity and Inclusion Advisory Council

Meera Kumar, instructor, was one of four faculty members appointed to the university's Diversity, Equity and Inclusion Advisory Council. The 20-members include a diverse group of U of A students, faculty, staff and alumni, as well as community members and business leaders who will help guide DEI initiatives at the university and provide counsel directly to Chancellor Joe Steinmetz.

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## Thurston Receives Humanities Center Grant

[Colleen Thurston](#), assistant professor of documentary production and studies, was selected for a University of Arkansas Humanities Center [2020 Faculty Research Grant](#). The project "Advancing Intersectional Racial Justice at a Predominantly White Institution through Interdisciplinary Dialogues and the Formation of Learning Communities" is a series of workshops being organized by Thurston and Injeong Yoon-Ramirez in the [School of Art](#). The series will bring together faculty from more than a dozen departments, programs and centers to deepen and strengthen the current conversations around campus on diversity, inclusion and how to create long-term sustainable changes in curriculum, teaching and research practices across and beyond humanities programs.



Brandon Bouchillon Credit: University Relations



Raymond McCaffrey Credit: University Relations

## McCaffrey Promoted to Associate Professor

[Ray McCaffrey](#) was promoted to associate professor with tenure. He teaches ethics in journalism for both undergraduate and graduate students and serves as the director of the Center for Ethics.



## Bouchillon Named Connor Fellow

Brandon Bouchillon, assistant professor, was one of 18 professors named to the 2021 class of Connor Faculty Fellows at the Fulbright College of Arts and Sciences. The fellowships were established to provide essential faculty development opportunities to rising academic experts who are providing the highest levels of teaching, research and service to the college, university and their field of study. The honor comes with a monetary award to facilitate travel, expand research initiatives and support classroom activities.



Rob Wells Credit: University Relations

## Wells Promoted to Associate Professor

Rob Wells was promoted to associate professor with tenure. He teaches data journalism, journalism theory, business reporting and basic news reporting and is graduate coordinator for the school's Master of Arts program.



Actor Reginald Moore as Bass Reeves Credit: Photo Submitted

## Foley Explores Arkansas Lore, History in Two Documentary Films

The documentary "Indians, Outlaws, Marshals and the Hangin' Judge," directed by Larry Foley, edited by emeritus professor Dale Carpenter and introduced by alumnus T.J. Holmes (B.A. '99), debuted in fall 2020. The 80-minute feature has been selected for

screening and honored at more than a dozen [refereed/juried festivals](#).

Foley produced and directed a [short film](#) created from the documentary, which was released in February. "[Bass Reeves, 'Invincible' Black Marshal](#)" tells the story of a legendary African American U.S. deputy marshal who worked with Judge Isaac Parker.

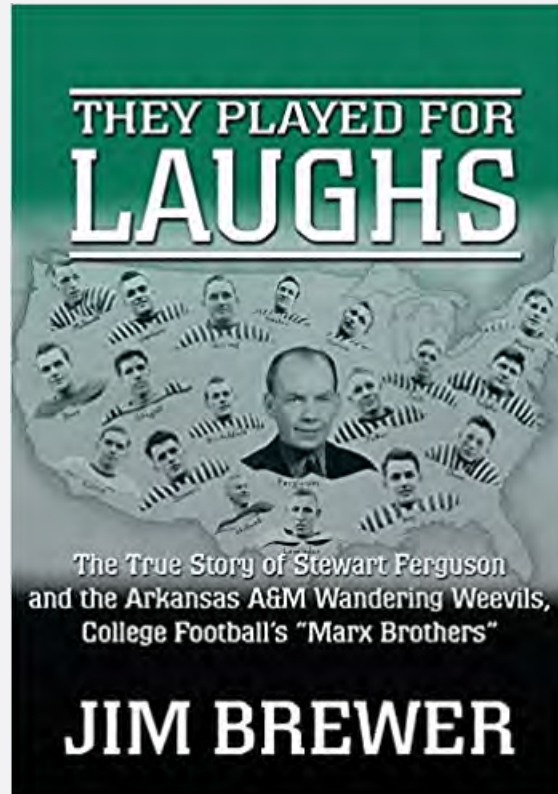
## Alumni Notes



Brenda Blagg Credit: Photo Submitted

### Brenda Blagg

[Brenda Blagg](#) (B.A. '69) was one of five journalists inducted to the inaugural class of the Great Plains Journalism Hall of Fame by the Tulsa Press Club Foundation. The Great Plains Journalism Awards promote the highest standards of journalism and are presented by the Tulsa Press Club and Benevolent Association. Journalists from newspapers and magazines in Arkansas, Iowa, Kansas, Missouri, Nebraska, North Dakota, Oklahoma and South Dakota are invited to enter their best work from the past calendar year.



Credit: Photo Submitted

### Jim Brewer

[Jim Brewer](#) (B.A. '77) published "They Played for Laughs: The True Story of Stewart Ferguson and the Arkansas A&M Wandering Weevils, College Football's Marx Brothers." "The Wandering Weevils," an article about Brewer and his book, was published in the March 10, 2021, issue of the *Northwest Arkansas Democrat-Gazette*.

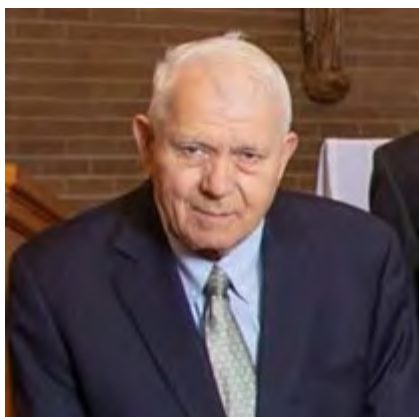




Travis Feltner Credit: Photo Submitted

## Travis Feltner

Travis Feltner, (B.A. '07, M.A. '20) was named director of communications of the Springdale Chamber of Commerce. He will lead the chamber's work to promote the city and direct its event and program marketing. Feltner was a weather anchor, reporter and small business owner before joining the chamber in 2021.



Andrew Lucas Credit: Photo Submitted

## Andrew J. "Andy" Lucas

Andrew J. "Andy" Lucas, Jr. (B.A. '59) passed away on March 15, 2021. He was the editor of University of Arkansas Alumni Publications for more than 27 years and was the Arkansas Alumni Association's acting executive director from 1987-88 and assistant executive director from 1988-91.



Tyler Phillips with teammate Maya Fitzpatrick  
Credit: Photo Submitted

## Tyler Phillips





Credit: Photo Submitted

## Ninette Sosa

Ninette Sosa (M.A. '18), directed the documentary film "Check Six: The Duke Cunningham Story," the first look at Randall "Duke" Cunningham's life after prison. Cunningham, a decorated Naval fighter pilot and former California congressman, was sentenced in 2006 to more than eight years in prison for federal tax evasion and bribery charges. Sosa is a digital media reporter at KNWA/FOX 24 in Northwest Arkansas and Region 5 director for the National Association of Hispanic Journalists.

Tyler Phillips (B.A. '18) and his negotiations teammate won the 2021 NBLSA Nelson Mandela International Negotiation Competition. The team participated in five rounds of negotiations during the three-day competition discussing problems selected to illuminate issues affecting the globe. The competition, which is sponsored by the national Black Law Student Association, focuses on unique aspects of international legal negotiations including ethical and social norms, a broad spectrum of business practices and the difficulty of cross-cultural communication. Phillips will begin his third year at the Texas A&M School of Law this fall where he has worked in the school's Community Development Clinic.

## We want to hear from you!

Please get in touch and share what you've been up to so that we can spread the word in our next issue! Email: [sjsmnews@uark.edu](mailto:sjsmnews@uark.edu) to share your news! Hope to hear from you!



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