

Report of On-Site Evaluation

ACEJMC

Graduate/Undergraduate programs

2014-2015

Name of Institution: University of North Carolina at Chapel Hill
Name and Title of Chief Executive Officer: Carol Folt, Chancellor
Name of Unit: School of Journalism and Mass Communication
Name and Title of Administrator: Susan King, Dean
Date of 2014 - 2015 Accrediting Visit: February 8-11, 2015

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

Date of the previous accrediting visit: February 1-4, 2009

Recommendation of the previous site visit team:

Graduate program: Re-accreditation

Undergraduate program: Re-accreditation

Previous decision of the Accrediting Council:

Graduate program: Re-accreditation

Undergraduate program: Re-accreditation

Undergraduate program recommendation by 2014 - 2015 Visiting Team: Re-accreditation

Graduate program recommendation by 2014-2015 Visiting Team: Re-accreditation

Prepared and submitted by:

Team Chair

Name and Title: Christopher Callahan, Dean and University Vice Provost
Organization/School: Walter Cronkite School of Journalism and Mass Communication, Arizona State University

Signature _____

Team Members

Name and Title: Caesar Andrews, Leonard Distinguished Professor in Ethics and Writing
Organization/School: Donald W. Reynolds School of Journalism, University of Nevada at Reno

Signature _____

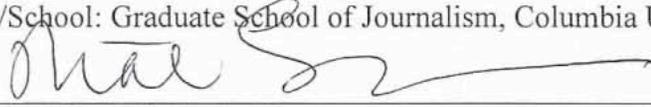
Name and Title: Beth E. Barnes, Director
Organization/School: School of Journalism and Telecommunications, College of Communication and Information, University of Kentucky

Signature _____

Name and Title: Nicholas Lemann, Joseph Pulitzer and Edith Pulitzer Moore Professor

Organization/School: Graduate School of Journalism, Columbia University

Signature



Name and Title: Diane McFarlin, Dean

Organization/School: College of Journalism and Communications, University of Florida

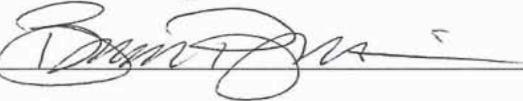
Signature



Name and Title: Brad L. Rawlins, Dean

Organization/School: College of Communications and Media, Arkansas State University

Signature



PART I

GENERAL INFORMATION

Name of Institution: University of North Carolina at Chapel Hill

Name of Unit: School of Journalism and Mass Communication

Year of Visit: 2015

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 act establishing the University of North Carolina at Chapel Hill was passed by the state General Assembly in 1789 and can be found here: <http://docsouth.unc.edu/unc/unc01-08/unc01-08.html>

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: 2009.

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

1958

6. Attach a copy of the unit's undergraduate mission statement and the separate mission statement for the graduate program. Statements should give date of adoption and/or last revision.

Mission Statement of the School

(Adopted by the faculty July 19, 1996; amended September 19, 2008)

The School's mission is to:

- ▣ Educate students in a broad range of skills and concepts involving the gathering, editing and presentation of information, along with evaluating the effects of public communication.
- ▣ Prepare students for careers in journalism and mass communication.
- ▣ Educate students about the media and their roles in society.
- ▣ Contribute to the body of knowledge about media and society.
- ▣ Extend that teaching and knowledge to the people of North Carolina and beyond.

In fulfilling that mission, the School is committed to the inclusion of men and women of all races, national origins, religions, cultures and lifestyles.

The School strives to teach undergraduate and graduate students

- ▣ How to prepare, produce and disseminate media messages.
- ▣ How to evaluate the effectiveness of media messages.
- ▣ How to be critical consumers of the media.

The School teaches about the rights, responsibilities and roles of the media in society. To prepare students for mass communication careers, the School requires students to pursue a liberal education and study mass communication techniques and theory.

The School asks teachers to strive for excellence in teaching, complemented by relevant research or creative activity, and service. The School asks faculty members to contribute to the body of knowledge of mass communication by conducting research and critically evaluating media performance. Such research and criticism enhance the School's teaching mission and help the media and public to understand the mass communication process.

The School serves constituents beyond its students. For the rest of the university, the School contributes to students' general education through mass media instruction and research. The School has a special obligation to work with the media and related professions in North Carolina in fulfilling their roles and responsibilities ethically and effectively. The School's service mission is international in scope through research and education about the roles and functions of mass communication in other countries.

Mission Statement of the Graduate Program (Revised 2012)

The School offers two master's degrees and one doctoral degree from one of the most distinguished graduate programs in the nation.

The Master's Program

Master's students learn to critically examine the role of mass communication in society and receive a firm grounding in theory and analysis. By setting high standards for scholarly and professional achievement, we seek to prepare our graduates to be leaders and critical thinkers, no matter what career paths they might take.

The master's program is designed to meet the needs of four types of students:

- ▣ Individuals who hold bachelor's degrees in other fields, have several years of work experience (but not necessarily in communication) and wish to pursue careers in mass communication.
- ▣ Individuals with some experience in mass communication who want education in specialized fields or wish to change career directions (for example, print journalists who want to learn multimedia skills or public relations practitioners who want to develop expertise in online communication).
- ▣ Experienced communication professionals who wish to prepare to teach or engage in media research after completing the master's degree.
- ▣ Experienced communication professionals who intend to go on to doctoral studies.

Designed to achieve a balance between professional practice and academic theory, it is not strictly a professional master's program that aims to hone technical skills. Nor is its focus solely academic and theoretical. The M.A. in Mass Communication offers three tracks – mass communication, interdisciplinary health communication (IHC) and professional. The professional track includes several specializations, including business and media, broadcast & electronic journalism, science and medical journalism, reporting, strategic communication, visual communication: interactive design, visual communication: photo-video, and visual communication: graphic design.

M.A. in Technology and Communication (MATC)

An online master's begun in fall 2011 and aimed at working professionals, it focuses on interactive media, the Internet, digital economics, and other issues reshaping journalism and mass communication in the 21st century.

Dual-Degree M.A.-J.D.

The School also partners with the UNC-CH School of Law to offer an M.A.-J.D. dual-degree program.

The Ph.D. Program

The doctorate in mass communication is designed to prepare students for college teaching and research positions or research careers in mass communication industries, advertising agencies, market- or opinion-research firms, business or government. We work closely with each student to develop a program of study that is both interdisciplinary, allowing the student to take full advantage of the university's rich academic offerings, and tailored to meet the specific needs and interests of the student. The goal of the program is to produce outstanding scholars who are highly knowledgeable about mass communication and highly skilled as researchers.

7. What are the type and length of terms?

Semesters of 15 weeks.

Summer sessions of 5 weeks.

Intersessions of 2 weeks.

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

- Four-year program leading to Bachelor's degree
- Graduate work leading to Master's degree
- Graduate work leading to Ph.D. degree

9. List the specific undergraduate and professional master's degrees being reviewed by ACEJMC. *Indicate online degrees.

- B.A. in Journalism and Mass Communication
- B.A. in Business Journalism
- M.A. in Mass Communication
- M.A. in Technology and Communication (online degree)

10. Give the number of credit hours required by the university for graduation. Specify semester-hour or quarter-hour credit.

- B.A. in Journalism and Mass Communication: 120 semester hours
- B.A. in Business Journalism: 120 semester hours
- M.A. in Mass Communication: 36 semester hours for professional track; 39 semester hours for interdisciplinary health communication and mass communication tracks and the M.A.-J.D. dual degree program.
- M.A. in Technology and Communication: 30 semester hours

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

1 credit hour per semester. As many as 3 credits during their time in the School.

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

Specialization	Person in Charge
Advertising	John Sweeney
Broadcast and Electronic Journalism	Charlie Tuggle
Business Journalism	Chris Roush
Editing and Graphic Design	Andy Bechtel
Multimedia	Steven King
Photojournalism	Pat Davison (Fulbright 2014-15)
Public Relations	Lois Boynton
Reporting	Andy Bechtel
Strategic Communication	Lois Boynton and John Sweeney

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

As of spring 2015, 28,223 students were enrolled at UNC-CH. Of those, 17,655 were undergraduate students, 8,175 were in graduate programs, and 2,393 were in professional programs.

Data from UNC-CH Registrar as of January 23. Data accessed January 26.

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

Spring 2015 Figures from the UNC-CH Registrar

Specialization	Undergraduate Majors
Advertising	189 (23%)
Broadcast and Electronic Journalism	87 (11%)
Business Journalism	30 (4%)
Editing and Graphic Design	70 (9%)
Multimedia	22 (3%)
Photojournalism	26 (3%)
Public Relations	266 (32%)
Reporting	102 (12%)
Strategic Communication	31 (4%)
Total Majors	823 (101%)
Pre-majors	389
Total	1,212

Data from UNC-CH Registrar as of January 23. Data accessed January 26.

15. Number of graduate students enrolled:

As of Spring 2015

Total master’s students:	72
Residential M.A.:	34
Online MATC students:	38
Total Ph.D. students:	28
Total of all graduate students:	100

16. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, 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 courses.

JOMC Course	Fall 2014	Spring 2015
JOMC 153, “Writing and Reporting”	19	19
	22	19
	23	16
	20	18
	18	18
	17	19
	21	18
	20	18
	17	18
	20	18
	17	20
	18	20
	19	18
	JOMC 157, “News Editing”	15
15		16
16		17
JOMC 180, “Beginning Photojournalism”	19	19
	13	18
JOMC 181, “Intermediate Photojournalism”	12	
JOMC 182, “Introduction to Graphic Design”	21	23
	14	21
	20	20
	17	
JOMC 187, “Introduction to Interactive	19	18

Multimedia”	13 14	20
JOMC Course	Fall 2014	Spring 2015
JOMC 221, “Audio-Video Information Gathering”	16 18 15 15 16	20 17 16 16 17
JOMC 252, “Audio Journalism”	15 15 14	20 18
JOMC 253, “Introduction to Public Affairs Reporting”	15 14 15 15	15 12 15 11
JOMC 256, “Feature Writing”	15 16	9 11
JOMC 258, “Opinion Writing”	18	
JOMC 271, “Advertising Copy and Communication”	24 22 21	22 27 16
JOMC 272, “Advertising Media”	35 20	26 20
JOMC 333, “Video Communication for Public Relations and Advertising”	16	17
JOMC 334, “Presentation Design for Strategic Communication”	16	17
JOMC 421, “TV News Reporting and Producing”	20	18
JOMC 422, “Producing Television News”	15	16

JOMC Course	Fall 2014	Spring 2015
JOMC 423, “Television News and Production Management”	1	2 2 2
JOMC 425, “Voice and Diction”	19	20
JOMC 426, “Producing Radio”	9	10
JOMC 429, “Sports Xtra”	14	13
JOMC 431, “Case Studies in Public Relations”	26 14 18 18	25 17 17 18
JOMC 434, “Public Relations Campaigns”	9 13 23 18	22 16 16 21
JOMC 451, “Economics Reporting”	25	
JOMC 452, “Business Reporting”		24
JOMC 453, “Advanced Reporting”	10	
JOMC 456, “Magazine Writing and Editing”	8	15
JOMC 457, “Advanced Editing”		14
JOMC 459, “Community Journalism”	16	16
JOMC 463, “News Lab: Creating Tomorrow’s News Products”	17	17
JOMC 472, “Advertising Art Direction”		18

JOMC Course	Fall 2014	Spring 2015
JOMC 473, “Advertising Campaigns”	23	21
JOMC 480, “Advanced Photojournalism”	9	10
JOMC 481, “Documentary Photojournalism”		6
JOMC 482, “News Design”	20	11
JOMC 483, “Magazine Design”	8	16
JOMC 484, “Information Graphics”	16	17
JOMC 485, “Motion Graphics”		
JOMC 491, “Digital Marketing and Advertising”	37	31
JOMC 491, “Market Intelligence”	19	27
JOMC 491, “Design and Development of Mobile Apps”	12	
JOMC 491, “Freelance Journalism”	7	
JOMC 491, “Media Sales and Management”	7	
JOMC 491, “International Advertising”	17	
JOMC 491, “Poverty & Plurality and the Media”		8
JOMC 491, “Workroom: The Creative Advertising Incubator”		25
JOMC 491, “Account Planning”		16
JOMC 491, “News Bureau”		18

JOMC Course	Fall 2014	Spring 2015
JOMC 491, “Workroom: The Creative Advertising Incubator”		15
JOMC 560, “Medical and Science Journalism”	8	
JOMC 561, “Science and Medical Video Storytelling”		6
JOMC 562, “Science Documentary Television”	5	
JOMC 565, “Environmental Storytelling”	10	
JOMC 581, “Multimedia Design”	12	16
JOMC 582, “Multimedia Narratives”	7	9
JOMC 583, “Multimedia Programming & Production”		7
JOMC 585, “3-D Design Studio”	17	
JOMC 586, “Intermediate Interactive Multimedia”	9	18
JOMC 671, “Social Marketing Campaigns”		24
JOMC 690, “Advanced Advertising Campaign Planning”		18
JOMC 711, “Writing for Digital Media,” online	12	
JOMC 714, “Database and Web Research,” online	12	11
JOMC 720, “Strategic Communication,” online	17	
JOMC 721, “Usability and Multimedia Design,” online	16	
JOMC 732, “Public Relations and Strategic Writing”		6
JOMC 753, “Reporting and Writing News”	11	
JOMC 782, “Multimedia Storytelling”	21	

- 17. Total expenditures planned by the unit for the 2014 – 2015 academic year:** \$7,875,753
Percentage increase or decrease in three years: 6%
Amount expected to be spent this year on full-time faculty salaries: \$4,506,526

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

47 Full-Time Faculty Members as of October 1, 2014

-  Penny Abernathy, Knight Chair in journalism and digital media economics.
-  Debashis Aikat, associate professor.
-  Spencer Barnes, assistant professor.
-  Andy Bechtel, associate professor.
-  Lois Boynton, associate professor.
-  Francesca Dillman Carpentier, associate professor.
-  Joan Cates, senior lecturer.
-  John Clark, lecturer and executive director, Reese News Lab.
-  Nori Comello, assistant professor.
-  Paul Cuadros, associate professor.
-  Dave Cupp, senior lecturer.
-  Patrick Davison, professor (2014-15 Fulbright in Japan.)
-  Tori Ekstrand, assistant professor.
-  Valerie Fields, lecturer.
-  Barbara Friedman, associate professor.
-  Rhonda Gibson, associate professor.
-  Ferrel Guillory, professor of the practice and director, Program on Public Life.
-  Jim Hefner, professor of the practice.
-  Heidi Hennink-Kaminski, associate professor.
-  Joe Bob Hester, associate professor.
-  R. Michael Hoefges, associate professor.
-  Anne Johnston, James H. Shumaker term professor.
-  Paul Jones, clinical professor.
-  Daniel Kim, assistant professor.
-  Steven King, assistant professor.
-  Susan King, John Thomas Kerr distinguished professor.
-  Daniel Kreiss, assistant professor.
-  Jock Lauterer, senior lecturer and director, Carolina Community Media Project.
-  Tom Linden, Glaxo Wellcome distinguished professor of medical journalism.
-  Trevy McDonald, assistant professor.
-  Dana McMahan, professor of the practice.
-  Seth Noar, professor.

-  Terence Oliver, associate professor.
-  Cathy Packer, W. Horace Carter distinguished professor and co-director, UNC Center for Media Law and Policy.
-  Daniel Riffe, Richard Cole eminent professor.
-  Chris Roush, Walter E. Hussman Sr. distinguished professor.
-  Laura Ruel, Hugh Morton distinguished professor.
-  Adam Saffer, assistant professor.
-  JoAnn Sciarrino, Knight Chair in digital advertising and marketing.
-  Chad Stevens, assistant professor.
-  Dulcie Straughan, James Howard and Hallie McLean Parker distinguished professor.
-  John Sweeney, distinguished professor in sports communication.
-  Ryan Thornburg, associate professor.
-  C.A. Tuggle, Reese Felts distinguished professor.
-  Lucila Vargas, Julian W. Scheer term professor and director, Latino Journalism and Media at Carolina.
-  Lisa Villamil, assistant professor.
-  Jon Yopp, Walter Spearman professor.

19. List names of part-time/adjunct faculty teaching at least one course in fall 2014. Also list names of part-time faculty teaching spring 2014. (If your school has its accreditation visit in spring 2015, please provide the updated list of faculty at time of visit.)

Spring 2014

-  Amanda Adams.
-  Delphine Andrews.
-  Daniel Bernard.
-  Steve Bouser.
-  Linda Brinson.
-  Esther Campi.
-  Josh Carlton.
-  Winston Cavin (3/4 time permanent.)
-  William Cokas.
-  Richard Cole.
-  Tim Crothers.
-  Bruce Curran.
-  Christina Dodson.
-  Cristina Fletes.
-  Christa Gala.
-  Adam Hochberg.
-  Jeremy Holden.
-  Melissa Hudgens.
-  Gary Kayye.
-  Kevin Kearns.
-  Keith King.
-  Chris Kirkman.
-  Teresa Kriegsman.
-  Mandy Locke.

☐ Stephanie Mahin.
☐ John McCann.
☐ Kevin Nathanson.
☐ Paul O'Connor (3/4 time permanent.)
☐ Sara Peach.
☐ David Radanovich.
☐ John Robinson.
☐ Merrill Rose.
☐ Donald Shaw.
☐ Genie Tyburski.
☐ Jessica Willoughby.
☐ Michael Yopp.

Fall 2014

☐ Steve Bouser.
☐ Roddy Boyd.
☐ Linda Brinson.
☐ Brian Carroll.
☐ Winston Cavin (3/4 time permanent.)
☐ Tim Crothers.
☐ Bruce Curran.
☐ Laura Fiorelli-Crews.
☐ Livis Freeman.
☐ Christa Gala.
☐ Amanda Gallagher.
☐ Adam Hochberg.
☐ Jeremy Holden.
☐ Melissa Hudgens.
☐ Maggie Hutaff.
☐ Gary Kayye.
☐ Hyosun Kim.
☐ Chris Kirkman.
☐ Shaena Mallett.
☐ Kevin Nathanson.
☐ Paul O'Connor (3/4 time permanent.)
☐ Matt Ogle.
☐ Sara Peach.
☐ David Radanovich.
☐ John Robinson.
☐ Merrill Rose.
☐ Donald Shaw.
☐ Walter Storholt.
☐ Ross Taylor.
☐ Genie Tyburski.
☐ Marshelle Waddell.
☐ Beatriz Wallace.
☐ Michael Yopp.

Spring 2015

☐ Amanda Adams.

- ▣ Dwayne Ballen.
- ▣ Daniel Bernard.
- ▣ Steve Bouser.
- ▣ Linda Brinson.
- ▣ Josh Carlton.
- ▣ Winston Cavin (3/4 time permanent.)
- ▣ William Cokas.
- ▣ Tim Crothers.
- ▣ Bruce Curran.
- ▣ Lavis Freeman.
- ▣ Christa Gala.
- ▣ Emily Harris.
- ▣ Adam Hochberg.
- ▣ Melissa Hudgens.
- ▣ Gary Kayye.
- ▣ Kevin Kearns.
- ▣ Chris Kirkman.
- ▣ Mandy Locke.
- ▣ Shaena Mallett.
- ▣ Laura Marshal.
- ▣ Paul O'Connor (3/4 time permanent.)
- ▣ David Radanovich.
- ▣ John Robinson.
- ▣ Cathy Roche.
- ▣ Mark Schultz.
- ▣ Donald Shaw.
- ▣ Caleb Smith.
- ▣ Ross Taylor (visiting professor.)
- ▣ Genie Tyburski.
- ▣ Marshale Waddell.
- ▣ Michael Yopp.

20. 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.

Academic Year	Total Graduates	Graduates who earned 72 credit hours outside of the School	
		Number	Percent
2013-14	356	356	100 percent
2012-13	359	359	100 percent

Data taken from UNC-CH Registrar.

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.

Unit performance with regard to indicators:

- (a) The unit has a written mission statement and engages in strategic or long-range planning 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 University of North Carolina at Chapel Hill is the first public university in the United States, opening in 1793, and it enjoys a reputation as one of the nation's finest. The University is one of 16 degree-granting institutions that comprise the University of North Carolina System. UNC's enrollment is 29,135, with 77 bachelor degree programs, 110 master's and 77 doctoral programs. The School of Journalism and Mass Communication is one of 13 independent colleges at Chapel Hill.

Journalism has a rich history on the Chapel Hill campus, with the first courses offered by the Department of English more than 100 years ago. The Department of Journalism was established in 1924, and in 1950 was elevated to a school. The master's program was launched in 1955. Advertising was added to the curriculum in 1971 and public relations five years later. In 1993, the School absorbed much of the Department of Radio, TV and Motion Pictures when that unit was dissolved.

Today the School is recognized nationally for excelling both as a professional school for aspiring journalists and communication professionals and as an institution devoted to academic research and scholarship. JOMC offers two undergraduate degrees – the cornerstone Bachelor of Arts in Journalism and Mass Communication and a small Bachelor of Arts in Business Journalism. Within the undergraduate JMC degree there are eight specialties: Advertising; Broadcast and Electronic Journalism; Editing and Graphic Design; Multimedia; Photojournalism; Public Relations; Reporting; and Strategic Communication. Additionally there are certificate programs in sports communication, business journalism and Latino media. There are 823 undergraduate majors and another 389 pre-majors (students typically apply for admission to the major for entrance beginning their junior year).

On the master's level, there are three two-year residential programs – a 36-credit professional track in which students can focus on public relations, advertising, journalism and other media specialties; a 36-credit mass communication track focused on research; and a 39-credit Interdisciplinary Health and Communication track. Additionally, the new Master of Arts in Technology and Communication is a fully online degree for working professionals. That 30-credit part-time program is designed to be completed in 2 1/2 years. The site team has been asked to review and consider for accreditation only the residential professional master's program and the online MATC degree.

The School remains about the same size as it was six years ago during the last site team visit – 923 students across all programs (up 2.7 percent), 47 full-time faculty members (down one from 2008-09) and an operating budget of \$7.9 million (a 9 percent increase over the six years). The lack of growth stands in stark contrast to the previous accreditation cycle, which saw dramatic increases in faculty and resources. But considering the economic difficulties faced by UNC (and many other programs around the country), the School has fared well.

The self-study expressed concern about faculty and staff morale in the wake of budget difficulties that resulted in just a single 1.2 percent salary raise during the six-year cycle and a series of embarrassing national revelations about sham courses for UNC athletes that led to the forced resignation of the Chancellor and other senior members of the University leadership team. The turmoil has continued in Chapel Hill with the release of a report commissioned by the new Chancellor that documented deeper academic integrity issues surrounding the treatment of UNC athletes over 18 years, a series of lawsuits by former student-athletes who feel they did not receive a proper college education, the removal of the President of the North Carolina University System, and the problematic rollout of a new HR and finance computer system. (The campus was dealt another blow as news of the death of Dean Smith, UNC's iconic and beloved long-time head basketball coach, was breaking Sunday morning as the site team was flying into town.)

Despite the university-wide tumult, the School continues to retain its status as a leading journalism education institution in the U.S., moving forward with a more digitally focused curriculum and innovative programs such as the Reese News Lab and continuing to produce top-flight journalists and scholars. The athletic scandal, while tarnishing the UNC image, did not directly affect the School. The lack of raises seems to have had some impact on morale, but even with that faculty and staff continue to be engaged and productive, with no adverse effect on students.

JOMC has been engaged in a long-term strategic planning process for nearly three years, resulting in a new Strategic Plan for 2015-2020. The vision is to *“take the School along new and exciting paths, producing world-class research and preparing graduates who can innovate and invent modern media, firmly grounded in the journalistic values that have made it the nation's best for generations.”* The strategic plan gives clarity to UNC's traditional missions of preparing students for careers in a wide range of media industries and to create new knowledge. The plan also clearly outlines a set of tactical objectives, starting with the re-accreditation process and including a revised curriculum to provide students more flexibility and the renaming of the School of Journalism and Mass Communication as the School of Media and Journalism.

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

The School has detailed policies and procedures that ensure substantive shared governance. Professors approve all faculty job descriptions, lead search committees and vote on all new faculty members. Faculty members led the recent strategic planning process. Faculty meetings are scheduled every month. And in 2013 three faculty members were added to the School's senior leadership team, the executive group that makes operational decisions. The School has some two dozen faculty committees, subcommittees, task forces and working groups.

(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 School enjoyed remarkable growth, a dramatic rise in national prominence and enviable stability under the leadership of a dean who was a leading figure on the national journalism education landscape,

serving the School for 26 years. Since that dean stepped down a decade ago, the School has had four leaders – two interim deans and two deans. Despite the changes, the School continues to enjoy stability and strong leadership. The current dean, who started in January 2012, is widely praised for her high energy, student-centric approach and successful drive for a more innovative and digitally oriented curriculum to take on the challenges of the 21st century media world. She also has cultivated extraordinary support from the local media community, and is lauded for her ability to represent the School publicly at the highest levels.

The Dean, however, had a difficult start, attributable to an uneven senior leadership team and her newness to the academy. The School's financial accounting was in poor shape upon her arrival, and four people have served as the School's chief budget officer over the past three years. The accounting problems seem to have been resolved, and there is confidence around the current financial chief, who arrived six months ago, but there is general agreement that those early problems slowed momentum and caused anxiety and uncertainty among some faculty and staff. Similar instability has been seen in the development operation (a search for a new chief development officer was coming to a successful completion during the site team visit). The executive team challenges led the Dean to focus in detail on the School's daily operations. Some, however, said the Dean has been too involved in the day-to-day detail of the School's operation. The Provost, who led the search committee that brought the Dean to UNC when he was dean of the Kenan-Flagler Business School, said she indeed experienced a bumpy start, and she needs to continue to make progress on building an executive team that will enable her to focus less on daily operations and more on fund-raising and strategic initiatives. But the Provost, who demonstrated a deep and detailed knowledge of the School in his interview with the site team, expressed full confidence in the Dean.

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

The Dean is appointed by the Chancellor and the Provost from a slate of candidates presented by a search committee. Other School administrators are appointed by the Dean. Under the new Provost, all deans are reviewed annually in a process that includes written goals, a self-evaluation against those goals and a 360-degree review by some faculty members. UNC deans are appointed for five-year terms. Every five years there is an extensive campus-wide evaluation with a committee led by another dean appointed by the Provost. That evaluation includes email solicitations to the full university community and committee consultation with faculty, staff, students and external groups.

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

The School has an administrative board to handle student grievances, but most cases are handled informally. In fact, the self-study said the board has not met in the last five years. For faculty concerns, there is the 10-member University Faculty Grievance Committee. The University also has an ombuds office, which is available to all faculty, staff and administrators to talk in confidence about issues, concerns or disputes. Additionally, a spring 2014 survey of faculty and staff revealed a need for better communications between faculty and staff and between the senior leadership team and other groups in the unit. In response, monthly meetings with staff directors were established and the Dean began a weekly's Dean's Update email to staff and faculty to improve communication.

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

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

The Strategic Plan 2015-2020 and accompanying 2014-2015 Priorities: Reimagining a Great School of Journalism incorporates the graduate programs. Additionally, a task force on the professional master's program was established in fall 2012 in the wake of the on-the-ground program's enrollment decline (enrollment in all three residential master's programs dropped from 25 new students a year to 12 over the accreditation cycle). The task force concluded that "*significant changes will be required to ensure a vibrant, competitive professional master's program that prepares graduates to become leaders in the 21st century workforce.*" The School reported a significant increase in the on-the-ground professional master's in the current academic year (20 students), but remains concerned about the program and the task force is continuing its work.

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

There is a senior associate dean for graduate studies who oversees all three residential master's programs, the online master's program and the School's outstanding Ph.D. program. In addition, a senior professor directs the on-the-ground professional master's program. There also are faculty committees that provide leadership and oversight of the graduate programs, including the Graduate Admissions Committee and the Residential Master's Task Force.

Overall evaluation (undergraduate program): Compliance

Overall evaluation (professional master's program): 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:

- (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 these requirements.**

While students can pre-declare for the School during their first two years at UNC, they cannot formally enter the School until they have reached junior status with 60 earned credit hours and a GPA of at least 3.1. All students must also achieve a score of at least 70 on the School's grammar and word-usage exam prior to graduation.

The School offers nine undergraduate specializations, six within journalism (Broadcast and Electronic Journalism, Business Journalism, Editing & Graphic Design, Multimedia, Photojournalism, and Reporting) and three within advertising and public relations (Advertising, Public Relations, and Strategic Communication). Students in business journalism earn a Bachelor of Arts in Business Journalism; students in all other specializations earn a Bachelor of Arts in Journalism and Mass Communication.

All but one of the undergraduate specializations in the School require 39 credits, consisting of a nine credit School core, six credits of a major core, 12 credits within the particular specialization, six credits of electives, and six credits chosen from within one of nine immersion areas. (Details for each specialization are discussed below.)

Students in the Business Journalism program are required to take 48 hours in School courses and 13.5 hours in business courses; they are capped at 48 hours of coursework in the School.

Academic worksheets for all specializations state that of the student's total 120 hours, at least 72 must be from outside the School and at least 65 must be in the College of Arts and Sciences.

In the two years preceding the site visit, 100 percent of graduating students met the requirement of 72 credit hours taken outside the School.

- (b) The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council. (If the unit has more than one sequence, evaluate each sequence.)**

The three-course School core consists of one skills course, JOMC 153, Writing & Reporting, and two conceptual courses, JOMC 141, Professional Problems and Ethics and JOMC 340, Introduction to

Media Law. Courses within each specialization core and specialization electives include a mix of conceptual and skills courses.

One feature of the UNC curriculum is the requirement that students choose one of nine immersion areas and take two courses from that area. All of the immersion areas emphasize conceptual coursework. The immersion areas are: The Audience; Mass Communication Theory; History, Law & Regulation; Digital Media; Diversity; Political Communication; Business & Entrepreneurship; Sports Communication; and Honors.

A curriculum map included in the self-study indicates that each of ACEJMC's professional values and competencies is a primary objective of at least one required course in the undergraduate curriculum. (The global culture competency is a primary focus of two required courses for students in the advertising, public relations and strategic communication specializations but in only one course for students in the journalism specializations; this is also the case for the competency on use and presentation of images and information.) The majority of course syllabi include a listing of ACEJMC's professional values and competencies, although those are not always tied directly to the content of the particular course.

(c) Instruction, whether onsite 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. (If the unit has more than one sequence, address the quality of instruction by sequence.)

Strong teaching is a hallmark of the UNC program. The School's promotion and tenure guidelines state, "The School prides itself on excellent teaching. Faculty members are expected to be exceptional teachers and include innovation where appropriate and whenever possible."

Students across specializations praised faculty members' teaching abilities and the enthusiasm they bring to the classroom.

The School has three awards given internally to recognize outstanding teaching. These include a rotating, named professorship, and two annual awards, one for teaching excellence and one for innovation in teaching. In addition, a number of members of the School's faculty have received outside awards for teaching or published on teaching topics.

The School has held workshops to help improve teaching skills, particularly with regard to new technologies. These are led by faculty members who are themselves skilled in the particular area.

All tenure-track faculty members, graduate students and adjunct faculty members are evaluated at least once a year by a tenured faculty member who conducts a teaching observation and meets with the instructor prior to the observation. These observers are assigned by the Senior Associate Dean for Undergraduate Studies. The observer writes a report which is reviewed with the faculty member. Associate professors have a teaching observation prior to going up for promotion to full professor; full professors' teaching is evaluated every five years as part of post-tenure review. The written reports are kept in the instructor's permanent file.

(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.*

Based on the list of skills courses provided by the School, 15 percent of courses offered in Fall 2014 and 16 percent of courses offered in Spring 2015 were over the 20-student limit, for a total of 16 percent of all skills courses offered during the academic year. The total number of students over the limit was 106. The majority of over-enrolled courses are courses serving students in the Advertising or Public Relations specializations, the School's largest specializations.

Students told the team that the School's student services office is very good about reminding them of the need to take certain courses to stay on track for graduation, and that it is unusual for students not to be able to graduate on time. It seems likely that the over-enrolled courses are part of this effort to help students graduate in a timely manner.

Some of the computer labs visited by the site team during the building tour had 21 or 22 computers in the room in addition to an instructor work station.

(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 quarter 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 quarter 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.

Students in all specializations are allowed and encouraged to do internships, but no specialization requires an internship. Internships are done for one credit hour; students may complete up to three one-credit internships. Interns work for at least eight hours per week in the fall or spring semester and at least 20 hours per week for at least eight weeks in the summer. Interns write a four-page paper evaluating their internship experience and a three-page report on a book related to their career field. These assignments are reviewed by the Career Services Director. Each intern is evaluated by a supervisor at the internship site. The site supervisor evaluations are part of the assessment process.

While enrollments in the School's internship course are low relative to the overall number of students in the school, the School reports that many more students do internships outside the for-credit course. In meetings with students, this was clearly the case, with many students having done more than one internship. Students praised both the Career Services Director and faculty members for their assistance in identifying internship opportunities and connecting them with alumni and other media professionals who might offer internship possibilities.

Journalism specializations.

Of 823 students in the School as of spring 2015, journalism majors totaled 337. Under a curriculum structure revised since the last site visit, journalism majors choose from six news-editorial

specializations: Broadcast and Electronic Journalism (87 students); Business Journalism (30); Editing and Graphic Design (70); Multimedia (22); Photojournalism (26); and Reporting (102).

The curriculum for journalism houses options of both breadth and depth, with emphasis on skills development courses as well as offerings intended to plumb critical thinking. Students seem to enjoy an ample range of opportunities, from traditional print to digital to entrepreneurial.

Since the 2009 site visit, the journalism curriculum has evolved to include more classes aligned with digital media trends. Social media and multimedia are part of more and more journalism courses, at least as reflected in a sampling of course titles and other language in syllabi. One example of the program's direction: All majors are now required to complete a video skills course.

Since 2011-2012, journalism majors have been required to complete four layers of requirements on courses based within the School. They take the School's three core courses as well as two journalism core courses, JOMC 221, Audio-Video Information Gathering, and JOMC 253, Reporting. (Majors with an Editing & Graphic Design specialization take news editing in place of reporting.)

They take four courses tailored to their particular journalism specialization. Specializations are intended to deepen practical expertise in one of six areas of journalism: Broadcast and Electronic Journalism; Editing & Graphic Design; Multimedia; Photojournalism; Reporting; or the Business Journalism program.

Broadcast & Electronic Journalism students take JOMC 121, Writing for the Electronic Media; JOMC 421, TV News Reporting and Producing; either JOMC 422, Producing Television News, or JOMC 426, Producing Radio; and one more course chosen from a group of eight options.

Editing & Graphic Design students take JOMC 182, Introduction to Graphic Design, and then choose three other courses from a group of seven options including courses in various aspects of design and information graphics.

Multimedia students take JOMC 187, Introduction to Interactive Multimedia; JOMC 581, Multimedia Design; JOMC 586, Intermediate Interactive Multimedia; and either JOMC 582, Multimedia Narratives, or JOMC 583, Multimedia Programming and Production.

Photojournalism students take JOMC 180, Beginning Photojournalism; JOMC 480, Advanced Photojournalism; JOMC 481, Documentary Photojournalism; and either JOMC 582, Multimedia Narratives, or JOMC 584, Documentary Multimedia Storytelling.

Reporting students take JOMC 157, News Editing, plus three additional courses from a group of 12 options that cover a variety of reporting formats and topics.

Students in all of the above Journalism specializations also take two general JOMC electives and two courses from one immersion area.

Business Journalism students take JOMC 450, Business and Media; JOMC 451, Economic Reporting; JOMC 452, Advanced Reporting; and one more course chosen from a group of six options. They also take BUSI 403, Operations Management; BUSI 404, Legal & Ethical Environment of Business; BUSI 407, Financial Accounting; BUSI 408, Corporate Finance; and one additional business course from a group of four options.

The overall journalism curricular structure has helped to meld traditional competencies in reporting, writing and editing with evolving trends that are altering the mass communication appetites of audiences and the media career interests of students.

Along those lines, students can earn certificates in three programs – sports communications, Latino/Latina journalism and media, and business journalism – if they complete nine credit hours in one concentrated area of interest.

Journalism instructors are richly credentialed. Even short observations of instructors in class reinforced a defining characteristic of UNC's journalistic traditions. These teachers can teach. Students seemed engaged. Uses of or references to multimedia were common. Quality instruction was apparent. JOMC 153, the introductory course in reporting and writing, received mixed reviews from students. Some appreciated its foundation-building mission; others found coursework less valuable. But overall course offerings for journalism were highly rated. Almost all majors who shared their take with the site team said their journalism instructors were superior.

Professionals said they are consistently impressed by the quality of journalism interns supplied by the School. Most said UNC students were prepared for their work experience and responded well to workplace challenges. A couple of editors pointed out isolated cases where individual students do not exhibit the expected work ethic. But the more common response was that UNC students were reliably among the best interns.

Advertising specialization.

The advertising specialization is the second-largest in the School, with 189 students, accounting for 23 percent of total enrollment. The curriculum for students in the advertising specialization is less structured than at many ACEJMC-accredited programs. Advertising students complete the School core; they also complete a two-course Ad/PR core, JOMC 137, Principles of Advertising and Public Relations, and JOMC 279, Advertising and Public Relations Research.

Advertising students then choose four courses from a group of 10 options that include courses in both traditional and digital advertising topics.

Advertising students also take six additional credits of electives chosen from the range of JOMC courses, and two courses from one of the nine immersion areas. Students reported that having flexibility in the curriculum helps them to move through the program in a timely manner. They often choose their immersion courses and electives on the basis of what has available seats and fits around required courses in other areas.

While students are not required to take a campaigns course (a fixture in most programs), many of the courses within the advertising specialization include project work for real-world clients, so students are certainly getting a campaigns experience within the curriculum. Advertising students highlighted this frequent interaction with clients as one of their favorite aspects of the program; several noted that it really prepared them for internships. Internship supervisors said that interns from UNC's program are generally the strongest and best-prepared students with whom they work.

Students praised the advertising faculty's teaching ability, approachability and strong professional background. They noted that their instructors in the School are better than faculty members elsewhere at UNC. The faculty is augmented by frequent guest speakers who come either to talk to classes or through programs sponsored by the student ad club.

Public Relations specialization.

The Public Relations specialization is the largest in the School, with 266 students (32 percent of total enrollment). It has gone through some changes since the last accreditation. To address some of the changing professional landscape in the areas of advertising and public relations, the curriculum now has a core with two classes that combine advertising and public relations and then allows students to pick a deeper concentration into advertising, public relations or strategic communication. The core is made up of an introduction course, JOMC 137, Principles of Advertising and Public Relations, which is co-taught by a faculty member from advertising and from public relations. JOMC 279, Advertising and Public Relations Research, is the other course in the core.

The curriculum in public relations follows the primary structure recommended by PRSA and includes these required courses: JOMC 232, Public Relations Writing; JOMC 431, Case Studies in Public Relations; and JOMC 434, Public Relations Campaigns. Students then are required to take an elective from a set of seven Public Relations courses that include skills and concepts courses. Students also take two additional electives from the School and complete two courses from one immersion group to reach their 39 hours.

Students appreciate the quality of the teaching, the experience and care of the faculty, the professional networks available to students, the applied coursework and the overall preparation they receive. Their coursework requires them to work with “real world” clients in the writing and campaigns courses. Courses appear to be rigorous, current and demanding. Students comment that they don’t learn a lot of new information in the curriculum as they progress through the program, compared to other programs on campus, but that their level of expertise increases through greater application of principles and practices. Social and digital media strategies and tactics are taught throughout the curriculum, and students comment that they have access to other digital media courses offered elsewhere in the School.

The biggest concern is the need for more faculty members in this area. This issue was raised in the last site team report. Public Relations majors (266) make up approximately 32 percent of the School’s students, while the five faculty members who regularly teach in this area only make up 10 percent of the faculty. During the semester of the site team visit, adjunct faculty and Ph.D. students were teaching 50 percent of the courses in Public Relations. The students remark that the adjunct faculty members bring a lot of professional experience and currency to the classes, and their CVs support that notion. However, students also remark that they have to make a real effort to get to know the full-time Public Relations faculty because they may not have them in a class.

Students also expressed concern that certain specialty courses, such as crisis communication, video communication, and presentation design, are difficult to get into because sections fill quickly. Faculty also voiced a desire to teach more specialty courses such as social media analytics, international public relations, etc., but can’t because of the need to cover multiple sections of the required courses.

The administration is aware of these staffing needs and two more Public Relations faculty will join the School in the fall. However, these positions are replacing two faculty members who recently left the School and do not represent new additional positions.

Although internships are not required, the students are strongly encouraged and frequently complete internships. Many of the students attending student meetings had completed multiple internships before graduation. Internship providers remark that the UNC students are much better prepared than their peers. There is an active PRSSA chapter and a student-run firm, Heelprint Communications, where students can gain additional experience and professional development. Students are getting good jobs with their

preparation and feel that they are very competitive in the marketplace.

Strategic Communication specialization.

Enrollment in this specialization is relatively low, at 31 students, representing 4 percent of the School's overall undergraduate enrollment. Students in the strategic communication specialization take the same specialization core as advertising and public relations specialization students, JOMC 137, Principles of Advertising and Public Relations, and JOMC 279, Advertising and Public Relations Research.

They then choose four courses from a list of six possibilities, of which two are public relations-specific, two are advertising-specific, and two are skills-based courses that cross disciplinary boundaries. Strategic communication students also take six additional credits of electives chosen from the range of JOMC courses, and two courses from one of the nine immersion areas.

The specialization provides an option for a student who is interested in both advertising and public relations, or who starts in one of those programs at UNC and then realizes they have a stronger interest in the other. The program does not really speak to the interaction between advertising and public relations, and does not include a campaigns course as an option. These limitations may help to explain the comparatively low interest in this area. The School reported that a proposal to eliminate the Strategic Communication specialization is now under review.

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

The School offers three master's degree programs: a professional master's degree, a research master's degree (which we are not charged with evaluating), and an online master's degree for working professionals. The online master's (Masters in Technology and Communications, or MATC) is the newest of these; it is currently on its third intake of students. In each of the first two years it took in 20 students; this year it took in 16. The professional master's degree program is similarly small. Class intake dropped to 12 students a year; this year it hopes to take in 25. Both programs have a two-year course to degree.

The MATC program appears to be off to a very good start. Its intended audience is working professionals who want to upgrade and update their communications skills without moving or leaving the world of full-time employment. Most classes, especially in the first year, are taught asynchronously, which makes it easier for students to work participation in the program into the interstices of their busy lives. Because the program is so small, the students seem to know one another despite being distance learners, and they report that their instructors, mainly full-time faculty members, are highly responsive. The program hovers at the border of ACEJMC standards for the portion of the curriculum devoted to skills classes. Of 10 required classes, by the administration's reckoning, five are pure skills classes, two are a mix of skills and concepts, and three are conceptual. By the School's own account, all of ACEJMC's 12 values and competencies are addressed in one or another of the courses; two courses, according to the School, address all 12. The students we met felt the program had a strong skills orientation.

The residential professional master's program has been under new management since 2013. Until then, it had been drifting downward in enrollment; the new leadership of the program aims to bring it up to 25 or more accepted students per year. The good news about the very small enrollment is that all the students can be fully funded, mainly through the Roy Park fellowship program. The bad news is that it has had a hard time achieving what ACEJMC would consider the magnitude of a separate degree program because there isn't enough of a revenue base to support a faculty, a full curriculum, or a

separate advising system. This difficulty is especially pronounced because, small as it is, the program offers six separate curricular tracks to its students.

Therefore the students are not able to fulfill their degree requirements via a majority of graduate-level skills courses. Their graduate-level courses are mainly conceptual, and they study alongside Ph.D. students; their skills courses are mainly upper-level undergraduate courses, in which the professors typically assign extra, higher-level work to the master's students. A student in the residential professional master's program will encounter only two courses on the way to the degree that are offered only to professional master's students. The School has to stretch to get to the ACEJMC's 50 percent skills requirement, for example by counting a mass communications law course as a skills course. And students planning to pursue careers in a variety of fields are placed together in the program's core courses. Another problem with a program that has such a small dedicated curriculum is encompassing all of the required values and competencies. By the School's own account, two of the 12, those focused on dimensions of diversity, are not a focus of any of the program's required courses.

Students in the program were highly enthusiastic about it; several turned down admission to programs with broader curricular offerings because they like UNC and for cost reasons. And the administration is making efforts to increase the size of the program, which seems to be effective. Still, the very limited number of graduate-level skills courses the School is able to offer ought to be a real concern for the School, and ought to be addressed further between now and the next accrediting team's visit.

(f) At least half of the required credit hours must be in professional skills courses that are appropriate to professional communication careers.

As noted above, both programs do just meet this requirement.

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

Students reported that they are required to do additional work in the undergraduate courses that can be taken as part of the program.

Overall evaluation (undergraduate program): Compliance

Overall evaluation (professional master's program): 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 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 School had its own diversity plan for nearly two decades. It included action plans for recruiting and retaining minority students, and minority and female faculty members. These plans relied heavily on university-wide programs.

In 2006, the University mandated a campus-wide diversity plan, which the School adopted as its own. It includes responses for the following five goals: 1) Clearly define and publicize a commitment to diversity. 2) Achieve the critical masses of underrepresented populations necessary to ensure the educational benefits of diversity in faculty, staff, students and executive, administrative and managerial positions. 3) Make high-quality diversity education, orientation and training available to all members of the university community. 4) Create and sustain a climate in which respectful discussions of diversity are encouraged and take leadership in creating opportunities for interaction and cross-group learning. 5) Support further research to advance the University's commitment to diversity and to assess the ways in which diversity advances the University's mission.

The School supports various programs intended to cast the spotlight on diversity and engender an appreciation for diversity. These programs are listed later in this report.

The School must complete a Diversity Goals Plan Outcomes Reporting Form for the UNC Office of Diversity and Multicultural Affairs each year. That form examines how well the School is performing against the goals set by the University.

(b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of 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 School offers a number of elective courses and programs that deal with diversity: JOMC 342, The Black Press and United States History; JOMC 441, Diversity and Communication; JOMC 442, Gender, Class, Race and Mass Media; JOMC 443, Latino Media Studies; JOMC 446, Global Communication and Comparative Journalism; JOMC 447, International Media Studies: Mexico; JOMC 490, Sexual Minorities and the Media; and JOMC 491, Poverty and Plurality and the Media. It is unclear how popular these classes are, but spring 2015 enrollment for JOMC 342, The Black Press and United States History was 20 students shy of the 45-student cap. Another 25 students were enrolled in the online course, JOMC 441, Diversity and Communication. The self-study states that diversity and audience

sensitivity are covered in many courses in the School. While this is not reflected in most course syllabi, it is hoped that the teaching of inclusiveness is, in fact, inherent to the curriculum overall.

The school offers nine curriculum immersion groups. Undergraduates are required to complete two courses from one of these immersion groups. Diversity is among the nine groups offered as options.

In addition, the School has several programs tied to curriculum: the Chuck Stone Symposium on Democracy in a Multicultural Society; The Irina Project, dealing with media coverage of sex trafficking; Latijam, dedicated to improving journalism and strategic communication of Latino life in the state; and The Durham VOICE, a student-staffed community newspaper (monthly) providing news and information to residents of a disadvantaged community.

Perspectives related to a global culture are provided by a robust array of enrichment programs: the Visiting International Scholar Program, China Exchange Program, study abroad exchanges, faculty exchanges, international classes and short-term programs, global-immersion programs, a trip to Brussels for graduate students under the auspices of the Delegation of the European Union to the United States, and a partnership with the German Embassy that enables graduate students to spend a week in Berlin visiting media outlets and meeting with lawmakers and other leaders, programs with the U.S. Department of State, a visiting journalist once a semester sponsored by the Center for Strategic and International Studies, and student awards for international activities.

(c) The unit demonstrates effective efforts to recruit women and minority faculty and professional staff and supports their retention, progress and success.

The percentage of women faculty has increased from 40 percent to 44.7 percent since the last accreditation team visit. The percentage of faculty of color also has increased since the last review, from 19 percent to 23.4 percent. However, one area of concern is the percentage of African-Americans, which is 4.3 percent.

The dearth of African-Americans on faculty was cited by students and faculty alike as an issue. Students of all colors bemoaned the lack of diversity among their professors and African-American students noted that they are often the lone students of color in classes. Faculty seem frustrated by the difficulty in recruiting and retaining faculty of color, particularly African-Americans. One African-American student, however, testified positively about an overall environment that feels inclusive.

The School is working with the UNC Office of Diversity and Multicultural Affairs to improve diversity efforts. For the 2014-15 academic year, this includes training/educational programs for faculty and staff, with a focus on recruiting minority faculty members. All faculty and staff openings are communicated broadly, and specifically to minority professional groups. The School tracks efforts to recruit underrepresented candidates. The School uses the university's minority recruitment program to hire faculty. The University supports part of the salary, with the expectation that the School will assume responsibility for the full salary within five years.

Efforts toward retention are more anecdotal, with top administrators and faculty expressing an appreciation for diversity and a desire to advance inclusivity. The recent failure of a highly regarded African-American member of the faculty to achieve tenure has had a jarring effect on the School's self-image regarding diversity. Opinions vary as to what happened, but there seems to be agreement that better mentoring and communication around the tenure process might have avoided this outcome.

There have been no targeted retention programs apart from overall retention efforts. However, the School is exploring what can be done to create an environment more conducive to retention. (See overall evaluation.)

(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.

The percentages of minority undergraduates and master's candidates have increased since the last accreditation team visit, from 16 percent to 22 percent for undergraduate, and from 12.5 percent to 24.2 percent for the master's program.

As with faculty, the percentage of African-Americans across the board is a concern. In what seems an unfortunate irony for a School that is home to the venerable Chuck Stone program, the School's African-American population is below parity with the University, state and nation. The percentage of undergraduate African-Americans is 6.4, while the percentage in the University is 10.1, the state is 22 percent and the nation is 13.1 percent. For the graduate program, the total is 5 percent. Out of 33 professional master's students in spring 2014, however, none were African-American.

Efforts are being made to create an environment of inclusiveness. In addition to the Chuck Stone Symposium on Democracy in a Multicultural Society, there are several other initiatives that should help attract and retain African-American students and faculty. These include a student chapter of the Carolina Association of Black Journalists, a course in "The Black Press and United States History," recruitment training for faculty and staff, research related to the black experience, and production of "The Heritage Calendar: Celebrating the N.C. African-American Experience." Also, the school publishes The Durham VOICE, a digital and print news publication that reports on Durham's inner-city community.

The School is having notable success with international programs and "mass communications across diverse cultures in global society," as described in the standard, and has added an assistant director for international and professional programs, who spearheads efforts to further internationalize the school. The Visiting International Scholars Program is exceptionally ambitious. In fall 2012, it brought 21 international scholars to the School. Two years later, that number had grown to 30. There is an impressive array of other programs that enable students to calibrate global immersion by a measure of days or semesters.

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

The School works with the Office of Accessibility Resources and Services to ensure that its programs and facilities are open to all students, including students who have learning disabilities.

In addition, components of the School's communications and special programs are designed to showcase diversity. Two examples are The Siren, a student-produced publication that promotes a feminist perspective on gender, identity, sexuality and human rights, and the Global Marketing and Corporate Affairs diverse student pilot program in partnership with Bank of America.

Summary:

It is clear from meetings with the School's faculty and students that they aspire to be inclusive.

In spring 2014, the senior associate dean for undergraduate studies began holding meetings with minority faculty meetings to discuss areas for improvement. The list of initiatives, if implemented, should bring meaningful improvement. Included are a mentoring program buttressed by training in effective mentoring, a tenure and promotion process that does not feel like "hazing," better advice on CVs, exploring the inclusion of diversity as a bigger part of service and creative work, demonstrations that minority voices are being heard by administration, appointing a minority faculty member to head a search committee, developing a "post-doc" type of program for diverse faculty members as a way for them to learn about academia, encouraging regular meetings of minority faculty members to discuss issues as a group, and establishing relationships with diversity mentors outside the School to connect faculty with minority colleagues across campus.

This initiative, coupled with the overall improvement in diversity metrics and the various programs advancing diversity and inclusivity, should result in continued progress.

Overall evaluation (undergraduate program): Compliance

Overall evaluation (professional master's program): Compliance

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:

The School has an excellent faculty, whose members are strikingly dedicated to their students and to the institution, even after years of budgetary austerity that affected every one of them personally. On our visit the site team saw well-run, well-planned classes in which faculty members were adept at organization and pacing and knew their students' names. Students spoke enthusiastically about the quality of instruction they get. Full-time faculty members teach a substantial majority of classes. The faculty has a mix of academics and practitioners, all appropriately credentialed. Searches are appropriately advertised, and a search committee interviews candidates and makes recommendations to the Dean.

The School maintains three tracks for full-time faculty. Nine full-time faculty members are not on tenure track and have no research expectations. They teach three courses per semester and work on fixed-term renewable contracts. The School has two separate tenure tracks, a research track and a "creative and professional activity" track. All tenure-track professors hold degrees above the B.A. The 21 faculty members on the research track hold Ph.D.s and teach two courses per semester. The 17 faculty members on the professional track, all of whom have extensive professional experience, have slightly higher teaching loads — two courses in one semester of each year, three courses in the other semester. Non-tenure-track and professional-track faculty generally teach the school's skills courses.

All tenure-track faculty members are expected to lead the familiar tripartite lives of academics: research, teaching and service. And it seems embedded in the School's culture that faculty members really do take all three parts of their duties seriously.

Accredited journalism schools all have to grapple with the not completely natural fit between a university tenure system that privileges academic research published in refereed journals, and a professional mission that requires a deep commitment to skills instruction offered by distinguished and experienced professionals. The two-track tenure system is UNC's solution to this problem, but the feeling among faculty members is that the research track is organized in a way that is more completely understood by all parties than is the professional track. That's understandable, because standards for hiring and promotion on the research track are quite similar to the standards at many other units of the University and the standards for hiring and promotion on the professional track are more particular to the school. Still, the School ought to ensure that its professional-track standards are crystal-clear and are well understood by new hires, by its own tenured faculty, by the non-School body that has to approve all tenure cases, and by the senior leadership of the university.

A recent professional-track tenure case that passed internally, on a split vote, but was turned down by the University-wide tenure committee, generated lingering bad feeling at the school, especially among professional-track faculty members. And when one looks at the resumes of professional-track faculty members, one sees a very wide range of scholarly activity — juried and non-juried, short-form and long-form, sole authored and co-authored. The School's own written standards for this kind of work are so long and various as to potentially give rise to misunderstanding. The School might do well to look at these standards afresh, with a particular eye to meeting the University's standard of nationally prominent publication and to the necessity of having standards that the non-media people who ultimately judge tenure cases can readily understand.

At this moment, a particular challenge for all accredited schools is negotiating between the rapid evolution of skills required by the field and the long-term nature of most university faculty employment. UNC has handled this especially well, and has assembled an impressive array of full-time faculty expertise in the newer skills that have arisen in the digital era.

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

The school publishes extensive criteria and lists them in public advertisements for new hires. As noted above, the criteria for professional tenure track faculty ought to be simplified and clarified.

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

All three areas are specified clearly in the school's requirements, and faculty take them seriously. In each of the last three years, 70 percent or more of undergraduate courses were taught by full-time faculty.

(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.

Faculty are impressively credentialed. Only two have credentials limited to a bachelor degree. They do appear to make a serious effort to remain current.

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

There is a robust system of evaluation for faculty in place, via both student surveys and peer observations.

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

The unit's faculty seems to be generally engaged, and respected, across the campus.

Overall evaluation (undergraduate program): Compliance.

The school does not have a separate graduate faculty, but all faculty members who teach in the professional master's programs have advanced degrees and are fully qualified to teach in a program at that level.

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

All faculty meet these criteria.

(g) Graduate faculty teach the majority of professional master's courses.

Full-time faculty, all of whom can be considered graduate faculty, teach the substantial majority of these courses—last year, 70 percent in the residential professional master's program and 67 percent in the online master's program.

Overall evaluation (professional master's program): 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 School has a long legacy of nationally recognized research and scholarship, with acclaimed scholars such as Shaw, McCombs, Blanchard, Danielson and others. Current faculty members are carrying on that tradition. There is a palpable culture of commitment to scholarship that has national reach and impact on journalism and media practices. Research and creative works that elevate faculty to national reputation are required for tenure and promotion, and faculty are supported in achieving these demanding requirements with financial support, grant writing support and faculty mentoring.

The University and School have competitive “leave with pay” opportunities for faculty. Five faculty members have had paid leaves since the last accreditation visit. The School created its own leave program but had to end it in 2011 due to lack of funds. To accommodate additional leaves, faculty can “bank” classes by teaching overloads during the year to earn a paid leave in a following semester.

Faculty members have access to seed grants of \$5,000, a full-time grants administrator, travel funds of \$2,000 for pre-tenure faculty and \$1,500 for tenured faculty to assist with research. Several faculty members are very active with grant writing and are principle investigators or co-investigators on grants totaling \$46 million. The grant writing and receiving activity has increased exponentially since the addition of a full-time grants administrator, who specializes in the pre-grant phase, and an accountant who manages the financial distributions of the awards.

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

While there are no published criteria for research expectations in hiring documents, candidates are made aware of this expectation in position announcements, interviews and visits to the campus. Junior faculty seem to be comfortable in their understanding of what is expected, although several faculty members said that they received conflicting information in their first year. One faculty member made mention that the previous chair of the School’s tenure and promotion committee gave misleading information to candidates about research expectations. Another faculty member said that the information given at the University orientation meeting conflicted with advice he had received in the School. Both faculty members said that School faculty and mentors have been helpful with clarifying the expectations.

The School offers two tenure tracks: Research Tenure Track and Professional Tenure Track. The faculty members in the research track seem pretty clear on the research expectations, even though the School's tenure and promotion document does not provide a specific number of publications required for research faculty. The document states that they should be "productive scholars" who are building a national, and in some instances international, reputation in his or her field. They are expected to consistently publish and present research. Most of the junior faculty members understood this expectation to be one to two peer-review articles a year in quality journals. Faculty members are also encouraged to seek external funding, which is also evaluated in promotion and re-appointment decisions.

There is a concern that the expectations for professional track faculty aren't as clear. A recent case in which a professional track faculty member was denied tenure has pushed this issue to the forefront, and brought questions about the clarity of the expectations for the professional faculty. This appears to be a relatively new issue for the School, as the last site team reported that the School and campus understood and appreciated the unique dual-track tenure system.

One key to understanding the expectations is a good mentoring program. The majority of the faculty members in the research track expressed satisfaction with the mentoring they were receiving. Once again, there was concern expressed about the consistency of the quality of mentoring for the professional faculty.

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

Faculty members are evaluated on whether they are on the scholarly or professional track. Professional faculty members are not expected to conduct scholarly research and scholarly faculty members are primarily rewarded for scholarly research. Some faculty members worry that the university's Appointment, Tenure and Promotion Committee may not understand and value the work of professional faculty.

(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 School has a remarkable record of published research, creative and professional activities. Since 2009, the School reports more than 1,000 such activities. Faculty members have published 10 academic books, 199 articles in refereed journals, 250 conference presentations, 82 book chapters, 95 articles in non-refereed publications and 34 encyclopedia entries just to name a few accomplishments. Another 19 juried creative works, 100 non-juried creative works and countless invited presentations to professional organizations and societies (invited presentations are counted as service rather than scholarship) have been produced since the last accreditation.

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

There is a lot of faculty collaboration in research and scholarship, and successes are celebrated throughout the School. The faculty mentoring program appears to be working very well for some faculty members, while other faculty members and the administration suggest that it could be improved overall. Faculty members report strong collegiality and being inspired and energized by the excellent work of their colleagues. Some faculty members worry that the role of the professional faculty may not be as clear as it should be, but there is no perceived tension between these two tracks.

Overall evaluation, compliance/non-compliance: Compliance

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.

The self-study provides ample evidence of attention to the needs of journalism majors, and students confirmed overall levels of success.

Within the School, two separate but collaborative offices take the lead on matters of academic advising and career counseling.

The Student Records Office initiates advising once undergraduates earn enough credit hours to declare a major. The Director and two assistants help students navigate the world of credit hours, pre-requisites, grade-point thresholds, mandatory grammar tests and such. The self-study referred to the professional advisers as helpful, careful and well-liked.

All UNC students can use an automated system, ConnectCarolina, to track their academic paths toward graduation. The School's Records Office supplements this process and verifies accuracy of records with its own detailed worksheet. The worksheet lists University and School requirements, tailored to each specialization offered by the unit. Students seeking assistance may stop by the office any weekday for consultation. Some prefer to make use of other advising resources, namely faculty members. But most who talked about advising commended the assistance they get after becoming majors.

A Career Services office, staffed by a Director who works in the same corridor as the Records Office, provides counseling on aspirations and preparing for internships and jobs. Tasks include critiquing resumes and letters, coaching, coordinating visits by employers and overseeing student group travel. Students praised the Director's personalized outreach to them.

Many faculty members remain heavily engaged in working with individual students. They mentor, recommend specializations, and help line up internships and jobs.

Requirements for graduation are explicitly explained in numerous ways. From initial declaration of a major, which happens in the first semester of the junior year for most students, on through graduation, critical information can be found in brochures, catalogues, the unit's website, regularly distributed newsletters, email and good old-fashioned bulletin boards. Seniors are directed to submit an application for graduation one semester before they intend to graduate. This allows advisers to confirm their status and address any problems in advance.

University policy calls for all students to receive advising in the General College, housed in the College of Arts and Sciences, until they earn at least 60 hours. Students described their two years of advising under the General College as inconsistent. A few were satisfied. More cited a lack of guidance related to their desired journalism major. Once they enter Carroll Hall, they are greeted by an unmistakable stream of information on what it takes to earn degrees.

(b) Faculty are available and accessible to students.

Faculty say they are readily available for consultation with individual students. Scheduled office hours and student comments indicate they are accessible.

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

Systems are in place to remind students of requirements, upcoming deadlines and overall opportunities for keeping their tenure within the School on track. A weekly newsletter trumpets urgent and other details. Lists of useful information such as internships, job openings and alumni contacts are available. Occasional workshops and other informal sessions provide additional opportunities for talking about expectations and answering students' questions.

(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.

Opportunities for involvement in campus media, special course projects, entrepreneurship, social media experiences and other initiatives are voluminous.

The Daily Tar Heel is independent, but still a source of rigorous experience for many majors. Carolina Week features 30 minutes of live news produced by students each week. Sports Xtra offers similar hands-on TV experience, and Carolina Connections does likewise in a radio magazine format.

One of the School's most ambitious media initiatives was launched in 2010, the Reese News Lab, an experimental space for reimagining how to finance journalism. Teams of undergraduate and graduate students from different specializations develop start-up ideas during the semester. Students participate in the lab as part of a course or as an internship. Among the prototypes is Capitol OhOUNDHound, a database on the North Carolina General Assembly. The database, which promotes government transparency, received a \$50,000 UNC grant, allowing Reese News Lab to distribute this content to media outlets in the state.

Strategic communication, advertising and public relations students work on campaigns for clients through Heelprint Communications, a student agency. News students contribute to a community publication for Durham, in a partnership with North Carolina Central University and others in that city. Another community website serves nearby Carrboro, N.C.

Students can join a range of industry organizations on campus: Ad Club (AAF), Carolina Association of Black Journalists, Carolina Association of Future Magazine Editors, National Press Photographers Association, Online News Association, Public Relations Student Society of America, Society for News Design, and Society of Professional Journalists.

- (e) The unit gathers, maintains and analyzes enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. Clear and accurate data are published on the accredited unit's website.**

Outcomes are reported on the unit's website.

Results show undergraduate and graduate enrollments, retention rates and graduation statistics. Specializations of student majors, how faculty are classified, credit hour totals, and overall levels of course evaluations and student satisfaction survey are posted. Some text in graphics could be tweaked for ease of understanding by interested readers not versed in terms like EPA non-tenure or fixed-term. But the information on the whole is accessible and potentially helpful. The data were timely, reflecting statistics through fall 2014.

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

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

Advising for professional master's students appears effective, if not highly formalized. Graduate students on campus receive assistance upon acceptance to the School. As master's theses are determined and as relationships develop between students and faculty, advising becomes more formalized. The more rigid online master's curriculum is designed for more self-direction for the bulk of the experience. Though students may seek assistance at any point.

Graduate program enrollment, retention and graduation data are published on the unit's website.

Overall evaluation (undergraduate program): Compliance

Overall evaluation (professional master's program): 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.

Upon the new Dean's arrival in January 2012, she found a budget office unable to provide detailed accounting and struggling with reconciling a wide array of state and foundation accounts. The lack of financial expertise led to an inability to plan precisely and to provide realistic budget projections. It also led to budget deficits in that year and the following fiscal year adding up to more than \$275,000 (the Provost forgave those deficits). The School is now on its third chief budget officer in the past three years (along with two part-time interims during the transitions). The new Associate Dean for Business and Finance has the confidence of the School's leadership and has resolved the significant accounting problems, but the early struggles led to a slowing of the program's momentum as the Dean and other members of her leadership team spent considerable time on the minutia of the budgeting process.

(b) The resources that the institution provides are fair in relation to those provided other units.

During the previous accreditation cycle from 2003 to 2009, the School enjoyed robust growth, with a 47 percent three-year budget increase and nine new faculty lines over the six years. But like many of its institutional peers nationwide, UNC suffered significant recession-driven revenue losses during this past cycle. The biggest impact to JOMC came in 2011-12, when the University allocation to the unit was cut by \$468,000. Overall, however, the School has fared quite well considering the University-wide economic hardships. While the JOMC student body and faculty size remained nearly unchanged over the six-year accreditation cycle, the budget inched up overall by 9 percent (from \$7.2 million to nearly \$7.9 million).

A new budgetary challenge, however, is looming. The University recalibrated how it distributes its student technology fee. Under the new calculation, the School will lose \$275,000 – two thirds of its overall tech budget. The Provost has given JOMC a three-year reprieve, but starting in 2016-17, the technology cut will kick in. The School's leadership said it will look toward increased fund-raising to make up that difference.

The accreditation cycle also has been a difficult time for salary increases. Faculty and staff saw only a single, 1.2 percent increase during the six years, although this year non-exempt staff received an across-the-board \$1,000 annual raise. Additionally, deans were given 2 percent of their state-funded salaries to allocate to faculty and exempt staff as merit raises, but that came with a small budget cut for each college.

The School has a rich tradition of fund-raising successes, leading to a \$41.9 million endowment and an impressive 16 endowed faculty positions – more than one-third of the entire full-time faculty. UNC is one of the few journalism schools in the country with two Knight Chairs. The endowment creates about \$2 million in annual revenue for the school, most of which is spent on restricted scholarships and professorships. About \$500,000 is available in unrestricted funds each year from the endowed accounts.

During the accreditation cycle, the School received its largest single gift in history – a \$4.1 million estate gift from an alumnus that helped create the Reese News Lab. Two endowed professorships also were created with estate gifts of \$2.9 million and \$1 million. And the Triad Foundation (formerly the Park Foundation), the School’s biggest financial supporter, renewed its commitment, pledging \$4.5 million over three years.

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

Carroll Hall has been home to JOMC since 1999 following a \$12 million renovation of the original home of the Kenan-Flagler Business School. JOMC enjoys a prime location on Polk Place, one of the two main quads on the historic Chapel Hill campus, near the main administration building and the major libraries. Carroll Hall, with its stately brick façade featuring six three-story-high Ionic columns, is actually two buildings. The original building opened in 1953, and a second building was added in 1972. The buildings are connected with glass-enclosed walkways. Although a bit of a labyrinth to navigate, the four-story, 56,000-square-foot complex houses an excellent array of classrooms, laboratories, studios, collaboration spaces, offices and a library.

An impressive two-story atrium reflects the School’s embrace of traditions coupled with its drive towards the digital future. A large HD TV airs CNN throughout the day, flanked by handsome wood display cases that house dozens of Hearst and other student awards and three Emmys won by UNC alumnus Charles Kuralt. A large display with the 45 words of the First Amendment looks down over visitors.

Carroll Hall is home to two HD television studios and nine computer-equipped classrooms, including the Reese News Lab, which includes computer workstations, video editing stations, a mini studio and a collaborative meeting area. There are seven traditional classrooms under JOMC control in Carroll Hall (a 425-seat auditorium is for general University use). The largest journalism classroom is the Gannett Foundation Multipurpose Lecture Room, which holds 96, and the smallest seats 10. There are also three computer labs for student use that are kept unassigned. The Media Effects Laboratory is equipped with computers, a one-way mirror for interviews and technology for eye-tracking experiments.

The 5,000-square-foot Park Library is a striking space, serving as a digital and periodical resource for JOMC students (see below under ‘e’). The Charles Kuralt Learning Center reconstructs the late CBS News correspondent’s home office in New York. There also are numerous seating areas and collaboration spaces around the building.

(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.

The School has 35 servers and 430 computers for the nine computer labs, the Park Library, three student work areas and faculty and staff offices. Most of the computers are iMacs. Computers are equipped with Microsoft Office, Adobe Creative Suite, SPSS and other software. Student lab computers are on a three-year replacement cycle; older lab computers are repurposed for faculty and staff office use. The School has a six-person technology staff, including three IT specialists, two engineers and an equipment room manager. Students have access to 10 Sony HD TV cameras for the weekly sports TV show, 22 lower-end Canon HD TV cameras for the weekly television newscast and the TV reporting classes, 14 HD SLR cameras for still and video photography for documentary and advanced multimedia classes, 50 small HD

handi-cams for the introductory-level video classes and 60 SLR still cameras. Students generally described the quality and availability of the equipment as adequate.

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

The Park Library is a showcase of Carroll Hall. The 5,000-square-foot facility houses more than 10,000 books, plus newspapers, magazines, trade publications and scholarly journals. It also has 11 computers and a Bloomberg terminal for up-to-the-minute financial market data. The library averages 643 visitors a week. Park has access to the University library system, which has more than 7 million volumes in print and online collections. Park, which is staffed by a full-time librarian, is open Monday through Friday during regular business hours. The librarian conducts numerous tailored sessions for School courses on resource availability and access.

Overall evaluation (undergraduate program): Compliance

Overall evaluation (professional master's program): Compliance

PART II — Standard 8: Professional and Public Service

The unit and its faculty advance journalism and mass communication professions and fulfill obligations to 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 its alumni, professionals and professional associations to keep curriculum and teaching, whether on site or online, current and to promote the exchange of ideas.

The School has an impressive 48-member Board of Advisers that meets twice a year to review School plans and goals. The Journalism Alumni and Friends Association (JAFA) enables alumni and friends to mentor students, participate in social activities, promote the School in their communities and encourage others to support the School. JAFA has its own board. During each fall and spring break, the School works with JAFA to sponsor a networking trip to a major media market.

Multiple platforms are used to communicate with alumni and other stakeholders. The “Carolina Communicator” is mailed to more than 8,000 alumni twice a year and spotlights initiatives and achievements of the School, its faculty and students. A monthly newsletter, “Carolina J-School News,” is emailed to 8,000-8,500 alumni with information about upcoming events, videos from recent events, social media links and guidance on how to contribute to the School. There are several special events and receptions held throughout the year. The School’s website has about 150,000 unique visitors and 900,000 page views per year. The School uses all forms of social media. J-Link is an online social network where students and alumni are able to create profiles and connect with each other.

Faculty are active in 26 state and national professional organizations, including the Online News Association, Radio-Television News Directors Association, Society of Professional Journalists, Public Relations Society of America and Society for News Design, along with other national and state groups. Faculty members have been presenters at regional, state and national conferences and workshops geared to professionals.

The Hearst Visiting Professionals Program brought seven people to campus in 2014-15. Other partnerships include a new visual communication entrepreneurship course developed with National Geographic and engagement with the Fox Sports university program.

(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.

Professional education programs offered in 2014 included the Edward R. Murrow Program for Journalists, Chuck Stone Symposium on Diversity, corporate workshops on writing for global and public affairs communicators, Multimedia Boot Camp, Interactivity Workshop and the Newspaper Academy.

The UNC Center for Media Law and Policy, viewed as one of the major thought centers of the School, provides a forum for study and debate of media law and policy issues. It sponsors several programs, including the Law School for Digital Journalists, the Wade H. Hargrove Communications Law and Policy Colloquium and a campus-wide First Amendment Day.

In addition, the School sponsors four lecture series per year.

(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.

Several faculty members are leaders of the Association for Education in Journalism and Mass Communication, serving on special committees and participating in workshops and conferences. At least six faculty members are editorial board members for academic journals and several others have served as manuscript reviewers. One is senior editor of Health Communication and another is former editor of Journalism & Mass Communications Quarterly.

(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.

The School declares that its commitment to public service “originates in the classroom, inspiring students to make a difference during their time at Carolina and instilling a spirit for public service in the future.” This is borne out with the publication of the Durham VOICE, an inner-city monthly produced by students, the work that students in the JOMC 232, Public Relations Writing course produce pro bono for nonprofits, and the public service announcements and short video programs produced by students in JOMC 333, Video Communication for Public Relations and Advertising.

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

The School houses the North Carolina Scholastic Media Association. Among other scholastic journalism programs, it produces the annual four-day North Carolina Scholastic Media Institute in conjunction with the Raleigh News and Observer. The School is also home to the state office of Newspapers in Education (NIE).

Overall evaluation (undergraduate program): Compliance

Overall evaluation (professional master's program): 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:

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

The School’s assessment plan indicates that all students will “understand, embrace and respect” ACEJMC’s 12 professional values and competencies. The three core courses required of all undergraduate students provide exposure to all 12 professional values and competencies, and those are reinforced and deepened by courses within the specializations.

The School provided a grid showing which courses address the various competencies as part of the Curriculum standard, although that grid is not part of the School’s assessment plan. Each competency is a primary objective of at least one required course within the curriculum and most are a focus of two or more courses. ACEJMC’s professional values and competencies are included in nearly all of the School’s syllabi, but are not usually tied to the course outcomes.

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

The School has a written assessment plan. The 2014-17 plan lays out the values and competencies as well as the School’s commitment to students and to assessment. It also lists direct and indirect measures. As noted above, the plan itself does not include a curricular map. It also lacks a timeline for when the various measures will be implemented and the results reported, or a discussion of how the information will be used. These details were discussed fully in the self-study, but including them within the plan would be useful and in line with ACEJMC recommendations.

The plan identifies three direct measures and three indirect measures used for assessment of the undergraduate program. The direct measures are an assessment exam for graduating seniors, aggregate analysis of internship supervisor evaluations and assessment modules for two core classes, the Writing and Reporting class and the Introduction to Media Law class. The indirect measures are a survey of graduating seniors, student awards across the curriculum, and an employment survey of recent graduates.

The Senior Associate Dean for Undergraduate Studies is responsible for assessment of the undergraduate program and updates the plan every two years.

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

While the School has been assessing its program since ACEJMC instituted this standard, the current assessment activities are all relatively new.

Direct measures

Assessment exam for graduating seniors. This is a multiple choice test that includes questions related to each student learning outcome as well as questions particular to each specialization. It is given to graduating seniors in the spring, with the first administration in spring 2013. In fall 2013, the test was also given to first- and second-year students in JOMC 101, a service course offered by the School, for comparison purposes. A number of changes have been made within existing courses as a result of the findings of the exam, strengthening or adding content in multiple areas where the exam results indicated weaknesses.

Aggregate analysis of internships. This measure is somewhat limited in its usefulness since only a small number of students participate in the School's for-credit internship program. The assessment instrument, an evaluation form completed by internship supervisors, asks for a ranking of the student on a four-point poor-to-excellent scale on these measures relevant to ACEJMC's professional values and competencies: "initiative and creativity," "communication skills," and "grammar and spelling." Other elements focus on work habits. This assessment provides input on the strength of the School's students from members of the media professions. As a result of this assessment, there is now a mandatory meeting at the beginning of each semester for students enrolled in the internship course to discuss issues related to work ethic.

Assessment modules for core classes. The School's plan includes assessments of the JOMC 153, Writing and Reporting and JOMC 340, Introduction to Media Law courses. During the first three semesters of assessing JOMC 153, all of the assessment was done by faculty members teaching the course assessing their own students' work using a common rubric. In the fourth semester, other faculty members were involved in the assessment using the same rubric. In the sixth semester, a team of three media professionals used the same rubric to assess a sample of student work chosen during the second and third weeks of the semester; the same panel then assessed another sample of papers chosen in the last two to three weeks of the semester. This range of assessments has given the School the means to evaluate student progress over time and as rated by different evaluators. The results of these assessments have been used to strengthen particular elements of the course that were consistently weak. The common course syllabus was revised as well.

For the media law course, a sample of student answers on an essay exam is scored each semester by a doctoral student with a J.D. who is not a course instructor. This assessment method has resulted in revisions to the course to increase content in areas of weakness.

Indirect measures

Survey of graduating seniors. The School surveys graduating seniors, asking questions about perceived preparation for the work world and learning in areas tied to the professional values and competencies. The results are used by the School's curriculum committee in evaluating possible changes to the curriculum; during the review period, one such change was the addition of new electives in media

economics and digital technologies. Survey results were also a factor in the creation of a student-run ad and PR agency.

Student awards across the curriculum. The School's students have received numerous awards in local, regional and national competitions, including impressive showings in the Hearst competition. Award performance is used for assessment to identify areas of weakness, such as putting more emphasis on breaking news writing after noting that School students have not placed highly in that category of the Hearst competition.

Employment survey of recent graduates. The School conducts an employment survey of recent graduates in November of each year. The results are used as an indicator of career preparedness.

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

As noted above, the School surveys recent graduates each November, asking about their employment status, where they are working and specific skills required in their job.

The School works with the university development office and the alumni association to track graduates, as well as having its own alumni records. The School maintains an online community for alumni as well as current students, faculty and staff. A monthly electronic newsletter is sent to alumni as well. This is sent to 8,000-8,500 of the School's 11,614 living alumni.

Given this range of contact points, it was surprising that the School was not able to provide employment information for 63 percent of the 2011 graduating class. The list provided came from the records of the University's alumni association, not from the School's own records.

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

With regard to the elements in the School's plan, members of the professional community are involved only in the assessment of the writing and reporting course and by providing evaluations of interns. However, the self-study listed 10 courses in the School that involve either work for clients or judging by professionals, and students confirmed this involvement. While this activity is not a part of the School's formal assessment process, it certainly provides input from journalism and mass communication professionals on student performance.

The team had the opportunity to meet several members of the School's advisory and foundation boards; they indicated that the School consulted with them frequently, particularly regarding curriculum changes. So, while the assessment plan does not indicate robust involvement of the professional community, actual practice seems to involve a high degree of engagement.

Summary:

Despite some weaknesses, it was clear to the team that the School's undergraduate assessment program does meet ACEJMC expectations. There is an assessment plan that embodies the ACEJMC professional values and competencies, the plan includes multiple direct and indirect measures, the School has

collected data, analyzed the findings and applied them to make improvements in the program. The School maintains frequent contact with alumni and other media professionals and consults with them on curricular matters and other issues.

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

The senior associate dean for graduate studies oversees assessment for the master's degree programs. As noted earlier in this report, there have been a number of leadership changes in the master's degree program; the self-study states, "The flux in graduate studies leadership stymied the School's advancement of the master's program assessment plan prior to 2012." Perhaps because of this, there is still neither a separate written statement on competencies nor a separate written assessment plan for the master's degree programs. Instead, master's assessment is part of an overall School assessment plan.

The School plan lists two direct measures and three indirect measures used to assess the residential master's program and one direct measure and three indirect measures used to assess the online MATC program.

In the residential master's program, while all 12 values and competencies are "explored in some way" in the core courses, no core course has either of the diversity-related competencies as "a primary objective." This is not an issue for the online MATC core.

Residential master's program assessment

Direct measures

Final project evaluations (began in 2009). Students complete a professional project thesis. The project is evaluated first by the student's chair and then by a full thesis committee. The committee includes at least one member from outside the School. During the review period, the outside member was a working media professional in 27 percent of the cases. In the other cases, the outside member was generally a UNC faculty member from outside the School.

In fall 2014, the School began to use a formal rubric completed by committee members in evaluating the final project. The form asks each committee member to evaluate multiple criteria for both the written and oral components of the project on a scale of unacceptable, novice or professional. Several of the evaluative criteria can be seen to relate to some of ACEJMC's professional values and competencies, although not all areas that might be considered relevant to a professional project are included.

End-of-program examination (began in 2014-15). Students completing their program take a 15-question exam that covers material from the core courses in research methods and media law as well as questions related to the student's specialization. Beginning with the 2014-15 academic year, the test will be administered to students when they enter the program and again at the conclusion of the program.

Indirect measures

Annual exit survey. Beginning with spring 2014 graduates, students now complete an exit survey evaluating their experience in the program.

The Precept study. This is a one-time study conducted by an outside research firm to look at perceptions of prospective and current students on how the program is positioned.

Graduate employment (began in 2009). The School tracks the placement of its graduates.

The School provided data collected through all measures. However, at the time of the site visit, the data from the measures that were recently added had not yet been shared with faculty teaching in the program and so no improvement actions had been reported based on those measures.

In fall 2012, the School created a task force to examine the professional master's program. This task force relied on findings from the Precept study as well as faculty members' own knowledge of the program in developing a series of recommendations for strengthening the professional master's program. The task force's report was completed in 2014. Two of the recommendations are underway (developing a section of Media Law separate from the Ph.D. program section and having residential master's students wait until their second year in the program to take that course). The task force is continuing its work and developing a strategic plan specific to the graduate program; that work would seem likely to establish the foundation for a formal assessment plan specific to the master's programs.

Online MATC program assessment

The first group of students was admitted to this program in fall 2011 and most had graduated by August 2014. Students are surveyed several times during the program and those survey results were used to refine the program.

Direct measures

Final project evaluation. The process is similar to that for the residential program, with the difference that professional involvement is much higher. Fifteen of the 16 students who have completed the program had a working media professional on their committee; the exception had a professor from another professional school at UNC as the outside member. The same rubric that is used in the residential master's program is being used in the MATC program.

Indirect measures

Annual exit survey. The survey is administered to students after they defend their final project. The first round of data collection began after the spring 2014 semester.

The Precept study. The outside research report mentioned earlier also looked at the MATC program.

Career advancement survey. The School tracks the success of MATC graduates in either being promoted at their current workplace as a result of their involvement in the program or securing a job with more responsibility elsewhere. The information provided in the self-study indicates that the program is quite successful in this regard.

As with the residential program, while the School provided assessment instruments and data collected, application of results of the assessments had not yet taken place.

Summary:

The team found the assessment of the master's program to be lacking in several of ACEJMC's expectations. Data collection, in most cases, has only begun in the last year or two; even the task force recommendation, which included assessment elements, was only completed in 2014. The team did not find evidence of systematic, on-going assessment of the residential master's program, which has been in existence throughout the review period.

Overall evaluation (undergraduate program): Compliance

Overall evaluation (professional master's program): Non-compliance

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

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

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- A smart, creative and passionate student body that produces award-winning work, regularly leading the nation in competitions such as the Hearst Journalism Awards.
- A gifted and accessible teaching faculty dedicated to student success.
- A tradition of real commitment to both professional journalism education and scholarly research.
- A loyal and deeply committed local media community.
- New innovative programs such as Reese News Lab and the News Bureau.
- New faculty who are focused on teaching and research in digital media.

Weaknesses:

- Systemic oversubscription of skills courses.
- Lack of clarity on expectations for the tenure-track process for professional faculty.

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

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

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

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

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.

The School was out of compliance on Standard 9, Assessment, in the previous cycle. The current assessment plan includes multiple direct and indirect measures. The unit included evidence of data collection and application of results and demonstrated the involvement of media professionals in some aspects of assessment.

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

The self-study was crisply compiled and smartly edited.

**PART III: Summary by site visit team
(Professional master's program)**

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- A tradition of real commitment to both professional journalism education and scholarly research.
- A gifted and accessible teaching faculty dedicated to student success.
- A loyal and deeply committed local media community.
- A smartly crafted new online degree that fills an important need in the professional media community.
- New faculty who are focused on teaching and research in digital media.

Weaknesses:

- The lack of a revised assessment plan for the majority of the accreditation cycle, and failure to use data that have been collected.
- Heavy reliance on upper-level undergraduate coursework for on-the-ground professional master's students.
- A dwindling student population in the professional master's program that is becoming dangerously small.

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

Standard 9. Assessment

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

A full assessment plan for the master's program is needed in accordance with ACEJMC standards, and the data collected need to be analyzed and used by the School on an ongoing, systematic basis.

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

N/A

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

N/A

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

The School did not create a timely assessment plan for the master's program in accordance with ACEJMC guidelines, and failed to analyze and use the data it did collect.

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

The self-study was crisply compiled and smartly edited.