

Report of On-Site Evaluation

ACEJMC

Undergraduate program

2018-2019

Name of Institution: University of Memphis

Name and Title of Chief Executive Officer: M. David Rudd

Name of Unit: Department of Journalism and Strategic Media

Name and Title of Administrator: M. David Arant

Date of 2018-2019 Accrediting Visit: January 27-30, 2019

If the unit is currently accredited, please provide the following information:

Date of the previous accrediting visit: December 3-5, 2012

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Recommendation by 2018-2019 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair

Name and Title: Joe Foote, Dean Emeritus

Organization/School: Gaylord College of Journalism & Mass Communication, University of Oklahoma

Signature _____

Team Members

Name and Title: Dorothy Bland, Professor, Mayborn School of Journalism

Organization/School: University of North Texas

Signature _____

Name and Title: Michel M. Haigh, Professor and Graduate Studies Advisor

Organization/School: School of Journalism and Communication, Texas State University

Signature _____

Name and Title: Del Galloway, Vice President, Communications

Organization/School: Wells Fargo, Washington, D.C.

Signature _____

PART I: General Information

Name of Institution: University of Memphis

Name of Unit: Department of Journalism and Strategic Media

Year of Visit: 2018-2019

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

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools**
- Western Association of Schools and Colleges

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

- Private
- Public**
- Other (specify)

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

The history of the University of Memphis dates to September 12, 1912, with the establishment of the West Tennessee State Normal School, which provided for the training of primary and secondary teachers, under the Tennessee General Education law of 1909. The law required the establishment and maintenance of three normal schools, one in each of the three geographic divisions of the state, East, Middle, and West Tennessee. In 1941, the institution expanded its liberal arts curriculum and the name was changed to Memphis State College. The undergraduate program was reorganized into three schools, and a graduate school was added in 1951. Memphis State achieved University status in 1957, and on July 1, 1994, the name was officially changed to the University of Memphis.

The University of Memphis Board of Trustees was established in the FOCUS Act of 2016 by the Tennessee state legislature. The Board of Trustees of the University is vested with the power and authority to govern the University and to exercise all powers and authority as set forth in the laws of the State of Tennessee. The membership of the Board shall consist of ten (10) members of which nine (9) members shall be voting members and one (1) member shall be a nonvoting member. Of the nine (9) voting members, at least six (6) members shall be residents of the state of Tennessee. Eight (8) of the voting Board members will be appointed by the Governor of the State of Tennessee with at least three (3) being alumni of the University. A University faculty member shall serve as one (1) voting Board member to be selected by the University Faculty Senate. The nonvoting member shall be a student representative to be appointed by the Board.

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

Yes

No

If yes, give the date of the last accrediting visit: Dec. 2-5, 2012

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

1971

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

Our Mission

The University of Memphis Department of Journalism and Strategic Media is a learner-centered, professional program providing high-quality educational experiences while pursuing new knowledge through research, professional outreach, and engaged scholarship.

Highest Priorities

- Increase enrollment, retention, and graduation rates for students and prepare them for careers in the Journalism and Strategic Media profession.
- Maintain up-to-date professional knowledge and skills in Journalism and Strategic Media through professional training and research and incorporate that knowledge into the classroom.
- Create excellent scholarly and creative activities to expand knowledge in the fields of Journalism and Strategic Media as well as enhance the instructional effectiveness of faculty members by incorporating their own research and that of contemporary scholars in the classroom.
- Build and nurture partnerships with local businesses, non-profits, and other organizations.
- Incorporate entrepreneurialism at all levels of the curriculum and deepen ties with the Memphis entrepreneurship community.
- Provide a welcoming and nurturing learning and mentorship environment that supports the diversity and richness of expression of our student body and offer educational and professional resources that equip our students, many first-generation college students, for meaningful and productive Journalism and Strategic Media careers.
- Develop mastery of skills in students in five key areas: Critical Thinking, Media Literacy, Multimedia, Professionalism, and Writing.

Values

- The University of Memphis Department of Journalism and Strategic Media, as an engaged learning professional program, celebrates:
- The pursuit of excellence in Journalism and Strategic Media teaching and research as the highest measures of successful achievement.
- Careful academic advising and professional mentoring to the department's students.
- High ethical standards, superior fact-gathering ability, and excellence in storytelling as the core of Journalism and Strategic Media.
- Global perspectives by encouraging and supporting student participation in study-abroad experiences as well as by hosting international media professionals and exchange students in the Department of Journalism and Strategic Media.

- A collegial work and learning environment that supports cultural diversity, encourages a richness of academic expression, and offers ample resources to make possible excellent research and teaching.
- Faculty service to the Department, College, University, and the media professions. Through service, the Department's interconnectivity to its many, varied, internal, and external publics is enhanced.
- Continued assessment and revision of its programs and their outcomes to ensure our students are prepared for the dynamic and constantly evolving media industries and technologies.

Last revised March 2016.

7. What are the type and length of terms?

Semesters of 16 weeks

Summer sessions of 4, 5 and 10 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.

Bachelor of Arts in Advertising

Bachelor of Arts in Journalism

Bachelor of Arts in Public Relations

Bachelor of Arts in Public Relations (online)

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

120 credit hours

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

3 semester hours repeatable up to 6 semester hours.

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

Name of Sequence or Specialty

Advertising

Journalism

Public Relations

Creative Mass Media (journalism concentration added Jan. 2019)

Person in Charge

Sandra Utt

Robert Byrd

Melissa Janoske

Matthew Haught

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

13,981 full-time students; 21,459 total students

14. Number of undergraduate majors in the accredited unit, by sequence and total (if the unit has pre-major students, list them as a single total):

Name of Sequence or Specialty	Undergraduate majors
Advertising	46
Journalism	166
Public Relations	117
Creative Mass Media (journ. concentration added Jan. 2019)	42
Total	371

** Note: Includes approximately 40 incoming students who are initially coded as Journalism but will select one of the three other majors or concentration.*

15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary. 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.)

Spring 2019

Course Name	Prefix	Number	Section	Enrollment
Creative Strategy	ADVR	3324	001	15
Reporting	JOUR	3120	001	7
Reporting	JOUR	3120	003	14
Multimedia Storytelling	JOUR	3526	001	18
Multimedia Storytelling	JOUR	3526	002	18
Multimedia Storytelling	JOUR	3526	003	18
Sport Writing/Reporting	JOUR	4150	001	17
Business Writing/Reporting	JOUR	4170	001	10
Web Publishing I	JOUR	4500	001	17
Web Publishing I	JOUR	4500	002	20
Interactive Media Design	JOUR	4560	001	11
TV News Producing	JOUR	4639	001	12
Podcasting in Journalism	JOUR	4801	001	17
Creative Media Lab	JOUR	4900	001	12
Creative Media Lab	JOUR	4900	001	10
Multimedia News Lab	JOUR	4998	001	12
Media Writing	JRSM	2121	001	16
Media Writing	JRSM	2121	002	9
Media Writing	JRSM	2121	003	13
Media Writing	JRSM	2121	004	10
Media Writing	JRSM	2121	501 (Lambuth)	2
Visual Media	JRSM	3900	001	19
Visual Media	JRSM	3900	002	20
Visual Media	JRSM	3900	004	20
Visual Media	JRSM	3900	005	18

Public Relations Writing	PBRL	3421	001	18
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Online classes

Media Writing	JRSM	2121	M50 (online)	16
Visual Media	JRSM	3900	M50 (online)	18
Feature Writing	JOUR	3130	M50 (online)	15

FALL 2018

Course Name	Prefix	Number	Section	Enrollment
Creative Strategy	ADVR	3324	001	11
Reporting	JOUR	3120	001	16
Reporting	JOUR	3120	002	13
Reporting	JOUR	3120	003	15
Feature Writing	JOUR	3130	001	14
Multimedia Storytelling	JOUR	3526	001	17
Multimedia Storytelling	JOUR	3526	002	19
Multimedia Storytelling	JOUR	3526	003	13
Data Writing/Reporting	JOUR	4124	001	6
Food Writing/Reporting	JOUR	4160	001	15
Web Publishing I	JOUR	4500	001	16
Web Publishing I	JOUR	4500	002	16
Advanced Photojournalism	JOUR	4526	001	10
Web Publishing II	JOUR	4550	001	10
TV Newswriting/Reporting	JOUR	4629	001	12
Information Design	JOUR	4920	001	17
Multimedia News Lab	JOUR	4998	001	7
Media Writing	JRSM	2121	001	15
Media Writing	JRSM	2121	002	15
Media Writing	JRSM	2121	003	14
Media Writing	JRSM	2121	004	7
Visual Media	JRSM	3900	001	18
Visual Media	JRSM	3900	002	20
Visual Media	JRSM	3900	003	19
Visual Media	JRSM	3900	004	20
Visual Media	JRSM	3900	501 (Lambuth)	17

Online classes

Media Writing	JRSM	2121	M50 (online)	9
Visual Media	JRSM	3900	M50 (online)	19
Public Relations Writing	PBRL	3421	M50 (online)	15

16. Total expenditures planned by the unit for the 2018–2019 academic year: \$1,256,897

Give percentage increase or decrease in three years: +11.9 %

Amount expected to be spent this year on full-time faculty salaries: \$1,067,086.

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

Faculty	Rank
Arant, David	Professor
Byrd, Robert	Assistant Professor
Cliff, Tori	Instructor/Coordinator
Del Rosso, Teri	Assistant Professor
Denney, Pam	Instructor/Coordinator
Haught, Matthew	Assistant Professor
Hayden, Joe	Professor
Hrach, Thomas	Associate Professor
Janoske, Melissa	Assistant Professor
Marks, Kim	Instructor/Coordinator
Robinson, Michael	Visiting Assistant Professor
Sanford, Otis	Professor
Utt, Sandra	Associate Professor
Wang, Ruoxu	Assistant Professor
Yang, Jin	Professor

18. List names of part-time/adjunct faculty teaching at least one course in fall 2018. Also list names of part-time faculty teaching spring 2018. (If your school has its accreditation visit in spring 2019, please provide the spring 2019 adjunct list in the updated information.)

Faculty	Rank	Term
Block, Brittney	Adjunct	Fall 2018, Spring 2019
Cawein, Elizabeth	Adjunct	Fall 2018
Chaney, Audrey	Adjunct	Spring 2019
Cooper, Dana	Graduate teaching assistant	Fall 2018, Spring 2019
Friedel, Katherine	Adjunct	Spring 2018
Hilder, Casey	Adjunct	Spring 2018, Fall 2018, Spring 2019
James, Adelyn	Graduate teaching assistant	Fall 2018, Spring 2019
Mallicoat, Megan	Adjunct	Spring 2018, Fall 2018, Spring 2019
Nichols, Joel	Adjunct	Spring 2018, Spring 2019
Robinson, Michael	Graduate teaching assistant	Spring 2018
Shockey, Alexandra	Adjunct	Spring 2018
Terrell, Jason	Adjunct	Spring 2018, Fall 2018
Weber, Jim	Adjunct	Fall 2018
Wiley, Andrea	Adjunct	Spring 2018, Fall 2018, Spring 2019

19. Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.

Year	Total Graduates	Number	Percent
2017-2018 academic year	74	74	100
2016-2017 academic year	74	74	100

PART II — Standard 1: Mission, Governance and Administration

The policies and practices of the unit ensure that it has an effectively and fairly administered working and learning environment.

Department/University Background

The Department of Journalism at the University of Memphis was established in 1956 and accredited in 1971. It is a founding member and one of six units in the College of Communication and Fine Arts. In 2017, the university governance changed from being a part of the statewide Tennessee Board of Regents to having its own Board of Trustees. Since the last site team visit, the university has upgraded public relations and advertising from concentrations to majors and consolidated news-based programs into one journalism major. A new concentration in creative mass media will begin in fall 2019. The department changed its name to Journalism and Strategic Media in 2016.

The University of Memphis positions itself as a “major urban research University” and holds the Doctoral University-Higher Research (Research 2) Carnegie classification. The University of Memphis has seven colleges and five independent schools. Master’s degree programs are offered in 53 areas. The Doctor of Philosophy degree is offered in 20 areas.

Unit performance with regard to indicators:

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

The unit has a strategic plan that has been updated annually and has been vetted by upper administration as to its consistency with the college and university strategic plans. The plan includes the ACEJMC competencies and focuses on developing student mastery in critical thinking, writing, media literacy, multimedia and professionalism. The chief element of the strategic plan is to increase the department’s enrollment as well as its retention and graduation rates. It also contains plans for new programming, including the creation of new majors, concentrations and certificates and beginning a Ph.D. program. Part of its plan is to reclaim faculty and staff resources lost several years ago when the unit’s enrollment was lower and the university experienced severe cuts. There appeared to be wide faculty support for the essence of the updated plan.

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

The department has a full complement of faculty governance tools. All faculty holding the rank of instructor or higher participate as voting members of committees and when the faculty meets as a whole. Committees cover a wide range of activities and are active. The faculty meets as a group frequently. Faculty assume advising responsibilities for student organizations. Several faculty are members of college and university committees.

Faculty feedback indicates that the machinery of governance is working well and is respected by the administration. Having all faculty in the same building on the same floor has enhanced communication and contributed to what those inside and outside the unit consider to be a very collegial, collaborative and caring environment.

c) 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 department chair is an experienced, hard-working administrator who has held his position since 2008 and has also served as a university-wide administrator. Upper administration called him "an incredible administrator" and "the model of what a good faculty member should be." The chair has an outgoing personality and moves easily between faculty, administrators, students, professionals and alumni. He is universally respected by faculty. The chair is open to new ideas and has been a motivator of the many curricular innovations implemented during this accreditation cycle. He is also respected as an effective advocate for the unit at the college and university levels.

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

There is an established practice within the university and the College of Communication and Fine Arts to select and evaluate departmental administrators. The dean may select from within the unit or conduct an outside search. The dean does a written evaluation of the chair annually, and the faculty also have an opportunity to do a confidential evaluation of the chair.

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

The department has established procedures for dealing with grievances and concerns from students, staff and faculty. The chair has been attentive to problem areas and has been proactive in dealing with them fairly and expeditiously. At the time of the site visit, one student complaint against a faculty member/administrator was pending. It had been referred to the Office of Institutional Equity. The chair recently dealt with a class exception request that was part of the complaint.

SUMMARY

Strong, effective, enthusiastic leadership by a veteran chair has helped this medium-sized program to punch above its weight in numerous areas. The program is currently doing as much as it can within its limited resource base. Faculty are universally seen as collegial and open-minded to new ideas. The faculty governance apparatus works smoothly and democratically.

Overall evaluation compliance / non-compliance:

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

The unit provides curriculum and instruction, whether on site or online, that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.

Unit performance with regard to indicators:

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

a) The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.

Students need 120 credit hours to graduate from the University of Memphis. Forty-one hours are general education. The university changed the overall degree requirements to obtain a B.A. in 2016. At that time, the unit changed its name, changed from concentrations to majors, and began to require an internship or practicum. Students now take 45 credits of journalism and mass communication hours rather than the 36-39 previously required.

The unit ensures students are taking a minimum of 72 credits outside the major through academic advising. The unit was in 100 percent compliance with this indicator for the two academic years preceding the site visit.

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 competencies listed by the Council.

The unit offers B.A. degrees in: Advertising, Public Relations and Journalism. Each sequence offers theoretical and skills courses. There is a 21 hour core all students take. All students are required to take 15 hours of prescribed courses including: Survey of Media, Precision Language, Media Writing, Visual Media and Media Law. Students then select three hours from a menu of courses (Media, Diversity and Society, Issues in Sports and Media, Media Ethics, Media History or Presidents and the Press), and the final three hours include either a media internship or student media practicum. There have been curriculum updates throughout the assessment period. One of those changes includes a creative mass media concentration that will be available for the Fall of 2019.

ADVERTISING

Advertising has 46 students, comprising 12 percent of the unit's majors. Advertising majors take 30 hours of courses in addition to the core courses. They take 21 hours of prescribed courses (Survey of Advertising, Branding and Strategic Media, Creative Strategy, Ad Research, Media Planning, Advertising Campaigns and Creative Media Lab). They can then select three hours of elective credits in the unit, and another six hours of required coursework are outside of the accredited unit in the Fogelman College of Business & Economics (Principles of Marketing and a Consumer Behavior course).

JOURNALISM

Journalism has 208 students, comprising 56 percent of the unit's majors. Journalism majors must take nine credits (Reporting, Multimedia Storytelling and Multimedia News Lab) of prescribed courses in addition to the core courses. Journalism students then choose a specialty: broadcast journalism, multimedia journalism or sports journalism.

The broadcast specialty requires six prescribed credits (Television News Writing/Reporting and Television News Producing). Students then select three credits from a list of courses (Feature Writing, Data Writing/Reporting, Sports Writing/Reporting, Food Writing/Reporting, Business Writing/Reporting, Public Issues Writing/Reporting or Opinion Writing/Reporting). An additional three credits must be selected from: Web Publishing I: html/CSS, Advanced Photojournalism and Advanced Social Media, and three credits of elective.

The multimedia journalism specialty requires six credits from: Feature Writing, Data Writing/Reporting, Sports Writing/Reporting, Food Writing/Reporting, Business Writing/Reporting, Public Issues Writing/Reporting or Opinion Writing/Reporting. An additional six credits must be selected from: Publication Design, Web Publishing I: html/CSS, Advanced Photojournalism, Web Publishing II, Advanced Social Media or Information Design. Students also have three credits of elective available.

The sports journalism specialty has nine prescribed hours (Data Writing/Reporting, Sports Writing/Reporting and Multimedia Sports Reporting). Students then select three credits from: Web Publishing I: html/CSS, Advanced Photojournalism, Advanced Social Media or Information Design. They also have three credits of electives.

PUBLIC RELATIONS

Public Relations has 117 students, comprising 31.5 percent of the unit's majors. Public Relations majors take 30 credits of courses in addition to the core courses. They have 12 hours of prescribed courses in public relations (Survey of Public Relations, Public Relations Writing, Public Relations Research and Public Relations Campaigns). They then select three credits from: Public Relations Case Studies, Event Management of PR, Crisis Communication or Music Promotion and PR. An additional three credits must be selected from: Reporting, Feature Writing/Reporting or Multimedia Storytelling. Three credits are also selected from another menu of courses including: Survey of Advertising, Branding and Strategic Media, Web Publishing I: html/CSS or Advanced Social Media. They have three credits of electives, and are also required to take six credits in marketing (Organization and Management and Principles of Marketing).

c) Instruction, whether on-site or online, is demanding and current, and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued.

When the syllabi were reviewed, it is clear that there are standard syllabi used for courses. The learning objectives are clearly stated. When there are multiple sections of a course, the students receive the same academic experience. There are no differences between online and face-to-face courses.

ADVERTISING

Student interviews indicate students feel their courses are preparing them for their internships and practicums. Students noted that they quickly realize if they want to pursue opportunities in the business or creative aspect of the industry. They felt comfortable with digital platforms – including multimedia concepts. They work on primary and secondary research for the National Student Advertising

Competition through the American Advertising Federation. They mentioned that the system used to access Adobe software off-campus is a bit clunky. They are also able to work on the social media marketing minor in the Fogelman College of Business & Economics.

JOURNALISM

Journalism students overall were very appreciative of curriculum changes including more multimedia storytelling classes and enhancements such as classes related to podcasting, food writing and sports writing. "I feel I'll leave here equipped with the skills I need," said one senior student. Students also expressed concern that the dedicated faculty is increasingly stretched, and there are not enough faculty members. The required internships or practicum in student media are strengths of the program.

PUBLIC RELATIONS

Student interviews indicate students are exposed to a balance of theory and application courses. They are able to take what they are learning and apply it to a client in their campaign capstone course. The faculty are creating courses that make students "stronger and better prepared for the 'real world.'" They are exposed to the multimedia and digital skills needed in industry. Students also feel prepared for internships.

Overall, students are happy with the curriculum. During the all-major meeting, many students expressed concern about the limited number of course sections (e.g., only having one section of most required courses) offered each semester. They were having to plan their entire schedule around one course because it was required and only one section was available. A majority of students are trying balancing work and school, so they do not have much flexibility in their schedules. Students also expressed concern that not all courses listed in the elective sections of the majors were taught every semester or even every year. Some courses were only taught once every other year. The faculty have a 3/3 teaching load, but they have a very robust curriculum to deliver.

d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1. (Campaigns classes are exempt from the 20-1 ratio.)

Skills courses ranged from six to 20 students in the face-to-face courses and nine to 19 students enrolled in the online courses in Fall 2018. In the spring of 2018, class sizes ranged from two to 20. There were two students enrolled in TV News Producing and 20 students enrolled in Visual Media. Online classes ranged from 17 to 20 students.

e) 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.

Schools 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 credit hours).

Students may take up to two semester courses (or their equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals. Students may take up to three semester courses (or their equivalent) at a

professional media outlet 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.

All students in the unit are required to take Media Internship or Student Media Practicum. On-site supervisors assign tasks and evaluate the interns' daily work activities. The internship coordinator works with the student interns and on-site supervisors to ensure the interns are having a meaningful work experience. The internship is a minimum of 150 hours of work in either a paid or unpaid position. The internship coordinator certifies which job experiences qualify as a for-credit internship before the student enrolls.

ADVERTISING

Students are required to take an internship or practicum before they graduate. Students can become involved in Meeman 901 Strategies – the student-run strategic media firm – during their sophomore and junior years. They complete an internship during their junior or senior year.

JOURNALISM

Students are required to take an internship or practicum before they graduate. Students can work at the student newspaper, *The Daily Helmsman*; the campus radio station WUMR or Tiger News, the campus television newscast.

PUBLIC RELATIONS

Students are required to take an internship or practicum. The practicum is usually tied to Meeman 901 Strategies. An abundance of internship opportunities are available in Memphis at public relations firms, hospitals, smaller agencies, sports teams and a variety of other locations.

SUMMARY:

The unit requires students to take a minimum of 72 hours outside of journalism mass communication. They have three majors (Advertising, Journalism and Public Relations). The curriculum is updated on a regular basis to stress multimedia and digital skills and to reflect the ever-changing industries. They adhere to the 20-1 ratio. Internships or practicums are required. Overall, students are prepared for the workforce. The faculty are being stretched to deliver the curriculum.

**Overall evaluation, compliance/non-compliance:
COMPLIANCE**

PART II — Standard 3: Diversity and Inclusiveness

The unit has an inclusive program that values domestic and global diversity, and serves and reflects society.

Unit performance with regard to indicators:

a) The unit has a written diversity plan for achieving an inclusive curriculum, a diverse faculty 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 and identify the under-represented groups.

The Department of Journalism and Strategic Media has a written *Plan for Diversity, Inclusiveness and Affirmative Action*, which clearly articulates its definition of diversity and inclusion – which reflects but is not limited to race, ethnicity, religion, gender, identify, sexual orientation, age, class, income, national origin or immigration status. The plan focuses on domestic minority groups, the identification of under-represented groups and reflects an assessment of progress toward goals for achieving its plan – which is guided by five principles:

1. Fostering a positive climate within which students, faculty and staff can exist in harmony
2. Involve students in external community organizations
3. Emphasize advising and mentoring of students
4. Mentor new faculty
5. Recognize faculty service to the college, university and community

The plan has on-going goals, which are to:

1. Continue to grow and reflect diversity in classes and curriculum
2. Recruit and retain under-represented and diverse faculty and staff
3. Recruit, retain and graduate a diverse student body
4. Engage a diverse community through service-learning projects, classes and outreach activities

b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of domestic concerns about gender, race, ethnicity and sexual orientation. The unit's curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

The Department requires diverse and inclusive issues in every course and exposes students to global perspectives through two international exchange programs and multiple study-abroad initiatives. In at least 12 classes, lessons and discussions specifically address inclusivity in terms of gender, race, ethnicity and sexual orientation. The student body – 38.53% of which is African-American, in the City of Memphis, which is 63 percent African-American – routinely engage with diversity. In the 2017-2018 school year, faculty across all majors collaborated to coordinate the Department's efforts in discussing issues of diversity as they relate to the 50th anniversary of the assassination of Dr. Martin Luther King Jr., in Memphis – including collaboration with community and professional organizations. In on-site discussions with students and faculty, each believes awareness and sensitivity of diversity are advanced

through the open exchange of ideas in the classroom – representing diversity of thought from people of diverse backgrounds.

c) The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.

The Department's efforts to recruit a diverse faculty and professional staff are reflected in its mix of full-time faculty (academic year 2017-2018):

- 15 full-time faculty positions, of which;
- Three are international or ethnic minorities, with;
- Nine females (60%);
- One African-American; and,
- Three faculty are of the LGBTQ community

In the past three academic years, four full-time faculty positions were recruited – with offers extended to two females, one minority and two international candidates. Of note, female and minority faculty members serve on search committees. The Department's professional staff reflect representation by African-Americans and women.

While the program has made progress in recruitment and retention of diverse faculty since its last accreditation review (2012-13), it has not realized its potential and has opportunities for improvement. This is acknowledged in one-on-one interviews with faculty and students:

“Our faculty look alike; very similar. We don't reflect the students we serve. We recognize it, and are working to address it.” – Public Relations faculty member [this comment is specific to the public relations program].

“Our faculty could be more diverse. While no one makes you feel ‘less than’ because you don't look like them, it would be reassuring and inspiring to have more faculty of color.” – Student

To address this weakness, two new faculty members – both African-American men – have been hired and will join the department in the fall of 2019. The weakness of a diverse faculty is also addressed through the recruitment of professional speakers and guest lecturers, who reflect a diverse ethnicities, genders, sexual orientation and experience.

d) The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

Located in the heart of Memphis, Tennessee – with a population of approximately 653,000 residents – the service area for the University of Memphis includes the state of Tennessee and the metropolitan-area counties of Mississippi (Desoto, Marshall, Tate and Tunica), and of Arkansas (Crittenden). The ethnicity of this service areas is: 17.5% Black/African American, 4.88% Hispanic/Latino and 77% White, with a gender mix of 51% female and 49% male. It's important to note that the population of the City of Memphis – from which the Department recruits most of its students – is 63% African American. In the 2018 spring semester, the Department had 340 graduate and undergraduate students, of which 230 are female. The percentage of minority students in the Department is greater than the percentage in the geographical area it serves.

Minority students are recruited through various recruitment fairs and special events – including Discover Your Major Day, #MEMBound tour dates, and freshmen orientation sessions. For 18 years, the Department’s primary minority-recruitment effort was *The Teen Appeal*, a citywide high school student newspaper program that was highly effective at recruiting African-American students. The publication ceased operation in December 2015 when its grant funding through Scripps Howard ended as a result of Gannett’s acquisition of several former Scripps Howard newspapers including *The Commercial Appeal* in Memphis.

In an on-site interview with the college dean, she expressed a commitment to re-establishing and reintroducing *The Teen Appeal* by exploring new partnerships with off-campus organizations.

In 2018, the Department launched, with limited success, its Accelerated Media Program, a summer camp to replace the recruitment and outreach role of *The Teen Appeal*. The free camp educates Memphis-area students about writing and media technologies.

Retention is driven through active participation on-and-off campus in the media professional clubs, especially The National Association of Black Journalists (NABJ). In addition, the Department offers three scholarships targeted toward minorities and regularly sponsors visits to Memphis and the University by nationally recognized professionals

e) The unit has a climate that is 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 Department is committed to and advances all forms of diversity and inclusion – including those with differing abilities. It “... *does not tolerate harassment or discrimination by any student, staff or faculty member.*” Diversity sensitivity is incorporated into the Department’s curriculum and culture, which operates in accordance with the University-wide harassment policy.

Through the self-study and on-site interviews and observations, a Department strength is its commitment to and realization of diversity and inclusion – by creating a culture that recognizes, embraces and celebrates diversity and its multifaceted characteristics.

“I feel like I can be me; I can bring my full-self to this program. It’s very supportive and caring, both from a faculty-student perspective, as well as peer-to-peer – student-to student” – Student

SUMMARY:

While a Department strength is its commitment to diversity and inclusion, which is reflected in a culture that recognizes and celebrates diversity, it has opportunities to better realize its potential through the recruitment and retention of faculty who even better reflect the students they serve.

**Overall evaluation, compliance/non-compliance:
COMPLIANCE**

6.1 Full-time Faculty for Academic Year 2017-2018

Table 6.1 shows that about a quarter of full-time faculty members (4 of 15) are international or ethnic minorities, and nine full-time faculty members (60.00 percent) are women. In addition, three faculty members are part of the LGBTQ community.

Group	Female	% of total faculty	Male	% of total
faculty				
American Indian/Alaskan native	0	0%	0	0%
Asian	2	13.33%	0	0%
Black/African-American	0	0%	1	6.67%
Hispanic/Latino (any ethnicity)	0	0%	0	0%
International faculty (any ethnicity)	3	20.00%	0	0%
Native Hawaiian/other Pacific Islander	0	0%	0	0%
Other race	0	0%	0	0%
Two or more races	1	6.67%	0	0%
White	6	40.00%	5	33.33%
TOTAL	9	60.00%	6	40.00%
<i>LGBTQ Faculty (Any ethnicity)</i>	<i>1</i>	<i>6.67%</i>	<i>2</i>	<i>13.33%</i>

PART II — Standard 4: Full-Time and Part-Time Faculty

The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission.

Unit performance with regard to indicators:

a) The unit has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.

During the self-study year, the full-time faculty at the University of Memphis unit was composed of 15 full-time faculty positions, with 10 being tenured/tenure-track, one visiting assistant professor and four non-tenure-track lines/positions. In spring 2019, eight (53.3 percent) were females and seven (46.6 percent) were males on the full-time faculty, including the department chair. Meetings with FT faculty members found 12 are white, one African American and two international faculty of Asian descent. While 20 percent of the FT faculty are minorities, students expressed concern that the faculty's diversity is not as reflective of the student population or the diversity in the market. For example, the self-study stated 47.35 percent of students were White, 38.82 percent Black/African-American, 5.88 percent Latino and/or Hispanic and 5 percent two or more races.

Two full-time faculty searches were conducted in the fall 2018, and two African-American males have been hired to start in the fall 2019. The full-time faculty was supplemented by six adjunct instructors and two graduate teaching assistants in the spring 2019. Females represent six (80 percent) and males represent two (20 percent) of the PT faculty in the spring 2019. Most of the PT faculty are white females.

Since the last site visit, there has been substantial turnover in the unit given the retirement of a long-time faculty member, the death of another and the exit of five tenure-track assistant professors and a non-tenure track instructor. No one who applied for tenure was denied tenure in the last six years. Most of those tenure-track faculty who left the University of Memphis were recruited to other universities. It appears the unit's leadership has made strong, young hires who have helped update the curriculum to ensure more multimedia and social media skills are taught.

About 46 percent of the FT faculty are under the age of 40 vs. only 13 percent six years ago. There also have been at least four internal promotions, including two to full professors and two to associate professor in the last six years.

Criteria for the selection and evaluation of the performance of all full-time and part-time faculty and instructional staff is well-documented. Hiring of a full-time faculty member typically involves a six-month national search, including three levels of approval including the Provost/Faculty Services, Office of Institutional Equity (OIE) and the Dean of the College before advertising the position. Full-time positions are typically posted on the AEJMC website and HigherEdJobs.com. Applicants are required to upload their materials (CV, letter of application, and employment application) to the University's employment site, then the Search Committee narrows the pool after teleconference interviews to no more than three candidates for on-campus interviews. Faculty members vote on their top selection and the hiring proposal must be approved by the Dean, OIE and the Provost.

The unit follows search procedures prescribed by the university for full-time hires. However, part-time or adjuncts searches are "less formal" and many of the adjunct faculty are media professionals with

substantial media experience in the market. Part-time faculty candidates are required to upload materials as documented above, and they must have “a master’s degree or a bachelor’s and 10 years of professional experience.” If someone does not meet that criteria, then the department chair typically writes “a letter of exception” explaining credentials and the hire must be pre-approved by the provost.

Faculty evaluations occur as part of the annual merit review process. Merit pay raises are typically determined by scores on annual faculty evaluations. The department chair completes annual reviews for each full-time faculty member.

b) Full-time faculty have primary responsibility for teaching, research/creative activity and service.

About 87 percent of the core and required JRSM courses are taught by permanent and fixed-term full-time faculty over the last three years. The percentage of courses taught by part-time faculty averages about 11.5 percent.

The typical class load is three courses in the fall and three courses in the spring for tenure-track faculty with 60 percent of the workload allocated to teaching, 25 percent research and 15 percent service. Tenure-track faculty are productive researchers and scholars as they generated 64 articles in referred publications, 76 manuscripts and 550 creative works that ranged from books reviews, blogs and articles in local publications. One faculty member does a daily 2-minute political commentary for local TV stations and that was listed as more than 1,300 commentaries. See more details in Standard 5. The department chair has a 1/1 load. The assistant chair of the department, director of graduate studies and new tenure-track hires in their first year all have a 2/2 teaching load. It is common for tenure-track faculty to also advise students and that advising load may vary from about 20 to 50 students. The assistant chair has a heavier advising load of 120 to 150 students per semester as she sees all incoming students. It is common for tenure-track and non-tenure track faculty to serve on at least two committees. The instructor who coordinates the media writing curriculum has a 4/4 teaching load but does not serve as an academic adviser to students. Two other instructors have a 4/4 teaching load and also serve as academic advisers to students. The Hardin Chair of Excellence has a 2/2 teaching load and is not tenured. The unit also is expected to benefit from a “Distinguished Journalist in Residence,” (DJIR) who is expected to teach one class starting in the fall 2019 and directs the Institute for Public Service Reporting. The institute was founded in summer 2018 and reports directly to the university president. The institute is expected to provide hands-on and in-depth journalism training for students with work to be published with the *Daily Memphian*, a new online news site.

c) Credentials of the unit’s faculty represent a balance of professional and scholarly experience and expertise kept current through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.

Of the 15 full-time faculty, 10 or two-thirds have a doctorate and four have a master’s degree. The endowed chair has a bachelor’s degree with 35 years of industry experience and 8 years of teaching experience. The mean years of teaching experience for the full-time faculty is 15.3 years and the mean years of professional experience is 12.3 years.

d) The unit regularly evaluates instruction, whether onsite or online, using multiple measures that include student input.

Multiple measures are used to evaluate instruction. For example, the Student Evaluation of Teaching Effectiveness (SETE) is the system used for student course evaluations to provide faculty feedback. Classes taught by part-time faculty are observed by the department chair and feedback is provided annually. Classes with multiple sections such as Media Writing, Visual Media, Reporting and Multimedia Storytelling have been standardized, and the instructor/coordinator meets with all instructors to ensure consistent teaching quality.

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

Conversations with administrators, faculty and staff outside the unit during the site visit indicate the unit is well-respected and an integral part of the University. The unit was praised for being a pioneer in online teaching as well as “extraordinary outreach and links to the professional sector.”

SUMMARY:

The collegial and caring faculty have worked diligently to upgrade the curriculum with classes on multimedia storytelling as well as topics such as podcasting and social media. The culture is one in which continuous improvement is the norm. Teaching, research and service are valued. The new faculty have been smoothly integrated into the unit. One administrator described the unit as “one of the great departments on campus.” The faculty was described as a dedicated, hardworking team and “everybody pitches in to do service.”

**Overall evaluation, compliance/noncompliance:
COMPLIANCE**

PART II — Standard 5: Scholarship: Research, Creative and Professional Activity

With unit support, faculty members contribute to the advancement of scholarly and professional knowledge and engage in scholarship (research, creative and professional activity) that contributes to their development.

Unit performance with regard to indicators:

a) The unit requires, supports and rewards faculty research, creative activity and/or professional activity.

The unit is committed to scholarship and research. The department “values and encourages a variety of approaches to scholarship, both theoretical and applied” (self-study p. 99). The self-study describes three different types of research: community-based scholarship, non-refereed writing, and traditional research. Community-based scholarship includes projects that identify problems in Memphis and the faculty are then engaged in obtaining grants/research funds to determine needs, conducting research, and devising projects to meet those needs (e.g., *The Teen Appeal*, Literacy Mid-South, Slave Haven Underground Railroad Museum, documentary on the 50th anniversary of Martin Luther King Jr.’s assassination and connections to Black Lives Matter). The department encourages publishing in trade and professional magazines (e.g., *Advertising Age*, *Broadcasting Magazine*, *Columbia Journalism Review*, *The Quill*, etc.). Traditional, peer-reviewed research is also important. Traditional research includes publications in refereed journals, papers presented at conferences, and books.

Tenure-track faculty are supported by graduate assistants for 10 hours a week. Travel funding is available for faculty to attend professional meetings and present research. The department chair has funds to support faculty travel to present papers or serve on panels at national or regional conventions. For the past four years, faculty members traveling to the Association for Education in Journalism and Mass Communication were fully funded. International travel requests are partially funded. The unit’s travel budget contains \$4,225 per year, but its foundation funds and online course incentive funds are used to support faculty travel in excess of that amount.

Additional support includes: College of Communication and Fine Arts Creative Achievement Award, and University of Memphis Faculty Research Grants. Three faculty members in the unit have been awarded Faculty Research Grants (\$12,000 total).

b) The unit specifies expectations for research, creative activity and/or professional activity in criteria for hiring, promotion and tenure.

The unit has a tenure and promotion policy. After reviewing the policy, it restates the information above. It states that the unit classifies scholarship in three different categories. It does not state that one category of research is preferred over the other two categories. The policy also does not indicate that the faculty member has to have a certain number of products in each of the three categories. The unit expects the faculty member to be productive in teaching, research and service. The guidelines also include information on how research, creative activity, and professional activity are used to evaluate promotion to associate and full professor.

c) Evaluation criteria for promotion, tenure and merit recognition account for and acknowledge activities appropriate to faculty members' professional as well as scholarly specializations.

The promotion and tenure policy states, "we are a professionally oriented department that places a strong emphasis on journalism and strategic media skills and applied research. These applied research activities are to be considered equally as important as traditional publications in scholarly journals; therefore, the Department of Journalism and Strategic Media faculty has tailored its definition of scholarship/creative activity to the demands of the discipline" (p. 263). It also indicates that the focus is on quality of the research and not the quantity of the research when discussing peer-reviewed publications. Conference papers, books and journal publications are all valued, but moving research from conference presentation to publication is necessary for tenure success.

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

The unit has a productive faculty whose scholarly and creative work is disseminated across a variety of publications and venues. Faculty members have produced more than 163 books, book chapters, peer-reviewed articles, conference papers and book reviews.

Among the books published by the faculty during the past six years are: *Journalism in the Fallen Confederacy*, *The Little Style Book*, *The Report and the News: How the Kerner Commission Changed Media Coverage of Black America*, and *From Boss Crump to King Willie: How Race Changed Memphis Politics*.

Faculty members have published 55 articles in scholarly journals such as: *Journalism and Mass Communication Educator*, *International Journal of Online Marketing*, *Journal of Consumer Health on the Internet*, *Newspaper Research Journal*, *Health Informatics Journal*, *Public Relations Inquiry*, and *International Journal of Sports Management*.

Faculty members also made 67 research presentations at national conventions of the major academic organizations in the field, including the Association for Education in Journalism and Mass Communication, International Communication Association, American Academy of Advertising and the National Communication Association.

e) The unit fosters a climate that supports intellectual curiosity, critical analysis and the expression of differing points of view.

Faculty members appreciate different points of view, and the various approaches each brings to the creation and dissemination of scholarship and creative activity.

SUMMARY:

The unit requires faculty to engage in scholarly research or creative activity. It supports the faculty through travel funding. Faculty members have a record of publishing their work as well as presenting it at academic and professional meetings. The unit has written expectations of the work tenure-track

faculty must complete for tenure and promotion. It fosters a supportive climate for curiosity and respect for differing points of view.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

Report of on-site evaluation of undergraduate programs for 2018-2019 Visits

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals (22)
		Full Professors (5)	Associate Professors (2)	Assistant Professors (9)	Other Faculty** (6)	
Awards and Honors	28	7	8	9	4	28
Grants Received Internal	4	1	0	4	0	5
Grants Received External	3	0	1	2	0	3
Scholarly Books, Sole- or Co-authored	4	3	1	0	0	4
Textbooks, Sole- or Co-authored	0	0	0	0	0	0
Books Edited	0	0	0	0	0	0
Book Chapters	23	5	2	19	0	26
Monographs	0	0	0	0	0	0
Articles in Refereed Journals	55	7	4	53	0	64
Refereed Conference Papers	67	3	3	69	1	76
Invited Academic Papers	7	1	3	1	2	7
Encyclopedia Entries	0	0	0	0	0	0
Book Reviews	14	1	4	8	0	14
Articles in Non-refereed Publications	0	0	0	0	0	0
Juried Creative Works	0	0	0	0	0	0
Non-juried Creative Works	0	0	0	0	0	0
Journal Editor	1	0	1	0	0	1
Guest Journal Editor	1	0	0	2	0	2
PR Professional Contracted Work	0	0	0	0	0	0
Professional Writing/Editing/Design	550	238	0	0	312	550
Broadcast Commentaries	1,347	1,347	0	0	0	1,347

PART II — Standard 6: Student Services

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

Unit performance with regard to indicators:

a) Faculty and/or professional advising staff ensure that students are aware of unit and institutional requirements for graduation and receive career and academic advising.

There is a robust and well-coordinated system in place for student advising, which includes excellent support from the University's Academic Counseling Center and committed faculty. For example, all first-time, full-time freshmen are advised by the University's Academic Counseling Center. When transfer students declare a major offered in the unit, they are advised by the assistant chair. The assistant chair advises about 120 to 150 students each semester. Students who are "undeclared" are advised by the assistant chair until a major is declared. Tenure-track faculty advise students. Their advising load varies from about 20 to 50, depending on the track. Overall, students praised the faculty as advisers and their commitment to students. "Advising goes outside the classroom," said one student. "They let us know about internships weekly."

As for student communication, emails are sent reminding students to register and schedule advising appointments each semester. Students are on hold and cannot register for classes "without being cleared electronically by an adviser," according to the self-study. To inform students of degree requirements, there is an electronic advising system known as UM Degree and traditional paper advising worksheets. This is supplemented by the assistant chair preparing an advising guide that is shared with faculty. Also, each senior preparing for graduation must complete graduation checkout with the College of Communication and Fine Arts Graduation Analyst.

b) Faculty are available and accessible to students.

Students praised the accessibility and interaction with faculty. One student said, "Faculty care. We're not just another number." Faculty are required to offer five office hours each week for students, and students said they get lots of emails. Some students suggested several professors struggle with software and need to take more initiative to "learn the software" they ask students to use. Students also expressed concern that the department's open lab on Friday is not always properly staffed and software in the department labs is more up-to-date than the software versions in some computer labs elsewhere on campus.

c) The unit keeps students informed about the activities, requirements and policies of the unit.

More than 40 students participated in discussion with the site team. Students praised the faculty and staff for keeping them informed of various activities and requirements via email and social media. TV monitors showcase various events on campus and resources such as the Career Center to help with resumes. Bulletin boards in the journalism building also showcased opportunities ranging from study abroad programs linked to universities in Germany and China. Posters showcasing internships and alumni working in cities ranging from New York City to Waco, Texas, also brighten the hallways.

In addition to a university-wide career fairs, the unit hosts an internship fair that attracts about 10 employers each fall and spring semester. Faculty also regularly tap their professional and alumni networks to share job opportunities with students via social media sites such as Facebook and LinkedIn.

Several students expressed an interest in having a tutor for AP style, more upper division classes online, and described the Citrix portal to access Adobe Creative Cloud as “trash.”

d) The unit and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.

Starting with the 2016 catalog, students are required to have an internship or work in student media for credit. Students praised the value of getting the “real-world” experience. Internship placements range from four local TV stations and the *Commercial Appeal* to advertising and PR firms in the market, which is ranked the 48th largest TV market in the nation. Interviews with at least five industry professionals and alumni show students are generally well prepared. One industry leader in public relations praised faculty for sending “great talent our way” and involving professionals as reviewers and panelists on programs.

Students voiced widespread appreciation for the strong assortment of student media, including *The Daily Helmsman*, the award-winning, independent student newspaper that dates back to 1931 and is available online 24/7 and published in print Tuesday through Friday during the fall and spring semesters. About 30 students are involved as reporters, editors and photographers in a typical semester, but print stories on Tuesday from weekend basketball games appeared to be a bit behind the news cycle. There is opportunity to implement a digital first strategy with the *Helmsman*. Other student media outlets include Meeman 901 Strategies, a student-run strategic media firm that has about 15-20 students involved in a typical semester. Students can earn three credit hours of practicum credit for working at least 150 hours a semester for the Daily Helmsman or Meeman 901 Strategies. Tiger News, which is a 15-minute student-created local newscast associated with TV Newswriting/Reporting and TV News Producing classes, airs mostly on the weekends on the public-access channel. Up to 15 students are typically involved in the Tiger News each semester. Students also gain practicum experience at WUMR-FM, a 25,000-watt radio station and the city’s only jazz station.

Students also can participate in four student organizations linked to professional industry groups such as the American Advertising Foundation, the National Association of Black Journalists, the Society of Professional Journalists and the Public Relations Student Society of America. Students have gained excellent practical experience by helping with the annual PRSA VOX Awards luncheon/dinner, and the student chapter of SPJ earned Chapter of the Year honors in District 12 in 2012. Students also collaborated with faculty to produce a documentary titled “Once More at the River: From MLK to BLM” about activism in Memphis. The documentary debuted in January 2019.

In addition to recognizing student achievement with the Alpha Delta Sigma Honor Society and Kappa Tau Alpha Honor Society, the unit also has sponsored an annual speakers program known as the Freedom of Information Congress for 30 years. The unit also has a solid track record of bringing nationally known journalists, such as Dorothy Gilliam, a retired *Washington Post* columnist, and Douglas Brinkley, a CNN commentator, to campus as part of the Norm Brewer First Amendment Lecture Series.

e) The accredited unit must gather, maintain and analyze enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. The unit annually publishes retention and graduation information on its website.

Undergraduate retention and graduation rates are published on the unit's website. The data shows retention rates for students by the second, third and fourth year in the fall are on pace or higher than the university average. The time to degree for undergraduate students has consistently been faster than the university-wide average. For example, the undergraduate time to degree in a JRSM major was 3.65 vs. 5.57 years for the university-wide average in 2016-17, and the unit leadership credits this to its strong advising system. The four-year and six-year graduation rates for JRSM students have consistently been above the university averages as well. For example, the JRSM six-year freshmen cohort from 2011's graduation rate was 67.3 percent vs. 43.6 percent for the University of Memphis overall.

Placement data for graduates between 2015 and 2018, a survey of 96 alumni with a 43.8 percent response rate showed the majority of respondents were employed full-time. However, there has been a decline in full-time employment placement in the field from about 50 percent in 2015-16 to 38.70 percent in 2017-18, and that's largely related to the decline in traditional media jobs. The full-time placement outside of the field was 38.5 percent in 2015-16 and 32.30 percent in 2017-18. In contrast, the number of freelancers went from 0 percent recorded in 2015-16 to 12.9 percent in 2017-18. Again, this reflects industry changes. A small percentage, only 6.50 percent, chose to go on to graduate school in 2017-18. The number of unemployed has risen from about 11.50 percent in 2015-16 to 19.40 percent in 2017-18.

SUMMARY:

Overall, students give the unit high praise for student services and faculty/staff support. The retention and graduation data show the unit has consistently performed above the university averages. The placement data also show most graduates are finding employment, as well as the rise in the freelance economy. One administrator outside the unit described results delivered by the unit as "a great bargain."

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

The unit plans for, seeks and receives adequate resources to fulfill and sustain its mission.

Unit performance with regard to indicators:

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

The University of Memphis has begun a decentralized budgeting plan (Strategic Resource Investment Budget Model (SRI)) that places a greater reliance on metrics to determine college budgets. The College of Communication and Fine Arts (CCFA), which has long relied on subsidies from central administration to support its fine arts programs, currently has a subsidy of \$5.7 million. The dean is under increasing pressure to look for economies within the college and to keep the subsidy from growing. Within this environment, the Department of Journalism and Strategic Media is an income producer for the college. Its highly efficient operation, and growing student numbers make it a model for CCFA. Budgeting is on the college level so the department's fate lies with the dean. The department complies with a detailed annual budget process that is related to maintaining its current operation and incremental aspirations for expansion and improvement.

b) The resources that the institution provides are adequate to achieve the unit's mission. The resources are fair in relation to those provided other units.

The productivity of the department has increased significantly since the last review. Since 2012, the undergraduate enrollment has grown from 307 to 371 students, the number of credit hours required in the major has grown from 36 to 45 and the number of credit hours generated has grown from 11,016 to 16,650. The department's recent curricular changes, including the creative mass media concentration, are expected to increase productivity further. Despite this expansive progress, the number of faculty has remained static and the staff has decreased from 2 to 1.

The department had hoped that responsibility-centered budgeting would have had a positive impact on staffing. The unit is one of the most efficient on campus and has exceptional outreach in the community. Its highest priority is to recover its lost staff member and to reconfigure that position to support student services through advising, internship supervision and professional outreach. With the retirement in Spring 2019 of the assistant chair who advises 120-150 new students, the need for relief is immediate. The team agrees that the unit is stretched to its maximum, and students, faculty and administrators sense this as well. Journalism and Strategic Media needs an additional faculty line to pursue adequately the innovations it has launched and to maintain its current instructional quality and community engagement. With a credit hour increase of 33 percent in six years and a student major increase of more than 20 percent, this is a case that makes itself.

Most of the department's non-salary budget comes from the \$80,000 it receives annually in course fees from online courses. Given its high investment in specialized technology, the site team wondered why campus-class instruction in skills courses didn't warrant a course fee. The department now has more than \$4 million in endowment funds to support student scholarships, student awards, faculty awards, student travel, a public relations faculty fellowship and the salary for the chair of excellence. A high priority of the chair is to enhance development opportunities.

c) The facilities of the unit enable and promote effective scholarship, teaching and learning.

Most classes and all faculty offices are in the Meeman Journalism Building, which is nearly 50 years old. The journalism building includes a 140-seat lecture hall, four labs, a reading room, a new podcast suite and an office for the Institute for Public Service Reporting. There are more than 100 computers in the building, and most are Macs. However, there is not a single dedicated tech manager for the building as the tech team of two people is assigned by the IT Office and shared with others in the College of Communication and Fine Arts. The Art Department's photography concentration is located in the Meeman Journalism Building and darkroom chemicals can be smelled in the hallway. The TV News Producing class is taught in the Communication and Fine Arts Building, which is a short walk from the Meeman Journalism Building. As part of an expansion for the university, some classes are taught at the Lambuth campus in Jackson, Tenn., about 1.5 hours east of Memphis. However, most classes are taught on the main campus in Memphis.

Students said they feel they have adequate access to equipment. When the classroom labs are not being used for class, students have open lab access and that includes two nights per week and Fridays. Students also can access the Adobe Creative Cloud in the 24-7 Tech Hub in the University Center, in the McWherter Library on the main campus and the UApps platform is Citrix. However, students voiced displeasure with the user-friendliness and responsiveness of Citrix.

As for video and camera equipment, check-out hours are posted in classrooms and students said they had adequate access to Nikon cameras, Canon video camcorders, mics and tripods. Students can typically check out cameras for 48 hours. Some said they check out equipment on Fridays so they can get extra weekend time for projects and return equipment on Mondays. However, a variety of students and faculty voiced the need to update broadcast facilities to enhance recruitment and student enrollment.

The self-study identified the "urgent need" for more multimedia classroom space, and reserve funding is being saved to fund it.

d) The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.

All faculty have desktop computers and printers. There are four computer labs to enhance hands-on tech and design instruction related to the disciplines available in the school for students. Faculty offices are adequate within the 52,000 sq. ft. Meeman Journalism Building. They have access to the equipment, software and materials they need to teach and complete scholarly work. Faculty are provided generous conference support when they are presenting at regional or national conferences.

For the most part, students and faculty said they have appropriate equipment and tools to get their projects done. However, at least one student suggested that the university provide Adobe software to students who may be taking a class online and not have faculty require it as an additional purchase in a class.

e) The institution and the unit provide sufficient library and information resources to support faculty and student research and professional development.

Students and faculty expressed satisfaction with the library and information resources available to them.

SUMMARY:

The Department of Journalism and Strategic Media has overachieved in its productivity, efficiency and service to students—all elements that deserve reward under the university's new responsibility-centered budgeting system. The unit should recoup a lost staff member and be in a strong position to gain another faculty position. The building and equipment are adequate, made more so by the department's excellent stewardship.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 8: Professional and Public Service

The unit and its faculty advance journalism and mass communication professions and fulfill obligations to its community, alumni and the greater public.

Unit performance with regard to indicators:

a) The unit consults and communicates regularly with its alumni and is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching, whether on-site or online, current and to promote the exchange of ideas.

The Department has an alumni organization – the Journalism and Strategic Media Alumni Club – which “... *provides guidance, assistance and funding* ...” for outreach to key stakeholders, including students. The organization comprises a cross section of alumni who serve as experts, speakers and bridges to the community. The Department Chair regularly attends the group’s meetings, which are promoted as monthly, though on-site interviews suggest they occur less frequently. A highlight of the Alumni Club’s programming is an annual alumni awards banquet, as well as support of the endowed Elinor Kelley Grusin/Journalism Alumni Enrichment Fund, along with awards recognizing the “Outstanding Young Alum” and the “Emerging Professional.”

Alumni and administrators are exploring establishing a Department Advisory Council representing professionals across communications disciplines who would offer counsel and resources – human and financial – to the program. Council members would interact with administrators, faculty and students to advance the program and strengthen the bond between those who practice, those who teach and those students who aspire to enter the profession.

The Department is home to multiple professional organizations, including the Society of Professional Journalists, the American Advertising Federation, the National Association of Black Journalists and the Public Relations Student Society of America.

The Department has multiple communications vehicles to communicate with alumni and other stakeholders – including The University of Memphis Magazine, Meeman Matters, a growing email system as well as social media channels.

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

The Department’s commitment to high standards of professional practice, ethics, professional performance and issues of public consequence is reflected in multiple programs including the Freedom of Information Congress, a partnership with the Society of Professional Journalists, focused on the First Amendment, featuring nationally recognized journalists; the Norm Brewer Lecture Series, dedicated to highlighting issues of free speech and free press; as well as exchange programs with universities in Germany, Switzerland and China.

In academic school year 2017-2018, faculty and students across majors, in partnership with community leaders, recognized the 50th anniversary of the assassination of Dr. Martin Luther King Jr. in Memphis – incorporating issues of diversity and inclusion, and applying the disciplines of journalism, advertising and public relations.

c) The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty's involvement in academic associations and related activities.

Department faculty are actively involved in professional organizations including the American Advertising Federation, the Society of Professional Journalists, the Public Relations Society of America and the National Association of Black Journalists. In addition, faculty serve as advisers to the student chapters of the professional organizations, and they are invested in a range of related activities including AEJMC, the Newspaper Research Journal and the Association of Food Journalists.

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

Students and faculty are actively involved in community projects – geographically in Memphis and in professional communities. Student projects include engagement across disciplines – advertising, journalism and public relations, often in partnership with other University departments – on initiatives including the “Slave Haven Underground Railroad,” the American Heart Association, the 50th anniversary of the assassination of Dr. Martin Luther King Jr., and an area food bank. *Meeman 901 Strategies* is a cross-disciplinary, student-run strategic media firm for on-campus and community clients.

The Department offers a number of community-centric service projects and events including *The Memphis Mirror*, which reflects Memphis and its cultures; *The Daily Helmsman*, a newspaper run by students and professional staff – and which has received awards from the William Randolph Hearst Foundation, the Society of Professional Journalists, Investigative Reports and Editors Association, and the Southeast Journalism Conference – *Tiger News*, a campus-based television news program aired on Comcast cable in metropolitan Memphis; WUMR FM, a student-produced radio program; and *Meeman 901 Strategies*, the student-run strategic media firm representing on-campus and community clients.

Faculty contribute to and are invested in their professional communities (as indicated in Indicator 8a), and are civically involved in Memphis through participation on the boards of the Rotary Club, Big Brothers/Big Sisters, Women of Achievement – 30th Anniversary Celebration – Southern Foodways Alliance and multiple religious organizations.

e) The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.

From 1998-2015 the Department published *The Teen Appeal*, a citywide high school newspaper published in partnership with *The Commercial Appeal*, the Memphis daily, and the Scripps Howard Foundation. Since its launch in 1998, thousands of high school students applied to work at *The Teen Appeal*, with many of those students continuing on to college, often at the University of Memphis.

The Teen Appeal ceased publication in 2015 when the Scripps Howard Foundation discontinued its funding, following the sale of *The Commercial Appeal* to Gannett. The College dean is exploring new partnerships to reintroduce the program.

While the Department has struggled to replace *The Teen Appeal*, it has introduced The Accelerated Media Program (AMP) – which was launched in the summer of 2018. The AMP is a camp targeting high school students and features scholarly activity in social media, photojournalism, design,

storytelling, media writing and strategic media workshops. Plans for the AMP are for it to continue in 2019 and beyond.

SUMMARY:

The Department successfully demonstrates its commitment to strengthen the bond between those who teach and those who practice, and to cultivating productive relationships among faculty, students and professionals. The result is a collaborative, collegial and caring culture in both the professional and local communities.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

The unit regularly assesses student learning and applies results to improve curriculum and instruction.

Unit performance with regard to indicators:

The Accrediting Committee and Council seek site-team reports on assessment that are appropriately detailed for a judgment on compliance that is informed, fair and consistent from one team to another. Please respond to each of these questions in your report on indicators (a), (b) and (c):

a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of the Council.

The unit has a road map that indicates which course discusses and assesses the 12 values and competencies. This matrix was available on page 218-220 of the self-study. Survey of Media, Precision Language, Media Writing, Visual Media and Media Law are tied to all 12 competencies. Each major also indicates the competencies tied to each course.

- Who is in charge of the assessment program (e.g., administrator, sequence coordinator or faculty committee)?

At the time of the self-study, the assistant chair and a faculty member were in charge of the assessment program. They report to the full faculty an overview of the assessment activities during the fall retreat. The faculty then discuss this feedback and how to update the courses. All faculty collect examples of coursework for assessment purposes.

- How has the unit verified that core and required courses cover all 12 of ACEJMC’s professional values and competencies?

One way the unit has verified that core and required courses cover all 12 competencies is by including questions tied to each on the internship evaluation. When reviewing the internship evaluation rubric, it is easy to see that the students are assessed on each competency because there is a question tied to each on a five-point scale ranging from strongly disagree to strongly agree.

The rubric used by external reviewers for the portfolio is mostly quantitative and does not tie easily to the competencies; however, there are questions tied to overall themes found in the competencies (e.g., quality of writing, quality of multimedia elements, design etc.). There is no opportunity for open-ended, skills-based comments.

The exit survey includes questions tied to competencies. It asks questions such as “which skills do you feel most prepared to enter the job market” then students can select: Internet/social media, reporting/producing, research, visuals, marketing/client relations or entrepreneurship.

- How has the unit ensured that the syllabuses for these courses state learning outcomes that address the values and competencies appropriate for each course?

The faculty have worked together to develop standardized syllabi components. When reviewing the syllabi, one will find the catalog description, a list of prerequisites, textbooks, the five pillars of journalism and strategic media and a section on assessment. There is a list of the ACEJMC

competencies specific to that course. A description of how the competency will be met and how the course will be assessed is also included on each syllabus.

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

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

- What direct measures of assessment does the unit use, where in the curriculum and when?

The unit has three measures of direct assessment including course-embedded assessments, student portfolios and aggregate internship evaluations. Six courses are reviewed every semester including Survey of Media, Precision Language, Media Writing, Visual Media, Media Law, Advertising Research and Public Relations Research. Their assessment forms the basis for the unit's assessment reporting required each semester for SACSCOC. The capstone courses (Advertising Campaigns, Public Relations Campaigns and Multimedia News Lab) are where the students prepare portfolios sent out for external review. All students completing internships are evaluated by their internship supervisor during the fall, spring or summer semester depending on when the internship is completed.

- What indirect measures does it use, where and when?

The unit has eight indirect measures of assessment including: exit surveys, exit interviews and student evaluation of teaching effectiveness, student awards and competitions, internship and practicum reports from students, alumni surveys, service projects and career placement.

The exit survey is sent in the spring to students enrolled in the capstone courses. The average response rate is about 40 percent. The college's graduation analyst surveys all graduates during their graduation checkout. This feedback is provided to the chair to share with faculty members. The students complete evaluations of teaching every semester for all faculty. The students regularly compete in national competitions. They have placed in the Society of Professional Journalists Mark of Excellence Awards, the American Advertising Federation, the William Randolph Hearst Writing Competition and the Association for Education in Journalism and Mass Communication Best of Digital competition.

For the last four measures: internship and practicum reports from students, alumni surveys, service projects and career placement there are no clear indicators of how these things are used in updating the curriculum. There was no evidence provided on how the internship/practicum reports from students are used, how the alumni survey is used, the client feedback from service projects or the career placement. There was a large amount of data in the appendix, but there was no data from the reports, service projects or career placement.

- Are these measures effective for assessing ACEJMC's professional values and competencies?

The assessment is uneven. It is very clear that the competencies are measured when reviewing the internship evaluations; however, it is not clear how some of the competencies are evaluated for several of the other direct and indirect measures. Some of the indirect measures did not have any data to support them (or none that was presented). The greatest weakness when reviewing the information presented in Standard 9 of the self-study is a blanket statement. "Changes to courses outlined below have been made since 2013 in direct response to needs identified through direct and indirect measures" (p. 179). There's no specific tie from the direct/indirect measure to a specific curriculum update. The unit has been

updating curriculum, but the information provided is convoluted. It is hard to determine how the faculty were able to distill, evaluate, interpret and revise the information the measures were providing.

c) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction.

- How does the unit collect and analyze the findings and identify unsatisfactory learning of specific values and competencies?

It is hard to determine how the unit analyzes the findings and identifies unsatisfactory learning of specific competencies. They are evaluating every course each semester by faculty or external reviewers; however, the rubrics used are not easily tied to the competencies. It was also unclear how things have been addressed longitudinally.

- What specific values and competencies had graduating classes not mastered satisfactorily?

One specific example that is easily traced in the self-study and through faculty interviews is the creation of the Precision Language course. The self-study states the course was “added after the faculty determined that the English Proficiency Test was not adequate to predict if students would be successful in Media Writing” (p. 178). Visual Media was also brought into the core. Most of the changes tied to updating writing, research and law competencies are based on course-embedded assessments and how well students score on exams. Faculty interviews did indicate a reliance on open-ended comments from internship evaluators to update the curriculum; however, there is no written summary of this in the self-study.

- How does the unit decide how to address these areas of concern and what actions did it take to do so?

The faculty spend time reviewing the information from assessment at their fall retreat. They have updated prerequisites to Media Law because freshmen were failing the course. They revamped Visual Media to discuss design theory and explain how visuals work. In the Creative Strategy course, they now include a focus on writing and design of digital media advertisements. They also added certifications for social media and digital media metrics in the Media Planning course as well as the PR Writing course. There is no clear indication of what indicator (direct or indirect) these changes were tied to.

- How does the unit evaluate whether its actions overcame the weaknesses in student learning and what were the results?

The best indicator they have of weaknesses that students need to address are the internship evaluations. However, the self-study does not indicate how that feedback is tied to specific changes made in the courses. It is clear the curriculum is being updated, but it is unclear which specific direct or indirect indicator the changes are tied to.

- Was the program of data analysis and action effective for identifying and overcoming unsatisfactory student learning?

The program of data analysis and action is not effective in its current form. It is effective for the purpose of the university requirements for SACSCOC. However, the data analysis presented in the self-study for the purposes of the site team was not effective. It was unclear how the unit evaluates, interprets and revises curriculum based on the information provided. The team had to delve deep into the appendices to get a rudimentary understanding of the connection between data and outcomes.

d) The unit maintains contact with the alumni to assess these experiences in the professions and to provide suggestions for improving curriculum and instruction.

The unit does maintain contact with alumni to assess their experiences in the profession. An alumni survey is sent every three years. Alumni are also involved in the review of the portfolios.

e) The unit includes members of journalism and mass communication professions in its assessment process.

The unit does include members of the profession in its assessment process. External reviewers are used to assess the following courses: Creative Strategy, Advertising Campaigns, Creative Media Lab, Reporting, Multimedia Storytelling, Multimedia News Lab, Feature Writing, Data Writing/Reporting, Sports Writing/Reporting, Food Writing/Reporting, Business Writing/Reporting, Public Issues Writing/Reporting, Opinion Writing/Reporting, Television News Writing/Reporting, Publication Design, Web Publishing I: html:CSS, Advanced Photojournalism, Web Publishing II, Interactive Media Design, Advanced Social Media, Public Relations Writing and Public Relations Campaigns. Professionals are also used in the portfolio reviews.

SUMMARY:

The unit has a comprehensive assessment plan. It has tied courses to each of the 12 ACEJMC values and competencies. The department involved alumni and industry professionals in their assessment process. The main weakness of the assessment process is the lack of clarity in explaining what data the unit is using to drive decisions and how they are doing it.

**Overall evaluation, compliance/non-compliance:
COMPLIANCE**

1) Summarize the strengths and weaknesses of the unit.

Strengths

- Collegial, collaborative and caring faculty.
- Continuous inspection and improvement of curriculum.
- Diverse, engaged, enthusiastic students.
- Strong, experienced chair respected at all academic and professional levels.
- Solid professional relationships between faculty and professional community.
- A long history of successful online and distance learning instruction.

Weaknesses

- Lack of African-American faculty in a program located in an African-American majority community.
- An assessment program, while strong on process and complete in execution, lacks easily identifiable pathways from direct and indirect measures to improve curriculum, student services and structural change.
- Sustainability of new initiatives within the reality of a flat budget.

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

3) Summarize the problems or deficiencies that should be addressed before the next evaluation (i.e., related to non-compliance with standards).

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

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

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

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

The self-study was complete and well-written. The information provided on assessment failed to show the direct micro-level connections between specific measures and specific change. Most of the information was buried in an appendix, requiring a team member to extract a great deal of information and conclusions that should have been included in the main self-study and the assessment report.