Report of ACEJMC Evaluation

Undergraduate program
2022–2023

Name of Institution: **University of Arkansas**

Name and Title of Chief Executive Officer: **Charles Robinson, Chancellor**

Name of Unit: **School of Journalism and Strategic Media**

Name and Title of Administrator: **Larry Foley, Chair**

Date of 2022-2023 Accrediting Visit: **Feb. 12-15, 2023**

Date of the previous accrediting visit: **Jan. 24-27, 2016; Revisit, Nov. 12-14, 2017**

Recommendation of the previous site visit team: **Provisional Reaccreditation in 2016, followed by Reaccreditation in 2017**
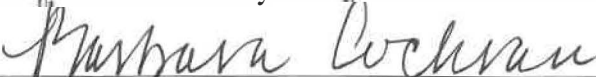
Previous decision of the Accrediting Council: **Provisional Reaccreditation in 2016, followed by Reaccreditation in 2018**

Recommendation by 2022-2023 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair
Name and Title: Barbara Cochran, Professor Emerita
Organization/School: University of Missouri School of Journalism

Signature _____

Team Member
Name and Title: Africa Price, Assistant Vice President, Community and Public Affairs
Organization/School: Ochsner Health in North Louisiana

Signature _____

Team Member
Name and Title: Amy Struthers, Professor Emeritus of Advertising and Public Relations
Organization/School: University of Nebraska,Lincoln

Signature _____

Team Member
Name and Title: Dave Wozniak, Donald P. Bellasario Career Advancement Professor
Organization/School: Pennsylvania State University

Signature _____

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.**

   __x_ 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
   _x___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

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

_x___Yes
____No

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

Last Full Visit: January 24-27, 2016
Last Revisit: November 12-14, 2017 (Reaccredited)

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

5. 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)

6. What are the type and length of terms?

Number of weeks in a semester: 15 Number

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

weeks in intersessions: 10 days or about 1½ weeks

7. Check the programs offered in journalism/mass communications:
_x___Bachelor's degree
_x___Master's degree
____Ph.D. degree

8. 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 (instituted in Fall 2022)
ADPR BA – Advertising/Public Relations Major
ADPR Major instituted in Fall 2020; previously ADPR Concentration

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

10. 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 310V hours are credited toward general electives.

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

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

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

13. 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.

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

Name of Concentration or Specialty	Fall 2022 Undergraduate Majors	
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%
Total (excluding double majors or majors in two concentrations)	722	100%

Name of Concentration or Specialty	Spring 2023 Undergraduate Majors	
ADPR BA Major and former ADPR Concentration	429	57.66%
JOUR BA Broadcast Concentration	156	20.97%
JOUR BA Journalism (formerly News-Editorial) Concentration	108	14.52%
JOUR BA Multimedia Storytelling & Production (Fall 2022)	39	5.24%
JOUR BA – No Concentration/Recent Major Change	12	1.61%
Total (excluding double majors or majors in two concentrations)	744	100%

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

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14. Number of students in <u>each section</u> 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 <u>separate list for online skills courses</u>, 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 – Spring 2023
JOUR 1033 Media Writing – 20
JOUR 2003 Storytelling for Today's Media – 19 JOUR
2053 Multimedia Journalism – 20
JOUR 2053 Multimedia Journalism – 19
JOUR 2063 Media Graphics & Technology – 19
JOUR 2063 Media Graphics & Technology - 19
JOUR 3043 Performer in Mass Media – 19

Enrollment for Skills Courses Offered On Campus – Spring 2023
ADPR 4143 Public Relations Writing
3 sections with no more than 14 students per section
ADPR 4423 Creative Strategy and Execution
3 sections with no more than 13 students per section
ADPR 4453 Media Planning & Strategy – 13 ADPR
4463 Campaigns - 11
ADPR 4473 Account Planning
3 sections with no more than 11 students per section
JOUR 1033L Media Writing Lab
8 sections with 18 students in each section
JOUR 2003 Storytelling for Today's Media - 15
JOUR 2013 News Reporting I
2 sections with no more than 15 students per section
JOUR 2032/2031L Broadcast News Reporting I & Laboratory
2 sections with no more than 15 students per section
JOUR 3013 Editing – 14
JOUR 3023 News Reporting II – 15
JOUR 3072/3071L Broadcast News Reporting II & Laboratory – 14 JOUR
3123 Enterprise Journalism – 15
JOUR 4503 Magazine Writing - 11
JOUR 4863 Television News Reporting I – 12 JOUR
4873 Television News Reporting II – 20 JOUR 4893
Television News Producing - 10

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

15. 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

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

Name	Rank
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
Hayot Tuychiev	Advanced Instructor
Jan LeBlanc Wicks	Professor

        *On FMLA leave in Spring 2023.

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) Ricky Thein –
        contract ended 12/31/22 (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.

17. 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.)

       <u>Spring 2022</u>
             Bonnie Bauman
             David Edmark
             Denzel Jenkins
             Kevin Kinder
             Meera Kumar
             Debbie Miller
             Stephen Narisi
             Amy Unruh
             Brandon Viveiros

       <u>Fall 2022</u>
             Bonnie Bauman
             David Edmark
             Denzel Jenkins
             Kevin Kinder
             Stephen Narisi
             Michelle Parks
             Risé Sanders-Weir
             Brandon Viveiros

       <u>Spring 2023</u>
             Bonnie Bauman
             James Brewer
             David Edmark
             Denzel Jenkins
             Kevin Kinder
             Joshua Maxwell
             Stephen Narisi
             Risé SandersWeir
             Brandon Viveiros

18. 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

PART II — Standard 1: Mission, Governance and Administration

The policies and practices of the unit ensure that it has a well-led, effective, and fairly administered working and learning environment..

In the past six years, the School of Journalism and Strategic Media at the University of Arkansas has undergone significant change, including its very name. In 2017, the Lemke Department of Journalism, named for its founder, became a school within the Fulbright College of Arts and Sciences with a title that recognizes the advertising and public relations program, which enrolls more than half its students.

The change in status is the latest step for a program that evolved from a course taught within the English Department in 1915 into a department that graduated its first majors in 1932. The school became one of three professional schools within Fulbright College, an indication of the support it receives from college and university administration.

The chair is credited with achieving that recognition as well as conducting a successful fund-raising effort that brought in alumni gifts to support new facilities. The facilities include a modern television studio, new radio station and a converged newsroom for student media that are praised by students, faculty and visiting professionals alike.

In response to weaknesses found by the previous ACEJMC site team, the school has taken numerous steps to strengthen its commitment to diversity, equity and inclusion and to assessment. The curriculum has been overhauled to emphasize digital competencies and provide instruction that is current with professional needs and practices. Faculty has been hired to focus on diversity, digital skills, internships and more. Outreach to alumni has increased.

Enrollment is increasing after dipping during the Covid-19 pandemic. This presents a challenge as a number of faculty have recently retired or departed, but the administration has approved searches for five positions, with promises of more. Another challenge is a change in leadership with the chair and vice chair, who worked well as a team, vacating their positions at the end of the academic year.

Unit performance with regard to indicators:

(a) The unit has a written mission statement and a written strategic long-range plan that provides vision and direction for its future, meaningful short-term measurements, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.

These changes have been guided by a strategic planning process that spells out specific goals with action steps and assignment of responsibility for those steps. The mission statement was adopted in 2017 and states:

> *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.*

The goals for the strategic plan for 2022-2028 are to maintain ACEJMC accreditation; to incorporate

best practices in diversity, equity and inclusion into curriculum, hiring, student recruitment and retention and faculty preparation; to stay current with the profession in digital and technological training; to review requirements, courses and major curriculum changes to improve student performance on ACEJMC competencies; to adjust to pending faculty retirements by creating a plan for growth and retention; to appoint a new chair and vice chair; to respond to needs that may arise over the five years encompassed by the plan.

The unit posts its mission statement and strategic plan in a prominent, easy-to-find place on its website.

Yes.

Describe in detail how the mission statement/strategic plan is implemented, plays into the daily life of the unit and its effectiveness in driving progress. Who has responsibility for keeping the plan updated? Is it revised regularly to deal with rapidly changing issues of instruction and technology?

For each goal, the strategic plan lists actions to achieve the goal and action steps needed, specifies who has responsibility for those steps and establishes a timetable for achieving the goal. For example, one goal is to recruit a more diverse faculty and the action steps include calling on search committee chairs to ensure a diverse pool of candidates. The interim dean and associate dean of Fulbright College said the school is a campus leader in producing diverse pools for faculty searches.

The chair has overall responsibility for developing and implementing the strategic plan with action steps required of specific faculty. The plan is reviewed by faculty at least every other year, with a new plan developed in the year preceding reaccreditation.

The goals regarding faculty and leadership of the school underscore that more change lies ahead. Both the chair and vice chair are stepping down from their positions this year. Two long-time faculty members retired in 2022 and one more is planning to next year. Five other faculty were recruited away in the past few years. Five searches were being conducted at the time of the site visit with two more planned for the near future.

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

The unit is directed by a chair, who reports to the dean of the Fulbright College, and a vice chair. The chair is responsible for the strategic plan, personnel, technology and facilities, public service and accreditation. The vice chair assists in administering the school, scheduling and making teaching assignments and implementing curriculum changes.

The chair and vice chair team have worked together for nine years, with both drawing praise from within the school for their complementary skills, their openness and ability to solve problems. Faculty, students and alumni speak of opportunities made available and relationships nurtured. Within the university and among professional circles, the chair is seen as a collaborator and skilled negotiator who is able to win support for the school and as a filmmaker of achievement whose abilities are recognized throughout the state.

Both the chair and vice chair are stepping down this summer. The new chair has been selected and an offer made by the interim dean of Fulbright College in accordance with the policy described in item (f). The faculty was offered the chance to conduct an outside search but instead voted to select a new chair from within their ranks. The dean said the chair-designate intends to build on and expand the progress made over the past six years.

Characterize in depth the leadership of the unit as an agent for progress, advocate for the unit's fields of study within the university and aggressive connector with alumni. What significant achievements can be attributed to the leader? Has the leader built partnerships within the university? Is the leader seen as a strong advocate on matters of diversity, inclusion and equity? Is faculty and student diversity improving? Do scholars and professionals work collaboratively? Is creativity in curriculum, teaching and research sought and rewarded? Is the leader driving forward the curriculum (while respecting faculty governance and required process) to keep up with a rapidly changing media world?

The chair is praised for the changes he initiated in revitalizing the program, beginning with winning recognition as a school. His spirit of collaboration and cooperation has won him many friends on campus. He not only secured a $1 million contribution from an alumna to build the Sue Walk Burnett Center for Journalism and Student Media, but also was able to raise a further $4 million in university support for the project. The new facility in turn raised the profile of the program on campus and served as a magnet to attract enrollment. He worked collaboratively with faculty to overhaul the curriculum, including adding the new Multi-Media concentration.

The chair has worked diligently to assure that new faculty hires will come from a diverse pool of candidates and has taken innovative steps to make faculty positions more attractive to diverse candidates. He has also supported diversity initiatives within the school such as the Lemke Journalism Project, Arkansas Soul and increased contact with high school students through the Arkansas Scholastic Press Association.

As an award-winning filmmaker, he has continued his creative work and encourages the scholarship and creative work of faculty. His reputation as a former journalist based in the state capital of Little Rock and as an executive at Arkansas Public Television has given him contacts and entrée to alumni and professionals throughout the state who can help the school.

(c) The unit annually updates its data on the ACEJMC searchable database website (https://lookup.acejmc.org).

Data for 2022 is available on the ACEJMC website.

(d) The unit gathers, maintains and analyzes enrollment, retention and graduation data and posts them annually in a prominent, easy-to-find place on its websites.

Enrollment, retention and graduation data are posted on the school's website under the heading, "About the School."

On indicators (e), (f) and (g) the site team should make sure the unit operates within accepted academic norms and need only report in detail on extraordinary situations, cases or variances from policy.

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

The school's faculty participates in setting policies on curriculum, assessment, diversity, equity and

inclusion, scholarships, travel, the Master's and Honors programs, personnel and other matters. Participation is through committee service and attendance at faculty meetings held in alternate months during the academic year. Tenured and tenure-track faculty participate in tenure, promotion and annual reviews, with one non-tenure-track representative participating in annual reviews. There is also a non-tenure-track advisory committee. Other committees include assessment, curriculum, diversity, ethics, graduate, personnel, scholarships and travel.

The University of Arkansas Faculty Senate represents all faculty and has jurisdiction over admission requirements, credit transfers, academic discipline, curriculum and courses, degrees and degree requirements and academic honors.

Faculty from the school participate in university committees and programs and serve in the Faculty Senate.

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

The chancellor of the university appoints the head of a department based on a recommendation of the dean of the college after consultation with all department faculty. The Fulbright College dean appoints a chair committee, including tenure-track and non-tenure-track faculty, which polls faculty on preferences and desirable qualities in an administrator. Chairs and vice chairs serve for four-year terms and are evaluated annually, with the dean polling faculty before conducting the evaluation. If the administrator has performed adequately, he or she may be appointed for another four-year term. In the case of unsatisfactory performance, the chair can be removed before the end of the term.

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

Complaints and concerns are handled internally first. If the complaint cannot be resolved, the university's formal grievance or complaint process is used. Procedures for faculty, staff and students are spelled out in the university's handbooks and online.

No formal complaints have been filed against the dean, chair or vice chair. Two students filed a complaint against a faculty member and it was resolved.

SUMMARY:

The School of Journalism and Strategic Media has undergone major changes over the past six years, which have made it a magnet for students. The chair has led these changes through a vision for modern facilities and curriculum closely tied to professional practice and realized those changes through successful fund-raising and collaboration within the university. The administration, which has praised the achievements of the school and its leadership, will need to continue to provide support so that the school can replenish its faculty and continue its upward trajectory.

Overall evaluation compliance/non-compliance:

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

Discussions of indicators b, c and f should describe and evaluate individual academic sequences in the unit.

(a) Students in the unit complete academic requirements for a baccalaureate degree that meet the liberal arts and sciences/general education requirements of the institution. Programs may identify classes within the unit that contribute to a liberal arts and social sciences perspective for graduates from the unit.

The requirements for the 120-hour ADPR BA and the JOUR BA degrees provide ample opportunity for students to meet the general education requirements of the institution. Students in all programs take a minimum of 72 hours of courses outside of the unit. This includes the institutional core of 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 unit added requirements beyond this core to ensure students have a liberal arts and sciences education: a more advanced Math course (3 hours), a World Language up to Intermediate I (6), a World Literature course (3), a Philosophy course (3), two Political Science courses including American National Government (6), a Communication Public Speaking course (3), an upper-level History course, and Economics (3 to 6). Courses within the unit that contribute to a liberal arts and social sciences perspective include Media and Society, Media Law, and Ethics in Journalism, all part of the core required for every program in the unit.

(b) The unit provides a balance between theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student values and competencies listed by the Council.

Core classes such as Media and Society, Media Law, and Ethics in Journalism focus on theory and concepts. Then, within each major and concentration, students take skills classes along with additional theoretical and conceptual courses needed to provide a complete understanding of their discipline. The unit has detailed, for each required class in each program, the mix of theory and skills.

For example, the theoretical foundation of the ADPR BA includes the major theories of persuasion, consumer behavior, effectiveness and design 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. The theories are presented to help students understand why certain skills are used in various situations to communicate effectively, appropriately and ethically 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 upper-level courses.

In the JOUR BA - 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. Courses focus on how 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 include some theory-based lecture and discussion.

The JOUR BA - Journalism concentration's theoretical component 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 JOUR BA - Multimedia Storytelling and Production concentration was recently approved and entered the UA catalog in the fall 2022 semester, so some of the framework and pedagogical goals of the concentration are still being refined. However, within the new Multimedia Storytelling and Production concentration, courses will 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.

(c) Instruction, whether on-site or online, synchronous or asynchronous, is demanding and current, and is responsive to professional expectations of digital and technological media competencies.

Instruction is demanding and current, as evidenced by syllabi review, classroom observations and conversation with students and faculty.

To stay current in all digital, technological and multimedia competencies, the unit updates the curriculum based on consultations with and surveys of professionals and alumni as well as early, midpoint and capstone assessments of student cohorts. The unit consults regularly with Alumni Board members, guest speakers and professionals who present to classes and student organizations, contacts in the industry, and the many speakers, alumni and visitors during the annual Journalism Days event (J-Days).

Examples of the type of action taken in response to these inputs includes the addition to the degree program of a digital requirement in 2020; the revision of the News-Editorial concentration, renamed as the Journalism concentration, with courses updated to reflect the teaching of digital skills and use of technology; and the creation of the Multimedia Storytelling and Production concentration in 2022.

Institutional funding of about $80,000 annually is used to keep classroom equipment as up to date as possible. Students have access to digital camera gear through an equipment room checkout system.

(d) The unit demonstrates efforts to connect faculty and administrators to the professions they represent, with a specific understanding of the changing skills needed to be successful in the workplace.

Faculty are encouraged to connect with the professions and are engaged with various industry associations that help foster high professional standards in education and industry. The self-study included a long list of the activities faculty engage in to stay aware of the changing needs of our industries. Faculty members told the team that they were able to secure funding for professional development.

(e) Student-faculty classroom ratios facilitate effective teaching and learning in all courses. Except for campaigns courses, the ratio in skills and laboratory sections, whether on-site on online, should not exceed 20-1.

Skills classes are all limited to 20 students or less. All skills courses, including writing courses, are scheduled for rooms that hold only 20 computers. Students repeatedly commented on the smaller class sizes and liked the one-on-one help from the faculty that was available in those settings, as opposed to classes they took elsewhere on campus.

(f) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. Units may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter hours).
Internships are encouraged but not required and may be taken for credit during the junior and senior years if the student has at least a 2.5 GPA. A faculty member has been identified as the internship coordinator; students commended her work in helping them find internships. Many more students have internships that are not for credit than those who opt to pay for credit, making a total count of internships difficult. Students felt internships were readily available to anyone who wanted one, although several students wished for a more visible career fair.

When students take courses for internship credit at appropriate professional organizations, the unit must show ongoing and extensive dual supervision by the unit's faculty and professionals.
The internship coordinator develops relationships with employers, ensures internships offered are appropriate, and monitors students during their internships.

Students may take up to nine semester credits (or their equivalent) at professional media outlets owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.
The unit under review does not own and operate any professional media outlets.

SUMMARY:

The unit undertook sweeping curriculum revisions since the last accreditation visit. Changes were based on data collected through a rigorous assessment plan, the recommendations of the past site visit team, and input from professionals and alumni.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 3: Assessment of Learning Outcomes

The Accrediting Committee and Council seek site-team reports on assessment that are appropriately detailed for a judgment on compliance that is informed, fair and consistent from one team to another.

Unit performance with regard to indicators:

(a) The unit has a written assessment plan that has been implemented, is up to date and addresses contemporary curricular issues, including instruction related to the rapidly changing digital media world.

The unit has an up-to-date written assessment plan that pays particular attention to the ACEJMC professional values and competencies. Using a four-year cohort system, the plan involves 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 students perform in regional and national competitions, from employer surveys regarding the performance of graduates, and feedback from the alumni board and professionals participating in events such as the annual J-Days or serving as guest speakers.

The unit posts its assessment plan in a prominent, easy-to-find place on its website.
The assessment plan is on the unit's website.

(b) The unit defines the goals for learning that students must achieve, including the professional Values and Competencies" of the Council. (See Standard 2: Curriculum and Instruction.)
Learning goals are detailed and tied back to the ACEJMC professional values and competencies. The assessment plan is continually updated to include matrices of all required classes and how the learning objectives for each class are linked to those values and competencies.

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

Direct measures include comparisons of writing samples from a cohort group's freshman and senior years, of their score on the grammar, punctuation and spelling test; and of their scores on the 40 item "assessment survey" that covers math reasoning, professional ethics, media law, diversity issues and media history. Additional direct measures include a "midpoint analysis," which collects data from a course assignment and accompanying grade and capstone course projects, which are evaluated by outside professionals and faculty for mastery of professional competencies, tools and technologies.

Indirect measures include internship supervisor reports, data from an annual alumni survey, the senior exit survey, an employer survey conducted every three years, and external competitions. Note that the annual alumni survey was instituted per recommendation of the last site team. The unit provided data from each survey administered since 2018.

(d) At least one direct and/or indirect measure should include journalism and mass communication professionals engaged in assessment data collection.
As noted above, a direct measure that engages professionals in assessment data collection is the review of capstone course projects. Several indirect measures engage professionals, including the employer survey and the internship supervisor reports.

(e) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction. There is substantial, concrete evidence of "closing the loop," generally and specifically. Multiple examples of "closing the loop" are evident.

The self-study details how major curriculum changes have evolved from assessment data. Dates of faculty meetings and minutes from those meetings chronicle the process of each major curriculum change for this review period, including the elevation of ADPR from concentration to its own BA, addition of the multimedia concentration, and addition of the digital requirement.

SUMMARY:

The unit has spent the last six years working very hard on the assessment standard. Based on a robust and detailed assessment plan that uses a four-year cohort system, the unit can clearly show how curriculum and instruction have been impacted by the application of the assessment data they have collected. The 2017 revisit report noted that the "leadership, faculty and staff…responded to its (2015) provisional reaccreditation by recommitting to improving its programs and to building a 'culture of diversity and of assessment.' The result is marked improvement in both areas." The steps taken by the unit at the time of provisional reaccreditation have now become part of the fabric of the school, including deep engagement of professionals in the assessment process, minutes of every meeting in which assessment is discussed, and careful documentation of implementation of changes and closing the loop plans, and the administration of an annual alumni survey with data used in assessment discussions.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II – Standard 4: Diversity and Inclusiveness

Unit performance with regard to indicators:

a) The unit has a written diversity plan that has been implemented and discussed annually, for achieving an inclusive curriculum, a diverse, culturally proficient faculty, staff and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity, identify underrepresented groups and articulate key performance indicators upon which the unit intends to focus and improve. The unit posts its diversity plan in a prominent, easy-to-find a place on its website.

The school has a written diversity plan that is visible and accessible for all to see. It has become a dynamic guide for the way the School of Journalism and Strategic Media communicates and executes its vision. The school has nicely incorporated its diversity and inclusion plan through all levels of the school. It is evident in classroom instruction and the student media organizations. The plan identifies underrepresented groups to target and attract to bolster its faculty and student ranks.

b) The unit's curriculum creates culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit's curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society.

Across the board, professors in this school have adopted the value of diversity in their instruction with students. Each course has a component that requires diverse sourcing in student projects. Students are required to seek meaningful stories/projects that elevate the education of diverse cultures and promotes an understanding of other ethnic groups. Some projects include having students expand the reach of brands by researching ways a client can target new key audiences.

The Center for Ethics is instrumental in providing visiting professors who come with diverse experiences and backgrounds. They demonstrate to the students, faculty and staff the importance of diversity, equity and inclusion in their real-world experiences as journalists.

c) The unit demonstrates effective efforts to enhance all faculty members' understanding of diversity, equity, inclusion and ability to develop culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. And the unit also demonstrates intentional efforts to recruit and retain faculty and professional staff who are from demographics that are historically, domestically marginalized.

The commitment to recruiting diverse faculty and professional staff is a passion of the chair and one that is shared at the dean's level. The school makes certain it begins recruitment efforts with a diverse pool of candidates when seeking someone to fill positions. There is a good reflection of domestic and international diversity among faculty and professional staff.

Significant improvements have been made in the hiring of minority faculty from the time of the last assessment. African-American women increased from from 3.33 percent to 14.2 percent; African-American males increased from 3.33 to 4.8 percent; both Asian males and females increased from 0 percent to 4.8 percent; and Hispanic females increased from 0 percent to 4.8 percent.

The chair was aggressive in securing a Director of Diversity, as well as a Teaching Assistant Professor. The roles of these positions are to lead the efforts throughout the school, while sharing the mission with faculty and staff throughout the unit. The positions were originally ninth-month contract positions. The two people originally hired for those jobs have since left and an interim now serves in that role as director. A challenge identified in hiring and maintaining diverse staff and faculty has been such incentives as tenure. Those positions are now being advertised and recruited as 12-month positions.

Another challenge not unique to this school, but to the professions is that many viable candidates do not hold terminal degrees. As a solution to that, the Dean has indicated that the unit is considering "professors of practice" with opportunity for a promotion path.

The school is identified by others across the institution as one of the leaders in understanding diversity and very adept in recruiting and grooming the next generation of communicators.

d) In alignment with the institutions mission, the unit demonstrates effective efforts to help recruit, retain and graduate a student population reflecting the diversity of the population the institution aims to serve.

Attracting a diverse student population is a high priority for this unit. Efforts are made annually to reach out to high schools statewide to engage students of color in journalism, public relations, advertising and multimedia. High school students are exposed to current university students who sell them on the possibilities of a profession in communications and the wonderful opportunities the School of Journalism and Strategic Media has to offer.

The Lemke Journalism Project specifically targets Hispanic high school students in journalism and promotes media careers in diverse communities. These students visit the campus every February and March for media literacy training workshops. More than 60 percent of the students are Hispanic. The others were Black, Asian, Marshallese and Native American. The school also uses programs like Arkansas Soul, Emerging Voices and other programs to attract students of color. Scholarship funds are also used as an incentive to attract minority students who may have financial challenges in attending higher education institutions.

The school currently has a 93 percent one-year retention rate, a 65 percent four-year graduation rate, and a 70 percent six-year graduation rate. The school's current retention rates surpassed the university's overall rates by six percentage points on one-year retention and by 10 points on four-year graduation.

e) The unit demonstrates that it has an inclusive climate, free of harassment and all forms of discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

The school's efforts to make diversity top of mind for faculty, staff and students, also brought about a new climate and culture of inclusivity. The unit has adopted the mindset of belonging that fosters an environment for everyone to feel accepted and find a place to thrive at the school. Students and faculty of color, along with those with disabilities all are assured to have a place in the school. This new mindset seems to have everyone on high alert and when there are obstacles to the mission of belonging, it is swiftly dealt with, and additional protocols are put into place to show a sincere effort of moving the unit forward to have everyone embrace and model the values of the school.

SUMMARY:

This school has made notable strides since its assessment six years ago when it was flagged for deficiencies in diversity. The chair set a rigorous plan in motion that has yielded great dividends in faculty recruitment, student retention and the overall understanding and appreciation of the need for diversity, equity and inclusion in a program. It is evident in the course work and at all levels of operation throughout the unit.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

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

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

Group	Female	% of total faculty	Male	% of total faculty
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%

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%)]

Group	Female	% of total faculty	Male	% of total faculty
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%

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PART II — Standard 5: Faculty

Unit performance with regard to indicators:

(a) Full-time faculty have primary responsibility for curricula, oversight of courses, research/creative activity and service.

At the time of the site visit, the School of Journalism and Strategic Media employed 18 full-time faculty members, including the chair and vice chair, and eight part-time lecturers. One faculty member was on medical leave. Two full professors and two associate professors are tenured, while four assistant professors are on the tenure track. Among non-tenure-track faculty are two teaching assistant professors and eight instructors.

Like many other journalism programs, the school is seeing a change in faculty composition as seasoned educators approach retirement age. Two associate professors with decades of professional and classroom experience retired in the past year and one full professor is moving to part-time work and will retire at the end of the 2023-2024 academic year. In addition, three teaching assistant professors resigned or were not renewed.

The administration is very supportive of bringing in more faculty. The interim dean of Fulbright College said it is clear to her that the school needs more faculty, particularly in advertising and public relations. Searches were underway or about to commence for two faculty in broadcasting, one in advertising and public relations and a director and teaching assistant professor in diversity, equity and inclusion.

Students universally praised faculty for their knowledge of the industry, personal attention and availability that extends beyond graduation. Alumni reported staying in touch with professors and turning to them for advice as their careers advance.

Faculty are deeply involved in curriculum matters at the committee level and when meeting as a group. All participated in the curriculum changes implemented in the past six years. These changes were ultimately approved by the university's Faculty Senate. Assessment reports and minutes of faculty meetings show faculty participate in the assessment process and use these findings to make changes in individual courses as well as the curriculum.

Faculty teach two or three courses a semester. Full-time faculty taught more than 80 percent of the courses over the past four years. The workload for tenure-track faculty members is 40 percent teaching, 40 percent research and creative activity and 20 percent service. They typically teach six hours per semester. Non-tenure-track professors and instructors have an 80 percent teaching and 20 percent service workload with no research requirement. Faculty with responsibilities such as supervising student media are given a course release.

The school's personnel document lays out specific expectations for teaching and service for all faculty and research and/or creative expectations for tenured and tenure-track faculty. According to this document, evaluation of teaching is based on "classroom instruction, student advising and curriculum development and innovation." Service can include volunteer work at national, state, university and school levels. Research and creative work are required for tenured and tenure-track faculty and should be "regular, high-quality research and/or creative work (produced) at regular intervals."

Faculty submit an annual report through the university's Faculty Information System that documents their activities in these three areas. These are reviewed and ranked by the school's personnel committee. The chair reviews the report and rankings with each faculty member and forwards the results to Fulbright College. These evaluations provide a basis for decisions about tenure and promotion.

(b) The unit's faculty (full- and part-time) are highly qualified and keep their expertise current through professional development opportunities and maintain relationships with professional and scholarly associations.

Faculty members possess a balance of professional and scholarly credentials. Among 10 who hold a full, associate, assistant or teaching assistant professor title, eight have a terminal degree. All but one of the remaining faculty have master's degrees. At the same time, 10 faculty members have more than 10 years of full-time professional experience. Among faculty hired in the past decade, several have come directly from the industry and some have continued to work in the profession during breaks in the academic year.

The school maintains close contact with the professional community in a number of ways. The school has an advisory council that includes alumni and professionals from a variety of media sectors. Under the assessment plan, four or five professionals are invited to conduct evaluations of student work in the capstone class in each concentration. Professionals are invited as guest lecturers in class. They participate in activities such as the Lemke Society outreach program for diverse students, the annual Gridiron event produced by the Society of Professional Journalists and programs of the Center for Ethics in Journalism.

Workplace internship supervisors are asked for feedback on student performance. Faculty reached out to professionals in redesigning the curriculum and planning for new facilities. One alumna who is also a local television news director noted that she was asked to advise on the formulation of a new class in producing and on the design of the new Sue Walk Burnett Center for Journalism and Student Media.

The school is home to chapters of SPJ, the Ad Club and Public Relations Student Society of America, which brings students and faculty in contact with professionals. Faculty are members of both professional and scholarly organizations, including the Association of Educators in Journalism and Mass Communication, the International Communications Association, the Arkansas Education Association, the International Association for Literary Journalism Studies, Broadcast Education Association, Public Relations Society of America and the American Academy of Advertising.

(c) The unit requires, supports and rewards faculty research, creative activity and/or professional activity. Expectations for promotion and tenure are clear.

As noted previously, tenure-track faculty are required to produce "regular and high-quality research and/or creative work at regular intervals to advance their fields and inform their teaching." To attain tenure, faculty members must achieve a "high standard of performance…merely good or satisfactory performance is insufficient to achieve tenure." Processes for promotion and tenure are as rigorous as one would expect at a Research 1 university. Tenure-track faculty are given a checklist and supporting materials. After external review, the personnel committee reviews all material and makes a recommendation to the chair, who in turn makes a recommendation to the Fulbright College dean.

Teaching assistant professors are not required to apply for promotion. Instructors are eligible for promotion to advanced instructor, a position held by three of the current faculty. Reappointment is based on the annual faculty evaluations.

(d) Faculty members communicate the results of research, creative and/or professional activity to other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institution.

Funds for travel are available from the university, college and school and the school's faculty have received grants to support travel for presentations at AEJMC and other convenings. More than half of the faculty have taken advantage of these opportunities. Faculty also submit articles for publication in reviewed and non-reviewed periodicals and creative works for juried and non-juried exhibition. The

chair sets an example with prolific production of documentary films that have been shown on the local public television station and the national PBS network. The vice chair has co-authored a media management textbook, published refereed journal articles and presented research at national and international conferences.

The chart of scholarly activities demonstrates a variety of activities that align with the school's mission.

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.

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

Administrators and representatives outside the university spoke of their respect for the school's faculty and see the school as having potential for growth. In particular, the interim dean of Fulbright College expressed strong support for the school, including a desire to add faculty and to consider appointing professors of practice to bring talented professionals in with academic standing.

SUMMARY:

The School of Journalism and Strategic Media has engaged faculty praised by students for their knowledge and availability. The faculty is balanced with extensive professional experience and creative and scholarly activity. They are respected on campus. As retirements and resignations have drawn down the numbers, the college and school administration are moving actively to bring in a new cadre of educators with an emphasis on increasing faculty diversity.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II – Standard 6: Student Services

Unit performance regarding indicators:

(a) The unit provides students with the support and services that promote learning and ensure timely completion of their program of study.
Students expressed complete support from the faculty and staff within the unit, noting that because of their guidance, they have managed to stay focused and engaged to complete their studies in a timely manner. When students fall behind in their studies, professors readily step in to give one-on-one support needed to usher a student through to progress. The unit also supports students in need of laptops and other technology with loaner equipment during the semester. In some cases, additional financial support was provided to help get students across the finish line.

(b) Professional advisers, and faculty where appropriate, provide students with academic and career advice.
Students in the School of Journalism and Strategic Media are advised by counselors within the Fulbright College and are often supported with mentor advisers within the school. Students had mixed feelings about the advising process, stating their advisers changed multiple times along the way. Many students mentioned using the digital graduate tracker to keep track of courses. Others had no trouble contacting advisers and getting what they needed. Overall, most said it was easy to stay on course through their own initiatives and with support from faculty.

(c) The unit keeps students informed about its policies, activities and requirements.
The unit keeps students informed about latest information through email, and its website is updated with policy information and requirements. Bulletin boards are flooded with information on upcoming activities and events.

(d) The unit and institution provide extra-curricular activities and opportunities relevant to the curriculum and that help develop the students' professional and intellectual abilities and interests.
The unit and institution provide opportunities for its students through student-led media organizations where they get to exercise learned skills related to their professional pursuits. On campus, journalism majors can work for its award-winning newspaper, The Arkansas Traveler, The Hill Magazine, or the Razorback Yearbook. Broadcast majors staff the campus television station with 24-hour, 7-day programming. Other students take advantage of opportunities at KXUA radio station on campus and seize the special privilege to collaborate with professionals at KUAF, 91.3, the university's National Public Radio member station.

The students enjoy a modern newsroom with the latest equipment. It also houses Main Hill Media, the student-run advertising agency which provides such services as graphic design, web design, video production, social media, event marketing and public relations.

The school brings in alumni throughout the year to connect with students as guest speakers in classes and during J-Days when they visit the school in April to talk about their careers and serve as professional resources to the students. Additionally, the *RazorLink* program connects alumni with students for mentoring and career goals, through the Career Development Center.

The Center also offers *Handshake* as an online system to connect employers, especially alumni, with students for internships and full-time job openings. Some students form lasting relationships with alumni that often lead to job opportunities.

Additionally, the Center for Ethics brings in visiting professors who are working professionals to connect with the students and offer real-time lessons through their experiences. These professionals along with alumni of the program are used to assess the program and offer suggestions to improve the quality of education offered to the students.

(e) The unit uses retention and graduation data to improve student services, such as advising, and to reduce barriers to student success.

The unit is good at using data and assessments to improve the quality of offerings for students at the school to ensure their academic success. Recently, a new multimedia sequence was added based on the changing tide within the industry. Already, its enrollment has more than doubled in size, bringing more students to the school than originally anticipated. The Grammar, Spelling and Punctuation course, a new requirement, came about after identifying a high number of students struggling with the basic level of writing. This is now a prerequisite before moving on to more advanced instruction.

SUMMARY:

The school offers students an array of services that range from unit-supported practices, such as instruction and advisement, to vibrant student-run media operations. Students praised the mentorship they receive from faculty in the school, but also gave mixed reviews to academic advising from Fulbright College advisers. While some reported a good experience, others said their advisers changed frequently and were not familiar with the school's curriculum requirements, resulting in uneven course loads and unnecessary credits. Overall, students were pleased with the standard of equipment supplied by the university and the ancillary services, like the food pantry and counseling services for mental health, which they see as all playing essential roles in their academic success.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

Unit performance with regard to indicators:

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

The School of Journalism and Strategic Media is housed within the Fulbright College of Arts and Sciences, which sets the annual budget, maintenance funds and TeleFunds, or Teaching and Learning Enhancement Funds. Maintenance and TeleFunds are supplemented with profits from online courses, which go into the school's Global Campus Fund.

The annual budget totaled $2,095,858 in 2021-2022, $1,982,696 in 2020-2021 and $2,239,370 in 2019-2020.

During the past six years, the school solicited and received more than $5 million to build new facilities from alumni donations and matching University of Arkansas funds. Alumna Sue Walk Burnett and Rusty Burnett donated more than $1 million to build the new student media center and alumna Candace Dixon-Horne and John Horne donated $100,000 to house the student-run radio station. Both of these facilities improvements fulfilled the school's goal to stay current with the industry in digital and technological training. In addition, the university provided funds to renovate Kimpel Hall, where the school is housed, with new computer labs, classroom and editing suites, a student media conference room that is also used for classes and a new school office.

(b) Resources provided by the institution are adequate to achieve the unit's mission and are fair in relation to those provided to other units.

The maintenance and TeleFund budgets have been the same for the past two years: $17,520 for maintenance and $85,000 for TeleFunds. While the TeleFunds have remained the same since 2016, the maintenance budget has been reduced from $25,000 in 2016. The Global Campus Fund totaled $42,000 for 2021-2022.

The school's administrators solicit requests and proposals from faculty for purchases to enhance teaching and research and creative activities. Recent purchases included laptop and desktop computers, video and audio equipment, database subscriptions, support for diversity efforts and funding for surveys. Tenure-track faculty can apply for $1,000 travel stipends from Fulbright College for presentations of research or creative work and all faculty can apply for travel funds allocated by the school's travel committee. These investments help meet the strategic plan goals of enhancing faculty and student recruitment and retention, keeping the school up to date in digital technology, promoting faculty teaching, research and creative accomplishments and strengthening diversity programs.

The school says it is treated fairly on budget matters in comparison with other departments in the Fulbright College. The interim dean of Fulbright College expressed support for more faculty.

Fund-raisisng is controlled by Fulbright College and the university, but the school is encouraged to explore fund-raising opportunities. A more systematic approach with dedicated resources would enhance the school's prospects for continuing to raise funds to support its ambitions.

(c) The unit's facilities and information resources enable and promote effective scholarship, teaching and learning.

The School of Journalism and Strategic Media is located on the first floor of Kimpel Hall, which houses several other Fulbright College department offices, including English, Communications, Foreign Languages, and Physics, making it one of the busiest buildings on campus. The school's facilities were renovated in 2018, including the computer labs, classrooms and editing suites on the first floor of Kimpel. The space the school occupies is a noticeable improvement since the last site visit in 2016 when space was described as dated and cramped. It should be noted that Kimpel Hall also includes several general use classrooms on the second through fourth floors. Aside from two large general-use lecture halls and a few small classrooms, the school controls the whole first floor. The school's facilities include the department office, faculty offices, the Center for Ethics in Journalism, the Fulbright TV Center, and three computer labs that can accommodate 20 students each.

The school partners closely with the university's Division of Student Affairs, which oversees student media. More than 95 percent of the students involved with student media are School of Journalism and Strategic Media majors. Student media are housed in the Sue Walk Burnett Journalism and Student Media Center, which was dedicated in October 2018. The center is home to the Traveler newspaper, Hill Magazine, UATV, The Razorback yearbook, and the Main Hill Media student ADPR agency. Across the hall is the Candace Dixon-Horne Radio Broadcast Center, which opened in 2021 and houses offices and studios of student-run radio station KXUA. One local television news director provided strong praise for the facilities and said, "Their control room looks like our control room." The facilities are of professional quality and were designed and built with consultation from industry professionals.

The journalism school office is a suite on the second floor that includes a reception area, the department chair's office, two faculty offices, and space for the office manager and the student records manager. Student files are locked every night.

Faculty offices are located along the first floor. The student media director's office is located on the second floor in the Media Center. Faculty computers are replaced every three or four years, and faculty also are supplied with other instructional and research-related equipment and resources (for example, video cameras and editing equipment).

Although the department makes heavy use of student media facilities for classroom instruction, it does not control the space. Rather, the facilities and heavy equipment are controlled by the Division of Student Affairs. Students who work for student media are employed by the Division of Student Affairs and the Director of Student Media reports to both Student Affairs and the school's chair.

The chair has a strong reputation for being a collaborative leader. For example, he successfully negotiated a swap of floor space with the chair of the Theatre Department to accommodate the construction of the Sue Walk Burnett Journalism and Student Media Center.

(d) The institution and the unit provide faculty and students with equipment, or access to equipment, and technical assistance needed to support student learning, curriculum and the research, creative and professional activities of the faculty.

Although funds for maintenance and other technical resources have remained flat, the school still seems to have the necessary resources to keep pace with the demands of growing enrollment and changing technology.

The technical staff are readily available to support students and faculty. They also have access to available software including Microsoft Office. While faculty and staff have access to the Adobe Creative Cloud suite of software which includes InDesign, students must pay $62 per year for access. Instead, most use Canva, which is a free design tool for presentations, social media posts, and graphic design; however, Canva is limited in its capabilities in comparison to the Adobe Creative

Cloud. In conversations with students, they wish they had access to Adobe since it is the industry standard and would enhance their graphic design experience.

Equipment:

The School of Journalism and Strategic Media and Student Media work together to address equipment needs. They make available a variety of high-quality digital, still, and audio/visual equipment for students to check out to complete assignments. The equipment room is staffed by a work-study student. Students can check out equipment on a daily basis. Those with more extensive projects can check out equipment for a longer time. This equipment includes:

- 40 Sony Camcorders (complete compact professional broadcast kit) with lavalier and handheld microphones, battery, charger, tripod, audio cables, and headphones)

- 22 DSLR Video and Tripod Kits (complete kit with camera, wireless microphone, On-camera microphone, tripod, battery, and battery charger)

- Professional Action Cameras (with monitor, charger, battery and remote):
    - 5 GoPro Cameras
    - 5 360 Insta Virtual Reality Cameras

- 3 Professional Cinema Documentary Production Kits
    - Canon C 100 Professional Camera Kit
    - Canon C 300 Professional Camera Kit
    - Panasonic DX 200 Professional Camera Kit

- 7 Canon 70D Photo Cameras with lens, battery, charger, and carrying case

- 10 MacBook laptops with charger and mouse, which includes Adobe software for video editing, photo editing, and design projects.

- 3 Professional Mobile Podcast Kits (includes a digital field recorder, shotgun microphones, professional monitor headphones)

- 10 Zoom Audio Kit – Digital Recording Devices for multimedia class projects

- LED Professional Light Kits
    - 2 Small
    - 3 Large
    - 4 Reflectors
    - 2 Light Boxes
    - 3 Felix Lights

Technology:

The school has three computer labs with each having 20 comparable iMacs and displays for students and an instructor's computer and station that is equipped with digital capabilities and projection equipment. Kimpel 145 also features a color printer. Typically, Fulbright IT purchases new computers or the labs every four or five years. The computers in Kimpel 145 were replaced in 2021. The computers in Kimpel 147 are scheduled to be replaced in 2023 when the pro iMacs are released. Other resources include:

- Editing Suites: The iMacs were replaced in 2021. Two of the suites have two computers, while three have one computer. The Whisper Room audio recording studio also has one computer.
- The Reading Room has a large screen equipped with AppleTV. The room is used for hosting

remote guest speakers as well as for presenting digital course content.
- The school's larger classroom holds 48 students. It is equipped with an instructor's station featuring an iMac and full audio/video capabilities.
- Student media controls the Student Media Conference Room but allows for scheduling 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.

Other resources made available to the school in collaboration with student media technology include state-of-the-art UATV studios, newsroom and control room. Students who have completed internships with broadcast outlets indicated the facilities and equipment are equivalent to that of those professional media outlets. In addition, other components of student media have advanced technology capabilities and provide a professional learning environment for all students.

SUMMARY:

The university and college provide a budget for the school that is adequate. Administration officials have indicated support for replacing recently departed faculty and expanding faculty as the school's enrollment grows. The school's chair has been an active fundraiser, who brought in more than $5 million to finance major facilities enhancements. Dedicated support for fund-raising would help the school maintain its upward trajectory.

The Sue Walk Burnett Journalism and Student Media Center and the Candace Dixon-Horne Radio Broadcast Center are state-of-the-art and equivalent to what professional broadcast media use. In addition, renovations were made in 2018 to the school's computer labs, classroom space and faculty offices in Kimpel Hall. These facilities improvements help foster a strong teaching and learning environment. Technology hardware and software are also keeping pace with upgrades and advancements. However, advanced graphic design software is only available to those students willing to pay an additional fee for the license.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

(a) The unit consults and communicates regularly with its alumni, and actively engages with them, other professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.

The Lemke Journalism Alumni Society is part of the University of Arkansas Alumni Association and serves as the advisory board that connects the School of Journalism and Strategic Media to alumni. The board is comprised of nine members representing a variety of career disciplines. Staff in the school publish a newsletter each fall and spring semester to communicate school news. E-blasts and social media posts are made to the Alumni Society Facebook, Instagram, and Twitter pages for occasional communication. The school's student organizations such as Lemke Society, PRSSA and Ad Club also host alumni and other professionals to help foster career development. Alumni are leveraged for internship opportunities and are encouraged to participate in department events such as the annual J-Days events on campus (special spring activities highlighting journalism). Alumni are also engaged to provide professional evaluations and assessments of student projects. In doing so, alumni also help to update faculty on current industry practices.

The school seeks feedback from alumni through an alumni survey. Participation in the latest survey was weak with only 13 respondents. Strengthening survey participation would benefit the school as would increasing the frequency of communication with alumni through more updates via the newsletter and the school's social media channels.

(b) The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance, and addressing communication issues of public consequence and concern.

The school's faculty members are engaged with various industry associations that help foster high professional standards in education and industry. Several faculty members serve on boards or hold leadership positions within national and regional associations while others have served on juries for various industry competitions.

Faculty plan and produce an annual weeklong series of panels, speakers, workshops and other events called J-Days, which heavily features alumni and other industry professionals. The Center for Ethics in Journalism brings in award-winning, diverse journalists to campus. The mission for the center is to help foster the study and practice of the journalistic principles of fairness, accuracy, and service throughout the school's curriculum.

(d) The unit contributes to its communities through unit-based service projects and events, service learning of its students and civic engagement of its faculty.

Faculty members throughout the school find opportunities to complement their teaching through providing service to the community. Programs led by the school help emphasize a connection between the school and the community. Faculty and students alike have contributed to those programs in a real, meaningful way that delivered a positive civic impact.

Through collaboration and innovation during the pandemic, faculty and students took over Arkansascovid.com and turned it into the go-to news source for Arkansas residents. The site provided daily updates, including translation of key data and charts to help serve the large Spanish

and Marshallese populations within the state. In addition, other programs such as the Lemke Journalism Project, Ethics Center, Journalism Collaboration and Sports Journalism programs help further the connection between the school and the community.

Student media such as UATV are used to promote both community and campus news through northwest Arkansas cable outlets and Facebook. The NPR member station KUAF director reports to the department chair and provides an outlet for student internship opportunities.

(e) The unit supports scholastic journalism.

Support of scholastic journalism is an area that has grown since the 2016 site visit. The school's faculty members support scholastic journalism by engaging with high school students through sponsorship of three projects throughout the region: the Lemke Journalism Project (LJP), Arkansas Scholastic Press Association and Arkansas Soul. In conjunction with these partnerships, faculty members work directly with high schools throughout the state, providing general journalism, writing, film, technology and media content that increases student interest in the discipline.

The Lemke Journalism Project reaches underrepresented groups in regional high schools and exposes them to the work of journalists. The Arkansas Scholastic Press Association is a new partnership with the school and has come under the School of Journalism and Strategic Media's supervision since 2019. It is comprised of 64 member high schools. Arkansas Soul is a week-long camp for students of color and helps provide mentorship for emerging journalistic talent.

SUMMARY:

The School of Journalism and Strategic Media is committed to engaging with alumni. Faculty and students alike benefit from those experiences by improved course work and assignments. Faculty are also able to keep their own experiences current through these professional development opportunities. From a service standpoint, the school has a demonstrated commitment to placing the skills of their students to work on behalf of the various communities the University serves. The school has also deepened its commitment to identifying and developing emerging talent at the high school level. It has expanded its relationships with high school-related organizations since the last site visit. An area for development would be to increase the frequency of communication with alumni that promotes the school's success and accomplishments.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

<u>Strengths</u>

- Enhanced status within the university as one of three professional schools within the Fulbright College of Arts and Sciences

- A strong leadership team that undertook needed changes and secured the resources to support change

- A revitalized curriculum that emphasizes digital technology throughout

- A robust assessment plan and documentation that links the plan directly to changes in curriculum

- A modern facility with a student media center and television and radio studios that compares favorably with professional newsrooms

- Student media that incorporates classroom learning for a real-world experience

- A caring and committed faculty with a balance of professional experience and creative and scholarly achievement

<u>Weaknesses</u>

- Depleted faculty ranks that need to be filled

- Compensation issues that affect recruitment and retention

- Uneven quality of student advising

- Need for more mentorship to encourage diverse students to participate in student media

- While fund-raising has been successful, a dedicated effort could bring in needed resources

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

None

3) In the case of a recommendation for accreditation or reaccreditation, with standard(s) not in compliance, list the deficiencies that need to be addressed before the next site team evaluation.

N/A

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

N/A

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

N/A

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

In 2016, the school was found out of compliance on:

1. Standard 3: Diversity and Inclusion. The deficiencies were faculty recruitment, student recruitment and curriculum content.

2. Standard 9: Assessment. The deficiencies were insufficient engagement of professionals in the assessment process, a lack of sufficient documentation of curricular needs and failure to survey alumni.

On Diversity and Inclusion, the school has adopted a detailed plan and the chair has made aggressive efforts to hire more diverse faculty, recruit more diverse students, incorporate content about diversity, equity and inclusion into curriculum and create a spirit of belonging throughout the school.

On Assessment, the school engages regularly with professionals and solicits their evaluation of capstone projects. Documentation of assessment measures and how those measures have influenced curricular changes is now a strength of the program. Alumni surveys are conducted annually.

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

The self-study was thorough and clear and requests for supplemental information were met swiftly and cheerfully. The study did a particularly good job of tracking changes that were implemented in response to the previous team visit.