

Report of ACEJMC Evaluation

Undergraduate program 2023-24

Name of Institution: University of Iowa

Name and Title of Chief Executive Officer: Barbara Wilson, President

Name of Unit: School of Journalism and Mass Communication

Name and Title of Administrator: Melissa Tully, Director

Date of 2023-2024 Accrediting Visit: November 5-8, 2023

Date of the previous accrediting visit: October 16-19, 2016

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Recommendation by 2023-2024 Visiting Team: REACCREDITATION

Prepared and submitted by:

Team Chair

Name and Title: Shirley Staples Carter, Ph.D., Professor and Associate Dean for Access and Engagement

Organization/School: College of Information and Communications/University of South Carolina

Signature

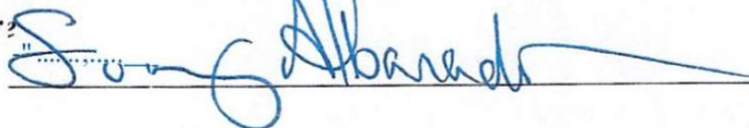


Team Member

Name and Title: Sonny Albarado Editor-in-Chief

Organization/School: Arkansas Advocate

Signature



Team Member

Name and Title: Marianne Barrett, Ph D., Associate Professor Emerita

Organization/School: Walter Cronkite School of Journalism and Mass Communication/Arizona State University

Signature




Team Member

Name and Title: Kelly P. Kissel, Producer, Investigative Team

Organization/School: WBRZ-TV

Signature



PART I: General information

Name of Institution: University of Iowa

Name of Unit: School of Journalism and Mass Communication

Year of Visit: 2023

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

- Higher Learning Commission
- Middle States Commission on Higher Education
- New England Commission on Higher Education
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and School Commission on Colleges
- 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. 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 Iowa is a state institution. It was established originally by the 1847 state constitution. It is governed by the State Board of Regents, whose powers are defined by the Code of Iowa Law, Chapter 262: Board of Regents.

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

- Yes
- No

If yes, give the date of the last full accrediting visit. If there was a revisit, give the date of the last full visit and the date of the revisit: Oct. 16-19, 2016

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1948

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

In today’s accelerated media environment, the faculty of the School of Journalism and Mass Communication believes that the best journalism and media education is deeply rooted in the liberal arts. Such an education teaches students to think critically and holistically. Our program emphasizes issues of institutional power and professional responsibility. The craft of writing is paramount in our endeavors. We stress that training in the latest technology is important, but reflection on the uses of that technology is just as vital. We teach students to be engaged citizens and nimble, ethical professionals. We prepare our students to flourish in global communities.

It is on this foundation that our program is based. We educate our students to be mediators of public life through the information they share and the stories they craft, work that is as accurate as it is truthful.

We demonstrate these commitments in the classes we teach and the research and creative activities we pursue.

Mission: We tell stories that change the world.

Vision: Graduates who change the world through their storytelling.

<https://journalism.uiowa.edu/mission> [Adopted in 2019]

7. What are the type and length of terms?

Number of weeks in a semester: 16

Number of weeks in a quarter: NA

Number of weeks in summer sessions: 4, 6, 8 and 12 weeks

Number of weeks in intersessions: 4 weeks

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

Bachelor’s degree

Master’s degree

Ph.D. degree

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

B.A. in Journalism and Mass Communication

10. Credit hours required by the university for an undergraduate degree:

120 semester hours

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

1-3 semester hours

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

Starting in academic year 2022-2023, the school offers three *optional* tracks as part of the Journalism and Mass Communication major (B.A.). Prior to 2022-2023, the school did not offer any tracks.

Name of track	Person in charge
No track	Rachel Young, director of undergraduate studies
Reporting and Writing	Lillian Martell, track coordinator
Multimedia Production and Design	Kevin Ripka, track coordinator
Strategic Communication	Jeff Grisamore, track coordinator

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

Fall 2022:

- Undergraduate – 21,973
- Graduate – 6,156
- Preprofessional (Doctorate) – 1,886
- Post-graduate training – 1,302
- Total – 31,317

Fall 2023:

- Undergraduate – 22,130
- Graduate – 6,079
- Preprofessional (Doctorate) – 1,883
- Post-graduate training – 1,410
- Total – 31,452

<https://uiowa.edu/about-iowa>

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 Track/Specialty	Spring 2023 Undergraduate Majors
No track	308
Multimedia Production and Design	23
Reporting and Writing Track	12
Strategic Communication	26
Total	369

Name of Track/Specialty	Fall 2023 Undergraduate Majors
No track	330
Multimedia Production and Design	24
Reporting and Writing Track	12
Strategic Communication	26
Total	392

15. Number of students in each section of all skills courses (news writing, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and for the preceding term. Submit two semesters with the self-study and update the list as needed for spring 2024 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.)

Enrollment Numbers for Spring 2023

Course Number	Course Name	Enrollment
JMC:2010:0A01	Reporting and Writing	16
JMC:2010:0A02	Reporting and Writing	11
JMC:2010:0A04	Reporting and Writing	13
JMC:2020:0A01	Multimedia Storytelling	17
JMC:2020:0A02	Multimedia Storytelling	17
JMC:2020:0A04	Multimedia Storytelling	8
JMC:2030:0A01	Visual Communication and Design	17
JMC:2030:0A02	Visual Communication and Design	6
JMC:2030:0A0	Visual Communication and Design	14
JMC:3400:0001	Topics in Writing/Storytelling: <i>Writing for Social Change</i>	9
JMC:3400:0002	Topics in Writing/Storytelling: Travel Storytelling	7
JMC:3410:0001	Magazine Reporting and Writing	13
JMC:3411:0001	Multimedia News Storytelling	7
JMC:3412:0001	Strategic Communication Writing	14
JMC:3420:0001	Content Marketing	19
JMC:3490:0001	Feature Reporting and Writing	17
JMC:3610:0001	Graphic Design	13
JMC:3630:0001	Photography	12
JMC:3640:0001	Information and Data Visualization	17
JMC:4100:0001	Advanced Topics in Writing/Storytelling: <i>Health and Fitness</i>	18
JMC:4100:0003	Advanced Topics in Writing/Storytelling: <i>Community Engaged Reporting</i>	17
JMC:4350:001	Advanced Graphic Design	15

Enrollment Numbers for Spring 2023 online course

Course Number	Course Name	Enrollment
JMC:4315:0EXW	Advanced Strategic Communication	20

Enrollment Numbers for Fall 2023

Course Number	Course Name	Enrollment
JMC:2010:0A01	Reporting and Writing	16
JMC:2010:0A02	Reporting and Writing	16
JMC:2010:0A03	Reporting and Writing	16
JMC:2010:0A04	Reporting and Writing	16
JMC:2020:0A01	Multimedia Storytelling	17
JMC:2020:0A02	Multimedia Storytelling	17
JMC:2020:0A03	Multimedia Storytelling	9
JMC:2020:0A04	Multimedia Storytelling	15
JMC:2030:0A01	Visual Communication and Design	20
JMC:2030:0A02	Visual Communication and Design	18
JMC:2030:0A04	Visual Communication and Design	19
JMC:3411:0001	Newscast Reporting and Writing	14
JMC:3412:0001	Strategic Communication Writing	18
JMC:3420:0001	Content Marketing	11
JMC:3420:0002	Content Marketing: <i>Sport Content Marketing</i>	20
JMC:3440:0001	Multimedia Narratives	10

JMC:3460:0001	Arts and Culture Reporting and Writing	7
JMC:3600:0002	Topics in Designing/Producing: <i>Narrative Sports Podcasting</i>	16
JMC:3610:0001	Graphic Design	15
JMC:3630:0001	Photography	14
JMC:3650:0001	Video Production	17
JMC:4400:0001	Capstone: Engaged Storytelling – <i>Iowa Men’s Basketball</i>	14

Enrollment Numbers for Fall 2023 online courses

Course Number	Course Name	Enrollment
JMC:3412:0EXW	Strategic Communication Writing	16
JMC:4100:0EXV	Advanced Topics in Writing/Storytelling: <i>Feature Writing</i>	11

Spring 2024 (all courses capped at 20 students)

Course Number	Course Name
JMC:2010:0A01	Reporting and Writing
JMC:2010:0A02	Reporting and Writing
JMC:2010:0A03	Reporting and Writing
JMC:2010:0A04	Reporting and Writing
JMC:2020:0A01	Multimedia Storytelling
JMC:2020:0A02	Multimedia Storytelling
JMC:2020:0A03	Multimedia Storytelling
JMC:2020:0A04	Multimedia Storytelling
JMC:2030:0A01	Visual Communication and Design

JMC:2030:0A02	Visual Communication and Design
JMC:2030:0A03	Visual Communication and Design
JMC:2030:0A04	Visual Communication and Design
JMC:3401:0001	Beat Reporting and Writing
JMC:3403:0001	Public Affairs Reporting and Writing
JMC:3410:0001	Magazine Reporting and Writing
JMC:3412:0001	Strategic Communication Writing
JMC:3413:0001	Sports Writing
JMC:3414:0001	Basic Elements of Book Writing
JMC:3420:0001	Content Marketing
JMC:3600:0001	Topics in Designing/Producing: <i>Narrative Podcasting</i>
JMC:3600:0002	Topics in Designing/Producing: <i>Drones for Media Production</i>
JMC:3603:0001	Newscast Production
JMC:3610:0001	Graphic Design
JMC:3611:0001	Interactive Design
JMC:4105:0001	Iowa Community News
JMC:4300:0001	Photo Storytelling
JMC:4315:0001	Strategic Communication Campaigns
JMC:4335:0001	Multimedia Production for Publication

Spring 2024 Online Courses

Course Number	Course Name
JMC:3412:0EXW	Strategic Communication Writing

16. Total expenditures planned by the accredited unit for the 2023–2024 academic year:

\$3,997,981

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

Approximately \$2 million

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

Full-time faculty in 2023-2024

- Venise Berry, professor (research leave; not teaching in fall 2023)
- Steve Bloom, professor (phased retirement; not teaching in spring 2024)
- David Dowling, professor (research leave; not teaching in spring 2024)
- Frank Durham, associate professor
- Meenakshi Gigi Durham, professor
- Brian Ekdale, associate professor
- Jeff Grisamore, professor of practice
- Kylah Hedding, assistant professor
- Tracy Hufford, lecturer
- Adam Kempenaar, professor of practice
- Sang Jung Kim, assistant professor
- Joanna Krajewski, lecturer
- Lillian Martell, lecturer
- Donald McLeese, associate professor (phased retirement; not teaching in spring 2024)
- Charles Munro, lecturer
- Thomas Oates, associate professor (research leave; not teaching in spring 2024)
- Kevin Ripka, lecturer
- Alex Scott, assistant professor
- Sujatha Sosale, associate professor
- Heather Spangler, associate professor of instruction
- Melissa Tully, professor (director; not teaching in 2023-2024)
- Jenifer Vick, associate professor of instruction
- Travis Vogan, professor
- Rachel Young, associate professor
- Bingbing Zhang, assistant professor

18. List names of part-time/adjunct faculty teaching at least one course in fall 2023. Also list names of part-time faculty teaching spring in 2023. (If your school has its accreditation visit in spring 2024, also provide the spring 2024 adjunct list in the updated information.)

Spring 2023

- Nicholas Arnold, adjunct instructor, Event Management Certificate
- Jason Brummond, adjunct instructor
- Belle DuChene, adjunct instructor, Strategic Communication MA
- Rachel Fisher, adjunct instructor, Strategic Communication MA
- Jeff Grisamore, visiting lecturer
- Brett Johnson, visiting associate professor
- Gregory Johnson, adjunct instructor
- Zack Kucharski, adjunct instructor
- Eric Nelson, adjunct instructor, Strategic Communication MA
- Barbara Rodriguez, adjunct instructor
- Michelle Sillman, adjunct instructor
- Katelin Tiernan, adjunct instructor
- Ge Zhu, adjunct instructor

Fall 2023

- Emma Calow, visiting assistant professor
- Belle Duchene, adjunct instructor, Strategic Communication MA
- Rachel Fisher, adjunct instructor, Strategic Communication MA
- Angela Joens, adjunct instructor, Nonprofit Leadership and Philanthropy Certificate
- Brett Johnson, visiting associate professor
- Gregory Johnson, adjunct instructor
- Laura Kivlighan, adjunct instructor
- Bryn Lovitt, visiting assistant professor
- Kirk Murray, adjunct instructor
- Eric Nelson, adjunct instructor, Strategic Communication MA
- Michelle Sillman, adjunct instructor

Spring 2024

- Rachelle Bidderman, adjunct instructor, Strategic Communication MA
- Jason Brummond, adjunct instructor
- Emma Calow, visiting assistant professor
- Wayne Drehs, adjunct instructor
- Bruce Japsen, adjunct instructor, Strategic Communication MA
- Angela Joens, adjunct instructor, Nonprofit Leadership and Philanthropy Certificate
- Brett Johnson, visiting associate professor

- Julie Kraft, adjunct instructor, Strategic Communication MA
- Zack Kucharski, adjunct instructor
- Angie Looney, adjunct instructor
- Bryn Lovitt, visiting assistant professor
- Kirk Murray, adjunct instructor
- Eric Nelson, adjunct instructor, Strategic Communication MA
- Dana Rupe, adjunct instructor

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

2022-23 academic year: 95

2021-22 academic year: 98

PART II — Standard 1: Mission, Governance and Administration

Narrative:

The School of Journalism and Mass Communication (SJMC) is part of the University of Iowa, established in 1847 as Iowa's first public institution of higher education. One of three regents' universities in the state, the University of Iowa is a Carnegie-designated "very high research intensive" university, a member of the Association of American Universities, the Universities Research Association, and the Committee on Institutional Cooperation. The university is accredited by the Higher Learning Commission. Enrollment in fall 2022 was 31,317 students, of which 21,973 were undergraduates. In fall 2023, the undergraduate enrollment is 23,482 students, and total enrollment is 31,240 students.

The SJMC's first classes were offered in 1924. A formal department was created in 1924, followed by the School of Journalism and Mass Communication in 1980. The School was first accredited in 1948 and prides itself on its reputation for the teaching of writing, or the frequently used distinction, "the writing school."

The school is housed within the College of Liberal Arts and Sciences (CLAS), the largest college in the university, that comprises two schools, 51 departments, divisions, and programs, and offers 72 undergraduate majors, an equal number of minors and 18 interdisciplinary certificates.

The school's budget is determined by CLAS, and the CLAS budget is determined by the university's central administration. The school supplements the general education funds it receives from CLAS with foundation money, including endowed and non-endowed funds, resulting in multiple resources that can be used at the director's discretion to support faculty and students as well as funds for professional development, internships and scholarships. Although the university's and college's budgets fluctuate with enrollment/tuition and state appropriations, the school has successfully navigated these ups and downs.

Since the last accreditation cycle, the school's previous director left in 2022, and an interim director from the current faculty was appointed. The interim director was subsequently appointed director and is serving a five-year term.

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

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

Both the mission statement and strategic plan are prominently displayed on the unit's website.

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 mission statement, adopted in 2019, is as follows:

In today's accelerated media environment, the faculty of the School of Journalism and Mass Communication believes that the best journalism and media education is deeply rooted in the liberal arts. Such an education teaches students to think critically and holistically. Our program emphasizes issues of institutional power and professional responsibility. The craft of writing is paramount in our endeavors. We stress that training in the latest technology is important, but reflection on the uses of that technology is just as vital. We teach students to be engaged citizens and nimble, ethical professionals. We prepare our students to flourish in global communities.

It is on this foundation that our program is based. We educate our students to be mediators of public life through the information they share and the stories they craft, work that is as accurate as it is truthful.

We demonstrate these commitments in the classes we teach and the research and creative activities we pursue.

The school states its mission as, "We tell stories that changed the world." The school sees its vision as "Graduates who change the world through their storytelling."

The SJMC's strategic plan (2020-2025) was adopted in 2020 and reflects the CLAS-prescribed four pillars: student success; diversity, equity and inclusion; public/community outreach and engagement; and research/creative activity. The plan is regularly reviewed and revised by the director and faculty with an annual assessment of progress during the fall retreat. The director and faculty leaders in the school drive the strategic plan's implementation. Faculty leaders and

committees are responsible for improving the school's performance on the various indicators and making yearly reports to the director. Each pillar has specific goals, strategies, critical tasks and as applicable, metrics to measure progress toward completion.

The school's goals and plans are driven by its strategic plan and are implemented within and outside of classes by faculty, staff and students. One component of the university's strategic plan, high impact practices (HIPs) is prioritized in the school's strategic plan. For example, the school has expanded its commitment to offering HIPs through the Coralville Media Collaborative, which pairs classes and individual students with local nonprofit organizations to engage in community-based learning; school-funded trips to professional conferences; and scholarships for study abroad and internships, among others.

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

The unit's director was appointed after serving a one-year term as interim and receiving overwhelmingly positive reviews by faculty and staff and the CLAS deans. She is in her second year in the role. Both the CLAS dean and associate dean praised her ability to become a transformational leader in such a short period of time. Advisory board members and colleagues from other units also described the director as an effective leader and noted the school has a strong reputation among other units on campus and externally among donors. Faculty also cited her collaborative skills, organizational dynamics and adeptness at cultivating and empowering others. According to the CLAS deans and others, the school is viewed as one of the strongest programs in the college.

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?

Based on interviews with students, faculty, alumni, industry professionals and other administrators, the director has implemented several initiatives to advance the unit. These include increased funding and resources, new faculty hires, renewed commitment to diversity, equity, and inclusion efforts, increased support for student success such as an enhanced student center and student support staff that includes a full-time academic adviser, a recruitment, internship and placement coordinator, a student success and engagement coordinator, and

student peer mentors. The director has also overseen the implementation of the school's diversity and 2020-2025 strategic plans developed by the previous director.

The school revised the major to add optional tracks in Reporting and Writing, Multimedia Production and Design, and Strategic Communication, in response to an annual review of assessment, and student requests for coursework and credentials that correspond to their professional career aspirations. The school also introduced a new major in Sport Media and Culture, the first new major offered by the school as it historically only offered a major in Journalism and Mass Communication.

Internal and external constituents such as colleagues in CLAS and other faculty in the university, industry professionals and alumni view the school director as a strong advocate for the unit, faculty, staff and students. They compliment the director on her collaborative skills as a leader, building partnerships among peers in the college, other units on campus, media organizations, community engagement and experiential learning, providing internships for students working with local nonprofits, and creating opportunities for student involvement in community research and media production.

During the last accreditation cycle the unit was found out of compliance on the Diversity and Inclusiveness standard, with weaknesses in faculty and student diversity that lagged the university at the time, and the need for more intentional, systematic and explicit teaching of diversity and cultural differences across the curriculum. The new director in just two years is perceived by faculty, staff, students, the college leadership and external constituents as a diversity and inclusiveness advocate for her intentional efforts to make domestic diversity hires.

In response to a lack of diversity among faculty, the director sought and received funding from CLAS for opportunity hires, resulting in an offer to a Black/African American woman as a tenure-track assistant professor. Although the recruitment was successful, and the offer was accepted, the retention effort fell short. The director continued to seek new hire funding under the auspices of the university's High Impact Hiring Initiative, resulting in an offer that was extended, but declined because of family obligations. The college determines hiring opportunities for the school or other academic units in the college by approving or denying hiring line requests. Overall, the director, faculty and college acknowledged the lack of domestic faculty diversity. Since the last accreditation, domestic diversity among faculty in the unit remains unchanged as recent domestic diverse hires were not retained, while college and university diversity faculty representation has declined.

Other initiatives implemented by the new director include search committee diversity training, investment in high school recruitment, and commitment of resources to create a supportive and inclusive environment for faculty and students. The school received approval for additional funds for tenure-track and instructional hires in 2023-2024, but the search outcomes were not available during the site visit. The school also actively invests in diverse visiting professionals

for on-campus engagement. Students applauded this effort as building awareness of contributions of diverse journalism and media professionals.

Diverse student recruitment and retention has been more successful. Efforts by the director, faculty, staff and others have helped to increase the underrepresented student enrollment to 4%, which is the same percentage for Black/African Americans in the state of Iowa. Students noted the increase in domestic diversity among visiting speakers, prominence of the student chapter of NABJ and its role as a “unity” chapter on campus, and the increased presence of international faculty.

Embedding DEI into the curriculum has been easier. The unit has sponsored workshops and training led by national consultants on how to infuse DEI in the curriculum. The self-study cited numerous courses that address culturally proficient communication in the curriculum, including two courses that fulfill the CLAS general education requirement for diversity and inclusion: JMC 2500: Community Media and JMC 2600: Freedom of Expression. Additionally, JMC 2700: Media Ethics and Diversity is a required course.

By all indications, the unit director is driving curricular innovation, cross disciplinary collaborations, and rewarding faculty achievements in teaching, research and service.

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

The unit’s data is updated on the ACEJMC searchable database 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 posts them in a prominent and accessible place on its website under the heading, Undergraduate Programs. The undergraduate retention and graduation rates include data from Fall 2016 through Fall 2022, and includes retention in the SJMC, at the university, not retained, and the first-year retention rate. The retention rate ranged from 85% in 2016 to 94% in 2022, for an average of 89% over the past six years.

The website data do not specify retention rate by race and gender, but we were provided that information by the director. The unit website also includes four-year graduation rates for students entering Iowa with Journalism and Mass Communication declared as their primary program.

Overall, the four-year graduation rate for students who graduated with a JMC degree ranged from 35% in 2016 to 42% in 2019. Data for six-year graduation rates from 2016 to 2017 were similar, at 39% and 44% respectively.

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

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

The school has a culture of shared governance, as reflected in its manual of operations and procedures that was discussed, revised and approved during 2023 school meetings. In fact, the school changed the name of its “faculty meetings” to “school meetings” to be more inclusive of staff. The school also amended its voting policies to extend full voting rights (except on matters of tenure) to instructional-track faculty. Generally, the school operates under the rules and policies of CLAS and the UI. The school also has a student advisory board to present student views to the director and faculty, and a professional advisory board, for input on school curriculum and mission. One of the school’s administrative staff members, who has knowledge of other units in CLAS, described the School of Journalism and Mass Communication as the most “functional” in the college. That sentiment was echoed by faculty. Others credited the director’s leadership for the school’s culture of collaboration, spirited and enjoyable faculty meetings and a welcoming and supportive environment.

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

The school director is appointed by the dean of the college with the advice of the regular faculty and approval of the provost for a five-year term. When the position becomes open, the dean appoints an interim director. If a search is initiated for a director, the school follows the CLAS faculty search process. The current director was initially appointed the interim after the previous director departed in 2022 and was later hired as the permanent director.

The dean evaluates the director yearly and at 2.5 years, in the middle of the director’s five-year term. At that point, the dean solicits faculty input via a confidential survey. The self-study noted the interim director was evaluated during her 1-year term by SJMC faculty/staff and CLAS deans. The evaluation included a confidential survey to faculty and staff, a self-assessment, and the deans’ evaluations. The interim director was offered a full five-year term based on these reviews.

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

Students with complaints about a faculty member are encouraged to initially consult the faculty member, and if further action is required, they may meet with the associate director for undergraduate studies and address any further appeals with the school director. After speaking with all parties involved, the director will make a determination on the issue. If the student's concerns are not resolved at this level, they may be referred to CLAS, as specified in the CLAS student handbook, to make a final resolution. Complaints involving sexual conduct at the outset are forwarded to the Office of Institutional Equity. Faculty and staff complaints may be handled by the school director or the Office of the University Ombudsperson for problems and disputes that are not resolvable at the unit level. Supervisors are required to complete training about addressing faculty, staff and student complaints.

SUMMARY:

The director of the School of Journalism and Mass Communication is hailed as a transformational leader by students, staff, faculty, college deans and internal and external constituencies for her efforts to address weaknesses cited in the previous accreditation site team report, update the school curricula and vital student services, and create a welcoming and supportive environment within the unit for everyone. The school's financial picture is much brighter given the support of the college dean, the school director's effective relationship building and ability to cultivate the unit's strong ties to donors and industry professionals.

Overall evaluation compliance/non-compliance: COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

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

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

In addition to their journalism major, students in the School of Journalism and Mass Communication must complete a second area of study that helps ensure a well-rounded liberal arts education. Students can fulfill the requirement by completing a second major, obtaining an interdisciplinary certificate or by minoring in another academic program. Students may not double-count credits earned toward a certificate or minor in their second area of study toward their JMC major. The unit added acceptance of a minor as a second area of study since the last site visit.

Four core courses within the SJMC at the lower levels fulfill general education requirements across the university and lend themselves to the goals of a strong liberal arts education. The unit's students must also complete the College of Liberal Arts and Sciences general education requirements for a total of 22 credit hours. CLAS general education courses are offered under four headings and include classes covering diversity and inclusion, sustainability, natural and social sciences, literature, culture and the arts. The unit also offers an elective course, Community Media, that fulfills the general education diversity and inclusion requirement. Upper-level courses in understanding media are interdisciplinary and liberal arts oriented.

The curriculum is designed to train students how to produce media and critically comprehend why they would use particular tools and platforms in doing so.

The University of Iowa requires a minimum of 120 credit hours for baccalaureate degrees. The degree in Journalism and Mass Communication requires at least 43 hours in journalism and mass communication courses. Students may count a maximum of 52 hours in JMC courses toward the university's 120-hour minimum. Students in the unit also must obtain a second major, a certificate or a minor.

(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.

The 2016 site team noted that the school offered a B.A. or B.S. in Journalism and Mass

Communication and did not offer specific tracks, sequences or emphases. That has changed.

In 2017, the faculty voted to discontinue the Bachelor of Science degree, so only the Bachelor of Arts has been offered since the 2018-19 academic year. Students who were pursuing the BS (about 30 total) were able to complete it, but no new students could declare it starting in 2018.

In fall of 2022, the school introduced a revised curriculum that offers three optional tracks to students: multimedia production and design, reporting and writing, and strategic communication. The revised curriculum features a condensed set of lower-level courses and more structure for the upper-level courses. The revised curriculum also features a new required course at the 2000 level: Visual Communication and Design.

The self-study says the updated curriculum provides a clearer path toward graduation and allows for professional specialization while remaining flexible for student interests and needs. Interviews with students and faculty support that view.

Since the curriculum was introduced only a year ago, not all students have chosen a track. The unit director and other faculty believe it will take another year to see the full effect, and benefit, of the tracked system.

Strategic communication students expressed a desire for more hands-on opportunities in the curriculum, saying their experiential learning opportunities seemed fewer than the options that reporting and writing/multimedia students get through *The Daily Iowan* and DITV and a variety of campus-based magazines. The strategic communication track coordinator acknowledged that was a fair point but said that in his classes, students have a client. This semester, he said, one class's strategic communication challenge is how to foster more student engagement with the Iowa men's basketball team. He also confirmed plans for a student-run public relations/strategic communication agency are in the works. The agency should be operational by fall of 2024 or spring of 2025. That agency should give strategic communication students the kind of hands-on experience comparable to *The Daily Iowan* and other writing/multimedia opportunities, he said.

Recent graduates said the curriculum could be strengthened by ensuring all students learn basics such as how to file an open records request, how to build sources if you're new to a community, and how to cover courts. "Maybe I missed those," one graduate said.

Another graduate said it would be helpful if the school provided formal instruction in networking. "They can teach you to write, etc., but the networking skill is something you have to do for yourself."

The unit also introduced its first new major in fall 2023: Sport Media and Culture. Historically it has only offered a Journalism and Mass Communication major.

The curriculum includes a balanced offering of professional skills classes and theoretical/conceptual courses at all levels. At the 1000 level, students are required to take one of three general education conceptual courses (JMC:1100, JMC:1200 or JMC:1500); one writing fundamentals course (JMC:1600); and a course designed to introduce students to foundational professional skills and concepts in journalism and strategic communication (JMC:1300). At the 2000 level, students must take three writing/skills courses (JMC:2010, JMC:2020 and JMC:2030) and two conceptual courses, Media Ethics and Diversity (JMC:2700) and Freedom of Expression (JMC:2600). At the 3000 level, students must take four writing/skills courses and one “understanding media” conceptual course.

The advanced capstone 4000-level course is a professional skills course that serves as a culmination of the major. The 2016 site team report noted that the unit did not require a capstone experience, but that faculty were discussing adding one. Students told the site team they appreciated the capstone requirement but expressed a desire to see more variety in the offerings each semester. The unit director said an equal number of capstone courses were offered each semester at the beginning. But under-enrollment in the fall offerings prompted a decision to offer two capstone courses in the fall and four in the spring to help seniors preparing to graduate.

The curriculum, as evidenced in a sample of syllabuses, addresses ACEJMC’s 10 professional values and competencies but through a unit-devised five-part learning outcomes approach attributed to the previous director.

(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.

Students are introduced to digital tools and techniques and graphic and visual design in 2000-level courses. Those skills are reinforced in 3000-level writing, storytelling, design and production courses, and are central to 4000-level courses. Students are expected to achieve proficiency in telling stories across multiple platforms and in various forms by the time they graduate.

To ensure continuity and consistency in meeting instructional objectives, lead instructors in foundational writing and skills classes oversee the course and meet weekly with teaching assistants who teach the labs. Faculty who teach the same course in different semesters meet and share syllabuses and course materials to ensure consistency in learning objectives and workloads. In school-wide meetings, faculty share information about their classes so that other faculty know what students are learning across the curriculum.

(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 school hosts professional visitors and invites lecturers throughout the academic year. These visits allow faculty and students to engage with professionals and gain insight into how their training aligns with career demands. The visitors program is particularly effective in allowing students and faculty to learn directly from professionals across media industries. Additionally, guest speakers routinely lend their expertise through classroom visits. Continued engagement with journalism and strategic communication industries occurs through workshops, trainings, conferences, symposiums and publications.

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

With one exception, the student-faculty classroom ratio has not exceeded 20-1 during the review period. Journalistic Writing in Spanish, which is housed in the Department of Spanish and Portuguese and cross-listed with the unit, enrolled 22 students in spring 2020.

(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.

Students may take up to nine semester credits (or their equivalent) at professional media outlets owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

Internships are not required. Instead, faculty strongly encourages them, given the financial and logistical challenges internships pose for some students. The school provides internship scholarships to make opportunities more accessible, and it began funding internships with small local nonprofits on a pilot basis in the 2022-23 academic year. A recent inductee into the school's Hall of Fame suggested the school start requiring internships, paid or unpaid, before graduation. The inductee expressed concern that students are graduating without having a body of work beyond classroom exercises.

The unit also offers academic credit for internships. A student seeking academic credit meets first with the school's academic adviser to discuss the student's academic standing. The student is then referred to the internship coordinator to discuss details about the job, the supervisor, the amount of work and the length of the internship. The internship coordinator determines the number of course credits the student is eligible for, using the formula of one semester hour per 100 hours of work. The school allows up to four hours credit for internships but not more than three on any single semester internship. Usually, prerequisites for enrolling in a for-credit internship are 2000-level courses in Reporting and Writing and Multimedia Storytelling. But students occasionally are allowed to take the internship course simultaneously with enrollment in the two courses.

Evidence submitted with the self-study shows dual supervision of the student by the school and the organizations for which they are interning. This includes weekly assignments completed by the students in which they reflect on questions about the work they're doing, what they're learning about the position and themselves, and the quality of the internship and work environment. Employers are also asked to fill out a survey.

SUMMARY:

The unit's revised curriculum gives students a solid foundation in writing and multimedia storytelling. It also seems likely to give students a stronger sense of direction as they consider where they want to be professionally. The balance between conceptual and skills courses is evident at all class levels. Faculty, especially the newer hires, are proficient in current practices. Students are engaged in classes, and those classes involve them in projects, technology, current events and social and global issues. While internships aren't required, most students complete at least one before they graduate, many of them starting as first-year students.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 3: Assessment of Learning Outcomes

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

The School of Journalism and Mass Communication implemented its current approach to assessment in 2015. It adopted its most recent assessment plan in 2019 and revised it in 2022 to align with its new curriculum which went into effect in fall 2022. The plan was revised again in February 2023 and includes two additional indirect measures: graduating senior exit interviews and reflective essays. The plan has five learning goals that are derived from the 10 ACEJMC Values and Competencies.

Each learning goal has a series of objectives that are detailed in the assessment plan. For example, one of the objectives listed under the Law and Ethics learning goal states, “students will demonstrate knowledge of the main areas of media laws including libel, invasion of privacy, obscenity, commercial speech, intellectual property and freedom of the press.”

Similarly, the Diversity, Equity and Inclusion goal includes this objective: “Students will demonstrate sensitivity to and understanding of the role of media representations and stereotypes in shaping perceptions of people and groups, particularly marginalized or underrepresented groups.”

The School’s assessment plan is easy to find on the unit’s website.

(b) The unit defines the goals for learning that students must achieve, including the professional Values and Competencies of the Council. (See Standard 2: Curriculum and Instruction.)

As noted above, the School has five learning goals that are mapped to the Council’s 10 Values and Competencies. While the self-study includes a matrix that ties the learning goals to the 10 ACEJMC Values and Competencies as well as a curriculum map that outlines which measure is used to assess each of those goals, there is no mention of the ACEJMC Values and Competencies in the current assessment plan nor in any of the recent assessment reports. When asked about the genesis and wording of, as well as the reliance on, the five learning goals, the faculty member who currently oversees the assessment process explained the unit’s former director tailored the ACEJMC competencies to the school’s curriculum and crafted the language for the learning goals, neither of which were changed during the first year of the new director’s term.

The five goals and their related Values and Competencies are:

1. Law and Ethics — freedom of expression.
2. Media Literacy — domestic and global diversity, critical thinking skills, apply numerical and statistical concepts, critically evaluate their work and that of others, apply tools and technologies.
3. Writing and Storytelling — culturally proficient communication, present images and information effectively and creatively, write correctly and clearly, apply numerical and statistical concepts, critically evaluate their work and that of others, apply appropriate tools and technologies.
4. Diversity, Equity and Inclusion — domestic and global diversity and culturally proficient communication.
5. Media Industries and Culture — domestic and global diversity, critical thinking skills, apply appropriate tools and technologies.

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

The School of Journalism and Mass Communication's most recent assessment plan includes seven direct measures:

- Two surveys to assess the Law and Ethics goal.
- Rubrics that are linked to the Writing and Storytelling; Media Literacy; Diversity, Ethics and Inclusion; and Media Industries and Culture goals and that are used to evaluate samples of student work in the appropriate upper- and lower-division courses.
- Reports from internship supervisors.
- In 2022-2023 the school added a rubric to assess DEI in writing and visual storytelling because the previous rubric assessed DEI concepts, but not the application of those concepts.

The plan also has a series of indirect measures that include retention and graduation rates, student placement, course syllabuses, and student performance in contests and competitions. Additionally, the school administers an exit survey to graduating seniors enrolled in 4000-level courses and sends an email invitation to participate to seniors not enrolled in those courses. Although the school has placement data for its graduates from the university's career center, it does not appear to be including an analysis of those data in its assessment reports.

In spring 2023 the school added two indirect measures to those it had been using. It piloted exit interviews to provide qualitative data about students' experiences in the major. Ten students participated in the interviews which were conducted by the school's student success and engagement coordinator. A summary of the results was incorporated in the most recent assessment report. The unit plans to expand and diversify the sample.

A reflective essay, designed to address some of the issues of the Law and Ethics and DEI assessments, was administered in each of the school's capstone classes. Additionally, students in those courses were given class time to complete the exit surveys, which increased the participation rate. The essays were reviewed by the director of undergraduate studies. At the time of the site visit, the essay prompt and instructions for administering it were to be distributed to capstone instructors.

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

Journalism and mass communication professionals who supervise for-credit internships are involved in assessment and are asked to complete a survey that addresses students' readiness for professional work. Although most students complete at least one internship, because they are not required, only a small number of students take the internship for credit. As a result, in each of the last three semesters only four internship supervisors completed the surveys. Those who did rated the students highly on a range of measures, including the ability to write clearly, correctly and well, meet deadlines, and the quality and amount of work completed.

Industry professionals also engage with and evaluate student works as adjunct instructors, serving as mentors and publishing student work. The school also has a robust visitors program and a professional advisory board that meets regularly and whose members provide input on curriculum and related matters.

(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 school takes assessment seriously. It has a standing subcommittee of the undergraduate committee charged with ensuring the appropriate assessment data are collected, analyzed and shared with the school's faculty. The committee also is responsible for compiling the annual assessment report and making recommendations for curricular changes. Conversations about assessment are a frequent part of school meetings.

The self-study cited numerous instances in which assessment was used to update and improve the curriculum. Some examples:

- The "test out" option was eliminated for JMC1600:Writing Fundamentals after a faculty review of writing samples indicated students inconsistently applied AP style.
- Following an assessment committee recommendation, in 2021 the faculty created a new curriculum map that matches learning goals and when those goals should be introduced and reinforced and when proficiency should be expected.
- The revised major includes a new required class—JMC:2030 Visual Communication and Design

- Student feedback that suggested a need for clearer opportunities for specialization and professionalism contributed to the school’s decision to begin offering optional tracks in reporting and writing, strategic communication and multimedia production and design.

SUMMARY:

The 2016 site team cited assessment as a weakness—the unit had previously been found out of compliance on the standard. Since then, the school has regularly reviewed and revised its overall assessment plan and each of its measures. It consistently gathers and analyzes data and uses the results of those analyses to revise and update its curriculum.

While the school is to be commended for the thoroughness of its approach to assessment, the most recent annual assessment report notes, “Assessment overall is seen as somewhat confusing and oblique for faculty. Rubrics are seen as out of alignment with the course and assignments as they are taught” and suggested “next year we should consider direct assessment carefully to see where major revisions to the approach are needed.”

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 4: Diversity and Inclusiveness

Unit performance with regard to indicators:

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

The School’s 2017 Diversity, Equity and Inclusion (DEI) plan informed its strategic plan and is now incorporated as one of the school’s four pillars in the strategic plan, which has three goals: 1.) Foster a supportive environment within the school that builds success through the inclusion and participation of diverse groups and perspectives; 2.) Address the needs of underrepresented faculty, staff, and students to ensure they have access and opportunities to be successful in the school; and 3.) Address the needs of international faculty, staff and students to ensure they have access and opportunities to be successful in the school.

The SJMC faculty review and update the strategic plan annually to assess progress and set goals for the next year. Both the school and college affirm the value of DEI as inseparable from values of the liberal arts tradition. The college hired a full-time director of DEI in 2022, whose position is focused on developing DEI initiatives and facilitating the work of the college’s DEI advisory committee.

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

The school’s strategic plan that includes the DEI pillar is accessible and prominently displayed 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 school identifies several courses in the curriculum that create culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams:

JMC 1100: Introduction to Media Effects

JMC 1200: Introduction to Media and Culture

JMC 1300 Introduction to Journalism and Strategic Communication

JMC 1500: Introduction to Social Media.

According to the school, each of the above courses introduces students to issues of diversity, equity and inclusion in media along with JMC 2700: Media Ethics and Diversity, and JMC 2600: Freedom of Expression, a course that fulfills the CLAS general education requirement for Diversity and Inclusion. Another course that fulfills that requirement is JMC 2500: Community Media. Additionally, issues of race, ethnicity, gender, sexuality and other forms of diversity are addressed in all courses in the understanding media category, which are taught each semester and from which students must complete one course as part of the major and may choose others as electives. Recent offerings in this category are Social Media for Social Change; Gender and Mass Media; Social Justice Journalism; Race, Equity and Journalism; Media and Global Cultures; and African Americans and the Media.

(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.

The school assessed progress toward embedding and improving instruction around DEI concepts and skills in the curriculum via a baseline curriculum survey administered to faculty and students in 2020-2021. The survey results revealed strengths and areas for improvement, such as DEI goals and concepts related to stereotypes, bias and structural inequalities that faculty were addressing in classes. According to the unit, these concepts have been codified in its DEI learning goal and are regularly reviewed as part of the school's assessment plan. Comparative results from a second survey in 2023 revealed continued faculty improvement in both addressing DEI concepts in courses and in pushing students to engage with a diverse range of people, perspectives and issues. Faculty have also participated in several trainings and workshops geared toward DEI in teaching, and maintain a shared repository of DEI resources, sample assignments, readings and other relevant materials.

The unit's current faculty includes one Black/African American woman who is a full professor and has been on the faculty for 30 years, two Asian American women, and two international women who were hired as assistant professors in 2022-2023. The unit still lacks representation among Black/African American, and Hispanic/Latinx faculty that is consistent with the representation of Black/African American, and Hispanic/Latinx student population. During the last accreditation cycle the unit was found in non-compliance with the Diversity and Inclusiveness standard, based primarily on the lack of full-time and part-time underrepresented domestic faculty, lack of diversity in the student body and minimal DEI coverage in the curriculum.

The school's deliberate efforts to improve domestic diversity among its faculty includes taking advantage of two university programs — a program designed to hire a diverse group of post-doctoral researchers, and opportunity hires. The school's application to hire a Latina and first-

generation college student under the auspices of the post-doctoral position was not among those selected by the university. However, the school received approval for two opportunity hires during the review period and hired a Black/African American woman in 2018 as an assistant professor tenure-track, but she left two years later for a position in her home state. Another offer was made to a Black/African American woman as a professor of practice, but she declined the offer due to family obligations. The school also sought to hire a Black/African American woman as a second opportunity hire, but the proposal was not approved by the college due to budgetary constraints, according to the CLAS dean. No other attempts to achieve domestic diversity among full-time faculty were noted. The unit has affirmed its commitment to diversity and inclusion, citing both underrepresented faculty recruitment and retention as concerns. The school's adjunct faculty in 2022-23 includes one Hispanic/Latino and one international member.

(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.

The unit's Spring 2023 underrepresented student population — Black, Asian and Hispanic — shows improvement in close alignment with the state's population. For example, the Black student enrollment at 4.5% is greater than the 4% Black state population, as is the Hispanic student population of 9.7%, compared to the state population of 6.9%. The Asian student population of 2% is only slightly less than the Asian state population of 2.8%.

The school actively participates in several campus visit opportunities, including Hawkeye visit days, events held on campus for prospective students, several of which specifically target underrepresented students. The school's recruitment, internship and placement coordinator also organizes alumni and student panels to meet with prospective students. An impressive outreach effort by the school was its dedication of \$12,000 in scholarships for underrepresented students to attend the 2023 Iowa Summer Journalism Workshop. For these workshops, the school recruits from high schools in racially diverse areas of the state, in part through the Iowa High School Press Association (IHSPA), an organization that has been housed at the school for decades. The school also recruits directly from several high schools in more racially diverse Chicago, high schools from which the school has historically attracted students.

In terms of demonstrating effective efforts to retain and graduate underrepresented students, the school noted its participation in campus initiatives and programs intended to increase retention and graduation. The Center for Inclusive Academic Excellence (CIAE), which is part of the DEI division, provides academic coaches to students based on their major, to help them thrive and succeed at the university. Within the school, the academic adviser, student success and engagement coordinator, and peer mentors engage in early outreach to students, including welcome emails and events and more targeted communication around class performance or absence. Guided by the school's adviser and assisted by relevant faculty, the school employs a number of early intervention methods to assist students and keep them on track to graduate. Student mentors in the school reach out to students to offer individual and group support,

especially connecting with those who share backgrounds, and similar statuses to create a community of caring and belonging, and assure successful student retention and graduation.

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

The unit cites examples of DEI initiatives that attempt to maintain an inclusive climate for all underrepresented or marginalized groups and across all forms of identity and background that it believes should be a part of all processes within the school.

These examples include the appointment of a faculty representative focused on DEI to the unit's two standing committees, the graduate and undergraduate committees. To be more inclusive, the school formalized and expanded its diversity committee to include one-tenure track faculty member, one instructional track faculty member, one staff member, one graduate student and one undergraduate student, and codified the DEI committee as a standing committee within the school.

Faculty are encouraged to complete the Building University of Iowa Leadership for Diversity (BUILD) certificate administered by the Office of Diversity and Inclusion, which is designed to build strategic knowledge and skills among faculty and staff to contribute to a welcoming and inclusive environment for all. At least 15 school faculty and three staff members have completed the BUILD certificate program. Many faculty have also taught courses as part of the BUILD program. The school has also hosted training sessions for faculty with external consultants on infusing DEI into the curriculum, and internally, training sessions on inclusive teaching.

The school's efforts to foster a supportive and inclusive climate for undergraduate students in and beyond the classroom include continued support for student groups such as the Iowa student chapter of the National Association of Black Journalists "Unity Chapter" designated as such because of its inclusivity. The organization publishes "NURU" and is advised by an SJMC faculty member. Students also commented on the school's TAs from Africa and other countries that build global awareness and contribute to students' cultural competency.

The recently converted Student Center provides a welcoming space for all SJMC students, and peer mentors for majors who provide support, advice, connections, and a sense of belonging for all students. The unit notes the goal in hiring peer mentors is to reflect the racial/ethnic, international, gender and other diversity in the major. The school also hired a student success and engagement coordinator to oversee engagement efforts for students and works closely with the university's Disability Services Office to meet the unique educational needs of students with disabilities and works with faculty to ensure students are provided sensitive and individualized assistance upon request. Faculty are also engaged in diversity-related service at the university, in the community, and in professional organizations.

SUMMARY:

The new director literally “picked up the baton and ran with it,” as one faculty member summarized her appointment as permanent director after one year as interim. She moved quickly to address the school’s weaknesses as cited in the 2016-17 site visit report, addressing the lack of domestic diversity on the faculty, in the student body, and curriculum. In addition to securing funding for faculty searches that include opportunity hires, the school has implemented several new initiatives in their continuing efforts to attract domestic diversity applicants, including faculty search committee training, implicit bias training, infusing diversity, equity and inclusion in the curriculum, faculty governance, and revising their strategic plan to reflect inclusivity in terms of student centeredness, curriculum emphasis, equitable access to beyond the classroom experiences for students, and inclusive teaching and research. The faculty, staff and students are supportive of the director’s inclusive leadership.

Overall evaluation, compliance/non-compliance: COMPLIANCE

Table 6 - SJMC faculty populations

2022-2023 full-time faculty (tenure-track and Instructional-track faculty)				
Group	Female	% of Total FT Faculty	Male	% of Total FT Faculty
Black/African-American	1	5%	0	
White	7	35%	10	50%
American Indian/Alaskan native	0		0	
Asian	2	10%	0	
Hispanic/Latino (any race)	0		0	
Native Hawaiian/other Pacific Islander	0		0	
Two or more races	0		0	
Other Race	0		0	
International (any race)	0		0	

2022-2023 part-time/adjunct faculty (visitors and adjuncts)				
Group	Female	% of Total PT Faculty	Male	% of Total PT Faculty
Black/African-American	0		0	
White	10	45%	10	45%
American Indian/Alaskan native	0		0	
Asian	0		0	
Hispanic/Latino (any race)	1	5%	0	
Native Hawaiian/other Pacific Islander	0		0	
Two or more races	0		0	
Other Race	0		0	
International (any race)	1	5%	0	

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.

The University of Iowa's School of Journalism and Mass Communication faculty are actively involved in curriculum development and course oversight, are highly engaged in research/creative activity, are members or chairs of numerous committees across the university and widely share their research through academic and professional conferences. Several faculty have received department, college and university teaching awards; one is the recipient of the Society of Professional Journalists Distinguished Teaching in Journalism Award, and another won the Scripps Howard Teacher of the Year Award.

At the time of the site visit, the SJMC had 16 tenure-track, nine instructional-track faculty and three visiting professors. Of those 28 faculty members one is serving in a university administrative role, two are on phased retirement and another is on research leave. Additionally, two instructional-track faculty members have 50% appointments in the school while another has a three-quarter time appointment.

Fifty-three percent of full-time faculty are women and about 18 percent are people of color.

Teaching, research and service expectations are clearly communicated through both policy and practice and vary depending on the type of appointment and rank. Tenure-track faculty typically have a 2-2 teaching load and are expected to spend 40 percent of their time on research/creative activity and 20 percent on service. Instructional-track faculty typically teach three or four classes each semester and devote 10-to-20 percent of their time on professional development and the remaining 20 percent on service.

Tenure-track faculty receive a one course reduction at some point prior to their third-year review and a flexible load assignment semester during which they have minimal teaching responsibilities in preparation for their promotion and tenure review.

Post-tenure, faculty members can negotiate individual agreements regarding their workloads.

To ensure the majority of its classes are taught by full-time faculty, a number of its 1000- and 2000-level courses have a lecture/lab format with a full-time faculty member responsible for the lecture portion of the class and supervising the teaching assistants who teach the lab sections. Each semester the school also hires a number of part-time faculty to teach conceptual and skills classes.

During the three years preceding the site visit, the percentage of the school's classes taught by full-time faculty was 85% in 2022-2023, and 100% in 2021-2022 and 2020-2021.

(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.

All but two of the school's tenure-track faculty have a Ph.D., one has a BA and another an MA. Similarly, all but one of the school's instructional-track faculty have master's degrees, one has a BA and another a Ph.D. Most of the tenure-track faculty and all but one of the instructional faculty have worked in the industry, with several having 15 or more years of experience.

As noted above, professional development is an explicit component of the expectations for instructional-track faculty and is considered during their annual performance evaluations.

Recent professional development workshops held in the school have focused on AI, ChatGPT, DEI, audience engagement and multimedia storytelling. Several faculty have taken one or more courses that are part of the university's Building University of Iowa Leadership Diversity (BUILD) certificate program while others have taken advantage of the workshops and seminars offered by the university's Center for Teaching.

Both tenure- and instructional-track faculty are active in professional and scholarly associations. They are members of or hold leadership roles in groups such as the International Communication Association, the Broadcast Education Association, the International Association for Media and Communication Research, the Association for Education in Journalism, the International Association of Literary Journalism and the National Press Photographers Association. They serve as reviewers and editorial board members for the discipline's top publications including Mass Communication, Media and Communication, Journalism Practice, Digital Journalism and the Journal of Broadcasting and Electronic Media.

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

As noted above, teaching, research and service expectations for both tenure- and instructional-track faculty are clearly communicated through both policy and practice and vary depending on the type of appointment and rank. Faculty members receive an annual professional development account of \$2,000 from SJMC that they may use for any activity that supports their research and creative work, including association memberships or other professional dues.

Similar to the AEJMC Scholars Program, the unit provides up to \$5,000 in research funding for a collaborative research project that includes a faculty member and graduate student. Since its inception in 2022-2023, three faculty members have received an award.

SJMC also provides up to \$20,000 per year for projects that align with its strategic plan and goals. Staff as well as faculty are eligible to apply.

The college and university also have several programs that support these types of activities. These include salary and fringe benefits for faculty who receive prestigious external fellowships, the Obermann Center for Advanced Studies which funds interdisciplinary research through working groups and the International Programs Office which supports research and creative activity that has a significant international component.

The university's professional development award provides "faculty members a release from teaching responsibilities. . .and the opportunity to engage in intensive research. . .create new works of art, work in industry, and/or enhance clinical/technical expertise." During the review period, nearly a dozen of SJMC's faculty received one of these awards.

In our conversations with them, tenure-track, tenured and instructional faculty said they appreciate the respect their work receives and the ability to not only pursue research and creative projects that mesh with their interests, but the opportunity to publish/present their work in various outlets and venues.

Tenure-track faculty also appreciate the support they receive from their teaching and research mentors and from the SJMC director.

(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.

During the review period, SJMC faculty members have published 11 scholarly books, 39 book chapters, 123 articles in refereed journals and presented 25 non-juried creative works. They have presented conference papers and served on panels at the International Communication Association in Africa Regional Conference, the National Communication Association Annual Conference and the American Studies Association Annual Conference. Their work has been reviewed in The Los Angeles Times Review of Books, The New York Times, The New Republic and Journalism & Mass Communication Quarterly.

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

As noted above, a number of SJMC faculty hold part-time appointments in other departments and one serves in a university administrative role. Those appointments as well as their numerous collaborations across campus speak to the level of respect the faculty enjoys among their peers. In our meetings with the dean, the associate dean and others the program was described as one of the strongest programs on campus and the "premier journalism program in

the region.” CLAS administration said the “faculty are special and . . .remarkably well-connected across campus.”

SUMMARY:

The SJMC’s faculty are one of its strongest assets. They are engaged teachers, scholars, industry practitioners who are lauded for their contributions to the unit, college, university and discipline.

Overall evaluation, compliance/non-compliance: COMPLIANCE

Scholarship, Research, Creative and Professional Activities (2017-2023)	Total from Unit*	Individuals (Current rank or rank at time of departure)					Total Faculty (33)
		Full professors (8)	Associate professors (7)	Assistant professors (6)	Instructional-track faculty** (12)		
Awards and honors	57	37	14	0	6	57	
Grants received (Internal)	22	7	17	1	0	25	
Grants received (External)	19	8	10	1	0	19	
Scholarly books	11	10	1	0	0	11	
Textbooks	0	0	0	0	0	0	
Edited books	1	1	0	0	0	2	
Book chapters	39	31	8	1	1	41	
Monographs	1	1	0	0	0	1	
Articles in refereed journals	123	78	48	12	3	141	
Refereed conference papers	179	95	72	27	5	199	
Invited papers and presentations+	93	54	21	2	16	93	
Encyclopedia entries	5	4	1	0	0	5	
Book reviews	10	9	1	0	0	10	
Articles in non-refereed Publications	29	15	11	3	0	29	
Juried creative works	1	0	0	0	1	1	
Non-juried creative works	25	0	1	3	21	25	

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 school has greatly revised its advising program since the 2016 site team visit, converting a half-time professional adviser position into one that spends 90 percent of her time with journalism and mass communication students. She spends the remainder of her time advising in a smaller department at the college.

Staff in the university's Academic Advising Center work with all students until they have earned 30 credits. As journalism and mass communication students approach that 30-hour benchmark, the School of Journalism and Mass Communication's adviser reaches out to them to set up appointments well in advance of the next registration period. At those initial encounters, she uses a handout titled "JMC Major Requirements" to outline a path to graduation.

After discussing optional tracks within their major and exploring a second area of concentration required for each student, a four-year plan is uploaded to academic files within the MyUI online repository of each student's academic record.

At the site team's meeting with students, one called the curriculum "easy to navigate" and described "perfect advising."

All students with fewer than 60 academic credits are required to meet with the adviser each semester, before the next term's registration period. Once they have reached their junior and senior years, students are encouraged to meet with the adviser, but the discussions are not required.

Should students fall behind, the adviser steps in with possible mid-course corrections and means to move a student back into good academic standing with the school. Often the first contact is through an email, with follow-ups in person when possible and as necessary.

Outside of their direct involvement with the school adviser, students may use an online tool to build sample plans and view alternate ways to reach their goals within their major and areas of concentration.

The school also uses "peer mentors" to support newer students. Seasoned undergraduates visit first- and second-year courses to answer questions and inform students about resources and opportunities.

In her role as an academic adviser, she works with the school director and its director of undergraduate studies to ensure there are a sufficient number of course sections to accommodate students while ensuring it remains in compliance with the ACEJMC's 20-student maximum for skills classes.

Under the revised curriculum adopted in fall 2022, students may select from among three tracks: Reporting & Writing, Strategic Communication, and Multimedia Production & Design.

Many third- and fourth-year students, who started at Iowa before the curriculum revision have yet to select an option. As one faculty member put it, the school wants to ensure students have maximum flexibility before declaring which track fits them best.

Additionally, the school offers a number of scholarships through funds available from university accounts and dedicated funds controlled by the school. In 2022-23, SJMC provided 91 scholarships to its students — all but seven from school sources. The average school-provided aid was \$2,000, while those funded by the university at large averaged \$6,000. (In 2021-22, 64 scholarships were awarded from all sources.)

The school also hired 36 undergraduate students in assistantships or work-study programs, paying from \$10.50 to \$15 per hour. In the previous academic year, 20 students held such appointments.

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

With few exceptions, full-time faculty are available in their offices for three hours a week, while a handful are available for four. Most are also available by appointment, either in-person or by telephone, email or video conferencing.

All JMC majors are assigned a faculty adviser, in addition to the school adviser. Each tenure-track faculty member has between 25 and 35 students whom they advise. Prior to registration each term, the faculty members reach out to their students to invite questions and discuss career goals and, when appropriate, potential internship opportunities.

The school also employs a professional recruitment, internship and placement coordinator who works with students to update resumes and maintain LinkedIn profiles. This coordinator is a liaison to a university-wide career center to help students tailor their job searches to their specialized areas.

Alumni participate as panelists in two to three webinars each semester with the aim of “Finding Your Starting Point,” as the sessions are called. The webinars are hosted and organized by the unit’s recruitment, internship and placement coordinator. About two to four dozen students take part.

Recent alumni lauded the school’s career center, saying it was particularly helpful in finding internship and employment opportunities. One noted how the faculty helps students grow as human beings.

“I’m 100 percent a better writer, better journalist, better person, better member of society. They pushed me into different ways of thinking,” this recent graduate said.

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

The school's website hosts information about school policies, curriculum options and overall aims of the school. The university's course management system includes a central area through which students can find key information about upcoming events and deadlines.

A robust email list targeting students provides information weekly about upcoming deadlines, scholarship offerings and job or internship opportunities. The faculty email list is used to remind them to make important announcements to students about school initiatives and activities, and as another reminder for deadlines and jobs.

Bulletin boards throughout the building — either static or video boards — provide information about upcoming student events and, when appropriate, also remind students about upcoming deadlines and opportunities.

(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.

Journalism and Mass Communication students can join any of more than a half-dozen professional organizations with student-based chapters, including the National Association of Black Journalists, the Online News Association and the recently restarted Public Relations Student Society of America.

Its relationship with The Daily Iowan and its broadcast component, Daily Iowan TV, provides hands-on experience in campus-based labs, and the school enjoys relationships with the BigTen Network Student U and a number of journalism outlets.

While The Daily Iowan and its broadcasting arm are independent of the school, SJMC students fill roles as anchors, producers, reporters, directors and others responsible for producing a daily news report.

Media employers from outside Iowa City routinely visit campus to interview students, and the state's largest newspapers and broadcast stations say they regularly hire Iowa students for internships and, after graduation, for full-time jobs.

Each semester, the school holds a "speed-networking" event, drawing employers from Iowa, Minneapolis and Chicago. About 30 students meet with representatives from about 30 companies to practice their pitches and pick up career advice from professionals interested in the students' advancement.

Students say they are encouraged to take part in extra-curricular activities as a means to better prepare themselves for their post-college days.

"You could sail through and graduate, but not have the experience you need" to succeed, said one student in an upper-level class. A community member noted that Iowa students can have

hands-on experiences through non-class work, whether in organizations or working at The Daily Iowan and its affiliates.

“For journalism students, there’s an expectation of getting a skill set before they leave,” they said.

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

Iowa improved on an already impressive first-year retention rate noted during the 2016-2017 visit. Seven years ago, the retention rate was 88 percent – ahead of the 86.5 percent rate for the university. For the fall 2021 cohort, Iowa retained 90.6 percent of its first-year students headed toward Journalism and Mass Communication.

Faculty and staff, in retreats and at school training sessions, discuss student retention efforts, and credit the students’ connections to peer mentors and the advising center’s effort to streamline the students’ flow through the school for its success.

To ensure that students are being served, the nearly full-time adviser assigned to the school is evaluated by the director of the Academic Advising Center. The director and adviser meet at least biweekly, and the director consults school leadership to determine whether the students are being well-served.

SUMMARY:

SJMC students are met at the door with an academic plan that sets a foundation, builds on it and then demands meaningful work through any of several academic options. The requirement that students maintain a second area of study guarantees a well-rounded education that can be accomplished in a timely manner.

There’s a plan in place for hand-holding – the safety net that some students need when life gets in the way. Faculty are committed to student success, actively encouraging students to challenge themselves and their way of thinking.

Through its in-house advising center, complemented by the university’s first-year program and the Pomerantz Career Center, students advance along a sensible path. There are times when work at The Daily Iowan (and also Daily Iowan TV) introduces students to concepts and hands-on experiences that won’t be experienced in the classroom until later.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

Unit performance with regard to indicators:

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

Budget Item	2020-21	2021-22	2022-2023
Administrative Salaries	\$59,799	\$40,612	\$49,571
Teaching salaries (FT)	\$2,065,745	\$1,808,702	\$1,864,641
Teaching salaries (PT)	\$118,599	\$141,690	\$157,445
Teaching assistants	\$344,534	\$347,851	\$357,423
Staff salaries	\$238,673	\$304,462	\$300,530
Equipment (student fee)	\$136,891	\$102,329	\$79,772
Computers and Printers	\$8,265	\$12,426	\$17,600
Supplies and Services	\$45,145	\$24,263	\$37,235
Travel/Research	\$6,366	\$53,760	\$109,625
Student employee salaries	\$52,510	\$18,632	\$89,288
Total JMC Budget	\$3,109,266.80	\$2,875,391.12	\$3,066,172.87

School funding was up 6.6 percent between the 2021-22 and the 2022-23 academic years, the period in review. Increases were noted virtually across the board — though down slightly in staff salaries (1 percent) and student fee-related equipment (22 percent). Equipment expenses were higher during the pandemic to facilitate online learning, and less money has been needed of late to replace equipment.

The school reports a budget of \$3.682 million in the current academic year, up 20 percent from the year before.

Funding is provided through the College of Liberal Arts and Sciences, which receives its funding from state funding and tuition. These general education funds are combined with school development funds (administered by the university's Center for Advancement) and student technology fees (administered by the college).

The University of Iowa is the largest of three universities governed by a Board of Regents, and the College of Liberal Arts and Sciences is the largest college at the university.

The college funding covers faculty and staff salaries and basic school operations. School technology fees help SJMC update computers and other equipment used throughout its undergraduate programs.

(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.

School leadership reports that its funding compares favorably with other units within the College of Liberal Arts and Sciences. Separately, foundation accounts dedicated to the school are used to provide additional resources, particularly for travel and opportunities to bring in guest speakers and lecturers to campus. These accounts also pay for salary stipends, award submissions and conference registration fees and travel.

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

The Adler Journalism and Mass Communication Building opened in 2005 and, in places, was remodeled in 2023. It provides exceptional workplaces for students and faculty. Equipment is state of the art, with four 20-person labs available in classroom settings and a suite of broadcast studios available at the offices of The Daily Iowan (and Daily Iowan TV), a non-campus entity that rents space on the first floor of the Adler building.

"With our facilities, people have so many opportunities to just dive in," one student told the site team during its visit.

Another student, following up on that thought, said "Iowa is going to give me the opportunity to dive into what I'm interested in. It lets me work toward my strengths."

Faculty members have access to the Moeller Research Lab, and computers throughout the building are upgraded about every three years.

(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

Top-level equipment is available to students throughout the Adler building. In addition to computing power available in its labs, additional equipment is available for check-out from the Becker Communication Building next door. (This includes still and video cameras, tripods, light kits and audio recorders for students to use to complete multimedia projects.)

Through facilities at The Daily Iowan and its affiliated operations, students often receive access to state-of-the-art equipment and software there before they see it in a classroom. These students generally are ahead on the learning curve when entering technology-laden classes later, but at graduation they and the non-DI students can leave on an equal plane, as the school's classroom-based technology is top-notch.

"Taking the multimedia course was like going back to the first two weeks I worked at The Daily Iowan," one student said.

In the same vein, another student said she "would like to be more challenged" and another added, "I wish you could get to advanced classes quicker."

A graphic design student said, "What I learned in a day at the DI I get in a week or a month at school."

But another student who didn't work at The Daily Iowan picked up the same knowledge at a different pace and still is satisfied with his Iowa experience: "For someone who's not involved in DI, the foundation courses were challenging."

On the broadcast side, the school's television technology relies on traditional "switching" in live broadcasts. Many, if not most, broadcast outlets have moved into formal electronic production systems, and it serves the school well to partner with off-campus outlets to give students access to how newscasts are produced in top-100 markets.

A longtime faculty member marveled at what the school is able to provide and thanked the leadership team from decades ago for setting a high bar.

"Other units ask us how we manage to have these resources." The groundwork was laid 30 years ago, he said.

SUMMARY:

Technology changes quickly and Iowa is alert to advances in the various disciplines. The school is growing, and its budget is on the right track.

No student is left wanting for the latest technology, and the faculty in place do an excellent job merging ideas from traditional journalism with the new ways to stay plugged in (or go wireless).

The unit is more than adequately supported for resources, technology, equipment, faculty and staff hires, compared to similar units in the College of Liberal Arts and Sciences. In her short tenure, the director has successfully argued for additional hires to the faculty and staff, even while the state of Iowa has seen a general reduction in higher education funding. The school supplements state support with development funds for faculty and staff development and student professional opportunities.

JMC is a valued part of the College of Liberal Arts and Sciences, and it shows.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

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

The SJMC and its faculty interact with alumni and members of the professional community in several ways, including through a professional advisory board. A visiting professionals program, networking events and career webinars engage alumni and other professionals with students and faculty. Professionals are also invited to classes and interact with faculty and students throughout the year.

The unit's Professional Advisory Board, composed of alumni and media professionals, meets formally twice a year. At a lunch with the site-visit team, advisory board members rated the school "at the top of the heap," the "premier" journalism school among regional journalism programs and one of the most respected programs in the College of Liberal Arts and Sciences. One board member characterized the school under the current director as justified in possessing a "swagger." Asked about how prepared SJMC students are for internships or for professional roles, one newspaper editor and advisory board member said some still need "training wheels, but fewer training wheels" compared to the graduates and students of other programs. The head of the university's Magid Center for Undergraduate Writing said journalism students, some of whom write for the center's several publications, have "the opportunity to do, not just to learn." Another advisory board member credited SJMC with the ability to think creatively and a willingness to think beyond the traditional structure of journalism.

The board's spring meeting coincides with the school's annual hall of fame induction ceremony, which brings alumni, faculty and students together to honor one professional and one academic. Faculty choose the inductees; in 2023 they were professor emeritus Dan Berkowitz and Roxanna Scott, executive editor and vice president at USA TODAY Sports. During the spring meeting, board members visit classes and network with students. advisory board members also contribute to the unit's strategic planning process as well as curriculum and professional development. They also actively engage in fundraising. Board members also contribute to a development fund the unit's director can use at their discretion to support interaction among faculty, students and board members during the board's meetings.

Alumni receive a monthly digital newsletter and an annual hard-copy publication, Iowa Journalist, also available in digital format. The school also communicates with alumni via social media platforms and through a section on its website.

(b) The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional

ethics, evaluating professional performance, and addressing communication issues of public consequence and concern.

The unit addresses issues of public consequence by bringing prominent professionals and media scholars to campus annually through two funded speaker programs — the McGranahan Lecture and the Li Chen Distinguished Lecture — for public lectures, workshops and seminars. Columbia University Journalism Dean and New Yorker staff writer Jelani Cobb was the McGranahan lecturer in 2023, presented in partnership with the University Lecture Committee. That partnership also brought Joy Reid and Michael Barbaro to campus in 2023. The school rotates the McGranahan Lecture with the Li Chen Distinguished Lecture but has relied more on the former in recent years. In 2020, Sarah Jackson was the Li Chen lecturer.

The school also hosts visiting scholars who present to faculty and students. Since 2018, this speaker series has brought to the Iowa campus a diverse group of early career faculty from other institutions who are doing interesting and compelling research. Occasionally, this program will host senior scholars who are doing research that aligns with faculty and student interest. The self-study provided a list of 20 scholars who lectured during the review period.

The school offers regular training and workshops for both faculty and students and supports student and faculty travel to professional conferences and events. Training focuses on current professional and pedagogical issues and is provided free to students and faculty. The school has also provided workshops to faculty on topics related to diversity, equity and inclusion; inclusive teaching; and multimedia storytelling. Faculty regularly attend the Association for Education in Journalism and Mass Communication annual conference and other specialized conferences in their fields.

The school also regularly co-sponsors speakers and events that align with the school's mission and interests. These events are open to the campus and community. In 2022-2023, the school co-sponsored a lecture by former NPR reporter and Carnegie Endowment for International Peace senior fellow Sarah Chayes; a film screening of TikTok Boom and Q&A with the director, Shalini Kantayya; and a Black women in film series organized by the Department of Cinematic Arts.

With support from the school, all faculty members regularly serve on editorial boards, as advisers to professional journals, as conference presenters and as external reviewers on various papers. Some examples:

- Professor Venise Berry, executive board member, UNESCO City of Literature, Iowa City; editorial board member, Iowa City Press-Citizen; executive board member, National Association of Black Studies.

- Professor David Dowling, presenter at The Future of Technological Mediation of Journalism and the Media Conference, University of Paris, Center for Interdisciplinary Research and Analysis (CARISM), 2023; external reviewer on two full professor promotions (Washington State University, Edward R. Murrow College of Communication, 2022; University of Richmond, Department of Journalism, 2023).
- Associate Professor Frank Durham, guest editor, special issue of International Journal of Media and Cultural Politics honoring the centennial of Walter Lippmann’s Public Opinion, 2022.
- Professor of Practice Jeffrey Grisamore, CEO and president, EGR International and Black Lab Media.
- Assistant Professor Kylah Hedding, organized and moderated panel, “The Sinclair Effect: Issues of media ownership and framing of protests in local television news,” for the AEJMC 2021 conference.
- Assistant Professor Sang Jung Kim, membership chair, AEJMC Communication Theory & Methods Division, 2023-2024; reviewer, Public Relations Review, Journalism & Mass Communication Quarterly, Journal of Children and Media, 2023-present.

Communicating Ideas, a one-day faculty workshop in its 12th year, is offered in the summer to a small group of faculty from outside the school to learn how to communicate their research to non-peer groups. The program is a collaboration among the school, the Office of the Vice President for Research and the Office of Strategic Communication.

The school houses the Journal of Communication Inquiry, an interdisciplinary forum on communication and mass communication established in 1974. SJMC faculty member Thomas Oates serves as its executive editor and several faculty serve on its editorial board.

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

Faculty in the school engage in a variety of public service activities on campus and in the community, including as leaders in community-engaged teaching. The school sponsors or co-sponsors several public lectures and events each year as a service to the campus and community.

Faculty and students participate in panels, workshops and conversation about issues of public importance with international visitors through the Global Ties Iowa (formerly CIVIC) program in collaboration with the U.S. State Department’s International Visitor Leadership Program.

SJMC faculty participate, and students gain experience through courses that center on community-engaged teaching, which prioritizes a mutually beneficial exchange of knowledge and resources between university and community partners. Community-engaged courses are offered throughout the school’s three tracks as well as through certificate programs in event management and nonprofit leadership and philanthropy. Projects developed in these courses are designed to foster community-engagement skills and experience while meeting course learning

outcomes. Students apply media skills to real-world issues at all levels of the curriculum. Several courses were designated part of the university-wide community-engaged curriculum. Recent projects include videos and infographics for local nonprofits; strategic communication and social media marketing plans for organizations and businesses; and news reporting and photojournalism for Iowa communities.

One of the school's faculty members helped develop a university-wide community-engaged course designation in 2021 as co-chair of a university strategic planning subcommittee on service learning and civic engagement. Instructors apply every semester and course descriptions are reviewed by the Office of Community Engagement to ensure that projects meet university standards for community-engaged learning.

A major community-engaged effort of the school, the Coralville Media Collaborative, gives students the opportunity to use their media and writing skills to support nonprofits and other organizations and institutions in the suburb of Coralville, a city of about 23,000. Led by the director of undergraduate studies, the project's commitment goes beyond a single semester so faculty and students can build relationships with organizations and see impacts over time. The school funds media production and strategic communication interns through the collaborative. Twelve SJMC faculty have completed one or more class projects with Coralville partners.

(d) The unit supports scholastic journalism.

The school serves high school students in Iowa and across the region through the Iowa High School Press Association and its summer journalism workshops for high school students. The school's intern recruitment and placement coordinator and an adjunct instructor, serves as the IHSPA executive director. She organizes the association's statewide newspaper and yearbook competitions and an annual workshop. SJMC faculty and staff serve as competition judges and instructors at the fall conference.

The school also hosts a four-day summer journalism workshop for high school students and provides scholarships and other financial support for the workshop. In 2023, 68 high school students attended the summer workshops.

SUMMARY:

The school and its faculty actively advance the profession through participation in academic and professional organizations and by sponsoring statewide programs and organizations that support scholastic journalism. The school's strong involvement in community journalism and support of nonprofits and other community groups help advance a free press and promote community engagement.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- The director's transformational leadership — a sentiment shared by all — and whose leadership style and accomplishments are respected and lauded by students, faculty, administrators, donors, alumni and industry professionals. One long-term faculty member likened the school environment to “Camelot” under her leadership.
- A School of Journalism and Mass Communication steeped in liberal arts tradition and renowned for its multimedia storytelling.
- An outstanding, empowered and engaged faculty and staff.
- Infusing diversity, equity and inclusion in the curriculum, faculty governance, student experiential learning, research and community engagement.
- Collaboration with other academic units in the college and university.
- Cultivating relationships with donors and the media industry.

Weaknesses:

- Lack of domestic diversity among full-time faculty consistent with domestic student diversity.

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

N/A

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

N/A

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

N/A

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

N/A

6) If the unit was previously accredited, summarize *significant* deficiencies noted in the previous report and the actions taken to correct them. If the unit was in noncompliance

on the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.

The unit was out of compliance on the Diversity, Equity and Inclusion standard. Since the last accreditation site visit, the unit made offers to two Black/African American women. One accepted the offer and remained on the faculty for two years, another declined the offer for family reasons. In the past three years, the director and faculty have redoubled efforts to attract, recruit and retain domestic diverse faculty. Underrepresented student enrollment has increased, particularly among Black/African American students. The unit has also prioritized DEI infusion in the curriculum, creating an inclusive and welcoming culture in the unit, and made DEI a key pillar in its strategic plan, focusing on three main goals: fostering a supportive environment within the school that builds success through the inclusion and participation of diverse groups and perspectives; addressing the needs of underrepresented faculty, staff and students to ensure they have access and opportunities to be successful in the school and addressing the needs of international faculty, staff and students to ensure they have access and opportunities to be successful in the school.

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

Overall, the self-study was well-written and easily navigable. Having digital files was less cumbersome, although on a few occasions links were not accessible.