

Report of ACEJMC Evaluation

Professional master's/Undergraduate programs - 2022-2023

Name of Institution: **University of North Texas**
Name and Title of Chief Executive Officer: **Neal Smatresk, President**
Name of Unit: **Frank W. and Sue Mayborn School of Journalism**
Name and Title of Administrator: **Andrea Miller, Dean and Professor**
Date of 2022-2023 Accrediting Visit: **Oct. 16-17, 2022**

Date of the previous accrediting visit: **Jan. 24-27, 2016**
Recommendation of the previous site visit team: **Reaccreditation**
Undergraduate program: **Reaccreditation**
Professional master's program: **Reaccreditation**
Previous decision of the Accrediting Council: **Reaccreditation**
Undergraduate program: **Reaccreditation**
Professional master's program: **Reaccreditation**

Recommendation by 2022-2023 Visiting Team:

Undergraduate program recommendation: **Reaccreditation**
Professional master's program recommendation: **Reaccreditation**

Prepared and submitted by:

Team Chair

Shirley Staples Carter, Ph.D., professor and associate dean of Diversity, Equity and Inclusion
University of South Carolina

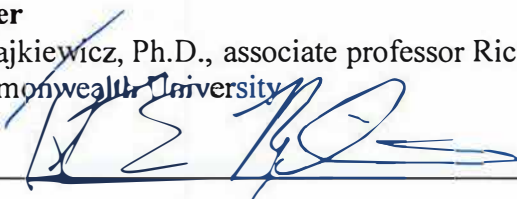
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Team Member

Timothy E. Bajkiewicz, Ph.D., associate professor Richard Robertson School of Media & Culture
Virginia Commonwealth University

Signature



Team Member

Andrew Alexander, visiting professional Scripps College of Communication
Ohio University

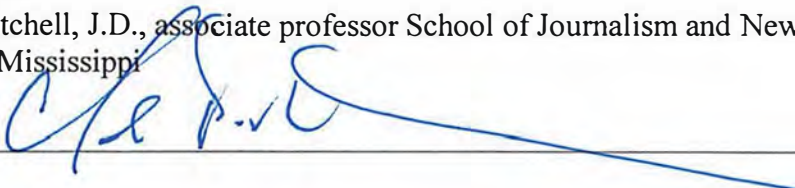
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Team Member

Charles D. Mitchell, J.D., associate professor School of Journalism and New Media
University of Mississippi

Signature



PART I: General Information

Name of Institution: University of North Texas

Name of Unit: Frank W. and Sue Mayborn School of Journalism

Year of Visit: 2022-2023

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

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

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

- Private
- Public
- Other (specify)

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

The University of North Texas was founded in 1890 by Joshua C. Chilton as the Texas Normal College and Teachers' Training Institute. The university has had seven names through the years:

1890 Texas Normal College and Teachers' Training Institute
1894 North Texas Normal College
1901 North Texas State Normal College
1923 North Texas State Teachers College
1949 North Texas State College
1961 North Texas State University
1988 University of North Texas

Senate Bill 751 of the 76th Texas Legislature provided for the establishment of the UNT System, and in July 1999, the Texas Higher Education Coordinating Board confirmed the formal system status for UNT, including the UNT flagship campus in Denton, the UNT Health Sciences Center in Fort Worth and the UNT Dallas campus. The UNT System is headed by Chancellor Michael

R. Williams, and UNT is led by President Neal Smatresk. Both UNT Dallas, which is located on the south end of the Dallas metro area, and UNTHSC operate as separate institutions with their own faculty and presidents. Each institution's president reports to the UNT System chancellor.

As of fall 2021, UNT has more than 42,000 students and is the 24th largest public university in the nation. UNT is the most comprehensive university in the Dallas–Fort Worth area, offering 113 bachelor's, 94 master's and 36 doctoral degree programs. UNT is accredited by the Southern Association of Schools and Colleges.

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

X Yes

If yes, give the date of the last accrediting visit. If there was a revisit, give the date of the last full visit and the date of the revisit: January 24-27, 2016

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1968

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

Undergraduate mission: (approved August 26, 2014): To prepare students with ethical values, lifetime communication and intellectual skills, and for successful careers in the professions represented by the school.

Graduate program mission: (approved December 3, 2014): To prepare students with ethical values and professional skills necessary to practice, teach and conduct research in journalism and mass communication.

7. What are the type and length of terms?

Number of weeks in a semester: 16 weeks

Number of weeks in summer sessions: 5/8/10 weeks

Number of weeks in intersessions: 3

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

X Bachelor's degree

X Master's degree

X* Ph.D. degree: (The unit is part of an Interdisciplinary Ph.D. program with the College of Information)

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

Undergraduate:

Bachelor of Arts in Journalism (concentrations: digital and print, broadcast and digital, photojournalism, advertising and public relations)

Teaching Certification

Certificate in Sports Media

Certificate in Media Entrepreneurship and Innovation

Certificate in Advertising Agency Leadership Certificate in Advertising Creative

Graduate:

Master of Arts in Journalism

Master of Journalism

Master of Science in Data Communication Analytics (online)

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

A minimum of 120 semester credit hours for B.A., of which 42 must be advanced.

Credit hours required for a professional master's degree:

36 semester credit hours for M.A.

36 semester credit hours for M.J.

36 semester credit hours for M.S.D.C.A.

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

Students may earn up to three internship credit hours. Each hour of credit equals 100 hours of work. Students cannot receive credit until they are enrolled in advanced-level classes within their sequence.

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

Name of Sequence or Specialty	Person in Charge
Advertising	James E. Mueller
Broadcast and Digital Journalism	James E. Mueller
Digital and Print Journalism	James E. Mueller
Photojournalism	James E. Mueller
Public Relations	James E. Mueller
Teacher Certification	James E. Mueller

13. Number of full-time students enrolled in the institution: 42,168 in Fall 2021

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

Name of Sequence or Specialty	Semester/AY	Undergraduate majors in
Advertising	Fall 2021	166
Broadcast/Digital	Fall 2021	240
Digital/Print	Fall 2021	189
Photojournalism	Fall 2021	67
Public Relations	Fall 2021	161
Teacher Certification	Fall 2021	13
Total	Fall 2021	872

15. Give the number of graduate students enrolled on-site: 56

Number of graduate students enrolled online: 39

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

[I.16.a link Spring 2022 Class Section Enrollment](#)

[I.16.b link Spring 2022 Skills Class Section Enrollment](#)

[I.16.c link Spring 2022 Online Skills Class Section Enrollment](#)

*[I.16.d link Fall 2022 Skills Class Section Enrollment](#)

*[I.16.e link Fall 2022 Class Section Enrollment](#)

*[I.16.f link Fall 2022 Online Skills Class Section Enrollment](#)

17. Total expenditures planned by the unit for the 2022–2023 academic year: \$2,754,253.43

Give percentage increase or decrease in three years:

FY21-22 *4.13% increase from FY20-21

*FY22 includes encumbrances for salaries, travel, supplies, and other items. Assumption is that these expenses will be incurred in this fiscal year.

FY22-23 *9.99% increase from FY21-22

*FY23 estimates are from the FY23 budget request pending Board of Regents approval EXCEPT adjunct, TA, and RA salaries. Adjunct, TA, and RA budgets are averages of previous 5 years (going back to FY18). Those are provided by CLASS Executive Dean at beginning of each fiscal year.

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

FY21-22 \$1,475,652.65

FY22-23 \$1,567,986.96

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

Dr. Andrea Miller, Dean/Professor, 100% Administrative

Dr. James E. Mueller, Associate Dean/Professor

Mr. Steven Ackermann, Visiting Lecturer

Mr. Thorne Anderson, Professor

Dr. Dorothy Bland, Professor

Ms. Carolyn Brown, Senior Lecturer

Mr. Brice Campbell, Lecturer

Dr. Sara Champlin, Associate Professor

Dr. Christina DeWalt, Lecturer

Mr. Mark Donald, Senior Lecturer

Dr. Tracy Everbach, Professor

Dr. Koji Fuse, Associate Professor

Mr. Gary Ghioto, Lecturer

Ms. Kimberly Keller, Lecturer
Mr. Randy Loftis, Senior Lecturer
Ms. Brittany McElroy, Senior Lecturer
Dr. Gwen Nisbett, Associate Professor
Dr. Newly Paul, Assistant Professor
Mr. Larry Powell, Assistant Professor of Practice
Ms. Rebecca Poynter, Senior Lecturer

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

Fall 2022

David Barnett
Todd Bennett
Sara Blankenship Reynolds
Alex Copeland
Joshua Cortez
Megan DeSoto
LaJuana Hale
Stephanie Knight
Bryan Lochhead
Russell Luna
David Christian McPhate
Wendy Moore
Stephanie Padgett
Chris Pilcic
Jake Quintanilla
Nealie Sanchez
Raegan Scharfetter
Charlie Scudder
Emily Vernon
Mohammad Yousef

Spring 2022

Brock Addicks
Andrea Arterbery
Todd Bennett
Sara Blankenship Reynolds
Brady Burns
Alex Copeland

Jim Dale
Christina DeWalt
Megan DeSoto
Kayla Green
Bryan Lochhead
Russell Luna
Colin McElroy
Christian McPhate
Fred Metoff
Annette Nevins
Charlie Scudder
Joe Trahan
EJ Vernon
Leah Waters

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

2021-22 academic year:

212 undergraduates; 21 MA/MJ graduates; 19 MSDCA graduates = 252 Total graduates.

2020-21 academic year:

196 undergraduates; 24 MA/MJ graduates; 8 MSDCA graduates = 228 Total graduates

2019-20 academic year:

271 undergraduates; 22 MA/MJ graduates; 10 MSDCA graduates = 303 Total graduates

PART II — Standard 1: Mission, Governance and Administration

The University of North Texas was founded in 1890 by Joshua C. Chilton as the Texas Normal College and Teachers' Training Institute. The university has had seven names through the years:

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As of fall 2021, UNT had more than 42,000 students and is the 24th largest public university in the nation. UNT is the most comprehensive university in the Dallas–Fort Worth area, offering 113 bachelor's, 94 master's and 36 doctoral degree programs. UNT is accredited by the Southern Association of Schools and Colleges.

The university is a designated Hispanic-Serving Institution (HSI), one of 21 Carnegie Tier One Research universities designated as such and forming the Alliance of Hispanic Serving Research Universities. The university has the highest four-year graduation rate in North Texas for Hispanic students. According to its website, University of North Texas students benefit from a challenging education as well as a diverse and supportive community committed to their success. The university's flagship campus is located in Denton, and its satellite campus is in Frisco. The university has 14 colleges and schools that offer 200-degree areas as well as online learning.

UNT's department of journalism was founded in 1945 and reorganized in September 2009 to become the Frank W. and Sue Mayborn School of Journalism as well as the Frank W. Mayborn Graduate Institute of Journalism. In 2020 the school celebrated 75 years of Journalism education at UNT. The Mayborn School was first accredited in 1968 and is the only nationally accredited professional journalism master's program in Texas. The school also hosts one of the nation's premier writing conferences—the Mayborn Literary Nonfiction Conference. Previously a standalone unit, the Mayborn School is now housed in the College of Liberal Arts and Social Sciences (CLASS). The Mayborn has an estimated 5,000 alumni on five continents, including Bill Moyers, author and former PBS journalist, Rebecca Aguilar, first Latinx president of the

Society of Professional Journalists and Wende Zomnir, co-founder of Urban Decay cosmetics. Nine Mayborn alumni are Pulitzer Prize winners or finalists.

The school offers one undergraduate degree—the BA in Journalism with concentrations in Advertising, Broadcast Digital, Print-Digital, Public Relations, and Photojournalism. The graduate track options lead to the MA and MJ in Journalism, and a new MS degree in Digital Communication Analysis (MSDCA), an accelerated, all online degree that is not a part of the accreditation process. Other curricular changes since the last accreditation visit are the Media Entrepreneurship Innovation 18-hour certificate focused on preparing students for the rapidly changing media environment and providing essential skills to create start-ups. The school also has added a collaborative Ph.D. with Information Science.

Two significant changes have occurred in the past three years that impact the school's leadership and administration. In 2019, the school named a new dean and director of the Graduate Institute of Journalism after a national search, a new associate dean, and director of graduate studies in the Graduate Institute. That same year, the school moved back into the College of Liberal Arts and Social Sciences (CLASS), in a move to further collaborate with the Department of Media Arts, the lack of which was a school deficiency noted during the previous site visit.

The unit's self-study process identified three strengths:

- Mayborn faculty national profile for research in race, gender and the media, health information/communication, and the storytelling forms of narrative non-fiction, persuasion and engagement.
- Significant grant funding, including \$500,00 from NBCU Academy, \$300,000 from the Scripps Howard Foundation, \$75,000 from the provost for eye-tracking and physiological research equipment, and \$89,000 from the Diamond Eagles Society to fund a broadcast production truck.
- Equipment, staff and physical space sharing with Media Arts, amid promises of more collaboration in the future.

The self-study also identified concerns, many of which the new dean has already begun to address.

- Confusion among prospective students and parents over differences between Mayborn's broadcast sequence and Media Arts. The school acknowledges the loss of some broadcast students to the Media Arts program as a result of the confusion.
- Decline in undergraduate enrollment, as is the case in most universities, post-pandemic.
- Imbalance between tenure-track faculty and lecturers, 8 tenure-track to 11 lecturers, out of the school's 19 full-time faculty, not including the dean.
- Lack of consistent self-evaluation of student services and administrators beyond the university's broader surveys.

The self-study noted the dean's efforts to address and seek ways to ameliorate the concerns.

Mayborn offers the BA degree in Journalism with concentrations in Advertising, Broadcast and Digital Journalism, Digital and Print Journalism, Photojournalism, and Public Relations, and graduate track options leading to the MA and MJ in Journalism. The school also offers a Journalism Teacher Certification, and undergraduate academic certificates in Ad Agency Leadership, Advertising Creative, Media Entrepreneurship and Innovation, and Sports Media.

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.

The Mayborn's new five-year strategic plan aligns with the goals of both the College of Liberal Arts and Social Sciences (CLASS) and UNT with four foci: Create and sustain an innovative curriculum; embrace, expand and celebrate diversity; equity and inclusion; enhance and build leading-edge research; and enhance and build student graduate success.

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

The Mayborn's strategic plan is prominently displayed on the school's website. The school's mission is to prepare students with ethical values, lifetime communication and intellectual skills, as well as successful careers in the professions represented by the school's undergraduate areas and graduate degree programs.

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?

The plan details a rationale and strategies and identifies responsible parties for achieving goals and strategies. The plan also contains timelines and those responsible for each element and follow-up.

(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.

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 current dean is in her fourth year. The interim executive dean of CLASS to whom she reports, and the Provost for Academic Affairs, with whom she has an indirect reporting line through her membership on the Dean's Council, both hold her in the highest regard. They voiced strong support for her solid leadership, citing her effective external relations, grantsmanship, issues management and understanding of the demands and challenges of the role. Faculty, in general, feel the dean's leadership is effective. They also consider the dean to be a strong advocate for the unit in her interactions with university administration outside the unit and with external constituencies, especially among her board of advisors and alumni.

She has implemented several initiatives to improve alumni communication, curricular innovation, faculty research, professional networking, faculty growth, marketing, and enrollment decline. The dean works collaboratively with other units including the Media Arts department in CLASS, where she also served as interim chair during her first year and a half as the new dean. These collaborations include shared broadcast faculty, office space and facilities, research and publications and are examples of the current dean's leadership in addressing the duplication of courses and lost opportunities from the long-unresolved relationship with the Department of Media Arts, a deficit cited in the last accreditation visit, according to the unit's self-study.

The dean also contributed to the CLASS strategic plan, serving as the co-chair. In spring 2021, the dean administered alumni, student, faculty and staff surveys that provided feedback that propelled reviews of curriculum, unit climate and student services. The process led to focus areas for the strategic plan: innovative curriculum, diversity, equity, and inclusion, transformative research and student services.

The faculty, staff and students view the dean as a strong advocate for diversity, equity and inclusion as evident in the unit's diversity, equity and inclusion plan, and unit diversity, equity and inclusion committee. Other indications of diversity, equity and inclusion support include a diversity component and statement in every syllabus. Faculty also include a statement in their annual evaluations on the importance of diversity and how they apply it in their courses.

The Mayborn School is one of the inaugural NBCU Academy Schools that received a \$500,000 grant to be used for scholarships, equipment and educational experiences to help create a diverse pipeline of students in the profession. The dean also continues to sustain the Emerging Journalists program for diverse high school students interested in journalism, one of two programs funded by a grant from the Scripps Howard Foundation and established by the previous dean.

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

Could not find the update 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.

The unit gathers, maintains and analyzes enrollment, retention and graduation data and annually posts them prominently on the website. The self-study provides an analysis of enrollment patterns within the unit, noting the decline in enrollment at the undergraduate level, and the uptick at the graduate level, primarily impacted by the new online degree, the MSDCA, from 35 students in 2016 to 100 students in 2021. The unit's underrepresented student percentage mirrors the university's at almost 58%, 31% of whom are Hispanic/Latinx. The undergraduate total enrollment is 872 students, according to the 2021 data.

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

During the 2020-21 academic year, the unit had 11 faculty committees: School Review (Promotions and Tenure), Personnel Affairs, Undergraduate Curriculum, Graduate Curriculum, Accreditation and Assessment, Advancement and Alumni Development, Scholarship, Research, Technology and Space, Grade Appeal (meets as needed) and Diversity. The latter two were added since the last accreditation.

The management team is an advisory group that includes the dean, associate dean, graduate studies director, director of advising, marketing specialist and the dean's executive assistant.

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

The university conducts a national search to select its dean, and usually engages a search firm. The dean serves a five-year, renewable term. The dean appoints the associate dean who serves a three-year term.

The dean and administrative leadership are evaluated by the Faculty Senate Evaluations of University Administrators Survey (School faculty and staff), the dean's self-assessment using the provost's office categories and criteria, a written evaluation by the provost followed by a consultation to discuss the evaluation and set goals, and the system-wide Gallup survey administered to all faculty and staff.

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

Faculty, staff and students have avenues to express concerns and have them addressed. Student academic issues are handled in the dean's office. Other complaints are addressed externally as appropriate through student affairs and the Title IX office. The unit had no unresolved faculty, staff and student complaints at the time of the visit.

Professional master's program / Unit performance with regard to indicators:

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

The mission statement and strategic plan for the master's program is posted on the school's website within the strategic plan, which states curriculum, research and success goals for the master's program.

- Curriculum goal - The Mayborn will create more stand-alone graduate courses.
- Research goal - Continue to recruit and retain a diverse, global pool of graduate students.
- Student Success goal - Maintain graduate enrollment at 100 students, with incremental growth each year, while maintaining retention and graduation rates, as well as a welcoming environment.

(i) The unit has designated administrative oversight of the professional graduate program as well as policies and procedures that ensure faculty oversight of educational policy and curriculum in the professional graduate program.

The graduate program has a director of graduate studies and graduate academic advisor to manage academic, curriculum, and advising operations of both the MA and MJ programs. The unit added a staff position - graduate student and program coordinator, and the school dean continues to serve as the institute director to provide oversight of the institute's budget and resources. The unit also has a graduate committee responsible for evaluating and voting on proposals for new courses, curricular changes and procedural modifications. The graduate studies director also recommends long-term strategic goals and is responsible for day-to-day operations.

SUMMARY:

(Undergraduate)

Since the last accreditation visit, the Mayborn School has moved back into the College of Liberal Arts and Social Sciences, ostensibly to build stronger ties with the Department of Media Arts and avoid duplication of courses and ameliorate enrollment decline. The current dean is praised by central administration for her leadership in forging ahead with noticeable improvements in the School's curriculum innovation, research roadmap, stronger professional graduate program, new online master's degree, the Master of Science in Digital Communication Analytics, new advertising degree awaiting final board approval, two new tenure-track faculty searches underway, dynamic strategic and diversity, equity and inclusion plans, programs and initiatives, and other opportunities for continued growth as the only School, and one of two named units in the university. In addition to the new undergraduate advertising degree, another curricular innovation is the move of the student-run Public Relations AgenZ to the UNT satellite campus in Frisco to take advantage of the state's third-largest Public Relation's market. The student-run advertising firm, SWOOP, and Hatch Visuals, a student-run photo agency are other opportunities for hands-on learning in the Mayborn School.

(Professional Master's)

First accredited in 1999, the Mayborn School has the only accredited professional master's program in Texas and the Southwest. Since the last accreditation visit, the unit has revamped the graduate program, naming a full-time director of graduate studies and graduate academic advisor, and graduate student and program coordinator. The additional staffing has brought greater efficiency in graduate program operations. The graduate director's leadership has been praised for instituting mandatory academic advising, requiring the graduate coordinator to register all graduate students in journalism classes, and offering better-organized new graduate student and new graduate scholar orientations with an annually updated Mayborn Graduate Student Handbook. Mayborn graduate students have occasionally served on UNT's Graduate Student Council to have a voice in student governance issues.

Overall evaluation (undergraduate program) compliance/noncompliance: COMPLIANCE

**Overall evaluation (professional master's program) compliance/ noncompliance:
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.

Students in five sequences – Advertising, Broadcast and Digital Journalism; Digital and Print Journalism, Photojournalism and Public Relations – matriculate in the unit's single degree program in Journalism. All students are required to complete a minimum of 120 hours to get a bachelor's degree in the State of Texas. The unit requires at least 72 credits in liberal arts and sciences: 42 hours of general education requirements from the State of Texas Common Core, a minor outside of journalism of at least 18 hours, 12 hours of advanced-level social science courses and six to eight hours of a language that is not English. With the 46 hours required of any of the five academic sequences, these hours sum to greater than 120 hours. A lead unit adviser explained that many courses “double dip” in multiple categories, so much that even with a minor, some students can double major (e.g., journalism and history), and still have about a year's worth of hours needed to achieve 120 total hours. (Students in Texas who graduate with 123 or fewer credits are paid \$1,000.) Students take at least one hour of internship/practicum.

Contributing classes within the unit include JOUR 1210 Mass Communication and Society, which is approved by the state to be in the common core as a social and behavioral science course; JOUR 4250 Race, Gender and the Media; JOUR 4820 History of American Media; JOUR 4240 Comparative International Media Systems. JOUR 1210, JOUR 2000 Principles of Advertising and PR, and JOUR 2300 Principles of News are open to all students and focus on a broader discussion of the role of mass communication in society.

Currently the unit has one degree – Journalism – with five sequences: Advertising, Broadcast and Digital Journalism; Digital and Print Journalism, Photojournalism and Public Relations. It hopes to remove Advertising from the Journalism degree program and create a degree called Advertising, to be housed in the unit. Faculty say disassociating the two names will help with program identity and hopefully increase enrollment. It has been approved by the unit, College and University and will be submitted for approval by the University's governing board in Fall 2022.

(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.

Each of the five Mayborn sequences (Advertising, Broadcast and Digital Journalism; Digital and Print Journalism, Photojournalism and Public Relations) provide the needed balance, which begins in the two Mayborn core classes, JOUR 1210 Mass Communication and Society (a conceptual introductory course) and JOUR 2310 Introduction to Media Writing (which stresses writing journalism stories, AP Style and language mechanics). Each sequence requires sequence specific courses in areas of writing (Broadcast, Print and Photo 12 hours, PR nine hours, Ad three hours), at least three hours in visual communication (12 hours in Broadcast, Print and Photo), three hours of critical thinking and “professional application” credits (from one hour for Broadcast, Print and Photo, the internship/practicum, to six hours for Ad and PR). All sequences culminate in a capstone/campaigns course.

Examining specific sequences, both Advertising and PR students take the conceptual course JOUR 4470 Ethics, Law and Diversity in Advertising and Public Relations. Required Ad skills courses include JOUR 3055 Advertising Art Direction, while PR students must take JOUR 4270 Strategic Social Media. Students in each integrate concepts and skills in campaign courses. Broadcast, Print and Photo students may choose conceptual courses for the critical thinking requirement like JOUR 4240 Comparative International Media Systems and JOUR 4250 Race, Gender and the Media: A Methods Approach. Professional skills courses for Broadcast, Print and Photo sequences include the required course JOUR 3300 Introduction to Visual Communication for News, while students in each of those three sequences integrate theory and skills in JOUR 4999 News Capstone (the latest project focused on local affordable housing).

A review of syllabi found a statement on accreditation in all syllabi, and applicable values and competencies listed in many syllabi. Course texts and materials were generally current. Assignments noted in syllabi reinforced stated student learning goals, as well as value and competency outcomes. Curriculum maps were present for each of the five journalism sequences (Advertising, Broadcast, Digital/Print, Photojournalism and Public Relations), but did not include all the required courses; did not match text in the self-study (e.g., discussion that JOUR 4999 News Capstone matched all values and competencies, but not marked as such on the map); included but did not map other required courses; and did not map most elective sequence courses (e.g., choose one from a list of five courses).

(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.

Discussions with faculty and students reinforced the self-study's discussion and evidence of demanding and current instruction. Faculty take advantage of being part of the fifth-largest American media market, Dallas-Fort Worth, to have top media talent and managers as guest speakers, and to stay current on trends and in-need skills. Faculty avail themselves of professional development opportunities, such as Poynter's Teachapalooza and applicable AEJMC sessions. When faculty had to pivot to online during the pandemic many took online

training from UNT's Center for Learning Experimentation, Application, and Research (CLEAR).

Students in both the at-large and sequence meetings said they considered instruction current and were impressed with their professors' grasp of the latest topics and technologies, calling the curriculum "well-rounded" and one student saying, "I can do other skills than my primary area of study." Students were impressed with connections faculty provided to media professionals in classes and internship opportunities, as well as faculty professional experience and backgrounds.

Regarding specific sequences, Advertising demonstrates current, responsive instruction with guest speakers lecturing on topical developments, periodic interviews with agency personnel, guest reviewers from industry for portfolio and capstone reviews, problem solving for real clients through the capstone courses, and through the student-led ad agency, SWOOP (Students Working On Our Profession). Public Relations faculty are in regular contact with professional internship providers to gauge current trends and skills. The PR faculty recently voted to make JOUR 3300 Introduction to Visual Communication required to ensure students receive training in digital photography and video and editing, effective Fall 2022. The School's student-managed PR agency, AGenZ, hosts professionals every week, while PRSSA members and the faculty advisor visit PR agencies.

Broadcast and Digital Journalism students are required to take JOUR 4323 Advanced Writing and Reporting for Broadcast and the Web, in which they report for and produce a daily newscast on real-world deadlines. The class runs all day, one day a week, and ends with a live newscast on the local cable access channel. In Fall 2022 the sequence will be called Video, Broadcast, and Multimedia and include documentary, sports and video for strategic communications. In Digital and Print Journalism, all courses provide students with options to use all media platforms, with semester projects that demand use of several multimedia. Photojournalism faculty have reworked the curriculum over the past few years to include video along with traditional photo skills. Faculty have also created partnerships with local media and student opportunities. Students in JOUR 4720 Multimedia Storytelling and JOUR 3310 Feature Writing collaborate to produce multimedia packages for the Denton Record-Chronicle focused on community change leaders.

A review of syllabi of courses with multiple sections taught by different instructors found almost all to have consistent student learning outcomes, required materials and assignments. These include JOUR 3300 Introduction to Visual Communication for News, JOUR 3322 Copyediting, JOUR 4999 News Capstone and JOUR 3210 Applied Design for Advertising and Public Relations (developed with the help of UNT's CLEAR unit). An exception was with a core course, JOUR 2310 Introduction to Media Writing, with eight sections taught in each Spring and Fall 2022. It was overhauled for Fall 2021 by a faculty member so that every section would teach the same lectures, assignments, evaluations and grading rubrics. Syllabi were found to have consistent content, but some syllabi differed in the listed values and competencies (if the syllabus listed any at all), and some had different readings and texts, while one displayed an incorrect course title.

(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.

The unit prioritizes connecting faculty/administrators to professionals. For example, in 2020 Mayborn was one of 17 programs selected to receive a \$500,000 grant as part of the NBCU Academy Initiative to help diversify the industry and support diverse students. In addition to student scholarships, the unit teamed up with another area NBCU school to sponsor “Navigating Careers in Mass Communication,” an event with leading national and regional media professionals. The unit regularly hosts recruiters from TV news groups (e.g., Scripps, Gray, Nexstar, Tegna, Hearst) to meet with broadcast students for critiques and with faculty for the latest industry information. For several years, students have participated in Arizona State University’s News21 project.

Each year the unit dean and professional Advisory Board organize professional-connection events like the Mayborn Mentors program. In May 2022 it brought 15 media pros to campus for networking and participating in a panel discussion. The Mayborn Nonfiction Literary Conference is now in its 18th year and brings professionals to North Texas providing an opportunity to interact with faculty and students at various events (past attendance is 300+).

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

All skills and laboratory sections for Spring and Fall 2022, including campaign courses, had enrollments that did not exceed 20-1.

(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).

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.

All Mayborn students must complete a one-hour internship at a professional media outlet or a one-hour practicum at a student media outlet or organization. A faculty member in each sequence is asked by the associate dean to be that sequence’s internship coordinator and is paid a small task payment to do so. This person evaluates each internship provider, is the mentor for

internship/practicum students and grades the student. Students also receive training from supervisors on professional practices, behavior and dress in the workplace. Students may take up to three hours for credit, with each hour equaling 100 hours of work at the internship/practicum site.

Professional master's program / Unit performance with regard to indicators:

(g) At least half of the required credit hours are in either professional skills courses or integrate theory and skills appropriate to professional communication careers.

Fourteen or half of the 28 MA/MJ courses (excluding JOUR 5350) are skills-based courses. Two research methods courses are considered skills-based because master's students must learn and acquire techniques of in-depth interviewing, focus groups, survey, experiment and statistical analysis, explore practical applications of those methods in the industry, become proficient in using tools such as Qualtrics and SPSS, and apply them to conduct their own research. Study-abroad opportunities require student participants to explore media and cultural practices different from theirs and produce blogs, websites or stories to publish. Also, the internship course is a skills-based course because those who take it acquire real-world experience at media organizations or public relations/advertising agencies.

JOUR 5180 Advanced Public Relations Campaigns
JOUR 5130 International Advertising and Public Relations Study Abroad
JOUR 5250 Quantitative Research
JOUR 5260 Qualitative Research
JOUR 5290 Science, Health and Environmental Reporting
JOUR 5550 Advanced Principles of Magazine Production
JOUR 5700 Advanced Feature Writing
JOUR 5710 Narrative Journalism
JOUR 5720 Magazine Writing and Publishing
JOUR 5730 Writing, Editing and Publishing for the Literary Market
JOUR 5740 Literary Journalism
JOUR 5750 Advanced Multimedia Storytelling for News
JOUR 5760 International News and Media Study Abroad
JOUR 5800 Professional Internship

All MA/MJ students complete core courses of which two are skills and two are theory.

JOUR 5040 Media Studies and Theories
JOUR 5250 Quantitative Research
JOUR 5260 Qualitative Research
JOUR 5310 Media Ethics

Thereafter, students are allowed to choose their remaining 24 hours (18 hours when a thesis is required for six of the hours) from the courses most attuned to their career interests.

All students are required to complete comprehensive exams. Students not successful on their first attempts are provided guidance and allowed two more attempts.

(h) Instruction and curricular requirements for professional graduate students are more advanced and rigorous than for undergraduate students, including courses open to both undergraduate and graduate students.

Fourteen of the 28 graduate-level courses allow the enrollment of undergraduates. There are separate (more rigorous) requirements for graduate students. Some students indicated there was sometimes a difficulty arising in courses that include team projects in that graduate students sometimes experience less prepared or motivated undergraduates as part of their team.

In the last self-study, it was reported that up to half the graduate courses were taught by faculty who had not attained university graduate faculty membership at either of two levels. The current report indicates this has been improved by 25 percentage points or more toward the still-elusive goal of 100 percent.

Also, the last site team cited the need for more graduate course options not related to literary nonfiction. The unit responded, including actions taken to address the problems and results. The response was a self-described “sweeping” change that included eliminating courses the unit determined to lack relevance or graduate rigor and the addition of new courses. Introduced since Fall 2016:

JOUR 5130 - International Advertising and Public Relations Study Abroad

JOUR 5140 - Strategic Persuasion and Media Effects

JOUR 5180 - Advanced Public Relations Campaigns

JOUR 5220 - Advanced Business Journalism

JOUR 5750 - Advanced Multimedia Storytelling for News

JOUR 5760 - International News and Media Study Abroad

Also available to students is a Master of Science in Digital Communication Analytics program begun in Fall 2017. Students meeting with the team reported no difficulty related to classes being offered when needed. One issue was scheduling three-hour course periods back-to-back as a hardship, but students said faculty had been made aware and indicated a more workable schedule would be adopted.

Admission to the program includes a required portfolio but is otherwise holistic with no Graduate Record Exam requirement and no minimum undergraduate GPA. A faculty member reported this had led to some students entering the program who were unprepared for graduate

studies. Students said they had observed some members of their cohorts struggling more than others, but none who was overwhelmed.

SUMMARY:

(Undergraduate)

The unit offers one degree program in Journalism with five sequences in Advertising, Broadcast and Digital Journalism; Digital and Print Journalism, Photojournalism and Public Relations. Students must earn 120 hours that include courses in general education, a chosen minor, social science courses and a sequence's 46 hours. Unit courses contribute to a liberal arts and sciences perspective with a good balance of theoretical/conceptual, skills and integration courses. These courses appear to emphasize and teach Council professional values and competencies. Faculty are working to keep instruction current and rigorous while interfacing with their respective industries. Student-faculty ratios in lab/skills sections were at or below 20-to-1. Students are required to take one hour of internship/practicum.

(Professional Master's)

The unit offers multiple master's degrees. Admission to the graduate program is holistic, with no Graduate Record Exam score or undergraduate GPA requirement. The professional master's degrees are the Master of Arts (30 hours plus six hours for a required thesis) and the Master of Journalism (36 hours of coursework). All master's students have three attempts to pass a comprehensive examination, with support and guidance toward improvement after failed attempts. All students complete a 12-hour core. Following the last reaccreditation, the unit reviewed its graduate course offerings, eliminating courses they felt no longer relevant and creating six new courses that allow students to determine their best pathways.

Overall evaluation (undergraduate program) compliance/noncompliance: COMPLIANCE

**Overall evaluation (professional master's program) compliance/ noncompliance:
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's current written plan was adopted in 2006 and revised at approximately five-year intervals. The 2019 revision was more comprehensive with additional methods and measures. The plan is unified across undergraduate and graduate programs and there are holistic measures as well. The plan is linked to the 12 ACEJMC core competencies as identified in 2012. It has not been updated to the 10 core competencies now in effect. In recognition of its assessment program, the university's Accreditation and Institutional Effectiveness office awarded the unit its Institutional Effectiveness Celebrity Award for Undergraduate Program Assessment in 2019. Assessment is under the direction of the dean and an associate dean and is carried out by an Assessment and Accreditation committee.

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

The assessment plan was either not on the unit's public-facing website or was not labeled or obvious.

(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.)

The assessment tracks the ACEJMC core competencies as they existed in 2012. Most syllabi list the specific values and competencies that are covered in that course. These values and competencies are used as learning objectives for the curriculum as a whole.

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

The unit's plan includes four direct measures and four indirect measures gauged annually.

The direct measures are (1) pre- and post-testing, (2) rotating assessment of specific classes, (3) internship reviews and (4) external reviews of a portion of capstone course projects.

(1)The unit compares standardized exam results from populations of beginning vs. advanced students. A program assessment pre-test is administered each spring in the required Intro course for all undergraduates. The post-test is administered in JOUR 4470, Ethics, Law and Diversity in Advertising and Public Relations, which is a capstone requirement for all students in public relations and advertising, or in JOUR 4620, Mass Communication Law and Ethics, and a post-test is administered in JOUR 4999, which is the capstone class for news majors.

(2)The rotating assessment is designed to assess each core competency over a three-year cycle. Classes to assess are selected by the Assessment Committee. Individual instructors develop their own assessment methods with the support and guidance of the committee. Instructors are expected to use assessment data to make improvements. Notably, classes remain in the rotation for three consecutive years or until the instructor and the committee agree that student achievement of learning objectives has reached a level sufficiently satisfactory to move to assessment of a different class.

(3)Supervisors for interns provide evaluations of workplace skills at mid-term and end-term. Measures include professional appearance, punctuality, written and verbal communication.

(4)Under the 2019 update of the unit's assessment plan, professionals are enlisted as external reviewers for a random sample of 20 percent of all capstone projects each spring semester. This measure was used for the first time in the 2020-2021 academic year.

The indirect measures are (1) student surveys, (2) student awards, (3), an alumni survey and (4) audits.

(1)The surveys consist of Student Perceptions of Teaching (SPOT) surveys completed by students at the end of each course. Results, which include student perceptions of skills and knowledge growth, are provided to the associate dean and to the course instructors.

(2)Students, including those working in student media, are encouraged to enter local, regional and national competitions. Faculty are encouraged to identify student work deserving of competition entry. Students are also encouraged to earn internships and scholarships.

The unit, limited to listing five awards per year, reported solid recognition of students across a variety of competitions including multimedia, copy editing, feature photography, sports news, in-depth reporting, advertising and documentary.

(3)An alumni survey was created in 2019 to be administered each November to Spring term graduates. Professional achievement and other information is gathered and included in the assessment report.

There were 19 responses to the 2020 survey, which is insufficient to draw conclusions (271 graduates). Notably, larger majorities indicated they feel well-prepared in writing, editing and critical thinking. Less than half indicated preparedness on topics of equity and diversity consciousness, project management basic numerical and statistical concepts, and First Amendment and media law.

The number of responses increased to 33 in the 2021 survey (196 graduates) and larger majorities of students again reported good preparation in writing, editing and critical thinking. About one-third of respondents felt prepared in equity and diversity consciousness, understanding of the First Amendment and media law and four of the 33 reported being prepared in basic numerical and statistical concepts.

(4) Also in 2019, a process under the auspices of the associate dean was developed to audit course syllabi and instructor CVs to review consistency across modalities and campuses.

(d) At least one direct and/or indirect measure should include journalism and mass communication professionals engaged in assessment data collection.

The unit plan involves professionals in myriad ways, including the survey of recent graduates, the acceptance of student work in professional publications, internship feedback forms and external capstone project reviews.

(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 unit reports a strong level of intentionality in closing the assessment loop. Of note is that faculty members whose courses are being assessed are assigned a "wrangler" to guide instructors who are preparing their own assessment tools, to monitor the process of assessment and recording of results. The wrangler and the Assessment Committee chair are also tasked to put the data into action. During the site visit, not all faculty interviewed individually were familiar with the rotating assessment, but those asked about the entry and exit assessments knew they existed.

Case studies were provided in the self-study, including one for JOUR 3700 Fundamentals of Photojournalism:

"Instructors reported that only 51% of students met the criterion for success on the assessment tool. The instructor noted specific areas where students struggled:

An item analysis of the course assessment showed that students struggled with the technical and aesthetic function of aperture. Additional video tutorials will be added to Canvas course pages to review this topic.

The following semester the instructors reported “additional video tutorials on basic technical skills were added to the Canvas course pages, and email reminders of the tutorials were periodically sent to students.”

The recommendation was sound but did not produce the expected results. When assessment scores did not improve the instructors reported:

This is a very disappointing result. While students in this semester's JOUR 3700 course were still able to produce competent photography, their underlying knowledge of the basic mechanics of cameras and of exposures was lacking. The poor assessment results this semester are a historical outlier and suggest that instruction in the new remote environment was not up to par with instruction in person for this heavily skills-based course. This is likely due to decreased access to physical cameras in the hands of students in an instructional environment. We expect assessment results to rebound in the fall [2021] when this course returns to face-to-face instruction. Nevertheless, it is recommended that instructors require students to have physical contact with cameras during instruction, regardless of whether the course is taught face-to-face or virtually. It is also recommended that instructors return to the practice of having at least one quiz on the technical aspects of photography.

It was recorded that only one of those two recommendations was implemented:

Instructors scheduled more time for hands-on instruction with camera operations, and technical instruction with cameras was moved to the equipment room so students could have physical contact with cameras during technical instruction. That change did appear to improve concrete technical performance, but a technical quiz was not reintroduced, and abstract comprehension of the exposure triangle continue to be unsatisfactory.

That observation was borne out by testing results which continued to fall below the criterion for success. The instructors then made the following observation and recommendation:

It was expected that students' understanding of the basic mechanics of exposure would improve when classes resumed in-person instruction, but that did not happen. It is recommended that a quiz over basic mechanics of exposure be reintroduced.

Following up on that recommendation, a not-for-credit technical quiz was re-introduced in Spring 2022. At last, the combination of Canvas video tutorials, in-person camera instructions, and the implementation of a technical quiz—changes recommended and implemented over the course of two years—appeared to yield improvements in student learning outcomes:

In Spring 2022, there were 37 undergraduate students enrolled in 2 sections of JOUR 3700 - Photojournalism (SLO: Images). Of these enrolled students, 78.38% (29 students) were assessed through a standardized test. Of those students who participated in the assessment, 82.76% (24 students) scored higher than 80%. The criterion for success is 80% of students scoring 80% or higher on the assessment exam. The criterion was met."

Professional master's program / Unit performance with regard to indicators:

The unit's professional master's program has a written assessment plan, posted to its website; collects and reports data from its assessment activities; and applies the data to improve curriculum and instruction.

The professional master's program uses three direct and one indirect measure for assessment of program effectiveness. The direct measures are (1) assessment of specific classes, (2) comprehensive exams and (3) thesis production. The indirect measure is student awards, scholarships and internships.

(1)The course assessment process is similar to that for undergraduate courses. Linked to the ACEJMC professional values and competencies as listed in 2012 in specific classes, the goal is to assess each at least three competencies at a time, consistently over a three-year period. The Assessment Committee selects the classes to assess, and individual instructors develop their own assessment methods and conduct assessment in consultation with committee members. It is not sufficient for instructors to report that they are “continuing to assess the learning objectives.” The classes are included in the rotation for three years or until the instructor and the committee agree that student achievement of learning objectives is at such a level that a new class should be moved to the rotation.

(2)In compliance with the university's Graduate School requirements, graduate students in the unit undergo open-book comprehensive exams that focus on overall program knowledge and require students to demonstrate an ability to organize and synthesize knowledge gained throughout the academic program, and to defend positions on current issues in all areas of journalism and the larger communications environment. Faculty evaluate the answers based on the demonstration of knowledge, quality of writing, and completeness of research and other appropriate measures. “Comps” may be attempted no more than three times.

(3)Only the MA program requires thesis production. A master's thesis is optional for the MJ program. The unit's goal is to retain 90% of students who initiate the thesis process. The unit reported 23 successfully defended theses since reaccreditation or about four per year over the six-year period. Totals for the past two assessment years indicate 21 enrolled for thesis credit, seven completed, 10 in progress and four terminated without completion. Action plans associated with the annual reports indicated faculty providing more aggressive support.

SUMMARY:

(Undergraduate)

The strongest aspects of the undergraduate plan are the rotating assessments and the follow through to assure that data gathered is reviewed and indicated adjustments are made. The examples provided in the self-study demonstrate a good level of intentionality regarding the

purpose of assessment. All faculty should be familiar with the purpose of course assessment in higher education in designing and improving course instruction.

(Professional Master's)

The strongest aspect of the graduate plan is the rotating assessment and the follow-through to assure that data gathered is reviewed and indicated adjustments are made.

Overall evaluation (undergraduate program) compliance/noncompliance: COMPLIANCE

**Overall evaluation (professional master's program) compliance/ noncompliance:
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 under-represented groups and articulate key performance indicators upon which the unit intends to focus and improve.

The University of North Texas was recently designated a Minority-Serving Institution (MSI) and Hispanic-Serving Institution (HSI). According to the university website, university students benefit from a challenging education as well as a diverse and supportive community. In fall 2021, the unit's underrepresented student population was 58%, with 31% Hispanic/Latina/o and 19% Black (N=871).

The Mayborn School's Diversity, Equity and Inclusion plan was revised on February 12, 2021, and contains the following statements:

We, the faculty of the Mayborn School of Journalism, stand against racism and any other form of discrimination. To emphasize our commitment to diversity and anti-racism and to our diverse, multicultural group of students, faculty, and staff, we are committed to a plan that serves as a roadmap to creating a more inclusive environment.

As part of our ongoing mission to ensure that the Mayborn School of Journalism is aligned with the University and this increasingly diverse and globally connected world, we are committed to ethnic, sexual orientation and gender diversity, reflecting all socioeconomic levels and in all aspects of our administration, faculty, staff and students.

The plan includes goals to achieve an inclusive curriculum; diverse; culturally proficient faculty staff and student population; a supportive climate for working and learning and for assessing progress toward achievement of the plan, and leadership support. The unit conducted its first focus group of diverse student leaders in 2021 as part of its plan to conduct an annual student climate survey.

Efforts to create culturally proficient faculty include encouraging faculty to participate in equity and inclusivity training and inviting nationally known diversity thought leaders and coaches to provide additional training to faculty and staff.

According to the plan, the unit is committed to having faculty and staff work in a discrimination-free environment and to providing a discrimination-free environment for students. Since the last

accreditation visit, the unit conducted a climate survey. Other initiatives include training and listening sessions for faculty, staff and students to better understand each other, identify differences and work toward improving communication.

The unit posts its diversity plan in a prominent, easy-to-find place on its website.

The unit's diversity plan is prominently displayed on its website. Diversity, equity and inclusion is also a part of the unit's strategic plan, also accessible on its website.

(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.

The faculty curriculum committee approved JOUR 4250 Race, Gender and Media to be a required class for all students. Every class in the unit has a diversity component and every syllabus contains a diversity statement and language on accommodations and inclusivity. The faculty also include a statement in their annual evaluations on the importance of diversity and how they apply diversity, equity and inclusion in their courses. Students we met with acknowledged the importance of the diversity statements and learning outcomes, but many said they would like to see diversity, equity and inclusion topics and issues more broadly discussed in course content. The plan outlined several other strategies to achieve an inclusive curriculum, including creating databases of diversity, equity and inclusion content, directory of diverse speakers, and coordinating an annual multimedia reporting/social media campaign. Students are also encouraged to write about diversity issues in their classes, internships, projects and other programs, as well as make bilingual class presentations.

The unit has recently enhanced its study abroad experiences to provide global learning settings in Spain, Japan and Mexico.

The unit also provides multicultural student experiences beyond curricular offerings through its student-run advertising agency SWOOP, student-run public relations agency, AGenZ, photojournalism student-run agency HATCH, student media North Texas Daily, NT Daily TV, and KNTU. The dean and faculty make a concerted effort to diversify student learning within these agencies.

The unit's student organizations such as PRSSA, NABJ and NAHJ frequently bring in diverse speakers for additional exposure.

(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. The unit

also demonstrates intentional efforts to recruit and retain faculty and professional staff who are from demographics that are historically, domestically marginalized.

Both the university and unit require diversity training of faculty and staff, and the unit works to tailor the training sessions to fit faculty needs. For example, the school invited national diversity thought leaders to conduct a virtual workshop, and later an in-person workshop focused on mass communication curriculum and pedagogy.

The unit uses a recent \$100,000 endowment to focus on diverse research projects, awarding more than \$10,000 to faculty.

Unit faculty are asked to report on their diversity, equity and inclusion efforts as part of the school's annual evaluation process.

(d) In alignment with the institution's 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.

Since the last accreditation visit, the unit has received two major grants that enhance its undergraduate student recruitment efforts. The unit was one of two universities to receive the Scripps Howard Foundation \$300,000 grant to recruit underrepresented high school students to journalism--the Emerging Journalists program.

The unit is an inaugural NBCU Academy school, the recipient of \$500,000 to fund scholarships, equipment and educational experiences to help create a diverse pipeline of students to industry.

(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 unit has demonstrated 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, as embodied in university handbooks, university and unit policies and guidelines, and evident in unit records pertaining to faculty and student complaints.

Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. institutions are located.

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.)

Academic year: 2021–2022 Full-time faculty

Group	% of total		% of total	
	Female	faculty	Male	faculty
Black/African American	1	5%	1	5%
White	4	21%	7	37%
American Indian/Alaskan native	0	0	0	0
Asian	1	5%	1	5%
Hispanic/Latino (any race)	3	15%	0	0
Native Hawaiian/other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Other race	0	0	0	0
International (any race)	0	0	0	0

Professional master's program / Unit performance with regard to indicators:

Provide a brief discussion of Indicators (a) through (d) as they apply to the professional master's program.

Diversity is the cornerstone of the MA/MJ programs. Many courses explore the issue of domestic diversity. Women and students of color have been well represented among Mayborn Graduate Scholarship recipients, a scholarship designated for MA/MJ students. The graduate curriculum is diverse with many opportunities for students to apply cultural competencies in their graduate work. Graduate students felt most of their faculty embedded diverse content. One such course, JOUR 5310 (Media Ethics), a core course, goes beyond the traditional triad of dominant Western ethical schools to introduce non-Western systems, such as Confucianism, Buddhism, Islam and ubuntu, for graduate students to appreciate cultural differences and intercultural ethics, as well as creatively apply them to real-world U.S. cases in journalism and mass communication. Graduate student enrollment is 28% Black, 2% Asian and 31% Hispanic.

SUMMARY:

(Undergraduate)

Since the last accreditation, the University of North Texas has become a designated MSI and HSI. Both its strategic plan and diversity plan reflect this reality and guide the unit's effort to reaffirm its commitment to a non-discriminatory environment for faculty, staff and students, and

accepting of all members of its community regardless of race, ethnicity sexual orientation and gender diversity, reflecting all socioeconomic levels. The plan includes goals for the school, students and faculty recruitment and retention, curriculum, alumni, and community engagement and communications. The plan is relatively new, and many of its DEI initiatives since the last accreditation visit related to faculty and staff diversity training, an infusion of nationally competitive grant funding to boost its current dynamic 57% underrepresented student enrollment. The unit has also addressed faculty recruitment to address faculty imbalance in terms of race and ethnicity.

(Professional Master's)

The MA/MJ graduate program has improved significantly since the last accreditation visit. Graduate education enhancements include diversity, equity and inclusion embedded in the curriculum and reflected in the enrollment, and scholarships and other funding for graduate students.

Overall evaluation (undergraduate program) compliance/noncompliance: COMPLIANCE

**Overall evaluation (professional master's program) compliance/ noncompliance:
COMPLIANCE**

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.

Faculty do not appear to have primary responsibility but do have a clear voice in all four areas. The Texas Board of Regents Rule 40101, Sec. 3, reads: Subject to the authority of the Board of Regents and subject further to the authority that the Board has vested in the various administrative officers and subdivisions of the System, the faculties of the institutions regularly offering instruction shall have a major role in the governance of their respective institutions in the following areas:

- General academic policies and welfare.
- Student life and activities.
- Requirements of admission and graduation.
- Honors and scholastic performance.
- Approval of candidates for degrees.
- Faculty rules of procedure.

The unit's bylaws (Sec. 4.3 Faculty Authority) reinforce this. "The faculty of the school will have the opportunity *to participate* (emphasis added) in the affairs of the school. The authority of the faculty to participate in the determination of policies, procedures and activities of the school shall not exceed the limits of the University of North Texas policy manual or Regents Rules. Members of the faculty are encouraged to take an active and responsible role in discussions of proposed new policies, procedures and activities and/or changes to existing policies procedures and activities. Those policies can be proposed by the school administrators or by any faculty member in the school. Academic governance is most effective when faculty and administrators work together to carry out duties and responsibilities." The bylaws (Section 6.5.1) call for an Undergraduate Curriculum Committee with members appointed from the faculty who "evaluate and make recommendations regarding proposed course and program changes; ensures that the school complies with university guidelines and serves in an advisory capacity to the associate dean and dean in all areas of undergraduate curriculum and affairs."

Primarily for grant-seeking, the unit identifies in its bylaws (Sec. 6.10) a Research Committee to coordinate grant applications, and also to encourage interdisciplinary collaboration. Of the 20 full-time faculty members and 20 adjunct instructors, there are research expectations for eight. (not including the dean). Each of the eight is expected to average one to two significant published works per year, and it appears that expectation is met or exceeded. Financial support for travel for research faculty is slightly greater than for other faculty, and approximately average.

The unit requires that all faculty members provide service to the school and the university and at a minimum participate in assigned committee meetings. Faculty members who earn "exceeds expectations" in their reviews will have also shown service to the profession and community and may have chaired committees or served as an officer of a professional group.

The initial evaluation for tenure appears to be external evaluations. The next review for tenure applicants and the first review for others through tenured and non-tenured ranks is performed by members of the faculty.

(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.

Nine faculty members have Ph.Ds. or terminal degrees; eight have master's degrees. There are two with bachelor's degrees, but each has more than 30 years in the profession. The unit's 2021-2022 adjunct faculty had a combined total of 319 years of industry experience. Located in the Dallas Metro area, the unit has ample industry contacts, and most faculty members are affiliated with their relevant professional organizations.

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

Eight of the 20 full-time faculty members have clearly defined research expectations (does not include the dean). The remaining 11 faculty members and 20 adjuncts are not required to conduct research. The unit reports funding is not generously available, but faculty members have attended Association of Educators in Journalism and Mass Communication, Poynter's Teachapalooza and the Solutions Journalism Educators Academy at the University of Oregon. The unit also supports self-selected training seminars. An expansive list of recognitions was included in the self-study.

The expectations for promotion and tenure are detailed in a 12-page guide, Annual Faculty Policies and Criteria.

(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.

The self-study includes the table, below, which documents a significant number of presentations, panel participation and other communication of creative and professional activity.

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

Interviews with external faculty, the dean and provost indicate the faculty is well-regarded, and generally respected on campus for its university citizenship, the quality of education and the scholarly contributions the unit provides.

Scholarship, Research, Creative and Professional Activities	Total from Unit	Individuals				Totals 20 (31)
		Full Professors 5 (6)	Associate Professors 3 (3)	Assistant Professors 1 (2)	Lecturers 11 (20)	
Awards and Honors	51	36	11	7	2	56
Grants Received Internal	25	8	12	4	4	28
Grants Received External	25	17	6	2	2	27
Scholarly Books, Sole- or Co-authored	4	2	2			4
Textbooks, Sole- or Co-authored	4	2			2	4
Books Edited	3	3				3
Book Chapters	31	13	16	7	3	39
Monographs						
Articles in Refereed Journals	68	11	47	17	1	76
Refereed Conference Papers	83	17	60	24	3	104
Invited Academic Papers	9	3	5		1	9
Encyclopedia Entries	3	1	2			3
Book Reviews (including website review)	9	4	2	3		9
Articles in Non-refereed Publications	22	8	9	2	3	22
Juried Creative Works	1	1				1
Non-juried Creative Works	6	6				6
Other (Video, audio and online recordings; screenings, research papers on panels, plays produced.)	48	26			22	48

NOTES:

- “Totals by Unit” treat as a single count any work in which two or more faculty collaborated. However, “Totals by Faculty” count such work for each of the faculty collaborators.
- “Other Faculty” was changed to “Lecturers” to reflect a category of full-time faculty other than tenured or tenure-track faculty members at the Mayborn School of Journalism.
- A number outside parentheses for each rank indicated how many faculty currently hold the rank. A number in parentheses for each rank indicates the total number of the faculty in the current position or in the last position before their departure.

Professional master's program / Unit performance with regard to indicators:

(f) Faculty members teaching in the graduate program meet the criteria for graduate instruction at that university.

The university defines two-level criteria for graduate faculty membership. Eight of the 20 fulltime faculty members are full members of the university graduate faculty and six are associate members. Both categories have increased representation from the unit since the last accreditation period. Members at either level are certified to teach graduate-level courses.

The unit has also increased the percentage of graduate faculty members engaged in graduate level instruction.

2019-2020 academic year: 73.08%

2020-2021 academic year: 71.43%

2021-2022 academic year: 77.78%

Earlier figures were 57.5% in 2012-2013, 48.6% in 2013-2014 and 57.5% in 2014-2015.

(g) Graduate faculty oversee the curricula and course quality for professional master's courses.

The unit's bylaws (Sec. 6.6) specify that a committee composed of graduate faculty in the unit will "evaluate and make recommendations regarding proposed course and program changes and serves in an advisory capacity to the Dean and the Mayborn Graduate Institute Director and Associate Dean plus all areas of graduate curriculum and affairs. The Graduate Committee recommends to the Mayborn Graduate Institute Director and Associate Dean the Mayborn Scholarship recipients and general graduate scholarships each spring for the following academic year. The Mayborn Institute Director and Associate Dean may request mid-year selection of recipients, depending upon circumstances. At least three (3) members of the Graduate Committee evaluate candidates for admission to the graduate programs. The Graduate Committee will review appeals from applicants or students."

SUMMARY:

(Undergraduate)

Operating within a public university system in Texas - likely one of the nation's largest - the unit's governance leans toward centralization more than autonomy. Similarly, located near an urban center, the unit taps into the ample supply of professional expertise for adjunct faculty who number (20) exactly the same as the full-time faculty. It is clear this full-time core, however, has solid academic credentials, good productivity and has a voice in operational and governance matters.

(Professional Master's)

The increase in full and associate graduate faculty members leading graduate coursework is noteworthy given the challenges the unit has faced in personnel changes. The unit remains a significant distance from its goal of having all graduate courses led by university graduate faculty members.

Overall evaluation (undergraduate program) compliance/noncompliance: COMPLIANCE

**Overall evaluation (professional master's program) compliance/ noncompliance:
COMPLIANCE**

PART II — Standard 6: Student Services

Unit performance with regard to indicators:

(a) The unit provides students with the support and services that promote learning and ensure timely completion of their program of study.

The self-study describes an array of services and student opportunities. Together, they depict a unit devoted to promoting, and evaluating, student success.

The site team found ample evidence to support this. In interviews, faculty members confirmed that one-on-one contact with students is a high priority. And in sessions with the site team, students across the board said they have regular meetings with advisors who unfailingly follow up with emailed recaps of their sessions.

(b) Professional advisers, and faculty where appropriate, provide students with academic and career advice.

The Mayborn School has its own “Advising Suite” with a director and four full-time advisors. The self-study says Mayborn offers a “holistic advising model” that goes beyond normal academic advising (e.g. planning coursework and tracking progress to graduation) to include on- and off-campus “mental health services, financial advising, clubs and organizations, study abroad opportunities . . . and tutoring.” Advisors “help students prepare their resumes and portfolios and hone their search for internships and starting jobs in the field.”

The site team was impressed by the emphasis on advising and found abundant evidence that it is working and effective.

According to the self-study, orientation is required for all incoming students and every student is contacted by a Mayborn advisor at the start of each term to review course plans.

A freshman said she was contacted by her assigned advisor on “day one,” adding: “I’ve been here only eight weeks and I feel like she’s my best friend.”

One student (now a junior) recalled that during her freshman year she had difficulty arranging a meeting with her advisor. Concerned that her daughter might fall behind, the student’s mother telephoned the dean, who resolved the problem within minutes with the professor while the parent was put on “hold” on a separate line. “She was super responsive, and I had an appointment arranged for the next day,” the student said of the dean.

All student records have been digitized since Fall 2015, and that forms the foundation for an impressive system for tracking advising. According to the self-study: “Notes of each advising

meeting are kept by the academic advisor and stored online . . .for students to access and review any time.” They also are “emailed to the student for quick reference following an appointment.” In meetings with the site team, several groups of students affirmed that this happens.

In place of in-person advising, “virtual office hours” became commonplace during the pandemic.

The self-study asserts that during the health crisis “student visits have increased both in person and virtually.”

Outside the classroom, students also benefit from faculty advisors assigned to individual student organizations, media outlets and agencies.

There is evidence that Mayborn evaluates the quality of its advising. UNT Advising Services, the university’s umbrella office for advising, periodically conducts surveys to gauge student satisfaction. Mayborn-specific data is abstracted from those surveys and any negative comments are shared with Mayborn’s Advising Director.

The self-study states: “To date, there have been no formal written complaints lodged to the Mayborn Advising Director.” However, “there have been about six informal inquiries or concerns from students brought to the Advising Director. All have been about meetings with new advisors in training with less than six months experience making omissions or errors when writing up suggested courses. All of these complaints were addressed immediately by the advising director and corrections to degree plans were made to ensure the students understood their remaining requirements and were satisfied with their degree plans. Any graduation delays were mitigated as much as possible, but advisor error did result in delays to a student’s anticipated graduation date in three of these cases.”

A site team review of the most recently available survey affirmed the self-study statement that the “overwhelming majority of responses” indicate that students have a favorable view of Mayborn’s advising efforts.

(c) The unit keeps students informed about its policies, activities and requirements.

As noted above, the unit’s advising regimen is robust. Students newly admitted to UNT (including transfers) must participate in advising during their first active term. All Mayborn students experiencing their first time in college are required to attend a “Mayborn Freshman Advising Workshop” in the fall.

During initial orientation at UNT, students are exposed to the university’s Student Honor Code and Mayborn’s School of Journalism Honor Code and must sign acknowledging they understand both. In addition, they sign and date an online “E-Advising Consent form” that, according to the self-study, “walks them through a step-by-step review of program requirements” including

learning outcomes. With their signature, they confirm the understanding that their records will be maintained electronically and that the records regarding their advising will be completely paperless.

Students track their progress toward graduation through “degree audits” that are reviewed during each appointment with their advisor. Students also are encouraged to regularly conduct their own “degree audits” online.

Students who met with the site team confirmed that this system works well. They said their faculty advisors regularly engage with them about whether they are meeting academic requirements and are on track to graduation.

(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.

There are numerous opportunities for students to get practical experience outside the classroom. Any student may volunteer to work at the North Texas Daily campus newspaper, which prints a weekly edition and produces 24/7 news content online and through its social media accounts. Students also may work for SWOOP (a student-managed advertising agency), AGenZ (student run public relations agency) and HATCH (a student-managed visuals agency). Supervised practicum opportunities are available at all of these.

The site team applauds the unit’s creation of these student-managed entities, which provide hands-on learning. In meetings with students, they also praised these groups for allowing to gain real-world experience and interact with professionals.

There also are opportunities at two campus television stations, NT Daily Television (the platform for Denton Community Television, the local cable access channel) and ntTV, (administered by the Department of Media Arts, with a digital cable platform).

Numerous professionally oriented organizations exist, among them:

AdClub/Gravitas – which prepares students for careers in advertising.

NABJ – campus chapter of the National Association of Black Journalists. (Named “National Student Chapter of the Year” for 2022 and a finalist for that honor four out of the last six years.)

PRSSA – campus chapter of the Public Relations Student Society of America.

NAHJ – campus chapter of the National Association of Hispanic Journalists.

SPJ – campus chapter of the Society of Professional Journalists.

NPPA – campus chapter of the National Press Photographers Association.

In 2020, Mayborn was awarded \$500,000 for scholarships and equipment from NBCU Academy, a journalism development and training program.

An internship is required for graduation. While not “extra-curricular,” internships are critical to preparing students for their post-graduation entry into the professional world. As an alternative, students may opt for a practicum with Mayborn. The dean said the overwhelming majority of students complete internships.

Students are expected to find their own internships, but numerous students said faculty members regularly steer them to opportunities.

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

Data presented in the self-study support Mayborn’s assertion that its retention and graduation rates are above the university’s average.

Professional master’s program / Unit performance with regard to indicators:

(f) The unit has appropriate admissions and retention policies for the professional master’s program.

Admissions requirements for the professional master’s program are clear. And for those admitted, the site team found an advising system that equals the quality of that offered to undergrads.

Students offered praise for the head of the graduate program. Each semester, this faculty member provides weeklong mandatory advising for those entering the program and regularly meets with his students throughout the semester.

“Because of rolling admissions and other academic/health issues, graduate students, whether new or current, constantly need academic advising to update their degree plans,” the self-study says.

Under the program head, a new “systematic approach to academic advising has significantly reduced the number of errors and misunderstandings on the part of our graduate students.”

Graduate students told the site team that the graduate program director’s deputies are always available for consultations and that they actively solicit feedback from students. “Every time I meet with (the program director) he gives me his total, undivided attention,” said one student.

According to the self-study, the graduate program has maintained a retention rate of close to 90 percent for most of the reaccreditation cycle. A cumulative GPA of 3.0 is required to earn a degree.

SUMMARY:

(Undergraduate)

The unit has an undergraduate student advising regime that could be a model for other programs. It provides students with clear guidance on course selection, academic expectations and their path toward meeting requirements for graduation.

An array of student extracurricular activities ensures that they have opportunities to gain practical experience beyond the classroom and allows them to interact with those in the professional world.

(Professional Master's)

Advising is similarly impressive for the graduate program. Admission standards are clear, as are requirements for graduation. Students who met with the site team offered effusive praise for the program's head.

Overall evaluation (undergraduate program), compliance/noncompliance: COMPLIANCE

**Overall evaluation (professional master's program), compliance/noncompliance:
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 unit provided a detailed annual budget totaling about \$2.5 million with figures suggesting a return to pre-pandemic budget levels by FY2022-23. The unit suffered a 13% budget decline from 2019-20 to 2020-21, mostly from reduction in operating funds because of the currently unfilled positions left after the retirement of a tenured faculty member and the loss of three lecturers. Those funds are being “re-established,” with a 4% increase in 2021-22 and an expected increase of almost 10% in FY2022-23. Note that from 2016-2019 the unit had budget autonomy as a stand-alone unit, after which it was brought back under a college and its budget priorities and allocation process. It had been stand-alone since 2009.

The unit appears to be on solid fiscal footing. It has a \$10 million endowment (from a couple after whom the unit is named) that supports a chair in Journalism (currently filled), allows for growth in the graduate program by providing almost full-ride scholarships and supports salary portions of three staff members who work in the graduate program and for the Mayborn Literary Nonfiction Conference. Starting in 2018 it has received about \$200,000 annually in “differential tuition” based on a \$30 fee per student credit hour. In addition, the unit receives about \$300,000 in course fees, which are also tied to tuition, which can be spent on instruction fees (e.g., computers, cameras and software) and student workers.

The unit has been successful in securing grant money for scholarships and recruiting. In 2020 it was awarded a \$500,000, two-year grant as part of the NBCU Academy; in 2021, a \$300,000, three-year Scripps Howard Foundation SHF Emerging Journalists Program grant. In 2020 the dean secured an \$89,000 grant for a mobile video production truck to cover live and streamed events. During COVID, an emergency fund set up with help by the unit’s professional Advisory Board provided assistance to students who needed help paying off their university tuition balances in order to graduate; to date it has distributed more than \$12,000.

The unit’s strategic plan includes updating facilities and equipment; expanding training and professional development opportunities; and funding initiatives in collaboration, diversity and scholarship.

(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 Provost and Interim College Dean said the unit’s resources are comparable to other like-sized units in the College (while noting the continuing enrollment issues).

The unit is quick to compare itself to the Department of Media Arts, with which it has a complex and somewhat contentious relationship (one the site team spent considerable time trying to understand). Media Arts has about 1200 students, or about 50% more than the unit under review. There is considerable and surprising curricular overlap and duplication between the two units, especially regarding broadcast journalism and news. Media Arts offers an eponymous degree and one in Converged Broadcast Media. In addition, a Media Arts faculty member is the faculty advisor to a student organization (funded through student fees) that runs a student-produced, daily TV news show distributed on the local cable system. The unit produces a similar show, although it is not daily, and it uses different equipment and a different set. Students from the unit participate in both groups' shows and productions, and they expressed confusion about the situation and what is best for them.

The unit is using funds to purchase and consolidate equipment in a currently used building that will be shared with both the unit and Media Arts.

A response to Standard 1 mentioned how the unit was placed back in a college structure with the understanding that there would be a merger between the two units. A professional Advisory Board member and long-time program alumnae said this conversation/debate has been going on for several decades. Recent attempts by unit faculty to merge the two units failed. Some faculty expressed considerable resentment and frustration about this situation.

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

The unit currently operates in about 23,000 square feet of space across three buildings on the main campus and is currently moving TV and media equipment out of the oldest building into one of the two newer buildings (and doubling studio space). Near the beginning of the review period (2017) the unit moved its main classrooms and offices from an older building and gained 50% more space. The dean and advising offices are spacious, contemporary and welcoming. The unit also uses space for a few courses and the student-run PR agency at a satellite campus about 30 miles/45 minutes from the main campus. The unit operates six computer labs (all Mac), a TV studio and a podcasting lab. Part of the TV studio space is shared with both the city's cable access channel and the Department of Media Arts.

Students said they were generally happy with the facilities and classrooms, although some said they would prefer more available study areas. The unit's floor features several contemporary, power-equipped couches and an area with tables and chairs. Faculty did not comment on facilities and generally said they felt supported in terms of general resources. The unit typically spends about \$18,000 on faculty scholarship-related travel, with requests considered as needed. Research faculty typically receive \$1500-\$2000 per trip; non-research faculty receive at least \$500-\$750 for professional development, usually more.

(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.

Students expressed lots of frustration with the age and reliability of the Mac computers in the labs and classrooms. Unit leadership said the machines were within their operational life, although some will soon be depreciated and replaced. The dean is looking forward to a joint hire with the Department of Media Arts for a computer technician who will be technical support for students and staff, as well as prepare computers with software that faculty have requested be installed, especially at the beginning of the academic year.

The unit provides the campus newspaper (a student organization) with space and course releases for one of its faculty members to be the advisor. The student group receives about \$100,000 annually from student fees, but that goes to printing and some student salaries; the newspaper has been dependent on the unit's good will for computers, which are aging. Also, the newspaper desperately needs a new content management system. The unit plans on purchasing a few new computers as a temporary fix and then giving the group some of the depreciated computers. The media equipment room where students sign out gear for assignments is staffed with student workers. Students expressed satisfaction with the video cameras, DSLR cameras, etc., many of which were recently purchased and are the latest technology.

SUMMARY:

(Undergraduate)

The unit's \$10 million endowment gives it a solid base from which to plan its future, although not as the independent unit status it surrendered in 2019. Its annual budget is adequate for its expenses, such as faculty and staff salaries, adjunct hiring and faculty travel, and it is returning to pre-pandemic levels. The unit is seen by university administration as having resources in line with comparable units on campus. The relationship with the Department of Media Arts is complex, duplicative and confusing, especially for students. The unit controls space adequate for its mission and is investing in improving it. Students expressed frustration with computers in the labs, about which the administration is aware.

(Professional Master's)

The Frank W. Mayborn Graduate Institute of Journalism shares space, administrative offices and classrooms with the School's undergraduate program. A faculty member with graduate teaching responsibilities is the institute's director of graduate studies; likewise, undergraduate faculty serve as institute graduate faculty. Faculty and students expressed no resource or facilities issues.

Overall evaluation (undergraduate program), compliance/noncompliance: COMPLIANCE

**Overall evaluation (professional master's program), compliance/noncompliance:
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.

Feedback from Mayborn alumni supports the self-study assertion that there is healthy engagement with the professional world.

“This program consistently engages with alumni and professionals,” wrote one alum who was queried by the site team. “Whether it is for coursework, extracurricular programs/activities, conference or seminars, there are always opportunities where students interact with alums and non-alums who have very accomplished careers in all areas of the industry. Personally, I know of many professionals/alums who appear to be on speed dial with the program.”

In response to an emailed inquiry, another alum wrote: “I frequently speak to Mayborn classes, either in person or remotely. In almost every case, (the instructor) and I will spend time talking about the latest industry trends. It gives me confidence they’re really trying to remain current.” The unit has a 23-member Advisory Board, a group that consists of accomplished professionals and is diverse in terms of gender and ethnicity. Members of the Advisory Board confirmed the self-study assertion that it meets at least three times a year. Additionally, the self-study states that the “dean meets monthly with the chair” of the group.

In sessions with the site team, students often mentioned that their classes included speakers (in person or virtual) from the professional world.

(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 issues of public consequence and concern.

There is ample evidence that Mayborn faculty members contribute to the advancement of professional standards and practices. Faculty members regularly appear as panelists and leaders at national and international conferences on journalism, mass communication, public relations and advertising.

Many have held leadership positions with major organizations such as AEJMC and the Society of Professional Journalists. The graduate director has been a panelist several times for the National Communication Association Conference, has served for more than a decade on the editorial board for the Southwestern Mass Communications Journal. A former lecturer has

served as president of the National Black Public Relations Society since 2016. Faculty and unit leaders have received numerous awards. In 2021, the dean received the Public Relations Society of America Dallas Chapter's Pegasus "Educator of the Year" Award. Also in 2021, the former lecturer was inducted into the National Association of Black Journalists' Hall of Fame.

Many contribute outside the classroom to student organizations within Mayborn. For example, a former lecturer has served as adviser to the NABJ chapter at the University of North Texas for roughly 15 years. He is relinquishing that role, and a former dean who remains a professor on the faculty, is replacing him. Of note, UNT's NABJ chapter was honored as 2022 National Student Chapter of the Year.

Numerous faculty members have served as judges for national or regional journalism competitions, and many have been reviewers for academic journals and for papers presented at conferences.

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

Among a variety of events hosted or sponsored by the unit, the annual Mayborn Literary Nonfiction Conference is perhaps best-known. This October will mark the 18th consecutive year for the Conference, which features both established and aspiring storytellers, journalists, photographers and narrative fiction writers. Since its inception, more than 40 Pulitzer Prize winners have been either featured speakers or panelists.

The pandemic caused a suspension of some annual Mayborn networking and professional development events, like the Mayborn Mentor Networking Dinner where roughly 80 students, assigned to one of 12 tables, dined with alumni and professionals.

As the pandemic has subsided, events such as these have started to return. In March, almost 100 students attended a Mayborn Mentor event that included networking with prospective employers and panels featuring a dozen industry professionals.

(c) The unit supports scholastic journalism.

Mayborn students may work at a variety of outlets that are connected with journalism, broadly defined. Any student may volunteer to work for the campus newspaper, North Texas Daily, which has a weekly print edition and is available digitally 24/7. Students also work for NT Daily Television (the platform for Denton Community Television, the local cable access channel) and ntTV, (administered by the Department of Media Arts, with a digital cable platform). In addition, there are opportunities to work for a variety of student-run agencies (SWOOP, HATCH & AGenZ, which focus on advertising and public relations.

Students may join a variety of professionally oriented groups, some of which are campus chapters of national organizations such as the National Association of Black Journalists, Public Relations Student Society of America, the Society of Professional Journalists and the National Association of Hispanic Journalists.

SUMMARY:

(Undergraduate)

The Mayborn faculty and its leaders are actively engaged with both the academic and professional worlds through scholarship, leadership roles in organizations, and service as everything from conference panelists to competition judges to reviewers of research papers.

The unit provides numerous opportunities for students to interact with professionals, who frequently are speakers virtually or on campus. And students can gain hands-on practical experience working for student print/digital or broadcast outlets, or a variety of student-run agencies.

For the 18th consecutive year, it has sponsored the acclaimed Mayborn Literary Nonfiction Conference.

(Professional Master's)

Graduate students affirmed that they take advantage of the many opportunities offered to undergraduates.

Overall evaluation (undergraduate program), compliance/noncompliance: COMPLIANCE

**Overall evaluation (professional master's program), compliance/noncompliance:
COMPLIANCE**

**PART III: Summary by site visit team of
the undergraduate program**

(A separate summary is required of the professional master's program)

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS

- A robust and perhaps model approach to student advising was evident, with advisers providing support and guidance beyond informing students of pathways to degree completion. Advisers send emails about internship and job opportunities, special events and special topic courses.
- The unit's commitment to Diversity, Equity and Inclusion was demonstrated in underrepresented student enrollment, leadership support and national recognition for DEI accomplishments
- Faculty dedication and engagement.
- Strong leadership by the dean and associate dean.

WEAKNESSES

- Declining enrollment.
- Duplication of courses, confusion and lost opportunities resulting from unresolved questions of whether, or how, to bridge with the Department of Media Arts that contribute to student confusion and other negative impacts.
- Student complaints about unreliable computers.
- Continued faculty imbalance indicated by eight faculty with research expectations, 11 lecturers and 20 adjuncts.

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. Not applicable.

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

Not applicable.

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

Not applicable.

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

No significant weaknesses were listed in the previous report, however the report noted that the identified weaknesses should be addressed.

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

The self-study reflected the attributes of openness and transparency about program strengths and challenges. It tallied nearly 90,000 words, which seems excessive. There was some duplication of information that could have been avoided, although some is unavoidable. The document was well-designed and properly formatted with appropriate links. Issues with supplementary information to be made available during the visit were quickly resolved. Both the self-study and Part I General Information contained factual errors that had to be corrected in the site team report.

**PART III: Summary by site visit team of
the professional master's program**

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS

- Department leadership
- Graduate studies director's strong engagement with students
- Ample financial support for students
- Improved graduate curriculum

WEAKNESSES

- None

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

Not applicable.

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. Not applicable.

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

Not applicable.

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

Not applicable.

6) If the unit's professional master's program was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the master's program 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.

A weakness was identified as being a lack of programmatic focus and general shortage of graduate courses. The unit responded with significant new courses and deletion of courses no longer relevant or lacking graduate rigor.

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

See previous comments related to the self-study.