Report of On-Site Evaluation

ACEJMC

Undergraduate program

2015–2016

Name of Institution: University of Arkansas, Fayetteville

Name and Title of Chief Executive Officer: Joseph E. Steinmetz, Chancellor

Name of Unit: Lemke Department of Journalism

Name and Title of Administrator: Larry Foley, Department Chair

Date of 2015 - 2016 Accrediting Visit: January 24 – 27, 2016

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

Date of the previous accrediting visit: January 24 – 27, 2010

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Recommendation by 2015 - 2016 Visiting Team: Provisional Reaccreditation

Prepared and submitted by:

Team Chair
Name and Title: Timothy W. Gleason, Professor of Journalism
Organization/School: School of Journalism and Communication, University of Oregon

Signature

Team Members
Name and Title: Lucy A. Dalglish, Dean and Professor
Organization/School: Philip Merrill College of Journalism, University of Maryland

Signature

Name and Title: David D. Kurpius, Dean and Professor
Organization/School: School of Journalism, University of Missouri

Signature

Name and Title: Carol Hillsman Sagers
Organization/School: CHS Marketing Consultants

Signature
PART I: General Information

Name of Institution: University of Arkansas (Fayetteville)
Name of Unit: Lemke Department of Journalism
Year of Visit: 2016

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
X 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
X 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 following information is provided by Alice S. Griffin of the UA Program Assessment Office:

The legal authorizations for the establishment and operation of the University of Arkansas and its various divisions are found in constitutional provisions, state statutes, its authorization as a public corporation, in its implied trustee powers and in the judicial decisions. The University of Arkansas is a public, land-grant institution established by Act 44 of 1871, Acts of Arkansas, under the authority of the University of Arkansas Board of Trustees. By law, the Board of Trustees is a body politic and corporate and given all powers of a corporate body, subject to the Arkansas Constitution and the laws of the State of Arkansas. Ark. Code Ann. § 6-64-202. The Board of Trustees is vested with the power to prescribe all rules and regulations for the government and discipline of the University subject to the Acts of the General Assembly. Id. § 6-64-203. The Board of Trustees is also vested with authority pursuant to Amendment 33 to the Arkansas Constitution of 1874.

Additionally, Board of Trustees Policies 100.3 and 100.1 each address the authority of the Board to establish, maintain and operate the University. These policies may be respectively located at the following addresses:

http://www.uasys.edu/policies/100.3b.PDF

http://www.uasys.edu/policies/100.1.PDF
4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?

X Yes
___ No

If yes, give the date of the last accrediting visit: 2010

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

6. Attach a copy of the unit’s mission statement. Statement should give date of adoption and/or last revision.

The mission statement was developed in spring 2015 and approved by the faculty on May 1, 2015:

_The Walter J. Lemke Department of Journalism at the University of Arkansas prepares students to be innovative and ethical media professionals and scholars in the digital world. The faculty is engaged in scholarly and professional pursuits, bringing fresh approaches to challenges faced by media. Our students gain conceptual knowledge and practical skills from a curriculum that emphasizes critical thinking and mastery of state-of-the-art technology._

7. What are the type and length of terms?

Semesters of 15 weeks
Quarters of _____ weeks
Summer sessions of _____ weeks
Intersessions of _____ weeks

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

X Bachelor’s degree
X Master’s degree
___ Ph.D. degree

9. List the specific degrees being reviewed by ACEJMC. *Indicate online degrees.

Bachelor's degree

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

(Specify semester-hour or quarter-hour credit.)

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

A student can register for 1-3 hours of internship credit (JOUR 402V, Internship in Journalism) for any one internship experience. A student can repeat JOUR 402V for up to 3 hours of degree credit. However, those 1-3 hours of repeated JOUR 402V are to be credited toward general electives; they cannot be counted as journalism elective hours.

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

<table>
<thead>
<tr>
<th>Name of Sequence or Specialty</th>
<th>Person in Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising/Public Relations</td>
<td>Dr. Ignatius Fosu</td>
</tr>
<tr>
<td>Broadcast</td>
<td>Professor Rick Stockdell</td>
</tr>
<tr>
<td>News/Editorial</td>
<td>Professor Gerald Jordan</td>
</tr>
</tbody>
</table>

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

Fall 2014: 26,237
Fall 2015: 26,754 (increase of almost 2 percent)

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 2016 enrollment figures:

<table>
<thead>
<tr>
<th>Name of Sequence or Specialty</th>
<th>Undergraduate majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising/Public Relations</td>
<td>375</td>
</tr>
<tr>
<td>Broadcast</td>
<td>213</td>
</tr>
<tr>
<td>News/Editorial</td>
<td>108</td>
</tr>
<tr>
<td>Combined Creative Writing English/Journalism</td>
<td>55</td>
</tr>
<tr>
<td>Sequence undeclared</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>768</td>
</tr>
<tr>
<td>Minus 10 “double sequence” students*</td>
<td>-10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>758</td>
</tr>
</tbody>
</table>

Note: Total is a rough estimate and probably overstated by about 20 students due to the number of students who “double sequence.” These students are difficult to track because of the student records system for counting majors.

Spring 2015 enrollment figures:

<table>
<thead>
<tr>
<th>Name of Sequence or Specialty</th>
<th>Undergraduate majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising/Public Relations</td>
<td>397</td>
</tr>
<tr>
<td>Broadcast</td>
<td>213</td>
</tr>
<tr>
<td>News/Editorial</td>
<td>105</td>
</tr>
<tr>
<td>Combined Creative Writing English/Journalism</td>
<td>6</td>
</tr>
<tr>
<td>Sequence undeclared</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>748</td>
</tr>
<tr>
<td>Minus 17 “double sequence” students*</td>
<td>-17</td>
</tr>
<tr>
<td>TOTAL</td>
<td>731</td>
</tr>
</tbody>
</table>

* “Double sequence” students are completing requirements for two journalism sequences.
15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary. Include a separate list for online skills courses, which also must meet the 20-1 ratio.

(* The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

Spring 2016 enrollments in skills courses

JOUR 1033, Fundamentals of Journalism labs
  Sec. 1 17
  Sec. 2 18
  Sec. 3 17
  Sec. 4 16
  Sec. 5 16
  Sec. 6 17
  Sec. 7 16
  Sec. 9 17
  Sec. 10 16
  Sec. 11 15

JOUR 2013, News Reporting I, Sec. 001 16
JOUR 2013, News Reporting I, Sec. 002 16
JOUR 2032/2031L, Broadcast News Reporting I, Sec. 001 14
JOUR 2032/2031L, Broadcast News Reporting I, Sec. 002 14
JOUR 2453, Introduction to Sports Television 18
JOUR 3013, Editing 11
JOUR 3023, News Reporting II 15
JOUR 3072/3071L, Broadcast News Reporting II, Sec. 001 14
JOUR 3072/3071L, Broadcast News Reporting II, Sec. 002 16
JOUR 3083, Photojournalism II Cancelled
JOUR 3123, Feature Writing 12
JOUR 405V(3 hr), Broadcast Video Immersion* 15
JOUR 405V(3 hr), Performer in the Mass Media 20
JOUR 405V(3 hr), Basic Videography and Editing 17
JOUR 405V(3 hr) Sports Broadcasting 16
JOUR 405V(3 hr) Social Media 14
JOUR 4143, Public Relations Writing, Sec. 001 16
JOUR 4143, Public Relations Writing, Sec. 002 18
JOUR 4143, Public Relations Writing, Sec. 003 15
JOUR 4143, Public Relations Writing, Sec. 004 10
JOUR 4423, Creative Strategy, Sec. 001 18
JOUR 4423, Creative Strategy, Sec. 002 14
JOUR 4423, Creative Strategy, Sec. 003 19
JOUR 443V(1-3 hr), Event Promotion and Execution Cancelled
JOUR 4453, Media Planning and Strategy, Sec. 001 17
JOUR 4453, Media Planning and Strategy, Sec. 002 15
JOUR 4453, Media Planning and Strategy, Sec. 003 19
JOUR 4453, Media Planning and Strategy, Sec. 004 18
JOUR 4463, Campaigns 14
JOUR 4553, Magazine Editing and Production I 18
JOUR 4503, Magazine Writing 13
JOUR 4863, TV News Reporting I 18
JOUR 4873, TV News Reporting II 11
JOUR 4883, Advanced TV News 10
Spring 2015 enrollments in skills courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Sections</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 1033, Fundamentals of Journalism labs</td>
<td>Sec. 1</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Sec. 2</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Sec. 3</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Sec. 4</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Sec. 5</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Sec. 6</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Sec. 7</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Sec. 8</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Sec. 9</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Sec. 10</td>
<td>14</td>
</tr>
<tr>
<td>JOUR 2013, News Reporting I, Sec. 001</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>JOUR 2013, News Reporting I, Sec. 002</td>
<td></td>
<td>14</td>
</tr>
<tr>
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<tr>
<td>JOUR 3072/3071L, Broadcast News Reporting II, Sec. 002</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>JOUR 3083, Photojournalism II</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>JOUR 3123, Feature Writing</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>JOUR 405V(3 hr), Broadcast Video Immersion*</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>JOUR 405V(3 hr), Performer in the Mass Media</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>JOUR 405V(3 hr), Basic Videography and Editing</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>JOUR 405V(3 hr) Web Design for Journalists</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>JOUR 405V(3 hr) Social Media</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>JOUR 4143, Public Relations Writing, Sec. 001</td>
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<td>12</td>
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<td>JOUR 4423, Creative Strategy, Sec. 003</td>
<td></td>
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<td>JOUR 4873, TV News Reporting II</td>
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<td>9</td>
</tr>
<tr>
<td>JOUR 4883, Advanced TV News</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

*JOUR 405V (Specialized Journalism Seminar) is the Lemke Department’s designation for “special topics” courses. These courses can be submitted to the UA’s course approval process to become permanent additions to the department’s curriculum. The “Social Media” special topic is moving through the approval process.

Fall 2015 enrollments in skills courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Sections</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 1033, Fundamentals of Journalism labs</td>
<td>Sec. 1</td>
<td>16</td>
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<tr>
<td></td>
<td>Sec. 2</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Sec. 3</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Sec. 4</td>
<td>11</td>
</tr>
</tbody>
</table>
16. Total of all expenditures planned by the unit for the 2015 – 2016 academic year:

$2,121,967

Increase or decrease in three years: 42.875 % increase in three years

[This represents the change from 2012-2013 to 2014-2015. During these three years the Center for Ethics in Journalism was added to the department. The center staff includes a tenure-track faculty line, a full-time instructor position and a graduate assistant. Since 2011 the department established a travel fund from a $250,000 endowment given by a long-time supporter of the program.]

Amount expected to be spent this year on full-time faculty salaries: $2,044,625

* Newsroom – a block of five news courses taken during the same semester as an immersive reporting experience
17. List name and rank of all full-time faculty. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

**Lemke Full-Time Faculty: Fall 2015**

Professor  
Dale Carpenter  
Larry Foley (department chair)  
Hoyt Purvis  
Dr. Jan Wicks

Associate Professor  
Dr. Ignatius Fosu  
Gerald Jordan  
Bret Schulte  
Rick Stockdell  
Patsy Watkins

Assistant Professor  
Dr. Jee-Young Chung  
Dr. Ray McCaffrey

Clinical Assistant Professor  
Dr. Lucy Brown  
Katherine Shurlds  
Ricky Thein

Instructor (full time)  
Bobbie Foster  
Tiffany King  
Robyn Ledbetter  
Kim Martin  
Debbie Miller  
Ray Minor  
Gina Shelton  
Hayot Tuychiev

**Lemke Full-Time Faculty: Spring 2016**

Professor  
Dale Carpenter  
Larry Foley (department chair)  
Hoyt Purvis  
Dr. Jan Wicks

Associate Professor  
Dr. Ignatius Fosu  
Gerald Jordan  
Bret Schulte (Off-Campus Duty Assignment)  
Rick Stockdell  
Patsy Watkins
Assistant Professor
  Dr. Jee-Young Chung
  Dr. Ray McCaffrey

Clinical Assistant Professor
  Dr. Lucy Brown
  Katherine Shurlds
  Ricky Thein

Instructor (full time)
  Bobbie Foster
  Tiffany King
  Robyn Ledbetter
  Kim Martin
  Debbie Miller
  Ray Minor
  Gina Shelton
  Hayot Tuychiev

18. List names of part-time/adjunct faculty teaching at least one course in fall 2015. Also list names of part-time faculty teaching spring 2015. (If your school has its accreditation visit in spring 2016, please provide the updated list of faculty at time of visit.)

Adjunct/part-time faculty teaching at least one course in spring 2015*
  Eric Gorder  JOUR 3083, Photojournalism II
  Gregory Harrison  JOUR 4453, Media Planning and Strategy
  Laura Jacobs  JOUR 4143, Public Relations Writing
  Megan Murphy  JOUR 4143, Public Relations Writing
  Mark Rushing  JOUR 4143, Public Relations Writing

* From spring 2015 searches the department hired an assistant professor and an instructor, both in advertising/public relations. They joined the department in fall 2015. These hires helped relieve the need for adjuncts required during 2014-2015.

Adjunct/part-time faculty teaching at least one course in fall 2015
  Eric Gorder  JOUR 2332/2331L, Photojournalism I

Adjunct/part-time faculty teaching at least one course in Spring 2016
  Kara Gould  JOUR 3633, Media Law
  Elizabeth Holman  JOUR 4453, Media Planning
  Jay Jennings  JOUR 4503, Magazine Writing
  Michelle Parks  JOUR 3123, Feature Writing
19. Schools on the semester system:
For each of the last two academic years, please give the number and percentage of graduates who
earned 72 or more semester hours outside of journalism and mass communications.

<table>
<thead>
<tr>
<th>Year*</th>
<th>Total Grads</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015 academic year</td>
<td>191</td>
<td>191</td>
<td>100%</td>
</tr>
<tr>
<td>2013-2014 academic year</td>
<td>173</td>
<td>173</td>
<td>100%</td>
</tr>
</tbody>
</table>

*The totals for the academic year represent the number of students graduating in December, May and August; for example, December 2013, May 2014 and August 2014.
PART II — Standard 1: Mission, Governance and Administration

Unit performance with regard to indicators:

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

The Walter J. Lemke Department of Journalism traces its beginning to a Newspaper Writing course offered in the English department in 1915. Walter Lemke arrived on the campus in 1928 to establish the Department of Journalism. Today the department is one of the three largest undergraduate majors in the J. William Fulbright College of Arts and Sciences. It enrolls more than 750 undergraduate students in three majors: Advertising/Public Relations, Broadcast and News/Editorial. It also participates in two small “combined” majors: Combined Journalism/English creative writing (6 majors in Spring 15) and Journalism/Political Science (0 majors reported in Spring 15).

The department approved a revised mission statement in Spring 2015 as part of an ongoing strategic planning effort:

The Walter J. Lemke Department of Journalism at the University of Arkansas prepares students to be innovative and ethical media professionals and scholars in the digital world. The faculty is engaged in scholarly and professional pursuits, bringing fresh approaches to challenges faced by media. Our students gain conceptual knowledge and practical skills from a curriculum that emphasizes critical thinking and mastery of state-of-the-art technology.

The department launched a strategic planning process after the last site team found a “lack of strategic vision” in 2010. The process was informed by the University’s goal of improving its rankings among top research universities. The faculty adopted the current strategic plan in October 2014 and amended it in May 2015. The overarching goal of the plan is to elevate the department to school status in the college within a two-year timeframe. In addition, the plan identifies a set of goals and objectives addressing curriculum, faculty, facilities, alumni and development and assigns responsibility for achieving each goal.

Achieving school status and the construction of a new student media center to be built in partnership with the Office of Student Affairs and funded by private giving and student fees and the renovation of the first two floors of Kimpel Hall are key components of the strategic plan.

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

The University and the department have a strong history of campus governance. University, College and Department policies are available on the University website. The Lemke faculty met for faculty meetings six times in the 2014-15 academic years. Faculty in each of the majors met either four or five times during the past academic year.

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

The department chair is in the second year of his first term. He has been a member of the faculty for more than 20 years. The previous two chairs were also long-time members of the faculty and served
terms of four and 18 years respectively. In the Fulbright College there is a preference for naming department chairs from the ranks of full professors in the department. A dean’s committee requests nominations from the faculty and interviews each faculty member. The dean appoints the chair after receiving the committee’s report of faculty feedback. The current chair is widely respected in the department and on the campus. He is credited with energizing the department and with advancing important initiatives. In spring 2014 the department created a new vice chair position. The vice chair is responsible for overseeing class scheduling, student waivers, human resources and other day-to-day aspects of the operation of the department.

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

The department chair reports to the dean of the college. The dean evaluates the chair’s performance on an annual basis. The dean is in the process of establishing a formal review process for the vice chair.

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

University and Fulbright College policies and procedures published on the university website establish avenues for faculty, staff and students to resolve issues and concerns. In most instances the process begins at the local unit level and moves to the college and university levels. In the department, the chair and vice chair serve as the initial contacts for resolving concerns.

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.

The last significant revision of the curriculum was in 2011. Since then, the faculty have continued to update courses and have added a new television producing course. The curriculum meets the 72-hour rule with 34 credit hours out of the 120 required being inside the department. The Lemke Department of Journalism is located inside the J. William Fulbright College of Arts and Sciences. The liberal arts requirements of ACEJMC are met and reinforced by the Department of Journalism. The dean indicated strong support for the unit and noted that the department has grown significantly in undergraduate enrollment in recent years. Vice Provost for Enrollment Management Services Suzanne McCray confirmed this growth and noted that the Lemke Department of Journalism has maintained levels of retention and graduation above the overall level for the University of Arkansas.

The university recently changed the Fulbright College of Liberal Arts core requirements to meet a new state standard that seeks to make it easier for transfer students. This reduced the liberal arts core requirement from 66 credit hours to 35 credit hours. Journalism chose to require an additional 33 credit hours. However, some courses overlap with the journalism department requirements, allowing most students to satisfy these requirements with only 53 to 59 liberal arts credit hours. The other non-journalism courses needed to reach the 120 credit hours required for the degree are earned as general electives. The Lemke Department leaves a large number of credit hours outside the department for students to use as electives.

JOURNALISM CORE

The Journalism Core required courses cover the basics. Principles and laws of freedom of speech, as well as systems of freedom of expression internationally are emphasized in these courses. Media history and the roles of professionals and institutions in shaping communication are also covered in these courses and in the Media and Society course. Diversity is emphasized in the Fundamentals of Journalism course and is also “covered intermittently” in the Media and Society course, as well as in the Media Law and Media Ethics courses. Students and faculty had trouble articulating how they taught or learned about diversity in classes. Course syllabi are also spotty on illuminating the focus on inclusion issues in classes. Conceptual and theoretical understanding is “covered intermittently” in media law and includes the “basics” in Media Ethics. The core Journalism Writing course effectively covers the writing requirement. Writing at more advanced levels and for more specific purposes is sufficiently covered in the advanced courses in the three areas of concentration. This is also where a greater focus is placed on critical evaluations of the students’ own work and the work of others. The requirement of teaching students to apply basic numerical and statistical concepts is emphasized in the Fundamentals of Journalism course. Students are required to take economics. A number of students reported taking a statistics course to satisfy degree requirements. The application of tools and technology is included in the Media Law course, but is more the focus of the courses in the specific areas of emphasis.
The instruction witnessed onsite was up-to-date and challenging in the broadcast skills courses. The students and faculty reported that digital and social platforms were discussed and used. Visits to broadcast classes confirmed this, but with a caveat that the students appear to be the experts on the platforms, while the faculty are the experts on best practices and potential pitfalls. The Journalism Newsroom program, a 15-credit one-semester immersive experience in deadline-based, multi-platform reporting for News/Editorial students in their junior year, is the centerpiece of the News/Editorial program. Due to limited faculty and lab resources it is offered only in the fall semester with an enrollment cap of 15 students. As a result only about 30 percent of News/Editorial majors participate each year. An elective Social Media course with a 15-student cap that is both a conceptual and a skills course is open to all majors. A section of the course has been offered every term since Fall 2013.

The faculty and students have won awards that indicate quality instruction. The greatest pride was seen in two often-repeated stories. The second place award in the Broadcast Education Association Festival for Media Arts student newscast competition energized faculty and students to aim for even greater quality to potentially win the top spot in coming years. The other example is not an award; rather it is the coverage of breaking news for the newscast when a plane crashed near campus. Students and faculty reported real-world experiences in live coverage and solving problems while working the story in the field.

The broadcast equipment is current and appropriate for the work the students produce. They have access to digital, high-definition cameras and the Adobe Creative Cloud Suite (including Adobe Premiere for editing) to produce their stories. The student newscast airs on a Cox Cable channel. The equipment is maintained by a fulltime broadcast engineer. The television studio and related news gathering equipment is good quality and readily available. This helps the students produce highly produced stories and newscasts.

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

The department offers three sequences that are under review for accreditation (journalism, advertising/public relations, broadcast).

All majors are required to take the “Journalism Core” of four courses (JOUR 1023 Media and Society, JOUR 1033 Fundamentals of Journalism, JOUR 3633 Media Law, JOUR 4333 Media Ethics, and JOUR 4981 Journalism Writing Requirement).

Across the department, there is an unevenness in the application of skills and conceptual coursework. This is evident in syllabi and was clarified in discussions with students and faculty. In the broadcast and news/editorial areas, heavy skills emphasis with minimal theoretical or conceptual work was reported by both students and faculty. The opposite is true of the advertising/PR area where conceptual work overshadows limited skills course offerings, particularly within the required courses. Even here, the conceptual work is not comprehensive when looking at the scope of advertising and/or public relations.

It is clear that motivated students majoring in any of the areas within the Lemke Department of Journalism get significant skills experience and training. They are working on newspapers, newscasts,
some digital platforms and are providing advertising and public relations services to other campus entities and local businesses. Students noted in group meetings that while they are involved, they recognize that a significant number of students never take advantage of the opportunities outside of classwork. Thus it is possible for some students to graduate without gaining key experience necessary for success in their chosen field.

ADVERTISING/PUBLIC RELATIONS
The Advertising/Public Relations sequence is the most popular in the Department, with 54 percent of undergraduate students in this sequence. The department provides an integration of Advertising and Public Relations education that is consistent with business practices of integrating marketing communication. The sequence course requirements include the 13 hours of Journalism Core classes, 6 hours of advanced Journalism courses (3000 and 4000 level) and 15 hours of Advertising/Public Relations classes (for a total of 34 credit hours within the Journalism Department). Advertising/Public Relations students also are required to take 6 hours of Marketing. The requirements leave a balance of 80 credit hours that must come from Liberal Arts and General electives.

The five Advertising/Public Relations required courses include Advertising Principles, Public Relations Principles, Public Relations Writing, a course about creating ads and a course about media plans. Additionally, students are encouraged to use at least one elective course for an internship. There is not a balance between theoretical and conceptual courses, professional skills courses, and the integration of skills with theory courses. Course content and coursework are focused on the practical application of content; students are focused on producing PR or Advertising content. Theory, history and the role of professionals are mentioned only briefly in a couple of courses according to students and documented in the Self Study graphic showing that only “Basics Included.”

With only two courses dedicated to Public Relations and three to five courses dedicated to Advertising, there are obvious opportunities to enhance student education. The requirement of two marketing courses strengthens this sequence. Courses covering the fundamentals of Marketing, consumer behavior and statistics would enhance the preparedness of students pursuing careers in Advertising and Public Relations. Faculty confirmed the importance of these courses. Student advertising campaigns are regularly entered into regional and national competitions; one won a national award during 2015.

By the department’s own assessment, “Diversity in the United States” is not an emphasis in any of the Advertising/Public Relations courses; nor is “Freedom of Expression.” Since both diversity and free expression are drivers in contemporary advertising and public relations – especially given the landslide of fragmented and social media communication in environments that are increasingly diverse - this seems to be a deficit in the Advertising/Public Relations sequence.

Overall, the Advertising/Public Relations curriculum and instruction, while limited due to resources and with an unbalanced curriculum, meets the standard of enabling students to prepare for careers in Advertising and Public Relations.

BROADCAST:
The Broadcast emphasis area requires four courses (JOUR 2032/2031L Broadcast Reporting I, JOUR 3072/3071L Broadcast Reporting II, JOUR 4063 TV Reporting I, and JOUR 4873 TV Reporting II). Students also are required to take nine additional hours of elective coursework within Journalism with a preference for courses at the advanced (3000 or 4000) level. Students are encouraged to use one elective course for an internship.
The department is making a change in the Broadcast major requirements for the 2016-17 academic year. Students will also be required to take JOUR 4893 Television News Producing with a six-hour lab. This will be taken at the same time as JOUR 4873 TV Reporting II. This will reduce the elective course requirements from 9 to 6 hours for broadcast majors.

The Broadcast area balances theoretical and conceptual courses with professional skills courses across the required coursework. However, there is a heavy emphasis on skills and producing content in the four required courses. The new producing course will continue this skills emphasis. The course descriptions do not note any conceptual or theoretical work. The faculty and students indicate that the conceptual/skills balance heavily favors the skills side in the courses and overall broadcast sequence. One student said they get “no theory” until graduate school. This is an overstatement, but illuminates the imbalance students reported.

The professional skills focus of the coursework is clear. The broadcast students receive a strong foundation in news gathering, editing, and writing, particularly in JOUR 3072/3071L Broadcast Reporting I and JOUR 4873 Television Reporting II. All of the broadcast area courses indicate that they emphasize tools and technology to varying degrees. The advanced coursework adds in more specialized training in areas of anchoring, and producing. With an increasing demand for producers in the marketplace, the addition of a focused television producing class makes sense and will likely help with job placement.

Faculty reported having good, engaged, energetic students with which to work. They reported regular availability to help students outside of class and normal working hours. In their comments, it was clear that the faculty are engaged with the students and want to push them to succeed. Faculty did report some frustration with the growth in student enrollment without significant additional resources. One said, “Growth is not easy to deal with.” One campus academic administrator complimented the Lemke faculty, saying she found them to be great at working with students. She said she “always finds them heroic.” This is a acknowledgement of faculty commitment to students even in the face of resource challenges.

Students were enthusiastic about their broadcast experience. They raved about the quality and engagement of faculty. They complained slightly about the lack of additional broadcast courses, while at the same time praising the department for adding the television producing course. They noted that they would like to have more courses in investigative reporting, graphic design across all areas, and social media management. Students said many chose this program because they could get involved in broadcast in their first semester on campus. They also loved the real-world focus of the faculty. The students reported great accessibility to faculty and appreciated the way faculty pushed them to improve and grow. The students also noted “we have the tools to be awesome.” It was difficult in the broadcast student session to get any students to report negative or missing elements of the program. They clearly are engaged and feel well supported.

NEWS/EDITORIAL
The News/Editorial sequence requires 21 hours of coursework including JOUR 2013, News Reporting I; JOUR 3013, Editing; and JOUR 3023, News Reporting II. JOUR 2013 and 3023 require two hours of lectures and two hours of labs each week. (The requirement for JOUR 3023 can be satisfied by substituting JOUR 4553 (Magazine Editing and Production). Beginning in Fall 2016, JOUR 4503 (Magazine Writing) could also be substituted for JOUR 3023. In addition, News/Editorial students must take 9 hours of electives. These can be any journalism course for which a student has prerequisites, preferably an advanced level course numbering 3000 or 4000.
The News/Editorial area balances theoretical and conceptual courses with professional skills courses across the required coursework. However, there is a heavy emphasis on skills and producing content in the four required courses. The syllabus for the introductory class, JOUR 1023 (Media and Society), appears to address journalism concepts and theories. The course descriptions and syllabi for the required skills classes generally do not note any conceptual or theoretical work. The professional skills focus of the coursework is clear.

News/Editorial students receive a strong foundation in news gathering, editing, and writing, particularly in JOUR 3023 (News Reporting II). All of the News/Editorial area courses indicate that they emphasize tools and technology to varying degrees. Although broad statements are made regarding the use of technology in all courses, News/Editorial course descriptions do not make this clear. One elective aimed at lower class members (JOUR 2063, Media Technology) appears to cover use of basic computer software that may be used in the curriculum. It is limited to 17 students per semester.

JOUR 405V (Social Media) and JOUR 405V (cross-listed Broadcast Journalism for Non-Broadcast Majors/ Multi-Media Journalism) specifically address the use of digital tools and methods, but they are reserved for 15 juniors and seniors in the “Lemke Newsroom” semester-long immersive program. The Lemke Newsroom gets high marks from faculty members and students. But the curriculum would benefit from the introduction of these courses much earlier in the curriculum and from offering them to far more students.

News/Editorial students had several astute observations about the curriculum. They seemed very attuned to the knowledge and skills they will need in the workplace. Their comments ranged from concern that the “News/Editorial” sequence should have a more “digital forward” approach and be renamed “Multi-Media or Multi-Platform,” to a desire to blow up the silos between Broadcast and News/Editorial so that they could take more video and broadcast classes, which they believe they will need to be successful in a professional newsroom.

Students also recommended the inclusion of courses such as investigative reporting. One student remarked that the college does a terrific job of teaching storytelling in both the broadcast and News/Editorial curriculum, but is less adept at teaching newsgathering skills.

At a minimum, the department should implement mandatory digital coursework, including social media, at the introductory level. Faculty members seemed eager to provide these experiences, but cited limited financial and faculty resources to make it happen.

(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.

The courses observed and the course syllabi indicate high-quality instruction that is demanding and up-to-date. The faculty appeared well-prepared for lectures and presentations. Students in the courses visited were engaged and active learners in the classroom.

Faculty members demonstrated a commitment to continued excellence through their awards and citations for high-quality teaching. In the past six years, faculty members were honored with the following:
Faculty members were awarded the Faculty Gold Medal from Fulbright College in 2013 in 2015; a clinical faculty member was named “Journalism Educator of the Year” by the Arkansas Press Association; a faculty member received the University Faculty Gold Medal for Mentoring in 2010 as well as the university’s Significant Senior Mentor Award in 2015; a faculty member was cited with the Outstanding Mentor Award from the University of Arkansas Office of Nationally Competitive Awards in 2012, 2013 and 2014, as well as an award for “Teacher of the Year” from the University of Arkansas as nominated by the Student Alumni Board, the Associated Student Government, and the Residents’ Interhall Congress in 2010; a faculty member was named Outstanding Mentor from the university’s Office of Nationally Competitive Awards in 2015.

Student awards provide evidence that the coursework is leading to student achievement. Students have been particularly successful in winning student broadcast awards. Over the last six years, students also have won awards from Editor & Publisher for the best student online investigative report in 2012 and 2013; three top 10 finishers in the Hearst Awards; and one first-place finish in the National Mark of Excellence competition for sports writing in 2012.

(d) Student-faculty classroom rations facilitate effecting teaching and learning in all courses; the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1.

In looking through the historical data on class sizes since the last accreditation, the evidence is that the department has kept courses under the 20-1 student-faculty ratio in skills and laboratory courses, with the exception of the writing course and multimedia technology course. Both are taught online. Those courses are capped at and often enrolled 22 students. The department reported that 22 students is the breakeven point for online courses. If they are below this level, they have to pay money back to the university. The department chair explained that these courses are only for minors outside the department and follows the online enrollment standard for campus.

The three laboratories seat a maximum of 20 students. Courses observed had 16 to 20 students in the labs. Typically, the skills course sizes ran about 16-1. The lecture courses run larger, ranging from less than 20-1 to a high of 190-1. Most lectures were in the 30 to 50 students per one instructor in the most recent year reported. Students did not report issues with course sizes.

(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.

The Lemke Department of Journalism encourages students to take internships and to have professional experiences both inside and outside of the department. In 2014-15, 86 of 171 majors (50 percent) took internships for credit. Of those students, 65 percent were Ad/PR majors, 25 percent were broadcast majors and 10 percent were news/editorial majors. The internship participation rate has dropped from 62 percent of 165 graduates in 2013-14 and 85 percent of 103 graduates in 2012-13.

The department’s internship supervisor is a faculty member who has supervised the internship program for about 20 years. The internship supervisor grades the student’s work performance, and handles any issues communicated by either the student or the on-site internship supervisor. The supervisor grades a portfolio including 2-5 work samples, a brief paper and a log of daily activities. In addition each student internship evaluation includes a section completed by the onsite professional supervisor.

Compliance
PART II — Standard 3: Diversity and Inclusiveness

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 department requires all students to take a course about cultural diversity. That course can be taken in one of many departments on campus. Within the department, the requirement can be met by taking electives such as JOUR 4923, History of the Black Press, and JOUR 3263, African-Americans in Film. In addition, journalism majors are required to take three semesters of a foreign language, and are strongly encouraged to take Introduction to International Relations as an option in the political science requirement. Both the foreign language requirement and the international relations course are also intended to expand students’ knowledge of diversity and of the global environment.

Several courses are mentioned in the self-study that provided exposure to diverse ideas, including two photography courses, a court coverage course, an event promotion and execution course, a summer reporting course in Bolivia and the mandatory ethics course that every undergraduate student entering in Fall 2015 will be required to take. In addition, the department’s Center for Ethics in Journalism sponsors guest lectures and panel discussions regarding diversity frequently throughout the year. A new visiting professor of ethics joins the faculty each year and visits numerous classes. Students report that the ethics panel discussions frequently include women and racial minorities.

A review of syllabi finds that a limited number of courses specifically address issues of diversity, although numerous faculty say they frequently discuss issues of racial, ethnic, cultural, economic and religious diversity. Yet students and faculty members had trouble articulating how they taught or learned about diversity in classes. Discussions with students and faculty members, as well as observations in classrooms, gave the strong impression that diversity is taught more as a reporting tool than as a value imparted throughout the curriculum.

(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.

Over the past six years, the department has increased the number of full-time faculty members from 12 to 22. Since the last site team visit, the department has added three international faculty members to the one already on the full-time faculty. As with most journalism programs, Lemke Department of Journalism appears to have difficulty hiring domestic minority faculty, specifically African-American and Hispanic faculty members. Although 10 domestic minority candidates were in the finalist pool in eight full-time faculty searches over the past three years, none were advanced to finalist status. The department has advertised open faculty and staff positions in a variety of domestic publications and websites that target domestic minorities. The department acknowledges that great improvement must be made in hiring domestic minority full-time faculty members. The chair of one search currently underway reported that he has spent considerable time discussing the need to reach a diverse pool of
candidates with the university’s human resources department. The professor said the college’s limited resources has made it difficult to task anyone to execute a recruiting plan, much less devise one.

The department of journalism has made more progress with regard to gender balance. Five out of eight full-time hires over the past three years have been women. Gender representation is 57 percent male to 43 percent female.

Out of eight adjuncts hired in 2014-15, four were women; none were domestic minorities.

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

The University of Arkansas has been growing over the past few years. Lemke Department of Journalism has grown with it by about 250 additional students since 2010.

Minority student enrollment in journalism has grown over the past five years along with the overall increase in journalism majors. In addition, the journalism six-year graduation rate (2008 cohort) for all university minority students was 71.4 percent compared to 71.1 percent for all journalism students.

Based on the most recent available census data, Arkansas’s population is 73.7 percent Caucasian. The university’s overall population is pretty close to that number at 75.5 percent. But the journalism department’s Caucasian enrollment is higher at 85 percent.

(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.

In 2014-2015 the department had a higher percentage of African-American students enrolled than the UA’s overall percentage. The journalism figure was 7.1 percent compared to the UA’s 5.07 percent. While African-American enrollment is higher than the university average, the situation is reversed when it comes to Hispanic students. Hispanic enrollment was 6.35 percent for the university and 4.9 percent for journalism. In Fall 2015, Hispanic enrollment had increased to 6.5 percent.

Two faculty members were supported by the department in producing a five-minute recruitment video directed to Arkansas high schools with high enrollments of under-served groups. In addition, Saturday workshops for Hispanic high school students have been held.

(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 university and the unit have policies in place that ensure these principles. Faculty and students did not report any issues or violations of these principles.

While the department has adopted a diversity plan, appointed a diversity committee and has made efforts to insert issues of diversity and inclusion into the curriculum since 2010, more effort is needed to recruit a faculty that includes domestic minority members, to recruit domestic minority students and to infuse diversity and inclusion throughout the curriculum.
On site discussions with faculty members, students and university leadership leave the impression that attention to issues of diversity and inclusiveness are not the priority they should be in the department.

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

Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit’s total faculty. (Report international faculty the same way the university reports them.) Percentages based on total faculty = 30 (22 F-T + 8 P-T)*

SCHOOLS LOCATED OUTSIDE OF THE UNITED STATES should adjust the response and listing below to best represent the racial/ethnic/socio economic groups of the area’s population.

<table>
<thead>
<tr>
<th>Group</th>
<th>Female</th>
<th>% of total faculty(30)</th>
<th>Male</th>
<th>% of total faculty(30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>1**</td>
<td>3.33%</td>
<td>1</td>
<td>3.33%</td>
</tr>
<tr>
<td>White</td>
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<td>30.0%</td>
<td>8</td>
<td>26.6%</td>
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<tr>
<td>American Indian/Alaskan native</td>
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<tr>
<td>Asian</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Hispanic/Latino (any race)</td>
<td>0</td>
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<tr>
<td>Native Hawaiian/other Pacific Islander</td>
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<tr>
<td>Two or more races</td>
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<td>Other race</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>International (any race)***</td>
<td>1</td>
<td>3.33%</td>
<td>2</td>
<td>6.67%</td>
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**During 2014-2015, 1 Black/African American female faculty member was on a reduced schedule and off campus; she retired June 30, 2015. She is included as full-time as that was her status for 2010-2014.

***In fall 2015 the faculty will include one more female international faculty member.

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<thead>
<tr>
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<td>White</td>
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<td>American Indian/Alaskan native</td>
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<tr>
<td>International (any race)</td>
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PART II — Standard 4: Full-Time and Part-Time Faculty

Unit performance with regard to indicators:

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

Policies and practices for the hiring of full-time tenure-track positions follow a typical research university model including dean approval of the position, department development of a position description and appointment of a faculty search committee and a national search using an approved recruitment plan. Finalists are selected in consultation with the tenure-track faculty and interviewed on campus. Tenure-track faculty are consulted prior to any offer being made.

The process for hiring non-tenure track faculty follows steps similar to those for tenure-track faculty, except the timeframe for advertising the position may be shorter; for example, for only 30 days for a full-time instructor. An on-campus interview is conducted with one or more finalists, and all faculty members, whether they officially vote, are asked to provide input on the hire.

The college process for hiring part-time adjunct faculty does not involve a formal search. Adjuncts are hired based on course demands. The department chair or vice chair work with faculty to identify candidates for adjunct positions. If college funds rather than department funds pay the salary, the dean's office must approve the hire.

The Fulbright College Personnel Document (2009) and the Journalism Personnel Document (1994/1997) define teaching, research, creative and professional activity and service performance expectations for all faculty. The review process for tenure-track faculty includes individual annual reviews, a third-year review and the application for tenure and/or promotion. The department proposed a revised tenure and promotion policy to the college several years ago. Review of that policy is now moving forward with the expectation of approval in the near future. It provides a more detailed and specific set of criteria for promotion and tenure and pays particular attention to the research and creative activities valued by the department.

Neither the university nor the college have a formal review policy for clinical faculty and instructors. Recently developed department policies for review of clinical faculty and of instructors were approved by the department faculty in Spring 2015. They are currently being implemented. The policies establish workload expectations; a non-tenure track advisory committee that will represent non-tenure track faculty at faculty meetings; an annual performance review process; and options for career advancement. These policies have not been approved by the college.

The standard workload formula for tenured and tenure-track faculty is 40 percent teaching, 40 percent research, creative and professional work, and 20 percent service. The normal course assignment for journalism faculty is either four or five courses an academic year, depending on scholarship expectations.

Clinical faculty have teaching appointments of four or six course per academic year depending on whether their courses are skills or production-based; in addition, they may have service or advising responsibilities, but are not expected to do research or creative work. Instructors carry an eight course teaching load; they may advise student media or organizations or have other service responsibilities.
Newly hired tenure-track faculty members have an initial workload agreement that sets the standard for their responsibilities. That agreement does not include specific expectations for scholarly or creative activity leading to tenure. As the department continues to hire additional tenure-track faculty it will be important for the department chair and senior faculty to work closely with new faculty, to provide feedback on how well they are meeting expectations for tenure, and to find ways to help them achieve their research and creative goals, while contributing to the department’s teaching needs.

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

While the department has experienced significant enrollment growth in the period under review, it has demonstrated a commitment to staffing courses with full-time faculty. In 2012-13 full-time faculty taught 90.4 percent of all course sections. In 2013-14, full-time faculty taught 100 percent of the sections. The percentage dropped to 80 percent in 2014-15 due to an unexpected retirement in the summer before fall term. That position has been filled. In the current academic year more than 90 percent of sections are staffed with 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.

Out of 22 full-time faculty in fall 2015, nine are tenured full or associate professors, two are untenured assistant professors, three are non-tenure clinical assistant professors and eight are non-tenure track instructors. More than one-third of the faculty have a doctorate or other terminal degree. With the exception of one instructor with a bachelor’s degree, all other full-time faculty hold master’s degrees.

All faculty have at least some professional experience with 11 faculty members having worked in the industry for 15 or more years. The balance between tenure-track and non-tenure track faculty is a concern both in the department and at the university. The department is working to increase its tenure-track research and creative work capacity while maintaining its focus on undergraduate teaching.

In 2011, the faculty voted to designate funds donated to the department for faculty travel and professional development. Each year tenure-track and non-tenure-track faculty apply for funding to support continuing education, research and creative activity, and to update teaching skills.

In recent years, these and other funds have supported faculty participation in a number of regional and national academic conferences, including AEJMC, the South Central Broadcasting Society, Journalism Interactive, and Broadcast Education Association (BEA). In addition faculty have participated in Poynter Institute online training programs and other programs focused on improving classroom teaching.

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

Student evaluations are mandatory in every course. Evaluations are reviewed by the chair each term following a review process approved by the faculty. In instances where a faculty member’s evaluations indicate a need for improvement, the chair works with the faculty member to develop a program for improvement. In addition, faculty report any awards or other notable activities related to instruction as part of the department’s annual review process.
(e) The faculty has respect on campus for its university citizenship and the quality of education that the unit provides.

The department faculty members are engaged in the university. The self-study includes an impressive lists of university awards and grants won by Lemke faculty and strong evidence of faculty engagement across the campus. Campus colleagues speak highly of the faculty’s commitment to student learning and to the broader campus community.

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

Unit performance with regard to indicators:

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

The department requires, supports and rewards faculty scholarly and creative activities. This is in the form of time to conduct research and creative work, funding in support of that work and recognition of accomplishments.

The department typically requires 40 percent of tenure-track faculty effort to be spent on scholarly and/or creative activity. The faculty tenure guidelines and policy manuals clearly state support for this activity. The tenure policies are available to all faculty and are easily found on the University of Arkansas provost’s website, policy 1405.10. The University of Arkansas is in the middle of a concerted effort to become a top 50 public research institution by 2021. The Lemke Journalism Department follows the stated expectations for scholarship and creative work as it relates to tenure and promotion within the department. The primary evidence of successfully following expectations for tenure is that the Lemke Department has a 100 percent success rate of tenure-eligible faculty earning tenure.

Sabbaticals, termed Off Campus Duty Assignment (OCDA) at the University of Arkansas, are encouraged in the department. Full-time faculty may apply for an OCDA after six years of service at The University of Arkansas or since their last OCDA term. Awards are based on “the merit and accomplishments of the faculty members and on the significance of the proposed projects.” Applications are submitted to the department chair in the fall or the spring semester. The department is expected to prioritize proposals when more than one proposal is submitted. The proposals are then evaluated by the deans and then the upper administration. Final approval is granted by the Board of Trustees acting upon the recommendation of the chancellor of each campus in the system and the president of the system. OCDA requests require a written proposal that includes details about the work to be produced and the eventual resulting product (book, chapter, article, grant application, creative work, etc.). The product produced must be turned into the campus within six months of the completion of the OCSA leave. Plans must also include details on how the department will cover the absence, if the university grants the OCDA request. Two faculty members have taken OCDAs since the last site team visit. Two additional faculty members have applied for OCDAs since the last site team visit. Two additional faculty members have applied for OCDAs this year.

The department administers travel funds for faculty. The funds are allocated on a first-come-first-served basis. The application is made to the department’s Travel Committee. A $250,000 endowment fund is available to fund faculty travel, visiting lecturers, guest professionals and job candidate visits. The endowment produces about $25,000 annually, with a significant portion used to fund faculty travel. The department reports that no faculty travel requests were turned down due to lack of funds. Each request is limited to $1,500. The college also provides travel funding, limited to $1,000 per trip. The department reports that about half of the requests to the college are funded annually. Requests are usually funded for $1,000.
(b) The unit specifies expectations for research, creative activity and/or professional activity in criteria for hiring, promotion and tenure.

The department strategic plan states a faculty and staff goal to “Hire faculty with skills and conceptual knowledge for conducting creative or traditional scholarship.” Faculty reported encouragement to pursue scholarship and creative work. Current faculty curriculum vitae indicate that faculty are producing creative and scholarly in the relevant fields, including journalism, advertising/public relations and news editorial. Within these broad boundaries, faculty are allowed creative liberties to develop their own research passion and tracks.

University and college personnel policies currently define tenure and promotion policies for the department. A proposed department policy has been under review for a number of years. The department received an edited draft of the policy during the site team visit.

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

Tenure, promotion and merit policies for the department all recognize and reward the range of scholarly and creative work valued in the department. The department’s proposal that is under review is intended to more clearly reflect the range of department faculty activity.

Some faculty members see a need for greater clarity and guidance concerning individual scholarly and creative work plans for new untenured tenure-track 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 department faculty communicate results of their scholarly and creative work through peer reviewed academic journals, competitive professional competitions and public viewings of their documentary and journalistic work. This activity fits well with the mission of the unit.

The department describes its scholarly and creative work as primarily creative with a focus on documentaries. However, they have a renewed interest in scholarly work. Two recent hires with doctoral degrees hold potential to increase the scholarship output of the department. The faculty and chair also noted that two current faculty searches are underway. There is an expectation that these two hires will enhance the department’s scholarly and creative productivity.

The evidence of scholarship and creative activity from the past six years indicates that faculty have produced 12 refereed journal articles (several in quality national journals), 9 refereed conference papers, 4 invited academic papers, 1 encyclopedia entry, 9 juried creative works, 16 external grants (primarily from the Arkansas region), 3 university grants (one for $90,000), 31 non-refereed publications (many in the New York Times, National Geographic and the Columbia Journalism Review) and 21 awards and honors. The full professors produced the vast majority of the creative
work. One professor and two associate professors produced the majority of scholarship. There is
good potential for the two assistant professors to increase the department’s research productivity.
Both of them are too new to the department to have made substantial contributions.

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

There is a positive climate for creative and scholarly activity in the department. The unit is supportive,
but the small faculty, recent growth and high teaching demands limit the opportunities for time to spend
on scholarly and creative pursuits.

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:

Enrollment in the Lemke Department has grown substantially in recent years, increasing the requirements of faculty and facilities. The unit stretches to serve the increasing student population with resources that have not grown proportionately.

(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.

Lemke students utilize the University’s Advising Center to help with the selection of courses. The advising center is a technical tool facilitated by advisers who are not assigned to specific students, but to specific curricula. Students access and review their academic records online. Furthermore, students are expected to follow the “degree check-sheets” as they self-manage their academic progress. Freshmen have an extensive summer orientation that includes advising.

Lemke faculty members serve as advisers to juniors and seniors in the department, making certain that the students stay on track for graduation. Students are assigned to specific advisers, which is a unique Lemke benefit to students at a university where most students do not develop ongoing relationships with assigned advisers. Additionally, a Lemke faculty member is scheduled one-half day each week to serve as “stand-by adviser” for walk-in students.

(b) Faculty are available and accessible to students.

Lemke faculty members are engaged with students at an impressive level. They provide counseling and coaching, specifically regarding internships. Faculty members are available with scheduled office hours and they are flexible to work off-hours (as evidenced with media center activities). Students engaged in the extra-curricular activities praised faculty accessibility and support.

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

The unit is compact and located in close quarters. Physical notices are seen posted on bulletin boards in the unit; club announcements were seen distributed in classrooms; e-blasts and list-serves are used to deliver information.

(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.

The Lemke Department boasts robust extra-curricular student media activities that are highly regarded on the campus. Students are able to engage in these activities as freshmen; engagement in these activities foster greater student interest in the journalism curriculum.

- The newspaper (daily digital and weekly print) has a staff of about 30 students.
- A yearbook and a magazine are published annually, management and content provided by students.
- The student-operated television station has daily broadcasts the reach the region and “live-streaming” 24 hours per day. About 40 students engage with these broadcasts.
• The student radio station broadcasts primarily music to a listening audience of more than 250,000 people in Washington County Ark. There is a station staff of about 55 students.
• The UA Ad Club has a paid membership of 50 plus students. It communicates to a list-serve of 450 students, causing the participation level to vary per club event. Events include visits and presentations from advertising professionals, local excursions and tours to agencies in Dallas, St. Louis and Little Rock.
• The UA Chapter of PRSSA has about 30 members who provide constant PR services to local and regional businesses and associations.

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

Student retention and graduation rates for the unit exceed that of the University. The UA Office of Institutional Research reported in November 2015 the following for the Lemke Department of Journalism:

- Four year graduation rate: 49.0%
- Four year retention rate: 68.2%
- Six year graduation rate: 66.0% (versus 62.5% for the University of Arkansas)
- Six year retention rate: 67.9%

Compliance
PART II — Standard 7: Resources, Facilities and Equipment

Unit performance with regard to indicators:

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

The department has a detailed annual operating budget that is established by the director as part of the college’s annual budgeting process. Resources for the department have been adequate to meet day-to-day needs but in a resource-tight environment, it has not had the capacity to do more that meet teaching demands as enrollment has increased. In limited areas, such as faculty travel and research, the department has obtained a private gift to supplement operating funds. The dean’s office recognizes the need to invest in the department if it is to achieve the vision outlined in the strategic plan.

The department has a valuable and successful partnership with the Student Media division of the Office of Student Affairs. The benefit of this partnership is that Student Media funds and operates significant facility and equipment resources used by the department and its students. The concern is that this arrangement results in major budget items being outside the control of the department and not reflected in the department budget. While the arrangement is working well at the moment, it not clear that it is an advisable longterm strategy.

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

The department has experienced significant student enrollment in recent years and that growth has outpaced university and college growth. Modest budget increases have not kept pace with the teaching demands and the university’s goal of increasing research and creative productivity. This challenge is not unique to journalism on the Arkansas campus. The department is serving students well but resources will be needed to achieve its strategic goals.

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

The Journalism Department is located on the first floor of Kimpel Hall, which houses several other Fulbright College department offices (for example, English, communication, drama, world languages and cultures). Kimpel Hall also includes a number of general use classrooms on the second, third and fourth floors. With the exception of a large space dedicated to Student Media offices and two general use large lecture halls, journalism controls the whole first floor; journalism facilities include the department office, faculty offices, the Center for Ethics in Journalism (Kimpel 202), the Fulbright TV Center, and three computer labs.

The Journalism Department office is located in Kimpel 116 in a suite that includes a small reception area, the department chair’s office, two faculty offices, and office space for the office manager and the student records manager. Student files are locked every night. Adjacent to the department office is the Sue Walk Burnett Reading Room (Kimpel 112), named for an alumna whose support has helped maintain the room. The Reading Room is used for seminars, thesis defenses, meetings and receptions.

Faculty offices are located primarily in suites at either end of the first floor, with a few along the length of the hallway. Several offices are fairly large spaces because of their original uses when the building was constructed. One particularly large office is shared by two instructors. Faculty computers are
replaced every three or four years, and faculty also are supplied with other instructional and research-related equipment and resources (for example, video cameras and editing equipment).

The Center for Ethics in Journalism is located on the second floor of Kimpel (202). The center was established in summer 2013 by former UA Chancellor David Gearhart. The center director is Asst. Prof. Ray McCaffrey. The office space was remodeled with a one-time allocation of $100,000 and has an annual operating budget of $20,000. The Fulbright College Television Center suite, which is owned and controlled by the Division of Student Affairs, includes the studio, master control, an equipment room, and a very small classroom used for television classes. In fall 2014 the Division of Student Affairs provided $300,000 to outfit the center with completely new digital studio and control room equipment, including cameras, teleprompter, audio console, video switcher and graphics system.

The department chair and dean of Fulbright College report that a pledge has been made to build a broadcast studio on the second floor of Kimpel Hall. Planning is underway to relocate the student publications facilities to an annex, also to be built on a terrace off the second floor of Kimpel Hall, but funding has not been secured. This should allow the department to claim the student media space for additional instructional space. Although the department relies heavily on facilities used by student media, it does not control it. Rather, the facilities and heavy equipment are controlled by the Division of Student Affairs. Students who work for student media are employed by the Division of Student Affairs.

The “Lemke Newsroom” class is taught for six-and-a-half hours each day in one of the college’s three labs. Almost all other lab courses are taught in one of the other two labs, which stay very busy.

(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.**

Fulbright College increased the department’s TELE (Teaching Enhancement and Lab Equipment) Fund from $40,000 in 2010 to $85,000 in 2016. It’s maintenance budget has increased from $20,000 in 2010 to $25,000 in 2016.

The department and Student Media work together to address equipment needs. The department has high-quality digital, still and audio/video equipment available for students to check out to complete assignments. The up-to-date checkout equipment meets the needs of the students. This equipment includes:
- 20 compact JVC cameras, with kits of headphones, mics, cables, batteries.
- 20 tripods for JVC cameras
- 20 Canon 70D DSLR cameras
- 20 tripods for Canons
- 20 monopods for Canons
- 10 multimedia packs, with phone adapters, lenses, DSLR cameras, shotgun mics, batteries.
- 10 multimedia monopods
- 10 wireless audio kits
- 11 light kits (varied)
- 8 Pro JVC Cameras, with cables, chargers, headphones, batteries
- 8 tripods for pro cameras

The department’s three computer labs are in Kimpel 111, 115 and 119J and are controlled by the department. The equipment in the labs include:
Kimpel 111 lab
*19 iMacs; 18 for student use and one dedicated as the instructor machine on a cart in the middle of the room. All are 27-inch monitors. Most have been upgraded to 8 GB RAM.
*Instructor machine connected to projector and audio system.
*Dell color laser printer (a “workhorse” printer); accommodates 8.5x11 and 17x11 paper.

Kimpel 115
*22 iMacs; 21 for student use and one dedicated as the instructor machine located in the back of the room. All are 21.5-inch monitors. Most have been upgraded to 8 GB RAM; some may still be at 4 GB RAM.
*Instructor machine connected to projector, audio system, mic.
*Dell Medium Color Heavy Duty printer.

Kimpel 119J
*21 iMacs; 20 for student use and one dedicated as the instructor machine. All are 21.5-inch monitors. Most have been upgraded to 8 GB RAM; some may still be at 4 GB RAM.
*Instructor machine connected to projector and audio system.
*Dell Medium Light Duty Color printer.

Fulbright IT replaces the computers in these labs on a 5-year cycle. Software is continually updated. The IT schedule of lab updates and maintenance occurs four times a year: once before each fall and spring semester, one summer update and a winter break update.

While the broadcast equipment and computers in the Kimpel Hall facilities meet the needs of the department, there is no question the overall facilities are cramped and dated. Faculty report that basic needs are being met, but if enrollment continues to grow, their department’s needs will quickly overwhelm capacity. Students did not complain about facilities or equipment.

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

With increased funding, the department was able in 2015 to purchase an annual subscription to new SRDS digital media and direct marketing databases. These resources, which are no longer available in the UA Mullins Library, will serve Advertising/Public Relations students and faculty.

Faculty members and students report that the university library has a librarian designated for the journalism department. That librarian is available to visit classes and provides advice and assistance tailored to individual classes. The librarian also holds regular office hours in the college.

Compliance
PART II — Standard 8: Professional and Public Service

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

Unit performance with regard to indicators:

(a) The unit consults and communicates regularly with its alumni and is actively engaged with 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 Lemke Journalism Alumni Society is part of the University of Arkansas Alumni Association. Staff in the Lemke Department use e-blasts and posts content to the Alumni Society Facebook page for regular communication with alumni. The unit leverages alumni for internship opportunities and encourages alumni to participate in department events such as the annual J-Day events on campus (special spring activities highlighting journalism). Alumni have been engaged to provide professional evaluations and assessments of student projects. In doing so, alumni also help to update faculty on current industry practices.

(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.

Faculty members are engaged with various industry associations that foster high professional standards in education and industry. Lemke faculty serve in leadership positions in some of these associations, including the following: President of the Northwest Arkansas Chapter of the PRSA, public member of the National Advertising Review Board, and advisory board member of a regional documentary film institute.

The unit has a Center for Ethics in Journalism that sponsors various lectures and lecture series for professionals and the community at large.

(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.

Lemke faculty evaluate and promote professional performance by serving as jurists, panelists, contributors and presenters at various association conference symposiums, regional and national. The unit has hosted meetings for the Society of Professional Journalists and presented lecture series featuring outstanding journalists.

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

The Lemke Department contributes to the overall community with television and radio broadcasts. Students produce and provide advertising/public relations campaigns for regional businesses. Small businesses throughout the region benefit from service learning of Lemke students.
(e) The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.

Lemke faculty members support scholastic journalism by engaging high school students in multiple programs throughout the region. Specifically, faculty members also work with Fayetteville and Siloam Springs high schools, providing general journalism, writing, film, technology and media content that increases student interest in the discipline. Faculty also engage high school students with job shadowing opportunities at the student radio station.

The Lemke Journalism Project reaches underrepresented groups in regional high schools and exposes them to the work of journalists.

**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 Lemke Department of Journalism provided a Cohort Analysis Assessment Plan for the 2011-2015 Cohort. This plan clearly adopted the 12 ACEJMC Professional Values and Competencies.

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

The Lemke Department of Journalism Cohort Analysis Assessment Plan for the 2011-2015 Cohort includes four direct measures (assessment survey, grammar test, writing and critical thinking skills analysis, mid-point analysis).

The assessment survey is also administered to the cohort. It is first given in the JOUR 1023 Media and Society course and then again in the JOUR 4981 Journalism Writing requirement course. The survey is comprised of 40 questions addressing the ACEJMC 12 core competencies. The survey was also administered in the second year for this cohort.

The grammar test was administered to cohort students in the freshman level Fundamental of Journalism class and again in the senior level Journalism Writing Requirement. It covers knowledge of grammar, spelling and punctuation and is based on the Associated Press Stylebook. Based on results, the faculty chose to make an adjustment to the grammar instruction across all sequences in the entry-level Fundamental of Journalism class.

The Writing and Critical Thinking Skills Analysis is a comparison of student work from 2011 to work that student cohort created in 2015. Research papers written in the required Journalism Writing Requirement course are the basis for the evaluation by department faculty. In addition, each sequence reviews cohort work completed in the sequence capstone courses. The advertising/PR sequence used a single professional to assess the work. This feedback was used for both assessment and grading in the senior course. The broadcast sequence faculty gathered to assess the work without external help. The news/editorial sequence also used faculty to assess the cohort work without external input.

There are two indirect measures in the assessment plan (Senior Survey and Internship Supervisor Evaluations). The Senior Survey is conducted in the fourth year asks the graduating seniors to evaluate the quality of their education through an exit interview or survey. The Internship Evaluations are a questionnaire given to on-the-job internship supervisors. Two additional measures will be added in two years (Alumni Survey and Employer Survey).

The strongest direct measure is the cohort assessment that has both a midterm and final assessment of this single student cohort. The cohort reached the four-year mark and the final evaluation term last spring. Thus the faculty is just now closing the loop on assessment.
(c) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction.

The data was collected and analyzed for the 2014-15 academic year and a report generated. The report gives findings based on the ACEJMC 12 professional values and competencies.

The Lemke Department plan is just completing the first full cycle. There is some variance in how the individual sequences used the data to improve student learning. The advertising/PR faculty met to discuss the results and recommended adding online components to the advertising principles class and more digital and online components in the campaigns class. It was also recommended they change the writing style and formatting in the Media Plan Class. The broadcast faculty met to make changes based on the cohort data. These included increasing the teaching and development of graphics in student work and newscasts, focusing on more investigative stories, and adding a course focused on television producing. While no professionals were used in the assessment of the cohort, they were used to assess student resume reels. However, no written report was produced following this assessment. This is clearly an opportunity for the department to add another direct measure of student work. The changes are not visible in the syllabi, but are noticeable in the student work produced in class. Students noted the change and are particularly excited about the producing course and the increased focus on building graphics for stories and newscasts. The news/editorial faculty focused on teaching the Fundamentals of Journalism course to improve grammar, spelling and punctuation. They are trying to increase the level of writing and have mechanisms to force students to redo assignments and get extra instruction to improve their level of performance in basic journalism skills.

The assessment plan has the required elements and the faculty did close the loop. That said, there was minimal external professional involvement, limited physical evidence of faculty meeting to discuss the data and determine solutions and no written evidence of implementation. To be fair, faculty independently described the meetings and the agreed upon solutions, including efforts to improve writing, teach graphics and add a producing course. Those changes are evident in the teaching and statements from students and faculty. Documentation, such as meeting minutes that include decisions and changes in syllabi that reflect those decisions is needed.

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

The alumni section of the assessment plan is not due to take effect until 2018. Evidence from interviews suggests that faculty keep touch with their students and help them progress in the field. Many of the alumni choose to work in the Fayetteville area or in the state, allowing for closer contact. This effort does not have to wait until 2018. It would be helpful for the department to construct an annual tracking and communication process with their alumni.

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

The Lemke Department only used one professional (advertising/PR) to assess student work. Professionals were involved in the internship evaluations, but not directly in the assessment of student work product. The department needs to improve its assessment process to involve more professionals across all sequences.

Non-Compliance
PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.
   
   **Strengths:**
   - Dedicated and enthusiastic faculty members with outstanding professional credentials.
   - Growing enrollment in the journalism program at the University of Arkansas.
   - Department leaders and faculty members who are valued by the campus administration.
   - High-quality opportunities to participate in student media and extra-curricular activities that enhance the student experience.
   - Invigorated attention to journalism ethics.

   **Weaknesses:**
   - Implementation of the assessment plan did not include sufficient alumni and professional involvement.
   - The written assessment report did not explain actions the faculty took to address the deficiencies found in the cohort assessment.
   - Lack of focus on diversity and inclusiveness in the curriculum and in recruitment of diverse students and faculty members.
   - Resources have not kept up with the increase in enrollment over the past several years.
   - The curriculum does not stress digital technologies sufficiently in introductory courses.
   - Declining participation in the department’s internship program.

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

   Standard 3: Diversity and Inclusiveness
   Standard 9: Assessment of Learning Outcomes

3) Summarize the problems or deficiencies that should 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 should be addressed before the provisional status can be removed.

   Deficiencies in Standard 3 encompass three areas. These include faculty recruitment, student recruitment and significantly increasing diversity and inclusion content in the curriculum in ways that actively engage the students. Progress must be made in each of these areas.

   Deficiencies in Standard 9 encompass these areas: insufficient engagement of professionals in the assessment process, a lack of sufficient documentation of actions taken to address curricular needs, and failure to survey alumni in the assessment process during this review period. Progress must be made in each of these areas.
5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to the recommendation.

N/A

6) If the unit was previously accredited, summarize 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 2009-2010 site team found the department non-compliant on one standard, Standard 9. Assessment of Learning Outcomes. The team also cited four weaknesses:

Non-Compliance on Standard 9. Assessment of Learning Outcomes: The department brought in a consultant after the last site visit to assist in developing a new assessment plan and brought the consultant back in 2014. It launched a cohort plan that generated data in 2015. The faculty has used assessment feedback to make changes in the curriculum.

Weaknesses:

Additional full-time Advertising/Public Relations faculty: The department made three new hires in Advertising/Public Relations at the tenure-track and non-tenure track levels; these include two newly created positions of clinical assistant professor and instructor, and one tenure-track assistant professor position to fill a retirement that occurred in Broadcast. The department is currently searching for two additional faculty.

Aging facilities and limited equipment: With the support of the college and Student Media the department has purchased or has access to new equipment. Plans are underway to build a new broadcast studio and to renovate the department’s teaching and office space.

Lack of strategic vision: The department has developed a strategic plan and under the direction of its new chair is moving to implement that plan.

Lack of in-house technical support: The department and Student Media have developed a new plan for operating and maintaining broadcast studio and master control and broadcast field equipment. In addition, a new video engineer has been hired. The department has increased its high definition capacity and addressed the IT support need.

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

The report was well written and organized and provided a comprehensive review of the program.
February 23, 2016

Dear Tim and Susanne:

Attached is response to ACEJMC site team report, prepared and submitted by Lemke Department of Journalism, University of Arkansas.

At your request, we are prepared to hard mail copies.

Please let me know that you have received this attached document, and if you want us to mail.

Sincerely,

Larry Foley, Professor
Lemke Department of Journalism
Lemke Department of Journalism
Accrediting Council on Education in Journalism and Mass Communication

The Report of the On-Site Evaluation from Jan. 24-27, 2016, finds the Lemke Department of Journalism out of compliance in two standards, Standard 3 – Diversity and Inclusiveness and Standard 9 – Assessment. The team recommends provisional accreditation. We respectfully disagree with these findings and this recommendation, and make our case in this response.

In Part I, this response states our specific objections and concerns about the findings of non-compliance for Standards 3 and 9, and in Part II; we describe our immediate efforts to address issues noted in the site team report.

Part I. Objections and Concerns

Standard 3. Diversity and Inclusiveness

The Lemke Journalism Department was found out of compliance in Standard 3, Diversity and Inclusiveness. The report concluded “discussions with faculty members, students and university leadership leave the impression that attention to issues of diversity and inclusiveness are not the priority they should be in the department.” We contend that, contrary to this impression, issues of diversity and inclusiveness are indeed a high priority in this program. We would like to call attention to the following points on curriculum, minority student recruitment and retention and faculty searches. Most of these points were noted in the self-study; however, because of the self-study’s length and detail, we believe reintroducing them here would be helpful.

Curriculum.

We contend that over the accreditation period we have been diligent in incorporating diversity and inclusiveness into our curriculum as well as involving students in diversity projects. Standard 3 of the Self-Study addresses this extensively, as in the examples below:

- Page 10: a list of specific examples of how we incorporate diversity and inclusiveness into the curriculum of 16 courses, both required and elective.
- Page 8: a discussion of two courses in our curriculum that specifically address African-American issues and the media – History of the Black Press and History of African Americans in Film. On page 10 is a description of the first study-abroad course offered by our department, an international reporting course in Bolivia. These courses immerse students in the history and culture of diverse groups.
- Pages 9, 10 and 14: a description of activities in courses that require student participation in diversity-related projects. One example is the requirement that students in the Event Promotion course in spring 2015 serve as writing coaches for high school minority students in the Lemke Journalism Project (LJP) media workshop. Over past years, more than 80 journalism students have helped coach LJP participants.
- Page 24: a list of 33 individuals who have spoken to and interacted with our students over the past three years. We brought these speakers into our classes to provide different perspectives to students based on their diversity and inclusiveness in race, ethnicity, religion and gender.
- Page 9: an explanation of the cultural diversity course requirement that journalism added in 2011 for all majors. No other department in the Fulbright College of Arts and Sciences
has this requirement. Journalism also differs from most departments in Fulbright College in requiring more extensive world language training (the equivalent of three semesters).

In addition to these examples, a project of the department’s Diversity Committee in fall 2015 supported UATV students in establishing a new Spanish-language newscast on UATV, the student television station. Two Hispanic students enrolled in the Lemke Newsroom joined broadcast students in producing the program.

**Minority Student Recruitment and Retention.**
We have been successful in recruiting and retaining minority students. According to enrollment figures in a table on page 9 (Self-Study, Standard 3), our numbers of African-American and Hispanic students have doubled from 2008 to 2015. Though the percentages of minority students have fluctuated as our total enrollment has grown, we have a higher percentage enrollment of African-American students than the UA overall.

The cost of higher education is a major obstacle to most Arkansas students, but particularly so for minority students. Recognizing this fact, the journalism faculty unanimously decided to make a special effort to encourage minority students to apply to our departmental scholarship program. As reported on page 17 (Self-Study, Standard 3) for the past few years journalism minority students have represented an average of 16 percent of award winners and have taken home an average of 13 percent of total journalism scholarship awards funds. Several students have won multiple times.

We have a significant outreach in the Hispanic community of northwest Arkansas through the award-winning Lemke Journalism Project (LJP). Over its 14 years, the project has served more than 350 high school students of diverse race and ethnic backgrounds in an annual six-Saturday journalism workshop. The LJP has been recognized by Tyson Foods with a $250,000 endowment, which also offers scholarships to workshop participants to study journalism at the UA. The endowment funds national news professionals from diverse race and ethnic backgrounds to come to campus to work with workshop participants.

**Faculty searches.**
The site team report makes the statement: “As with most journalism programs, Lemke Department of Journalism appears to have difficulty hiring domestic minority faculty, specifically African-American and Hispanic faculty members.” A review of a selection of recent site team reports from ACEJMC reviews bears this out. Our department does share this challenge with other journalism programs. And like other programs, in our Self-Study we acknowledge the need to hire more minority faculty. The following points are significant here.

1. The site team report noted that, although “10 domestic minority candidates were in the finalist pool in eight full-time searches over the past three years, none were advanced to finalist status.” More detail on the search process at the UA may be helpful in understanding this. In conducting faculty searches, Journalism works hand-in-hand with the Fulbright College HR and Diversity Manager Elecia Smith. According to Dr. Smith, the Office of Equal Opportunity and Compliance (OEOC) “monitors the search process and specifically reviews for underrepresentation within the applicant pool,” as required by law. Departments have access only to aggregated data about applicants and thus have no direct evidence of the race or ethnicity of an applicant. If a qualified applicant has applied but has not been interviewed, OEOC will take note and will require the department to explain. This insures qualified minority applicants will not be overlooked.
Dr. Smith says, "the process is established to ensure the department can show no undue bias toward any applicant, especially those of a protected class." During this three-year period, no journalism search committee was notified that it overlooked a qualified minority candidate.

2. The unfortunate fact is that all journalism programs in searching for minority faculty are faced with a small pool of potential candidates. According to the Annual Survey of Journalism and Mass Communication from the University of Georgia, in 2013 approximately 23 doctorates in JMC were awarded to African Americans and 16 to Hispanics. All JMC programs, not just accredited programs, compete to hire these candidates. In addition, a November 2015 article in Inside Higher Education (https://www.insidehighered.com/news/2015/11/30/student-activists-want-more-black-faculty-members-how-realistic-are-some-their-goals) addresses this issue and reports that 2,197 African Americans earned research doctorates in all disciplines in 2013. Given the small number of potential minority applicants, it is not surprising that the Associated Press reported that "no state's flagship public university campus had a black faculty population approaching 10 percent, and that only a few topped 5 percent. Most campuses were between 2 and 4 percent." There are 35 (2.65%) African-American faculty members at the University of Arkansas; one is a faculty member of the Journalism Department (4.54%).

**Standard 9. Assessment of Learning Outcomes**

The Journalism Department was found out of compliance in Standard 9, Assessment of Learning Outcomes. The report concluded that:

"The Lemke Department only used one professional (advertising/PR) to assess student work. Professionals were involved in the internship evaluations, but not directly in the assessment of student work product. The department needs to improve its assessment process to involve more professionals in all sequences."

The report states that the "assessment plan has the required elements and the faculty did close the loop." However, the report identifies two concerns and notes one recommendation for the Lemke Assessment Plan. One concern is minimal external professional involvement. The second concern is the absence of documentation of faculty discussion of assessment data and written evidence of implementation of plans. The report does acknowledge that faculty when interviewed did describe meetings and agreed upon solutions, and that "changes are evident in the teaching and statements form students and faculty." The report observes that the Assessment Plan waits three years to survey alumni (the original 2011 cohort). The report recommends, "it would be helpful for the department to construct an annual tracking and communication process with their alumni." This is addressed in Part II of this response.

1. **Minimal external professional involvement.**

We contend that there was more professional involvement in assessing student work than "one professional (advertising/PR)," as cited in the site team report. We realize that we were not clear in our explanation of other ways professionals were involved in assessment and address that issue here. We also acknowledge that more external professional involvement would be helpful. We have addressed that concern by involving more professionals in reviewing student work from the sequences' capstone courses (See Part II below).
We are including here additional information to clarify our assessment process and explain how professionals have been involved in each sequence:

Advertising/Public Relations.
JOUR 4453, Media Planning, is the Ad/PR assessment capstone course. It has been updated every year since 2011 based on input and feedback from adjuncts who have taught the course. The adjuncts also graded and assessed the student media plans used for the capstone assignment and made recommendations to the Ad/PR faculty. This is explained in the response to #4 on page 5 (Self-Study, Standard 9). The adjuncts were professionals with Saatchi & Saatchi X, Collective Bias, and Core4 Research in northwest Arkansas, and from the Selis Agency and CJRW in Little Rock.

JOUR 4423, Creative Strategy, is a required course in Ad/PR. Every semester professionals from local agencies review advertisements and campaigns developed by students in the course.

JOUR 4463, Campaigns, is an elective for Ad/PR majors. Students in the class work every semester with clients who are nonprofits and small businesses. Clients attend final presentations, review final plans books and give feedback to students.

Broadcast.
JOUR 4673, TV Reporting II, is the Broadcast assessment capstone course. Students in the course produce resume reels and websites with their best news packages and live reports. In response to #4 on page 5 (Self-Study, Standard 9) we note that “local television news directors’ participate in reviewing students’ work”; this should be corrected to state that these news professionals are from television stations in northwest Arkansas, Little Rock, Jonesboro, Arkansas and Dallas, Texas.

News/Editorial.
News/Editorial faculty are working with four news professionals in northwest Arkansas and Little Rock to conduct reviews of student cohort writing in the capstone JOUR 3023, News Reporting II course. Please see an explanation of this effort in Part II below.

2. Absence of documentation of faculty discussion of assessment data and implementation of plans.

Documentation in minutes and reports.
This documentation was available to the site team. We regret if this availability was not made clear. Faculty discussions of assessment data and implementation plans are recorded in minutes of meetings of sequence faculty, departmental committees and faculty meetings. These minutes are posted on the department’s “wiki” and include the minutes and documents listed below, all of which cite discussions of assessment results and plans for implementation. [These minutes are included in Appendix A]:

- Ad/PR sequence Meeting, Feb. 19, 2015
- Journalism Faculty Meeting Minutes, August 2015
- News/Ed Sequence Meeting, Sept. 16, 2015
- Curriculum Committee Meeting, Oct. 15, 2015
- Ad/PR Sequence Meeting, Nov. 6, 2015
- Journalism Curriculum Committee Proposals Based on Assessment, Nov. 2015
- Assessment Committee Meeting, Nov. 13, 2015
- Journalism Faculty Meeting Minutes, Dec. 11, 2015 [Includes Curriculum Committee Proposals Based on Assessment]
Please note also the "Advertising/Public Relations Capstone Assessment Report and Plan" on page 110 of the Response to Assessment Report Recommendations for Improvements, Spring 2016: Plan for Changes to Curriculum: Closing the Loop (Standard 9). In this statement the Ad/PR faculty set forth a specific plan based on the critique from the external professional who reviewed cohort students' capstone media plans. The plan includes revising the media plan directions and format and requesting nearly $4,000 in annual expenditures from the department to purchase digital databases for Media Planning students’ use. As noted below (Implementation documentation) the department spent approximately $3,000 for the 2015-2016 school year for two of the databases (SRDS Digital Media and Direct Marketing reports).

Access to the department wiki was arranged for members of the site team so that they could examine documents posted there. Faculty and staff were available to assist with navigating the wiki and finding materials but were not asked. Our apologies if this was not communicated sufficiently.

Implementation documentation.
These curriculum changes were based on results of assessment reviews and feedback from external professionals in both midpoint and capstone course assessments:

Advertising/Public Relations
Adjustments to JOUR 4453, Media Planning were based on specific recommendations from professionals who, as noted previously, taught as adjuncts. They include expansion of mobile and social media lectures, addition of materials to the in-store and nontraditional media lectures, addition of the requirement for students to include more research support (from online digital databases) in nontraditional and traditional media plans, and updating digital, Internet and mobile advertising lectures and assignments, as well as broadcast audience measurement.
Please note that these adjustments to the course will not appear in a syllabus but rather in assignments and handouts. The department spent roughly $3,000 in TELE (Teaching Enhancement and Lab Equipment) Funds for 2015-2016 for two of three preferred databases -- SRDS Digital Media and Direct Marketing reports.

As noted in the November 6, 2015 Ad-PR Sequence Meeting minutes, Annie Holman Kratkiewicz, Media Supervisor and Senior Account Executive at CJRW, was hired as an adjunct to teach Media Planning in spring 2016 to ensure the capstone assessment recommendations are implemented.

Broadcast
The Broadcast report in "Closing the Loop" (Standard 9, page 113) responds to the Assessment Report of June 2015 and to the subsequent evaluation of cohort students' Television II capstone projects. It describes a plan to add three classes (one required) to the Broadcast curriculum, based on feedback from professionals who reviewed student work (noted above). These courses include JOUR 4883, Advanced Television News Production (required; taught fall 2015 and spring 2016), JOUR 405V, Performance (taught in spring 2015 and 2016), and JOUR 405V, Sports Broadcasting (taught spring 2016). All three are designed to address students' problems with writing and performance skills as noted in the Assessment Report of June 2015 (Standard 9, page 85). New material taught in JOUR 4883, Advanced Television News Production includes creating original graphics, orienting news content to diverse audiences, including digital media components to report breaking news and lighting live shots.

As noted, all three courses are on the schedule for spring 2016 (syllabi are included in the materials provided to site team members).
The "Closing the Loop" report further states that assessment of JOUR 4873, TV II (capstone course) indicated the need for better equipment, especially lighting, and that
department funds were needed to buy additional lighting kits. The lighting kits have been purchased using TELE Funds, and broadcast courses include more instruction on lighting interviews and stand-ups.

News/Editorial
Based on the assessment results, major changes in grammar instruction in JOUR 1033, Fundamentals of Journalism will be implemented in fall 2016 and therefore are not reflected in syllabi for spring 2016. The changes will involve a substantial redesign of the 1033 labs to fix the inadequacies we discovered in assessment. This could not be accomplished satisfactorily before the spring semester; instead, faculty will use summer 2016 to rework the labs. In the interim instructors are tweaking the course according to assessment data; these are adjustments that would not be reflected in the spring syllabi.

An online course, JOUR 1003, Journalistic Writing Skills, was developed based on earlier assessment results and offered in fall 2015. The syllabus for the course is included in those supplied to the site team during the visit. The course was designed to serve students who have difficulty with grammar skills in JOUR 1033 and need additional help.

Part II. Efforts to Correct Issues
This part describes immediate steps we are taking to address the areas of non-compliance.

Standard 3. Diversity and inclusiveness
- We have hired an African-American woman to teach the online course in fall 2016 in the History of African Americans in Film, succeeding the minority faculty member lost to retirement this year.

- The dean of Fulbright College has approved the Journalism Department chair’s request for a new Clinical Assistant Professor position for fall 2016. The responsibilities of the position include developing and teaching courses emphasizing diversity issues and the media, overseeing recruitment of underserved student populations, and managing the department’s internship program.

- Taking the advice of the site team, we redoubled efforts to find minority applicants for our two currently active searches. We succeeded in locating minority candidates for both searches and have conducted Skype interviews with both of them.

Standard 9. Assessment of Learning Outcomes
- We agree with the site team’s recommendation that, "It would be helpful for the department to construct an annual tracking and communication process with their alumni." Therefore, we immediately took action to conduct an alumni email survey of 529 graduates from the last five years. The survey was designed and launched by Feb. 3, 2016, within a week of the site team’s visit. As of Feb. 21, we have had a response rate of 13.8%. The Assessment Committee will analyze results and report to the journalism faculty. The report will be included in an amendment to this response and supplied to the ACEJMC Committee prior to the meeting in March.
The survey design was based on the alumni survey used by Elon University and adjusted to meet our needs. We want to acknowledge the generosity of Elon faculty in granting permission for us to use this survey and sharing it with us. The UA Alumni Association, which maintains the database of journalism alumni, assisted the department by providing the email list for alumni.

- We have involved additional external professionals in the assessment of students' performance in capstone courses in Ad/PR and News/Editorial. Ad/PR faculty have reviewed evaluations from two additional professionals; their plan for adjusting the sequence curriculum is included in Appendix B. News/Editorial faculty are reviewing the evaluations from four professionals and discussing plans for course and curriculum adjustments. The News/Editorial plan will be submitted in March prior to the ACEJMC Committee meeting.

Reviewers for capstone courses in Advertising/Public Relations and in News/Editorial:

  JOUR 4453, Media Planning is the capstone course in Advertising/Public Relations. The Ad/PR faculty recruited two additional external professionals to review student work from Media Planning. They are Elysia Hampel, Media Strategist at Firehouse (Dallas) and Claire Meadors, Digital & Media Producer at Saatchi & Saatchi X (northwest Arkansas).

- JOUR 3023, News Reporting II, is the assessment capstone course in News/Ed. The faculty engaged four news professionals to review a random selection of samples of cohort students' news stories from the course. The professionals include Northwest Arkansas Democrat-Gazette City Editors Jennifer Cook and Donna Lonchar, Democrat-Gazette reporter Scott Morris, and Democrat-Gazette Projects Editor Sonny Albarado. The professionals' assessments were completed by mid-February. The News/Ed faculty review of the results will be included in an amendment to this response and supplied to the ACEJMC Committee prior to the meeting in March.