UNC | HUSSMAN SCHOOL OF JOURNALISM AND MEDIA

2019–2020

ACCREDITATION SELF-STUDY

ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS

The November 2020 site visit was postponed due to the pandemic. *Any updates to the self-study since the original submission* ***are indicated with shading.***

PART I

GENERAL INFORMATION

This general information section will be included in its entirety in the site team's report, and it must present the most current information available. Before the site visit, the unit should review its responses to the questions below and update them as necessary. The unit then should provide a copy of this updated section for each team member when they arrive on campus. A digital copy in **Word document format** of the updated responses also must be provided to the team chair to be included in the digital team report sent to the ACEJMC office.

In addition, if any significant changes not covered in this section have occurred since the original self-study report was submitted, the unit should describe and document those changes and present this new material to the team when members arrive.

Name of Institution:
University of North Carolina at Chapel Hill

Name of Unit: Hussman School of Journalism and Media

Year of Visit: Originally scheduled 2020; postponed until 2021 due to COVID-19.

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

___ Middle States Association of Colleges and Schools

___ New England Association of Schools and Colleges

___ North Central Association of Colleges and Schools

___ Northwest Association of Schools and Colleges

X Southern Association of Colleges and Schools

___ Western Association of Schools and Colleges

If the unit seeking accreditation is located outside the United States, provide the name(s) of the appropriate recognition or accreditation entities:

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

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

X Yes

___ No

If yes, give the date of the last accrediting visit:
February 8–11, 2015

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

1958

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

The mission of the school is to prepare students to ignite the public conversation in our state, the nation and the world, and to understand the role of communication in fostering democracy.

We prepare students to become leaders in news, committed to informing communities and ready to invent modern communications and innovate new ways to engage audiences.

We prepare students to become skilled and ethical advocates for public and private sector causes, focused on reaching key audiences with persuasive messages that advance critical ideas.

We prepare students to become leaders in marketing communications, able to position, brand and market ideas, policies and products through research, storytelling, design and business principles.

We prepare doctoral and master's students to conduct cutting-edge research that improves the health of citizens in our state, the nation and the world; shapes public debate over democracy, media and civic life; explores the impact and interaction of law and policy on free expression rights; contributes to our shared body of knowledge about psychological and social processes; and helps news and media organizations and firms better understand their audiences and customers.

(Adopted Spring 2014)

7. What are the type and length of terms?

Semesters	**15 weeks**
Summer sessions	**5 weeks**
Intersessions	**2 weeks**

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

X **Bachelor's degree**

X **Master's degree**

X **Ph.D. degree**

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

B.A. in Media and Journalism

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

B.A. in Media and Journalism: 120 semester hours

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

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

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

Name of Sequence or Specialty	Person in Charge
Journalism	Laura Ruel
Advertising/Public Relations	John Sweeney

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

Spring 2021 UNC-CH Student Enrollment	
Undergraduate	18,451
Graduate	8,404
Professional program	2,473
Total	28,328

Source: Campus Solution as of Spring 2021 census

Prepared by: Institutional Research and Assessment, June 15, 2021

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

Name of Sequence or Specialty	Undergraduate Majors – Spring 2021
Journalism	415
Advertising/Public Relations	594
Pre-major	206
Total	1,215

Source: Campus Solution as of Spring 2021 census

Prepared by: Institutional Research and Assessment, June 15, 2021

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. 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.) Add estimated Fall 2021 enrollments for skills courses before sending the report; update with actual enrollments in the Word doc sent prior to the site visit.

Course Title	Catalog Number	Class Section	Spring 2021	Fall 2021 (estimated)
Intro To Digital Storytelling	121	1	17	-
	121	2	16	11
	121	3	19	12
	121	4	-	10
	121	5	17	17
	121	6	18	11
	121	7	16	12
	121	8	20	11
	121	9	19	10
	121	10	17	10
	121	11	14	11
	121	12	18	10
	121	13	18	11
	121	14	18	10
Sports Xtra	129	1	19	20
Writing And Reporting	153	1	15	10
	153	2	-	11
	153	3	15	15
	153	4	20	13
	153	5	19	10
	153	6	16	10
	153	7	17	10
	153	8	19	12
	153	9	15	12
	153	10	17	10
	153	11	18	11
	153	12	18	10
	153	13	16	-
	153	14	-	10

Course Title	Catalog Number	Class Section	Spring 2021	Fall 2021 (estimated)
Foundations of Photo	180	1	20	15
	180	2	-	17
	180	3	18	18
Foundations of Graphic Design	182	1	19	19
	182	2	18	18
	182	3	19	16
	182	4	-	-
Found of Interactive Media	187	1	16	18
	187	2	17	16
	187	3	16	20
Audio Journalism	252	1	19	18
	252	2	19	20
Public Affairs Reporting	253	2	17	18
Public Relations Writing	332	1	17	16
	332	2	20	17
	332	3	18	18
	332	4	18	18
	332	5	18	18
Presentation Design	334	1	-	19
		2	-	18
Feature Writing	356	1	20	18
		1	20	18
Opinion Writing	358	1	-	-
Advertising Creative	371	1	20	18
	371	2	20	18
	371	3	20	18
	371	4	20	20
	371	5	20	18
	371	6	-	20
Spcl Skills In Mass Comm	390	1	2	17
TV Reporting And Producing	421	1	17	12
Radio and Podcasts	426	1	7	8
News Lab	463	1	18	18
Info Graphics	484	1	15	10
Intermediate Interactive Media	487	-	-	10

Course Title	Catalog Number	Class Section	Spring 2021	Fall 2021 (estimated)
Photo, Light & Busi Techniques	489	1	9	7
Prod TV News	522	1	17	6
Broadcast News & Prod Mgmt	523	1	13	12
Crisis Communication	533	1	18	-
Environmental & Science TV	562	-	-	-
Data Driven Journalism	570	1	-	18
	570	2	-	-
Photo Stories	580	1	10	-
Adv Doc Video Storytelling	582	1	-	15
	582	-	-	15
3d Design Studio	585	1	-	17
Motion Graphics	589	1	16	11
Media Hub	625	1	20	19
	625	2	20	-
Business Journalism Mgmt	631	-	-	8
Social Marketing Campaigns*	671	1	-	8
Ad Campaigns*	673	1	23*	18
Magazine Design	683	-	-	14
Total			**1,161**	**1,027**

**Campaigns courses are exempt from the 20–1 ratio according to ACEJMC rules.*

Data Source: UNC Hussman registration data as of July 28, 2021.

16. Expenditures

Total expenditures planned by the unit for the 2021–2022 academic year	$10,614,533
Percentage increase or decrease in three years	17.5%*
Amount expected to be spent this year on full-time faculty salaries	$4,637,814

**Significant increase attributed to $1.8 million projected one-time equipment purchases for Curtis Media Center. Removing that one-time expenditure would result in a 2.3% decrease in expenditures. That decrease is attributed to suspended travel and hiring lags.*

17. List name and rank of all full-time faculty in the accredited unit in Fall 2021. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

Full Professors

Pat Davison

Francesca Dillman Carpentier, *W. Horace Carter Distinguished Professor*

Rhonda Gibson

Heidi Hennink-Kaminski, *Senior Associate Dean of Graduate Studies, Hugh Morton Distinguished Professor*

Susan King, *Dean, John Thomas Kerr Distinguished Professor*

Daniel Kreiss, *Edgar Thomas Cato Distinguished Professor*

Tom Linden, *Director - M.A. Program, Glaxo Wellcome Distinguished Professor of Medical Journalism*

Seth Noar, *James Howard and Hallie McLean Parker Distinguished Professor*

Terence Oliver, *Walter Spearman Distinguished Professor*

John Sweeney, *Distinguished Professor in Sports Communication, Director – Advertising/Public Relations*

Charlie Tuggle, *Senior Associate Dean of Undergraduate Studies, John H. Stembler Jr. Distinguished Professor*

Associate Professors

Deb Aikat

Lucinda Austin, *Director – Ph.D. Program*

Spencer Barnes

Andy Bechtel, *Director – M.A.D.C. Program*

Lois Boynton

Nori Comello

Joe Czabovsky

Paul Cuadros

Tori Ekstrand, *Caroline H. and Thomas S. Royster Distinguished Professor of Graduate Education*

Deen Freelon

Barbara Friedman

Chad Heartwood

Joe Bob Hester

Steven King

Allison Lazard, *Reese Felts Distinguished Scholar*

Suman Lee

Trevy McDonald, *Director of Diversity, Equity and Inclusion, Julian Scheer Term Professor*

Amanda Reid

Laura Ruel, *Director – Journalism, James H. Shumaker Term Professor*

Ryan Thornburg

Assistant Professors

Shannon McGregor

Erin Siegal McIntyre

Lee McGuigan

Lisa Villamil

Eva Zhao

Full-time Fixed Term Faculty

Julie Dixon
Valerie Fields
Livis Freeman
Gary Kayye
Dana McMahan
Lynn Owens
Kate Sheppard

18. List names of part-time/adjunct faculty teaching at least one course in Fall 2021. Also list names of part-time faculty teaching Spring 2021.(If your school has its accreditation visit in Spring 2021, please provide the Spring 2021 adjunct list in the updated information.)

Fall 2021

Allen Bosworth
Steve Bouser
Erik Brooks*
Josh Carlton
Alicia Carter
Marshele Carter
Merdith Collins*
Tim Crothers
Peter Doyle
Deborah Dwyer*
Melissa Eggleston
David Francis
Melissa Eggleston
Scott Geier
Tamara Gibbs
Hailey Grace*
Angelia Herrin
Adam Hochberg
Dane Huffman
Heesoo Jang*
Lou Killefer
Katie King
Chris Kirkman
Sophia Kiser*
Naz Knudsen
Autumn LInford*
Gary McElroy
Lee Meredith
Maggie Moffett
Andrea Nenque*
Naomi Newman
Kriste Patrow*
Contia' Prince*
Tamara Rice
Sheyenne Rodriguez
John Robinson
Andrew Sipes
Heather Stevenson
Stephen Stock
Mark Sutter
Teresa Tackett*
Najuma Thorpe
Jeannette Tyson
Matt White

**Graduate student*

Spring 2021

Allen Bosworth
Steve Bouser
Teagan Bratcher*
Mark Briggs
Marshele Carter
Tim Crothers
Peter Doyle
Davis Francis
Scott Geier
Caroline Graybeal
Angelia Herrin
Lou Killefer
Chris Kirkman
Naz Knudsen
Alex Kresovich*
Autumn LInford*
Mike MacMillan
Carolyn Martin
Gary McElroy
Lee Meredith
Yan Qu*
Tamara Rice
Andrew Sipes
Kelly Smith
Heather Stevenson
Mark Sutter
Jacob Thompson*
Caroline Tidwell
Matt White Joseph
Williams Kelly
Williamson

**Graduate student*

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.

72 or more semester hours outside of journalism and mass communications

Academic Year	Total Graduates	Number in Compliance	Percent
2020–2021	424	424	100%
2019–2020	408	408	100%

PART II

SUPPLEMENTARY INFORMATION

1. Complete and attach here in the main body of the self-study report the following tables.

Table 1 shows the number of students by classification enrolled in two undergraduate programs of study: Advertising/Public Relations (Ad/PR) and Journalism. As indicated in this table, a total of 1,009 student majors and 206 student pre-majors were enrolled and 424 degrees were conferred in the 2020–21 academic year.

Table 1. Students

	Number of students					Bachelor's Degrees Conferred 2020–21**
Undergraduate programs of study	Frsh	Soph	Jr	Sr	**Total**	
Pre-majors, if any*	45	152	9	-	**206**	n/a
Ad/PR	2	32	197	363	**594**	278
Journalism	12	38	133	232	**415**	146

**Students who have declared their intention but have not completed the requirements for admission to the major.*
***Includes only Dec. 2020 and May 2021 degrees conferred; Aug. 2021 data is not yet available.*

Source: Campus Solution as of Spring 2021 census, as of June 14, 2021.

Table 2 provides a list of all full-time faculty members in the Hussman School of Journalism and Media in Spring 2021. This table, which is partitioned by the unit's administrator and faculty by rank, indicates highest degrees, tenure status, years in rank and number of credit hours taught. In Spring 2021, there were 43 full-time faculty members with an average of 14 years of teaching experience and 12 years of professional experience. Forty-two percent of tenure track faculty hold the Ph.D.

Table 2. Faculty

	Years full-time professional experience	Years full-time college teaching	Years on this faculty	Years at present rank	Highest earned degree	Tenured (y/n)	Credit hrs taught in AY 2020–2021	% of time teaching/ research or creative/ service/admin
Unit Administrator								
King, Susan	44		9	9	MA	Y	0	5/0/5/90
Professors								
Davison, Patrick	17	20	20	6	MA	Y	16	50/30/20
Dillman Carpentier, Francesca	4	16	16	4	PHD	Y	12	20/70/10
Gibson, Rhonda	4	26	18	0	PHD	Y	19	40/40/20
Hennink-Kaminski, Heidi	15	14	14	0	PHD	Y	18	20/10/10/60
Linden, Thomas	14	23	23	23	MD	Y	12	50/30/20
Noar, Seth	0	18	10	6	PHD	Y	12	20/70/10
Oliver, Terence	25	21	9	0	MA	Y	21	50/30/20
Sweeney, John	7	37	37	21	MED	Y	18	40/10/10/40
Tuggle, Charles	16	24	21	12	PHD	Y	24	20/10/10/60
Associate Professors								
Aikat, Debashis	13	26	25	20	PHD	Y	18	40/40/20
Barnes, Spencer	4	13	8	2	EdD	Y	15	30/20/10/40
Bechtel, Andrew	10	21	16	9	MA	Y	15	40/10/10/40
Boynton, Lois	15	20	19	13	PHD	Y	19	40/40/20
Comello, Maria Leonora	8	10	10	4	PHD	Y	15	40/40/20
Cuadros, Paul	15	14	14	7	MS	Y	15	50/30/20
Ekstrand, Victoria	11	18	8	2	PHD	Y	28	40/40/20

Table 2. Faculty (continued)

	Years full-time professional experience	Years full-time college teaching	Years on this faculty	Years at present rank	Highest earned degree	Tenured (y/n)	Credit hrs taught in AY 2020–2021	"% of time teaching/ research or creative/ service/admin"
Freelon, Deen	4	4	3	3	PHD	Y	7	40/40/20
Friedman, Barbara	6	16	16	10	PHD	Y	25	40/40/20
Heartwood, Chad	10	10	10	5	MA	Y	18	50/30/20
Hester, Joe	7	28	19	13	PHD	Y	13	40/40/20
King, Steven	6	8	8	1	MS	Y	15	50/30/20
Kreiss, Daniel	5	9	9	4	PHD	Y	19	40/40/20
Lazard, Allison	5	5	5	5	PHD	Y	16	20/70/10
Lee, Suman	7	16	2	2	PHD	Y	28	40/40/20
Mcdonald, Trevy	10	10	2	2	PHD	Y	16	30/20/10/40
Ruel, Laura	14	19	16	10	MA	Y	24	40/10/10/40
Thornburg, Ryan	10	14	14	7	MA	Y	13	50/30/20
Assistant Professors								
Austin, Lucinda	5	9	4	4	PHD	N	13	On Leave
Cabosky, Joseph	5	5	5	5	JD/PHD	N	28	50/30/20
Mcgregor, Shannon	0	4	1	0	PHD	N	14	20/70/10
Mcguigan, Lee	0	0	0	0	PHD	N	6	40/40/20
Mcintyre, Erin	16	1	1	0	MS	N	16	50/30/20
Payne, Amanda	4	10	2	2	PHD	N	17	40/40/20
Villamil, Lisa	14	16	6	6	MAED	N	22	50/30/20
Zhao, Xinyan	0	2	1	0	PHD	N	12	40/40/20
Fixed-Term								
Dixon, Julie	28	1	1	0	BA	N	21	60/20/20
Fields, Valerie	24	7	7	0	BA	N	18	80/0/20
Freeman, Livis	19	5	5	6	BA	N	19	80/0/20
Kayye, Gary	23	4	4	4	BA	N	21	80/0/20
King, Lindsay	6	2	2	1	MA	N	27	80/0/20
Mcmahan, Dana	14	13	13	5	MFA	N	25	60/20/20
Sheppard, Kathleen	15	3	3	3	MA	N	13	80/0/20

Table 3 lists all part-time faculty teaching during Spring 2021 and Fall 2020 and indicates the highest degree earned, years of teaching and professional experience, and the number of credit hours taught. On average, part-time faculty have 20 years of professional experience and seven years of teaching experience. Overall, well over half of part-time faculty have 15 or more years of professional experience and nearly one-quarter have 10 or more years of college teaching experience.

Table 3. Part-time Faculty

Spring 2021

								Teaching responsibility:			
Name	Rank	Years full-time professional experience	Years teaching experience	Highest earned degree	Now working full-time as professional (y/n)	Working toward degree (y/n)	Credit hrs. teaching this semester	In charge of course	Lectures	Assists in lab	Assists teacher in charge
Bosworth, Allen	Instructor	38	2	MA	Yes	N	6		X		
Bouser, Stephen	Instructor	50	13	BA	No	N	3		X		
Briggs, Mark	Instructor	27	9	MA	Yes	N	3		X		
Carter, Lynn	Instructor	37	9	BA	Yes	N	12	X	X		
Cavalchire, Madison	Instructor	5	2	BA	No	N	6		X		
Crothers, Timothy	Instructor	30	21	BA	No	N	3	X	X		
Doyle, Peter	Instructor	41	5	MA	Yes	N	6		X		
Francis, David	Instructor	20	2	MBA	Yes	N	3		X		
Geier, Scott	Instructor	15	4	MA	No	N	3		X		
Graybeal, Caroline	Instructor	24	1	BA	No	N	3		X		
Herrin, Angelia	Instructor	31	18	MA	Yes	N	3		X		
Killeffer, Louis	Instructor	41	5	BA	Yes	N	3	X	X		
King, Kathryn	Instructor	6	3	BA	Yes	N	3		X		
Kirkman, Christopher	Instructor	25	13	ND	Yes	N	6		X		
Knudsen, Nazanin	Instructor	11	7	MA	No	N	6		X		
Macmillan, Michael	Instructor	30	2	BA	No	N	3		X		
Martin, Carolyn	Instructor	29	4	JD	Yes	N	6		X		
Mcelroy, Gary	Instructor	19	4	BA	Yes	N	3		X		
Meredith, Samuel	Instructor	44	3	MBA	No	N	12	X	X		
Rice, Tamara	Instructor	21	6	MA	Yes	N	3		X		
Sipes, Andrew	Instructor	4	2	BA	Yes	N	3		X		
Smith, Kelly	Instructor	8	16	MA	Yes	N	3		X		
Stevenson, Heather	Instructor	6	5	BA	No	N	3		X		
Sutter, Mark	Instructor	32	5	M	No	N	3		X		
Tidwell Mcleane, Carolyn	Instructor	9	1	BA	Yes	N	3		X		
White, Matthew	Instructor	9	2	MBA	Yes	N	3		X		

Table 3. Part-time Faculty (continued)

Name	Rank	Years full-time professional experience	Years teaching experience	Highest earned degree	Now working full-time as professional (y/n)	Working toward degree (y/n)	Credit hrs. teaching this semester	Teaching responsibility: In charge of course	Lectures	Assists in lab	Assists teacher in charge
Williams, Joseph	Instructor	20	0.5	MA	Yes	N	3		X		
Williamson, Kelly	Instructor	18	3	BA	Yes	N	3		X		
Owens, Lynn	Lecturer	2	15	PHD	No	N	12	X	X		
Robinson, John	Lecturer	37	10	BA	No	N	9		X		
Bratcher, Tegan	Graduate Research Assistant	2	0.5	MA	No	Y	3		X		
Kresovich, Alexander	Graduate Teaching Assistant	9	0.5	MA	No	Y	3		X		
Linford, Autumn	Graduate Teaching Assistant	8	0	MA	No	Y	3		X		
Qu, Yan	Graduate Teaching Assistant	1	0.5	MPP	No	Y	3		X		
Thompson, Jacob	Graduate Teaching Assistant	1	0.5	MA	No	Y	3		X		

Fall 2020

Name	Rank	Years full-time professional experience	Years teaching experience	Highest earned degree	Now working full-time as professional (y/n)	Working toward degree (y/n)	Credit hrs. teaching this semester	Teaching responsibility: In charge of course	Lectures	Assists in lab	Assists teacher in charge
Guillory, J Ferrel	Professor	23	21	MS	No	N	6	X	X		
Allen, Kelvin	Instructor	21	3	JD	Yes	N	3		X		
Bouser, Stephen	Instructor	50	13	BA	No	N	6		X		
Carbonell, Lindsay	Instructor	5	0	BA	Yes	N	3		X		
Carter, Lynn	Instructor	37	9	BA	Yes	N	12	X	X		
Cavalchire, Madison	Instructor	5	2	BA	No	N	6		X		
Cohen, Finn	Instructor	13	3	BA	Yes	N	3		X		
Cokas, William	Instructor	32	20	AB	Yes	N	3		X		
Crothers, Timothy	Instructor	30	21	BA	No	N	4	X	X		

Table 3. Part-time Faculty (continued)

Name	Rank	Years full-time professional experience	Years teaching experience	Highest earned degree	Now working full-time as professional (y/n)	Working toward degree (y/n)	Credit hrs. teaching this semester	Teaching responsibility: In charge of course	Lectures	Assists in lab	Assists teacher in charge
Doty, Cate	Instructor	18	2	AB	Yes	N	3		X		
Doyle, Peter	Instructor	41	5	MA	Yes	N	3		X		
Eggleston, Melissa	Instructor	11	2	MFA	Yes	N	3		X		
Francis, David	Instructor	20	2	MBA	Yes	N	3		X		
Freedman, Andrew	Instructor	21	6	BS	Yes	N	3	X	X		
Geier, Scott	Instructor	15	4	MA	No	N	3		X		
Gray, James	Instructor	31	4	BA	No	N	3		X		
Graybeal, Caroline	Instructor	24	1	BA	No	N	3	X	X		
Herrin, Angelia	Instructor	31	18	MA	Yes	N	6		X		
Hoffman, Peter	Instructor	7	5	MFA	No	N	3		X		
Kearns, Kevin	Instructor	28	11	BFA	Yes	N	3		X		
Killeffer, Louis	Instructor	41	5	BA	Yes	N	3	X	X		
King, Kathryn	Instructor	6	3	BA	Yes	N	6		X		
Kirkman, Christopher	Instructor	25	13	ND	Yes	N	6		X		
Knudsen, Nazanin	Instructor	11	7	MA	No	N	9		X		
La Roche, Julia	Instructor	11	0.5	BA	Yes	N	3		X		
Ladisic, Paige	Instructor	5	2	BA	Yes	N	3		X		
Lamm, Sarah	Instructor	21	2	MA	Yes	N	3		X		
Liu, Judy	Instructor	26	13	MPH	Yes	N	3		X		
Martin, Carolyn	Instructor	29	4	JD	Yes	N	3		X		
Mcelroy, Gary	Instructor	19	4	BA	Yes	N	3		X		
Meredith, Samuel	Instructor	44	3	MBA	No	N	10	X	X		
Moffett, Margaret	Instructor	29	6	MA	Yes	N	6		X		
Newman, Naomi	Instructor	29	2	BA	Yes	N	1		X		
Rice, Tamara	Instructor	21	6	MA	Yes	N	3		X		
Shamdasani, Nikita	Instructor	8	0.5	BA	Yes	N	3	X	X		
Sipes, Andrew	Instructor	4	2	BA	Yes	N	3		X		
Smith, Kelly	Instructor	8	16	MA	Yes	N	3		X		
Stevenson, Heather	Instructor	6	5	BA	No	N	6		X		
Stockman Mauriello, Lisa	Instructor	26	8	MA	Yes	N	3	X	X		
Sutter, Mark	Instructor	32	5	M	No	N	6		X		
Tidwell Mcleane, Carolyn	Instructor	9	1	BA	Yes	N	3		X		

Table 3. Part-time Faculty (continued)

Name	Rank	Years full-time professional experience	Years teaching experience	Highest earned degree	Now working full-time as professional (y/n)	Working toward degree (y/n)	Credit hrs. teaching this semester	Teaching responsibility: In charge of course	Lectures	Assists in lab	Assists teacher in charge
White, Matthew	Instructor	9	2	MBA	Yes	N	6		X		
Yopp, Michael	Instructor	35	21	ND	No	N	3		X		
Owens, Lynn	Lecturer	2	15	PHD	No	N	12		X		
Robinson, John	Lecturer	37	10	BA	No	N	9		X		
Adams, Elizabeth	Graduate Research Assistant	6	1.5	MA	No	Y	6		X		
Bratcher, Tegan	Graduate Research Assistant	2	0.5	MA	No	Y	3		X		
Gray, Jasmine	Graduate Research Assistant	6	1.0	MA	No	Y	3		X		
Hedrick, Ashley	Graduate Research Assistant	0	0.5	MA	No	Y	3		X		
Kavlie, Justin	Graduate Research Assistant	7	4	MS	No	Y	3		X		
Patrow, Kristen	Graduate Research Assistant	0	4	MA	No	Y	6		X		
Qu, Yan	Graduate Research Assistant	1	1	MPP	No	Y	3		X		
Rohde, Jacob	Graduate Teaching Assistant	0	3.0	MA	No	Y	3		X		
Schlosser, Jonathan	Graduate Teaching Assistant	0	2	MS	No	Y	3		X		
Thompson, Jacob	Graduate Teaching Assistant	1	0	MA	No	Y	3		X		

2. Describe the history of the unit in no more than 500 words.

The first course in journalism at UNC-Chapel Hill was taught in the Department of English in 1909. The Department of Journalism was formed in 1924 and became a school in 1950. The master's program was established in 1955 and the Ph.D. program in 1965. Today, the Hussman School of Journalism and Media is one of six professional schools and one of five named schools in the Division of Academic Affairs at the university.

The program has been nationally accredited since 1958. In 1978, the school was the first in the country to receive unit-wide accreditation awarded by ACEJMC.

During the 1960s, the school graduated its first Black students, and by the late 70s, the school had hired its first Black faculty member. Public relations courses were first taught in the 1980s, followed by the development of a PR specialization and a separate sequence by the end of the decade. Also in the 1980s, the school established the N.C. Journalism Hall of Fame, which honors outstanding individuals for their contributions to journalism, and created its first Board of Advisers to build closer relationships with media professionals and guide the future development of the school's curriculum. In 1990, the school was renamed the School of Journalism and Mass Communication to reflect its broadening scope as a professional school. During this period, funding from the Park Foundation (now the Triad Foundation) helped to establish the Park Fellowship Program, which supports graduate education in the school. In 1993, when UNC's Department of Radio, Television and Motion Pictures was eliminated, the school added coursework in broadcast media and absorbed reassigned faculty members. In 1999, the school moved from Howell Hall to its current home in Carroll Hall.

In 2014, the school received a $3 million grant from the Knight Foundation to create the Center for Innovation and Sustainability in Local Media. The center continues to produce seminal research on "news deserts" and manages the Table Stakes initiative that provides coaching for leaders of media organizations to transform their business models in the digital age.

After research and faculty discussion, in 2015 the school changed its name to the School of Media and Journalism to better reflect its curriculum and research at that time.

In 2018, the Curtis Media Foundation announced a $10 million gift to provide for construction of a state-of-the art Curtis Media Center, an immersive media learning environment to bring students together in collaborative workspaces. At the time, the Curtis gift was the largest single gift ever received by the school. Then, in 2019, the school received a $25 million unrestricted naming gift to become the Hussman School of Journalism and Media. Also in 2019, the Ida B. Wells Society for Investigative Reporting moved to the school from its previous home at Harvard University. The mission of the society is to help increase the number of reporters and editors of color, and foster inclusion of diverse voices in news coverage.

3. Describe the environment in which the unit operates, its goals and plans, budgetary considerations, and the nature of the parent university.

The University of North Carolina was the first public university in the United States to open its doors when the first class was admitted in 1793. Today UNC-Chapel Hill is one of 16 constituent institutions that grant baccalaureate degrees in the University of North Carolina System. The UNC Board of Governors is the policy-making body. Members are appointed by various state leaders using a formula that is established by the state legislature. The UNC-Chapel Hill Board of Trustees is a 13-member board appointed by state leaders who have changed in the past few years as political power has shifted in the state. Eight trustees are appointed by the UNC Board of Governors, four by the N.C. General Assembly, and the UNC Student Government president is an ex officio member.

UNC-CH is considered to be one of the finest public institutions in the country. The university belongs to the select group of 63 U.S. and two Canadian universities forming the Association of American Universities. UNC-CH is accredited by the Southern Association of Colleges and Schools. In the 2019 updated Carnegie Classification of Institutions of Higher Education, the university is listed as doctorate-degree granting-very high research activity. In the *2020 U.S. News Best Colleges*, UNC ranked #29 in National Universities. For the 18th time, in 2019, the university was named the "No. 1 value" in American public education by *Kiplinger's Personal Finance* magazine.

The university offers bachelor's, master's, doctoral and professional degrees. Seventy-four bachelor's, 104 master's, 65 doctoral and 7 professional degree programs are available. The Fall 2020 enrollment for UNC-CH was 30,092. Of those, 19,395 were undergraduate students, 8,214 were in graduate programs, and 2,483 were in professional programs. Students are admitted to UNC-CH on a competitive basis, which has resulted in a bright and talented student body. No more than 18 percent of each entering first-year class can be from outside North Carolina. The Office of Undergraduate Admissions can admit only about 800 out-of-state first year students from a pool of more than 10,000 annually, that includes out-of-state and global students.

Along with units throughout the UNC-CH campus, the school experienced reductions in its state funding allocation as a result of the Great Recession. The worst cuts came in 2011–12, when the school's recurring annual allocation was reduced by $468,000. In January 2021, university administration ordered budget reductions by all units to address the campus-wide $100M structural deficit. As a result, the school experienced a permanent reduction of nearly $300,000.

Fortunately, the school's leadership had been focused on increasing private funding and large gifts to provide more stability in the face of dwindling state support. The $25 million Hussman naming gift is a major step forward in terms of independence and support that elevates the value of the school's mission. In addition to the Hussman gift, as discussed above, the school received a $10 million gift in November 2018 to finance the construction of the Curtis Media Center, which is being built on a major campus thoroughfare adjacent to the school's home in Carroll Hall. Also, the university is entering the fourth year of a five-year capital campaign and the school has raised nearly $82 million against its $75 million goal as of August 1, 2021.

4. Describe any recent major changes in the mission, goals, or programs and activities of the unit.

In Spring 2019, the Hussman School's faculty approved a new strategic plan that will guide the school from 2020 to 2025. Titled "Envisioning Tomorrow," the plan articulates the school's strategic priorities, curricular competencies and major initiatives for the next five years. Summarized briefly, the school's strategic priorities are:

- Re-envisioning the school as an adaptive hub (foster internal and external collaboration and integration)
- Embracing and driving change (promote innovation and opportunities for experimentation with new teaching methods and models)
- Expanding experiential education (further develop new engagement and project-based learning opportunities through community partnerships)
- Prioritizing diversity and inclusion (embrace and strengthen through instruction, scholarship, creative activities, policies and procedures)
- Elevating our business strategy (unify operations that centralize data collection and assessment, staff and administrative roles, development, funding and financial support.)

A copy of the complete strategic plan is provided in Appendix Pt. II-A.

Shortly before embarking on developing the new strategic plan, the school had begun to revamp its curriculum structure to better prepare students for the demands of the digital era. A push to simplify and integrate the curriculum led to consolidating eight curricular sequences (Advertising; Broadcast and Electronic Journalism; Business Journalism; Editing and Graphic Design; Interactive Multimedia; Photo and Video Journalism; Public Relations; Reporting; and Strategic Communications), which resulted in a rather siloed curriculum, into two areas of study: Journalism and Advertising/Public Relations. The goal of the new structure is to enhance collaboration and create a curriculum that is more coherent.

Five sequence heads (Advertising, Broadcast and Electronic Journalism, News-Editorial, Public Relations and Visual Communications) have been replaced by a director in each of the two areas of study (Journalism and Advertising/Public Relations), who work closely with the senior associate dean for undergraduate studies. The directors collaborate with the faculty members in their respective areas to strengthen the offerings available to students.

The undergraduate curriculum continues to have three core class requirements for all students and a "stair step" plan in both the Journalism and Advertising/Public Relations areas of study. Courses are organized to the "Four Cs": Core, Conceptual, Concentration and Capstone. The school's coursework increasingly accents experiential learning – all students are now expected to take a capstone class that offers deep, hands-on learning opportunities in their specific field. More details about the curriculum revisions are found in Standard 2: Curriculum and Instruction.

The school's admissions procedures have also been upgraded and formalized. Until Spring 2019, students with a minimum 3.1 GPA who had declared MEJO (the abbreviation for a major in the Hussman School) as their major, were automatically admitted to the school. Prospective students are now required to submit an application that includes an essay outlining why they want to become a major. Though a 3.1 GPA remains the standard benchmark for admission, that essay, combined with a student's GPA, determines eligibility. Admitted students are required to attend an onboarding orientation to finalize their enrollment. The undergraduate program is flexible and accents

experiential learning opportunities that prepare students for the changing demands of the modern digital workplace.

To better support our students, all student services have been co-located in what is known as the Undergraduate Hub. Undergraduate academic advisers, global and immersive study directors and an enhanced career services program are housed together in the hub to enable students to easily take advantage of all the school's offerings. An administrator works closely with the senior associate dean and connects students with the best services. She also documents data on student activities.

Two major financial gifts mentioned earlier also point to changes and opportunities of tremendous significance to the school. These gifts enhance the school's ambitions and solidify the strategic plan, *Envisioning Tomorrow* (Appendix Pt. II-A). **Don Curtis,** a '62 graduate of the school, made a gift in November 2018 that will significantly enhance the school's facilities. The Curtis family gift will support the construction of the Curtis Media Center, a cutting-edge teaching space adjacent to the school's home in Carroll Hall, that promises to bring tomorrow into today for students and faculty. The center's flexible learning spaces, podcast studio and broadcast studio will add the latest in technology and afford new opportunities for both students and the school overall. Pedagogical research indicates that peer learning is more important than lecture learning and that interactive and experiential learning are critical to advance student education. The new Curtis Media Center will offer an environment characterized by collaborative spaces instead of faculty/lecture spaces.

Walter Hussman, a '68 graduate of the school, made a $25 million naming gift on behalf of his family in September 2019. The gift provides a measure of independence for the school on the financial front. It is an investment in faculty and staff talent, which is the soul of the school's success. The added financial strength of the Hussman gift positions the school's leadership to better navigate changing state goals and legislative budgets and plan for its future with more confidence. At the center of the Hussman gift are the journalism core values that Walter Hussman learned at UNC – impartiality, integrity and truth seeking – and that he has practiced his entire career. The school embraces those values, now installed in the lobby of Carroll Hall, which underline our commitment to an impartial and trustworthy journalism ethic. These values emphasize the importance of both opinion and factual reporting to a democracy and the need to clearly separate the two. The values also underscore the school's commitment to an informed public, to serving communities and to ensuring a strong democracy. The ethical demands of communication in our society are underscored at every point, whether students study journalism or PR and advertising. We expect all our graduates to lead the debate about important issues and ideas in their communities. What connects all our students, regardless of specialty, is the preparation to ignite the public conversation.

As noted earlier in this section, in 2019 the Ida B. Wells Society for Investigative Reporting announced it would move from Harvard to UNC and the Hussman School. This move emphasizes the school's reputation, its commitment to building diverse voices in journalism and media, and its role in the sometimes-volatile conversation around race in the modern South. Founded by three investigative reporters, one of whom is **Nikole Hannah-Jones**, our '03 M.A. graduate and Park Fellow, the Society is committed to increasing the pipeline of investigative journalists of color. The Hussman School offers the Society a home, shared values, a chance to work with North Carolina's HBCUs, and to deepen its work with other journalism schools across the country.

5. If the unit was previously accredited, summarize each deficiency noted in the most recent accreditation report that the site team said should be addressed (Part 3 of site team report), followed by a response to each, explaining actions taken to address the problems and the results. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s), the reasons cited, and how these problems have been addressed.

The 2014–2015 site visit team report did not note any deficiencies to be addressed prior to this site visit, but it did note two weaknesses that were subsequently addressed by the school:

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

Response to oversubscription in skills courses

In terms of oversubscription of skills courses, there was some confusion about the accuracy of the school's enrollment reporting in the self-study. The finding that there was "oversubscription of skills courses" resulted from the school mistakenly including some conceptual courses (not subject to a 20-student maximum) in the skills courses report, pushing enrollment out of compliance. Although oversubscription was not a systemic problem, a review of the response submitted for Part 1: Question 16 in the 2014–15 self-study did confirm that the school was out of enrollment compliance in three skills courses: JOMC 271 (now MEJO 371), JOMC 451 (now MEJO 541) and graduate course JOMC 782 (now MEJO 782) as shown in Figure Pt. II.1.

Figure Pt. II.1

Courses Correctly Reported as Oversubscribed Skills Course	Fall 2014 (actual)	Spring 2015 (reported in self-study)	Spring 2015 (actual (enrollment)
JOMC 271-Advertising Copy and Communication	24	28	22
	22	26	27
	21	26	17
JOMC 451-Economics Reporting	25	n/a	n/a
JOMC 782-Multimedia Storytelling	21	n/a	n/a

However, the school incorrectly reported 14 conceptual courses (a total of 21 sections) as skills courses.

As shown in Figure Pt. II.2, *of those conceptual courses incorrectly reported as skills courses,* eleven sections total (shown in red) in two semesters (five in Fall 2014; seven in Spring 2015) exceeded the 20-student cap for one or both of the semesters reported.

Figure Pt. II.2

Conceptual Course Incorrectly Reported as Skills Course	Fall 2014 (actual)	Spring 2015 (reported in self-study)
JOMC 272-Advertising Media	35	18
	20	18
JOMC 425-Voice and Diction	19	25
JOMC 431-Case Studies in Public Relations	26	18
	14	18
	18	15
	18	14
JOMC 434-Public Relations Campaigns	9	24
	13	24
	23	15
	18	24
JOMC 473-Advertising Campaigns	23	28
JOMC 671-Social Marketing Campaigns	n/a	28
JOMC 690-Advanced Advertising Campaign Planning	n/a	24

Though oversubscription was not actually as widespread as reported, there were three skills courses (as shown above) that exceeded the cap and the school's leadership took the site team's criticism seriously. We have made it clear that ACEJMC rules must prevail so that students receive the coaching, mentoring and teaching expected.

Enrollment data following the site team visit for the three out-of-compliance skills courses in the last self-study can be found at the end of this section. In Fall 2015, one section of *JOMC 271-Advertising Copy and Communication* exceeded the cap with 25 students and the sole section of *JOMC 451-Economics Reporting* exceeded with 23 students. Students had already registered for those courses under the previous senior associate dean of undergraduate studies and these "legacy" oversubscriptions were tolerated so as not to disrupt student progress toward graduation. In Spring 2018, in an effort to meet student demand, the school piloted teaching MEJO 371 (previously JOMC 271) as a conceptual course and did not apply the 20-student enrollment cap. The course returned to "skills" status after it was determined the conceptual format was not productive. In Fall 2019, MEJO 541 (previously JOMC 451) exceeded the cap by one student. The instructor was subsequently counseled to not admit more than 20 students in the course. All other sections of the three courses found out of compliance have been in compliance every semester since the site team report.

Response to lack of clarity on professional track P&T process

The second weakness listed in the 2014-2015 site team report was the lack of clarity in expectations for the tenure process for faculty in the professional track. Since the last site visit, the dean made clarifications of the school's P&T rules a priority. The rules have now been addressed by two task forces, received ongoing refinement at a university level, and expectations further clarified, as discussed below.

First, immediately following the 2014–2015 accreditation cycle, the dean created a task force, to clarify the guidelines and process for professional track faculty tenure and promotion. Early in Fall 2015, the academic dean requested feedback from all professional track assistant and associate professors on the existing guidelines, and submitted a summary of ideas for improvement (Appendix Pt. II-B). The work of the task force resulted in mentors being included in junior faculty tenure progress review meetings with the dean and chair of the P&T committee. This action ensures a common understanding of what is valued in the tenure process. Workshops and review sessions for tenured faculty also reinforce the importance of the mentoring program.

Second, in 2016, the academic dean and the P&T committee chair launched a new task force to take action on clarifying the school's guidelines for promotion and tenure of professional track faculty. The task force led discussions during faculty meetings and in small groups throughout the academic year to further fine-tune the revisions by exploring what constitutes "creative excellence" and define professional roles, such as "producer" and "executive producer." The final revision of professional track promotion and tenure guidelines was approved by unanimous vote of the faculty in August 2017. This update of guidelines included:

- Designating the output of faculty in the professional track as "professional work" instead of "applied research or creative or engaged activity."
- Defining professional work to include "applied research or media products including but not limited to white papers, research and campaign reports, documentary films, books, websites, graphics, video, or photographs."
- Specifying whether and how work produced by students for course credit should be designated and explained in the tenure package.

Finally, the ability of professional-track faculty to submit materials relevant to their tenure case beyond CVs and publications was expressly noted in the description of the committee's review process. The revised policy acknowledges that the traditional categories for tenure portfolio materials listed on the provost's website do not fit the work of all professional-track faculty. As a result, the school's promotion and tenure review committee recognizes that modification of some of those categories may be necessary to more fully represent a faculty member's work (see *Hussman Faculty Handbook*, p. 18). Also, especially important for professional track faculty, the policy now specifies that additional external review letters beyond the required four letters from peer or other university programs, may come from inside or outside of the academy. This change enables faculty to consider submitting letters from reviewers in the professions.

The red-lined version of the professional tenure track guidelines showing the specific revisions is included as Appendix Pt. II-C.

6. Describe the process used to conduct the self-study, including the roles of faculty members, students and others. Describe the strengths and weaknesses of the program discovered during the self-study process, and describe any changes undertaken or planned as a result.

The formal self-study process began in Fall 2019 with the creation of a timeline to involve administrative staff, faculty committees and selected student representatives, identify sources of data and assign data collection, assign the writing of each accreditation standard, and to determine the process for final edits and submission. A review of accreditation guidelines and the self-study process was presented to faculty and staff at their meeting in December 2019. An update of progress on the self-study was presented at the school's meeting in April 2020.

During the year prior to submission of the self-study, faculty committees considered major areas addressed by the nine accreditation standards, including: curriculum and instruction, diversity and inclusion, teaching and scholarship, budget, technology and facilities, and assessment of student learning. A pre-accreditation survey of faculty and staff was conducted to provide feedback to guide the self-study. There were 61 respondents for a response rate of 75%. Of that number, 32 (51%) were tenured or tenure track faculty, 5 (8%) were fixed term faculty, and 25 (41%) were staff. A summary of the survey results is included as Appendix Pt. II-D. Hussman student ambassadors provided feedback on the curriculum, engagement, facilities and technology needs.

The self-study was a group effort. The dean, administrative staff and leaders of school committees collected data for required tables and wrote drafts of standards during Spring 2020. A draft of the self-study was made available for faculty and staff for review in late-summer 2020. Near final edits were made and the self-study was submitted for initial review to the ACEJMC office in September 2020. A summary presentation of the self-study will be made to faculty after the initial ACEJMC review is completed. Due to the COVID-19 pandemic, ACEJMC delayed the site team visit until Fall 2021. The final form of the self-study, including the required addendum, will be sent to ACEJMC prior to the rescheduled site visit.

The self-study revealed the following strengths of the program:

- Highly regarded faculty with a commitment to student learning and scholarship.
- Engaged staff members with a focus on student success.
- Strong leadership with a strategic plan that focuses on innovation, development and financial resources.
- Availability of student media and school-sponsored organizations and immersive opportunities to enhance the quality of student experiences.
- Dean's regular updates are a good source of information. Good external communication.
- Initiatives to increase awareness of diversity and inclusion, such as speakers and events.

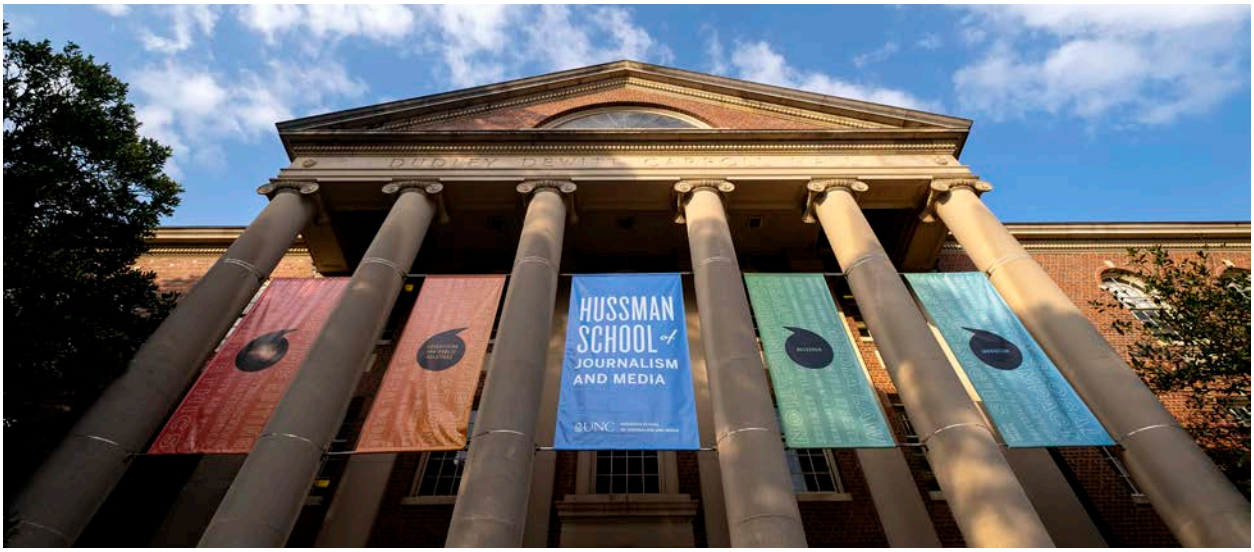
The self-study found challenges, but also an awareness and plans to address those challenges:

- An outdated facility infrastructure in need of renovation. Recent financial gifts will enable the school to construct a new media center that will include modern, flexible learning spaces and to continue upgrading Carroll Hall classrooms with modern technology and furniture.
- Increasing enrollment that puts strain on faculty and staff. Some faculty and staff feel over-worked.
- Need for greater diversity in faculty created by recent departures over the past five years.
- Also, greater diversity in staff and students.
- Competitive distinctions between faculty disciplines (journalism vs. Ad/PR), primary focus (research vs. professional) and/or rank (full time faculty vs. adjunct) that may be problematic for the school's culture.
- Need for a more efficient organizational structure. The dean engaged members of the university's central HR office in Fall 2019 to begin helping school leadership think through options for a more effective structure.
- Website needs to be improved. It is lacking in dynamic content and links to student work.

7. Provide the web links to undergraduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements.

The school's section of the UNC Undergraduate Catalog can be found here: catalog.unc.edu/undergraduate/schools-college/media-journalism

The undergraduate studies section of the school's website can be found here: hussman.unc.edu/ug



PART II: STANDARD 1

Mission, Governance and Administration

Executive summary

The Hussman School of Journalism and Media is one of five named schools at UNC-Chapel Hill. The school prepares students for careers in journalism, advertising, public relations and other communication fields.

Major financial gifts from two graduates have positioned the school for a new era of excellence: a $25 million naming gift from **Walter Hussman**, and a $10 million gift from **Don Curtis** to build the 12,000 square foot Curtis Media Center.

A new strategic plan, *Envisioning Tomorrow,* will guide the school in development of new curricula and deepened the integration of faculty areas of scholarship, creative activity and teaching, and enhance the sense of citizenship and culture.

There is strong supportive leadership at the university level, and an effective school leadership team (Dean's Cabinet), committee structure and regular meetings involve faculty directly in decision making and promote faculty governance.

The school has well-defined policies and procedures for faculty and staff that are informed by university guidelines and reflect best practices within the discipline.

INTRODUCTION

UNC-Chapel Hill is the nation's first public university; it opened its doors in 1793. The commitment to higher education runs deep in North Carolina. By state law, 82% of all undergraduates admitted to the university each year must be from North Carolina.

The university launched a new strategic plan in Fall 2019: Carolina Next: Innovations for Public Good. The plan underlines the university's mission "of and for the people" and makes clear that UNC-Chapel Hill's commitment is to the advancement of ideas and economic opportunities throughout North Carolina.

Consistent with the university's mission, the mission of the Hussman School of Journalism and Media is to "prepare students to ignite the public conversation in our state, the nation and the world, and to understand the role of communication in fostering democracy." Graduates of the program gain conceptual knowledge and learn the skills they need to succeed in careers in journalism, advertising, public relations and other communication fields.

The Hussman School of Journalism and Media is only the fifth named school on campus. **Walter Hussman**, a 1968 graduate of the J-school at UNC, as it was known then, made a gift of $25M in July 2019. That gift not only invested in the school's future but underlined the core values that animate its mission. Walter Hussman wrote his statement of core values after a dinner with **Dean Susan King** in Little Rock, Arkansas in 2015. The two discussed the need to renew trust in American news media and his values statement resulted from those conversations. Hussman's newspapers carry his statement of core values each day, and that statement is now displayed in the lobby of Carroll Hall.

The Hussman naming announcement was made September 10, 2019 with front-page stories in Hussman's Arkansas newspapers, in the *News & Observer* of Raleigh, and on UNC's digital platforms. Hussman wrote a *Wall Street Journal* op-ed that was also carried that day that laid out his belief that UNC-Chapel Hill could advance great journalism and help rebuild trust in the news business.

Faculty, staff and students arrived at the school in the Fall semester to not only learn the news of the gift and the new name, but also a changed website and new signage throughout Carroll Hall. The fully branded transformation reflected the school's embrace of its journalism values, and its understanding of the importance of public relations and advertising in building reputation and brand. The university community, along with school alumni, faculty, staff and students, joined in an official ceremony recognizing the name change during homecoming weekend in October 2019.

In November 2018, many members of the school community gathered for another major advancement. The event celebrated the gift to build the Curtis Media Center adjacent to the school's home in Carroll Hall. **Don Curtis**, a 1962 graduate of the program, donated $10 million to create what was called a "jewel box" before it was named. The 12,000 square foot building will house a new broadcast center and three floors of flexible learning labs that will allow both innovation and state of the art teaching spaces. Construction is underway and the Curtis Center is expected to open in 2021.

The Hussman School is situated in the heart of the campus just off historic Polk Place. It is recognized across the campus and the state as one of the most successful professional schools at UNC-CH.

1. Describe the administrative structure of the unit, including to whom the unit administrator reports to within the university. Include names and titles. The information should extend from the lowest level of administrative responsibility within the unit to the institution's chief executive officer.

The Hussman School of Journalism and Media is one of 13 academic affairs and five health affairs schools in the university. As outlined by the Office of the Provost, the dean reports to Executive Vice Chancellor and Provost Bob Blouin, who reports to Chancellor Kevin Guskiewicz. UNC-Chapel Hill, one of 16 state-wide university campuses in North Carolina, is governed by a Board of Trustees. The UNC System is governed by the UNC Board of Governors.

Susan King, the dean of the school, is its chief academic and administrative officer. A strong collaborative culture in the school permits faculty governance with direct administrative responsibility provided by the dean. As currently organized, the dean is responsible for establishing the strategic vision for the school, for personnel and policy, for budgets, facilities, faculty advancement and relationships on campus, for development, outreach, communication and accreditation.

As discussed below, the dean is supported by a Dean's Cabinet that was created following the development of the first strategic plan in 2013. In Summer 2020, the dean appointed the school's inaugural director of DEI and added that position to the cabinet. In Summer 2021, the dean further expanded the cabinet to include the five academic directors to enable more of a faculty voice. The cabinet meets once a month during the academic year, less during the summer, to deal with academic, administrative and financial issues.

In the summer of 2019, at the suggestion of the provost, the school consulted with UNC Human Resources leadership to explore the possibility of a new administrative structure to better serve the growing needs of the school and the university demands. Potential changes to the administrative structure are being considered.

UNC Administrative Leadership

Chancellor. Kevin Guskiewicz, was named at the end of 2019 after a tumultuous few years defined by the debate around the Confederate monument on campus known as Silent Sam. Issues of race and the South's Lost Cause narrative continue to challenge the campus as old traditions clash with the digital age.

Guskiewicz served in an interim capacity for 10 months before being named chancellor by the UNC System's Board of Governors. Guskiewicz is well known for his seminal brain research in sports medicine. He leads research teams seeking technological advancements for contact sports like football that can limit brain damage from concussions. In 2011, Guskiewicz was named a MacArthur genius for his research and leadership of the Matthew Gfeller Sport-Related Traumatic Brain Injury Research Center at UNC-Chapel Hill.

Guskiewicz has had a number of leadership roles on campus. He served as the chair of his department and most recently as dean of the College of Arts and Sciences. He is well known by faculty and his appointment as chancellor was seen as a stabilizing force on campus. In high school, Guskiewicz was editor of his school's newspaper and he considered studying journalism in college before focusing on science. He has been an ally of the Hussman School for many years. Guskiewicz presided over the naming of the school in the second half of 2019.

Executive Vice Chancellor and Provost. Bob Blouin has served as vice chancellor and provost since 2017. As the university's chief operating officer ("provost"), he is responsible for budget and planning. He plays a central role in implementing the university's strategic plan, and in attracting and retaining qualified faculty members to support student success. Over the last several years, he has led the university's "Operational Excellence" intended to streamline human resources and procurement processes to make it easier for all campus units to advance their priorities. Specific to our school, he challenged us to consider a more modern organizational structure that would align with the school's ambition and growth and actively supported our renewal request for a Knight Center grant by securing matching funds for research.

Prior to becoming provost, Blouin was dean of the UNC Eshelman School of Pharmacy from 2003–2017 and he continues as the Bryson Distinguished Professor there. Under Blouin's leadership as dean, the Eshelman School was recognized as a premier pharmacy program in national rankings; the school established a degree-granting program that focuses on ambulatory care and rural health; and the program's research portfolio increased to $36 million, the second highest among pharmacy schools in the nation.

Blouin will step down as provost at the end of the 2021 calendar year and return to the Eshelman faculty. A search is underway for his replacement.

Hussman School Administrative Leadership

Dean. Susan King, John Thomas Kerr Distinguished Professor, arrived at UNC-Chapel Hill in January 2012. A nontraditional academic, King brought deep experience as a working journalist and experience with higher education and the role of scholarship in the marketplace of ideas. She was a broadcast journalist in Washington, D.C., for more than 20 years, an assistant secretary for public affairs at the Department of Labor, and a foundation executive working at the nexus of scholarship and public information. As a vice president of Carnegie Corporation of New York, King led the *Carnegie Knight Initiative on the Future of Journalism Education* in 2005–11 that focused on re-invigorating journalism education at top research universities. She was considered a non-traditional choice when she was named dean, although many universities have appointed professionals as dean since.

King's focus as dean has been on continuing integration of professional education during a time of digital disruption and economic dislocation in the industry. That has included recruiting new faculty deeply experienced in emerging journalism techniques and digital skills, and scholars who are focused on public policy and its impact in the academy and beyond. Under King's leadership, the school has completed two strategic plans that have stimulated new curricula and deepened the integration of faculty areas of expertise and school programs. She has attracted national and local funding that has reinforced the school's work to advance news organizations in the state and upgraded training and opportunities for diverse students in the state and beyond. After years of financial cutbacks, King stabilized the budget and has brought in significant financial resources. She was dean during the 2014–2015 accreditation self-study and review.

King created a new leadership structure at the school soon after the first strategic plan, *A Path Forward*, was implemented. That Dean's Cabinet leadership team and King's personal energy have built on the strong foundation long established at the school.

King will conclude her service as dean in AY 2021-22, remaining in the position until her successor is named.

Senior Associate Dean, Undergraduate Studies. Charlie Tuggle, the John Stembler Distinguished Professor, provides leadership for undergraduate studies as well as the broadcast area. Tuggle became senior associate dean of undergraduate studies in Fall of 2015. He was instrumental in upgrading the school's curriculum to reflect the goals of the first strategic plan. He re-organized the undergraduate services area and created an admissions and onboarding program that

greatly enhanced the student experience. Two area directors, one for Journalism and the other for Advertising/PR, and the advising team report to Tuggle. The two director positions replaced a sprawling curriculum committee made up of sequence heads that had slowed the progress of curriculum reform. Tuggle handles a small budget, the scheduling of undergraduate classes, and the hiring of adjuncts. He is the main stop for undergraduates with concerns or academic questions. In August 2021, Tuggle announced he would step down at the end of the 2021 calendar year and return to the classroom full-time. The position will be filled on an interim basis beginning Spring 2022 until a permanent appointment is made.

Senior Associate Dean, Graduate Studies. **Heidi Hennink-Kaminski** became senior associate dean for graduate studies in July 2013. Since the previous accreditation review, she has led the research that has informed important changes to the graduate program. Among those changes was the integration of the online master's program with the residential master's program in 2015. She established a more market-driven focus for graduate admissions and increased the number of students in the graduate program. Hennink-Kaminski oversees the graduate studies budget and admissions. She assigns research assistants to faculty members and oversees faculty assignments as thesis and dissertation chairs. She supervises two staff members that round out the graduate studies program. She was promoted to full professor in July 2020 and was named the Hugh Morton Distinguished Professor.

Senior Associate Dean, Strategy and Administration. **Louise Spieler** became senior associate dean in July 2013. She is an experienced administrator, former journalist and entrepreneur, and has led some of the school's most innovative programs. She focuses on streamlining policies and procedures, enhancing the school's reach and driving future strategies that will advance faculty performance, student success and school potential. Working with the assistant dean of finance and the human resources director, she is the leader for all non-academic activities. She oversees a number of priority programs, including: the global exchange program, Visiting International Scholars, Global and Immersive Student programs, and career services.

Spieler plans to retire at the end of the 2021 calendar year. Discussion is underway to redefine that senior administrative role to best serve the school and more closely align with other structures across campus.

Director, Diversity, Equity and Inclusion. **Trevy McDonald** was named the school's inaugural Director of Diversity, Equity and Inclusion in the summer of 2020. Her academic work focuses on diversity and media and she is the first Black woman to receive tenure in the school. McDonald has long been active in advancing diversity as a member of the school's Diversity & Inclusion Committee and as the faculty adviser for the Carolina Association of Black Journalists (CABJ), our student chapter of the National Association of Black Journalists. She is now also part of the university-wide Diversity, Equity and Inclusion Council, which is an advisory board to the university's Chief Diversity Officer and senior administrative leadership. In just her first year in the role, McDonald has been instrumental in conducting the school's curriculum assessment, increasing student engagement, facilitating wider programming and improving the content and reach of our position postings.

Academic Dean. In 2015, the dean created an academic dean position. The position was envisioned to provide better focus on faculty and tenure issues. Since the last accreditation review, two faculty members have served as academic dean: **Anne Johnston** (2015–2017) and **Francesca Dillman Carpentier** (2017–2020).

In light of the school's exploration of changes to its internal organization noted above and Covid-related financial restrictions in place at the time, the dean decided to delay filling the academic dean position at the end of Dillman Carpentier's term (June 30, 2020).

In the interim, the dean, senior associate dean of graduate studies and senior associate dean of graduate studies have managed the position's faculty-focused responsibilities (mentoring,teaching observations, leave requests, curricular review, etc.) and the director of diversity, equity and inclusion has led the work around school culture. Dillman Carpentier continues to serve on the cabinet as chair of the school's P&T committee.

Associate Dean, Development and Alumni Affairs. **Danita Morgan** joined the school in August 2021 with 30 years of development experience and a deep understanding of both the university and our school. Morgan is an '81 graduate of our school and was most recently the director for development of major gifts at the UNC Lineberger Cancer Center. She is responsible for leading our philanthropic program, leading our team of fundraisers and managing the school's foundation, advisory and alumni boards.

Assistant Dean, Business and Finance. **Mark Richardson** joined the school in July 2019, after 14 years at the UNC College of Arts and Sciences. Richardson oversees and administers all aspects of the business operations and financial functions of the school, and he accounts for and reports on the financial resources of the school's foundation. In addition, he has oversight of the school's human resources and facilities management, and is responsible for planning and implementation of budgets, financial reporting, resource allocation, grants management and business strategy.

Director of Communications. **Kyle York** leads a team of two staff members who are focused on the public face of the school. He is responsible for the school's website, all publications, events and lectures, media relations and the school's reputation and brand. As a graduate of the school, York is a deft writer who is as comfortable in the digital world as he is with the written word.

Also comprising the 2020–21 Dean's Cabinet are:

At-large Faculty Representative. **Joe Czabovsky** is a Ph.D./J.D. whose academic expertise is in strategic communication, public relations and advertising. He received tenure and was promoted to associate professor in July 2021.

Chair, Committee on Promotion and Tenure. **Francesca Dillman Carpentier i**s the W. Horace Carter Distinguished Professor whose research focuses on media effects and audience response. She previously served on the cabinet during her term as academic dean.

Director, Advertising/Public Relations. **John Sweeney** is the Distinguished Professor in Sports Communication. He teaches teaches advertising courses in addition to directing the Sports Communication program.

Director, Journalism. **Laura Ruel** specializes in design, user experience and interactive media and teaches courses in visual communication.

Director, Ph.D. Program. **Lucinda Austin** is a public relations scholar focused on crisis communication and health issues. She previously served on the cabinet as an at-large faculty member.

Director, M.A. Program. **Tom Linden** is the Glaxo Wellcome Distinguished Professor of Medical Journalism. He teaches environmental and science journalism courses.

Director, M.A.D.C. Program. **Andy Bechtel** is a former journalist who teaches editing and writing for print and digital media.

An organizational chart for the school is provided as Appendix 1-A. A list of school staff members and their titles as of May 2020 is on the next page.

HUSSMAN SCHOOL OF JOURNALISM AND MEDIA

Staff Members and Titles (Fall 2021)

Dennis Allman, Senior Support Analyst

Marla Barnes, Academic Adviser (on leave)

Rhema Bland, Director, Ida B. Wells Society for Investigative Reporting

Valerie Booth, Accounting Technician

Andrew Bresson, Development and Alumni Coordinator

Stephanie Brown, Director **-** Park Library

Kathy Bruno, Library Technician

Brad Bynum, Accountant

Jay Eubank, Director of Career Services

Pam Evans, Business Services Coordinator

Casey Hart, Assistant Director of Graduate Studies

Beth Hatcher, Communications Project Manager

Chris Hill, Assistant Director of GIP Programs

Monica Hill, Director - NCSMA

Max Hudnell, Computer Vision Software Engineer

Robin Jackson, Asst. Director of Development & Alumni Affairs

Sharon Jones, Director of Academic Advising & Student Engagement

Angelena King, Special Funding Manager

Gary Kirk, Broadcast & Media Engineer

Christine Lee, Program Coordinator - Ida B. Wells Society for Investigative Reporting

Danita Morgan, Associate Dean of Development

Kyle Miller-Olawsky, Development and Alumni Associate

Erica Perel, Director - CISLM

Liana Pinner, Director of GIP Programs

Rachel Pittman, Executive Assistant

Mark Richardson, Assistant Dean for Business and Finance

Tricia Robinson, Academic Adviser

Ann Schmitt, Graduate Program Administrative Coordinator

Steve Scott, Director of Development

Michael Sharpe, IT Manager

Dina Sikora, Human Resources Consultant

Jenn Sipe, Assistant Director of Career Services **Louise**

Spieler, Sr. Assoc. Dean for Strategy & Admin **John**

Turner, Technology Support Analyst

Sarah Vassello, Program Coordinator - CISLM

Barbara Wiedemann, Development Marketing Strategist

Kyle York, Director of Communications

2. Describe the unit's process for strategic or long-range planning. Provide a copy of the unit's written strategic or long-range plan. This plan should give the date of adoption/revision and any timeline for achieving stated goals. Discuss how the plan provides vision and direction for the unit's future and how it is has encouraged and contributed to quality and innovation in the unit.

In this digital age, fine-tuning curriculum and reviewing school priorities is not an every-decade imperative but a constant state of affairs. Dean Susan King created a task force that produced the first strategic plan, *A Path Forward*, in 2013, that shaped the school's direction through 2018. With *A Path Forward* as a guide, the undergraduate curriculum was revised to be more fully integrated, capstone classes were established to offer students opportunities for high-flying experiential learning in all areas of the school, and administrative changes in leadership were implemented. In summation, the school's curriculum was greatly changed, and faculty support was increased.

In early 2018, under the leadership of Academic Dean Francesca Dillman Carpentier, work began on a new strategic plan to guide the school's next five years of growth and change. Listening sessions in Spring 2018 were followed by a day-and-a-half retreat at the Rizzo Center in August 2018, just before the Fall semester. The retreat resulted in follow-up committees throughout Fall 2018 that wrestled with areas of concern and different perspectives. Informed by the results of the school's assessment reports, the committees dove deeply into questions regarding the undergraduate curriculum, M.A. program changes and the direction of faculty scholarship. Committee findings and the market research undertaken in our graduate studies area also informed the plan, which was discussed at faculty meetings and revised during Spring 2019. *Envisioning Tomorrow* was finalized with a school vote at the annual retreat in August 2019. The plan reflects input from almost every member of the faculty and staff, as well as insights from alumni, members of the school's Board of Advisers and student leaders. The complete plan, first referenced in Part II – Supplementary Information, is included as Appendix Pt. II-A.

The process was a long one, and it greatly enhanced collaboration and discussion among faculty members at a time of key transition in the school. Retirement of long-term faculty members has begun, and ambitious young faculty are joining the school. Two goals of the new strategic plan were to reinforce the great values that have guided the success of the school's scholarship, creative activity and teaching, and to enhance the sense of citizenship and culture at a time of change.

The broad engagement and deep faculty discussion of the plan led to a favorable unanimous vote at the annual school retreat in August 2019. Task forces that represent the plan's four intersecting hubs, or areas of focus, that span journalism and strategic communication – Public Life, Healthy Communities, Storytelling Innovations and Audience Analysis – continue to work as the school shapes plans for the next generation of classes and curricula on both undergraduate and graduate levels. This continuing faculty concentration on the plan and its implications speaks to the need for ongoing assessment and refinement. A strategic plan is not the end of a school's vision but more a beginning.

Envisioning Tomorrow reflects the values of the school's learning imperatives, reveals the strengths and areas of weakness in faculty expertise, and promises to be an important document for shaping the ambitions of the newly named Hussman School of Journalism and Media. The Dean's Priorities that resulted from *A Path Forward* and those that emerged from *Envisioning Tomorrow* are the key documents that gauge progress and track indicators of success. The 2019–2020 priorities are included as Appendix 1-B.

3. Describe the unit's policies and procedures for faculty governance. Provide in a digital format or make available in the site team workroom a print copy of faculty policy manuals, handbooks or other documents specifying policies, procedures, and the roles of faculty and students in governance and in development of educational policy and curriculum. (Note the passages and pages specific to the directive.)

As one of five professional schools in the university, the Hussman School of Journalism and Media conforms to the policies and procedures outlined in the UNC-Chapel Hill Faculty Handbook. Among other things, the handbook specifies the role of administration and faculty governance, the expectations for faculty, academic freedom, and personnel policies, including appointment and promotion and tenure guidelines. At a university level, an elected Faculty Council legislates on behalf of the faculty and faculty committees. Currently, Hussman School faculty member **Ryan Thornburg** serves on the Faculty Council and Hussman School faculty member **Deb Aikat** serves on the Faculty Executive Committee. As described in the university handbook:

"While many decisions about academic policy are made at the campus or system even through the structures outlined above [in the handbook], much of the work of faculty governance happens locally, within the schools and departments, all of which have their own policies, guidelines and standards, and internal committees."

Consistent with the requirements of the university, the *Hussman School Faculty Handbook*, last updated in September 2019 to reflect the naming of the school, provides guidance for faculty regarding policies, procedures and governance. The school's handbook articulates the mission of the school, its internal structure and policies, procedures for conducting faculty searches, appointment and reappointment, and promotion and tenure for tenure track and fixed term faculty. In addition, the Hussman School's handbook provides guidance regarding faculty mentoring, workload and buyout policies, and research assignments.

The success of the Hussman School of Journalism and Media lies in its collaborative values. For many years, the school has been known for a faculty that represents excellence in research and scholarship as well as in professional skills and innovation. Unlike some peer institutions, the school has two tenure tracks: research and professional (creative). It is the mutual respect and stature of both our scholars and professionally oriented faculty members that have created an atmosphere of innovation, experimentation and excellence that has powered the school.

The school has a strong tradition of faculty governance. Faculty members develop, shape and approve curriculum and educational policy. They are also more involved in the recruitment process than faculty in other UNC schools. Faculty serve on school search committees and vote on inviting new members. They

have a direct role in preparing job descriptions and in choosing leading candidates, and vote on all faculty job descriptions. The dean works closely with faculty in the process and appoints the chair and the members of search committees. The dean has the final say in hiring and is held accountable by the provost for the quality of the school's faculty.

As noted above, Dean Susan King established a Dean's Cabinet that involves faculty directly in decision making on all fronts. She has created a culture of transparency that permits sharing details of the school's budget and priorities with the faculty. The dean is responsible for faculty retention packages and follows a rubric in the annual raise process, similar to one employed by other UNC deans. Unlike most schools on campus, the dean's salary decisions are reviewed by a faculty committee. The Faculty Salary Committee meets with the dean after raises are awarded to ensure fairness.

As with all professional schools at UNC, the school has an Administrative Board to deal with student grievances. The senior associate dean for undergraduate studies serves on the university's administrative committee and is involved in campus wide grievance issues. There have been no issues that triggered a convening of the administrative board at the school since the previous ACEJMC review.

The Hussman School is student-centered in its strategies, curriculum and planning. Student voices are sought in all areas of planning, and students serve on search committees for new faculty members. During the interview process, candidates teach a class, and students are asked to evaluate the candidate's performance and content. Those evaluations inform the search committee's deliberations. Students also serve on the undergraduate curriculum committee.

Students have a role in school governance. Each spring, graduating seniors take a survey that asks general and specific questions about their experience in the school. Faculty and staff turn to the survey for important areas of assessment as well as for input and perspective on curriculum, scheduling, careers services, student life and other pertinent factors. Results of the graduating senior survey and actions taken to improve the school are discussed in Standard 9.

Participants in the Hussman School Ambassadors program serve as an important student voice, as a liaison for students to the school's majors, and offer suggestions for improving programs and opportunities. Since the program began in 2012, the ambassadors have taken on more responsibilities and become more influential in strategic planning and executing programs. They represent the points of view of diverse students and areas of study and have shaped the school's on-boarding and orientation in important ways. They are briefed each fall on new courses, school practices and university guidelines, and have established strong outreach programs, such as guided tours for prospective students. In addition, the group organizes pop-up classes, career and internship fairs, peer advising seminars, and senior gift and other special events. These students are a front-line voice for students with the school administration. Since the beginning, the ambassadors have served as informal peer advisers to students and this successful initiative was upgraded and institutionalized in 2020.

The UNC Faculty Handbook is linked here. The Hussman School Faculty Handbook is included as Supplement I.

4. How often did the faculty meet during the most recent academic year?

Faculty regularly convene for an annual retreat and nine faculty meetings each year. The retreat is scheduled in August, just prior to the start of classes, and is attended by both faculty and staff. The directors of area of study – Journalism and Advertising/PR – convene their respective faculty members for half-day mini-retreats just before the general retreat to discuss items specific to their areas.

The 2018–19 academic year began with mini-retreats on August 14 and a day-and-a-half retreat on August 16 and 17 that focused on shaping the school's new strategic plan, *Envisioning Tomorrow*. The strategic plan is detailed in Part II-Supplementary Information and is linked here. The retreat is an opportunity for cross-discipline and cross-function collaboration among both faculty and staff that is much more difficult to achieve during the regular school year.

Faculty meetings are scheduled every month in the Fall and Spring semesters, typically on Friday mornings when classes are generally not in session. Along with faculty business and a focused agenda, the faculty meetings often begin with a presentation. Presentations range from a faculty member sharing details of a new scholarly paper, creative work or book, an update on critical advances that would interest the faculty generally or a highlight of a campus resource.

Minutes of the 2018-2019 faculty meetings are included as Supplement II.

In 2020-2021, the annual August retreat and all faculty meetings were held on Zoom. Those faculty meeting dates were Jul. 23, Sept. 4, Oct. 2, Nov. 6, Dec. 4, Jan. 8, Feb. 5, Mar. 19, Apr. 16 and May 7. Minutes of the 2020-2021 meetings are included as Supplement IIa.

5. List faculty committees and chairs. List any ad hoc committees in operation at the time of the self-study.

Standing Committees as of Spring, 2021

Dean's Cabinet

Members: Lucinda Austin (At-large); Wendy Borman (Assoc. Dean, Development); Francesca Dillman Carpentier (P&T Chair); Heidi Hennink-Kaminski (Sr. Assoc. Dean, Graduate); Trevy McDonald (DEI Director); Mark Richardson (Assistant Dean, Finance); Michael Sharpe (Director, IT); Louise Spieler (Sr. Associate Dean, Strategy & Admin); Charlie Tuggle (Sr. Assoc. Dean, Undergraduate); Kyle York (Communications Director)

The dean's cabinet advises the dean on academic and administrative issues, brings forward and represents the interests of individual areas, and acts as the school's executive leadership team.

Committee on Appointments, Promotion and Tenure

Members: Francesca Dillman Carpentier (Chair), Spencer Barnes, Lois Boynton; Pat Davison, Tori Ekstrand; Steven King, Terence Oliver; Ryan Thornburg; Charlie Tuggle

Five full professors and four associate professors, appointed by the dean and representing both tenure tracks, serve as the school's Committee on Appointments, Promotion and Tenure. They serve three-year staggered terms. The dean names one of the full professors to chair the committee. The committee examines the records of faculty members being considered for reappointment, promotion and tenure and makes recommendations for the appropriate action to the tenured associate

professors and/or professors in the school. Only the full professor members of the committee participate in the evaluation of individuals being considered for initial appointment as full professor, associate professors being considered for promotion to full, or full professors undergoing post-tenure review.

Committee on Fixed-Term Faculty

Members: John Sweeney (Chair); Francesca Dillman Carpentier; Ferrel Guillory

The Committee on Fixed-Term Faculty is appointed by the dean to consider fixed-term appointments, reappointments and promotions. The committee advises the dean and makes reports to the faculty on initial appointments and on promotions. The committee is comprised of one fixed-term faculty member, the chair of the school's Committee on Appointments, Promotion and Tenure, and one additional tenured faculty member. The tenured faculty member serves as chair.

Undergraduate Advisory Committee

Members: Charlie Tuggle (chair); Andy Bechtel (At-large Journalism); Paul Cuadros (At-large Journalism); Val Fields (At-large Ad/PR); Heidi Hennink-Kaminski (SADGS); Gary Kayye (At-large Ad/PR); Erin McIntyre (At-large Journalism); Suman Lee (At-large Ad/PR); Tricia Robinson (Academic Adviser); Laura Ruel (Journalism Director); John Sweeney (Ad/PR Director); Four Students

The Undergraduate Advisory Committee is primarily responsible for the undergraduate curriculum. As such, it reviews, advises and updates the faculty and the dean regarding curricular matters. The committee also provides updates on policies, procedures, and other matters, not limited to curricular concerns, pertaining to the efficient and effective management of the school. The committee includes four undergraduate students.

Ph.D. Program Advisory Committee

Members: Heidi Hennink-Kaminski (Chair); Lucinda Austin (Ph.D. Director); Deen Freelon (At-large); Rhonda Gibson (Core Instructor); Nori Comello (At-large); Daniel Kreiss (Core Instructor)

The committee provides a forum in which to identify salient issues related to all aspects of the Ph.D. program, including curriculum, student recruitment and retention, and the continued success of doctoral students. The committee provides research and develops solutions to meet the needs of the program, and drafts recommendations to bring to the full faculty for discussion and vote.

Diversity & Inclusion Committee

Members: Nori Comello (Chair); Lois Boynton, Livis Freeman; Barbara Friedman; Chad Heartwood; Monica Hill; Angelena King; Trevy McDonald

The Diversity & Inclusion Committee is charged with developing and updating the school's diversity and inclusion plan; prioritizing areas of focus from year to year; and forming subcommittees to address priorities. Members of the committee represent a cross-section of perspectives and roles within the school. The committee meets formally at least once a semester to prioritize tasks and evaluate actions, with more frequent meetings as needed among subcommittee members to discuss specific issues and implementation.

IRB Committee

Members: Joe Bob Hester (Chair); Amanda Reid

The Hussman IRB committee approves all IRB applications within the school.

Graduate Admissions Committee

Members: Hennink-Kaminski (Chair); Deb Aikat; Lucinda Austin (Sub-chair, Ph.D.); Spencer Barnes (Sub-chair, M.A.); Andy Bechtel (Sub-chair, MADC); Lois Boynton; Joe Czabovsky; Nori Comello; Paul Cuadros; Tori Ekstrand; Val Fields; Deen Freelon; Barbara Friedman; Rhonda Gibson; Chad Heartwood; Joe Bob Hester ; Daniel Kreiss); Allison Lazard; Suman Lee; Tom Linden; Trevy McDonald; Shannon McGregor; Erin McIntyre; Amanda Reid; Laura Ruel; Kate Sheppard; Lisa Villamil

The Graduate Admissions Committee is active each Spring and is comprised of four subcommittees, one for each graduate program. Committee members are charged with reviewing applications and selecting

finalists to interview based on holistic admissions criteria, which include letters of recommendation, GPA, GRE scores, and a statement of purpose that demonstrates fit with the program and faculty. Members of the Ph.D. and M.A. in Media and Communication subcommittees also select Roy. H. Park fellows.

Hearst Awards

Members: Charlie Tuggle (Chair); Pat Davison (Photojournalism); Chad Heartwood (Multimedia and Photojournalism); John Robinson (Writing); Laura Ruel (Multimedia)

The Hearst Awards committee decides which student work to put forward into the four areas of the Hearst Awards competition: writing, radio/TV, photo and multimedia. Each school is limited to two entries per each of the 14 sub-categories, such as feature writing and multimedia team reporting.

Scholarship Committee

Members: Rhonda Gibson (Chair); Deb Aikat; Lois Boynton, Robin Jackson; Sharon Jones, Dana McMahan, Charlie Tuggle

The scholarship committee, assisted by the director of alumni and donor relations, works throughout the year to encourage returning Hussman School students to apply for scholarships. In the Spring, committee members review applications from 150+ undergraduate students and match the best applicants to the school's 90+ scholarships, representing more than $200,000.

Faculty Salary Committee

Members: Vacant - Elections in September 2021

The faculty salary committee reviews salary increases when raises are awarded and indicates to the dean any perceived inconsistencies with the salary policy. The four elected committee members represent the four permanent faculty ranks in the school: full professor, associate professor, assistant professor, and fixed term professor.

Administrative Board

Members: Lucinda Austin; Spencer Barnes; Andy Bechtel; Heidi Hennink-Kaminski; Laura Ruel; John Sweeney; Charlie Tuggle

The Administrative Board is made up of the school's academic and certificate program directors. The board, which convenes to adjudicate grade appeals, has not been convened in the six years since the last accreditation review.

Faculty Salary Committee

Members: Vacant - Elections in Fall 2021

The faculty salary committee reviews salary increases when raises are awarded and indicates to the dean any perceived inconsistencies with the salary policy. The four elected committee members represent the four permanent faculty ranks in the school: full professor, associate professor, assistant professor, and fixed term professor.

Seed Grant Committee

Members: Rhonda Gibson (Chair); Pat Davison; Seth Noar

The seed grant committee convenes each semester to review faculty proposals for projects that will be used as a basis for seeking additional funding.

Faculty Search Committees, Spring 2021

Cole Professor

Allison Lazard (Chair); Paul Cuadros, Francesca Dillman Carpentier; Daniel Kreiss; Amanda Reid; Charlie Tuggle

Health Communications (Fixed Term)

Seth Noar (Chair); Francesca Dillman Carpentier; Jules Dixon, Heidi Hennink-Kaminski

6. Describe the faculty's contributions to the administration and governance of the university.

The school's faculty is consistently active in university governance, serving as elected committee members, invited members of task forces and working groups, and ad hoc engagement in areas of specific interest. Twenty-eight of the 43 full-time faculty reported involvement in one or more aspect of administration or governance of the university in the last six years.

For example, Ryan Thornburg currently serves on the university's Faculty Council. Deb Aikat serves on the Faculty Executive Committee. Rhonda Gibson served on the chancellor's advisory committee on the Confederate statue. Dean Susan King serves on the Undergraduate Admissions Committee.

In 2018, the university established a task force to review university-wide promotion and tenure rules. Two of the school's research faculty members, Spencer Barnes and Francesca Dillman Carpentier, were invited to serve on the university-wide committee. The task force recommendations received review at all levels at UNC and will require individual schools to rewrite their P&T rules to align with the university's revised guidance.

School faculty members are also active on university-wide committees and working groups that deal with issues in their areas of expertise, including academic honors, First Amendment and copyright issues, undergraduate admissions and minority affairs. In addition, faculty members work closely with other university professional schools and departments on joint interests. Examples include Heidi Hennink-Kaminski, who is a member of the faculty advisory committee at the UNC Institute for the Environment; Chad Heartwood, who was the project advisor for Tales from the American South with the Center for the Study of the American South and Morehead Planetarium and Science Center; Allison Lazard, who served as a member of the Lineberger Cancer Conversations advisory board; and Lois Boynton, who is serving again as a member of the faculty advisory board at the university's Parr Center for Ethics.

A full list of reported faculty participation in administration and faculty governance is provided as Appendix 1-C.

7. Describe the process for selecting, appointing and evaluating unit administrators.

A national search was conducted leading to the appointment of Susan King, dean of the Hussman School of Journalism and Media. The dean is appointed by the chancellor and the provost after a search committee narrows the applicants and presents a slate of candidates. The university's Board of Trustees and the UNC System's Board of Governors must also sign off on the selection of the dean. The dean is appointed for five years. Annual reviews are conducted by the provost and a University committee conducts formal five-year reviews in the fourth year of the dean's term.

Since the previous ACEJMC site visit, Dean King has reported to three different provosts, each of whom had his own annual review method. The annual review under Provost Bruce Carney (2012 and 2013) involved a self-assessment narrative and a written letter from the provost. The annual review under Provost James Dean (2013–2017) included an early document of written goals, a self-assessment against those goals, and a 360° review by members of faculty and other key constituents within the school and across campus. The university's Office of Institutional Research and Assessment (OIRA) administered the 360° reviews and Provost Dean met with each dean in the summer to review the results and to prepare a plan for the next academic year.

Since 2017, Dean King has reported to Provost Bob Blouin. Blouin's annual review requires submission of the following in early Spring, which are then discussed during an individual review meeting soon after the academic year closes:

- Reflections on leadership and challenges over the past year and aspirations for the year ahead.
- Summary of school accomplishments.
- Summary of the top three challenges facing the school in the year ahead with accompanying proposed solutions.
- How/what the school has accomplished to support the university's strategic plan and how the school plans to contribute to the university's strategic plan in the coming year.
- What the school has done over the last 12 months in support of diversity, equity and inclusion.

For five–year reviews, the provost appoints another sitting dean to chair the review and an email is sent to the entire university community, soliciting input on the performance of the dean. The provost's committee consults with faculty and staff members in the professional school, as well as with students and outside constituents. Upon completion of a successful university review, a dean can be reappointed for another five-year term.

As discussed above, King's first five-year review was conducted in Spring 2016. She received a positive review and was reappointed for another five-year term. Her next review is expected in the 2020–21 academic year.

Inside the school, the dean appoints faculty administrators and hires non-faculty direct reports. All non-faculty direct reports are reviewed by the dean annually with a required university evaluation system. In addition, Dean King's practice is to have the Office of Institutional Research and Assessment (OIRA) distribute a 360° survey to direct reports and key stakeholders associated with each non-faculty direct report, the academic dean, senior associate dean of undergraduate studies and senior associate dean of graduate studies. She assesses the results and writes an annual review of the person that focuses on successes and areas for improvement. The summer review is a time to address any areas of challenge and establish priorities for the following year. An annual 360° survey of Dean King is administered by OIRA to direct reports and key stakeholders. The assistant provost of Institutional Research and Assessment assesses the results and meets with the dean to discuss the findings.

8. Describe the unit's process for timely and equitable resolution of complaints and concerns expressed by faculty, staff or students.

At the university level, faculty members have a number of options should they need to raise concerns or voice complaints. These include the Ombuds Office, Equal Opportunity/ADA Office and Office of Diversity and Inclusion, as well as the Faculty Hearings Committee and the Faculty Grievance Committee. Details and contact information for all these resources are readily accessible in the UNC-Chapel Hill Faculty Handbook. At the school level, faculty members tend to take advantage of our open-door culture. Depending on the nature of the issue, they may choose to consult with the dean; senior associate dean of undergraduate studies; the senior associate dean of graduate studies; the director of diversity, equity and inclusion; the school's human resources consultant; or a member of the dean's cabinet. Faculty also present concerns during faculty meetings, either as stated agenda items or as new business.

Student concerns are typically related to grades and course registration. Students are encouraged to discuss course grade concerns with the individual faculty member, who may make changes to the final grade until the last day of the following term. Students may request a review of grade decisions by the school's administrative board should the discussion with the individual faculty member not resolve the issue. The university has grade-appeal procedures, of course. This grievance procedure is described in the university course catalog and on the University Registrar website.

Three student advisers track students' academic standing and requirements. If students have difficulty getting into classes needed for their area of study or to fulfill core requirements in the major, they meet with the senior associate dean for undergraduate studies, who is nearly always able to settle their needs and concerns.

The dean is readily available for students and meets with undergraduates who have concerns. The senior associate dean of undergraduate studies and the school's academic advising office are also important resources for a full range of student assistance, including: academic appeals, course exceptions and substitutions, probation appeals, overloads and withdrawals. Student evaluations are reviewed by the senior associate deans at the end of each term. If any troublesome patterns are revealed, they are discussed directly with the faculty member and a plan of action is developed.

Staff members are encouraged to work with their direct supervisors when issues arise. However, the school's human resources consultant is always available for initial or additional guidance, and the Ombuds Office, Equal Opportunity/ADA Office and Office of Diversity and Inclusion are resources as well. As with faculty, the dean welcomes meetings with staff to hear their concerns. Any issues that cannot be resolved within the school's constructs are handled at the university level.

PART II: STANDARD 2

Curriculum and Instruction

Executive summary

The Hussman School of Journalism and Media offers two undergraduate areas of study: journalism and advertising/public relations.

Students in journalism and Ad/PR areas of study must complete a minimum of 39 credit hours in the school. All students take 72 credit hours outside of the school and a minimum of 120 hours to graduate.

Core and guided required courses in the curriculum emphasize ACEJMC values and competencies.

An academic worksheet ensures that students meet requirements.

The curriculum infuses professional digital technology and multimedia storytelling skills in core and intermediate and advanced classes.

Many students complete an internship for academic credit. Students work with staff in the school's Career Services Center to register and complete the requirements for this field-based experience.

INTRODUCTION

The Hussman School of Journalism and Media's curriculum is grounded in the program's mission statement, guided by the strategic plan, and informed by assessment of student learning. As discussed in a previous section, the school's mission reflects an imperative to prepare students broadly as informed citizens with knowledge and media skills to foster conversations in a democratic society. The strategic plan, *Envisioning Tomorrow*, recognizes rapidly changing media environments and the need to prepare students based on four overarching principles, strategic priorities and curricular competencies. Broadly stated, these competencies are storytelling in multiple formats, informed decision and sense-making, data literacy, and industry acumen.

Consistent with ACEJMC values and competencies, the curriculum enables students to be able to skillfully and creatively apply theory, research and practice to solve real world problems within their discipline and profession. The curriculum is informed by what we have learned through assessment of student learning. These findings have led to the following curricular changes, which have been implemented since the last accreditation review:

- maximizing enrollment of courses focused on critical thinking with respect to diversity and inclusion via strategic rotation of course offerings across semesters;
- offering a school-wide core course that delivers instruction in basic video, web, and graphic skills for all majors;
- expanding the core school-wide course in newswriting to present different writing styles and improve adaptability and understanding of different industry standards;
- inserting lessons in numerical concepts and audience analysis into existing courses to improve numeracy and data literacy; and
- developing new courses that improve knowledge and use of new tools and technologies for investigation while also introducing concepts in computational thinking.

Before describing the current curriculum, it will be helpful to provide a context for how the program structure and requirements have evolved. In September 2015, the school's faculty voted to change the name from School of Journalism and Mass Communication to School of Media and Journalism to better reflect the scope of curricular offerings. Research showed that "mass communication" had very little meaning to members of our various constituencies (particularly students), but "media" was seen as more representative of all areas of the school. Following the name change, the curriculum committee began work on a revamp of the curriculum, and subsequently replaced eight sequences with two major areas of study: journalism and advertising/public relations (Ad/PR). In 2019, upon receiving a naming gift, the name was changed to Hussman School of Journalism and Media.

Students receive a Bachelor of Arts in Media and Journalism. Below are brief descriptions of each of these areas of study:

Journalism

The journalism curriculum prepares students to present news and information with the intent to better inform society – through broadcasting, writing, photography, graphic design or interactive multimedia.

Advertising and Public Relations

The advertising and public relations curriculum prepares students to communicate on behalf of organizations, including corporations, government agencies, nonprofits, advocacy groups, and public relations and advertising agencies.

All courses in the Hussman School of Journalism and Media have a MEJO designation. As described below, students must complete a minimum of 39 MEJO credit

hours, have a minimum of 72 credit hours outside of the Hussman School and pass a usage and grammar test with a score of 70 or higher.

Structurally, we replaced five sequence coordinators with two area directors. The senior associate dean of undergraduate studies and the two area directors are now heavily involved in the advising process. We also reorganized the curriculum, setting up our classes in five categories: core, conceptual, concentration, capstone and choice.

Prior to this time, students were not required to take a capstone class, now all are. Further, we amended the curriculum to give students much more choice, while protecting the depth of our course offerings. Students must now take their concentration courses in "stair-steps." This structure ensures that students take progressively more challenging classes while giving them latitude to mix and match as deemed appropriate by advisers. Students are still required to take two conceptual classes of their choosing. We amended two outside requirements to allow students to choose from a short list of courses in order to satisfy two general education requirements at the university level. Previously, students had only one choice for each of the two requirements. As part of this move, we removed MEJO 141-Media Ethics from the school core and made it one of the five choices students can pick from to fulfill their philosophy requirement. Students can also use Media Ethics as one of their two conceptual classes. Because of this, the great majority of our students still take Media Ethics, as opposed to one of the other ethics classes offered elsewhere in the university. In the three semesters before we made the switch, a total of 777 students took MEJO 141. In the three semesters after the switch, the enrollment was 722 students, with an average difference of 18 per semester.

The school's core curriculum now includes MEJO 121-Introduction to Digital Storytelling, which we added in 2015. The course teaches the basics of gathering and editing audio and video, provides an introduction to graphics and coding, and demonstrates how all those elements contribute to good storytelling. To accommodate demand, we offer 13–14 sections of this course every semester. MEJO 153-Writing and Reporting and MEJO 340-Introduction to Media Law (journalism)/MEJO 341_Introduction to Media Law (Ad/PR) remain in the core. However, we reworked Writing and Reporting to include modules related to Ad/PR, broadcast and social media. We also converted most of the 14 sections of Writing and Reporting from 2.5-hour in-person sessions to two 1.25-hour in-person sessions, with another 2.5 hours online. Students still must take 39 credit hours toward the major, with one of those classes being any class they desire (choice category), which can be from either academic worksheet and at any level. As discussed above, because students are required to take 72 hours outside the school, and need only 39 for the major, many opt to take more than one choice class, raising their in-school count to as high as 48 of the 120 needed for graduation.

In addition to the changes listed above, we moved class scheduling to a new online system, lowered enrollment caps for large classes to 50 to create a better pedagogical experience, and set up non-required classes on a rotating schedule to maximize space and instructional resources. Along those lines, we combined Advertising Principles and Public Relations Principles into one class. We are committed to tweaking the curriculum yearly to further enhance the student experience.

The structure of each area of study is outlined in the journalism and advertising/public relations curriculum worksheets that are included as Appendix 2-A.

Syllabi for all courses taught in Fall 2020, Summer 2020 and Spring 2020 are linked here. It is important to note that during Spring break 2020, instructors were notified that instruction for the remainder of the term would convert to online due to concerns about COVID-19. The syllabi provided for Spring 2020 reflect the course structures in place ***prior*** to moving to remote instruction. Instead of issuing new syllabi, instructors communicated directly with students regarding changes to individual courses resulting from the shift to remote delivery.

1. Use the following format to provide an outline of the curriculum required for the major and for each of the unit's specializations. Add lines for courses and categories as needed. (Please see example provided separately with this template.)

Major in Media and Journalism

Area of Study: Journalism
Number of hours required for graduation: 120
Number of hours required for major degree: 39

Core courses for all students in program (9 credits earned)

- MEJO 121-Introduction to Digital Storytelling (3 credit hours)
- MEJO 153-Writing and Reporting (3 credit hours)
- MEJO 341-Media Law (3 credit hours)

Additional course in track/sequence that all students must take (21 credits earned)

- 6 credits from Level 1 course list (see worksheet)
- 6 credits from Level 2 course list (see worksheet)
- 6 credits from Level 3 course list (see worksheet)
- 3 credits from Capstone course list (see worksheet)

Elective courses in track/sequence that all students must take

- N/A

Elective courses that must be taken within the program (9 credits earned)

- 6 credit hours from Conceptual course list (see worksheet)
- 3 credit hours from Choice course list (see worksheet)

Required outside the accredited unit

- Government/politics course (3 credit hours)
- Philosophy/reasoning course (3 credit hours)
- Other general education courses as required by the university

Area of Study: Advertising and Public Relations
Number of hours required for graduation: 120
Number of hours required for major degree: 39

Core courses for all students in program (9 credits earned)

- MEJO 121-Introduction to Digital Storytelling (3 credit hours)
- MEJO 153-Writing and Reporting (3 credit hours)
- MEJO 341-Media Law (3 credit hours)

Additional courses in track/sequence that all students must take (21 credits earned)

- MEJO 137-Principles of Advertising and Public Relations (3 credit hours)
- MEJO 379-Advertising and Public Relations Research (3 credit hours)
- 6 credit hours from Level 2 course list (see worksheet)
- 6 credit hours from Level 3 course list (see worksheet)
- 3 credit hours from Capstone course list (see worksheet)

Elective courses in track/sequence that all students must take

- N/A

Elective courses that must be taken within the program (9 credits earned)

- 6 credit hours from Conceptual course list (see worksheet)
- 3 credit hours from Choice course list (see worksheet)

Required outside the accredited unit

- Government/politics course (3 credit hours)
- Philosophy/reasoning course (3 credit hours)
- Other general education courses as required by the university

2. Explain how requirements for the major do not exceed the maximum credit hours allowable under the 72-credit hour rule and how students comply with the minimum of 72 hours they must take outside journalism and mass communications. If a minor is required, include these details.

The university's requirement for graduation is a minimum of 120 credit hours. The Hussman School of Journalism and Media requires that all majors take at least 72 credit hours outside of the school. Through academic advising and curriculum worksheets that clearly indicate "Outside Area (72 non-MEJO Hrs. Minimum," students are guided to conform to the 72-credit minimum requirement. To encourage depth in another discipline within the 72 hours students in both journalism and advertising/public relations areas are required to take a minimum of 9 credit hours in one subject area. The curriculum worksheets are included as Appendix 2-A.

3. Describe how the core and required courses instruct majors in all of ACEJMC's 12 professional values and competencies with a balance of theoretical and conceptual courses and skills courses.

All MEJO majors are required to take a three-course core as part of their program of study. The three courses – MEJO 121-Introduction to Digital Storytelling, MEJO 153-Writing and Reporting, and MEJO 340/341-Introduction to Media Law – provide a solid basis for several of ACEJMC's 12 core values and competencies.

Students in the advertising/public relations area of study are also required to take MEJO 137-Principles of Advertising and Public Relations and MEJO 379-Advertising and Public Relations Research.

Because the journalism area of study branches into a variety of specializations (reporting, photojournalism, multimedia, graphics, etc.), there are no common required courses for journalism students beyond the three in the core.

The curriculum matrix included as Appendix 2-B shows where all 12 ACEJMC values and competencies are taught in core courses. In addition, these values and competencies are shown in bold for courses listed below.

- MEJO 121-Introduction to Digital Storytelling, introduces students to precise **writing**, **accuracy and clarity**, **critical and creative thinking,** and **technology** basics for gathering and editing audio and video along with basic graphics and coding.
- MEJO 153-Writing and Reporting, discusses **principles of freedom of expression**, **ethics, diversity, law,** responsibility and **fairness** as students learn to **write** and report stories.
- MEJO 340/341-Introduction to Media Law, provides an in-depth examination of media **law**, including libel, privacy, access to information, free press-fair trial, and broadcasting and advertising regulation.

- MEJO 137-Principles of Advertising and Public Relations, provides an understanding of both disciplines, including history and roles of media, diversity of audiences and global cultures, issues and controversies, best practices, career opportunities, and components of successful advertising and public relations campaigns.
- MEJO 379-Advertising and Public Relations Research, provides a critical understanding and application of quantitative and qualitative methods using data and statistics in the strategic planning and evaluation of advertising and public relations campaigns.

In addition, each syllabus lists the individual ACEJMC core values and competencies covered in the coursework (typically three – six per course). Following are examples of how courses relate to those values and competencies:

- MEJO 424-Media Management and Policy, an elective course, covers legal issues one might encounter while working in electronic media, among other topics. Additionally, the introductory course in advertising and public relations (MEJO 137) provides units on legal and ethical issues that have impacts on professional practice.

The School offers a number of classes where students can develop an understanding of the history and role of media professionals and institutions in shaping communications:

- MEJO 242-From Gutenberg to Google: A History of Media, provides an examination of the development of mass media in the context of history.
- MEJO 342-The Black Press and United States History, offers a chronological survey of the Black press in the United States since 1827.
- MEJO 137-Principles of Advertising and Public Relations, covers the history of the development of the advertising and public relations professions in the United States.

Numerous courses focus on an understanding of diversity of groups in a global society in relation to communications. They include:

- MEJO 441-Diversity and Communication, examines racial stereotypes and minority portrayals in American culture and communication.
- MEJO 442-Gender, Class, Race and Mass Media, focuses on gender as it relates to media producers, subjects and audiences with a focus on current practices and possibilities for change.
- MEJO 443-Latino Media Studies, analyzes media portrayal of U.S. Latina/os in mainstream media in the United States. The course also examines media that cater to Latina/os and explores the way in which Latina/o audiences use the multiple media offerings available to them.
- MEJO 342-The Black Press and United States History, as mentioned earlier, provides a chronological survey of the Black press in the United States since 1827.

The School offers two courses specific to international communication in a global society:

- MEJO 446-Global Communication and Comparative Journalism, examines the development of international communication, the flows of news and international propaganda, and the role of communication in international relations. The course also provides an overview of communication in developing nations as well as a comparison of press systems.
- MEJO 437-Media in Asia, the study of media in Asia, including how news and information are disseminated and used by audiences. Includes a trip to the region as part of the course.
- MEJO 447-Media in the United Kingdom, which examines media in the UK including how news and information are disseminated and used by audiences. Includes a trip to the country as part of the course.

- MEJO 584-International Projects is an intensive multimedia documentary course that works through the semester to create an interactive website on topics pertinent to a country outside the United States. Includes a trip to the respective country as part of the course.

Many of the other courses include significant attention to issues of **race, ethnicity and gender**. The introductory courses in advertising and public relations both include significant discussions of marketing to diverse publics and audiences. And in virtually all the public relations courses, discussions of gender are included. The public relations profession is increasingly female. Studies show that about 60% of those working in public relations are women. Similarly, both advertising and public relations courses discuss the small percentage of diverse individuals who work in both fields. The introductory newswriting course (MEJO 153) includes a unit on writing about members of diverse groups. Other courses that include units or significant discussions about gender and diversity and the representation of diverse groups in the workforce, include:

- MEJO 445-Process and Effects of Mass Communication, examines mass communication as a social process. Students may carry out projects on how minorities and women are represented in the media.
- MEJO 153-Writing and Reporting, and MEJO 232-Public Relations Writing, teach students how to write about individuals and groups in a way that is sensitive to issues of racism, ageism and sexism. The textbook used in all sections of the course has a chapter devoted to coverage of, and sensitivity toward, diverse groups and individuals.

Many visual communication courses include units on the visual-graphic portrayal of diverse individuals or groups and the u**se of technology**. Courses include:

- MEJO 180-Foundations of Photojournalism; MEJO 182-Foundations of Graphic Design; and MEJO 187-Foundations of Interactive Media.

Student multimedia projects may include coverage of diverse groups and individuals who are part of a larger story. Students learn how to treat all groups and individuals with dignity and respect.

Several courses provide students with the opportunity to **conduct research and evaluate information** using methods appropriate to their chosen profession.

In MEJO 379-Advertising and Public Relations Research, students learn to apply quantitative and qualitative research methods used in strategic planning and evaluation of advertising and public relations campaigns.

Students who take MEJO 634-Public Relations Campaigns; MEJO 671-Social Marketing Campaigns; and MEJO 673-Advertising Campaigns, use a variety of research methods to gather research data and information they will apply to the campaigns they develop in their classes.

Students who take MEJO 553-Advanced Reporting, use a variety of reporting methodologies to complete news and feature assignments, including interviewing, searching official records, learning about direct and participant observation, and learning about survey research.

Students who take MEJO 581-User Experience Design and Usability learn the process of conducting and executing usability research on digital products to ensure the plans for a digital experience align with its intended purpose.

Students in both areas of study are required to take courses that teach **clear and precise writing** in which correct style, grammar and clarity of writing are emphasized. Additionally, students in all writing classes use the *AP Stylebook*. Coursework is graded with points taken off for grammatical and spelling errors and lack of clarity in writing. Specific courses include:

- MEJO 153-Writing and Reporting; MEJO 157-News Editing; MEJO 253-Introduction to Public Affairs Reporting; MEJO 332-Public Relations Writing; MEJO 356-Feature Writing; MEJO 358-Opinion Writing; MEJO 471-Advanced Advertising Copywriting; MEJO 454-Advanced Feature Writing; and MEJO 455-Creative Sportswriting.

Virtually all the advanced courses in every sequence offered in the school emphasize **using tools of technology** and the **importance of thinking critically, creatively and independently**. The faculty believe this is essential to the journalism and media professions.

4. Explain how instruction, whether on-site or online, responds to professional expectations of current digital, technological and multimedia competencies.

The school responds to the need for professional technology and multimedia expectations by providing basic instruction in introductory classes, intermediate and advanced level technology focused courses, as listed below.

As of 2016, all students in the Hussman School take MEJO 121-Introduction to Digital Storytelling. As a faculty we believe the course is essential to our students' future success as journalists and communicators, and that every student needs a basic introduction to gathering and editing audio and video, as well as basic graphics and coding. From a broad perspective, all students learn how to:

- shoot, edit and tell a story using video,
- write a small amount of web code,
- purchase server space and a domain name,
- build a customized portfolio site using WordPress, and
- create an integrated story page in the portfolio site that contains text, video and design elements.

The simple goals of the course are to introduce students to some of the tools and skills needed to engage in multimedia storytelling in online environments. We aim to demystify the technical aspects of audiovisual information packaging by engaging in basic hands-on video and web exercises. These are the skill sets needed for various professions in media and journalism. Our students come out of the class with a rudimentary understanding of those storytelling tools and technologies, and are advised, in line with their goals and interests, to take intermediate and advanced courses in classes related to numerous multimedia applications. These classes include:

- MEJO 180-Foundations of Photojournalism
- MEJO 182-Foundations of Graphic Design
- MEJO 187-Foundations of Interactive Multimedia
- MEJO 334-Visual Design for Strategic Communication
- MEJO 421-Television News Reporting and Producing
- MEJO 426-Audio Journalism for Radio and Podcast

- MEJO 433-UX Strategy and Design
- MEJO 482-Media and Design
- MEJO 484-Information Graphics
- MEJO 488-Multimedia Storytelling: Carolina Photojournalism Workshop
- MEJO 489-Photojournalism, Lighting, and Business Techniques
- MEJO 530-Green Brand Lab
- MEJO 581-User Experience Design and Usability
- MEJO 582-Advanced Documentary Video Storytelling
- MEJO 583-Advanced Interactive Media
- MEJO 584-International Projects
- MEJO 585-3D Design Studio
- MEJO 588-Emerging Technologies
- MEJO 589-Motion Graphics
- MEJO 625-Media Hub
- MEJO 683-Magazine Design

In addition to competencies gained through these digital technology-oriented classes, students also have access to state-of-the-art equipment to enhance instruction. There are more than 1,000 pieces of "gear" in the collection (valued at almost $450,000), as listed in Figure 2.1 below.

Figure 2.1 Equipment Summary

Equipment Category	# Items
Audio	
Audio Recorders	47
Headphones & adapters	16
Microphones	200
Cameras & Lenses	
Camera Accessories	23
Camera Batteries & Chargers	70
Camera Bodies	80
Lenses	174
Misc. Cameras	9
Misc. Gear	71
Computers / Tablets	
Computer & Tablet Chargers	11
Computers & Tablets	30
Lighting	
Flashes	25
Light Accessories	82
Light Kits	78
Tripods	
Monopods	19
Tripods	138
Video	
Video Kits - MEJO 421	10
Video Kits - Carolina Week, Sports Xtra, Media Hub	22
Grand Total	**1105**

The complete list of equipment is included as Appendix 2-C.

5. Explain how the accredited unit ensures consistency in learning objectives, workload and standards in courses with multiple sections.

Many of the school's core courses and required courses in areas of study have multiple sections with different professors. Consistency in core courses is maintained by a coordinator and the use of a common syllabus. Consistent instruction in intermediate and advanced level courses is maintained through common learning outcomes and regular communication among faculty teaching these courses.

Demand for MEJO 121-Introduction to Digital Storytelling, mentioned in Standard 2, Q4, requires that we teach 14 sections per semester to accommodate all of the students needing to take this course, as does MEJO 153-Writing & Reporting. The director of our journalism area of study oversees and coordinates MEJO 121; a different instructor, who came to us after many years as a newspaper editor, oversees the instructors for MEJO 153.

Coordinating the writing and reporting course (MEJO 153) requires preparing and communicating with instructors. Before the semester begins, the coordinator orders the texts and distributes them to the instructors of the 14 sections of this course. The coordinator also helps to recruit and screen new instructors and updates the common syllabus and the week-to-week instructional schedule. Changes are usually slight, except when the school introduces a new curriculum, such as new instructional modules or the hybrid in-class/online instruction.

As the semester begins, the coordinator mentors new instructors one-on-one on how the course operates, what the success factors are, and what to look out for. The coordinator emphasizes the goals and strategies of the school, and discusses the rigor of grading, being accessible to students, and the importance of instilling the joy of learning in students.

Throughout the semester, the coordinator answers questions and hears concerns from instructors and, sometimes, students. Occasionally, he or she substitutes for an instructor who needs to be absent. The coordinator also serves as a conduit to the instructors. Hussman School staff members who want to communicate with instructors do so through the coordinator. The coordinator also works with the school's assessment team to help survey students and address issues that are identified.

The director of the journalism area of study coordinates MEJO 121 in a similar fashion. Because of the changes in tools and equipment, the course goes through revisions and/or tweaks at the end of each academic year. For example, during the 2019–20 academic year we moved students from shooting video with Canon Vixia cameras to using smartphones with state-of-the-art software for smartphone shooting: FiLMiC Pro. The coordinator reviews the class during the summer months, then provides a daylong skills training session for all instructors slated to teach the course for the upcoming academic year. The director also serves as a touchpoint and resource for instructors throughout the academic year.

Demand for other classes dictates that we offer three – six sections per semester. Examples are:

- MEJO 137-Principles of Advertising and Public Relations
- MEJO 141-Media Ethics
- MEJO 180-Foundations of Photojournalism
- MEJO 182-Foundations of Graphic Design
- MEJO 187-Foundations of Interactive Media
- MEJO 332-Public Relations Writing
- MEJO 379-Advertising and Public Relations Research

With these classes, the instructors communicate frequently to ensure that syllabi are similar from section to section and that expectations and the student experience are as uniform as we can make them, given the strengths of the various instructors. In all cases, the syllabi of the various sections of these courses enumerate the same or very similar student learning outcomes. For example:

MEJO 137: The instructors for this course regularly review course content and delivery and determine whether any adjustments are needed. They also talk with instructors about the learning outcomes for the courses that this class precedes to ensure students are adequately prepared for the higher-level courses. The class has a common syllabus and common textbook. The syllabus for every section includes this common statement:

"By the end of this course, you will be able to demonstrate the following competencies:

- *Determine whether a career in advertising or public relations is right for you.*
- *Examine the role and function of advertising and public relations in business, nonprofits and government.*
- *Understand the basic components of advertising and public relations process that include publics, research, planning, goals and objectives, strategies, messages, media, issues management and tactics.*
- *Explore the foundations of advertising and public relations including each profession's unique role in fueling brand movements, the history and structure of the industry – including career opportunities – and how people respond to strategic communication messages.*
- *Understand the transformation that has taken place in the strategic communication industry driven by digital and social technology and engagement."*

MEJO 141: Most sections of Media Ethics use a common textbook and all share common desired learning outcomes. Two veteran instructors work with graduate students and adjuncts teaching the other sections to ensure commonality and to share assignments and supplemental readings. The common outcomes are that by semester's end, students are able to:

- integrate ethical foundations and apply those ideas to professional situations;
- critically analyze current media practices through reading and discussing communication topics found in trade journals and other media;
- compare ethical standards of mass communication professions and examine how similarities and differences help or hinder their professional relationships; and
- develop, defend, and apply a personal set of guidelines in ethical challenges.

MEJO 332: All sections use the same textbook, and all current and any new instructors use a rigorous syllabus developed by one of our veteran instructors. Our most-senior public relations faculty member manages the process of assigning clients for the different sections. Faculty members who teach this course also meet regularly to discuss and/or adopt needed changes. The common learning outcomes across the various sections are the ability for students to:

- quickly produce accurate professional written materials required in the public relations profession;
- integrate strategy into communication pieces to target appropriate/diverse audiences and media; and
- effectively advocate a cause.
  In addition, because this course simulates the working conditions of many public relations agencies, students learn to:
- professionally present materials in various acceptable formats;
- meet strict and sometimes multiple deadlines;
- develop and establish client relations through service learning;
- work as part of a creative team; and
- develop a complete PR portfolio.

MEJO 379: Instructors use the same textbook, which is available free to students. All sections cover qualitative and quantitative methods, and require students to conduct focus groups, interviews and surveys or observations/ethnography and experiments. Course instructors meet regularly to review whether and how to change common components of the syllabi and veteran instructors work with instructors new to the course to share resources and advice, including how best to organize projects around clients or brands. All sections of the course address (at a minimum) these four common ACEJMC competencies:

- understand concepts and apply theories in the use and presentation of images and information; think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work; and
- apply basic numerical and statistical concepts.

6. Describe the methods used to select sites for internships for credit in the major; to supervise internship and work experience programs; to evaluate and grade students' performance in these programs; and to award credit for internships or work experiences. In a digital format, provide the unit's internship policy, questionnaires and other instruments used to monitor and evaluate internships and work experiences. Provide examples of recent internship sites.

The Hussman School of Journalism and Media does not require students to complete an internship for a major, but at least one internship is highly recommended for all students. An internship is a field-based experience related to a student's academic major and career interests. Students interested in completing an internship for academic credit work with staff in the school's career services office on search strategy, but ultimately it is the students' responsibility to arrange their own internship.

To receive academic credit for an internship, students register for MEJO 393-Journalism and Media Internship. This academic course is described as an "internship-for-credit course." It is a one- credit hour pass/fail course offered in Fall and Spring semesters and the second session of summer school. Consistent with ACEJMC requirements, students may take the course up to three times for a maximum of three hours credit. The course also meets the university's experiential education requirement.

To pass the course for academic credit, students are required to:

- complete an online survey with information about skills and expectations that is shared with the onsite supervisor;
- complete an online survey at the end of the internship providing information about what the student learned and accomplished; and
- receive an online evaluation of the student's skills and accomplishments completed by the worksite supervisor.

The grade a student receives is based on working at least 8 hours per week during the Fall or Spring semesters and at least 120 hours over 8 weeks during the summer. The student also must be evaluated by their worksite supervisor.

The most recent internship syllabus with course requirements can be found as Appendix 2-D.

Samples of the student pre- and post-internship surveys and the internship supervisor evaluation can be found as Appendix 2-E.

Internship Sites

During the Fall and Spring semesters, the vast majority of student internships are with employers in the Triangle (Raleigh, Durham and Chapel Hill), though some students may take a semester off from in-person classes at UNC in order to intern outside the area.

In 2019–20, students completed 71 internships for academic credit.

All internships in Summer 2020 were virtual: Durham Performing Arts Center, *INDY Week*, Kompleks Creative, LeighDeux, Marwood Group, *Milwaukee Magazine*, Nike, Shannon Media Inc., *Wilmington Star News*, WRAL -TV.

Internship sites in Fall 2019 and Spring 2020 included: Ketchum, FleishmanHillard, North Carolina's Electric Cooperatives, Durham Performing Arts Center, *The News & Observer* and *Walter* magazine.

During Summer 2019, students received academic credit for internships with employers that included the Washington Redskins, Microsoft, ESPN, Ogilvy, Discovery and POPSUGAR.

PART II: STANDARD 3

Diversity and Inclusiveness

Executive Summary

The diversity and inclusion plan outlines goals to achieve critical masses of underrepresented students, faculty and staff; promote diversity within the curriculum; and foster an inclusive climate.

Diverse student and faculty recruitment has improved. The percentage of minority faculty is consistent with that of minority students, and the school's full-time faculty is balanced in terms of gender.

Special topics courses and programs address issues of diversity, and students and faculty benefit from access to the newly affiliated Ida B. Wells Society for Investigative Reporting.

International studies, study-abroad and faculty exchange opportunities enable students to acquire global perspectives.

The school's Director of Diversity, Equity and Inclusion serves on the Dean's Cabinet, participates in university-level initiatives, and leads the execution of the school's diversity and inclusion plan.

INTRODUCTION

The Hussman School of Journalism and Media is committed to providing a diverse and inclusive education as reflected in its curriculum, numerous programs and activities, and a culture that engages all students, regardless of background. As a school deeply rooted in the South that has undergone the turbulence of having a confederate monument on campus, buildings named for white supremacists and the reckoning that the university was built by slave labor, diversity issues are not theoretical; they are deeply personal.

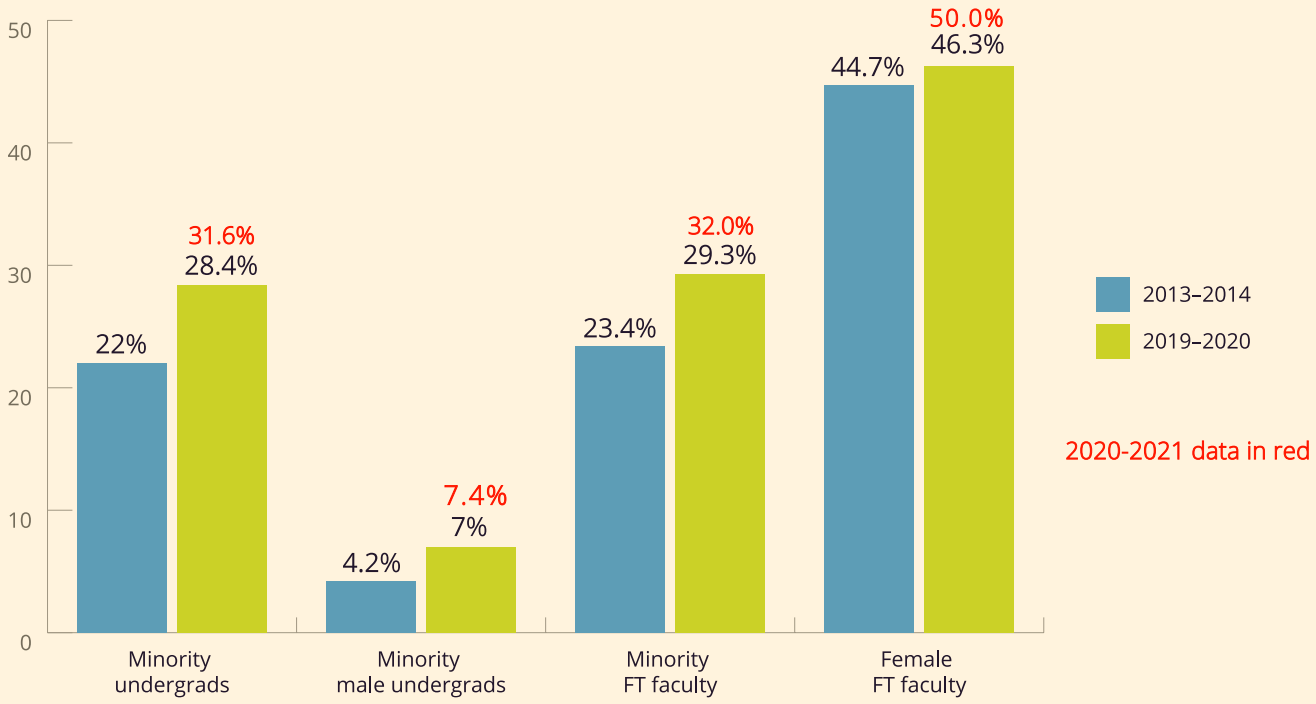
The school prepares students to, as we say, "ignite the public conversation." Since the last accreditation review, student leaders have been asking questions about diversity, marginalized communities, the role of journalists and professional communicators in raising uncomfortable questions, and engaging communities in the conversation about a changing America. The school is not off limits to these discussions.

Issues of diversity and inclusion have surfaced in reporting classes, strategic communications exercises and documentary projects. The reality of America's history, its past and present and scars of discrimination; and the problem of unconscious bias and unacknowledged power differentials, continue to drive the conversation in our disciplines. Our report documents the programming, the successes and the limitations of our work to create a truly diverse population of students and faculty at all levels. We have been more successful in some areas, like raising important questions, but like society itself, we remain challenged by how to respond with satisfactory answers.

Within the school's definition of diversity and inclusion, the curriculum provides students with opportunities to explore issues related to gender, race, ethnicity, sexual orientation, accessibility and ideology. Many special topics courses address diversity and inclusion directly, while others infuse these topics within the broader context of communication in society. Minority faculty members have helped pave the way for the creation of courses and many activities that support diversity. Special programs and study-abroad opportunities provide students with an international perspective. Also, structured university training programs and course syllabi help to create an atmosphere that values the contributions of all forms of diversity and fosters a climate that is free of harassment and discrimination.

The school actively recruits students from underrepresented groups through long-standing outreach to high-school journalism students. The administration is also proactive in its effort to develop a diverse pool of candidates by recruiting minority faculty members. As a result, the school has increased the diversity of its students and faculty since the last self-study report. A comparison of those populations (current vs. the last accreditation period) is shown in Figure 3.1.

Figure 3.1 – Student and Faculty Population Comparisons



	Change in % Since Last Self-Study
Minority students	+43.6%
Minority male students	+76.1%
Minority Full-time Faculty	+37.1%
Female Full-time Faculty	+12.1%

In summary, the university registrar's office reports that in AY 2020–2021, the percentage of African American undergraduates in the school was 8.46% (vs. 8.50% in the university) and Latino undergraduates was 8.36% (vs. 9.40% in the university). Overall, the total number of minority students in the school is 344 out of 1088 undergraduate students enrolled in AY 2020-21. That represents 31.6%, which is an increase from the 22% of minority students at the time of the previous self-study. Also, there are 14 minority full-time faculty members, or 32% of the total faculty. And of the 44 full-time faculty members, 22 are female, or 50% of all full-time faculty in the school.

We present our many successes in this standard with humility. We are aware and vigilant in our ongoing effort to promote diversity and inclusion in all its forms within the school. Some of these areas may fall short of the mark because university-level admission decisions ultimately determine enrollment and university hiring constraints affect our ability to secure additional or replacement faculty. But we have focused on ways to engage the school in difficult conversations and urged students to have the courage to make us aware of uncomfortable situations. We regularly survey students, staff and faculty to assess our advances and setbacks. We recognize the importance of diverse voices in journalism and communication in the 21st century, and we are intentional in our effort to achieve better results in diverse representation, curriculum and student outcomes.

1. Complete and attach the following tables:

Service Area: Describe here the unit's geographic service area as far as student enrollment is concerned (region, states, state, counties, etc.).

North Carolina state law requires that 82% of each entering first-year class at UNC-CH be residents of the state. This is part of the UNC System's mission of serving the state and its peoples. Junior transfers coming into UNC-CH need not meet that requirement, so a higher percentage of them come from out of state and from other countries.

Table 4 shows the race/ethnicity of the Hussman School's service area, which is primarily the state of North Carolina. However, we also have students from across the country and from other countries. Compared to the rest of the country, North Carolina has a slightly higher percentage of white residents, notably higher percentage of Black/African American residents, and notably lower percentages of Asian and Hispanic residents.

Based on the most-recent Census figures, these are the percentages the groups listed represent in the population of the school's geographic service area:

Table 4. Area Population

Group	% of N.C. Population	% of U.S. Population
Black/African American	22.2%	13.4%
White (not Hispanic or Latino)	62.6%	60.1%
American Indian/Alaskan native	1.6%	1.3%
Asian	3.2%	5.9%
Hispanic/Latino (any race)	9.8%	18.5%
Native Hawaiian/other Pacific Islander	0.1%	0.2%
Two or more races	2.3%	2.8%
Other race	Not available	
Female	51.4%	50.8%

Note: Unlike with Federal (IPEDS) reporting, the Census Bureau data report Hispanic ethnicity of any race and all race counts regardless of Hispanic ethnicity.

Source: Census Bureau Quick Facts representing population as of July 1, 2019.

Show numbers of male, female, minority, white and international students enrolled in the unit, the percentages they represent of total journalism and mass communications enrollment, and the percentages these racial/ethnic groups represent of the total institutional enrollment. Use figures from the most recent academic year for which complete data are available.

Table 5 compares the gender and race/ethnicity of the school's student population with that of the university's student population overall. The school has a higher population of white students compared to the university, nearly identical population of Black/African American students, comparable population of Hispanic/Latino students, and a significantly lower population of Asian students.

Figure 3.2 below presents a snapshot of the minority student population data in Table 5.

Table 5. Undergraduate Student Populations

			% of total	
Academic year: 2020–2021				
Group	**Male**	**Female**	**Hussman**	**UNC-CH**
Black/African American	29	63	8.46%	8.50%
White	162	582	63.38%	56.88%
American Indian/Alaskan native	2	4	0.55%	0.39%
Asian	9	38	4.32%	12.20%
Hispanic/Latino (any race)	21	70	8.36%	9.40%
Native Hawaiian/other Pacific Islander -	-	0	0.00%	0.05%
Two or more races	11	40	4.69%	5.25%
Other race	7	20	2.48%	2.93%
International students (any race)	2	28	2.76%	4.39%

Source: Campus Solution as of Fall 2020 and Spring 2021 census. Prepared by: Institutional Research and Assessment, April 16, 2021

Figure 3.2 – Minority Student Populations, Hussman School vs. UNC-CH

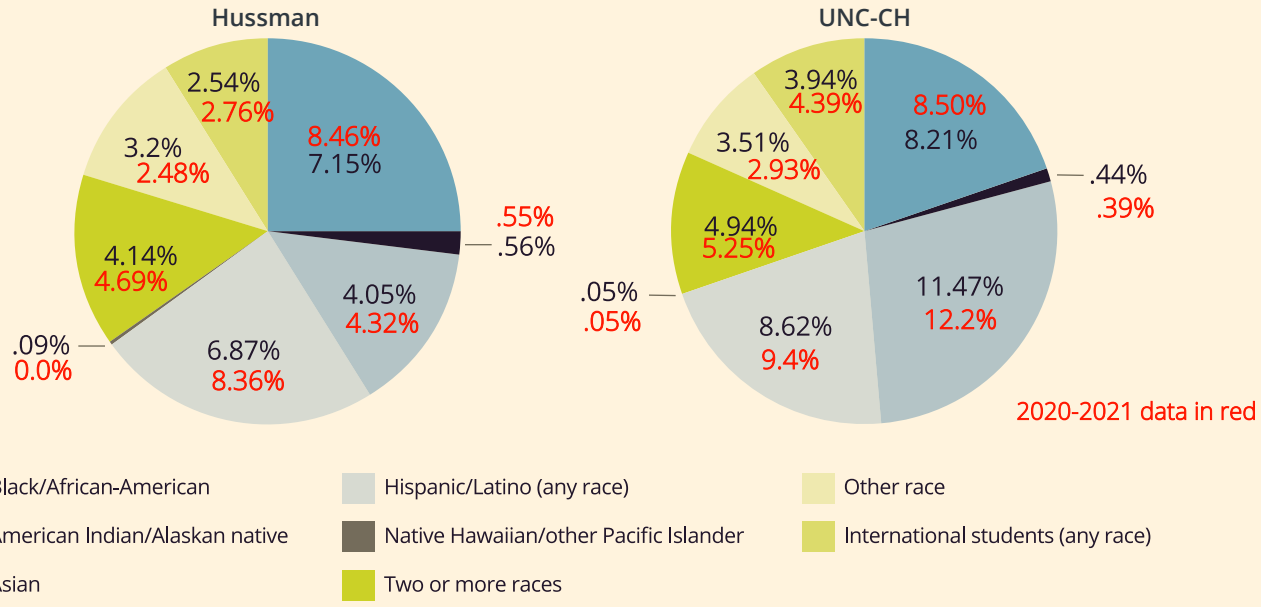


Table 6. Faculty Populations, Full-time and Part-time. Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit's total faculty. (Report international faculty the same way the university reports them.)

Table 6 shows the gender and race/ethnicity of our full-time and part-time faculty. There are 15 minority full-time faculty members, comprising 33% of the full-time faculty. There are 23 female full-time faculty members, comprising 51% of the full-time faculty. There are eight minority part-time faculty members, comprising 16% of part-time faculty. There are 23 female part-time faculty members, comprising 47% of part-time faculty in the school.

Figure 3.3 provides a snapshot of the gender and ethnicity ratios of our full-time and part-time faculty.

Table 6. Faculty Populations, Full-time and Part-time (AY 2020-2021)

Full-time Faculty				
Group	Female	% of full-time faculty	Male	% of full-time faculty
Black/African American	2	4.44%	4	8.89%
White	15	33.33%	15	33.33%
American Indian/ Alaskan Native	1	2.22%	-	-
Asian	1	2.22%	2	4.44%
Hispanic/Latino (any race)	1	2.22%	1	2.22%
Native Hawaiian / Other Pacific Islander	-	-	-	-
Two or more races	1	2.22%	-	-
Other race	1	2.22%	-	-
International (any race)	1	2.22%	-	-

Part-time/Adjunct Faculty				
Group	Female	% of part-time faculty	Male	% of part-time faculty
Black/African American	-	-	-	-
White	17	34.69%	24	48.98%
American Indian / Alaskan Native	-	-	-	-
Asian	2	4.08%	-	1.72%
Hispanic/Latino (any race)	1	2.04%	-	-
Native Hawaiian / Other Pacific Islander	-	-	-	-
Two or more races	1	2.04%	1	2.04%
Other race	2	4.08%	1	2.04%
International (any race)	-	-	-	-

Source: HR Data Mart as of October 31, 2020 and February 26, 2021. Prepared by: Institutional Research and Assessment, April 6, 2021

Figure 3.3 – Gender/Ethnicity Snapshot: Full-time and Part-time Faculty

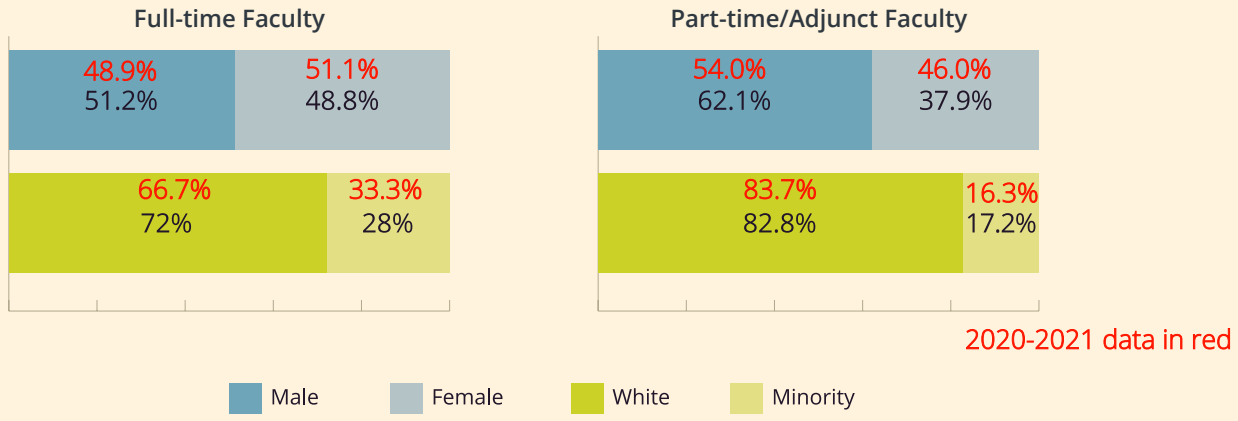


Table 7 details the applicant pools for the 10 full-time faculty recruitments that have been conducted in the last three academic years.

In summary, seven (or 70%) of the recruitments were filled by women and three (or 30%) were filled by minorities. Two of the faculty hires were minority women, and they are reflected in both the female and minority categories.

Table 7. Full-time Faculty Recruitment

	2017–2018	2018–2019	2019–2020	TOTAL
Openings	1	2	7	10
Total applicants in hiring pool	22	106	123	251
Females in hiring pool	9	33	46	88
female finalists considered	1	4	6	11
offers made to females	-	2	5	7
offers accepted by females	-	2	5	7
Minorities in hiring pool	12	33	59	104
Minority finalists considered	3	4	2	9
Offers made to minorities	1	-	2	3
Offers accepted by minorities	1	-	2	3
International faculty in hiring pool	-	2	18	20
International faculty considered	-	-	1	1
Offers made to international faculty	-	-	1	1
Offers accepted by international faculty	-	-	1	1

Data Source: UNC-CH Recruitment Management System

Table 8 details the applicant pools for the 84 part-time faculty recruitments that have been conducted in the last three academic years.

In summary, 30.3% of the females who applied for part-time faculty positions were hired and 21.8% of the minorities who applied for part-time faculty positions were hired.

Table 8. Part-time Faculty Recruitment

	2017–2018	2018–2019	2019–2020	TOTAL
Openings	21	28	35	84
Total applicants in hiring pool	58	101	124	283
Females in hiring pool	23	53	56	132
female finalists considered*	N/A	N/A	N/A	N/A
offers made to females	8	16	16	40
offers accepted by females	8	16	16	40
Minorities in hiring pool	16	16	23	55
Minority finalists considered*	N/A	N/A	N/A	N/A
Offers made to minorities	5	1	6	12
Offers accepted by minorities	5	1	6	12
International faculty in hiring pool	1	0	0	1
International faculty considered*	N/A	N/A	N/A	N/A
Offers made to international faculty	-	-	-	-
Offers accepted by international faculty	-	-	-	-

Data Source: UNC-CH Recruitment Management System
**The UNC-CH recruitment management system does not currently have functionality for tracking the number of finalists considered for part-time/temporary faculty positions.*

2. Attach to this report a copy of the unit's written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit's definition of diversity and the underrepresented groups identified by the unit. Describe how the unit assesses its progress toward achieving the plan's objectives.

The Hussman School of Journalism and Media recognizes its leadership roles in the university, academia and our professions and the importance of reflecting our values of diversity and inclusion in those roles. Since 2014, the diverse members of the faculty have met each semester with the dean to address diversity and inclusion concerns. Members in this group are African American, Latinx, Native American, as well as those who provide perspectives on disability and LBGTQ issues. Also, this group has focused on diversity of thought and religion as important priorities. Members have deep respect for the point of view of others and bring the richness of this bonded group to discussions with the Diversity Committee that has both minority and majority faculty and staff members.

The school has maintained a written diversity plan to guide us in these endeavors since the 1990s. The plan includes the school's mission and vision statements, definition of diversity, and six overarching goals. The written diversity plan is included as Appendix 3-A.

Since the last accreditation period, the plan has been expanded by tailoring action steps for each goal that are specific to our school. Developed under the guidance of Lois Boynton and education diversity consultant Greta Oliver, this plan integrates input from multiple stakeholders throughout the school. The plan has been endorsed by the school's:

- Diversity and Inclusion Committee (members appointed annually by the dean)
- Diverse Faculty Group (faculty representing diverse perspectives throughout the school)
- Dean's Cabinet
- Faculty and staff

Describe how the unit assesses its progress toward achieving the plan's objectives.

The plan outlines six broad goals that are consistent with the diversity and inclusion (D&I) efforts at the university level and with ACEJMC standards. In the sections that follow, we highlight achievements and progress toward achieving each goal, referring readers to other sections for fuller descriptions as needed.

Goal 1
Clearly define and publicize the school's commitment to diversity.

The school communicates its commitment to diversity and inclusion through many avenues – not just in official communications but also in the programs and activities we support. In terms of official communications, all course syllabi include a statement on diversity and inclusion. In addition, the school website has a dedicated section on diversity and inclusion that includes our definition of diversity, mission/vision related to diversity, as well as the diversity plan that received endorsements in 2016. Additionally, this section lists members of the D&I Committee, as well as links to courses, programs, and resources related to diversity and inclusion. Clicking on these links reveals the breadth and depth of our

engagement with diversity-related initiatives. For example, the website includes links to the Bloomberg-UNC business journalism diversity programs, the CBC-UNC diversity fellowship program and the Carolina Association of Black Journalists chapter. These are just a few of the programs that highlight the school's commitment to diversity.

Goal 2
To achieve the critical masses of underrepresented populations necessary to ensure the educational benefits of diversity in faculty, staff, students, and executive, administrative and managerial positions.

Our Hussman School continues to strive to ensure critical masses of underrepresented groups at all levels. Key strategies in our ongoing recruitment of students from underrepresented groups include the Chuck Stone Program for Diversity in Education and Media. Since 2007, this summer outreach program has welcomed high school students of varying diversity, including religion, race and ethnicity, socioeconomic status and gender. The 12 students accepted annually to the one-week program learn from classroom study, real-world reporting, newsroom practice and professional mentors. Many become students at the school and remain connected to alumni and the school as they enter and become established in their careers.

The school is also proud to have longstanding outreach to high school journalism students and instructors throughout the state through the North Carolina Scholastic Media Association (NCSMA). In its 75th year, the program hosts the North Carolina Scholastic Media Institute, an intensive summer workshop that teaches students and advisors innovative and effective ways of communicating through scholastic media (newspaper, yearbook, online, magazine and broadcast journalism). NCSMA also hosts the Carolina Sports Journalism Camp, a residential summer workshop that provides training to high school students with a serious interest in sports journalism. These programs attract students from diverse cultural backgrounds and geographic areas, and many apply to the school.

In terms of recruitment of minority faculty members, the school makes every effort to ensure that a diverse group of candidates is considered for faculty positions. In charging search committees, the dean reinforces the need to recruit diverse candidates. As positions are defined, the school communicates the openings broadly and specifically to minority professional groups such as the National Association of Black Journalists. Also, current faculty members help recruit minority candidates for positions, often at national and regional conferences, to initiate contact with potential minority candidates. In addition, the school tracks efforts that have been made in recruiting underrepresented candidates for faculty and staff positions. Finally, we consider the potential for utilizing the university's targeted hire program (now called VITAE), which attracts accomplished and talented new faculty members from underrepresented groups for tenure-track or tenured appointments at the university.

We examine each year the number of full-time, tenure-track faculty members who are minorities. Since the last self-study, we have recruited three research-track faculty members from minority groups. Deen Freelon joined in 2017; Suman Lee joined in 2018; and Eva Zhao will join us in the 2020-21 academic year. Also recruited to the school for the 2020-21 academic year for a high-level professor of the practice position vacated in January 2019 is Julie Dixon, a respected PR executive from the Baltimore/Washington market. Beyond efforts to achieve critical masses, our school strives to support and mentor individuals so that they may achieve success and become leaders in the school, in the university, and in their professions. We report major milestones on this front in our answer to Question 10 below.

In terms of working toward greater representation within the media professions, the Ida B. Wells Society for Investigative Reporting, a news trade organization dedicated to increasing and retaining reporters and editors of color in the field of investigative reporting, became affiliated with the Hussman School of Journalism and Media in 2019. Spearheaded by veteran journalists including a Hussman alumna, the organization also educates news organizations and journalists on how the inclusion of diverse voices can raise the caliber, impact and visibility of investigative journalism, social justice journalism and accountability reporting about racial injustice. The Society is open to journalists of all races and backgrounds who support the mission and work of the organization (idabwellssociety.org/about).

Goal 3
Make high-quality diversity education, orientation and training available to all members of our school.

The Hussman School strives to ensure that all students, staff, and faculty have access to high-quality diversity-related education. New hires are required to take online training in Title IX Awareness and Violence Prevention offered by the Equal Opportunity and Compliance Office. All new supervisors of permanent SHRA (State Human Resources Act) employees are required to attend an in-person, two-day training program called Carolina BEST; they spend half a day learning about their responsibilities for preventing and addressing discrimination and harassment in the workplace. Search committee members and chairs are required to take online training in Conducting a Fair and Diverse Search, with the suggestion to take the training every two years as a refresher.

In addition to these required trainings, there are many opportunities for diversity-related education around campus. The university has established a centralized location to schedule training and report concerns (see: safe.unc.edu). The university's Office of Diversity and Inclusion offers excellent workshops that foster understanding of different perspectives, such as Green Zone Training (military-affiliated student experience), HAVEN training (Helping Advocates for Violence Ending Now), Mental Health First Aid, and Safe Zone Training (sexual orientation, gender identity, and gender expression). Currently, about 20% of faculty and 24% of staff display training completion placards on their office doors, with additional faculty and staff who display them inside their offices. The school promotes these opportunities through newsletters and announcements within the building.

The school also offers several opportunities for diversity-related education for students as it pertains to the media professions. For example, since 2012, the school has sponsored the CBC-UNC Diversity Fellowship Program in partnership with Capitol Broadcasting Company's WRAL-TV in Raleigh, N.C. The program aims to increase diversity in the broadcasting industry by mentoring 12 college seniors or graduate students who identify as members of underrepresented groups and who want to pursue a career in broadcasting as reporters, videographers, editors, producers or directors. The intensive workshop is open to students from any college or university, and the content focuses on professional skills as well as issues around diverse representation. We welcomed our eighth cohort in March 2020.

The school has partnered with Bloomberg News to provide the Bloomberg-UNC Business Journalism Diversity Programs. The programs started at the school in 2017, expanded to a second location in 2018 at the University of California, Berkeley, and then a third global program in London, partnering with the Department of Journalism at City, University of London in 2019. The school recruits from targeted diverse universities, manages the admission process for all locations, and coordinates all logistics in UNC-Chapel Hill and London. Since 2017, the programs have had a total of 64 participants, with a maximum of 12 students in each cohort. The programs aim to increase the number of diverse students starting business journalism careers

after graduation by providing an intensive five-day workshop teaching the fundamental skills of business reporting, including understanding markets and the need for more diverse business journalists. Each program also visits a Bloomberg location to network with business journalists and see the newsroom in action.

Within our curriculum, the school offers several regularly scheduled classes that serve to broaden perspectives on issues of diversity, inclusion, equity, and global issues. These include The Black Press and United States History, Diversity and Communication, International Projects, and others. A full list of these classes along with descriptions can be found in our responses to Questions 3 and 4 on curricular efforts. Because these classes focus on the intersection of these topics within media/communication, they are of special interest to our students but also draw students from the wider university community.

Goal 4
Create and sustain a climate in which respectful discussions of diversity are encouraged, and take leadership in creating opportunities for interaction and cross-group learning.

Leadership at our school continues to prioritize a climate that will support inclusive and respectful discussions and cross-group learning. At the last accreditation, we reported that the dean had begun meeting with minority faculty members every semester at informal lunches to provide a space for discussion and sharing of resources. These luncheons began in Spring 2014 and are still going strong, with an average of 12–15 members attending each time. The lunches have become a space for community-building and open discussion about important issues of diversity, inclusion, and equity. They have become even more inclusive as they have expanded to include staff who identify as diverse and/or who are involved in D&I Committee efforts. Moreover, the group has provided an opportunity for the D&I Committee (appointed members) to involve minority faculty and staff in planning and decision making. The composition of the D&I Committee itself demonstrates the importance of inclusion and cross-group learning, with members representing minority and non-minority groups; staff and faculty; and (among faculty members) research and professional tracks.

The school consistently encourages students to engage in conversations and initiatives that enhance their experience, both formally in the classroom and organically with their peers. A leading example of student engagement related to diversity and inclusion is a student task force report presented to school leadership in Spring 2018. Two students met with Dean Susan King and Senior Associate Dean of Undergraduate Studies Charlie Tuggle to express concerns about the lack of strong ethics instruction in the visual communication curriculum. The students had been working on their own to assess diversity and inclusion in that area since Spring 2017 with the intent to present a formal report of their findings. King and Tuggle encouraged the students to continue their work as well as to explore trainings and curricular options that could improve the environment. The dean organized a listening session for the students to present their report and discuss the findings. In addition to King and Tuggle, Academic Dean Francesca Dillman Carpentier and the group's faculty advocate Lois Boynton attended the discussion.

The report, which is included as Appendix 3-B, presented an assessment of the student experience within the visual communication sequence (as it was known at that time). It pointed to a lack of current information and statements about the school's values around diversity and inclusion, outdated links to student work on the school's website, and a lack of sensitivity around "parachute journalism," particularly in relation to the student coverage of the Charlotte Uprising in September 2016.

The students provided suggestions for improvement, both in the task force report and during the listening session. School leadership took the recommendations seriously and a number of actions resulted, some of which are listed below:

- Dean King organized a mandatory half-day workshop for the visual communication faculty that was led by the university's chief diversity officer, Rumay Alexander. Optional sessions for other faculty and staff were held as well.
- Faculty engaged in discussions about how to properly prepare students to cover potentially triggering issues or work in highly emotional situations.
- Dean King established the Barry Saunders Professional in Residence program to provide students with greater access to diverse industry professionals and role models.
- The diversity and inclusion page on the school's website was expanded and made more readily available in the site navigation.
- A more-comprehensive orientation for new students was developed to emphasize resources and opportunities at the start of the Hussman experience.
- The school's communication team expanded its coverage of student work and highlighted that work across more channels.

Leadership at the school has also strongly supported the Barry Saunders Visiting Professional Program, which brings in influential professionals from diverse backgrounds for a week-long residency. Through guest talks, workshops, and informal gatherings, these professionals engage with students, staff, and faculty and serve as a catalyst for interactions across multiple groups. In Fall 2019, top public relations executive Julie Dixon (multi-racial woman) visited the school and engaged with students, staff, and faculty on multiple levels. School-wide, she offered three special sessions, including one on diversity. The experience led to a UNC recruitment waiver that allowed Hussman faculty to review and then invite Dixon to join the faculty.

Barb Lee, an experienced documentary producer whose main focus is on race and supporting difficult conversations around diversity was scheduled to be the Saunders Visiting Professional in March 2020. Her visit was canceled because of the pandemic and the closing of the campus. The school will continue to broaden perspectives of students, staff, and faculty through this program.

In addition, the school has hosted many guest speakers and events that have created opportunities for respectful discussion of diversity. We provide a list of these events in our response to Question 12; we highlight a few here. An ongoing effort is the Holding Power Accountable Lecture Series, which brings in journalists who are leading the examination of the people and organizations that hold power in society. Since 2018, this series has hosted five events on topics that address equity issues in society. Further, we demonstrate leadership and collaboration by co-hosting events with other organizations or academic units. For example, in 2016, the school co-hosted with Elon University a PRSSA regional conference titled "Diversity in PR: Embracing Culture and Change." The event brought together experts in public relations and diversity to speak to students from the host schools as well as those from across the southeastern U.S., including students from HBCUs. At the intersection of multiple fields, in 2020, we co-hosted an event with the Joan H. Gillings Center for Dramatic Art and Playmakers that brought a reading of the play "Confederates" to campus. The performance was followed by a panel discussion about journalistic ethics in a politically charged, Internet-driven media environment; panelists included faculty from the school as well as from the Law School and the Department of Dramatic Art at UNC-CH.

Goal 5

Support further research to advance the university's commitment to diversity and to assess the ways in which diversity advances the university's mission.

Our response focuses on programs of research/professional work and service since the last accreditation period that address diversity in its many dimensions, as well as topics related to inclusion, equity, and international focus. Where applicable, we provide a link or citation to represent the body of work (with additional citations available on each faculty member's CV). Citations are in the contributing faculty member's style of listing.

Penny Abernathy studies the economic forces that have led to disparities in access to news ("news deserts") that threaten the health and vitality of communities across the U.S. This body of work addresses geographic and economic differences, as well as the broader questions of equal access to information (usnewsdeserts.com/reports/expanding-news-desert).

Lois Boynton's research focuses on ethical decision-making by public relations practitioners and journalists, professionalism and social responsibility. This work involves standpoint theory, which addresses power differentials in its many forms. She served as chair of the school's D&I Committee (2016–2019) and continues to serve as a member.

Joe Czabovsky's applied research and professional activities highlight the experiences of minority publics and seek ways to engage those publics more effectively. An award-winning documentary he produced ("Writing My Own Happy Ending") focuses on the inner-city high-school students who run the *Durham VOICE*, a community newspaper (described further in response to Question 3). Further, Czabovsky provides analysis of political issues; his recent piece on the extent of acceptance of LGBTQ candidates in the presidential race has drawn national attention (nbcnews.com/think/opinion/pete-buttigieg-dropped-out-presidential-race-homophobia-helps-explain-why-ncna1147096).

Francesca Dillman Carpentier examines media priming of minority stereotypes as well as strategies that counteract prejudice. She also conducts research on the marketing of food products in Chile that addresses disparities in health among youth. Carpentier, F. R., Correa, T., Reyes, M., & Taillie, L. S. (2019). Evaluating the impact of Chile's marketing regulation of unhealthy foods and beverages: Pre-school and adolescent children's changes in exposure to food advertising on television. *Public Health Nutrition, 23*(4), 747–755. doi:10.1017/s1368980019003355

Nori Comello has conducted research highlighting the psychological coping of cancer survivors, an at-risk group that is underserved in terms of efforts to support quality of life. She has also received a competitive research and study leave from the Provost's Office that will allow her to examine efforts to reduce mental-illness stigma. Comello, M. L. G., Francis, D., Marshall, L. H., & Puglia, D. (2016). Cancer survivors who play recreational computer games: Motivations for playing and associations with beneficial psychological outcomes. *Games for Health Journal,* 5(4), 286–292. doi:10.1089/g4h.2016.0003

Paul Cuadros led an effort to establish a meditation room in the school, in response to the needs of Muslim students who were having difficulty finding private spaces for prayer. A feature story about the meditation room was produced by Round Earth Media, a program of the International Women's Media Foundation in Washington, D.C., and is expected to air in Fall 2020. He also serves as chair of the UNC Carolina Latinx Center Board of Advisors and as a member of the search committee for Vice Provost for Equity and Inclusion and Chief Diversity Officer at UNC-CH.

Tori Ekstrand conducts research addressing disability as a dimension of diversity, as well as equity of access to the Internet and implications for peaceful assembly in virtual environments. Her work has also involved collaboration with scholars at University Tübingen in Germany, further described in our response on global focus in Question 4. Ekstrand, V. S. (2017). Democratic Governance, Self-Fulfillment and Disability: Web Accessibility Under the Americans With Disabilities Act and the First Amendment. *Communication Law and Policy, 22*(4), 427–457. doi:10.1080/10811680.2017.1364918

Deen Freelon uses computational analysis to examine topics such as social media protest and the gender gap in different forms of activism. Freelon, D., Mcilwain, C., & Clark, M. (2016). Quantifying the power and consequences of social media protest. *New Media & Society, 20*(3), 990–1011. doi:10.1177/1461444816676646

Livis Freeman directs the Chuck Stone Program for Diversity in Education and Media. This important outreach program welcomes high school students of diverse backgrounds, including religion, race/ethnicity, socioeconomic status and gender. The 12 students accepted to the one-week program learn from classroom study, real-world reporting, newsroom practice and professional mentors (chuckstone.web.unc.edu).

Barbara Friedman examines constructions of gender, race and class in historical and contemporary mass media, with a current focus on media and sexual violence. She also co-directs with Anne Johnston The Irina Project (TIP), which analyzes media representation of sex trafficking and promotes responsible and accurate reporting of the issue. The project is described further in our response to Question 3. Her diversity-related service includes serving as a member of the Carolina Women's Center Advisory Board. Friedman, B., & Johnston, A. (2019). Irreconcilable differences? Framing demand in news coverage of UK anti-trafficking legislation. *Journalism, Gender and Power,* 144–158. doi:10.4324/9781315179520-11

Chad Heartwood addresses issues of economic and geographic diversity in his documentaries that call attention to the hardships faced by communities in rural areas (farmsteaders.com).

Monica Hill directs the North Carolina Scholastic Media Association (NCSMA), which offers scholastic journalism programs aimed at high school students and instructors across the state, including fall regional workshops and a summer institute. These programs attract students and teachers in rural areas and from underrepresented groups (ncsma.unc.edu).

Daniel Kreiss conducts research on the representation and experiences of women, including women of color, working in political technology. His project, "Recoding the Boys' Club: Women vs. the Political Tech Ceiling," involved both curricular and research components and is described further in our response to Question 3.

Allison Lazard is co-investigator on a grant that will examine the feasibility of text messaging as a means to reach and support diverse populations during the time of a colorectal cancer screening decision.

Suman Lee studies global PR issues and has conducted research focusing on cross-cultural comparisons of crisis response and the balance between global and local cultural perspectives. He also directs the Visiting International Scholars program. Lee, S. (2018). Deviance, social significance, and international public relations: A synthesized view of influencing factors on national image in news. *Media Scholarship in a Transitional Age: Research in Honor of Pamela J. Shoemaker* (pp. 77–88). New York: Peter Lang.

Trevy McDonald studies media socialization, race, and gender and has directed and produced a video documentary on civil rights and social justice in the U.S. (eyewitnessestohistory.org). She also advises the Carolina Association of Black Journalists (CABJ).

Seth Noar and colleagues have conducted health communication research that has focused on Black populations in sexual health contexts, as well as comparisons of research from many countries examining cigarette pack warnings. Noar, S. M., Rohde, J. A., Barker, J. O., Hall, M. G., & Brewer, N. T. (2020). Pictorial Cigarette Pack Warnings Increase Some Risk Appraisals But Not Risk Beliefs: A Meta-Analysis. *Human Communication Research*. doi:10.1093/hcr/hqz016 (included studies in 13 countries).

Terence Oliver has spearheaded numerous professional projects that have highlighted diversity issues, including collaborations with UNC's Morehead Planetarium in showcasing scientists from under-represented groups and with the nonprofit group Communication Services for the Deaf and Hard of Hearing, among many other groups.

Lucila Vargas (retired in 2016) and Nori Comello have examined barriers that impede access to mental health information on the Web among Latinx youth. Vargas, L., Comello, M. L. G., & Porter, J. The Web's potential to provide depression literacy resources to Latinx teens: A missed opportunity? *Howard Journal of Communications.*

Lisa Villamil has been co-investigator on two projects that focus on diverse communities: a project to identify factors that support a culture of health in Appalachian communities, and a project to develop low-cost technology that can be used in rural locations for water quality, environmental monitoring and other uses.

3. Describe the unit's curricular efforts to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

The school offers many opportunities for students to explore issues related to gender, race, ethnicity, sexual orientation, ideology, and other dimensions within our school's inclusive definition of diversity. These opportunities include regularly scheduled and special-topics classes on these issues, as described below.

MEJO 342-The Black Press and United States History. A chronological survey of the African American press in the United States since 1827. Emphasis is on key people and issues during critical periods in the African American experience. This course is cross-listed with the Department of African, African American and Diaspora Studies at UNC-CH.

MEJO 441-Diversity and Communication. An examination of racial stereotypes and minority portrayals in U.S. culture and communication. Emphasis is on the portrayal of Native Americans, African Americans, Hispanics and Asian Americans in the mass media. Students also visit campus cultural centers, including the Carolina American Indian Center, Carolina Latinx Center, Carolina Women's Center, Sonya Haynes Stone Center for Black Culture and History, and UNC LBGTQ Center.

MEJO 442-Gender, Class, Race and Mass Media. The media play a critical role in the construction and contestation of ideas about gender, class and race. Students analyze media messages past and present to understand how gender, race and class influence media production and consumption. This course is cross-listed with Women's Studies at UNC-CH.

MEJO 443-Latino Media Studies. An introductory course on U.S. Latina/os and the media. It analyzes the media portrayal of Latina/os and explores the way in which Latina/o audiences use the multiple media offerings available to them (Fall 2015 and Spring 2017).

MEJO 490-Sexual Minorities and the Media. This special-topics course examines the portrayal of sexual minorities in the news, entertainment media, advertising, marketing and social media. Students trace historical treatment of sexual minorities and the roles played in content creation. The course aims to stimulate critical thinking about gay, lesbian, bisexual and transgender issues and their relation to the mass media (Spring 2015).

In addition to these curricular offerings, it is worth noting that other classes also have a significant focus on diversity-related issues, depending on themes and clients selected by instructors. For example, courses in our public relations curriculum often partner with community organizations as clients for PR writing, campaigns, and other client-based classes; journalism classes might assign beats focusing on diversity issues. Some examples are described below.

MEJO 253-Public Affairs Reporting. Paul Cuadros has identified local beats for students, including African American Community, Latinx Community, Muslim Community, Asian American Community, LGBTQ Community, and Immigration.

MEJO 379-Advertising and Public Relations Research. Students have opportunities to conduct research for area organizations. For example, Adam Saffer's class did research for Democracy North Carolina to understand how the Rising American Electorate, a racially and religiously diverse segment of the electorate, can be motivated to follow content online about the election and civic participation.

MEJO 433-UX Strategy and Design In Spring 2019, Lisa Villamil's students conducted research and assessment, through the lens of diversity and inclusion, of the school website and mobile-user experience. The comprehensive study involved 39 student researchers preparing eight independent research studies. Usability, information organization, messaging, and brand perception were evaluated using participant testing, surveys, data analysis, and competitive analysis. Findings will be used to improve the school's efforts to communicate with various publics about diversity-related issues.

MEJO 448-Freedom of Expression in the United States. Tori Ekstrand's course has diversity issues at its core as it explores 21st Century pressures on the boundaries of the First Amendment, with special emphasis on contemporary issues and campus life. Students produce and publish engaged research projects, such as this recent report on the campus climate (medialaw.unc.edu/2019/05/freedom-speech-unc-chapel-hill-campus-students-understand-first-amendment-issues).

MEJO 484-Information Graphics Design. Terence Oliver regularly teaches this class with a strong social justice component in which students work on professional projects in collaboration with clients. Past topics include racial inequality, disparities in policing, sexual assault, the opioid crisis, domestic violence, drunk driving, human trafficking, and climate change

MEJO 557-Advanced Editing. Students in Andy Bechtel's class assist with the production of the *Durham VOICE* and have produced blog posts on diversity-related issues. (Example: editdesk.wordpress.com/2019/04/07/student-guest-post-ap-addresses-nuances-of-race-identity)

MEJO 589-Motion Graphics Design. Clients representing diverse perspectives collaborate with students to create professional-quality animated videos. For example, students in Terence Oliver's class collaborated with UNC's Morehead Planetarium on projects about African American NASA mathematician Dorothy Vaughan (whose work was key to the first lunar landing), Carlos Finlay (the Cuban epidemiologist whose groundbreaking research helped fight yellow fever in the early 1900s), and Kamal al-Din al-Faris (the Persian physicist whose pioneering optics research helped explain how light is refracted).

MEJO 634-Public Relations Campaigns. In Nori Comello's class, students developed communication plans for UNC Refugee Wellness, an organization that provides mental health services to refugees in the Triangle area. In Livis Freeman's class, students partnered with Camp Corral, an organization that transforms the lives of children of wounded, injured, ill, and fallen military heroes by providing a unique summer camp experience.

Moving forward, our diversity and inclusion committee is currently discussing a diversity certificate that students may earn by taking a specified number of designated courses. Finally, we highlight special programs that focus on gender, race, ethnicity and sexual orientation that involve multiple classes and learning opportunities.

The Durham VOICE

The Durham VOICE is a community newspaper and multimedia website (durhamvoice.org) that provides neighborhood news, information, and features for residents of Northeast Central Durham. The publication was launched by Jock Lauterer (now retired) in September 2009 as a collaboration among students at three institutions: UNC-CH students enrolled in MEJO 459-Community Journalism and MEJO 557-Advanced Editing; North Carolina Central University students in an advanced reporting class; and journalism students at a Durham high school. *The Durham VOICE* gives participating teens the opportunity to hone their writing and technology skills, while gaining leadership and professional skills that enable them to effectively use their voices in civil discussions.

Recoding the Boys' Club: Women vs. the Political Tech Ceiling

This project is an outgrowth of Daniel Kreiss's course, The Washington Experience. From the Fall 2017 semester through the Spring 2019 semester, Kreiss, his undergraduate students, and one Ph.D. student, interviewed 45 women from 12 presidential campaigns about their experience with work and employment in political technology. Findings were shared in a public report, a journal article in the Spring 2019 issue of *New Media and Society*, and an Oxford University Press book project: (dailytarheel.com/article/2019/02/recoding-the-boys-club-0214). Kreiss, D. and Adams, K. (Online first, 2019). "Navigating the brogrammers and the boys' club: Women's representation and experiences in political technology." *New Media & Society*, 1461444819835573.

The Irina Project (TIP)

The Irina Project (TIP) analyzes media representations of sex trafficking and provides training and other resources for the responsible and accurate reporting of the issue. The project was co-founded by Anne Johnston and Barbara Friedman who incorporate the project in the classes they teach on gender and the media. In addition to research, public presentations, and workshops for journalists and survivors, Johnston and Friedman use social media (Facebook and Twitter), and TheIrinaProject.org website to monitor and comment on media representations of sex trafficking. The site is the only anti-trafficking resource dedicated to understanding the media's role in coverage of sex trafficking.

4. Describe the unit's curricular instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

Providing students with instruction in issues of diversity in global society is central to the school's curriculum. Perspectives on mass communication pertinent to diversity cultures are also addressed in a wide range of classes. The following sections describe curricular offerings, special programs, partnerships, and our Visiting International Scholars program, which together enrich our school with global and international perspectives.

Traditional Classes

MEJO 446-Global Communication and Comparative Journalism. This course covers theories that explain the working of global and local communication systems, the transnational flow of news, and opportunities and challenges that social and other new platforms pose to the production and distribution of news. It also familiarizes students with the media communication systems of key countries.

MEJO 490-International Public Relations. This course introduces students to global and international perspectives of public relations. Corporations, governments, and non-government organizations (NGOs) actively seek to build and maintain mutually beneficial relationships with the publics in other countries beyond their national boundaries. Public relations agencies serve foreign clients facing a variety of issues and challenges on a global scale. The course covers literature in these areas as well as practical applications and real-life cases.

International Travel and Short-Term Classes/Projects

Not every student can academically or financially afford to spend a semester abroad. Athletes and students who have other commitments also find it hard to leave for an entire semester. The school currently offers three classes that give students a short-term international experience as part of the course and is introducing new short-term programs aimed at these students in particular.

MEJO 437-Media in Asia. This immersion is offered as a class in May and features a 12-day trip to China with stops in Beijing, Shanghai, and Hong Kong. Utilizing many of the contacts the school has through the Visiting International Scholars program and with alumni, Fundan University and the University of Hong Kong, students visit organizations such as Lenovo, Google, CCTV, China.org.cn, Burson-Marsteller, and *South China Morning Post.* With pre-departure readings and classes combined with research, cultural activities and reflection assignments, this program gives students an intensive immersion into Chinese media culture. Sixty-five students have participated since 2015.

MEJO 447-International Media Studies. Offered in the Spring, this course is an immersive investigation of the U.K. media, and includes cultural visits and tours of London. Students learn about the start-up scene in London, and visit Google, Burson-Marsteller, Bloomberg, the BBC, and various other media production and distribution agencies. An alumni reception with UNC-CH graduates who work in London prepares students for their careers and provides a networking opportunity. The school works with City, University of London to arrange joint sessions with faculty members and students from both programs. Since 2016, 74 students have participated.

MEJO 584-Documentary Multimedia Storytelling. This Spring semester offering is an intense, immersive investigation into the people and the issues of an international city or region. Pat Davison teaches this course. Before the trip, students research the people,

politics, environment, and culture, and identify story ideas. During the trip, students immerse themselves in the local culture, interview local residents, record daily life, and uncover cultural and societal idiosyncrasies. After the trip, students create a website to house the videos, infographics, and written pieces. UNC-CH supporters have included the Center for Global Initiatives, the Environmental Studies Center, the Renaissance Computing Institute, the Global Research Institute, and the UNC Water Institute. Recent trips include Belize, 2020 (27 students); Colombia, 2019 (26 students); Puerto Rico, 2018 (24 students); Cuba, 2017 (20 students); Panama, 2016 (23 students); and Malawi, 2015 (24 students).

MEJO 592-Workroom FashionMash: Product Design. This course, taught by **Dana McMahan,** allows students to experience the full breadth of the creative industry. Students merge the influences of advertising, culture, design and entrepreneurship to bring a new product to life for the fashion/lifestyle industry. Delving into customer relationships and sales, students are also challenged to align their new product ideas with consumer trends. Optional Spring Break trips include Paris, 2020 (24 students, cancelled because of pandemic); Tokyo, 2019 (17 students); Florence & Milan, 2018 (6 students); London & Paris, 2017 (5 students).

MEJO 625-MediaHub. Students from the school's various specialty areas work together to find, produce, and market stories that attract the attention of professional media partners throughout the state and region, and at times the nation. Stories concentrate on trends and developments that many news organizations don't have the manpower to cover. This course, taught by **John Robinson,** requires substantial fieldwork from chasing down leads, securing sources, performing print, conducting interviews, gathering video and audio, and pitching stories to news directors. Recent stories that have required international travel include Panama City, 2019, (3 students); Bahamas, 2019 (3 students); England, 2018 (3 students); Puerto Rico, 2017 (4 students); France, 2017 (4 students); Austria, 2017 (4 students); and Chile, 2016 (4 students).

MEJO 390-Documenting the Dig in Galilee. This course partnered with Jodi Magness of the UNC-Chapel Hill Department of Religion to report on the Huqoq excavation project, the unearthing of an ancient Jewish village in Israel's Galilee. Hussman students reported on the dig, the students and instructors involved, a stunning early fifth-century synagogue mosaic, and other stories. The course incorporated fieldwork, from chasing down leads to investigating tips, securing sources, and gathering audio and video. **Charlie Tuggle** and **John Robinson** instructed students from the school's various specialty areas to find and produce high-quality projects, and market stories with a goal of attracting the attention of professional media partners throughout the state and nation. Israel, 2017 (24 students).

MEJO 390-Summer Olympics focus. In Summer 2016, **Charlie Tuggle** took 26 students to the Rio Olympics to work as reporters. Planning was underway and 24 students had been accepted for the 2020 Tokyo Olympics coverage until the games were postponed to 2021.

Beyond these classes offered to students, the school has long enjoyed a strong international program, thanks to the effort of a number of faculty members and former Dean **Richard Cole**. **Louise Spieler**, the senior associate dean for strategy and administration, has led the expansion of the school's global programs since Cole's retirement as dean.

In 2016, the school expanded its programming and staff under the new banner of Global, Immersive, and Professional (GIP) Programs. GIP Director **Liana Pinner** and GIP Assistant Director **Chris Hill** work under the guidance and direction of Senior Associate Dean Spieler to expand the global profile.

The team has worked to increase our global initiatives and include international activities into every area of the school for undergraduate students, graduate students, faculty members, and visiting professionals.

Study-Abroad Exchanges

Semester-long study-abroad opportunities have been expanded and formalized. Since 2015, the school has participated in exchanges with top-tier communication programs around the world that are reserved exclusively for students in the school, including:

- Department of Journalism, City, University of London, England
- Faculty of Social Science, Politics, and Communication, Pontificia Universidad Católica, Buenos Aires, Argentina
- Faculty of Communications, Pontificia Universidad Católica de Chile, Santiago, Chile
- School of Journalism, Sciences Po, Paris, France
- Journalism and Media Studies Center, University of Hong Kong, Hong Kong
- School of Communication, University of Navarra, Pamplona, Spain
- School of Journalism and Communication, University of Queensland, Brisbane, Australia

From 2015–16 through Spring 2020, 47 Hussman students have taken part in the school's exchange agreements. Liana Pinner advises students in selecting the study-abroad program that is the best fit for them, identifying classes that fulfill requirements, and on making the best use of their time while away from UNC-CH. Pinner also talks to students about how to best incorporate an international experience and helps them explore possibilities for getting credit for other exchange programs offered by the university.

Faculty Exchanges

The school has established faculty exchanges with Pontifica Universidad Catolica de Chile, the University of Navarra, Complutense University of Madrid, and University Tübingen in Germany. Since 2015, six faculty or staff members from these schools have visited Chapel Hill for a week to speak in classes, hold small-group discussions about their area of expertise, meet with students interested in studying abroad at their home institution, and visit with local media and professional organizations. UNC-CH faculty members travel to our partner schools for a week to do similar activities. Since 2015, three Hussman faculty members have taken part in these visits.

For example, as part of a broad-based coalition of UNC researchers, Tori Ekstrand visited the University Tübingen in 2016 to present her research. From there, she established a closer link with the Institute of Media Studies. Since then, Ekstrand has worked with Prof. Guido Zurstiege to foster a number of collaborative projects around mis- and disinformation.

UNC Global's new vice provost for global affairs has expressed an interest in bolstering UNC's relationship with Tübingen. Ekstrand is working with Dick Langston in the Germanic and Slavic Languages Department to create a strategic plan for UNC-CH's ongoing relationship with Tübingen that focuses on faculty and graduate student exchanges between the two institutions.

Student Funding for International Activities

The school offers a variety of funding opportunities to assist students planning international activities. Immersive Experience Funds is designated to support independent projects or professional experiences. Within this category, three of the awards (Chuck Stone Citizen of the World Award, Edward Jackson International Travel Award, and William G. Arey Jr. International Communications Award) are specific to global experiences, with other awards also usable for this purpose. These awards range from $1,000–$5,000 per student and total between $10,000 and $15,000 each year. These are recent examples of projects made possible by Immersive Experience Awards.

Arey funding enabled Kaitlin Harlow to spend the summer covering people and events near the Mexico/U.S. border (2017) and Abigail Thompson to do an internship with Sovereign Intelligence in London (2019).

The Robin Clark Experience Award enabled Alexis Allston to travel to four countries in Asia – China, Thailand, Vietnam and Singapore – to research social media usage among young people (2018).

The Chuck Stone Award enabled Micah Stubbs to travel to three locations – California, France and Portugal – to make a documentary about wine (2018).

Our general global fund is a second source of funding that supports global experiences. Prior to 2018, it was used to offset the costs of global immersions, regardless of whether the experience would result in course credit. Since 2018, immersive experience funds have been designated specifically for international credit-bearing opportunities, including MEJO 437-Media in Asia, MEJO 447-Media in the UK, MEJO 584-International Projects, and semester exchanges. Awards have ranged from $500 to $2,000.

With support from the general global fund, students have multiple opportunities to expand their global horizons, whether through their own independent research/professional activities or through activities tied formally to a class. The following is a breakdown of awards given out since 2015.

- 2015: 5 immersive experience awards
- 2016: 6 immersive experience awards
- 2017: 9 immersive experience awards
- 2018: 11 immersive experience awards and, 32 global fund awards
- 2019: 12 immersive experience awards and 43 global fund awards

5. Describe efforts to establish and maintain a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

UNC-Chapel Hill's Office of Diversity and Inclusion provides diversity, equity and inclusion training sessions for faculty and staff members from all units on campus. We consulted with this group as we developed our school's diversity and inclusion statement, updated the school's mission and vision to reflect our commitment to diversity and inclusion, and developed our subsequent diversity plan. As noted above, our definition of diversity and inclusion covers a broad spectrum, including age, race, ethnicity, sex, gender identity, sexual orientation, socio-economic group, geography, religion, thought, philosophy, perspective, disability and veteran status.

The school's Diversity and Inclusion webpage (hussman.unc.edu/diversity-and-inclusion) provides links to related programs and organizations, courses, and campus resources.

We encourage all instructors to refer to our commitment to diversity and inclusion in their syllabi. This is an example of a standard statement in a syllabus:

> *"Diversity & Inclusion: The Hussman School's Diversity and Inclusion Mission and Vision statements are online. Our mission is to train the next generation of media professionals and ultimately to ignite public conversation. Because meaningful and productive public conversation depends on the inclusion of diverse perspectives, the school is committed to providing an environment for teaching, learning and research that includes individuals from diverse backgrounds and with differing interests, lived experiences and goals; that reflects the diversity of the state of North Carolina and the world beyond; and that supports intellectual inquiry, dialogue and opportunities for lifelong learning and growth necessary to successfully engage in public conversation in a global marketplace of ideas."*

The senior associate dean for undergraduate studies reviews syllabi prior to the start of each semester to ensure these documents include relevant information and links to university policies on prohibited discrimination, harassment and related misconduct, the university honor code, and class accommodations.

The school's website includes a quick link to the university's accessibility site (unc.edu/about/accessibility), which offers information about Accessibility Resource Services, digital accessibility training, the Digital Accessibility Office, tools for campus web developers, and other topics.

Safe at UNC (safe.unc.edu) is the university's main portal for resources and information about discrimination, harassment, sexual violence, interpersonal violence, and stalking.

The school works with Accessibility Resources and Service (ARS), a part of the UNC-CH Division of Student Affairs, to ensure that our programs and facilities are accessible to all students. This includes students who have documented learning disabilities. Instructors ensure that the students are accommodated for test-taking and often send tests through the ARS online portal; ARS staff then administers the test and sends it back to the instructor for grading. During orientation, adjunct instructors are reminded of the need to provide accommodations and asked to contact the senior associate dean for undergraduate studies if they have any questions.

The University Ombuds Office (ombuds.unc.edu) provides "a safe place where all Carolina staff, faculty, students and administrators are welcome to come and talk in confidence about any campus issue, problem, or dispute." Its support services are free. Additionally,

the UNC-CH Ombuds Office identifies "trends and challenges and can make recommendations for change in university policy or practice when appropriate."

Students also have media publications and programs at their disposal that provide opportunities to produce works about diverse and interdisciplinary topics. Examples include:

Carolina Ahora (facebook.com/carolinaahora), a Spanish-language counterpart of the social media show *Carolina Now,* was created in Fall 2016. The program provides live media updates to students. Lindsay King serves as the adviser.

Coulture (coulture.org), a fashion and lifestyle magazine, challenges beauty standards by encouraging readers to accentuate their best features rather than conform with unrealistic societal expectations. The publication delivers this message through the lens of UNC-Chapel Hill students by way of relatable content and superior design. It takes a three-prong approach to empowering readers: a global view of fashion, relatability for readers, and accessibility to everyone. Dana McMahan is the magazine's adviser. Among recent articles:

- *Taking Black History Month into all months: A literary journey*. coulture.org/taking-black-history-month-into-all-months-a-literary-journey
- *The rebranding of diet culture*. coulture.org/the-rebranding-of-diet-culture
- *The colorful world of Darius Quarles*. coulture.org/the-colorful-world-of-darius-quarles

The Siren magazine (facebook.com/UNCSiren), produced by students, "promotes an intersectional feminist perspective surrounding subjects such as gender, identity, sexuality, race, ethnicity, socioeconomic status, ability status." Although the magazine was not published in Spring 2020, the group provided support to other gender-advocacy organizations (i.e., Carolina Advocates for Gender Equality) in lieu of publishing an issue of the magazine. Barbara Friedman is the publication adviser.

A full listing of media and professional organizations that value all forms of diversity in their content is provided in Standard 6.

6. Describe the unit's efforts to 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 underrepresented groups.

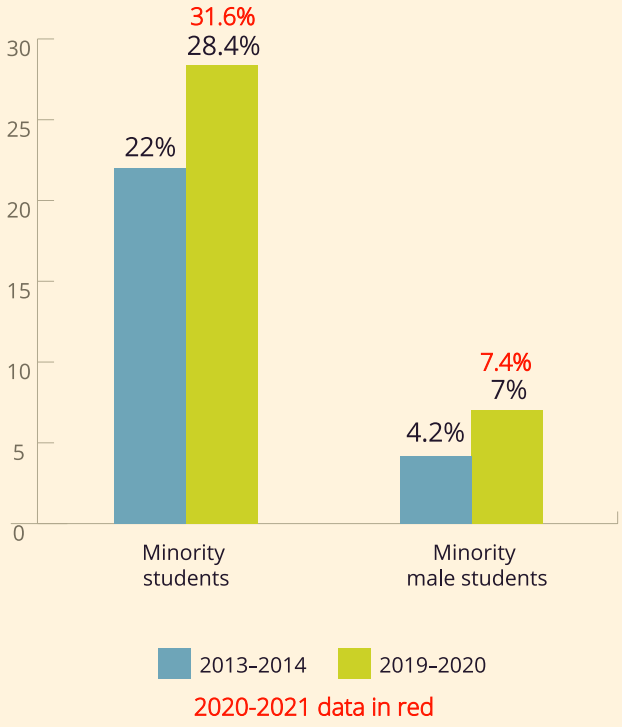
The Hussman School of Journalism and Media continues to recruit and retain a diverse student body through school-wide efforts and through work by individual faculty members. As discussed above under Goal 2 of our Diversity and Inclusion Plan, the school seeks to achieve a critical mass of underrepresented groups.

Undergraduate students who come to UNC-Chapel Hill ordinarily do not officially enter the Hussman School until the first semester of their junior year. As a result, the school has little role in the diversity of the incoming first-year class. However, our senior associate dean of undergraduate studies recruits at on-campus events, and we recruit students who participate in our three summer high school programs - Chuck Stone Program for Diversity in Education and Media; N.C. Scholastic Media Institute; and the Carolina Sports Journalism Camp - and those who attend fall regional workshops for high school journalism students and teachers. The school makes certain to encourage participation of North Carolina High School Journalist of the Year scholarship winners and alternates. Hence, UNC-CH applicants include those who may have already connected with the Hussman School through high school programs, allowing for intentional review of application and further enhancing a diverse pool of admitted students.

As noted above, a key recruitment strategy to attract underrepresented groups is the Chuck Stone Program for Diversity in Education and Media. This summer program, which is open to all students, attracts high school students from diverse backgrounds. Each year, 12 students are accepted to the one-week, fully funded program. These prospective students learn from classroom study, real-world reporting, newsroom practice and professional mentors. Of the 161 Chuck Stone participants to date, 59 have enrolled at UNC-CH. The vast majority become students at the school and remain connected to other alumni and the school as they enter and become established in their careers.

As shown in Figure 3.4 below, the school has successfully increased its minority student population, particularly male minority students, since the last accreditation period.

Figure 3.4 – Hussman School Minority Student Population Comparisons: Previous Accreditation Period vs. Current Accreditation Period



Another important recruitment effort is the N.C. Scholastic Media Association (NCSMA), which has existed for more than 75 years and has involved training and networking with thousands of high school students from North Carolina and beyond. Each fall, the school hosts one of several regional workshops for high school journalism and student media outlets. This fall workshop attracts 350 students each year. Each summer the school also hosts the North Carolina Scholastic Media Institute, which highlights the quality of the school to minority students from around the state. This intensive workshop teaches students and advisers innovative practices used in newspapers, yearbooks, magazines, online and in broadcast journalism. The four-day institute is open to students in ninth through 12th grades. About 250 North Carolina high school students attend the institute each summer. Monica Hill directs the high school program.

The school also provides outreach to underrepresented high school journalism students through the summer Carolina Sports Journalism Camp. This summer workshop attracts 48 sports journalism students of diverse backgrounds in the geographic area. The four-day residential workshop includes instruction and practice in the fields of sports writing, photography, broadcasting, and newsroom practice. Tim Crothers, former senior writer for *Sports Illustrated*, is the lead instructor.

7. Units in which admission is selective or varies from general university admission requirements should describe considerations given to the effects of selective requirements on minority enrollment.

Admissions procedures for the Hussman School have recently been upgraded and formalized. Until Spring 2019, students with a minimum 45 hours of credit, a 3.1 GPA and who had declared MEJO (the abbreviation for the major and courses) as their major, were automatically admitted to the school. Prospective students are now required to submit an application that includes an essay outlining why they want to become a major. Though a solid GPA remains the standard benchmark for admission, that essay, combined with a student's GPA and other factors, determines eligibility. This process enables the school to take into consideration important factors that might otherwise prevent inclusion and participation of underrepresented groups.

This application process applies to three different groups: incoming first-year students who apply to enter the school directly as part of the Excel@Carolina process (who are not required to have 45 hours of credit), transfer students who apply for direct admission to our school, and students already at UNC who wish to become part of our program. The senior associate dean for undergraduate studies reviews all applications, totaling some 600 per year, with an eye toward enrolling a qualified and diverse student population.

Up to 40 students can enter the Hussman School each year through Excel@Carolina Assured Admission. This program, which connects talented first-year students with resources and academic majors, has been effective in recruiting minority students to our school. In the past three years, the school has enrolled 93 students through the Excel@Carolina program. Of those, 39 (or 42%) have been minority students.

8. Assess the unit's effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit in the retention of minority students. Note the role of advising in this process.

The school's Diversity and Inclusion Plan (Appendix 3-A) has five goals that impact the effectiveness of recruiting and maintaining minority students from enrollment to graduation. Summarized briefly, these goals are: clearly define the school's commitment to diversity; achieve a critical mass of underrepresented populations; make high-quality diversity education and training available to all; create and sustain a climate that is respectful for discussions of diversity; and support research to advance the commitment to diversity. As described above, there are numerous examples of how each of these goals affects the retention of minority students. In addition, the school has other special programs that assist in nurturing and retaining under-represented students, including minority mentoring, scholarships, guest lectures by professionals in underrepresented populations, volunteer mentoring, and interaction with or access to minority faculty and staff.

Minority Mentoring and Career Preparation

In 2012, year-round mentoring, networking and career preparation activities were added to the Chuck Stone Program for Diversity in Education and Media youth program through the *College Mentoring and Career Preparation Program.* With support from the Gannett Foundation, the program builds upon the success of the high school summer workshop and bridges the gap between high school, college and professional employment.

This program focuses on developing the pipeline of future media professionals by helping former Chuck Stone scholars as they attend college, graduate, seek employment and assume jobs in journalism and related fields. The current constituency to be served comprises college students who participated in the Chuck Stone Program through 2019, but continues to grow with each new group of summer workshop participants. During the past 13 years, 161 students have participated in the program.

A hallmark of the summer program is the one-on-one mentoring each student receives during the workshop. These mentoring activities extend nurturing and support once these students enter college, which eases their transition to the university and helps to foster their interest in journalism and media careers. Students who attend UNC-CH, as well as other universities, are connected with a variety of mentors and role models to support them via the Chuck Stone Alumni Network.

The four key components that comprise the College Mentoring and Career Preparation Program are:

Faculty Mentor: Delivers academic and career counseling for students during the Chuck Stone Summer Program and beyond. Counseling includes help with college applications, resume-building (and creating LinkedIn profiles), personal branding tips, improving interview skills, understanding the art of networking and requesting letters of recommendation for internships, study abroad, graduate school and jobs.

Peer Mentors: Provides the opportunity for third- and fourth-year Chuck Stone students to mentor first- and second-year Chuck Stone college students. This ensures that students who have completed the program remain connected to past graduates and are able to "give back" by encouraging those who are beginning their college journey. Peer mentors meet with their mentees regularly, provide support and encourage them to attend campus events/presentations related to their majors and career aspirations.

Career Mentors: The program director creates a network of industry professionals to serve as mentors who provide both third- and fourth-year students with advice and shadowing opportunities. Chuck Stone alumni are also encouraged to attend professional conferences sponsored by organizations supporting and encouraging diverse voices in today's media. Mentors become part of the Chuck Stone Program Career Mentor network, which also includes other industry mentors identified from the UNC-CH alumni database and through faculty contacts.

Chuck Stone Alumni Network and Mentoring Program: This program maintains contact with each former Chuck Stone Program participant following high school and college graduation in order to establish a networking system for them to access throughout their professional communication careers. The networking system provides outreach, offers continued mentoring and career guidance, and facilitates interaction. Monthly workshops and dinners are offered on career development including topics such as career and industry trends, personal branding, social media literacy, and corporate etiquette. A database helps maintain an ongoing connection with all former Chuck Stone Program participants.

Scholarships and Funding

As noted earlier, faculty, advisers and staff encourage students from diverse backgrounds to apply for the school's numerous funding opportunities. Many also receive funding from outside the school. Hussman's undergraduate funding opportunities are accessible on our website (hussman.unc.edu/funding).

For FY20, undergraduate scholarships totaling $204,850 were awarded to 80 students. Though our diverse students apply for and do receive other Hussman scholarship and award funding, roughly 25% of school scholarship funding is specifically designated to support such students, including

First-Generation Student Scholarships ($20,775 total)

- Diane Harvey Bradley Scholarship
- Mary Kathryn Forbes Scholarship
- Hoffman Awards
- Peter Dewitt and Phyllis Harrill Pruden Scholarship
- Tucker Family Scholarship
- Erin Wiltgen Scholarship

Minority Student Scholarships ($28,875 total)

- Diane Harvey Bradley Scholarship
- Victoria Gardner Scholarship
- N.C. Black Publishers Association
- Peter Dewitt and Phyllis Harrill Pruden Scholarship
- Tucker Family Endowed Scholarship

Other Minority-Designated Scholarships ($4,000)

- Mackey-Byars Scholarship
- Erwin Potts Scholarship

As discussed above, the Carolina Association of Black Journalists (CABJ) helps minority students learn about career options and prepare for the job market (such as learning how to write effective résumés) as well as apply for scholarships from organizations such as the NABJ-Raleigh Durham. CABJ is also a common bond for African American and other minority students in the school as they work on fund-raising projects and other programs, such as the high school diversity workshops.

A fuller discussion of student funding is found in Standard 6: Student Services.

Visitors and Guest Speakers

Many visitors and guest speakers in classes represent minority and diverse groups (a summary is provided in Question 12 below). Notable examples include: Sapna Maheshwari, business reporter for *The New York Times*; Alyssia Burton Steele, photographer and Pulitzer

Prize-winning author; **Nikole Hannah-Jones,** domestic correspondent at *The New York Times Magazine*; and **Christopher Everett**, communications manager of the Full Frame Documentary Film Festival in Duke Center for Documentary Studies and director of the documentary *"Wilmington on Fire."*

The Carolina Association of Black Journalists chapter brings diverse speakers to the school for meetings and events. Recent guests included **Nubia Murray**, VP of sports and entertainment marketing at JPM Chase; **David Squires,** assistant sports editor at the *Charlotte Observer*; **Lauren Houston**, senior communications analyst at City of Raleigh Municipal Government-Parks, Recreation and Cultural Resources; **C.L. Brown**, reporter at ESPN, and multimedia journalists **C.B. Cotton**, **A.J. Javanel** and **Alexis Simmons**.

In Spring 2018, prompted by the controversy regarding a Confederate monument on the UNC campus, the faculty organized a panel titled, "How We Talk About Silent Sam" in the MEJO 101-The Media Revolution class. The session featured student activists, a reporter from the Raleigh *News and Observer*, and a member of the university's communications office. The school publicizes enriching opportunities such as these on the school's website and social media, in the student newsletter and by word-of-mouth promotion by faculty in their classes.

Volunteer Mentoring Program

The school's Career Mentor Program is a networking opportunity that matches students with alumni working as journalists and communicators. Some minority students and alumni participate actively in this one-on-one program. A career mentor volunteers his or her time to be a resource for the student and provides a valuable connection to the professional world. Students apply to be a part of the mentor program and the Assistant Director of Career Services **Jenn Sipe** works with the Hussman School's alumni relations director to pair students with an appropriate mentor.

The Career Mentor Program was originally an initiative by the Hussman School's alumni association. The program is now housed in the Career Services office and collaborates closely with the school's alumni relations office. As a result of the work of **Jenn Sipe** and **Robin Jackson**, the Career Mentor Program has expanded rapidly; for the 2020–21 academic year, the goal is to have 100 students and mentors participating.

For many years, the school has organized mentoring trips to New York City, San Francisco, Washington, D.C., Atlanta, Charlotte and Raleigh. A number of minority students and alumni have participated. Students who participate in the mentoring trips (called career treks) are responsible for transportation costs; the Hussman School pays lodging expenses. To help offset the cost of transportation and personal expenses, students can receive stipend support through the Reuhl Family Foundation Excellence Fund.

Additionally, Hussman students take advantage of Meet the Pros sessions that give them the opportunity, either one-on-one or in group settings, to meet and interact with a wide range of alumni and professionals who visit Carroll Hall. Meet the Pros sessions are also conducted remotely, via Zoom, and have featured alumni in creative advertising, lifestyle and entertainment public relations and journalism. Examples of diverse Meet the Pros participants are provided in response to Question 12 in this standard.

The newest networking opportunity comes through the Hussman Connections platform. More than 100 alumni from across the country and in a variety of roles and companies have offered their time to meet virtually with Hussman students who reach out to them via Linkedin.

9. Describe the unit's efforts to recruit women and minority faculty and professional staff (as enumerated in Table 7, "Full-time Faculty Recruitment").

The school makes every effort to ensure that a diverse group of candidates is considered for faculty positions. As positions are defined, the school communicates the openings broadly and specifically to minority professional groups such as the National Association of Black Journalists. Also, current faculty members help recruit minority candidates for positions, such as through appropriate conferences to initiate contact. Goal 2 of the school's diversity plan and report (discussed above) focuses on this effort.

As in the past, the school tracks efforts in recruiting underrepresented candidates for faculty and staff positions. This includes reporting the number of known underrepresented candidates in applicant and finalist pools. In charging individual search committees, the dean reinforces the need to identify and carefully consider minority candidates. The school also monitors guest speakers for possible faculty candidates.

Faculty Recruitment Process

The school's faculty is very involved in the faculty search process, much more so than in other units on campus. The dean appoints a search committee, which drafts a job description that is presented for faculty approval at one of the monthly faculty meetings. Sometimes the descriptions are approved as-is or with minor revision to stated qualifications and expectations; others require a re-draft based on faculty input and are presented for approval at the next meeting. The faculty search committee helps determine where to post the approved position description and provides that information to the school's HR consultant.

The faculty search committee reviews the applications and determines the pool of candidates to be considered for an initial interview, which is conducted by phone or video conference. The faculty search committee narrows the pool of candidates to those seriously considered for an in-person interview and conducts reference checks. The committee votes on the slate of candidates to recommend to the faculty for on-campus interviews. An overview of the search results (number of applicants, number of initial interviews, etc.) and the committee's recommended slate of candidates are presented to the faculty by the search committee chair for approval.

The search committee arranges the schedule for the candidates approved by the faculty for on-campus interviews. The interview process consists of an in-class teaching session, a research or professional work presentation, drop-in meetings for faculty and staff to visit with each candidate, lunch with students, dinner with faculty and breakfast with the dean. At the conclusion of all interviews, the search committee presents its hiring recommendation for a vote at a faculty meeting. The vote (by all ranks) is recorded and serves as a recommendation to the dean.

When appropriate, the school utilizes the university's minority recruitment VITAE (Valuing Inclusion To Attain Excellence) and spousal hire programs to increase the diversity of its faculty. Both programs streamline the hiring process by waiving the requirements to post a position for "X" days and to establish an official search committee. Neither program bypasses the regular interview and faculty evaluation process.

Recent Full-time Minority and Women Faculty Recruitment

Between the last accreditation review and the close of academic year 2019–2020, the school has recruited four full-time faculty members from minority groups (start dates are indicated after each name):

- Teaching Assistant Professor **Livis Freeman** (July 2016)
- Associate Professor **Deen Freelon** (July 2017)
- Associate Professor **Suman Lee** (July 2018)
- Professor of the Practice **Julie Dixon** (July 2020)
- Assistant Professor **Eva Zhao** (August 2020)

The school has also hired seven female full-time faculty members in addition to Dixon and Zhao in that same timeframe:

- Assistant Professor **Lucinda Austin** (July 2016)
- Assistant Professor **Amanda Reid** (July 2018)
- Teaching Associate Professor **Kate Sheppard** (July 2018)
- Teaching Associate Professor **Lindsay King** (July 2019)
- Assistant Professor **Shannon McGregor** (July 2020)
- Assistant Professor **Erin McIntyre** (July 2020)
- Professor of the Practice **Lisa Stockman** (July 2021) *Appointment vacated due to illness*

10. Describe the unit's efforts to provide an environment that supports the retention, progress and success of women and minority faculty and professional staff.

Our school strives to create a climate that supports and recognizes the work of women and minority faculty and professional staff from underrepresented groups. Fostering a culture in which all members feel welcomed, supported and heard is a crucial value. As detailed under Goal 4 in Question 2 of this standard, since 2014, the dean meets with all the diverse faculty once each semester to create opportunities for dialogue and promote a climate of inclusion. These meetings have created a strong sense of community and members are comfortable raising issues around diversity, inclusion, and equity. Members of the school's Diversity and Inclusion Committee often attend meetings of diverse faculty to hear concerns and to solicit feedback on potential initiatives.

Since our last accreditation, our campus has been challenged with crucial issues around diversity, equity and inclusion, most notably those raised by the underlying consequences of white supremacy in UNC-CH's history. It has been a difficult time and has touched our faculty, staff and students in very personal ways. We have attempted as a school to face up to those challenges. We have held unconscious bias training for faculty and staff in both small- and large-group formats. The Diversity and Inclusion Committee led a year-long series of presentations from various campus organizations at monthly faculty meetings to raise awareness and highlight resources related to issues of diversity and inclusion. Examples of presentation topics and speakers include:

- Student accommodations: **Tiffany Bailey**, director of accessibility resources
- Carolina Black Caucus: **O.J. McGhee**, caucus chair
- Sexual assault and harassment support resources for students and faculty: **Sharbari Dey**, assistant director of diversity & inclusion education and special initiatives

- Latinx student population and resources: **Josmell Perez**, assistant director of multicultural programs
- UNC's Open Access initiative: **Anne Gilliland**, scholarly communications officer

We have also surveyed students regularly to assess their feelings. All these activities have helped to address the environmental issues that make for a school climate of inclusion. They also reveal that the process of dealing with bias - in all its many forms – is an ongoing one.

Major milestones since the previous accreditation include several promotions, which contributes to diversity in leadership and at higher ranks in the school. It is important to the school's culture that our faculty and staff who are women or minorities feel supported in their pursuit of tenure and professional advancement. We believe that in this accreditation period we have more than succeeded on that front.

The following individuals have all self-identified as members of underrepresented racial or ethnic groups and have been promoted since the last accreditation.

Francesca Dillman Carpentier was promoted to full professor in 2016. She has assumed leadership on numerous fronts both in the school and the field. She is currently the school's second academic dean and led the all-important recent strategic planning process that resulted in *Envisioning Tomorrow*. Dillman Carpentier was named the W. Horace Carter Distinguished Professor in 2016. Along with her leadership in global grants, she is editor of the premier scholarly publication *Media Psychology* and associate editor of *Mass Communication and Society*.

Terence Oliver was promoted to full professor in July 2020 and will hold the Walter Spearman Distinguished Professorship. In 2016, he received the school's David Brinkley Teaching Excellence Award for his instruction in motion graphics, information graphics, and magazine design. Oliver previously held the title of Reese Felts Distinguished Associate Professor.

Nori Comello was promoted to associate professor in 2016 and is the first Asian woman to be tenured in the school. She recently won a competitive UNC research and study leave and will be advancing her identity research in the Fall of 2020 with university support. She is also the outgoing chair of the school's Diversity & Inclusion Committee and has chaired a search committee.

Trevy McDonald was promoted to associate professor in 2018 and is the first African American woman to earn tenure in the school. She was named the school's inaugural director of diversity, equity and inclusion July 1, 2020 and will additionally hold the Julian Scheer Term Professorship. She advises the Carolina Association of Black Journalists chapter and serves on the school's Diversity & Inclusion Committee. She was the 2017 winner of the school's David Brinkley Teaching Award. In 2019, she received the Outstanding Book Award for fiction from the National Association of Black Journalists at the NABJ national meeting in New Orleans.

Spencer Barnes was promoted in 2018 and has been recognized with two major awards since earning tenure: the school's prestigious Edward Vick Prize for Innovation in Teaching Award as well the very competitive university-level Tanner Award for Excellence in Undergraduate Teaching. His Tanner Award represents the first time an African American faculty member from our school has received this award from the university. In the Spring of 2019, Barnes also won the Chancellor's Student Undergraduate Teaching Award for outstanding support of student learning. Starting in July 2020, Barnes will serve in school leadership as director of the residential M.A. program.

Valerie Fields was promoted to teaching professor - the highest fixed-term teaching rank - in 2020. She was selected as a UNC Global Studies Erasmus+ Program Ambassador and won a Faculty Exchange Scholarship to travel to Madrid, Spain in 2017. In addition, Fields received the school's Edward Vick Prize for Innovation in Teaching in 2016 for her unique content and engaging instruction for undergraduate students in crisis communications courses.

In addition, the following individuals who self-identify as members of underrepresented racial, ethnic or gender groups, have received important awards and/or notable recognitions.

Also in our fixed-term ranks is **Livis Freeman,** who received the Richard Cole Service Award in 2018. The Cole Award recognizes one junior and one senior faculty member who each strive to create a collaborative culture within the school. He has directed the Chuck Stone program since 2017.

Among staff from underrepresented groups, **Sharon Jones,** our longtime director of academic advising, received the prestigious university-level C. Knox Massey Distinguished Service Award in 2019 for her contributions, as well as the school's Staff Excellence Award in 2017.

Tricia Robinson, who is an academic advisor in our Undergraduate Hub, was recognized with the school's Staff Excellence Award in 2019. She is a key member of the school's undergraduate curriculum committee and also served as a member of the committee that advised the dean on COVID-19 instructional and operational scenarios for Fall 2020.

Angelena King was promoted in 2019 to special funding manager and now leads pre- and post-grant work. She has received the school's Staff Excellence Award twice: first in 2016 and again in 2020. She also serves on the Diversity & Inclusion Committee.

The school has also fostered a climate that supports progress and success by hiring four new staff members who self-identify as members of underrepresented groups.

Susan Leath, a former executive with newspaper chains Gannett and McClatchy, joined the school as director of the Center for Innovation and Sustainability in Local Media (CISLM) in 2019. She recruited the third cohort of the Table Stakes program that was described by the Knight Foundation as the most-diverse class in the country. She was recently invited to join the board of trustees of the Maynard Institute in Oakland, California. She also assisted the Fall 2019 transition of the Ida B. Wells Society from Harvard to UNC-CH, including the Society's launch and programming.

Alexis Barnes, a 2017 graduate of the school, is the creative content producer of our Reese Innovation Lab. She specializes in 360-degree video filming and editing and has played an integral role in the success of the Lab.

Yvette Thompson joined the school in Fall 2019 and provides administrative support to the Knight Chair in Journalism and Digital Media Economics.

Sterling "Sting" Ching is the graphic design and data visualization specialist for the Knight Chair. He develops, manages and maintains five Knight Chair websites including graphic design and data visualization. Ching was hired in Fall 2019.

In addition, there have been several promotions of non-minority female faculty and staff since our last accreditation.

Heidi Hennink-Kaminski was promoted to full professor in July 2020. She has served as the school's senior associate dean of graduate studies since 2013.

Rhonda Gibson was promoted to full professor in July 2020. She has served in several administrative roles, most recently as the director of the school's online master's program in digital communication.

Laura Ruel was named director of the journalism area of study in 2017.

Liana Pinner was promoted from assistant director of global, immersive and professional (GIP) programs to the director of GIP in 2018.

Alyssa Anderson was promoted from an administrative support role in the dean's suite to the program assistant in the Undergraduate Hub in 2019.

11. If the unit hires adjunct or part-time faculty members, describe the unit's effort to hire minority and female professionals into these positions (as enumerated in Table 8, "Part-time/Adjunct Faculty Recruitment") and list those who are minority and female professionals.

The school makes a conscious effort to hire minorities and women for part-time adjunct faculty positions. Adjuncts are hired based on their professional expertise, sometimes teaching specialized skills. Others are hired to cover faculty members who are on leave – for grant-related course buyouts, research and study assignments, administrative course releases or parental leaves. We post positions and network to bring in top media professionals with diverse perspectives, but do not have a specific diversity plan around adjunct hires since they are often short-term hires.

In the last three years, the school hired 84 part-time faculty positions. Of those, 40 (or 48%) were filled by women and 12 (or 14%) were filled by minorities. It should be noted that the UNC-CH recruitment system does not track the race or ethnicity of applicants or the number of finalists considered for part-time/temporary faculty positions.

12. Provide examples of professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives. (Five examples a year are sufficient and those examples should include the name, title, subject area/expertise, race, gender of speakers to provide context. The unit has the option of providing a complete list in a separate digital file.)

Our faculty make a concerted effort to include diverse perspectives in classes, special programs and experiential activities. These curricular and extra-curricular approaches enable students to explore perspectives beyond their own. Students, faculty and staff from underrepresented populations are able to learn from and interact with individuals who look and think like them.

The school hosts a number of speaker series open to students, faculty, staff, the university community and the general public. Most of the programs are recorded and made available on the school's website. These speaker series include:

The Holding Power Accountable Lecture Series features journalists who lead an examination of people and organizations that hold power in society.

The Mary Junck Research Colloquium nurtures an intellectually vibrant climate, by scheduling national and international speakers to make scholarly presentations on diverse topics. The series attracts a diverse audience comprising faculty, graduate students and researchers from around the Triangle.

Jane Brown Health Communication Lecture series brings nationally recognized researchers to the school to present their work and have a dialogue about health communication with an interdisciplinary mix of students and faculty.

PhotoNight Speaker Series provides opportunities for students, professionals and enthusiasts to network and share work.

First Amendment Day, an annual program organized by the UNC Center for Media Law and Policy (co-sponsored by Hussman School of Journalism and Media and the School of Law), tackles free expression issues of the day.

Next World Media Symposium brings advertising and public relations industry professionals together to speak on a particular topic of interest to undergraduate and graduate students and faculty in advertising and public relations.

The Reed Sarratt Distinguished Lecture Series brings some of the best and brightest minds in the field to the university each year to discuss matters of importance and concern, of philosophy and principle.

The Roy H. Park Distinguished Lecture Series, sponsored by the Triad Foundation of Ithaca, New York, brings outstanding journalism and media professionals to the campus each year with the goal of enriching the educational experience of undergraduate and graduate journalism students, and presents speakers of interest to the campus and beyond. In 2019, the series was revamped to provide small discussion opportunities.

Meet the Pro Networking Sessions, coordinated by the Hussman School Career Services Office, help connect students with professionals. Students may sign up for a 20-minute time slot to meet the professional in Carroll Hall, chat, ask questions, and receive advice.

Start Here/Never Stop Podcasts feature interviews with a wide range of Hussman alumni by Dean Susan King (hussman.unc.edu/SHNSPodcast).

From these speaker series, as well as from other opportunities arising in classrooms and programs, the school has hosted many professionals, visiting professors, and other guest speakers whose diverse perspectives have enriched the school. The following list provides five examples for each year since 2017, with events that are promoted or made available to audiences beyond the school listed first, followed by guest talks in classes. All speakers listed below offer perspectives from under-represented communities based on their membership in one or more of those groups and/or expertise on issues affecting such groups. Examples within each year are listed by event name or category rather than by speaker, since events sometimes include multiple speakers with differing perspectives (e.g., panelists at the same event).

2020

Mary Junck Research Colloquium series: Sarah J. Jackson (woman of color), associate professor of communication studies, Northeastern University, faculty associate at the Berkman Klein Center for Internet & Society at Harvard University, a founding member of the Center for Critical Race & Digital Studies, and a 2019 New America National Fellow. Khadijah Costley White (woman of color), assistant professor of journalism and media studies, School of Communication and Information at Rutgers University who studies the centrality of race in propelling and proliferating Tea Party news coverage.

Russ Benton Lecture speaker David Zucchino, Pulitzer Prize-winning journalist and author of *Wilmington's Lie: The Murderous Coup of 1898 and the Rise of White Supremacy*; moderated by Professor Trevy McDonald (African American); student panelists included Excellence Perry (African American) and Charlie McGee. Zucchino also spoke with students in the *Holding Power Accountable* series.

PhotoNight Speaker Series presenter Alex Kormann (African American), photographer at the *Minneapolis Star Tribune*, whose work has addressed social change issues.

Class visits: Sapna Maheshwari (Indian American), business reporter for the *New York Times*; Najuma Thorpe (African American), external communications manager for Verizon; Dana Anthony (African American), Hussman MA student; and Julie Dixon (multi-racial woman), managing director of the southeast region of PR Talent recruiting agency, *MEJO 531-Case Studies in PR,* Spring 2020.

Chanda Marlowe (African American), policy fellow at the Future of Privacy Forum. *Life After UNC: Becoming a Non-Profit Privacy Lawyer and Advocate*.

2019

Making a Mark: The 1619 Project, Investigative Journalism and Raising the Caliber of Reporting Through Diverse Voices. November 16, 2019. Featured Nikole Hannah-Jones (African American), correspondent for *The New York Times Magazine* focusing on racial injustice, and creator of the magazine's *The 1619 Project*, launched in August 2019 to examine how the legacy of slavery continues to influence life in the U.S. Ron Nixon (African American), international investigations editor at Associated Press. Co-Moderator Calvin Hall (African American), department chair and an associate professor, Department of Mass Communication at the North Carolina Central University.

Holding Power Accountable Lecture Series speaker Helene Cooper (native of Liberia), Pulitzer Prize-winning Pentagon correspondent for *The New York Times.*

PhotoNight Speaker Series presenter Alyssia Burton Steele (African American), photographer and Pulitzer Prize-winning author, assistant professor of multiple platform journalism, and executive director of Delta Jewels Support Foundation, a nonprofit that records oral histories, documents culturally and historically significant programs and educates people in oral history best practices.

Start Here/Never Stop Podcast guests, 2019. Jordan Fieulleteau (African American), research fellow at the American Voices Project undertaken by the Stanford Center on Poverty and Inequality, Princeton University's Center for Research on Child Wellbeing and the American Institutes for Research. Jacqueline Charles (African American), Pulitzer Prize finalist and Emmy Award-winning Caribbean correspondent at *The Miami Herald*. Ilana Finley (African American), vice president of global communications at Converse in Boston. Anu Anand (Asian/Pacific), host of *Marketplace Morning Report* from the BBC World Service.

Class visits: Christopher Everett (African American), communications manager, Full Frame Documentary Film Festival in Duke Center for Documentary Studies (African American), *MEJO 342-Black Press,* Spring 2019. Mackenzie Thomas leads product inclusion, equity and diversity, Google, president of the Carolina Pride Alumni Network, two sections of *MEJO 441-Diversity and Communication, Fall 2019*. Vivette Logan-Jeffries (citizen of the Occaneechi Band of the Saponi Nation, the Indigenous people of Orange, Alamance and Caswell counties in North Carolina,); and Tina Louise Vasquez (first generation American of Puerto Rican, Cuban and Jamaican descent), co-founders of Biwa Consulting: Emergent Equity, an organizational development company that helps businesses develop racial intelligence, *MEJO 441-Diversity and Communication,* Fall 2019. Averi Harper (African American), ABC News campaign reporter; and Blair Ellis, deputy national press secretary for the Republican National Committee, *MEJO 531-Case Studies in Public Relations,* Spring 2019.

2018

Start Here/Never Stop Podcast guests 2018: WUNC race and southern culture reporter Leoneda Inge (African American); author, columnist and publisher of thesaundersreport.com Barry Saunders (African American); Hussman senior Maryam Mohamed (Muslim), and Hussman school associate professor Paul Cuadros (Latinx) – *Covering Marginalized Communities: Stories from the Field.* Chris Brown (African American), sports programming producer, and brother C.L. Brown (African American), senior writer for The Fieldhouse; Parth Shah (Asian/Pacific), producer of *Hidden Brain* podcast/radio show that links research from psychology, neurobiology, economics, sociology and more; winner of NPR's Kroc Fellowship Program.

First Amendment Day keynote speaker Siva Vaidhyanathan (person of color), Robertson Professor of Media Studies and director of the Center for Media and Citizenship at the University of Virginia.

PhotoNight Speaker Series presenters Deb Pastner (self-identified member of the LGBTQ community), director of photo and multimedia at the *Minneapolis Star Tribune*. Jon Kasbe (Asian/Pacific), director, cinematographer, and film.

Roy H. Park Distinguished Lecture Series featured speaker Tucker Carlson, conservative political commentator for Fox News Sunday; followed by a discussion moderated by Professor Daniel Kreiss featuring diverse political voices, including Hussman School student Jordan Fieulleteau (African American), and other students.

Meet the Pro networking session professionals Barry Saunders (African American), author and newspaper columnist and Maggie (Kao) Kash (Asian American), communications director for the Sierra Club in Washington, D.C.

2017

Mary Junck Research Colloquium speaker Meryl Alper, professor, College of Arts, Media and Design at Northeastern University, whose research focuses on disability and digital media.

Research Roundtable presenter Avery Cook, associate director and clinical coordinator, UNC-Chapel Hill Counseling and Psychological Services, whose work focuses on issues related to LGB clients, gender identity, and gender expression.

First Amendment Day participants included Gabby Johnson (African American; Silent Sam sit-in participant); Robertson scholar Diandra Anna-Kay Dwyer (African American); and Ronald E. McNair scholar Jada Harkins Andrews (African American).

Start Here/Never Stop podcast guests 2017: Pailin Wedel (Thai American), video journalist based in Thailand and the founder of TwentyFifty Productions in Bangkok. Claudia Howard (African American), global brand manager at The Weather Company.

Class visits: S. Charmaine McKissick-Melton (African American), associate professor and former interim chair of the Department of Mass Communication at North Carolina Central University, Spring 2017 speaker, *MEJO 342-Black Press* about desegregation of Durham Public Schools. Mariam Alkazemi (woman of color), assistant professor of public relations at Virginia Commonwealth University and Carnegie Fellow in Support of Arab-Region Social Sciences, spoke about the future of global public relations to students in *MEJO 446: Global Communication and Comparative Journalism*. Meredith Clark (African American), assistant professor, Department of Media Studies, University of Virginia, spoke about Black Lives Matter and digital culture in *MEJO 442-Gender, Race, Class and Media*.

PART II: STANDARD 4

Full-Time and Part-Time Faculty

Executive summary

A two-track tenure system (research track and professional track) creates a faculty that is balanced in scholarly and professional expertise across two primary areas of study: journalism and advertising/public relations.

The school's faculty has a range of disciplinary specializations, areas of teaching, demographic diversity, and academic rank.

More than 60% of all course sections are taught by full-time faculty. Research-track faculty teach a 2/2 load, professional-track faculty teach a 3/2 load and fixed-term faculty teach a 3/3 load.

Students rate their courses and teachers highly. Many of the school's faculty have been recognized for excellence in teaching.

INTRODUCTION

The Hussman School of Journalism and Media has an excellent balance of faculty in terms of disciplinary expertise, functional areas, demographic diversity, academic rank and research and professional tenure track. The school's faculty members realize that different people have different strengths. Indeed, this is celebrated, and the differences are respected. Overall, the school has a strong faculty.

For decades, the school has had a goal of true faculty excellence. Administrators and faculty members realize that every individual cannot be an expert in every aspect of mass communication, and every individual faculty member will not be excellent in all three functions of academe: teaching, research/creative activity, and professional and public service. The faculty must be appropriately balanced in demographics, such as gender, race, ethnicity and age, and faculty members should be appropriately spread over the academic ranks.

The school has two tenure tracks. The research tenure track is a traditional research track that is like most universities. Faculty in this track hold a Ph.D. and conduct academic research as well as teach and carry out public service, but research and teaching are usually the primary responsibilities. The professional tenure track is for faculty members who have years of professional experience, but usually not a Ph.D. Faculty in this track emphasize creative activity and/or applied research, teaching, and professional and public service. In recognizing the value of both tenure tracks, the school's philosophy is that all faculty members cannot, need not and should not be exactly alike.

1. Describe faculty balance in terms of degrees, professional experience, gender, race and rank.

Full-time Faculty Members (Spring 2021)

The Hussman School has 28 tenured faculty and administrators, eight pre-tenure faculty and seven fixed-term faculty for a total of 43 full-time faculty. Table 2 (Part II – Supplementary Information) provides a complete faculty roster for Spring 2021.

As shown in Figure 4.1, just over half (24) of full-time faculty have a terminal degree (Ph.D., M.D., or Ed.D). Fifteen hold a master's degree and four non-tenure-track faculty have a bachelor's degree.

Figure 4.1 – Academic Credentials of Full-time Faculty Spring 2021

	Terminal Degree	Master's Degree	Bachelor's Degree	Total
Full-time Faculty	24	15	4	43

In terms of rank, there are ten full professors, nine of whom hold named professorships; 18 associate professors with tenure; eight pre-tenure assistant professors; five fixed-term teaching faculty and two professors of the practice.

Of the 43 full-time faculty, 14 (33%) members are nonwhite. The faculty is nearly evenly comprised of male and female members. There are 21 (49%) male faculty and 22 (51) female faculty.

Figure 4.2 shows the rank and demographic distribution of full-time permanent and fixed-term faculty.

Figure 4.2 – Demographic Distribution of Full-time Faculty Spring 2021

Rank	Male	Female	Nonwhite	White	Total
Full Professors (named professorships)	5	4	2	7	9
Other Full Professors	1	-	-	1	1
Associate Professors w/tenure	11	7	7	11	18
Assistant Professors	2	6	2	6	8
Professors of the Practice	-	2	1	1	2
Fixed-Term Teaching Faculty	2	3	2	3	5
Total	**21**	**22**	**14**	**29**	**43**

Seventeen (40%) of the full-time faculty have 15 years or more of college teaching experience; nearly one-third have been teaching at the Hussman School for 15 years or more. Twenty-three (53%) of the school's full-time faculty members have a decade or more of professional experience; the average is 11 years of professional experience.

Curriculum vitae of each full-time faculty member are provided in Supplement III.

Part-time/Adjunct Faculty Members

The school values its part-time faculty members because they are integral to the operation of the program. They are able to share their unique and often high-level professional expertise with our students and provide the school with much-needed flexibility in its curricular offerings.

Approximately 45 part-time faculty teach as adjuncts at the school each semester. In Fall 2020, 45 adjuncts taught at the school; in Spring 2021 (when sections were reduced), 30 adjuncts taught at the school.

Of the 50 adjuncts who taught one or both semesters in academic year 2020–21, 34 (68%) have 15 years or more of professional experience. Twenty-four (48%) have 5 or more years of teaching experience, 12 (24%) have 10 or more years of teaching experience.

As shown in Figure 4.3, over one-third (17) of part-time faculty who taught in academic year 2020–21 have a master's degree and three have a doctoral degree. The majority (28) have a bachelor's degree. The two part-time faculty who do not hold a degree have extensive professional experience and are seasoned instructors.

Figure 4.3 Academic Credentials of Part-time Faculty AY 2020-21

	Terminal Degree	Master's Degree	Bachelor's Degree	No Degree	Total
Part-time Faculty	3	17	28	2	50

Twenty-six (52%) of adjuncts are male and 24 (48%) are female. Forty-one (82%) of adjuncts are white and eight (16%) are nonwhite. Figure 4.4 shows the demographic distribution of adjunct faculty.

Figure 4.4 Demographics of Part-time Faculty AY 2020-21

	Male	Female	Nonwhite	White	Total
Part-time Faculty	26	24	8	41	50

As for graduate students, we encourage them to acquire teaching experience during their time in the program. Seven graduate students taught in Fall 2020, two graduate students taught in Spring 2021 and three graduate students taught in both Fall 2020 and Spring 2021.

The resumes of part-time faculty and graduate students serving as teachers of record are provided in Supplement IV.

2. Describe how the unit selects full-time and part-time faculty and instructional staff. Provide in digital format examples of published advertisements for faculty openings in the past six years (before the self-study year) that show required and preferred qualifications of candidates.

Search committees for new or vacant full-time faculty positions are appointed by the dean and comprise full-time, tenure-track and nontenure-track faculty members and at least one student. Job descriptions are approved by faculty vote. All positions are advertised in appropriate professional and academic publications, and information on positions is disseminated by email, on the school's website, etc. Examples of published advertisements are included as Appendix 4-A.

Search committees typically recommend three to four finalists to the school's faculty and dean to bring to campus for interviews, where each candidate meets with the search committee and the dean, teaches a class, and gives a research or creative presentation. Finalists also have open sessions to meet with students and faculty members. After the on-campus visit, the search committee votes and makes a recommendation to all ranks of the full school faculty, which then discusses the candidates and votes by secret paper ballot. The faculty vote goes to the dean as a recommendation, and if the dean accepts the recommendation, the selected candidate goes through normal UNC human resources review and up the university administrative ladder for approval. A full description of the search and appointment process is available in the *Hussman School Faculty Handbook* (Supplement I).

The school occasionally hires full-time, tenure track faculty members through the university's VITAE (Valuing Inclusion to Attain Excellence) program. This program, which is managed by the executive vice chancellor and provost, enables us to bring talented candidates from underrepresented and other groups to campus for an interview without the delay of a job posting or need for a search committee. As with other candidates, full-time faculty members discuss the VITAE candidate and then vote by secret ballot on whether to offer the position.

For part-time faculty members such as adjuncts, the senior associate dean for undergraduate studies regularly receives resumes and CV's from interested parties and reviews them for potential hiring. Adjuncts are hired based on their professional expertise, and usually teach specialized skills. Others are hired to cover faculty members who are on leave – for grant-related course buyouts, research and study assignments, administrative course releases or parental leaves.

The school makes an effort to provide continuous teaching opportunities for its top part-time faculty members. Many part-time faculty members are local professionals, and the school believes their involvement in the professional world brings real-world expertise to the classroom that is invaluable to students. Each semester, consideration is given as to which faculty members would be best to teach available courses.

3. Describe the unit's expectations of faculty members in teaching, research, creative and professional activity, and service and its process for the award of tenure, promotion, reappointment and salary. (Provide digital access to relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit. Please provide specific page numbers.)

The Hussman School has high standards for every faculty member regarding teaching, scholarly research/creative activity, and service. Standards and policies relevant to re-appointment, tenure, and promotion are taken very seriously and continue to be reviewed and, if deemed necessary, revised to improve clarity and equity. The school conforms to requirements at three levels, as described in the documents below:

- *Hussman School Faculty Handbook* (see pp. 7–31).
- *Code and UNC Policy Manual* (see 400.3.1.1[G]–400.3.3.1[G]
- *Trustee Policies and Regulations Governing Academic Tenure in the UNC at Chapel Hill* (see pp. 2–5)

Other policies, procedures and information referred to in this section can be found on the Academic Personnel Office website under "Policies and Procedures."

Faculty Ranks

As described in UNC-CH *Trustee Policies and Regulations* guidelines (pp. 2–5), there are four full-time faculty ranks and a fixed-term appointment:

- Professor (either promotion or initial appointment confers permanent tenure)
- Associate Professor (promotion to this rank confers permanent tenure; initial appointment is usually for a five-year probationary term)
- Assistant Professor (initial appointment for a probationary term of four years)
- Instructor (expectation that faculty will progress to the professional rank)
- Fixed-term or special rank (teaching professors and professor of the practice)

Faculty Classifications

Because the school combines professional undergraduate education with a research and scholarship tradition, there is a dual tenure-track system: the research track and the professional track. A faculty member is employed in only one of these tracks with corresponding expectations for appointment, reappointment, promotion and tenure. The initial rank for tenure-track faculty members varies depending on qualifications.

Research Tenure Track. This is a traditional academic track. Faculty members in this track have a doctoral degree and are expected to establish a national (and international, as appropriate) reputation as a scholar, demonstrate they are an outstanding teacher, have significant service, and serve as members and possible chairs of master's and doctoral committees.

Professional Tenure Track. These faculty must have significant professional and teaching experience, or the promise of excellence in teaching, when appointed. Faculty members in this track are expected to establish a national (and international, as appropriate) reputation in professional work, demonstrate they are an outstanding teacher, have significant service, and serve as members and possible chairs of undergraduate honors and master's committees.

In addition, the school hires teaching professors and professors of the practice on fixed-term contracts. Part-time adjunct instructors are hired on a per-course basis.

Detailed descriptions of the expectations for tenure-track and fixed-term faculty are provided in the *Hussman School Faculty Handbook* (Supplement I, pp. 12–40).

Faculty Expectations

The current standards for the school are summarized below and appear in the *Hussman School Faculty Handbook* for tenure-track faculty appointment, reappointment, promotion and tenure (pp. 12-31), and for fixed-term faculty policies and procedures (pp. 32-40). Each year the dean meets with pre-tenure faculty members and their mentors to review progress and expectations.

As described in the *Hussman School Faculty Handbook*, basic expectations for tenure-track faculty include "outstanding scholarship, professional work, excellent teaching and excellent service to the school, university and to the discipline." Below are summaries of the four considerations used in making decisions regarding all tenure-track faculty members.

Teaching. The school prides itself on excellent teaching and places a great priority on it. Among the documentation of teaching quality are the school's required course evaluations completed by enrolled students each semester. The results of the evaluations are reported as part of a teaching statement with an explanation of the person's teaching performance, evidence of improvement over time, stability or decline. Teachers, including tenure-track faculty members, are observed by fellow faculty (e.g., an assistant professor is observed by a tenured associate professor, an associate professor is observed by a full professor) in the classroom at least once within each review period. A written report of that observation is given to the instructor and placed in the instructor's file. These reports are reviewed as part of the evaluation process.

Scholarly activity. Faculty members in the research track are expected to be productive scholars. Promotion to associate professor with tenure requires evidence that the individual has begun to build a nationwide reputation as a scholar in his or her field. Promotion to full professor requires evidence that the individual has established a national – and in some instances, international – reputation in his or her field. No set number of publications is required. Both quality and quantity are important. The reputation and quality of the venues of publication (e.g., academic journals, the publisher or press if a book) are considered (see *Hussman Faculty Handbook*, pp. 16–18).

Creative and professional activity. Faculty members in the professional/creative track are expected to regularly engage in creative/professional activity appropriate to their areas of expertise and interests. The nature of such work will vary widely, depending on the faculty member's field of practice. No set number of publications or projects is required. Both quantity and quality are important. The reputation and quality of the venues in which the faculty member's work appears are considered. Quality of published material and creative works may also be evaluated by winning national or other awards or being accepted by juries for major exhibits (see *Hussman Faculty Handbook*, pp. 18–20).

Service. With the exception of new faculty members in their first semester, all faculty members are expected to share in the service functions of the school, including membership on committees, student advising and participation in other school activities. Faculty are also expected to engage in service outside the school. This service can include activities such as holding international and national offices, working in appropriate scholarly, professional and academic organizations and associations, reviewing the work of others (e.g., academic journals), holding university positions or serving on university committees, hosting workshops and engaging in appropriate professional consulting.

Reappointment, Tenure, Promotion, and Salary

Review and approval of faculty reappointments, promotion and the award of tenure take place through a multi-tiered process.

For reappointment as assistant professor, the faculty candidate prepares a dossier for internal review by the school's P&T committee that includes the CV; teaching, research/creative activity, and service statements; up to six examples of recent work; teaching observations; and course evaluations. The committee conducts a thorough review of the dossier and submits a report to the dean on the candidate's performance in the areas of teaching, research/creative activity and service. The committee makes a recommendation regarding the candidate's reappointment to the tenured faculty, which votes whether to recommend reappointment to the dean. After the vote, the dean and the chair of the school's P&T committee meet with the candidate and his or her mentor(s) to discuss the committee's report and share the results of the faculty vote. If there were concerns raised by the committee during its review, or by the tenured faculty during discussion of the candidate, a plan of action is created to close those gaps prior to the candidate's review for promotion to associate professor.

Ordinarily, an assistant professor is in rank for six years before being reviewed for promotion to associate professor, which, at UNC-CH, confers tenure. An earlier review is possible in exceptional cases. The process for promotion or initial appointment above the assistant rank (both fixed-term and tenure-track) is similar to that for reappointment review, however, the internal dossier requires letters from outside reviewers: a minimum of four letters for tenure-track promotions and a minimum of two for fixed-term promotions. The dean solicits letters of evaluation from outside reviewers for promotion cases. External reviewers are provided the candidate's CV; teaching, research/creative activity and service statements; up to six examples of recent work; and the school's guidelines for promotion. The school's P&T committee reviews the candidate's dossier in conjunction with the external review letters and makes a recommendation to all faculty who are at or above the proposed rank of promotion. The faculty vote is submitted as a recommendation to the dean, who decides whether to put the candidate forward to the university's committee on appointments, promotion and tenure for review and approval.

There is no fixed length of time for an associate professor to be in rank before being considered for promotion to full professor, although most do not go up for consideration before the first five-year post-tenure review after promotion to associate. To be promoted to full professor, associate professors are expected to make significant contributions in their field of study, maintain an excellent teaching record, and grow in service activities.

Fixed-term assistant professors and fixed-term associate professors are expected to serve a minimum of six consecutive years in their respective rank before being considered for promotion to a higher rank.

Upon promotion to a higher rank, both tenure-track and fixed-term faculty receive a salary increase of $7,000.

Once a tenure-track faculty member receives tenure, he or she is reviewed every five years by the school's Promotion and Tenure Committee. Fixed-term faculty are reviewed no later than four months prior to the end of their term. Fixed-term faculty with one-year appointments are reviewed at least every three years but no later than every five years of consecutive one-year appointments. (see *Hussman Faculty Handbook*, pp. 12–27).

During the 2018–19 academic year, a task force of representatives from across the university was convened to discuss and make recommendations for changes to the university's promotion and tenure guidelines. These recommendations were submitted to the provost for consideration and then sent to the deans for an initial courtesy review in Fall 2019. The final set of recommendations will be sent to all academic units to guide revision of existing policies in the 2020–2021 academic year. In anticipation of

these changes, no revision to the school's promotion and tenure policies have been made since the university task force was formed.

At the end of each Spring semester, faculty submit an annual report of their scholarly/creative activity, service and/or administration, teaching innovations, other activities, and accolades. Raises are not predictable in the university system. There are years when raises are provided by the state legislature and others when they are mandated by the university. Those raises are sometimes a set flat percentage and sometimes designated to be merit-based. There are other years when no raises are given. When there are merit raises, the dean allocates increases based on faculty annual reports and, on occasion, to make equity adjustments. The school's Faculty Salary Committee, which consists of four faculty members representing fixed-term, assistant, associate, and full ranks across professional and research tracks, reviews the salary increases and monitors conformity with the school's policy. Grievances regarding salary adjustments follow the university grievance policy and procedures (see *Hussman Faculty Handbook*, pp. 56–57).

4. Describe professional development programs, workshops in teaching, or other methods used to stimulate and encourage effective teaching.

The UNC Center for Faculty Excellence (CFE) is the university's primary faculty development center. It provides a wide array of resources to support and develop faculty at every level and across all disciplines. For example, the CFE Teaching and Learning Group provides individual faculty consultations, group workshops, webinars, a "Course Design Institute," and grant opportunities. Many of our faculty have taken advantage of the Center's opportunities to enhance their instruction and enrich the classroom experience for our students.

It should be noted that the Center was a critical resource for faculty after the pivot to online instruction in Spring 2020. The CFE conducted a series of faculty training in online instruction and led the development of the "Keep Teaching" website as a central source of information, tutorials and discussion to support the transition. The school organized its own training specific to our full-time and part-time faculty to augment those provided by CFE, both in Spring 2020 in response to the early closure and again in Summer 2020 to prepare for the changed environment for Fall 2020. Those sessions focused on both pedagogy and the technical tools used to deliver instruction.

Faculty regularly participate in other programs and training as well, some offered through other campus resources and others provided through professional organizations. A full list of professional development programs, workshops and other programming that faculty have participated in over the last six years is included as Appendix 4-B.

5. Describe the normal workload for a full-time faculty member. Explain how workloads are determined. If some workloads are lighter or heavier than normal, explain how these variations are determined.

Full-time tenure-track faculty members on the research track normally teach two courses in each the Fall and Spring semester for a 2:2 teaching load per year. Full-time tenure-track faculty members on the professional track teach three courses one semester and two courses the other semester for a 3:2 or 2:3 teaching load.

As described in the *Hussman Faculty Handbook* (Supplement I, pp. 32–40) fixed-term faculty are on one of three tracks: Teaching Track, Research Track, or Professor of the Practice. Ordinarily, fixed-term faculty teach three courses in both semesters for a 3/3 teaching load. Faculty may teach as part of UNC-CH's Summer School, but this activity does not have any bearing on the annual teaching loads noted above.

Some faculty members receive course releases due to other commitments, such as administrative roles in the school or editing an academic journal. Specific policies are in place to guide adjustments in teaching loads due to a course buyout (e.g., external grant funds) or a course release (e.g., administrative appointment). These policies are described in the *Hussman Faculty Handbook* (pp. 47 and 49).

In 2017, the school approved and began offering a semester-long release for a research and study assignment. This option provides a one-semester release of two courses and service duties to all untenured tenure-track assistant professors who have successfully passed their third-year review for re-appointment and who have not yet begun the review process for tenure. New in 2019, the school began offering a competitive semester-long research and study assignment for tenured faculty. Faculty are also able to apply for university or other external study leaves that provide release from a semester of teaching and service duties. The academic unit is compensated accordingly for these competitive assignments (see *Hussman Faculty Handbook,* pp. 50–55). Per university guidelines, faculty members with a leave are not assigned a graduate student assistant and may not collect an administrative stipend while on leave.

After consulting with both the senior associate dean of undergraduate studies and senior associate dean of graduate studies, faculty may choose to teach a course overload. For example, a faculty member could teach four courses in a Fall semester, in exchange for a course release later to fulfill the scheduled teaching load for that academic year. Course overloads and later releases ("course banking") must be taken in this order and within an academic year (see *Hussman Faculty Handbook,* p. 48).

A minimum course enrollment policy is also in effect, which might alter a faculty member's teaching load. Undergraduate courses in the school are required to have a minimum of 10 students to avoid cancellation due to low enrollment. Courses with enrollment of fewer than 10 students may be cancelled, after consultation with the senior associate dean of undergraduate studies. If a course is cancelled because it has fewer than 10 students, a faculty member may be assigned to a different course in order to fulfill their course load for the year. The faculty member does have the option to teach the under-enrolled course as an uncompensated overload (see *Hussman Faculty Handbook*, p. 46). In all cases, the dean makes the final decision on changes to workload.

6. Demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of core and required courses for the three years before the site visit. If full-time faculty have not taught and are not teaching the majority of core and required courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

As was the case at the last accreditation review, the majority (over 60%) of all MEJO course sections are taught by full-time faculty. However, we're fortunate to have a network of highly qualified part-time (adjunct) instructors who help us fulfill the teaching mission and serve our growing student body. Most adjuncts teach classes regularly – typically one of the two required gateway skills courses – though some teach classes that they have developed and that are now permanent courses in the curriculum.

Figure 4.2 shows the percentage of core and required courses (MEJO 121, MEJO 153, MEJO 340, MEJO 137, MEJO 379) taught by full-time faculty:

Figure 4.2 – Teaching Distribution: Core and Required Courses Only

	2017–2018		2018–2019		2019–2020	
	Fall	Spring	Fall	Spring	Fall	Spring
Total number of sections taught	39	40	41	40	41	42
Number (and %) taught by full-time tenured, tenure-track or fixed-term faculty	11 (28.2%)	13 (32.5%)	11 (26.8%)	11 (27.5%)	8 (19.5%)	11 (26.2%)
Number (and %) taught by temporary part-time faculty or graduate students	28 (71.8%)	27 (67.5%)	30 (73.2%)	29 (72.5%)	33 (80.5%)	31 (73.8%)

Source: GA SDM; Campus Solution as of February 25, 2020
Prepared by: Institutional Research and Assessment, February 26, 2020

Our need for part-time faculty has increased since the last accreditation visit. Some of that increase can be attributed the increasing success of our full-time faculty members in the research funding arena, which leads to course buyouts that enable them to spend needed time on their research projects. In addition, though the university does not provide sabbaticals, our school implemented competitive research and study assignments (RSAs) for pre-tenure faculty in 2018 and tenured faculty in 2019, and those RSAs provide course releases. Typically, we either fill an RSA open sections with an adjunct, or assign a full-time faculty member to cover the section, and then must fill the course section vacated by that faculty member.

However, our increased use of part-time faculty is largely due to enrollment growth and the addition of a skills course (MEJO 121) to the core curriculum.

At the time of the last self-study (2013–2014), the school reported 781 majors and 345 pre-majors. In academic year 2019–2020, the school reported 1,022 majors and 375 pre-majors: a 31% increase in majors and a 9% increase in pre-majors since the last self-study. To support our enrollment and curricular requirements, we must now teach an average of 40 sections of core and required courses each semester. However, we have only 43 full-time faculty members and nearly one-half (20) of those faculty are in the research track, meaning they teach a maximum of two courses each semester.

In response, the school has developed a strong part-time adjunct teaching corps that enables us to meet the needs of students with a blend of faculty resources. This is particularly evident in our two gateway skills courses, MEJO 121-Introduction to Digital Storytelling and MEJO 153-Writing and Reporting, which account for nearly 70% of our required course sections every semester because they are capped at 20 students. The director of the journalism area regularly teaches MEJO 121 and is responsible for developing the common syllabus. Two other full-time instructors also teach the course, but the remaining sections are taught by adjuncts. Similarly, MEJO 153 is taught under a common syllabus that is developed by the director of the journalism area in conjunction with the school's adjunct director. The adjunct director is a 40–year veteran of the reporting industry who spent the last 12 years as editor of one of the state's major regional newspapers. He teaches MEJO 153 every semester and supervises the remaining sections that are taught by adjuncts.

These two entry-level courses are monitored closely, as they are foundational to all other courses in the school. In assessing the ACEJMC skills-based competencies that are fundamental to MEJO 121 (competencies 5 and 12) and MEJO 153 (competency 9), our graduating seniors exhibit consistent improvement compared to the baseline measures of incoming majors. This finding is discussed in more detail in Standard 9.

We believe that our strategy of focusing our full-time faculty resources in higher-level courses and providing entry-level instruction in foundational skills from well-qualified part-time faculty (many of whom are practicing professionals) effectively educates our students and serves our mission as a professional school in an R01 university. The effective use of part-time faculty is further evidenced in three other standards in the self-study. Standard 5 demonstrates that our full-time faculty are producing nationally recognized scholarly, creative and professional works that advance our field. Standard 6 shows that students report a high degree of satisfaction with the instruction they receive in the school. And Standard 9 demonstrates that our students perform at a high level academically and are highly sought-after by employers, and as evidenced by assessment results, students graduate with marked improvement in skills-based competencies.

7. Describe the unit's processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Use a digital format to provide any course evaluation forms, peer review forms or other documents used in evaluations.

The school follows all university policies, procedures and guidelines for evaluating its full-time and part-time faculty members. Many of these evaluation points are noted in the procedures for evaluation that are described in the school's re-appointment, promotion, and tenure guidelines (see *Hussman Faculty Handbook*, beginning on p. 12).

Student Evaluations

Course evaluations are completed by students in all classes for instructors of record each semester. Effective Fall 2017, these course evaluations were changed to provide a set of four common questions as follows:

1. The course syllabus, learning objectives, schedule and grading scheme were clear to me.
2. The course content included a variety of cultures and/or perspectives, acknowledging diversity of society, thought and opinion.
3. The instructor provided opportunities to ask questions of and/or provide comments to the instructor (in class, during office hours, via e-mail, etc.).
4. The instructor provided feedback that allowed me to improve upon my work throughout the semester.

Students are also asked to evaluate the following items:

- My overall evaluation of the course.
- My overall evaluation of the instructor.
- (Open-ended comments)

Depending on the designation of a course as "skills" or "conceptual," the following four questions are asked:

Skills Course Questions

1. The course helped me develop the ability to communicate clearly about this subject.
2. The instructor's way of teaching allowed me to develop or enhance the skills covered by the course.
3. The instructor provided useful examples to illustrate the principles behind skills taught in the course.
4. The instructor was able to demonstrate the skills taught in the course.

Conceptual Course Questions

1. The course provided a good understanding of concepts/principles in this field.
2. The course helped to improve my analytical and critical thinking skills.
3. The instructor demonstrated knowledge of the subject matter.
4. The instructor expressed ideas clearly.

Thus, the course evaluation has a total of 10 questions pertaining to the instructor and course, with space for open-ended comments. Sample skills course and conceptual course evaluations are included as Appendix 4-C.

Individual faculty scores are compared with mean scores of all courses in the school. Courses that receive scores below the mean are flagged by the senior associate deans for undergraduate and graduate studies, who meet regularly with faculty members to discuss how they can improve their results.

Of particular importance are the course evaluation metrics for two question items tracked by the school: "My overall evaluation of the course is" and "My overall feeling about this instructor is." Both questions are scored on the following 5-point scale:

1 = Very poor
2 = Below average
3 = Average
4 = Above Average
5 = Excellent

The mean scores for these two evaluation items for the previous six years are displayed in Figure 4.5.

The mean evaluation scores for both the course and the instructor consistently exceed "Above Average." We note that instructors have historically received higher scores than courses. We attribute this to the high quality of our faculty's teaching.

In addition to course evaluations, teaching observations are conducted for all tenure-track and fixed-term faculty in their first year of appointment and prior to their next review (e.g., third-year re-appointment, tenure, promotion, post-tenure, or renewal of contract). Also, these observations are conducted every semester for all graduate students who are instructors of record, and for a random sample (typically 20%) of adjunct instructors.

For teaching observations, untenured faculty are reviewed by a tenured faculty member at least one rank above them (e.g., an assistant professor is evaluated by a tenured associate or full professor). Graduate students and adjunct instructors are observed by a member of the full-time tenure-track or fixed-term faculty. The notice informing faculty of the course-observation evaluations is found in Appendix 4-D.

A fillable form is provided to the observer and observee, which details the areas for observation. Observers are asked to take note of the following: teaching context (e.g., surroundings, primary method of instruction), structure and organization of the lesson, subject matter (depth, breadth, mastery), and teaching behaviors and student rapport.

Figure 4.5 – Mean Scores for "Overall Course" and "Overall Instructor"

A space for additional notes for further comment is provided on the course-observation form which is included as Appendix 4-E.

A feedback loop is expected, wherein observers are expressly asked to meet with the observed instructor to discuss the observation and potential areas for improvement. This process has been effective and is viewed as non-threatening to the instructors, with many seeing it as an opportunity to exchange good information (teaching tips, etc.) with each other. We believe that it facilitates better instruction and encourages our instructors to seek constant improvement in their classroom performance.

8. List selected achievements in teaching in the past six years: awards or citations for high-quality teaching; grants or other support for development of curriculum or courses; publications and papers on teaching; etc. (Five citations each year are sufficient, but the unit has the option of providing a full list in a separate digital file.)

2019–2020

Boynton, Lois. UNC Center for Faculty Excellence, Large Course Redesign Grants Program. $4,500. 2019–2020 academic year.

Gibson, Rhonda. Hussman School of Journalism and Media, Course Development Grant, $6,000, Fall 2019.

Robinson, John. Student Undergraduate Teaching Award, 2020.

Ruel, Laura. (2019) Innovative UX Methods for Information Access based on Interdisciplinary Approaches: Practical Lessons from Academia and Industry. Association for Information Science & Technology, Melbourne, Australia.

Sheppard, Kate (with collaborators). "IDST 190–008 - Fake News, Real Science," pilot "Ideas, Information, and Inquiry" (Triple I) program. $5,000 course development funds and up to $40,000 per semester for instructional support, Spring 2020.

2018–2019

Barnes, Spencer. Tanner Award for Excellence in Undergraduate Teaching, UNC Chapel Hill, 2019.

Ekstrand, Tori. UNC Technology in Teaching Grant ($750), to introduce more interactive components to the online section of the media law course, Summer 2018.

Mino, P., & **Gibson, R.** (2019). Intercultural competencies needed for evolving media professions: Educating the next generation of globally minded communicators. Journalism & Mass Communication Educator. Online first: doi.org/10.1177/1077695819893863

McMahan, Dana. Chancellors Award for Undergraduate Teaching, UNC Chapel Hill, 2019.

Reid, Amanda. UNC Center for Faculty Excellence, Professional Exploration and Growth Grant. $1,923, Fall 2018.

2017–2018

Austin, L. L. Panelist. Incorporating ethics in the public relations classroom: Tips, tools and resources for communications educators. (2017, Sept.). Public Relations Society of America, Educators Academy. Online Webinar.

Czabovsky, J. David Brinkley Award for Teaching Excellence, Hussman School of Journalism and Media, May 2018.

Hochberg, Adam. Val Lauder Award for Teaching, Hussman School of Journalism and Media, May 2018.

King, Steven, Edward Vick Prize for Innovation in Teaching. Hussman School of Journalism and Media, 2018.

Villamil, Lisa. (2017). From Strategy to Innovation: Startup Principals, Data Visualization and Visual Storytelling. AEJMC Annual Conference, Chicago, 2017.

2016–2017

Austin, Lucinda. Arthur W. Page Center, Pennsylvania State University, Ethics for Public Relations Writers Teaching Module, $2,000, Fall 2016.

Czabovsky, J. Measurement and diversity: How to get your students to like research by understanding the value of diversity, Presented at the PRSA Educators Academy Conference, Indianapolis, IN, 2016.

Kreiss, Daniel. Edward Vick Prize for Innovation in Teaching. Hussman School of Journalism and Media, 2017.

McDonald, Trevy. David Brinkley Award for Teaching Excellence, Hussman School of Journalism and Media, May 2017.

Robinson, John. Val Lauder Award for Teaching, Hussman School of Journalism and Media, May 2017.

2015–2016

Abernathy, Penelope. UNC Tanner Undergraduate Teaching Award. 2016

Boynton, Lois., & Knott, D. M. (2015). Teaching the fundamentals of public relations: Ideas for the introductory course. In B. Neff and T. L. Johnson (Eds.), Learning to teach: What you need to know to develop a successful career as a public relations educator (4th ed.) (pp. 315–326). New York: Public Relations Society of America Educators Academy.

Fields, Valerie. Edward Vick Innovation in Teaching Award, Hussman School of Journalism and Media, May 2016.

Oliver, Terence. David Brinkley Award for Teaching Excellence, Hussman School of Journalism and Media, May 2016.

Ruel, Laura. 5 Ways to Design Collaborative Courses for Digital Publications and Interactive Media. Panelist at the Association for Education in Journalism and Mass Communication Annual Conference, San Francisco, Calif., August 8, 2015.

2014–2015

Austin, Lucinda. "SuPRstar" Award, Association for Education in Journalism and Mass Communication, Public Relations Division. 2014.

Austin, Lucinda. Promising Professors Award, Association for Education in Journalism and Mass Communication. 2014.

Bechtel, Andy. Student News Project contest sponsored by Newspaper and Online News Division of AEJMC, 2015.

Heartwood, Chad. Edward Vick Innovation in Teaching Award, Hussman School of Journalism and Media, May 2015.

Ruel, Laura. Edward Vick Prize for Innovation in Teaching, Hussman School of Journalism and Media, 2015.

PART II: STANDARD 5

Scholarship: Research, Creative and Professional Activity

Executive Summary

The Hussman School has a rich tradition of academic research and creative activity that both informs the academy and serves the professions of journalism, advertising and public relations.

In this review period, Hussman faculty members report 117 awards and honors, 78 external and 81 internal grants, nine sole- or co-authored scholarly books, 296 refereed journals articles and 216 creative works.

The school has 16 endowed professorships. Faculty not holding a professorship receive an annual allotment to support travel for conferences, panels and presentations.

School-sponsored competitive pre- and post-tenure leaves support research, creative and professional projects.

Current research grants include $3.35 million from the National Institute on Drug Abuse, $5 million from the Knight Foundation and $2.7 million from the National Institute of Health.

INTRODUCTION

Research productivity has been a foundational element of the school since Neil Luxon was named dean in 1953. In the 1960s and 1970s, our researchers originated the concept of the agenda-setting function of the press, which would become one of the most influential models in the history of the field. Recent follow up to that important work included research around the demise of local news known as the News Desert project.

In the 1980s, our forward-looking faculty taught students to incorporate social science methods and computation into news reporting, led scholarship on media history and the legal institutions required for robust democracy, and made significant contributions to the study of media effects on attitudes, emotions and behaviors, as well as how media could be used to understand and shape issues of public health.

The vibrant and collaborative interdisciplinary research culture of the school at the undergraduate and graduate levels creates new knowledge, advances scholarship and helps reinvent media. As noted in the school's overall mission: "We prepare doctoral and master's students to conduct cutting-edge research that improves the health of citizens in our state, the nation and the world; shapes public debate over democracy, media and social life; explores the impact and interaction of law and policy on free expression rights; contributes to our shared body of knowledge about psychological and social processes; and helps news and media organizations and firms to better understand their audiences and customers."

Today, the school continues to be at the forefront of inquiry into how media technologies and practices affect our lives. Faculty and graduate students are helping to reinvent the methodological tools communication scholars use for understanding the world. We analyze digital flows of social influence, the impact of Internet architecture in health communication and ways that social media shape our understanding of self and society. We work to understand the conditions under which media businesses succeed. Our guidance has helped to enable businesses to thrive, whether serving communities of hundreds of people or countries of a billion people. We work on global issues, such as human trafficking, climate change and disease prevention, helping journalists and scientists communicate effectively with audiences. We examine national issues such as Internet privacy by mapping the state of media and American democracy. We are at the forefront of psychological and behavioral research involving digital media, and we translate our findings into applications that serve the industry and society as a whole.

1. Describe the institution's mission regarding scholarship by faculty and the unit's policies for achieving that mission.

As one of the world's leading public research institutions, faculty scholarship is integral to the mission of the UNC-Chapel Hill and the Hussman School. As described in the university's *Faculty Handbook,* "Our mission is to serve as a center for research, scholarship, and creativity and to teach a diverse community of undergraduate, graduate, and professional students to become the next generation of leaders." UNC-CH's commitment to asking and answering scholarly questions through research is reflected in the institution's expectations for faculty. To that end, the university provides internal funding opportunities, encourages innovation in research, fosters collaboration among scholars, recognizes copyright ownership and the right to disseminate scholarly works, and provides guidance on such matters through the Office of Faculty Governance. Full details can be found in the Instruction & Research Section of the *UNC-Chapel Hill Faculty Handbook* .

The culture and commitment to scholarly inquiry that our internationally recognized leaders in journalism and media created continue to provide direction to the school's faculty members and graduate programs. In the period analyzed for this self-study (2015–20), faculty members in the school have written or coauthored nine scholarly books, 296 refereed journal articles, 63 book chapters and 419 refereed conference papers. They have written 13 encyclopedia entries, 352 nonrefereed articles, 10 book reviews and two textbooks.

The school maintains a strong presence with research paper presentations at annual conferences of AEJMC, ICA and other scholarly groups, and conference papers routinely include "top faculty" prize winners. Similarly, refereed journal articles have appeared in top tier and professional association flagship journals such as *Health Communication, Mass Communication and Society, Journal of Communication, Journal of Applied Communication Research, Public Relations Review, International Journal of Strategic Communication, and Journalism & Mass Communication Quarterly.* Among these are journals with some of the highest impact ratings in communication research.

Expectations for scholarly, creative, and professional activity are specified in the school's tenure and promotion policies, which are communicated orally and in writing to new and potential faculty members during recruitment, in annual meetings with the dean, through mentoring with senior colleagues, during the third-year comprehensive review for reappointment, during tenure preparation and the tenure process, during five-year post-tenure reviews,and during the preparation and process for promotion. The relevant policy, which is in the *Hussman Faculty Handbook* (Supplement I, pp. 14–15), is summarized briefly below.

Public engagement. The university has a commitment to encouraging and rewarding engaged scholarship and professional work. Engaged scholarship refers to "scholarly efforts to expand multifaceted intellectual endeavors with a commitment to public practice and public consequences" and must meet rigorous standards such as external funding and peer-review. Products of engaged scholarship and activities should not only have a high-quality, high-value impact within the academy, but also the community, industry and professions.

New forms of scholarship and professional work. Faculty are encouraged to engage in new forms of scholarship and professional work. That work can come in a variety of forms that do not resemble traditional

journal articles or monographs. The school recognizes that digitally published work is not always peer-reviewed prior to publication.

Interdisciplinary work. The school values interdisciplinary scholarship, professional work, teaching and service. Such work allows both faculty and students to cross traditional departmental boundaries to bring together multiple perspectives and a variety of expertise to address issues and solve problems, often leading to cutting-edge scholarship and teaching.

As discussed in Standard 2, there are two faculty tracks: the traditional research tenure-track and the professional tenure-track.

Scholarship within the Research Tenure Track

The following scholarship criteria apply for research tenure-track faculty.

- Faculty members in this track are expected to be productive scholars and to build a national reputation as a scholar in his or her field.
- Both quality and quantity of publications will be considered in tenure and promotion decisions. No specific number of publications is required.
- The reputation, quality and relevance of the journals in which refereed articles are published are considered, as are the reputation and quality of book publishers.
- Publications in law reviews are considered to be the equivalent of publications in peer-reviewed journals.
- Published research is more important than papers presented at scholarly meetings. Conference presentations are valued, but faculty should plan to convert conference paper presentations into publications.
- Collaborative and interdisciplinary work is valued. However, faculty must explain the roles and significance of the order of contributors in co-authored works.
- Faculty members who supervise or coordinate student research must clearly explain their role in the final product if listed as faculty research. Works created solely as a class project or paper for course credit should not be listed under faculty research. Faculty must discuss the context and their role in collaborative research.
- Engaged scholarship refers to "scholarly efforts to expand multifaceted intellectual endeavors with a commitment to public practice and public consequences" and must meet rigorous standards such as external funding and peer-review.
- Faculty are encouraged to seek external funding for their research. Such efforts should be noted on their CV and will be evaluated in promotion and re-appointment decisions.
- Reappointment, promotion and tenure require evidence of continuous scholarly productivity. Gaps in productivity require explanation and justification and should appear in a faculty member's research statement.

In addition, other factors that may influence the promotion and tenure decision for full and associate professors include: external reviews of a candidate's total scholarship record; evidence of continuous and focused research; significance, impact or influence in a candidate's field of study; research that is grounded in theory and existing literature; procedures that are methodologically sound and well executed; innovativeness and the groundbreaking nature of the research, and ideas or approaches that transcend the ordinary and move the field in a new direction.

Professional Work within the Professional Tenure Track

The following professional works criteria apply for professional tenure-track faculty.

- Faculty members on this track are expected to engage in regular professional work appropriate to their area of expertise and interest. Works may vary depending on a faculty member's field of practice and may include: applied research or

media products such as white papers, research and campaign reports, documentary films, books, websites, graphics, video, or photographs. If the work is proprietary and cannot be reviewed, then it cannot be evaluated and listed as professional work.

- Faculty must clearly explain the impact of their professional work as it applies to specific issues or problems. Impact may be quantified or other evidence provided of resulting effects.
- Both quality and quantity of professional work will be considered in tenure and promotion decisions. No specific number of professional projects is required.
- Collaborative and interdisciplinary work is valued. However, in the case of co-authored works or group projects, the faculty member must clarify his or her contribution.
- Faculty members who supervise or coordinate student projects, whether part of course requirements, student group advising or a special program, must clearly explain their role in the final product if they want to list this work under professional work. If the work is created solely as part of a class project or paper and was done by students for course credit, then the work should not be listed under as the faculty member's professional work. Rather, this work would be listed under teaching or service. If there is additional work done by the faculty member, including pre and/or post production work necessary for the successful creation, publication and/or public launch of the project, then the work could be listed under professional work, and the faculty member should clarify the additional role(s) played in the creation of the new project. It's important for the faculty member to discuss the context in which the work was done. Faculty members should clearly explain and define the various roles that they played in producing any collaborative professional work involving groups of students or other faculty members.
- The reputation and quality of the venue in which a faculty member's work appears are considered. Quality may also be evaluated by awards or juried acceptance for major exhibits. In the case of emerging forms of publication or presentation, faculty should provide the metrics by which works are evaluated.
- Published works are considered to be more important than oral presentations at scholarly, professional or educational meetings or workshops. Works reaching a national or international audience carry more weight than regional, state or local audiences.
- Engaged professional work refers to "scholarly efforts to expand multifaceted intellectual endeavors with a commitment to public practice and public consequences" and must meet rigorous standards such as peer-review and external evaluation.
- Faculty are encouraged to seek external funding for their professional work. Such efforts should be noted by the candidate and will be evaluated in promotion and re-appointment decisions.
- Reappointment, promotion and tenure require evidence of continuous professional work. Gaps in productivity require explanation and justification.

In addition, other factors that may influence the promotion and tenure decision for full and associate professors include: external reviews of a candidate's total professional work record; evidence of continuous and focused work that is appropriate for an intended audience; significance, impact or influence in a candidate's professional field, including awards, citations, altmetrics and participation in professional panels or prestigious venues; evidence the work meets high standards and professional excellence; innovativeness and evidence that professional works break new ground, advance concepts and ideas; and approaches that transcend the ordinary.

The current policy governing promotion and tenure was amended and accepted by faculty vote on August 21, 2017. Changes included the following:

- Recognition of title changes of fixed-term ranks from lecturers, senior lecturers, and professors

of the practice to teaching assistant professors, teaching associate professors, teaching professors, and professors of the practice.

- Guidance for qualifying a faculty member's record of work using altmetrics and number of libraries for published works as evidence of significance.
- Specific reference to "consultation with the dean" for initial review of a tenure or promotion package.
- Inclusion of external letters that may be from "both inside and outside of the academy."
- Guidelines for CV preparation with a link to the academic personnel website hosting the dossier format information, such as dates and page numbers.
- Information about the availability of "web-based training on how to conduct post-tenure reviews" from the provost's office.
- Listing of specific duties of the review committee and committee chair, including: provide dates for materials submission, coordinate reviews with the dean and head of human resources, appoint committee members to review a candidate's relevant materials, and provide guidance for the categories of information (with modifications for professional-track faculty) on a candidate's CV.
- Clarification of scholarship considerations for research tenure-track faculty, including: criteria for describing the caliber of journals (reputation, quality and relevance); guidelines for information about journals that are not in a traditional ranking system, such as Open Access, new and niche journals; and provisions for evidence that explain and justify gaps in a faculty member's productivity.
- Criteria for evidencing work within the professional tenure track, including: the addition of "white papers" and "research and campaign reports" to applied research and media products; inclusion of the statement "traditional scholarly research related to the individual's expertise and interests is appropriate;" recognition that professional faculty may publish in "traditional scholarly journals;" noting that faculty might "create projects or products with media organizations that help to advance the industry/academic dialogue;" clarification that if a "work is proprietary and cannot be reviewed, then it cannot be considered as part of the tenure package;" and explanation of guidelines regarding student projects (see *Hussman Faculty Handbook*, Supplement I pp. 16–17).

In addition to the above changes to the policy, the 2017 revision provided clarification for submission of evidence of teaching, including instructions to: provide most recent course syllabi, summarize course evaluations (a chart) for each course taught including the mean score for the overall instructor and course evaluations of the instructor and the range of possible scores (e.g., from 0 to 4 or from 1 to 5), include peer teaching observation reports, and anything else a faculty member thinks is relevant (i.e., student awards and conference papers, etc.)

2. Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during all of the previous six years (for example, new faculty and retired faculty).

This section of the self-study includes the work of the 43 full-time permanent tenure-track and fixed-term faculty members during the past six years, from August 2014 through June 15, 2020. The scholarly, creative and professional activities of full-time faculty are listed in Table 2. This section does not include work by full-time faculty members who have retired or left the university for personal or professional reasons prior to June 15, 2020.

3. Using the grid that follows, provide counts of the unit's overall productivity in scholarship for the past six years by activity; first the totals for the unit as a whole and then for the individuals who produced these totals, broken down by academic rank. The chart should provide a snapshot of scholarship activity within the unit during the six-year period. Therefore, the grid should capture relevant activity by all full-time faculty only while at the accredited unit. Provide the total number of individuals in each rank in place of the XX. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.

Consistent with the missions of the university and school, and the requirements for scholarship, creative and professional activity, the work of our faculty is impressive. During the six-year period under review, there were over 2,000 scholarly and creative works. Full-time faculty have received 117 awards and honors, been awarded 78 external grants and 81 internal grants, single- or co-authored nine scholarly books, published 296 refereed journal articles, presented 419 refereed conference papers and produced 216 juried and non-juried creative works among other scholarly and professional activity. Below is a summary of faculty productivity.

Scholarly, Research, Creative and Professional Productivity for the Past Six Years

August 2014 – June 15, 2020 | Ranks as of June 2020

		Individuals				
Scholarship, Research, Creative and Professional Activities	**Total from Unit***	**Full Professors(11)**	**Associate Professors (18)**	**Assistant Professors (6)**	**Fixed Term Faculty (8)**	**Totals (43)**
Awards and Honors	116	52	33	23	9	117
Grants Received Internal	80	18	29	25	9	81
Grants Received External	76	18	31	22	7	78
Scholarly Books, Sole- or Co-authored	9	5	3	1	0	9
Textbooks, Sole- or Co-authored	2	1	0	1	0	2
Books Edited	5	3	1	1	0	5
Book Chapters	60	14	39	9	1	63
Monographs	1	0	0	1	0	1
Articles in Refereed Journals	280	147	71	63	15	296
Refereed Conference Papers	380	192	91	121	15	419
Invited Academic Papers	75	18	30	11	16	75
Encyclopedia Entries	13	9	4	0	0	13
Book Reviews	10	1	9	0	0	10
Articles in Non-refereed Publications	352	13	33	27	279	352
Juried Creative and Professional Works	15	6	7	1	1	15
Non-juried Creative and Professional Works	195	115	46	11	29	201
Other: Invited Scholarly Talks and Presentations	438	238	150	41	17	446
	2107	850	577	358	398	2183

** Data are based on CV comparisons and reflect co-authored works.*

4. List in a digital file the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Limit to 10 per faculty member through the six-year period. The unit has the option of providing a complete list in a separate digital file. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note. Professional service activities should be reported in Standard 8.

A list of up to ten activities occurring during the last six years for each full-time faculty member (tenure-track and fixed-term), is included as Appendix 5-A.

Only faculty currently in the unit as of June 15, 2020 are included in this list. The list only includes the scholarly, creative, and professional activities captured in the table provided in response to Question 3 above.

5. Describe the institution's policy regarding sabbaticals, leaves of absence with or without pay, etc. List faculty who have taken sabbaticals or leaves during the past six years. Give one-sentence descriptions detailing the academic achievements of each sabbatical.

Policy and Procedures

Unlike similar institutions, University of North Carolina at Chapel Hill does not have a system providing a faculty member with a sabbatical every seven years. The university, however, offers "leaves with pay" on an extremely competitive basis.

Faculty members who have been at the university for at least five years may apply for a competitive leave of one semester. Decisions on applications for leaves are made in collaboration with deans and the university's provost (the executive vice chancellor). Hussman School faculty members must compete against faculty members from across the campus for an average of 20 paid leaves the university grants each year. Receiving a university-paid leave is an honor.

Beginning in Fall 2016, the school launched a research and study leave program for full-time tenure-track assistant professors who had passed their third-year review. A list of faculty recipients and their accomplishments during this leave is provided in the next section. Approved at the August 16, 2019 school-wide retreat, the school also adopted a policy to govern a competitive post-tenure research and study leave program. The school has not yet had a post-tenure faculty member complete this leave.

The relevant policy for pre-tenure and post-tenure leaves (known as Research and Study Assignments, or "RSAs") is in the *Hussman Faculty Handbook* (p. 49). RSAs are one-semester leaves covering two course releases. These releases are available to pre-tenure faculty members who have gone through a successful third year review and tenured faculty members who meet specified eligibility criteria. A summary of this policy is described below.

Pre-tenure Faculty RSAs:

- Must be submitted before the initiation of a recommendation concerning tenure.
- Faculty may not receive a stipend for administrative work while on an RSA.

- Faculty are not typically assigned a graduate assistant during an RSA.
- A full report of work completed must be submitted to the academic dean within three months following the end of the leave.

Procedures

- Faculty consult with the academic dean upon submission of the 3rd year reappointment package and plan to formally apply for an RSA after a successful reappointment vote within the Hussman School.
- Faculty complete a Research and Study Assignment Approval form, attach a 1–2 page description of the research or project planned during the leave, and describe the reasons for a release from teaching and administrative responsibility.
- Faculty are expected to continue advising duties during a leave, such as for advisees enrolled in thesis (senior honors or masters) or dissertation credits. Faculty must indicate plans to address advising relationships.
- Requests are submitted to the academic dean, who considers teaching needs and the best time for a leave to occur. The school's dean makes the final decision.
- An RSA is not approved until a request form has been signed by the dean and returned to the faculty member.
- After approval, a faculty member must also complete the University Faculty Leave Notification form.

Tenured Faculty RSAs:

- Must be a tenure-track or tenured faculty member at UNC-CH for at least five years.
- Applicants must have been granted tenure at UNC-CH prior to application.
- Must not have had prior RSA or other school or university level leave for research or creative activity in the previous five years.
- Applicant may not have more than two consecutive years of leave from UNC-CH for any reason. A semester leave will not be granted more often than every eight semesters.
- Faculty must complete at least one full year of service after RSA.
- Other criteria include: the quality of the project, timeliness of the project relative to the faculty member's career, leave time required, performance of the faculty member, time since last leave, school and university service, need for resources of the unit, seniority, and evidence of joint funding attempts.

Procedures

- The dean's office will announce availability of competitive post-tenure RSAs in Fall or Spring semester pending funding availability. Applications will be reviewed by a committee and a decision made by the dean before the end of Fall semester.
- Applicant should consult with the academic dean prior to the deadline for application to discuss the impact of a proposed leave.
- Submit application for a competitive RSA approval form by the deadline.
- Provide a cover letter with intended semester of leave and plan to cover advising relationships.
- Submit a 2–3 page single-spaced description of the project which describes the following: nature, purpose and significance; procedures or methods, innovativeness of project; how the project will advance the applicant's research and career development, planned output or deliverable(s); timeline for completion; explanation for why the leave is necessary to complete the project; and plans to seek funding and possible sources to support the project.
- Bibliographic references used in the narrative, if applicable.

- A one-page single-spaced list of relevant published works or products, reports, presentations, or other output authored or created by the applicant that support this project.
- Applications will be reviewed and ranked by a committee of representatives in both strategic communication and journalism. The committee will discuss and vote on the rank order of applications.
- The dean will make the final decision based on the recommendation of the committee. When approved, the faculty member must complete the University Faculty Leave Notification form.

List of Faculty Recipients and Achievements

Below is a list of faculty who have received pre-tenure research and study leaves granted by the school in the past six years:

Trevy McDonald (Fall 2016) – Conducted research for a documentary series, Eyewitnesses to History: Civil Rights and Social Justice, which tells the story of the Civil Rights movement through the eyes of Black journalists who covered the movement; produced a trailer for the documentary, which was presented at the Civil Rights and Media History Symposium at the University of South Carolina in March 2017.

Victoria Ekstrand (Spring 2017) – Conducted original research on web accessibility and First Amendment influence on making online sites more accessible to people with disabilities; published an article from this research; work from the leave was recognized by the United Nations and cited by the UN Human Rights Committee; was co-PI on a Thrive@Carolina grant from UNC to work alongside Accessibility Resources and Services to introduce online supports for students with autism.

Lisa Villamil (Fall 2017) – Reshaped and sharpened intentions for professional practice as a storyteller, emerging with a clear stream of creative work focused on the indigenous populations of North Carolina.

Dong Hoo (Dan) Kim (Spring 2018) – Conducted three new studies on self-brand connection and online brand strategy and submitted the studies as articles for conference review; submitted seven articles for journal review, four of which were accepted for publication.

Adam Saffer (Fall 2018) – Published three articles and submitted three additional manuscripts for journal review; one publication reflects a new collaboration applying a new modeling technique to network analysis; co-edited a special issue of *Public Relations Review* related to network analysis; and created a workshop in network analysis for the University of New South Wales in Sydney, Australia.

Lucinda Austin (Spring 2019) – Completed ongoing research in crisis communication and submitted six articles for journal publication; completed three papers which were accepted for conference presentation (two of which received top paper awards – 2nd and 4th place); began or continued work on five book chapters under contract; applied for and received four grants/research awards; served as research chair for the Public Relations Division of the Association for Education in Journalism and Mass Communication.

Joe Czabovsky (Fall 2019) – Conducted original professional research on public relations for diverse audiences; published 6 articles in venues including the *Huffington Post*, *The Conversation*, and NBC News; created an Expert Speaker submission that was accepted to the Bridge Conference hosted by the Institute of Public Relations to connect industry leaders and discussed audience measurement with a focus on diverse audiences.

Allison Lazard (Fall 2019) – Engaged in multiple rounds of data collection for new research in tobacco prevention; submitted numerous grants, three of which were awarded (one with American Cancer Society, two with National Cancer Institute) and two of which were recommended for funding; published three journal articles and produced another 15 articles for submission.

The following list is of faculty who have received competitive research and study leaves granted by the university:

Chad Heartwood (Spring 2018) – Overburden Impact Campaign. Developed an engagement workshop program, including three unique curricula (a half-day workshop focused on environmental justice, a one-day workshop exploring white privilege, and a two-day workshop focused on corporate power, privilege and identity), a 17-page community screening discussion guide, and a destination website for the project, which can be seen at www.milesfrommaybe.com/engagement-workshops. The workshops used the film as a catalyst for discussion and awareness-building, engaging community members to organize and tackle local, regional and/or national issues. Each workshop is structured to create dialogue and discussion among participants and uses design thinking techniques to find solution-based strategies relevant to the participants. On April 27, 2018, in collaboration with Appalachian Voices, Heartwood facilitated a half-day workshop focused on environmental justice issues in North Carolina and the Appalachia region.

Ryan Thornburg (Spring 2015) – UNC-Chapel Hill Senior Faculty Research and Scholarly Leave, Spring 2015. Competitive university-wide grant provided one semester of full salary support plus research funding for study of data driven journalism.

Patrick Davison (Academic Year 2014–15) Fulbright Scholar Award, Japan, awarded for Journalism/Filmmaking on Japan's aging society. Spent nine months researching, shooting, and producing two films-Balloon Elderly and A Hello Story. Balloon Elderly was published on CNN's Great Big Story to a worldwide audience. It was also screened in international festivals. A Hello Story is a feature-length documentary in the final stages of production.

6. Describe travel funding, grant support, or other methods or programs the unit uses to encourage scholarship, research, and creative and professional activity.

The school supports faculty scholarship, research and creative and professional activity with annual travel allocations, a number of endowed chairs and professorships and internal grant funding. In addition, the university has a wide range of competitive grant opportunities for faculty across disciplines and at all ranks.

Travel funding

For many years, the dean has ensured that travel funds are available for all faculty members who have papers accepted for presentation at conferences. In addition, support has been provided to faculty members who have other conference roles (e.g., moderating sessions or serving in divisional leadership at conferences.

In Fall 2019, the dean increased the annual travel allocation for junior faculty from $2,000 to $2,500 and from $1,500 to $2,000 for tenured faculty. If a faculty member needs additional funding, the dean decides on a case-by-case basis.

Endowed chairs and professorships

The school has also provided a number of faculty members with endowed chairs or professorships that support faculty members with research funding that allows them to travel to meetings and to support research. These funds can also be used to contribute to other faculty members' travel, if desired by the faculty member holding the professorship. Most of the school's professorships offer annual allocations

of $7,500 unless otherwise specified in the donor agreement or negotiated with the faculty member. There are two term professorships that support great teaching and provide annual salary stipends as outlined in the respective professorship agreements

UNC Hussman seed grants

In Fall 2012, the dean initiated an internal seed grant program to support scholarly, creative, and/or professional activity with promising potential for attracting external funding. This seed grant funding is supported by the school's foundation. Faculty members can propose a project that they will use as a basis for seeking additional funding. These school grants are $5,000 each. An example of the most recent call for proposals is presented in Appendix 5-B.

University grants

Faculty members also have benefitted from university-wide grants, particularly University Research Council grants and Junior Faculty Development Awards. We encourage the school's junior faculty members to apply for these award opportunities to aid their research or creative activity. In addition, the school actively announces and encourages all faculty to apply to university-wide opportunities and supports their application to these competitive programs.

7. List faculty who have taken advantage of those programs during the past six years.

Travel funding

Every pre-tenure faculty member has utilized school travel funding to attend at least one national conference every year since the last accreditation cycle. Every tenured faculty member without a professorship has utilized the school's travel funding to attend at least one national conference in the last accreditation cycle.

Endowed chairs and professorships

Abernathy, Penelope. Knight Chair in Digital Media Economics.

Dillman Carpentier, Francesca. W. Horace Carter Distinguished Professorship.

Johnston, Anne. Walter Spearman Distinguished Professorship.

King, Susan. John Thomas Kerr Distinguished Professorship.

Kreiss, Daniel. Edgar Thomas Cato Distinguished Professorship.

Linden, Tom. Glaxo Distinguished Professorship of Medical Journalism.

Oliver, Terence. E. Reese Felts Jr. Distinguished Professorship.

Riffe, Dan. Richard Cole Eminent Professorship.

Sweeny, John. Sports Communication Distinguished Professorship.

Tuggle, Charlie. John H. Stembler Jr. Distinguished Professorship.

UNC Hussman seed grants

McDonald, Trevy (awarded January 2020) – for multimedia project on Jefferson L. Edmond's Liberator and Black Migration in the Early 20th Century. Work is in progress.

Oliver, Terence (awarded January 2020) – for building new skills in motion graphic storytelling using 360 technology for health clients (e.g., the UNC Kidney Center). Work is in progress.

Reid, Amanda (awarded January 2020) – for exploring the influence of copyright law on the clinical discipline of music therapy. Work is in progress.

Lazard, Allison (awarded January 2019) – for the evaluation of attributes of digital anti-tobacco messages to increase message engagement among adolescents. Work is complete, yielding a manuscript under journal review, two additional manuscripts in progress, a grant proposal submitted to the National Cancer Institute (good score, but not funded), and plans for submission of a revised grant proposal to the National Cancer Institute or National Institute of Health.

Noar, Seth (awarded January 2019) – for the development and validation of a new perceived message effectiveness measure for e-cigarette prevention among young adults. Work is complete, yielding one publication and one additional conference paper, one small grant awarded by NC TraCs, leading to the successful receipt of an R01 grant from the National Cancer Institute.

Czabovsky, Joe (awarded May 2018) – for the use of survey methods to challenge and change how social media engagement is best measured for diverse, oft-marginalized audiences. Work is complete, with results being prepared for submission of articles to trade publications and scholarly venues. The researcher plans to seek external funding from the Page Society and other funding sources.

Saffer, Adam and **Austin, Lucinda** (awarded May 2018) – for the examination of social media communication and networks in natural disaster responses through survey data collection. Work is complete, yielding two manuscripts in revision (submitted to academic conferences, but not accepted), and grant proposals that were submitted (not yet funded) to the National Science Foundation.

Austin, Lucinda (awarded February 2018) – for a survey of public perceptions of relationship quality between consumers and corporations in light of corporate social responsibility messages and activities. Work is complete, yielding one accepted conference paper and the submission of two national grant proposals, one of which was funded by the Arthur W. Page Center for Integrity in Public Communication.

Lazard, Allison (awarded February 2018) – for the examination of message strategies and channels for engaging adolescents and young adults with cancer for application in intervention research. Work is complete, yielding one conference paper presented to an international audience and two grant proposals (one to the American Cancer Society and one to the National Cancer Institute) which received high scores, but which were not funded.

Austin, Lucinda (awarded January 2017) – for research and development of an infectious disease threat appraisal model for risk communication. Work is complete on the project, resulting in manuscripts prepared for publication.

Lazard, Allison and **Saffer, Adam** (awarded January 2017) – for research on the effectiveness of Instapeer, a platform for social support for young adults with cancer. Work is complete, resulting in a partnership with Stupid Cancer (organization and app) and a test of the beta version of a Stupid Cancer app. A grant proposal was submitted to the National Cancer Institute, but not funded.

Ekstrand, Victoria (awarded November 2016) – for a survey of campus web accessibility perceptions and interviews with disability rights activists. Work is complete, resulted in consultation with UNC's Accessibility Resources and Services, an expansion to other campuses in the state, a journal publication on web accessibility, the submission of an abstract to a higher education conference, and the application and receipt of a Thrive@Carolina grant to investigate mobile supports for students with autism.

Austin, Lucinda (awarded November 2016) – "Coping with Outbreaks: Toward and Infectious Disease Threat Appraisal Model for Risk Communication." Central to the work is an online survey of adult U.S. residents that will help Austin develop a model of threat appraisal, and theoretical and empirical development of innovative measures of crisis efficacy, and crisis or disaster literacy. Outputs includes several possible conference papers and journal articles, as well as development of a proposal for external funding from CDC or NSF.

Lazard, Allison and **Saffer, Adam** (awarded November 2016) – joint proposal "Instapeer: A Platform for Social Support for Young Adult Cancer Patients." The project involves establishing a collaborative relationship with "Stupid Cancer," the parent organization of Instapeer, conducting an assessment of user data, and conducting a subsequent pilot study on accessing this unique population. The goal of the proposal is to be an R21 project tailored to the National Cancer Institute's interest in network approaches to communication design.

Gibson, Rhonda (awarded January 2016) – for two content analyses of scripted and reality television shows that featured families with at least one transgender member. Work is complete, yielding two conference papers. One was presented to the LGBTQ Interest Group of AEJMC and won the top faculty paper award, and one was presented to the LGBTQ Studies Interest Group of ICA.

Czabovsky, Joe (awarded December 2015) Sought to qualitatively and creatively examine the impact of community media projects, such as the *Durham VOICE*, that are developed by minority youth and students from two universities, as well as reach minority audiences. The focus sought to examine how best to assess such programs. Additional funding, following this seed grant, was later received from the Jesse Ball DuPont Foundation.

Comello, Nori (awarded 12/2015): The goal of this project was to conduct formative research to aid development of an innovative cessation tool: the Nicotrax Trackpack, a "smart" cigarette case that tracks cigarette usage and other contextual data and delivers tailored messages to the user's smartphone. The project identified promising features and technical challenges of developing the smart case. The project did result in one conference paper submitted to the D.C. Health Communication Conference in Spring 2017, and one refereed article accepted in Telemedicine & e-Health in 2018.

Lazard, Allison (awarded November 2015) – "Visually Implied Vaping Arguments: Effects of E-Cigarette Cues for Implicit and Explicit Attitudes." The completed work included conceptualizing the project, developing all experimental materials through a series of pretests, collecting data for the experimental design main study, and conducting preliminary analyses. Next steps included further analyzing the results of the main experiment, continued work on a manuscript to share the findings, and conference presentation at the AEJMC annual meeting. The key deliverable will be the peer-reviewed publication in a major journal.

Vargas, Lucila and Dillman Carpentier, Francesca (awarded November 2014) – for the development of a model for using cultural resiliency and cultural contexts to create an intervention to improve health of Latina adolescents. Work is complete, with the discovery of existing programs and a shift in direction to the application of findings; a grant proposal involving the second author (Dillman Carpentier) to the International Development Research Centre (Canada) was funded for the application of media surveillance tools developed over the course of the seed grant work. The grant provided understanding of marketing appeals leading to increased risk of obesity and obesity-related disease in Latin American youth.

UNC Research Council Grants

Aikat, Deb
$5,000 to support research for "News in the Digital Age." Dec. 2015–Nov. 2018.

$5,000 to support research for "Agendamelding: How We Use Digital Media to Create Personal Community." Dec. 2016–Nov. 2018.

Austin, Lucinda
$7,500; principal investigator: "Examining Social Media Communication and Networks in Hurricanes Harvey and Irma: An Ego-Network Approach to Disaster Response." July 1, 2018–June 30, 2020.

Heartwood, Chad
$3,000 for "The Overburden Outreach Campaign: Utilizing Documentary Film as a Tool for Social Engagement." 2014.

UNC Junior Faculty Development Awards

Austin, Lucinda
$7,500; principal investigator: "Coping with Outbreaks: Towards an Infectious Disease Threat Appraisal Model for Risk Communication." 2017.

Lazard, Allison
$10,000; principal investigator: "Evaluating Reach and Engagement with Adolescent Tobacco Prevention Messages on Social Media." 2019.

Villamil, Lisa
$10,000; primary investigor: "Storymaking: The Great Coharie River Park." Creative project, Coharie Tribal lands, Sampson County, North Carolina. 2019.

Other UNC Grants

Abernathy, Penelope
$300,000 match to Knight Foundation support of research into news deserts and sustainable buisness models for news organizations. July 2020–June 2022.

$10,000 to establish and undergraduate research course focusing on documenting the rise of news deserts in the South. UNC Provost's Office. 2019.

$1 million match as co-investigator. UNC Provost's Office to Center for Innovation and Sustainability. June 2016–June 2020.

$1.2 million as co-recipient. Part of $4 million Knight Foundation grant to establish the Center for Innovation and Sustainability of Local Media to investigate and identify business models for local news organizations struggling to adapt in the digital age. 2015.

Aikat, Deb
$9,750; over three academic years to lead a campus conversation on free speech. Carolina Seminars. July 2019–July 2022.

Austin, Lucinda
$110,000; co-primary investigator: "Media portrayals of traffic injury: Factors and frames that shape public discourse around road user safety," Collaborative Sciences Center for Road Safety, University of North Carolina at Chapel Hill. May 15, 2019–Sept. 30, 2020.

Barnes, Spencer
$33,474; co-PI, Tobacco Centers of Research Pilot Grant, UNC Lineberger Comprehensive Cancer Center. 2019.

Comello, Nori
$40,000; Competitive Senior Faculty Research and Scholarly Leave, Office of the Executive Vice Chancellor and Provost, to conduct research on use of media to address mental health stigma. December 2019.

Ekstrand, V.S.
$1,000; graduate student grant for assistance with undergraduate research in MEJO 448, UNC Center for Undergraduate Research. Fall 2019.

$4,000; co-PI for series on the "Art of Resistance." UNC Humanities for the Public Good. Spring 2019.

$1,400 grant to to strengthen relationship with UNC global partner, University of Tubingen. UNC Global. Spring 2018.

$25,000; co-PI with Accessibility Resources & Service to introduce online supports for students on the autism spectrum. UNC Thrive@Carolina Grant, 2016.

Friedman, Barbara
$10,000; Carolina Women's Center Faculty Scholar. 2017–2018.

$10,000; Thorp Engaged Scholar, Carolina Center for Public Service. 2014–2016.

$204,762; co-investigator with UNC School of Social Work for Project NO REST. NC Governor's Crime Commission, NC Department of Justice.

Lazard, Allison
$130,566; co-investigator: "Closing the gap in socioeconomic disparities in cancer: Using neuroscience and social psychology to improve cancer prevention messaging." Lineberger Comprehensive Cancer Center, University of North Carolina at Chapel Hill. January 1, 2020–December 31, 2021.

$199,987; co-investigator: "Text Messaging to enhance the use of patient-targeted decision support among diverse populations." Lineberger Comprehensive Cancer Center, University of North Carolina at Chapel Hill. August 1, 2019–July 30, 2021.

$90,482; co-investigator: "Relationships between Little Cigar and Cigarillo Packaging Elements, Perceptions of Characterizing Flavors, and Use among Young Adults." Lineberger Comprehensive Cancer Center, University of North Carolina at Chapel Hill. 2016–2017.

McMahan, Dana
$20,000; primary investigator for the development of a student-produced interactive exhibition on sustainability for the ACC Festival of Creativity and Innovation at the Smithsonian Museum. Vice Chancellor's Office of Innovation, Entrepreneurship and Economic Impact. August 1, 2018–July 3, 2019.

Reid, Amanda
$1,923 to attend the Institute of Law Teaching and Learning Summer Conference, Washburn School of Law. Center for Faculty Excellence Professional Exploration and Growth Grant. June 3–5, 2019.

Ruel, Laura
$33,474; co-investigator: UNC Communication TCORS Rapid Response Funding Mechanism Award. 2017.

Thornburg, Ryan
$42,425; UNC-Chapel Hill Senior Faculty Research and Scholarly Leave, Spring 2015.

Other Grant Recipients

Austin, Lucinda
$5,000; co-PI: "Tell me about the #fluvaccine: Using narratives to encourage vaccination." Page/Johnson Legacy Scholar Award, Arthur W. Page Center, Pennsylvania State University. June 1, 2019–June 30, 2020.

$6,000; principal investigator: "How and when should corporations engage in social issues? Examining corporations' perceived responsibility for social advocacy." Page/Johnson Legacy Scholar Award, Arthur W. Page Center, Pennsylvania State University. June 1, 2019–June 30, 2020.

$4,400; lead researcher: "Factors Affecting Production and Spread of Crisis Information during Infectious Disease Outbreaks: Insider Insights on the Risk Amplification through Media Spread Model." Owens Institute for Behavioral Research, University of Georgia. January 1, 2017–June 30, 2017.

Dillman Carpentier, Francesca

$299,908; co-investigator: "Reducing Racial-Ethnic Disparities in Sugar-Sweetened Beverage Intake: The Impact of Nutrition Claims on Fruit Drink Purchases among Parents of Young Children." Robert Wood Johnson. 3/1/2019–2/28/2021.

$25,000; co-investigator: "Brown, Male, & Blue: Unmasking Depression and Suicide Risk among Boys and Young Men of Color." Fostering Interdisciplinary Research Explorations (FIRE) 7/1/2017–6/29/2018.

$2,578; primary investigator: "Beyond Sugar Sweetened Beverages and Food/Beverage Taxes: Impacts of Restrictive Labelling and Marketing Regulations on Unhealthy Food Consumption in Chile." Explorations in Global Health. 5/1/2016–6/30/2017.

$9,656,000; co-investigator: "Program and Policy Options for Preventing Obesity in the Low, Middle, and Transitional Income Countries: Background Research and Program Evaluation." Bloomberg Philanthropies (MANSP09389). 2/1/2016–1/31/2018.

$220,000 (CAD); co-investigator: "Evaluating New Chilean National Regulations on the Food Supply" (IDRC #108180), Research on Food System Policies and Market Innovations for Non-Communicable Disease Preventions, Exploratory Research funding stream. International Development Research Centre. 2/1/2016 –1/31/2018.

Freelon, Deen

$50,000; co-PI: Social Science Research Council, SSRC-1645. 2020–2021.

$5 million; co-PI: Knight Foundation, G-2019-58787. 2019–2024.

$600,000; co-PI. Hewlett Foundation, 2019-9047. 2019–2022.

$110,559; lead PI. Knight Foundation, 2018–2019.

Heartwood, Chad

$7,000; Southern Documentary Fund Film Grant. 2016.

$15,000; Pare Lorentz Documentary Film Grant. 2014.

Hennink-Kaminski, Heidi

$170,000; co-investigator: "Effect of Intensive Alternative Family Treatment on Rates of Admission to Psychiatric Residential Treatment Facilities." Jordan Institute for Families 10/1/18–3/31/20.

$6,281,669; co-investigator: UNC Clinical and Translational Science Award (CTSA), National Institutes of Health, UL1TR002489-02. 3/30/18–2/28/23.

$400,000; co-investigator: "Concussion disclosure behaviors, attitudes, norms, and knowledge in civilian and military emerging adults." National Collegiate Athlete Association and Department of Defense. 05/20/16–04/20/18.

$7,651,702; co-investigator: UNC Clinical and Translational Science Award (CTSA), National Institutes of Health, UL1TR001111-02. 07/01/13–06/30/18.

Lazard, Allison

$144,000; principal investigator: "Engaging Adolescents and Young Adults with Cancer via a Social Support App." American Cancer Society (ACS), 133694-PEP-19-154-01-PCSM. 2020–2021.

$1,311,866; co-investigator: "Evaluating the Impact of Waterpipe Marketing Claims on Young Adults." National Cancer Institute/Food and Drug Administration, R01CA239192. 2019–2022.

$3,073,544; co-investigator: "Communicating Waterpipe Tobacco Harms to Reduce Use Among Young Adults." National Cancer Institute (NCI), R01CA241420. 2020–2025.

$3,073,544; co-investigator: "Informing ENDS Policies: Studying the Impact of E-cigarette Warnings on Behavior." National Institute of Drug Abuse (NIDA), R01DA048390. 2020–2025.

$2,712,331; co-investigator: "Little Cigar and Cigarillo Warnings to Reduce Tobacco-Related Cancers and Diseases." National Cancer Institute (NCI)/Food and Drug Administration (FDA), 1R01CA240732. 2019–2024.

$199,415; co-investigator: "Developing and Evaluating High-Impact Pictorial Health Warnings for Sugar-Sweetened Beverages: A Study of Latino Parents in the US." Robert Wood Johnson Foundation. 2019–2020.

$299,908; co-investigator: "Reducing Racial-Ethnic Disparities in Sugar-Sweetened Beverage Intake: The Impact of Nutrition Claims on Fruit Drink Purchases Among Parents." Robert Wood Johnson Foundation. 2019–2021.

$55,229; co-investigator: "Understanding Industry-sponsored Cigarillo Digital Marketing Visual Strategies and Tactics." Wake Forest Tobacco Control Center for Excellence. 2019–2020.

$88,645; co-investigator: "Texas Fluoridation Campaigns." Delta Dental Foundation & Texas Oral Health Coalition. 2018–2020.

$49,999; co-investigator: "Feasibility of a New Food Store Model to Test the Impact of Obesity Prevention Policies among Latino Mothers." North Carolina Translational and Clinical Sciences Institute (NC TraCS), NIH Clinical and Translational Science Award (CTSA), UL1TR002489. 2019.

$49,663; principal investigator: "Designing Effective Interactive Applications for Cancer-Prevention Interventions." Lineberger Comprehensive Cancer Center, University of North Carolina at Chapel Hill. 2017–2018.

$18,404; co-investigator: "Characterization of Waterpipe Tobacco Packaging." Center for Regulatory Research on Tobacco Communication. 2017–2018.

$15,215; "Optimizing Warnings on Ecigarette Advertisements." Center for Regulatory Research on Tobacco Communication. 2017–2018.

McMahan, Dana

$100,000 for the development of travel and student experiences in the Workroom FashionMash program. Student Experience Grant, Bosworth Family Foundation. 2018.

$1 million for UNC Workroom FashionMash Goodwyn Family Foundation. 2016.

$75,000; UNC Chancellors Office of Innovation, Entrepreneurship and Economic Impact. 2014–2017.

$25,000 to develop an immersion project linking Spanish-speaking cultural moments into traditional English-only experiences. Curtis Media Foundation. 2014–2015.

Noar, Seth

$2,354,576; principal investigator: "Impact of E-Cigarette Prevention Messages on Adolescents." National Institute on Drug Abuse and Food and Drug Administration, 1R01DA049155. 2020–2025.

$1,389,558; principal investigator: "Advancing Perceived Message Effectiveness: A New Measure for Youth Prevention Media Campaigns." National Cancer Institute and Food and Drug Administration, 1R01CA246600. 2019–2022.

$2,629,941; co-investigator: "Communicating Waterpipe Tobacco Harms to Reduce Use." National Cancer Institute, 1R01CA246600/ 2020–2025.

$1,804530; co-investigator: Social and Behavioral Sciences Research Core. Center for AIDS Research (CFAR), National Institutes of Health (NIH), P30AI050410. 2016–2021.

$2,000; co-investigator: "Developing a Measure of Perceived Message Effectiveness for Youth E-Cigarette Prevention." North Carolina Translational and Clinical Sciences Institute. 2019–2020.

$19.4 million; co-investigator and associate director, communication core: "Effective Communication on Tobacco Product Risk and FDA Authority." National Cancer Institute, P50CA180907. 2013–2019.

$222,600; principal investigator: "Systematic Review of Perceived Message Effectiveness Measures for Anti-Tobacco Communication." National Institute on Drug Abuse, R03DA041869. 2016–2019.

$1.86 million; co-investigator: "Effects of Physical Activity Calorie Expenditure (PACE) Food Labeling." National Cancer Institute, R01CA184473-01A. 2014–2018.

$2 million; co-PI: "Cigarette Warning Labels: Research Synthesis and Impact on Smoking Behavior." National Cancer Institute, P30CA016086. 2013–2017.

$35,243; co-investigator: "Social Network Analysis of The Real Cost Campaign: An Ego-Network Perspective." CRRTC Pilot Award. 2016–2017.

$95,000; co-investigator: "How Can Skin Cancer Best be Prevented? Meta-Analysis of Behavior Change Techniques in Randomized Controlled Trials." Lineberger Cancer Center Developmental Award. 2016.

$42,122; co-investigator: "Development of an Anti-Tobacco Website about other Tobacco Products." CRRTC Pilot Award. 2015–2016.

$28,210; co-investigator: "Impact of FDA Branding on Source Awareness, Credibility, and Recall: An Eye Tracking Approach." CRRTC Pilot Award. 2015.

$30,000; co-principal investigator: "Evaluation of an Innovative Condom Distribution Program Targeting Young African American Women." UNC Center for AIDS Research Developmental Award. 2014–2015.

$20,000; co-investigator: "Systematic Review of Health Communication for Non-Cigarette Tobacco Products." CRRTC Pilot Award. 2014–2015.

$10,000; co-investigator: "Systematic Quantitative Content Analysis of e-Cigarette Advertisements in Consumer Magazines." CRRTC Pilot Award. 2014–2015.

Reid, Amanda

$5,000 for "Deciding Copyright Fair Use." IHS Grant for Free Speech & Open Inquiry from George Mason University. 2018–2019.

Ruel, Laura

$20,000; co-investigator: "Examining the Effectiveness of the NCTraCS website." North Carolina Translational and Clinical Sciences Institute. 2018.

Thornburg, Ryan

$42,000 for N.C. Local News Lab Fund. The Democracy Fund and N.C. Community Foundation. June 2018.

$2,982,303 for "ImPACT – Infrastructure for Privacy-Assured compuTations." National Science Foundation Office of Advanced Cyberinfrastructure. May 2017.

Villamil, Lisa

$750,000; co-investigator: "Bright Spots & Disparities: Creating a Culture of Health in Appalachia." Robert Wood Johnson Foundation and Appalachian Regional Commission. 2015

PART II: STANDARD 6

Student Services

Executive summary

In 2019–20, 80 undergraduates were awarded $204,850 in school-based scholarships.

Students report a high level of satisfaction with the advising resources provided by the school.

High retention and graduation rates indicate students complete the program on time and attest to the quality of the advising team.

Numerous student organizations, extracurricular opportunities and client-based coursework provide practical experiences and networking opportunities to complement courses in students' majors.

The employment rate of Hussman students is impressive, with 94% of students reporting they are employed within the first year after graduation.

INTRODUCTION

Mentoring and supporting students are essential for guiding students to successful completion of their major and preparing them for careers after graduation. The faculty and staff in the Hussman School of Journalism and Media are committed to knowing students and their aspiration and career objectives.

Prior to declaring a major in the school, students are advised by staff in the General College. Once students become majors, they receive advising through the school's Office of Advising and Student Engagement. In addition, students often consult with individual faculty regarding their academic progress and career goals. Faculty hold regular, weekly office hours and post those hours on their office doors and in their class syllabi.

Students in the school receive financial support through various types of assistance. Each year, undergraduates receive more than $200,000 in merit- and need-based scholarships from the school, ranging from traditional tuition offsets to support for internship travel and living expenses.

Students also receive support from the school's array of extracurricular activities that give them immersive experiences beyond the classroom. These include Crash Campaign, Heelprint Communications and a wide variety of student clubs and organizations. Students also receive support through the school's career services office, which organizes career treks to Charlotte, Raleigh, New York and San Francisco, and "Meet the Pro" sessions in Carroll Hall.

1. Complete and attach Table 9, "Student Aid."

Table 9 presents preliminary data (as of Sept. 2, 2021) for university-controlled scholarships and actual data for Hussman School-controlled scholarships. At UNC, the term "scholarship" refers to both merit-based and need-based assistance.

According to preliminary data for university-controlled scholarships, in 2020–21 a total of 483 students in the Hussman School of Journalism and Media received $3,272,894 in university scholarships. The median merit-based university scholarship was $1,500 and the median need-based university scholarship was $7,443. Compared to 2019–2020, this represents a 42% increase in the number of merit-based university scholarships and a 2% increase in the number of need-based university scholarships awarded. The total amount of merit-based scholarships increased by 52% and the total amount of need-based scholarships decreased by 18%. On average, although the number of university merit-based and need-based scholarships increased, the average amount of the merit-based scholarships decreased by 25% and the average amount of the need-based scholarships decreased by 23%. Since final university data is pending as of this writing, we are unable to provide further analysis regarding the numbers or amounts of university scholarships awarded.

A total of 83 students received $212,625 in school-based scholarships (both merit- and need-based). The average school-based scholarship was $2,561. The number of scholarships awarded by the school in 2020–21 was slightly lower than in 2019–2020 as a result of experiential learning cancellations and travel bans due to COVID-19; the average amount of merit and need-based scholarships was comparable.

SCHOLARSHIPS AWARDED TO UNDERGRADUATE STUDENTS IN THE UNIT

	2019–2020		2020–2021	
	Merit	Need-based	Merit	Need-based
Total amount of scholarship dollars from funds controlled by institution	$500,201	$3,070,292	$758,120*	$2,514,774*
Number of students receiving scholarships from funds controlled by institution	154	258	219*	264*
Median individual scholarship from funds controlled by institution	$2,000	$9,692	$1,500*	$7,443*
Total amount of scholarship dollars from funds controlled by unit	$157,250	$62,500	$155,375	$57,250
Number of students receiving scholarships from funds controlled by unit	71	18	66	17
Average individual scholarship from funds controlled by unit	$2,215	$3,472	$2,354	$3,368

**Preliminary data as of September 2, 2021.*

UNDERGRADUATE ASSISTANTSHIPS OR WORK-STUDY APPOINTMENTS

	2019–2020	2020–2021
Number of students holding appointments	78	62
Range of stipends	$138–$3,000	$43–$3,000

Work Study figures are based on students who earned Work Study aid during the Aid Year.

2. Describe how the unit informs students of the requirements of the degree and the major, advises them on effective and timely ways to meet the requirements, and monitors their compliance with the requirements, including the 72-hour rule. Provide digital files of advising guides, manuals, newsletters or other internal communication with students. Provide a print copy in the workroom. Describe availability and accessibility of faculty to students.

Students in the Hussman School of Journalism and Media receive information about degree requirements and their compliance is monitored at three levels: advising in the General College, the school's Advising Center, and consultation with faculty. In addition, the school provides regular internal communication with students to help guide them toward completion of their major.

Advising in the General College

All entering first-year students at UNC-CH attend a two-day orientation program in the summer before they begin classes. Among the topics at orientation are registering for courses, advising and information on majors. Undeclared and pre-majors are advised by the Academic Advising Program in the General College in the College of Arts & Sciences. Appointments and drop-in hours are available for students needing help with registration or declaring a major.

School pre-majors, along with most other first-year students, are first admitted to the General College (the first two years at UNC-CH for most students). No more than 40 students per year enter the school through Excel@Carolina Assured Admission, a program that connects talented first-year students with resources and academic majors. Those students are guaranteed seats in our two gateway classes (MEJO 121-Introduction to Digital Storytelling and MEJO 153-Writing and Reporting) and need only attend the mandatory Hussman School orientation before being officially admitted. All other students with 45 or more credit hours must apply to the Hussman School for consideration. Transfer students can request direct admission into the school if they arrive at UNC-CH with at least 45 credit hours. Those applications receive the same level of scrutiny as do those of students applying to the school from the General College.

Students receive additional advising each semester about meeting graduation requirements of the university, counseling in their intended field of study, and progress toward graduation. The university's academic advising teams in the College of Arts and Sciences advise General College students as well as Arts and Sciences majors. Students in the Hussman School who want to do a second major must get approval from the senior associate dean for undergraduate studies in the school and then get approval from an academic adviser to ensure that all requirements can be completed in eight semesters.

University advisers are available to first-year students and sophomores every weekday. Advisers respond to emailed questions from students and have office hours for appointments and walk-in traffic. Information about courses and requirements is readily available through the College of Arts and Sciences and the General College website (advising.unc.edu). These resources provide first-year and sophomore pre-majors with an ample opportunity for advising throughout each semester.

Advising in the School

The Office of Advising and Student Engagement in the school is vital for all our majors. Staff members and the senior associate dean for undergraduate studies

act as the primary advisers for all students, and they are available from 8 a.m. to 5 p.m. each weekday. They operate on a first-come, first-serve basis, and are available for appointments at specified times. The professional student advising and engagement staff members know all the ins and outs of registration and requirements. Our career services staff members advise on careers and internships.

The advising staff relies on the school's student academic worksheet. Several years ago, the university moved to an online Analysis of Academic Progress (AAP) system called Tar Heel Tracker, which enables students to check their progress toward graduation. The system, however, allows for too many inaccuracies, even though many students rely on Tar Heel Tracker as the final word. A disclaimer on the website alerts students to potential errors.

The school academic worksheets are updated regularly. They list all university and school requirements and show students their progress toward graduation. The worksheets move with students' records when students are admitted into the school. Students may get a photocopy of their worksheet any time they wish. Sharon Jones, director of Student Services and Assessment, and two assistants – Marla Barnes and Tricia Robinson – update student worksheets each semester, providing close tracking of each student's progress. Jones has been in the school since 1983, Barnes since 2007, and Robinson since 2011. They are well known to virtually all students and are praised for their helpfulness and concern. They are professional advisers and are exceedingly well liked, according to the school's senior survey.

In March and October, students preregister for courses they plan to take the next semester. Students also register for Summer School classes in March. The dates students may register are determined by their cumulative terms in residence, starting with 8+ terms in residence. Students register online through the Connect Carolina system and see advisers as needed. They request specific courses and sections and are told immediately if they have been enrolled in their choices.

During the first five weeks of registration, students can enroll in a maximum of 17 hours. To maintain full-time status, students must enroll in a minimum of 12 hours, unless they are graduating and are seeking a senior underload. To receive permission for a senior underload, a student must be in their last semester before graduation and submit an underload request to the Hussman School for approval. The registrar's calendar designates when maximum enrollment may increase to 18 hours for full-time students, however, the school's senior associate dean for undergraduate studies can make exceptions. The registrar's office sends bills for tuition and fees and cancels the registration of students who do not pay the bill by a deadline.

Staff advisers counsel students about unfulfilled requirements and ask about their plans to complete those requirements: 120 credit hours for graduation, including 72 hours outside the school; a 2.0 GPA overall and 2.0 GPA in journalism and media; and a minimum score of 70 percent on the school's word usage and grammar examination. The school requires students to complete a degree audit request form in the semester before graduation so that advising staff can confirm that all graduation requirements will be met. Occasionally, students are not awarded a degree because they did not meet certain requirements, such as the number of credit hours or a passing score on the school's word usage and grammar exam. If students are short credit hours, they can meet the requirements by taking a course in Summer School.

The goal of the school is to make it possible for students to graduate on time, typically four years. Due to enrollment pressures, the university's Board of Trustees has adopted principles to have students graduate in eight semesters. However, students, especially transfers, are able to request a ninth or tenth semester if they need extra time to fulfill their requirements.

Availability of Faculty

The school's senior associate dean for undergraduate studies plays a key role in advising. He serves as a resource for students with unusual problems and is the person who can make exceptions. He conducts three orientation sessions before registration week each Spring and Fall. He also conducts similar sessions with transfer students as part of the university's orientation program. Those general information sessions are in addition to individual meetings with General College and school staff advisers and give students an overview of school requirements. Among other things, students are told at those sessions that they are ultimately responsible for fulfilling all graduation requirements.

In addition to formal advising provided by the General College, the Office of Advising and Student Engagement, and the school's associate dean for undergraduate studies, students often consult with individual faculty regarding their academic progress and career goals. Faculty members are asked to hold regular, weekly office hours and to post those hours on their office doors and in their class syllabi. Each faculty member has an office in which he or she can meet with students.

At the orientation meeting for adjunct faculty members that is held each semester, they are advised to hold regular hours when they are available to students. A shared adjunct office and meeting areas around the building are made available to adjuncts for these meetings with students. Faculty members and adjuncts are available by email and telephone and are usually available to meet with students at a mutually convenient time outside of regular office hours.

Communication with Students

In addition to face-to-face orientation sessions, students are notified through the school's weekly email newsletter and in special emails about registration deadlines and requirements. These emails begin several weeks before registration. Notices are posted on the school's website. The registration site there includes the school's academic worksheets, which are updated annually. Registration information is also included on digital signage throughout the school.

Copies of advising procedures and forms used by students and faculty are included as appendices at the end of this standard:

- Worksheet for the journalism area of study (Appendix 6-A)
- Worksheet for the advertising/public relations area of study (Appendix 6-B)
- Schedule of classes for Fall 2019 and Spring 2020 (Appendix 6-C)

The "General Education Curriculum and Degree Requirements" information from the university's Course Catalog is linked here.

3. Describe the unit's process for evaluating its advising and counseling services. Include measurements of the accuracy of academic advising, student and faculty opinion of the quality of advising, or other indices of the effectiveness of advising. Discuss the results of these assessments.

The school evaluates advising and counseling services each year as part of the Senior Survey that is distributed via email to all graduating seniors in the latter part of the Spring semester. The survey shows a high level of student satisfaction with the advising resources provided by the school.

In the past three years, nearly all Senior Survey respondents (95–97%) report having met with someone in advising. In both 2019 and 2020, 91% of students reported being "somewhat" or "very" satisfied with the advising they received in the Hussman School, while in 2018, 84% of students reported being "somewhat" or "very" satisfied with the advising they received. In all years, respondents rated their reliance on the school's advising resources similarly.

Based on our graduation and retention statistics, our advising team does an excellent job ensuring that students graduate on time. Nevertheless, the school is dedicated to continual improvement of advising services. We read and review all comments shared in the Senior Survey and consider any feedback. We are constantly refining and improving our services and fully expect the evaluation of academic advising in the Senior Survey to continue to rise. The 2020 Senior Survey Student Feedback Summary is included as Appendix 6-D.

4. Describe student media, student professional organizations or other extra-curricular activities and opportunities provided by the unit or the institution that are relevant to the curriculum and develop students' professional and intellectual abilities and interests.

Students are encouraged to join any number of groups in the school and the university. Many of these student groups are specialization-specific, however, some recruit students from across specializations. These groups either give students a practical outlet for their work (magazine, website, etc.) or are organizations that bring in speakers, sponsor events or promote networking. Four types of activities and organizations are listed below: school chapters of national organizations, extra-curricular opportunities, university publications and media organizations, and creative works associated with class assignments.

Student Chapters of National Organizations

Ad Club is an academic chapter affiliated with the American Advertising Federation (AAF). Regular meetings are held with national and local advertising professionals as guest speakers. The club participates in the AAF National Student Advertising Competition. Adviser: Joe Bob Hester.

Carolina Association of Black Journalists (CABJ) is open to any student at UNC-CH. Its primary purpose is to support and encourage journalism careers for minority students and to sensitize media coverage

and practices toward minorities. It is affiliated with the National Association of Black Journalists (NABJ). The chapter coordinates attendance at NABJ national conventions and assists with diversity recruitment to the university. The UNC-CH chapter won NABJ's Student Chapter of the Year award in 2007, 2002 and 2001 and was a finalist for the award in 2015, 2012 and 2005. Adviser: Trevy McDonald.

National Press Photographers Association (NPPA) is the nation's largest trade organization for photojournalists. The UNC-CH student chapter helps organize PhotoNight, a monthly speaker series, and "37th Frame," an annual exhibition of photographs produced by the school's visual communication students. The NPPA student group also helps organize workshops and portfolio reviews. Adviser: Pat Davison.

Online News Association (ONA) holds campus events and help sessions, sponsors speakers and takes a group on a networking trip in the Spring. Hussman School students have received the organization's Student Journalism Award four times since the last accreditation review. Adviser: Steven King.

Public Relations Student Society of America (PRSSA) is affiliated with the Public Relations Society of America (PRSA), the world's largest organization of public relations professionals. Students interact with local professionals at monthly meetings and at meetings of the Raleigh PRSA chapter. Students also attend the annual day-long professional development conference sponsored by North Carolina's three PRSA chapters and other professional associations. Adviser: Valerie Fields.

Society for News Design (SND) provides students with exposure to graphic design and direct links to professional publication designers. The chapter sponsors workshops, seminars and portfolio reviews, takes field trips, brings in visiting professionals, and holds social events. In 2020, Hussman School students took home almost a third of the 63 awards presented by the international organization. Adviser: Terence Oliver.

Kappa Tau Alpha is a national honor society that recognizes students for academic excellence and promotes scholarship in journalism and mass communication. In the last six years, 125 Hussman students have been inducted into the society. Adviser: Spencer Barnes.

Extracurricular Opportunities at the School

Carolina Ahora is a weekly Spanish language newscast broadcast. Content is produced for the Hispanic audience at UNC-CH and is selected by student volunteers. The program airs on the Carolina Ahora YouTube channel and Carolina Ahora Facebook page on Fridays. Adviser: Lindsay King.

Carolina Connection is the radio newsmagazine produced by Hussman students in MEJO 426, who are responsible for all aspects of the program's production and associated website (carolinaconnection.org). The students report, write, produce and anchor each week's program. They also perform all technical tasks, such as recording interviews, mixing audio and engineering the weekly live half-hour broadcast. Carolina Connection airs Saturdays on WCHL 97.9 FM and 1360 AM, Chapel Hill's news-talk radio stations. Selected stories are broadcast statewide on the North Carolina News Network, a group of more than 70 radio stations. Student-produced stories also have aired nationwide on National Public Radio's "All Things Considered" and American Public Media's "The Story with Dick Gordon." Adviser: Adam Hochberg.

Carolina Week is the school's weekly, 30-minute live television newscast produced by students in MEJO 522 and others who volunteer. The program allows students to gain strong, hands-on experience in broadcast journalism. Carolina Week has won numerous state, regional and national awards. Reporters cover university, community and state news. Each half-hour TV newscast, which airs live in Fall and Spring semesters on local cable, includes news, weather and sports segments. Adviser: Charlie Tuggle.

Crash Campaign is an annual competition organized by Hussman School students. Students compete in teams to solve local business and nonprofit marketing problems using learned skills. The teams conduct research and develop the strategy within a span of 24 hours, and then pitch their marketing strategy to a panel of experienced judges and clients. The judges select the best strategy, and the winners receive a cash prize. Crash Campaign concludes with a networking event immediately following the competition. Adviser: Lois Boynton.

Heelprint Communications is a student-run creative agency. The organization gives Hussman students a dynamic outlet to explore advertising, marketing and public relations while providing valuable hands-on business and creative experience. Clients have included the U.S. Department of State. Adviser: Valerie Fields.

Hussman Ambassadors were founded in 2012 as a student initiative to help current, future and former students navigate and succeed in the school and beyond. The ambassadors conduct information sessions for prospective students, hold welcome receptions for new students, spearhead an annual Senior Legacy fund-raising drive and lead tours of the school. Student ambassadors also regularly consult with school administrators regarding activities and initiatives. Coordinator: Alyssa Anderson.

Sports Xtra is the school's weekly, 30-minute live television show that focuses on sports news at UNC-CH and the local area. Students are responsible for all the pieces aired as well as production of the show. Supervised by a management team of professors and graduate students with professional broadcast experience, students shoot, write and edit their own stories. Adviser: Charlie Tuggle.

Publications and Organizations

Like many universities, UNC-CH has scores of publications, newsletters, blogs and organizations in the communication field. Here are some of the main ones:

Black Ink is the official publication of the Black Student Movement (BSM) at UNC-CH. It was founded in 1969 as a newspaper. Now it is in magazine format. It was created to be the Black voice on campus. It continues to serve as an outlet for African American students to present their opinions, thoughts and ideas. The publication focuses on local, national and international issues that affect many students in general.

Coulture is a fashion and lifestyle magazine that challenges beauty standards by encouraging readers to accentuate their best features rather than conform to unrealistic societal expectations. The magazine delivers this message through the lens of UNC-CH students by way of relatable content and superior design. Dana McMahan leads this project.

The Daily Tar Heel newspaper has been publishing continuously since 1893. In 1989, it incorporated as a 501(c) (3) nonprofit corporation separate from the university. *The Daily Tar Heel* stopped taking student activity fees in 1993 and is solely funded by advertising revenue, making it both fiscally and editorially independent. The newspaper moved off campus to downtown Chapel Hill in Summer 2010. The student journalists are solely responsible for all content under the direction of the student editor-in-chief. Students in the Hussman School have served as top editors, writers and other staff members throughout its history.

Our Chatham is a student-focused effort to bring explanatory news to a former news desert, and to work with existing publications to expand coverage about important issues. The publication's chief delivery method is a weekly newsletter, and part of its charge is to grow audience around community input. In addition to enterprise pieces, *Our Chatham* answers – through stories – resident's questions about issues that concern the large area that makes up Chatham County.

The Siren is a student-produced publication that promotes a feminist perspective on issues surrounding gender, identity, sexuality and human rights. The publication confronts gender inequity and provides

readers and members of the community with a platform to share their experiences. Although the magazine was not published in Spring 2020, the group provided support to other gender-advocacy organizations (i.e., Carolina Advocates for Gender Equality) in lieu of publishing an issue of the magazine.

STV was founded in 1983 and broadcasts original, student-produced shows on a local cable channel. The student television organization has provided hundreds of students with the opportunity to get hands-on experience. Students serve as hosts for talk and sports shows as well as many other genres.

UNC Creative is a unit on campus that provides a range of professional print and web design services for departments and schools. Many students from the school intern there to gain first-hand design and editing experience.

UNC News Services is the official university communications service that provides news releases and maintains relations with outside media groups. Students from the Hussman School often intern with UNC News Services to gain writing, multimedia and media relations skills. Many of the fulltime professional staff members are graduates of the school. News Services has been a mainstay for school interns for many years. Our students also work for the UNC Athletics Department doing social media and graphic design.

WXYC-FM is a student-run radio station based at UNC-CH that broadcasts music and talk shows 24 hours a day. The 1,100 watt, non-commercial station celebrated its 40th anniversary in 2017. Hussman School students regularly work at the station.

Curricular Opportunities to Create Work

Many classes offered by the school include opportunities for students to create material, often for professional clients, that develops their professional skills and abilities. A representative cross-section of those classes follows:

MEJO 377-Sports Communication and MEJO 476-Ethical Issues and Sports Communication. Students complete an assignment for a major sports organization. The assignment is agreed upon by the organization and the professor to ensure that the work will have real, practical use for the organization. Clients visits the school to hear presentations from students and to give direct critique on projects. Noteworthy clients have included:

- Orange Bowl (Ana Hernandez Ocha, director of marketing)
- United States Golf Association (Katie Bynum, head of sponsorships)
- Miami Marlins (Sean Flynn, director of marketing)
- Miami Marathon (David Scott, race director)
- Miami Heat (Kim Stone, executive vice president of arena management)
- United States Anti-Doping Agency (Travis Tygart, CEO)
- Miami Dolphins (George Martinez, director of marketing)
- International Game Fishing Association (Mike Merritt, COO)

MEJO 463-News Lab: Creating Tomorrow's News Products. Students create and share novel and immersive storytelling experiences that engage audiences by leveraging new technologies, such as artificial intelligence, and virtual and augmented reality, with unique, research-based perspectives. Students and faculty use new technologies and human-centered design concepts to solve challenging problems for media companies. Projects are rooted in scientific and consumer/audience research and leverage collaborations with subject-matter experts across the university, such as the School of Medicine and the Computer Science Department as well as multiple industry leaders.

MEJO 522-Producing Television News. Students report, write, produce and anchor 30-minute live news shows. Each weekly newscast airs on local cable and includes news, weather and sports segments that can be used in student portfolios and reels.

MEJO 673-Advertising Campaigns. Students create advertising campaigns for real-world brands. In Fall 2019, students designed campaigns for IKEA, Venmo and Pedigree, among others. They present their final project to representatives from the client companies and receive feedback.

MEJO 683-Magazine Design. Students work together to produce a full-length magazine for both print and iPad. Students must develop an idea for a magazine and then research, write, edit and design the product in one semester. Students also create a fully interactive iPad version of the magazine from scratch.

MEJO 562-Science Documentary Television. Students created 19 North Carolina State Park mini-documentaries broadcast on North Carolina Public Television over the last seven years (2012 through 2019). Three mini-documentaries produced by students in the Fall 2019 semester aired in April 2020 on the program *SciNC* on North Carolina Public Television.

MEJO 584-Documentary Multimedia Storytelling. An intensive, immersive project-production class that focuses on a particular region of North Carolina or a city around the world. In the Spring semester, students focus on an international location for the project. During Summer Session I, the class titled "Carolina Photojournalism Workshop" (CPJW), focuses on issues of the region and finds people to feature in short video profiles. Students also create written and graphical resources to give context and then design and build a website to host the stories. The works have won many important awards. Previous projects in the last six years include:

- Spring 2020: Barriers (barriers.unc.edu)
- Spring 2019: Uprooted (uprooted.unc.edu)
- Spring 2018: Aftermath (aftermath.unc.edu)
- Summer 2018: Catawba Calling (cpjw.unc.edu/2018)
- Summer 2017: River Reflections (cpjw.unc.edu/2017)
- Spring 2017: Cuba's New Wave (cubasnewwave.unc.edu)
- Summer 2016: Mountain Lore (cpjw.unc.edu/2016)
- Summer 2014: Edge of the Sound (cpjw.unc.edu/2014)

MEJO 625-Media Hub. Students are hand-picked from various concentrations to work together to find, produce and market stories with state, regional, and at times, national appeal. Each Media Hub team has a representative from news, radio, TV, visual communication and public relations. The teams cover stories collectively, putting together integrated multimedia packages involving elements of each specialty. Stories from the Media Hub class have been featured by the *News & Observer*, *Charlotte Observer*, WRAL-TV and the *Winston-Salem Journal*, among others.

5. Describe the unit's career counseling and placement strategy for assistance in students' searches for employment. List placement statistics for the three most recent years before the self-study year for which accurate information is available.

The school is committed to helping seniors and professional M.A. students find their first job. The career services office offers students a wide range of services. Students, some as early as their first year in the school, come to career services for help with resumes, cover letters, Linkedin profiles and portfolio sites. The career services office works with students on internship search strategy, as well as with graduating students on their job search. Much time is spent in coaching students on the importance of networking, particularly with Hussman alumni.

In addition to the above, the career services office hosts a variety of visits by professionals and other alumni. These visits fall under the moniker of "Meet the Pros." These networking visits are either conducted in a group setting or in individual "office hours" meetings. Both formats give students a chance to learn first-hand from professionals how their careers were started and to hear important career advice.

All students in the Hussman School receive an email digest with a range of internship and job opportunities as well as other professional development opportunities. This digest is sent to students twice-weekly during the fall and spring and weekly during the summer.

The career services office also facilitates on-campus recruiting activities by employers particularly targeting Hussman School students. Some employers conduct one-on-one interviews and others hold information sessions to inform students about their companies and career opportunities. In 2019, on-campus employer visits included Bloomberg, CNN, Goodby Silverstein, Google and Politico.

In addition to on-campus recruiting, the Hussman School's career services office collaborates with the university's career services office. University Career Services (UCS) organizes two large career fairs each year (one in Fall and one in Spring) that Hussman career services actively promote. Hussman career services and UCS also collaborate on other employer relations activities and our students are encouraged to take advantage of a range of UCS services, such as mock interview preparation and counseling about law school and other graduate school opportunities.

Two staff members work with students in their job search: Jay Eubank, director of career services, and Jenn Sipe, assistant director of career services. The center provides walk-in hours and students may also schedule 30-minute appointments.

The focus of the career services office is working closely with Hussman undergraduate and professional M.A. students. Alumni are encouraged to utilize career counseling offered by the UNC General Alumni Association.

The success of our students in finding employment is impressive. As shown in Figure 6.1 below, "First Destination" data for the class of 2019 indicates that 95% of the school's students were employed and 5% were continuing their education. For the 2019 data, our career services office was able to determine the first destination of all but a handful of graduates from August 2018, December 2018 and May 2019.

Figure 6.1

Placement Statistics for Previous Three Years

Graduation Year	Graduates	Survey Respondents	Accepted Job Since Graduation	Accepted to Graduate School or Continuing Education
2019	365	347	95%	5%
2018	358	344	94%	6%
2017	393	371	93%	7%

6. Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major and in comparison to university rates. Discuss the findings of the analysis. Provide the URL where the unit shares its most recent retention and graduation data with the public.

The school receives retention and graduation data annually from the UNC-CH Office of Institutional Research. The school's most recent retention and graduation data is publicly shared on our website.

In 2020, UNC-CH reported a first-year retention rate of 96%, making the university one of the best in the country for students staying on for a second year. Nationwide, the average retention rate is 68%. In addition, the university's six-year graduation rate is almost 90%. Most students who declare a major in the Hussman School do so at the start of their junior year. Based on the most recent data available, of the 336 students in the entering cohort of 2017, 291 (86.6%) were retained a second year in the program from junior to senior year. Also, 267 (79.5%) graduated within four years. In the previous year's cohort of 2016, 91% of students graduated within five years.

Enrollment, retention and graduation data are analyzed by the senior associate dean for undergraduate studies in conjunction with the school's academic advising and student engagement staff. These data are used to project enrollment so that we are able to offer the proper number of sections across a wide variety of courses to accommodate our increasing undergraduate population. Graduation rates are strong and bode well for students in our program.

PART II: STANDARD 7

Resources, Facilities and Equipment

Executive summary

The Hussman school receives funding from an array of sources. A substantial endowment of just over $50 million dollars provides support for faculty and students.

In October 2019, the school announced a $25 million naming gift from alumnus Walter Hussman Jr.

The Curtis Media Center, the school's new building, is under construction and is projected to open in Fall 2021.

Budget allocations are determined by the North Carolina State Legislature, UNC University System and the UNC-CH administration.

INTRODUCTION

The Hussman School is supported by nearly $8 million in annual state funding (including funding allocated on the basis of enrollment) as well as fees and modest program-generated revenue. In addition, the school relies on gifts from individuals, organizations and annual distributions from its endowment funds, both restricted and unrestricted.

The majority of the private funds that support the school are held by the Hussman School of Journalism and Media Foundation of North Carolina, Inc., which was founded in 1949 by some far-thinking school supporters. As a supplement to state appropriations, these private funds add to the school's resources and strengthen teaching, research and public service. The market value of the funds held by the Foundation was $22.6 million as of June 30, 2020. In addition, the overall university endowment manages an additional $27.7 million as of June 30, 2020 (primarily endowed professorships) on behalf of the school. So, the total Foundation endowment, as it is referred to, amounts to just over $50 million. The payout from the Foundation is almost $1.1 million a year, most of which is for restricted purposes such as scholarships and professorships. The school also receives over $600,000 a year in unrestricted Foundation income, through both endowment payouts and annual gifts.

The school is exceedingly fortunate to have 16 endowed chairs and professorships that help retain and recruit top faculty members:

- W. Horace Carter Professorship
- Edgar Thomas Cato Distinguished Professorship
- Richard Cole Eminent Professorship
- Reese Felts Distinguished Professorship
- Glaxo Wellcome Distinguished Professorship in Medical Journalism
- Walter E. Hussman Sr. Distinguished Professorship in Business Journalism
- John T. Kerr Distinguished Professorship
- Knight Chair in Digital Advertising and Marketing
- Knight Chair in Journalism and Digital Media Economics
- Hugh Morton Distinguished Professorship
- James Howard and Hallie McLean Parker Distinguished Professorship
- Distinguished Professorship in Sports Communication
- Walter Spearman Professorship
- John H. Stembler Professorship
- Julian W. Scheer Term Professorship
- James H. Shumaker Term Professorship

As a result of the COVID-19 health crisis in 2020, the school expects to face budget reductions. The extent of the reductions is currently unknown but will be impacted by changes in financial support from the State Legislature, UNC-CH student enrollment, and performance of the school's endowments. Previously, the school suffered deep state cuts following the Great Recession of 2008 that resulted in decreased faculty numbers and salary benchmarks below our peers. Since then, new faculty have been hired and finances have been stabilized. In most years since 2012, there have been small raises for faculty and staff; however, that was not the case in 2019 when the state of North Carolina did not pass a state budget. Despite these constraints, because of fundraising and better financial management, in Fall 2019 and Spring 2020 the school was able to raise assistant professor salaries to a more competitive level and to increase most staff salaries to market rate.

Recently, the school has benefitted from significant infusions of private support. In 2019, the school

received a $25 million naming gift from UNC-CH alumnus **Walter Hussman Jr. and family.** It was the largest single gift ever made to the school. The gift provides endowed funds to invest in the future of journalism and media professions and reinforce core journalistic values. Hussman is a 1968 graduate of our school with an earned MBA from Columbia University in 1970. He has spent his entire life in the news business. Hussman began his career working in his family's newspaper business, served as a reporter for *Forbes Magazine*, and later became president of WEHCO Media, which owns dozens of media outlets in six states. He has been a national leader in the newspaper business and known for his emphasis on a paywall to pay for good journalism. Recently, he won national attention for his innovative iPad strategy to convert legacy newspaper subscribers to digital replica subscriptions.

Other highlights of private gifts in the past five years include a $10 million transformative gift in 2018 from the Curtis Foundation to build a state-of-the art media center and fund immersive media experiences. At the time, it was the largest single gift ever received by the school. The gift will help students gain a foothold in a rapidly changing media environment. **Don Curtis** is chairman and CEO of the Curtis Media Group, which owns dozens of radio stations. He is a 1963 alumnus of the journalism and media school, longtime supporter of the university, a former chair of the UNC General Alumni Association, and former member of the UNC-CH Board of Trustees.

A new initiative built around the N.C. Halls of Fame in Journalism, Advertising and Public Relations has also strengthened the school's ability to raise unrestricted funds. Begun in 1981, the Halls of Fame were later renamed the N.C. Media and Journalism Hall of Fame. Each year, the Hall of Fame inductions recognize those with ties to the state who have achieved individual excellence in the professions of journalism, advertising and public relations. Loyal alumni and industry leaders revamped the Halls of Fame event in 2017 to not only honor those who elevate the mission and impact of our industry, but to also be a major annual fundraiser for the school. The April 2020 event had to be cancelled due to the pandemic, but the previous three events raised more than $450,000 to benefit the school. The 2020 event is rescheduled for April 2021.

The school also has continued a long-standing partnership with the John S. and James L. Knight Foundation, which holds two endowed Knight chair professorships. UNC-CH is one of only three universities in the country with more than one Knight Chair. In 2015, the Knight Foundation awarded the school a $3 million grant to establish the Center for Innovation and Sustainability in Local Media (CISLM). The UNC-CH Office of the Provost provided a $1 million matching grant. CISLM supports established and emerging local news organizations through applied research on economic sustainability and entrepreneurship as well as innovative news and digital product solutions. Projects include the UNC-Knight Foundation Table Stakes initiative and Knight Chair Penny Abernathy's groundbreaking research on news deserts focused on the threat to American democracy due to the loss of local journalism. The Knight grant was renewed in March 2020 for another three years at the $2.3 million level.

1. Complete and attach Table 10, "Budget." If necessary, provide a supplementary explanation.

Show below the annual unit budget for each of the three years preceding the accreditation visit. "Annual budget" refers to funds directly under control of the unit for the entire year (12 months). Budget figures should not include expenditures for building maintenance, retirement allowances, scholarships, prizes or student aid. List student newspaper budget only if it is under control of unit and is used in instruction.

Table 10. Budget

Budget Item	2018–2019	2019–2020	2020–2021
Administrative salaries	$1,620,168	$1,685,861	$1,635,571
Teaching salaries (full-time)	$4,651,054	$4,515,033	$4,340,080
Teaching salaries (part-time/adjunct)	$753,165	$782,814	$634,752
Teaching assistants	$34,860	$219,530	$227,800
Clerical salaries	$838,806	$808,046	$921,514
Equipment	$197,144	$171,207	$305,731
Equipment maintenance	$4,088	$2,319	$2,754
Supplies	$142,440	$144,721	$124,136
Library resources	$35,298	$27,845	$19,812
Databases, online information services	$13,938	$14,797	$11,860
Travel	$464,280	$243,820	$17,491
Research	$170,915	$121,819	$134,654
Total	**$8,926,155**	**$8,737,811**	**$8,376,154**

2. Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of faculty in the process

The school follows a year-round budget process that includes senior staff and faculty in an ongoing review of spending and resource reallocation, as necessary. The key faculty members who participate in this process are the senior associate deans for graduate and undergraduate studies. The budget is also discussed with the dean's senior leadership team (the Dean's Cabinet), and it is shared at a faculty meeting each year.

UNC-CH contracted with Huron Consulting to review its campus-wide budgeting process starting in 2014–2015. After more than two years of consulting work and a leadership change in the provost's office, the implementation of a re-tooled budget process was dropped. In 2019 and 2020, the school's dean and senior financial leaders met with the provost and UNC-CH financial team to report the school's budget

priorities. However, since the State of North Carolina has not passed a budget since 2018 the school has been operating on the same budget allocation for the past two years.

The annual campus-wide budget process relative to state funds is initiated by the provost. In recent years, the school has been required to submit budget scenarios for both increases and reductions in state funding allocations. The dean and senior staff members prepare a document to describe the likely impact at prescribed levels of funding cuts as well as to highlight priorities for new resources. The final allocation is often communicated in late summer – the timing depends on when the State Legislature passes the state budget. The university system and UNC-CH campus make subsequent determinations about internal allocations. Almost all of the school's state funding is dedicated to faculty and staff salaries, so decreases in the allocation of state funding that come after the start of a fiscal year have been managed through lapsed salaries from vacant positions in that year or by using private funding from the school's Foundation when necessary. As mentioned above, there was no state budget and no new allocations in FY 2019 or FY 2020.

Optimally, the school's budget process is initiated in the spring by the dean and begins with a review of the balances in non-state accounts (e.g., annual gifts, executive education and international programs revenue), in conjunction with a review of the projected distributions from the restricted and unrestricted foundation endowments for the coming year. Individual school leaders also review their program budgets at that time with the dean to indicate plans for the next fiscal year.

The annual unrestricted funds budget of approximately $600,000 is presented to the Hussman Foundation Board for endorsement each year. These are integrated into the broader school budget, which is shared at one of the first faculty meetings each fall.

Mark Richardson is the current assistant dean for finance and is an experienced professional who has worked at the university in the College of Arts & Sciences for many years. Richardson joined the Hussman School in July 2019 and was tasked with rebuilding the school's finance office and procedures. The former associate dean for finance was asked to resign in 2018 after losing the confidence of the Foundation Board and the dean. Richardson's depth of experience, good judgement, financial acumen and understanding of bureaucratic university processes has won the respect of the school's Foundation members as well as faculty and staff. He manages the school's human resources and facilities in addition to its financial operations.

3. Describe the adequacy of resources for the unit and the sources of revenue for those resources (university funds, fees, private funding, other). Describe how the unit will supplement its annual budget from other sources or reallocate resources to reach its strategic goals

Answering this question in Summer 2020 is a challenge. The pandemic that has caused great disruption within the North Carolina – particularly in higher education – and great unemployment throughout the country is still building. There will be financial consequences for the state and the university as result. We are entering FY 2021 under a FY 2018 budget (as noted above) and do not expect any cuts. However, university leadership has made clear that there will be significant financial changes in the FY 2022 budget year.

The Hussman School has resources in the form of our Foundation endowment and endowed professorships that provide some protection from budget reductions. We have carefully forecasted our faculty salary budget by factoring in retirements as we hire new faculty. We have been successful in fundraising during the Campaign for Carolina, the university's capital campaign currently underway. The Hussman naming gift is focused on investing in our faculty and staff with a plan to strengthen salaries to bring us in line with our peers. If the pandemic continues and there is another recession, those funds will be available and can help insulate the school from state cuts and market fluctuations.

4. Describe how the resources provided by the institution compare with the resources for similar units on your campus

The university supports the school and treats it fairly in terms of the distribution of resources on campus. Along with units throughout the UNC-CH campus, the school experienced reductions in its state funding allocation as a result of the Great Recession. The worst cuts came in 2011–12, when the school's recurring allocation was reduced by $468,000, the first year of Dean King's service. But through the campus-wide budget process, the school has been largely protected from the most severe state budget cuts then and more recently. Because of the school's national reputation and standing in the state, the provost's office has provided the school with supplemental funding for adjunct instructors to increase course offerings and also matched outside grants.

The current emphasis at UNC-CH is on faculty entrepreneurism and an ability to attract research grants. Since our previous accreditation, faculty have received significant grant awards for research in health communications, digital innovation and storytelling. The school cannot compare its success to that of UNC-CH's health sciences in terms of federal support for its research endeavors, but recent Hussman faculty research grants have been noticed and has raised our profile on campus.

5. Describe the unit's classrooms, offices, computer labs or other building spaces, as well as technology support services. If the unit administers university media or student publications, include a description of equipment and facilities devoted to those operations.

Situated in the heart of UNC's historic campus, The Hussman School of Journalism and Media is housed in Carroll Hall on Polk Place, one of two main quadrangles. The school has been in its current location for two decades. Carroll Hall, constructed in 1953, is located near major academic libraries and South Building, the university's main administrative offices. The Curtis Media Center, now under construction, is immediately adjacent to Carroll Hall. The school occupies nearly all 56,000 square feet of Carroll Hall and will have another 15,000 square feet of classroom and studio space when the Curtis Media Center is completed.

The school's facilities within Carrol Hall include: 16 classrooms, including two instructional computer labs. Additionally, there are two non-classroom student computer labs, a podcast studio, student production and broadcast studios, two conference rooms, the Park Library, two large special-even spaces, and a 425-seat multi-usage auditorium. The creation of collaboration spaces throughout the building reflects the interactive nature of the curriculum and the changing needs of students. Gathering areas are on each of the four floors in the building. The Thomas E. Boney Sr. Student Lounge and Gannett Foundation Graduate Resource Center are popular gathering spaces for students in our building. ***The Daily Tar Heel***, the independent student newspaper, is located in separate facilities off campus. A list of building spaces is provided in Figure 7.1.

Figure 7.1 Carroll Hall Instructional, Meeting and Event Spaces

Type of Space	Carroll Hall Room Number
Classrooms	11, 21, 33, 58, 59*, 60*, 128 (HoF), 132, 141, 142, 143, 253, 268, 283, 338, 340a
Studio Spaces	134 (control room), 135, 343 (control room), 345
Non-classroom Computer Lab (10 stations)	67
Podcast Studio	145
Special Event Spaces	128 (HoF), 305 (Freedom Forum)
Meeting Rooms	281 (Kuralt Room), 122 (Dean's Conference Room)
Active learning classrooms	11, 58 (included in classroom list above)

**Classroom/iMac computer labs with 21 iMacs in each*

Technology

All classrooms feature a consistent technological layout with common Extron controllers for source selection. Each room has an instructor station with a Mac Mini, AppleTV and Extron ShareLink as options for wired or wireless presentation modes. This allows for the utmost convenience and collaboration while maintaining an environment that lends itself to a substanable support model.

In 2016, all classrooms received an infrastructure overhaul and conversion to an all-digital format, eliminating analog connections. With an all-digital workflow, classrooms are enabled for higher quality HD formats. Four of our larger classrooms utilize 4K projector technology for ultra-crisp video output.

During the summer of 2017, truly pervasive Wi-Fi was installed throughout Carroll Hall, almost doubling the access points and principally focusing on coverage of the classroom areas. This included enabling a guest SSID on all access points for ease of connecting invited guest lecturers to wireless classroom presentation devices. In 2018, our building's overall bandwidth was increased 10-fold from a 1-gigabit uplink to a 10-gigabit uplink.

Designed in 2017, our first active learning classroom came online during the spring semester in the Reese Innovation Lab. This active learning space provides for a highly adaptable and collaborative student and instructor environment with modular furniture and customizable ways for students to interact with technology. Some of the highlights include a Nureva Span system offering a virtual whiteboard collaboration and a truly immersive hybrid remote learning space utilizing a Nureva's HDL microphone and dual Panacast cameras.

In 2019, we added our second active learning classroom transforming a previously underutilized lab and more than doubling its capacity. Classroom 58 contains the latest industry technology for educational collaboration, including Extron's ShareLink Pro that offers small group breakouts among the five displays in the room. Additionally, the room is fully capable of serving a hybrid role for remote teaching and video conferencing along with integrated lecture capture. The backbone of this setup is a technology known as Extron's NAV Audio Video over Internet Protocol or AVoIP. Utilizing this technology paves the way to more easily transition future classrooms to an active learning environment.

In Summer 2020, nearly every classroom in Carroll Hall received audio and video upgrades to enable stronger hybrid teaching experiences. These enhancements were installed to support the changes in instruction delivery cause by the pandemic and will enable the school to strengthen interactive teaching opportunities in the future.

Specifics of classroom and studio technology as of May 2020 are provided in Figure 7.2.

Figure 7.2 Classroom and Studio Technology

Classroom profile baseline
All digital 4k infrastructure
Mac mini
ShareLink
Apple TV
Web camera with microphone
1080p projectors or flat display screens
Most have document cameras
Most have Streaming Media Processors (SMP 351) integrated with digital signage

Classroom 58
NAV AVoverIP
4k laser projector
Nureva HDL300 microphone
Panacast camera
Vaddio PTZ camera
Touchscreen interface for room control
Lecture capture
Breakout mode for student group work
Room scheduling touchscreen control

Classroom 11
4k laser projector
Nureva Span
Nureva HDL300 microphone
Dual Panacast cameras
Dual Vaddio PTZ cameras
Touchscreen interface for room control
Lecture capture
Epson digital signage projectors

Broadcast control and studio 134 & 135 (student)
Ross Carbonite switcher
Ross Xpression graphics & video system
Yamaha audio mixer
TVU live unit
Extron hardware encoding
Touchscreen set

Broadcast Control Room and Studio 343 & 345
HD studio
LTN link
Comrex radio connection
Telos ISDN radio connection

Podcast Room 145
Tascam digital mixer I/O
Tieline remote connection
Phone line capture
Adobe Audition

Broadcast Technology

There are two studios in Carroll Hall. One is dedicated for student productions, including weekly campus news, sports discussion and social media shows. The second provides access to media from around the world.

The student news studio centers around a Ross video switcher, a Ross graphics and video system, and an Extron hardware streaming encoder. In 2018, a TVU ONE mobile unit was added to improve the ability to perform Electronic News Gathering (ENG) from the field.

The second studio is a shared space with UNC-CH campus communications. Its primary role is to connect to outside media outlets around the world. This connectivity is accomplished with an LTN link, a Telos ISDN unit, and a Comrex IP codec. The studio doubles as an interview space when not in use for live media connections.

Server Infrastructure

The Hussman School's Information Technology Office maintains 18 Linux- and Windows-based servers to support the school's digital initiatives, most of them virtualized in VMware's vSphere. Over the course of 2016–2018, significant effort was put forth to migrate from on-site physical hardware to virtualized machines in central campus data centers.

Data storage is distributed across three 42TB Synology RackStations and one 20TB NetApp filer. The RackStations are configured to remotely store a disaster-recovery backup as well as a local business-continuity failover. The servers use single sign-on (SSO) for staff, student and faculty authentication. The school's 23 web servers are containerized and hosted using Carolina Cloudapps, a UNC-branded instance of RedHat's OpenShift Container Platform.

Computer Management

Hussman IT manages two iMac classroom labs (42 computers total), two iMac computer labs (15 computers total), over 20 Mac Mini instructor stations and conference room computers, and several additional computers attached to editing stations and studio equipment. Apple computer management is maintained through an enterprise system known as JAMF. Management via JAMF provides complete insight into our Apple fleet for streamlined classroom setup, application provisioning, patch management and control of Hussman machines.

Hussman IT also supports over 100 faculty, staff and support computers. These machines are split roughly 70% Apple to 30% Windows. Windows computers are managed via Microsoft's System Center Configuration Manager.

Laptops with docking stations are more prevalent with faculty and staff than traditional desktop computers. One-third of the Windows computers are laptops; two thirds of the Apple computers are laptops. Because

users want more flexibility and mobility, the percentage of laptops is expected to increase for both operating systems. In addition, the ability of staff to work remotely after the Spring 2020 pivot to remote operations due to the pandemic was a proof of concept that supports equipping more staff with laptops instead of desktops.

Student iMac computers are on a three-year lifecycle, while faculty and staff machines are on a five-year lifecycle. Replacement is staggered to keep costs steady from year to year. All new computers are purchased with a warranty or repair agreement in order to reduce repair or replacement costs.

Printing

During 2017 and 2018, Hussman IT consolidated over 35 networked printers down to eight Xerox multi-function devices. This consolidation yielded much improved flexibility throughout the building. With new hardware in place, a technology referred to as Find-Me-Printing became possible utilizing a centralized print server and allowing for all employees (and students to a lesser extent) to retrieve their print job from any Xerox device. These machines are all print, copy, and scan capable, and can print in both grayscale and color. In addition to costing less per print, the machines require users to authenticate to initiate printing. Print jobs are automatically deleted if not printed in 8 hours. This authentication requirement is both more secure and reduces waste.

Digital Signage

The school has a very robust digital signage system powered by Zoom Rooms and Extron streaming devices. Each floor has one or more displays that can be used to provide information throughout Carroll Hall.

All digital signs have the ability to provide live audio and video streams from any classroom or mobile location. The system is tied directly to the Alert Carolina emergency alert system. If an alert is trigged, all of the signage will display the alert.

Alert Carolina has also been integrated into all university owned computers to ensure that alerts are viewable quickly regardless of where the viewer may be.

Faculty, Staff and Graduate Student Offices

All full-time faculty and staff have dedicated office spaces and are provided with the primary work equipment of their choosing. Doctoral students are assigned workspaces in the Ph.D. suite their first year and move to shared offices for their final two years. The students are outfitted with "trickle up" technology – meaning that new equipment serves first in an instructional lab and is then repurposed for lighter service because it remains in high-quality condition and fully meets the needs of these users. Adjuncts have access to a shared office for student meetings as well as dedicated workspaces in the faculty lounge across from the Park Library.

Research Facilities

The mission of the research lab is to serve as a hub for inquiry and intellectual discourse within the school, to promote a climate and culture that values research with impact, and to ensure that scholarship is a key component of the school's campus, state national and international identity. The lab served this mission by supporting, cultivating and promoting the research tradition of the school through the provision of resources for research, facilitation of research opportunities and collaboration, and the creation of forums for the presentation and discussion of research.

The school invested $40,000 in the first phase of the lab, which opened mid-September 2015. Phase One priorities were determined based on faculty input. Initially Phase Two was expected to include sound-proofing two rooms used to conduct reaction-time

experimental research, purchasing portable multi-terabyte external hard drives, adoption of lab-based MAXQDATA licenses for graduate students and the purchase of a preference analyzer system to support experimental and focus group research. However, interest and activity shifted with new faculty, new opportunities and new directions in the field related to social media research. Therefore, we began investigating social media listening services that would serve our new needs in academic and applied research and was active in negotiations with Brandwatch until COVID-19 disruptions halted contract negotiations.

At present the research lab (Carroll 039–041) supports collaboration, focus group research, interviewing research, eye-tracking research and experimental research. More specifically, faculty researchers have access to: Large focus group/ collaborative space with white boards, large-screen TV and computer technology, One-way mirror observational space and DVR recording capability for focus group research, One-way mirror observational space for eye-tracking research, Two smaller interview/ collaborative spaces with white boards, Two portable Eyeguide Mobile Trackers, One Tobii XR-30 tracker, 4 EEG Neuro Headsets, 10 MAXQDATA portable licenses, and Two small rooms that double as staging areas for larger focus groups work and private interview rooms for collecting data from family members or partners who come to a single research session.

In summer 2019, the school agreed to provide the research lab observational space (Carroll 39 and 40) and six other spaces on the ground floor of Carroll Hall as "swing space" for one year for economics Ph.D. students who were displaced due to the construction of the new Curtis Media Center. Delays in renovation of the future economics Ph.D. offices extended the economic department's use of Carroll 39 and 40 into the 2020–21 academic year. However, the social distancing restrictions put in place by the university in response to COVID-19 rendered the space unusable.

Park Library

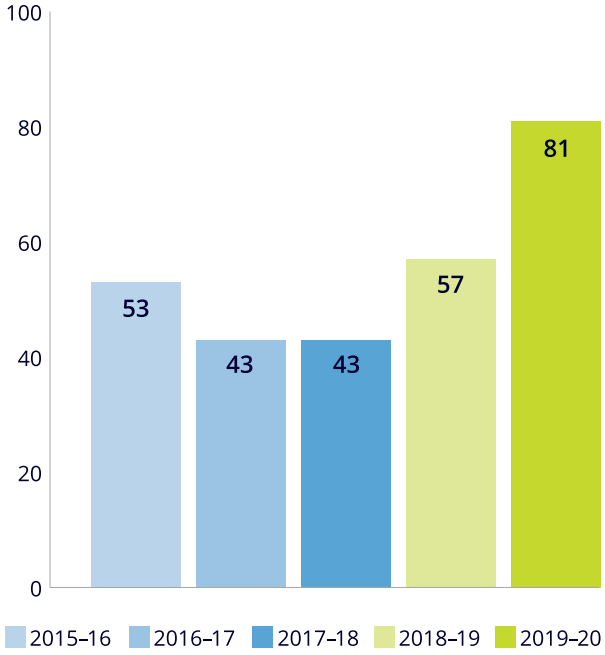
The Hussman School is one of only a few schools of journalism & media in the United States with its own in-unit library. Park Library serves undergraduate and graduate students in all disciplines of the school as well as faculty and staff. The library offers dedicated space for students to study; undergraduate and M.A. students find this helpful for research. The library director and two library school graduate assistants from UNC's School of Information and Library Science offer research support to students in all programs and disciplines in the Hussman School. Finally, the library purchases essential resources for the study of all areas of journalism and strategic communication. During the regular school year, the Park Library is open 46 hours per week, Monday through Friday.

The Park Library offers specialized resources and assistance to faculty, students and scholars in the school and is a favorite place for majors to study. The 5,000-square-foot facility is centrally located on the second floor in Carroll Hall. The library is staffed with a full-time director (Stephanie Willen Brown) and library technical assistant (Kathy Bruno), as well as ten student staffers. The library holds more than 10,000 volumes of books and serials, in addition to some North Carolina newspapers. Students and faculty also have complete access to all materials in the broader UNC-CH library system. In July 2020, the university library had more than ten million volumes in its print and online collection, as well as over 110,000 unique serial titles in print or online. In addition to lending books, the Park Library also loans laptops, phone chargers, presentation clickers, USB drives, and other small equipment.

The Park Library supports the curriculum of the school by acquiring materials to support journalism, advertising, public relations and related disciplines; and by teaching and working with students and faculty members in the school and in the broader university. These materials include several local newspapers in print, along with over 200 North Carolina newspapers online through America's News, and Statista, a database of a wide range of numerical and statistical data points valuable to journalists and strategic communication practitioners. The Park Library has a Bloomberg terminal and subscribes to MRI | Simmons. The Bloomberg terminal was a gift to the school, and it enables students to access the Bloomberg Professional service for real-time financial market data. In addition, the library shares subscriptions to the most important journals in the field and offers essential databases for identifying the best articles for topics; these databases include Communication & Mass Media Complete and Business Source Premier.

The library director and her staff teach students how to conduct online research and carefully evaluate information. Repeat courses include MEJO 342-Black Press and U.S. History; MEJO 379-Advertising and Public Relations Research; MEJO 424-Media Management and Policy; MEJO 484-Infographics; MEJO 560-Medical & Science Journalism; MEJO 652-Digital Media Economics & Behavior; and MEJO 691-Undergraduate Honors. Library staff also make presentations in all graduate research methods courses (see Figure 7.3).

Figure 7.3: Instruction Sessions



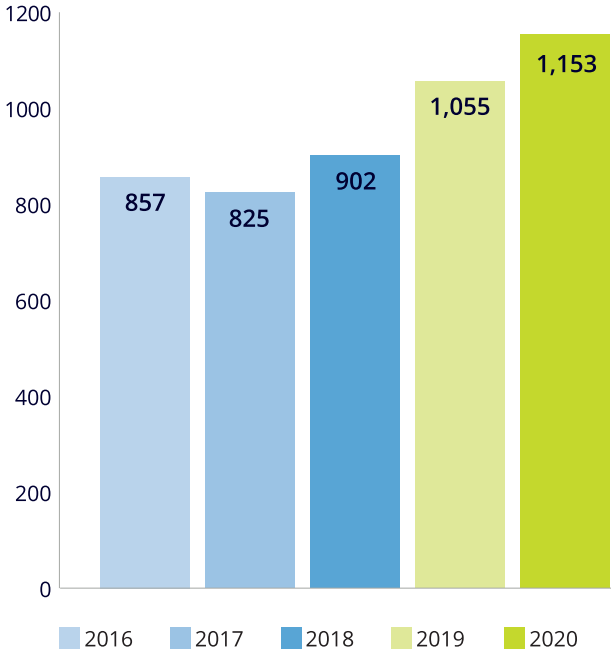
Per Academic Year

Staff provide individual research assistance to students in all disciplines and levels. Methods used in instruction and consultations are consistent with the American Library Association's "Framework for Information Literacy," especially the frames "Research as Inquiry" and "Searching as Strategic Exploration." In the most recent academic year, the library director and two graduate assistants taught 81 of these classes.

Between August 2019 and February 2020, an average of 1,153 patrons came into the Park Library each week, or an average of 230 people per day, an 80% increase since

our last self-study. Many patrons visited briefly to pick up a book or ask a question, while many more came to study for long stretches of time. During 2019–20, library staff answered almost 1,500 reference, technical and other questions (in person, via chat and via Zoom). There were over 33,000 visits to the Park Library website and research portals in fiscal year 2020 (Figure 7.4).

Figure 7.4: Average Library Visitors Per Week



The Park Library's large reading room features 11 public Macintosh computers, a reference-circulation desk, closed stacks, high-quality image scanner and a Carolina Computing Initiative ("CCI") printer. There are six long tables and two long window tables, along with 70 chairs.

The Park Library supports the visual communication curriculum and the required MEJO 121-Introduction to Digital Storytelling course with over 1,000 pieces of equipment, including cameras, lenses, tripods, microphones, audio recording devices, light kits, and more. Material in the equipment room is only available to be borrowed by students in certain audio-visual classes, such as MEJO 180-Foundations of Photojournalism; MEJO 252-Audio Journalism; MEJO 489-Photojournalism Lighting & Business Techniques; MEJO 584-International Projects; and MEJO 625-Media Hub. Gear is also available for students enrolled in independent study coursework and thesis work. In fiscal year 2020, over 15,000 pieces of gear circulated to 541 students. A summary of equipment available to students is provided in Standard 2, Question 4 and also below in Figure 7.5. The complete list of equipment is included in Appendix 2-C.

Figure 7.5 Equipment Available for Student Use

Equipment Category	# Items
Audio	
Audio Recorders	47
Headphones & adapters	16
Microphones	200
Cameras & Lenses	
Camera Accessories	23
Camera Batteries & Chargers	70
Camera Bodies	80
Lenses	174
Misc. Cameras	9
Misc. Gear	71
Computers / Tablets	
Computer & Tablet Chargers	11
Computers & Tablets	30
Lighting	
Flashes	25
Light Accessories	82
Light Kits	78
Tripods	
Monopods	19
Tripods	138
Video	
Video Kits – MEJO 421	10
Video Kits – Carolina Week, Sports Xtra, Media Hub	22
Grand Total	**1105**

6. Describe the unit's most urgent needs for resources, if any, and the plan to address these needs.

As the school moves forward with completion of the Curtis Media Center, new resources will be needed to ensure that facilities in Carroll Hall match those in the new facility. All classrooms ideally will be outfitted with technology that will allow for seamless connection for virtual instruction (similar to equipment currently provided in rooms Carroll 11 and 58). The coronavirus pandemic has accelerated the need for ways for students and faculty to stay connected to the classroom in the event of absences due to travel, illness or other reasons. Support for facilities enhancement is included in the school's capital campaign.

In line with the Hussman strategic plan, *Envisioning Tomorrow*, the school will continue to build strengths in the designated areas of public life, healthy communities, storytelling innovations, and audience analysis. Resources will be needed to develop core coursework, build faculty strength in data literacy and develop immersive experiences that encourage integration and collaboration across practice and research.

Courses at and below the capstone level need to be redesigned with an eye towards incorporating data literacy, including basic numeracy, analysis of quantitative and/or qualitative data, data visualization, and/or use of databases. Courses also need to incorporate industry acumen, including business and/or economic models. Grants to faculty from the Center for Faculty Excellence could provide incentives for targeted updates to the curriculum.

PART II: STANDARD 8

Professional and Public Service

Executive Summary

The school's lecture series host some of the best and brightest practicing professionals, distinguished scholars and international journalists.

Workshops and seminars provide specialized training, exposure to best practices and deep-dive learning for both students and industry professionals.

Home to the state's high school and college press associations, the school hosts two North Carolina Scholastic board meetings, the Media Institute and the statewide student media contests each year.

The Hussman professional advisory board is a resource for insights about industry trends and implications for curriculum and programming.

Alumni are engaged through social media, print and digital publications and periodic events in cities with high concentrations of program graduates.

INTRODUCTION

Both public and professional service are considered a top priority by the school, as demonstrated by signature initiatives, including: the Center for Innovation and Sustainability in Local Media, the Center for Information, Technology and Public Life, the UNC Center for Media and Law and Policy, Ida B. Wells Society for Investigative Reporting, a professional education program, high school and college press meetings and contests, school-sponsored lecture and workshop series, and service-learning opportunities in the classroom. These initiatives include a number of lecture series and pro bono classroom work by students and faculty.

The UNC Center for Media Law & Policy provides public and professional service through the study of legal and policy issues facing the state, nation and world. This interdisciplinary center brings together thought leaders that address contemporary media business and government issues, such as new media operations and online and mobile technologies. The center was launched in 2008 in partnership with the UNC School of Law with funding from the Hearst Foundation.

High school and college media association meetings, events and contests are a regular part of the school's commitment to public service. Hussman faculty and staff work with journalism and media students from across the state to host the N.C. Scholastic Media Association's annual summer institute, regional workshops and statewide media contests. The school also operates the N.C. College Media Association and participates in organizing its annual conference held on different campuses each year.

In 1998, the Professional Education Program was formally named as a school entity with its own staff and budget. Since then, the program has supported more and more programs. The mission is to offer sessions that develop and/or enhance skills and concepts that participants can immediately apply in the workplace. Programs range from those designed to help experienced journalists stay current in today's communication landscape to partnerships with corporations to provide executive training for their employees.

The school offers seminars and workshops that are taught in the areas of journalism, public relations and advertising. Louise Spieler, senior associate dean for strategy and administration, works with faculty members and professionals to set the scope of each of these professional education programs. The global, immersive and professional programs are managed by Director Liana Pinner and Assistant Director Chris Hill.

The school also provides public and professional service opportunities in the classroom. Numerous courses provide pro bono expertise to clients in local and regional companies, organizations, and institutional and government agencies. Student teams design and create content, and promote, facilitate and present educational events for local nonprofit organizations. Students also conduct formative research, develop social marketing strategies, create and test campaign materials, and present final action plans to clients.

The school also promotes professional and public service by actively engaging with alumni and members of the professional advisory board. The Board of Advisers is comprised of leading journalists, media and communication professionals, and executives. The school also maintains regular interactions with alumni through its newsletter and other forms of communication. Discussions with board members and alumni assist in planning how to best reach school goals in curriculum and instruction. Examples of how alumni and board members assist in these and other professional and public service activities in the past six years are described in detail below.

1. Summarize the professional and public service activities undertaken by the unit. Include operation of campus media if under control of the unit; short courses, continuing education, institutes, high school and college press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concern; and similar activities.

Historically, the school has offered programs to serve both professionals and academics. The school also offers programs on an as-needed basis to respond to industry needs. Below are examples of professional and public service activities conducted by the school over the past six years.

Professional Service and Industry Engagement

UNC-Knight Foundation Table Stakes Newsroom Initiative. The school's Center for Innovation and Sustainability in Local Media (CISLM) partnered with the Knight Foundation to create the Table Stakes initiative, which empowers media organizations with training and opportunities for digital transformation, and the development of sustainable business models that preserve the critical role of journalism for communities and for our democracy. To date, the yearlong Table Stakes program has helped 32 media organizations identify challenges and opportunities and create sustainable solutions to survive and thrive in the digital age. Participating organizations represent a variety of media platforms in the southeast, including broadcast, newspaper and digital.

In 2019, CISLM welcomed the third cohort of participants with attendees from; *Atlanta Journal-Constitution, Charlotte Post*, *Charlottesville Tomorrow*, *The Chronicle*, *Asheville Citizen-Times*, *Greenville News*, *North Carolina Health News*, North Carolina Press Association, Restoration News Media, *The Sumter Item*, UNC-TV and *Q City Metro*. Previous participants include: *Arkansas Democrat-Gazette*, *Carolina Public Press*, *Daily Tar Heel*, EducationNC, *News & Record*, *Winston-Salem Journal*, *Richmond Times-Dispatch, Savannah Morning News*, *Sun News*, West Virginia Public Broadcasting, *Daily Dispatch*, *News Reporter*, *The Pilot*, *Scalawag* magazine, *Wilmington Star News*, WFAE and WTVD-ABC11.

Edward R. Murrow Program for Journalists. Since 2005, the school has participated in this program, which is sponsored by the U.S. Department of State. It is organized by region and language and each year brings 100–150 journalists to the United States. The program aims to examine the rights and responsibilities of a free press in a democracy; observe operational practices, standards and institutions of the media; provide insight into the social, economic and political structures of the U.S.; and offer professional-development seminars highlighting current trends and challenges in the media.

The school has hosted Murrow delegation journalists from a diverse array of geographic locations, including: Europe, Asia Pacific, the Middle East and North Africa, and Francophone countries in the Caribbean and Africa. Since 2015, each Murrow program has featured a week of programming that has included discussions with students about media and journalism education in the U.S., visits to local newspapers, radio and TV stations, faculty presentations about current issues in journalism, and an introduction to North Carolina politics, including a visit to a polling venue. From 2018–2020, the Murrow program at the school has consisted of a day of programming with faculty and students. Students and faculty members interact with the journalists, leading to better understanding of the region.

Center for Strategic and International Studies (CSIS). Each semester, CSIS, a non-profit organization based in Washington, D.C., sends an experienced professional journalist from a European country to the school for about a week. Since 2015, the school has hosted journalists from Germany, Poland, Sweden and the United Kingdom. These visitors have given lectures to classes and interacted informally with faculty members and students. CSIS funds the visits.

Climate Matters in the Newsroom was sponsored by the school in 2019 in partnership with George Mason University and Climate Communication. The event provided instruction from exemplary journalists who actively report on climate change and experts in climate change science, impacts, and solutions that pertain to the Carolinas. Twenty (20) journalists participated in the workshop, which was led by faculty members Tom Linden and Kate Sheppard, and expert reporters and academics researching climate change.

Break Through: Communicating in Crisis. In partnership with Duke Energy, in 2018, the school provided crisis communication training for approximately 80 public information officers. The workshop provided instruction and best practices on using new media to communicate with stakeholders in crises resulting from natural disasters, industrial accidents or intentional acts. The training featured sessions led by faculty member Gary Kayye, and leaders from The Weather Channel and American Red Cross.

Democracy Fund Workshop. In 2017, the school partnered with Democracy Fund's senior news consultant, Melanie Sil, to offer "Beyond Gen X: Reporting on Toxins and Companies that Make Them." The hybrid workshop for community journalists had over 40 in-person and online participants. The workshop was led by two investigative journalists who shared their experiences and best practices as reporter's covering environmental toxins. Former Hussman School faculty member Chris Roush also provided instruction on business reporting and holding companies accountable.

Digital Newsroom Training. From 2015–2017, the school partnered with ABC11/WTVD to provide new media training for the station's employees to create digital newsrooms. The workshops focused on using digital media tools, innovation and media design, and writing for digital. The programs featured sessions taught by current faculty members Steven King and Andy Bechtel, and former faculty member John Clark.

International Focused Conferences/Workshops have thrived in the school, many of them growing out of the school's greatly expanded Visiting International Scholars (VIS) program, which is discussed in Standard 3. These sessions benefit not only the international journalists and the academics who participate, but also expose our own faculty members and students to wide-ranging discussions with people from other countries and cultures. For example, the school has arranged a number of programs for Korean journalists. These conferences have featured speakers from the school and university along with visits to media companies in North Carolina, Washington, D.C., Atlanta and New York City. Specific examples include:

- Reporting on Epidemics: Medical and Crisis Journalism, Korean Press Foundation, November 2015
- Communication and Leadership Development Program, Monterrey Institute of Technology and Higher Education, July 2016
- Investigative Journalism Workshop, Korea Society for Journalism and Communication Studies, June 2018

Industry, Corporate and Academic Partners. The school's Professional Education Program is proud of its cooperation with a variety of industry organizations, corporate partners and academic groups that frequently cosponsor events. The groups include:

- N.C. Press Association
- Center for Disease Control
- ABC11/WTVD
- Pulitzer Center for Crisis Reporting

- North Carolina Department of Health and Human Services
- DeWitt Wallace Center for Media and Democracy, Duke University
- National Public Radio
- CNN
- Bloomberg
- Carolina Center for the Study of the Middle East and Muslim Civilizations.
- UNC-CH European Studies Center
- *The Charlotte Observer*
- Thomson-Reuters
- *New York Times*
- N.C. Board of Elections
- *News & Observer*
- WUNC Radio
- WRAL-TV
- UNC-TV, Public Media North Carolina

Centers and Initiatives

Center for Innovation and Sustainability in Local Media

The Center for Innovation and Sustainability in Local Media (CISLM) exists to support established and emerging local news organizations through applied research on economic sustainability and entrepreneurship as well as innovative news and digital product solutions. In addition to the Table Stakes Newsroom Initiative outlined above, CISLM professional and public service activities include:

U.S. News Deserts. This project, led by UNC Knight Chair in Journalism and Digital Media Economics Penny Abernathy, tracks how, in the past decade and a half, nearly one in four newspapers has disappeared, and countless others have become shells – or "ghosts" – of themselves. Concerned citizens, community activists, philanthropists, policy makers, educators, journalists and others in the industry can use the News Deserts website to drill down to the county level to understand how the news landscape in each of our 50 states has changed in recent years and the implications this has for their communities. By documenting the shifting news landscape and evaluating the threat of media deserts, the center's reports seek to raise awareness of the role each of these interested parties can play in addressing the challenges confronting local news and democracy.

Project Oasis. In March 2020, CISLM partnered with the Google News Initiative, LION Publishers and Table Stakes co-founder Doug Smith, to create Project Oasis – a dynamic new endeavor to identify, share and implement the best practices that help local digital news models get started and succeed. The goal of the project is to create and sustain local news startups to help combat the well-documented news deserts that have emerged around the nation.

Center for Information, Technology and Public Life

Initially funded in Fall 2019 by the Knight Foundation, the Center for Information, Technology and Public Life (CITAP) includes faculty from the Hussman School, UNC School of Information and Library Science and UNC Department of Communication. The center is dedicated to researching, understanding, and responding to the impact of the Internet, social media, and other forms of digital information sharing. In early November 2019, the center helped run a two-day symposium and workshop titled "Fostering an Informed Society: The Role of the First Amendment in Strengthening Local News and Democracy." The center also launched CITAP Digital Politics, a website that offers a set of resources to help analyze how platforms, law, and ethics shape campaigns when communicating with voters. Hussman faculty Deen Freelon and Daniel Kreiss are investigators at the center. Tori Ekstrand was an affiliate in 2019 and incoming faculty member Shannon McGregor will be an affiliate starting in Fall 2020.

UNC Center for Media Law and Policy

The UNC Center for Media Law and Policy is an interdisciplinary research center run jointly by the UNC School of Law and UNC Hussman School of Journalism and Media. The center's work ranges from examining the legal and policy issues affecting traditional media organizations to the challenges posed by new communication technologies, including social media, the Internet, and mobile technology, and the impact they are having on governments, on the economy, and on cultural and social values throughout the world.

Center events and projects bring together a diverse group of legal and communication scholars, media professionals, and practicing attorneys. Faculty and graduate students affiliated with the center conduct media law and policy research, host public events and work to educate North Carolina's business community about the opportunities for supporting and expanding entrepreneurship in the field of information technology. Signature center events are described below:

Wade H. Hargrove Media Law and Policy Colloquium. The Hargrove Colloquium was established in 2009 as an event to honor a figure of national prominence in the areas of media law or media policy. It was funded in part by the North Carolina Association of Broadcasters and North Carolina Cable Telecommunications Association to recognize the more than 30 years of service that **Wade Hargrove**, a graduate of UNC-CH and the UNC School of Law, provided to these organizations as well as media and technology companies throughout North Carolina and the nation. The first colloquium was in 2013 and featured **David Barnett**, chairman and CEO of Hearst Television, and **Ben Sherwood**, president of ABC News, discussing "The Future of Television News." These are the colloquia that have taken place in the last six years:

- 2015: **David L. Cohen**, executive vice president of Comcast Corp, spoke about "The Democratization of Media."
- 2020: **Richard Gingras**, vice president of news at Google, was scheduled to speak about "Technology, Media, & Democracy." This event was postponed due to the COVID-10 pandemic.

First Amendment Day. For the past eleven years, the center has organized an annual campus-wide First Amendment Day celebration. The event features panels and interactive events for students and the community to learn about the importance of the rights protected by the First Amendment and the special role of a public university as a marketplace of ideas. Recent First Amendment Day keynote panels have included:

- 2019: "Hate, Harassment and the Right to Report" was the inaugural live-to-tape First Amendment Day panel. The panel was moderated by **Frank Stasio,** host of WUNC (North Carolina Public Radio) "State of Things," and featured **Rachel Glickhouse**, journalist and the partner manager for the "Documenting Hate Project" at ProPublica; **Mary-Rose Papandrea,** UNC School of Law professor of constitutional law**; Elisa Lees Muñoz**, executive director of the International Women's Media Foundation; **Wendy Scott**, professor of law at Elon University; and **Allen Johnson**, Greensboro *News & Record* editorial page editor.
- 2018: "How Facebook Disconnects Us and Undermines Democracy," **Siva Vaidhyanathan**, Robertson Professor of Media Studies, director of the Center for Media Citizenship, University of Virginia.
- 2017: "The Enemy of the American People and the Future of a Free Press," **Bill Adair**, Knight Professor of the Practice in Journalism and Public Policy, director of the DeWitt Wallace Center for Media and Democracy, Duke University.
- 2016: "The First Amendment in the Age of Tech Giants," **Trevor Timm**, co-founder and executive director, Freedom of the Press Foundation, San Francisco.
- 2015: "Hate Crimes in Cyberspace," author, **Danielle Keats Citron**, Lois K. Macht Research Professor & Professor of Law, University of Maryland Francis King Carey School of Law.

The Ida B. Wells Society for Investigative Reporting

Relaunched after moving from Harvard to the Hussman School in Fall 2019, the society works to educate news organizations and journalists on how the inclusion of diverse voices can raise the caliber, impact and visibility of investigative journalism as a means of promoting transparency and good government. The society offers training workshops for investigative reporting throughout the United States and is developing a yearlong fellowship program based in New York City. Society workshops cover the use of advanced technology, interviewing techniques, the latest data-gathering and fact-checking resources, story pitching, project management and narrative storytelling skills. The society's co-founders will advise, mentor and share their investigative journalism expertise with students in the classroom in the Hussman School.

In November 2019, the school hosted the society's inaugural event, "Making a Mark: The 1619 Project, Investigative Journalism and Raising the Caliber of Reporting Through Diverse Voices." The event featured a panel discussion with society co-founders **Nikole Hannah-Jones** and **Ron Nixon.**

Since coming to the Hussman School, the Ida B. Wells Society for Investigative Reporting has held several workshops, including programs at Morehouse College, Atlanta, and Alabama State University. Starting April 2020, the Society conducted an eight-week virtual bootcamp "Covering COVID-19 Reporting Series." The Society also hosted virtual workshops on a variety of topics, including: "Sourcing 101," "How to find investigations on your beat" and "Doing tough interviews."

CBC-UNC Diversity Fellowship Program

As previously noted in Standard 3, the Capitol Broadcasting Company-UNC Diversity Fellowship Program is one of two initiatives the school developed to bolster the pipeline of diverse graduates entering the media industries. The CBC-UNC program, launched in 2012, mentors 12 college seniors or graduate students who identify as members of underrepresented groups and who want to pursue a career in broadcasting as reporters, videographers, editors, producers or directors. The intensive workshop is open by competitive application to students from any college or university, and the content focuses on professional skills as well as diversity issues. We welcomed our eighth cohort in March 2020, and to date the program has graduated more than 100 participants. As evidence of the success of this program, the 2019 fellows and their current employment are listed below:

- **Tony Betton Jr.**, Georgia State University, WPTA (Reporter/Anchor)
- **Christiana Ford**, Kent State University, WILX (Reporter)
- **Madison Jones**, Virginia Commonwealth University, WVIR (Reporter)
- **Kimothy Jones**, UNC Chapel Hill, Spectrum News Triad (Producer)
- **Monica Manney**, Fredonia State, Spectrum News Syracuse (Reporter)
- **Clarisa Melendez**, University of Florida, WUFT (Spanish Writer)
- **Sofia Millar**, University of Florida, WLEX (Reporter)
- **Maryam Mohamed**, UNC Chapel Hill, CNN (Producer)
- **Sunny Morgan**, West Chester University, Philadelphia Magazine (Reporter)
- **Claudia Perez Brito**, University of Florida, WTVJ (Producer)
- **Maya Reese**, Howard University, WJFW (Reporter)
- **Courtney Wallen**, High Point University, Spectrum News Triad (Producer)

The full list of fellows and their current employers from the last six years is provided as Appendix 8-A.

Bloomberg-UNC Business Journalism Diversity Programs

The Bloomberg-UNC Business Journalism Programs are the second school initiative created to increase the pipeline of diverse graduates entering the industry. As previously noted in Standard 3, this partnership with Bloomberg News started in 2017 at the school, then expanded to a second location in 2018 at the University of California, Berkeley and in 2019 added a third global program in London, partnering with the Department of Journalism at City, University of London. The school recruits for all programs from targeted diverse universities, manages the admission process for all locations, and coordinates all logistics in UNC-Chapel Hill and London. Since 2017, the programs have had a total of 64 participants, with a maximum of 12 students for each cohort. The programs aim to increase the number of diverse students starting business journalism careers after graduation by providing an intensive five-day workshop teaching the fundamental skills of business reporting, including understanding markets and diversity issues in the workplace. Each program also visits a Bloomberg location to network with business journalists and see the newsroom in action. The 2020 programs had to be cancelled due to the pandemic.

Reese Innovation Lab

The Reese Innovation Lab (formerly the Reese News Lab) focuses on developing and testing new ideas for the media industry in the form of "pre-startups." Students create prototypes, interview and survey potential customers, and develop business strategies for their products.

One recent product is *Our Chatham*. In 2017, in conjunction with CISLM, the Lab created *Our Chatham* as a student-run media product development project. The concept behind *Our Chatham* was to fill the unmet information needs of the people who live, work and play in Chatham County, North Carolina, an area that might be considered a "news desert." *Our Chatham* launched an email newsletter in July 2018, but ceased publication in April 2020 after collecting data for future similar projects.

The Lab has also sponsored many workshops and symposiums for both students and professionals, including the following led by Hussman faculty:

- Innovation Bootcamp Workshop. A project-based workshop where students and professionals learn how to shoot, edit and publish video stories, **Steven King**, Chapel Hill, 2016
- 360 Degree Workshop. A project-based workshop where students and professionals learn how to shoot, edit and publish 360-degree video stories, **Steven King**, Chapel Hill, 2016
- Symposium on News Deserts, **Penny Abernathy**, Washington, D.C., 2017
- Data Reporting Workshop. A workshop on bringing more data reporting to newsrooms, **Ryan Thornburg**, Winston-Salem, 2018
- Fact Checking Workshop. A workshop on improving fact-checking by small media organizations, **Ryan Thornburg**, Chapel Hill, 2019

School-Sponsored Lecture and Workshop Series

The Hussman School serves the profession through several annual lecture series, many of which are open to the public. The lectures are delivered by some of the nation's most well-known journalists and opinion leaders. School-sponsored lecture series include the following:

Holding Power Accountable. In 2009, the school established "Holding Power Accountable" workshops to provide inspiration and coaching for aspiring investigative journalists. The workshops evolved into an annual series of conversations between journalism students and top professionals. The lecture series features leading journalists who examine the people and organizations that hold power in society. The series is always open to students in the school and is occasionally open to the public as well. Recent examples include:

- 2020: Challenges for journalists in an era of leaks, lies and changing political norms; **David Zucchino**, Pulitzer Prize winner, contributing writer, *The New York Times*
- 2019: Storytelling from the world view of a Pulitzer Prize-winning journalists, **Helene Cooper**, Pentagon correspondent, *The New York Times*
- 2018: Reporting on #MeToo; **Barbara Friedman**, associate professor, Hussman School of Journalism and Media; **David Folkenflik**, media correspondent, NPR; **Kim Masters,** editor-at-large, *Hollywood Reporter* and host, The Business, KCRW; and **Emily Steel**, business reporter, *The New York Times*

Jane Brown Health Communication Lecture. Started in 2016, the Jane Brown Health Communication Lecture honors the legacy of retired James L. Knight professor Jane Brown. Brown is a founding member of the Interdisciplinary Health Communication program (IHC) and spent over three decades conducting research on the media's influence on the health of adolescents, health communication and the use of media for health promotion. This annual lecture brings nationally recognized researchers to the school to present their work and have a dialogue about health communication with an interdisciplinary mix of students and faculty. The annual health communication lecture has been presented by the following researchers:

- 2019: **Xiaoquan Zhao**, George Mason University
- 2018: **Robin Nabi**, University of California, Santa Barbara
- 2017: **Jeff Niederdeppe**, Cornell University
- 2016: **Marco Yzer**, University of Minnesota

Mary Junck Research Colloquium. The series was formally established in 2007 to nurture an intellectually vibrant climate with both interdisciplinary and multidisciplinary shades, by scheduling scholarly presentations on diverse topics.

The speakers represent various disciplines and units on campus as well as other universities and organizations in the Research Triangle of North Carolina. The series has been particularly successful in attracting scholars and researchers of national and international renown from within the United States and abroad. The series attracts a diverse audience comprising faculty, graduate students and researchers from around the Triangle. Speakers have included:

- 2019: **Erica Scharrer**, University of Massachusetts Amherst; and **Sarah J. Jackson**, Northeastern University
- 2018: **Berkley Hudson**, University of Missouri; **Russell Clayton**, Florida State University; and **Natalie Stroud**, University of Texas at Austin
- 2017: **Matthew Weber**, Rutgers University; **Andy Pilny**, University of Kentucky; **Emily Thorson**, Boston College; **Mary Beth Oliver**, Pennsylvania State University; and **Meryl Alper**, Northeastern University
- 2016: **Philip Napoli**, Duke University; **Grace Ahn**, University of Georgia; **Brooke Fisher Liu**, University of Maryland; **Deen Freelon**, American University; **Brooke Erin Duffy**, Temple University; and **Jane Rhodes,** University of Chicago
- 2015: **Jesse Baldwin-Philippi,** Fordham University; **Chris Well**, University of Wisconsin Madison; **Maureen Taylor**, University of Tennessee Knoxville; **Jesse Fox**, Oregon State University; **Geoffrey Baym**, University of North Carolina Greensboro; **Edward Walker**, University of California Los Angeles; **Max Boykoff**, University of Colorado Boulder; **Janas Sinclair**, Florida International University; **Melissa Michelson**, Menlo College; **Carolina Lee**, Lafayette College; and **Zeynep Tufekci**, University of North Carolina Chapel Hill

Nelson Benton Lecture Series. Following **Nelson Benton's** death in 1988, family and friends established this non-endowed lecture series. Benton was a correspondent for CBS News for more than 20 years. The lecture series resumed in 2020 after a four-year hiatus.

- 2020: David Zucchino, *New York Times* correspondent and author of "Wilmington's Lie: The Murderous Coup of 1898 and the Rise of White Supremacy"

Next World Media Symposium. The annual on-campus event hosted on behalf of the Hussman School was established in 2014 to invite innovative and entrepreneurial leaders in the advertising industry to speak and connect with UNC's next wave of young professionals planning to enter the field. The symposium is a half-day event that features several speakers from the Hussman School and professionals from across the country. These are the symposiums held in the last six years:

- 2020: Media Entrepreneurship (cancelled due to the pandemic)
- 2019: The Increasing Importance of Public Relations
- 2018: The Video Revolution in Media
- 2017: The Demand for Engagement in Marketing and Advertising
- 2016: The Brilliant, Small Agency
- 2015: Future Trends in Advertising

PhotoNight. Organized by the UNC chapter of the National Press Photographers Association, this speaker series brings photographers, documentary filmmakers and visual storytellers from around the country to present their work and inspire our students and the public. Recent speakers and events include:

- 2019: Alysia Burton Steele, multimedia journalist and author
- 2018: Jon Kasbe, film editor; Deb Pastner, *Star Tribune*; A Discussion on Documenting Protests; Margaret Cheatham Williams, *The New York Times*; and Carolyn Van Houten, *The Washington Post*
- 2017: Louie Palu, freelance photojournalist; Hannah Ayers and Lance Warren, Field Studio; Andrea Wise and Jesse Neider, freelance photojournalists
- 2016: Erin Brethauer, *San Francisco Chronicle*; Maggie Steber, freelance photojournalist; Tim Matsui, freelance photojournalist; Cath Spangler, *New Yorker*; Alan Maynard, Trailblazer Studios; and Kevin Martin, freelance photojournalist
- 2015: Alexandra Bomback, Red Reel; Endia Beal, freelance photographer; and Uwe Martin, freelance photojournalist

Reed-Sarratt Distinguished Lecture Series. This non-endowed series has brought some of the best and brightest minds in journalism, advertising and public relations fields to the university to discuss matters of importance and concern, of philosophy and principle. Recent speakers have included:

- 2018: Ken Auletta, writer, *The New Yorker*
- 2016: Andy Polansky, CEO, Weber Shandwick
- 2015: Andrew Robertson, CEO, BBDO Worldwide

Roy H. Park Distinguished Lecture Series. This series brings well-known media professionals to the campus with the goal of exposing undergraduate and graduate students to those shaping the national conversation. The series was held from 1999–2018. Speakers included:

- 2018: Tucker Carlson, political commentator, FOX News Sunday
- 2017: Chris Wallace, anchor, FOX News Sunday
- 2016: Brit Hume, senior political analyst, FOX News
- 2015: Peggy Noonan, columnist, *The Wall Street Journal*

The Stembler Lecture. A bequest from movie industry executive John H. Stembler, Jr. created a $3.25 million 'game-changer' endowment for the Hussman School's broadcast program. To honor Stembler's career and passion for the motion picture industry, a speaker or panel event is organized every two years at the school. The lecture brings focus to topics related to the film industry to students, faculty and the Carolina community.

- 2017: "Literally, Right Before Aaron" director **Ryan Eggold**; and "Literally, Right Before Aaron" producer and owner of Rizk Pictures **Alexandra Rizk Keane**
- 2015: "Ant-Man" director **Peyton Reed**; Motion Picture Association of America CEO and former U.S. Senator **Chris Dodd**; and chairman and CEO of Georgia Theatre Company **Bill Stembler**

In addition to annual lecture series, the Hussman School holds other public events to mark special occasions in the industry and provide discourse for professionals, the public and students around current events and issues. Recent examples include:

- 2019: "A View from Washington with *The Wall Street Journal's* **Kimberley Strassel**;" and "New Media, the Newspaper Crisis, and the Future of Democracy"
- 2018: "Covering Marginalized Communities: Stories from the Field;" and "Visual Trumpery" lecture tour with **Alberto Cairo**
- 2017: "North Carolina's Press and the Pulitzer Prize: Celebrating a Legacy of Meritorious Public Service"
- 2016: "A Conversation with NPR's **Nina Totenberg**: The Supreme Court and the Presidency;" and "From Alzheimer's to Zika: Covering Health for *The New York Times*"

Service-Learning Opportunities in the Classroom

The school's commitment to public service originates in the classroom, inspires students to make a difference during their time at Carolina and instills a spirit of public service in the future. Below are examples of courses that provide service-learning opportunities.

MEJO 459-Community Journalism. Students in the class create content for the *VOICE* of Northeast Central Durham, an online start-up that includes a monthly print version. They produce five web-based editions and three monthly print versions of the *VOICE*. The *VOICE* is produced jointly by the class and NCCU's reporting class. They also get content from Durham High School journalism classes. Additionally, students mentor a core staff of Durham urban teens to help them produce content of their own.

MEJO 332-Public Relations Writing. Each semester, students in all sections of this course (80 to 100 students in all) work with nonprofit or government agencies to provide pro bono public relations expertise as part of the UNC-CH APPLES Service-Learning Program. Recent client organizations include: 3D Women, Carolina Cause Communications, Carolina Veterans Organization, Center for Employment and Leadership, Chapel Hill-Carrboro School System, Durham Arts Council, Durham County Cooperative Extension, N.C. Botanical Garden, and Piedmont Wildlife Center. A full list of client organizations in this course is provided as Appendix 8-B.

MEJO 490-Cause Communications Clients. Students work with a local nonprofit, Youthworx on Main, to complete a service-learning project. YouthWorx is a catalyst for impact, supercharging nonprofits with best practices that improve the lives of under-served youth in the Research Triangle region of North Carolina. Student teams design, create content, promote, facilitate and present a one-day, educational event for local, nonprofit organizations.

MEJO 671-Social Media Campaigns. Students work with a public health client to conduct formative research, develop a social marketing strategy, create and test campaign materials, and present a final plan of action to the client. This APPLES Service-Learning Program aims to build sustainable, service-learning partnerships among students, faculty, and communities in North Carolina and beyond. Previous clients have included: No Kid Hungry, Chatham County Public Health Department, Mecklenburg County Government, Wake County, and UNC Women's Health Information Center. A full list of recent public health clients is provided in Appendix 8-C.

High School and College Press Meetings/Contests

The state's high school and college press associations are housed in the Hussman School of Journalism and Media. The school hosts two board meetings each year: K12 faculty on the North Carolina Scholastic Media Advisers Association (NCSMAA) and K12 students on the North Carolina Scholastic Media Association. The general membership meeting of NCSMAA, which is held during the North Carolina Scholastic Media Institute, is hosted by the Hussman School in June of each year.

The North Carolina College Media Association (NCCMA), established in 2007, operates as a service of the North Carolina Scholastic Media Association. Through NCCMA, the Hussman School serves student media outlets on college campuses across the state.

The school is home to two annual statewide contests in student media: the North Carolina Scholastic Media Association high school media contests in yearbook, literary magazine, online news, broadcast news and newspaper; and the North Carolina College Media Association statewide college media contests in newspaper, online news, yearbook and literary magazine.

NCCMA manages the annual statewide student media contests, collecting and sorting entries, and inviting college media advisers for judging in December of each year. The event is co-hosted on a different college campus each year, which enables student media advisers and staffs to experience a variety of campuses and participate in instructional sessions that highlight the different regions of the state. East Carolina University hosted the event in 2020. The largest event, which was attended by more than 200 students and advisors in 2019, was hosted by North Carolina Agricultural and Technical State University. Other hosts of recent student media contests include: N.C. State University, Elon University, Greensboro College and UNC-Chapel Hill. College media advisers on campuses statewide serve on the association's Steering Committee and meet annually during the February conference.

Since 2015, Monica Hill, director of NCSMA, has served as an annual Crown judge for the Columbia Scholastic Press Association at Columbia University. She is also an annual judge for Southern Interscholastic Press Association contests and has periodically judged for National Scholastic Press Association and Journalism Education Association.

2. In a digital file, list examples of professional and public service activities undertaken by members of the faculty in the past six years (before the self-study year). Limit to five examples per faculty member. The unit has the option of providing a complete list in a separate digital file. Do not include service to the unit or institution; this information should be presented in Standard 1, Question 6.

Hussman School faculty members have served the profession and public in important ways. A list of examples per faculty member is included as Appendix 8-D.

Since the last accreditation review, noteworthy examples of leadership roles include: vice president of AEJMC, chair of BBC Global Media Action-USA, associate editor of the *Journal of Public Relations Education*, research chair of the Public Relations Division of AEJMC, vice chair of the Public Relations Division of AEJMC, associate editor of *Public Relations Update*, chair of the LGBTQ Interest Group of AEJMC, editor of *Media Psychology*, associate editor of *Mass Communication and Society*, past president of Women's Forum of North Carolina, vice chair of the Board of Directors for EducationNC, vice president of membership for the Society of Environmental Journalists, and creative research and social media chair for the Visual Communications Division of AEJMC. Our faculty have served as members of the Hearst Journalism Awards Steering Committee, board of trustees of the Carnegie Council on Ethics in International Affairs, Board of Directors of the ACES Education Fund, and Board of Directors of the Disability Rights of North Carolina. Faculty also serve on the editorial boards of numerous academic journals, as reviewers for peer-reviewed journals, reviewers for juried competitions, and keynote speakers and workshop leaders for numerous professional and academic conferences in our fields of study.

3. Describe the unit's contact with alumni, professionals and professional organizations to keep curriculum and instruction, whether online or on-site, current and to promote the exchange of ideas. Contact may include alumni and professional involvement in advisory boards, curriculum development, guest speaking, placement, internships, and fundraising. Provide advisory board members' names and contact information.

For many years, the school has had an active advisory board, and a number of people on the original board have, at their request, remained on the board because of their loyalty to the school. New members continue to be added, of course, and the expertise of members cover traditional media through cutting-edge digital communication. Some members are school alumni, some are not. The current 48-member Board of Advisers is comprised of leading journalists, media and communication professionals, and executives. Meeting twice a year, the board discusses school plans and advises on how to best reach school goals. Board members provide insight about industry trends and how that may affect the curriculum and are directly involved in the assessment of our classes and student learning. Many board members also speak to classes or student groups when they are on

campus. The chair of the advisory board is **Joyce Fitzpatrick** '76, President, Fitzpatrick Communications. The vice chair of the board is **William "Bill" Goodwyn** '83, Chief Revenue Officer, Curiosity Stream. Other board members are:

- **R. Frank Andrews IV** '90, chair, The August Jackson Company
- **Natalie Best** '97, chief operating officer & principal, French/West/Vaughan
- **Selim Bingol**, senior vice president and chief communication officer, Duke Energy
- **Allen Bosworth** '81, president and chief operating officer, EP&Co.
- **Gwendolyn "Wendy" Bounds** '93, vice president & chief content officer, *Consumer Reports*
- **C.L. Brown** '94, sports reporter, *News & Observer*
- **J.J. Carter** '96, global chief operating officer & president, FleishmanHillard (Americas region)
- **Jacqueline Charles** '94, Caribbean correspondent, *Miami Herald*
- **Lisa Church**, former president, eMarketer
- **Brandon Cooke** '02, Global chief communications officer, FCB Worldwide, Ltd.
- **Donald W. Curtis** '63, chairman and CEO, Curtis Media Group
- **Jules Dixon** '91, managing director, southeast region, PR Talent
- **Deborah S. Fullerton** '85, SVP/Chief Marketing, Communications & Consumerism Officer, Prisma Health
- **Nancy Gauss** '05, Associate Managing Editor and Executive Director of Video, *The New York Times*
- **Steve Hammel**, former vice president and general manager, WRAL
- **William "Bill" Keyes**, president, Institute for Responsible Citizenship
- **Jason Kilar** '93, CEO, WarnerMedia
- **Donna Leinwand Leger** '89, former managing editor, *USA Today*
- **Hunter Lewis** '00, editor-in-chief, *Food & Wine*
- **Pamela Meek** '86, global head of communications, SAS Institute
- **Kevin Metz** '97, senior management consultant, Foundation Media
- **J.J. Miller** '94, senior vice president, media and video, Oz Digital and Sharecare
- **Torod Neptune**, chief communications officer, Medtronic
- **David Oakley**, president and founding partner, BooneOakley Advertising
- **Janet Northen Patterson**, partner and executive vice president, director of communications, McKinney
- **Christina Reynolds**, vice president of communications, Emily's List
- **Susan Cranford Ross** '78, principal, Moss+Ross
- **John Schmidt** '89, owner, Schmidt Public Affairs
- **Eugene Scott** '03, political reporter, *The Washington Post*
- **Jeff Shafer** '93, chief communications officer, Lenovo

- **Michael Steel** '99, partner, Hamilton Place Strategies
- **Robyn Tomlin** '96, vice president of local news, McClatchey
- **Edward H. Vick** '66, retired chairman and CEO, Young and Rubicam
- **Kelly Williamson**, president, North America, APCO Worldwide
- **David Woronoff,** publisher, *The Pilot*
- **Dana Yeganian** '95, executive VP, Global Strategy Group

4. Describe the unit's methods for communicating with alumni, such as newsletters or other publications. Provide the web link for communication during the previous academic year or provide print copies in the workroom.

The UNC Hussman School communicates with alumni through a variety of methods including our website, social media platforms, email newsletters, print newsletter, podcast, development/ stewardship letters and events.

Alumni communications are guided thematically by the school's strategic plan and a goal to deliver content that informs and provides value, promotes student success, builds pride and affinity, strengthens the alumni network; and encourages alumni participation, support and engagement with students and faculty. Data are collected and analyzed to inform communication strategy and tactics approaches.

Web. The school's website (hussman.unc.edu) includes a range of information for students, prospective students, alumni, faculty and staff. The guiding strategy for the content and design of the site is to feature stories that highlight student, faculty and alumni success. The site drew 167,000 unique visitors June 1, 2019–June 1, 2020 – an 18 percent increase over the same time period in the previous year.

Social media. The school is active on four social media platforms. Social media is employed to carry the school's messages to alumni by sharing web content, amplifying alumni accomplishments and student work. The school monitors its social media platforms closely to identify alumni, student and faculty news and perspectives to share, and to indicate issues of concern or that need to be addressed within our community. Social media platforms with number of followers as of June 25, 2020, include:

Instagram: instagram.com/unchussman (2,900 followers)

Twitter: twitter.com/UNCHussman (12,300 followers)

Facebook: facebook.com/unchussman (5,800 followers)

LinkedIn: linkedin.com/school/unc-hussman-school-of-journalism-and-media (4,300 followers)

Email. The school communicates with its alumni base via email primarily through the monthly Hussman eCommunicator to 12,500 alumni and friends with news and features of student experiences

and achievements, faculty innovations and successes, and alumni stories and perspectives. The eCommunicator also promotes upcoming events and other opportunities for alumni to engage with the school. Open rates hover around 20–25%, with special messages (i.e. school renaming, coronavirus information, social justice support message) trending up toward 35–40%.

Dean Susan King sends a weekly email update to a more targeted audience that includes alumni leaders, board members, top donors and close friends. The weekly update highlights news, student and faculty accomplishments and upcoming events, programs and initiatives.

A reproduction of the most recent Hussman eCommunicator is included as Appendix 8-E. Examples of Dean Susan King's update are included as Appendix 8-F.

Print. *The Hussman Communicator* twice-yearly print publication is distributed by mail to nearly 20,000 recipients that include alumni, donors, key prospects, parents of current students, university administrators and peer institutions. The *Communicator's* format is a 10-panel full color booklet with news and features covering recent highlights and promoting upcoming initiatives. The publication includes a remittance envelope. A reproduction of the most recent *Hussman Communicator* is included as Appendix 8-G.

Podcast. The school's Start Here / Never Stop Podcast (hussman.unc.edu/SHNSPodcast) captures the idea that what students learn and experience at the school prepares them for a successful transition to careers in a dynamic media environment. The podcast features conversations with Dean Susan King and alumni that represent a diversity of specializations as a student, class years, careers and career paths. The school has produced more than 50 podcasts since its launch in 2016.

Development/stewardship letters. The school's alumni and development office manages ongoing, year-round communication with alumni via letters, encouraging alumni to support the school, highlighting priorities, opportunities and impact of private gifts; and thanking those alumni who have made gifts. These letters are coordinated with the school's communications office to ensure that the messaging complements and aligns with the school's strategic communication themes.

Events. The school hosts a variety of events and receptions for alumni each year. Some are designed to attract alumni back to Chapel Hill, such as Homecoming, prominent speakers and career sessions with students. Others are held in cities and regions where alumni are concentrated. Most feature a presentation from the dean or other faculty members. In Spring and Fall 2020, the COVID-19 pandemic required the school to develop new ways of engaging with alumni, such as virtual speaker events, webinars, and open conversations through intimate virtual gatherings with school representatives and alumni.

5. Describe the unit's support of scholastic (high school) journalism, including workshops, visiting lectures, critiques of student work, etc.

North Carolina Scholastic Media Association

N.C. Scholastic Media Association (NCSMA). The association has been housed by the school since 1941. Professor Walter Spearman became the association's first director and served in that capacity for more than three decades. The university's ties to scholastic journalism extends back to 1936 when UNC students on the staff of *The Daily Tar Heel* organized the first scholastic press workshops for North Carolina high school students. Journalism professors served as part-time directors of the association until 1994, when Kay Phillips was named the first full-time director. Monica Hill has served in that capacity since 2002. NCSMA celebrated its 75th anniversary in 2016, publishing a book and website highlighting the association's history and mission. The school's affiliation with NCSMA provides numerous opportunities to support scholastic journalism, as discussed below.

N.C. Scholastic Media Institute. The Hussman School is home to several high school events each year. The Scholastic Media Association's N.C. Scholastic Media Institute is a four-day residential summer workshop on the UNC-Chapel Hill campus. Instructional sessions are offered in news, yearbook, photojournalism, design, advising student media, broadcast news and literary magazine. The workshop is held in the school's facilities the four days between the two summer school sessions at UNC. During those four days, some 250 high school students and teachers move into Hussman classrooms, labs and studios. Broadcast journalism students produce a newscast, and *The Daily Tar Heel* welcomes a group of advanced students who produce an online news site and newspaper.

Statewide Media Contests. Results of student competitions are announced during the annual N.C. Scholastic Media Institute. NCSMA directs this annual contest, recruits judges and distributes some 1,500 certificates and plaques each year. Student media staffs submit newspapers, yearbooks, literary magazines, URLs and newscasts. Judges rank and critique student media and judge individual entries.

Rachel Rivers-Coffey Scholarships. The scholarships are awarded to N.C. High School Journalist of the Year winners and alternates are also presented. Each year, the scholarship program awards $7,000, including $3,000 to the state's top high school journalist, $1,000 to each of three alternates, $500 to journalism program winners, and $250 to each of the journalism program alternates. The N.C. Press Foundation funds these awards each year. Monica Hill is an ex-officio member of that foundation board. The school also distributes Institute awards of $625 each to four high school students who excel in news and broadcast journalism classes during the workshop. Since 2002, Don Curtis, an alumnus and head of Curtis Media, has endowed a fund that is awarded annually to two students. Also, since 2008, *The Daily Tar Heel* has endowed a second fund that is awarded to two additional students.

Leadership Opportunities. NCSMA offers leadership opportunities to six high school students who serve as student officers and assist with planning the Summer Institute. A network of some 25 high school journalism teachers serve each year on the N.C. Scholastic Media Advisers Association. These educators work with the NCSMA and the school to promote scholastic journalism and to further its mission in the state. The group has produced curricular projects and statewide media contest standards.

Teacher Fellowships. NCSMA provides support of annual fellowships for K12 journalism instructors and student media advisers who participate in summer courses in journalism education. These are summer school courses taught by Hussman faculty members, including **Ryan Thornburg**, who was scheduled to facilitate the 2020 course, "Teaching Online News in the Secondary School." Faculty member **Lynn Owens** taught the 2019 course, "Teaching Broadcast News in the Secondary School." These annual fellowship courses allow teachers to earn three hours of graduate credit, connect with Hussman School faculty, and advance journalism education in the state. NCSMA funds up to 10 fellowships for 10 teachers each summer, providing tuition, fees and lodging.

Regional Workshops. NCSMA co-hosts a network of Fall regional workshops with other universities and media sponsors in October of each year. The largest event is the regional workshop, held in the school and co-hosted with *The News & Observer* (*N&O*) on the first day of UNC-Chapel Hill's Fall break. For 22 years, Central Carolina J-Day workshops have been co-hosted by the NCSMA and the *N&O*. The 2019 J-Day began with a workshop for the Piedmont region, co-hosted with *The Charlotte Observer* and held at Queens University of Charlotte. A second workshop for the Eastern region was held at East Carolina University. The third and largest Central Carolina J-Day event was held in the Hussman School. These four events offered 90 instructional sessions and reached almost 900 students and teachers across our state. Sessions varied at each event, but all included relevant and timely topics such as "Covering the Environment," "Preparing for 2020 Election Coverage," "Data Journalism" and "Covering Sensitive Topics." The Fall regional workshops best represent NCSMA's efforts to advance journalism education in the state without barriers to participation.

Carolina Sports Journalism Camp

Since 2012, up to 48 students throughout the country are selected each year to attend the Carolina Sports Journalism Camp, an annual four-day intensive writing workshop. The lead instructor is **Tim Crothers**, adjunct instructor in the school. Crothers is a former *Sports Illustrated* writer and author of books, such as *Queen of Katwe*. An advisory board of alumni and others from UNC Athletics, The Athletic, Carolina Panthers, *The News & Observer*, and the Chicago Bears assists with planning and instruction. Proceeds from this camp help to fund the NCSMA teacher fellowship program.

Chuck Stone Program for Diversity in Education and Media

The Chuck Stone Program for Diversity in Education and Media supports young high school journalists across all types of diversity (including religion, ethnicity, socioeconomic status and gender) as they pursue careers in news and media. The program equips young people with skills and knowledge to inform and educate a diverse audience with sensitivity and awareness. Each year the faculty director, along with the Chuck Stone Advisory Board, selects 12 rising high school seniors to participate in the fully funded one-week program. For the past four years, the summer program has been supported by the Capitol Broadcasting Company, which has just renewed its support for another four years. The Gannett Foundation funds the Chuck Stone College Mentoring and Career Preparation Program for Chuck Stone alumni, allowing the faculty director to stay connected to program participants as they enter college and eventually the workforce. This is further discussed in Standard 3.

PART II: STANDARD 9

Assessment of Learning Outcomes

Executive Summary

The school conforms to requirements of ACEJMC and the UNC Office of Institutional Research and Assessment. Student learning outcomes are based on the 12 ACEJMC values and competencies.

The school assesses undergraduate student learning using three direct and four indirect measures.

Changes implemented in response to assessment findings include revamping the curriculum structure and select course content, new course offerings and revised assessment activities.

Assessment findings guided the development of the school's 2020–2025 strategic plan, *Envisioning Tomorrow*.

Hussman students are consistently recognized for excellence across all areas of study. Significant student achievements include five overall Hearst Awards championships in the last six years.

INTRODUCTION

The Hussman School's assessment plan conforms to the requirements of ACEJMC and the UNC Office of Institutional Research and Assessment (OIRA). Student learning outcomes are grounded in the 12 ACEJMC values and competencies. University guidelines limit the school to reporting the results of no more than five learning outcomes each year. As described in the assessment plan, a combination of direct and indirect measures is used to assess the 12 student learning outcomes each year. Annual assessment findings are provided to faculty in a presentation and written report, and results are used to inform changes to curriculum and instruction. The school's current written assessment plan is provided in the Undergraduate Assessment Plan 2014 (revised 2017), which is included as Appendix 9-A.

Assessment became a special focus of the school when Standard 9 was found out of compliance following the 2009 accreditation review. This was the first time the school had ever received an out-of-compliance on any standard. The school's renewed attention to this standard resulted in the revision of indirect and direct measures, including a senior experience survey (2011), and a knowledge exam (2013). The knowledge exam was administered to graduating seniors and to students in MEJO 101-The Media Revolution: From Gutenberg to Zuckerberg.

In 2015, in accordance with the school's strategic plan at the time, *A Path Forward* (adopted in 2013), a new academic dean position was established to serve a variety of functions related to faculty governance, quality, and advocacy. Assessment responsibilities were placed under the academic dean's purview and a formal director of assessment was appointed to ensure a strong focus on assessment activities. This change improved on prior practices and demonstrated a commitment to the ongoing role of assessment in the school.

Most notably, the reassignment of duties resulted in a major revision of the existing assessment activities to improve the quality of data obtained for evaluating student learning outcomes and ensure measures were closely aligned with the goals of assessment. This review resulted in the identification of areas for improvement in the assessment plan. Further review and revision occurred in Fall 2017 with a major change to the undergraduate curriculum, described in Standard 2 of this report.

Numerous improvements occurred in the 2017–2018 academic year. The practice of using instructors to assess previously graded student work was eliminated in favor of high-level industry professionals as evaluators. Also, the entry-level course (MEJO 101) used to compare first-year students to graduating seniors was changed to the introductory writing and reporting course (MEJO 153). This course serves as a better point of comparison with seniors because it is a prerequisite for many of the school's more advanced courses. In addition to these changes, assessment question items were updated to improve linkages to student learning outcomes. The result was a much more rigorous annual assessment of student learning.

As discussed in our answers to questions below, several changes have occurred to the curriculum in response to assessment findings. The structure of the curriculum has undergone a sea change toward a more integrated, multi-platform and multi-industry experience. Individual courses have been revised as a result of assessment findings and new courses have been proposed to directly improve strength in certain areas of student learning. The school's current introductory vs. senior knowledge exam also goes beyond university-prioritized outcomes to collect and evaluate data on all 12 ACEJMC values and competencies.

Perhaps the most significant response guided by assessment findings is the school's new strategic plan, *Envisioning Tomorrow 2020-2025* (adopted 2019). This new strategic plan recognizes the many strengths of our program based on positive student learning outcomes in the majority of ACEJMC values and competencies. These findings were based on the result of a combination of direct and indirect measures, including knowledge exam, professionals' evaluations, internship supervisors' evaluations, and student feedback based on their experiences in the school and in internships. The strategic plan calls for added strength in areas that need improvement, which has resulted in new position announcements and a series of new hires that promise to infuse necessary skills in curricular areas we value.

1. Provide a copy of the unit's written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.

The Hussman School has engaged in vigorous assessment activities and the assessment plan has been revised and improved (see Appendix 9-A). As described in our response to question 2 below, the assessment plan calls for all 12 ACEJMC values and competencies to be evaluated as student learning outcomes. These learning outcomes are enumerated in the assessment plan and in response to question 2 below. Previous student learning outcomes assessment plans for 2018–22 (Appendix 9-B) and 2015–17 (Appendix 9-C) are provided for review. Because there have been major revisions to assessment, below is a discussion of the results of assessment measures since the last accreditation review.

2015-2017 Assessment

Between 2015 and 2017, the school used two direct and three indirect measures to assess student learning. Direct measures included: knowledge exam and internship evaluations. Indirect measures included: internship self-report evaluations, experience survey, student awards, and embedded course-level assessments (now discontinued).

During this period, the return rate for the senior experience survey (an indirect measure) was low, with 84, 101, and 88 students responding in 2015, 2016 and 2017, respectively. This represented a survey response rate of around 25%. Only 34, 58, and 35 seniors completed the knowledge exam in 2015, 2016 and 2017, respectively. These numbers represented around a 10% response rate for the knowledge exam.

Direct Measures

Knowledge exam (direct measure)

The knowledge exam was administered in Fall 2015 and Fall 2016 as a pretest in MEJO 101-The Media Revolution: From Gutenberg to Zuckerberg. This course is a survey class offered to students interested in majoring in journalism or media, although current majors are also able to take the course. The exam was given to students in this class because of the assumption that the students would be primarily first- and second-year students planning to major in the school.

The knowledge exam was also administered to all graduating seniors as a post-test in Spring 2015, 2016 and 2017 to evaluate senior-level versus entry-level student performance. The survey included a common set of 28 questions, plus three to six questions developed by sequence chairs specifically for students in each of the school's then eight specializations. MEJO 101 students answered all questions on the pretest exam.

Seniors answered the common questions plus those designated for each of eight program tracks:

- Advertising
- Broadcast & electronic journalism
- Business journalism
- Graphic design and editing
- Interactive media
- News-editing
- Photo & video journalism
- Public relations / strategic communication

The exam questions and results of the knowledge test are provided in the 2015, 2016 and 2017 assessment reports, which are included in Appendix 9-D. As noted in these reports, exam questions were used to assess all ACEJMC values and competencies except global diversity (#4), and the ability to evaluate their own work and the work of others (#10). The exam focused on course coverage of global diversity and the word usage and grammar test served as a proxy for assessing clear and effective writing.

Internship evaluations (direct measure)

Many students enroll in MEJO 393-Mass Communication Practicum, a supervised professional one credit hour work experience during a regular semester. Internships were completed in advertising, public relations, television, multimedia, graphics, reporting and editing. Students worked in media-related positions for eight to 15 hours per week. Beginning in 2016, worksite supervisors of students evaluated student performance in internships using a standard rubric to evaluate the following student learning outcomes (ACEJMC values and competencies):

- #3 gender, race, ethnicity, sexual orientation, and/or other forms of diversity in relation to media and communications
- #5 concepts and theories in the use and presentation of images and information
- #6 professional ethical principles and work in pursuit of truth, accuracy, fairness, and diversity
- #7 critical, creative, and independent thinking
- #8 the ability to conduct research and evaluate information by methods appropriate to the profession
- #9 clear and correct writing in forms and styles appropriate to the profession
- #12 the application of tools and technologies appropriate for the profession

The internship evaluation rubric is provided as part of the annual assessment reports of internships in Appendix 9-E.

Course-level assessments (direct measure)

Between 2015 and 2017, the work of students in MEJO 153-Writing and Reporting and MEJO 340-Media Law was assessed for quality of final products in these courses (final news stories or final essays) based on ACEJMC values and competencies most relevant to that course. Evaluations in both courses were performed by the instructors or graduate students of the respective course, who had also graded students' assignments using a standard grading rubric.

A review of assessment activities raised concerns about instructors evaluating their own students' work while also knowing grades assigned to the final products, as well as the lack of training (normalization of expectations and interpretations of high performance) of the evaluators. This latter issue led to questions regarding consistency and comparative usefulness of evaluations from year to year. Thus, course-level assessment was discontinued in favor of strengthening the entry- and exit-level knowledge exams and developing a new instrument to assess student work.

Indirect Measures

Internship self-reports (indirect measure)

Since 2015, student self-evaluations of their own performance in internships have been gathered for every semester for students enrolled in the MEJO 393-Mass Communication Practicum. In this self-report,

students rated their own performance on workplace skills, such as: reliability, initiative, enthusiasm, and willingness to take instruction. Questions are detailed in the annual internship self-reports in Appendix 9-F. Internship self-evaluation questions also assessed the following student learning outcomes that correspond to ACEJMC values and competencies:

- #7 critical, creative, and independent thinking
- #9 clear and correct writing in forms and styles appropriate to the profession
- #10 the ability to critically evaluate one's own work and that of others for accuracy and fairness, clarity, appropriate style and grammar.

Experience survey (indirect measure)

In the Spring of 2015, 2016 and 2017, seniors completed a survey to assess their experiences and perceptions as a major in the school. Approximately 80 questions were included in the survey (approximation due to skip logic). Survey question items are provided in the assessment reports of results in Appendix 9-G. Students were asked to describe their experiences within the following broad categories:

- Preparedness for workforce and evaluating work
- Extra-curricular activities
- Employment, career services, internships
- Academic advising
- Communication by the school
- Diversity within the school
- International programs
- Most and least favorite classes and what classes should be added
- School's strengths and weaknesses.

The most relevant questions in the experience survey pertain to student ratings of their learning in courses, perceptions of diversity and global learning opportunities in the school that correspond to the 12 ACEJMC values and competencies.

2018-2020 Assessment

Following a revision of the school's assessment plan, three direct and four indirect measures are now used to assess student learning. Direct measures include external evaluations of student projects, knowledge exam, and aggregate internship evaluations. Indirect measures include internship self-report, experience survey, student awards, and employment data.

In 2018, to improve the response rates, a change was made in the administration of the senior experience survey and senior knowledge exam. The two measures were shortened and combined into one instrument, as discussed below. The question items on these revised instruments are described in the 2018 experience survey (in Appendix 9-G) and the 2018 knowledge exam (in Appendix 9-D).

Direct Measures

Knowledge exam (direct measure)

A review of assessment procedures determined that many students in the opening survey course (MEJO 101) did not complete the knowledge exam. Further examination of the composition of students in this course raised questions about the assumption that students were primarily first- and second-year students in the school. Some were upper-level students in other majors who were taking the course as an elective.

The opening course (MEJO 101) was replaced with MEJO 153-Writing and Reporting, a prerequisite for many upper-level courses and a core course requirement for all Hussman majors. Because all majors must take MEJO 153 early in the curriculum, this course is believed to be more appropriate for identifying new majors for pretest purposes.

Given the low response rate to the knowledge exam, questions were raised about the representativeness of the data as well as the number and appropriateness of questions. As a result, the knowledge exam was reduced to 20 questions, all of which are now administered as both a pre-test and post-test. This

ensured that performance of entry-level students on all items could be compared with seniors. Because the number of tracks was reduced to journalism and advertising/public relations, it is no longer necessary for the exam to assess all of the individual tracks described above. The current knowledge exam focuses on the school's core content: all students answer all questions regardless of their track.

The question items in the new knowledge exam are listed in results for 2018, 2019 and 2020 in Appendix 9-D. Questions were revised to reflect curriculum changes and new technologies. For example, new questions about APIs (application programming interface) and responsive web design were added and questions about obsolete technologies were removed. Also, questions were revised to better reflect knowledge of media history, ethics, and professional roles of media practitioners.

To encourage completion of the knowledge exam, the school heavily publicizes participation to students. As an incentive for seniors to respond to the online instrument, a drawing for one large prize (Apple Watch) and several smaller prizes (gift cards) are offered. Also, the director of assessment visits senior-level courses to promote the exam and encourage instructors to provide time in their courses for seniors to complete the instrument. The result has been a significant improvement in response rate: 184 (57%) responses in 2018, 207 (61%) responses in 2019, and 188 responses (49%) in the chaotic pandemic of Spring 2020.

Professionals' evaluations of student projects (direct measure)

In 2018, a new assessment tool was developed and pilot-tested to provide a direct measure for assessing the quality of work of graduating students by high-ranking industry professionals. A more detailed description is provided in the assessment reports of evaluations of professionals in 2018, 2019 and 2020 in Appendix 9-H.

Each summer, industry professionals – selected from members of the school's Board of Advisers, Foundation Board, or the school's Media and Journalism Alumni Association – review the work of graduating seniors enrolled in capstone courses in addition to reviewing the work of master's level students as a point of comparison. Student projects from the following capstone courses were evaluated: MEJO 634-Public Relations Campaigns, MEJO 542-Business Reporting, MEJO 625-Media Hub, and MEJO 584- International Projects.

Examples of student work in these courses include: a final report for the semester's public relations client, final journalistic articles in written form, and documentary videos or other visual works. Undergraduate capstone projects are selected at random from the prior academic year and submitted for review by a panel of advertising/PR and journalism professionals. These reviewers agreed to read training materials, attend a synchronous online training session, and complete a set of training evaluations prior to receiving their assigned capstone and master's level work for evaluation.

Industry evaluators provide quantitative ratings and qualitative comments. The following ACEJMC values and competencies are the focus of this assessment of student learning outcomes by these professionals.

- #5 concepts and theories in the use and presentation of images and information
- #7 critical, creative, and independent thinking
- #8 the ability to conduct research and evaluate information by methods appropriate to the profession
- #9 clear and correct writing in forms and styles appropriate to the profession
- #12 the application of tools and technologies appropriate for the profession

Internship evaluations (direct measure)

As described above, the same procedures are used to gather evaluations of interns from internship supervisors in MEJO 393-Mass Communication Practicum. Worksite supervisors evaluate the

performance of students using a standard rubric to assess the following student learning outcomes:

- #3 gender, race, ethnicity, sexual orientation, and/or other forms of diversity in relation to media and communications
- #5 concepts and theories in the use and presentation of images and information
- #6 professional ethical principles and work in pursuit of truth, accuracy, fairness, and diversity
- #7 critical, creative, and independent thinking
- #8 the ability to conduct research and evaluate information by methods appropriate to the profession
- #9 clear and correct writing in forms and styles appropriate to the profession

Indirect Measures

Internship self-reports (indirect measure)

Students are asked to provide self-reported evaluations of their own internship performance in MEJO 393- Mass Communication Practicum. As in the past, students assess their performance in the internship and on the following student learning outcomes:

- #7 critical, creative, and independent thinking
- #9 clear and correct writing in forms and styles appropriate to the profession
- #10 the ability to critically evaluate one's own work and that of others for accuracy and fairness, clarity, appropriate style and grammar

Experience survey (indirect measure)

To improve the response rate of seniors, the experience survey was combined with the knowledge exam into a single instrument, and the number of items was reduced from 80 to approximately 35 (approximation due to skip logic). This number was further reduced by removing questions asking students about their internship experiences in the Career Services section, because these details are already captured in the internship evaluations.

The new experience survey is detailed in the assessment reports for 2018 to 2020. The most relevant indirect findings are student ratings of how well their coursework covered learning outcomes pertinent to the 12 ACEJMC values and competencies. The new survey also solicits student feedback regarding operational outcomes, such as career services, preparation for the workforce, perceptions of diversity, course availability and enrollment, funding support through awards and scholarships, and other school resources (communication, library, global programs).

A summary of results for direct and indirect measures for each year since the previous accreditation review is provided in Appendix 9-I.

2. Provide the unit's definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.

The school has adopted verbatim the 12 ACEJMC values and competencies as its student learning outcomes. Every course in the curriculum touches on every ACEJMC competency in some way. Instructors in these courses ensure that all students are exposed to these learning outcomes.

As presented in Appendix 2-B in Standard 2, the curriculum matrix below (Figure 9.1), shows where ACEJMC competencies are taught as a primary objective in core and required courses.

Figure 9.1

	Required Core Courses (All Students)			Required Ad/PR Courses (Ad/PR Students Only)*	
ACEJMC Values and Competencies	**MEJO 121-Introduction to Digital Storytelling**	**MEJO 153-Writing and Reporting**	**MEJO 340/341-Introduction to Media Law**	**MEJO 137-Principles of Advertising and Public Relations**	**MEJO 379-Advertising and Public Relations Research**
Principles of freedom of expression		■	■		
History and role of media in society			■	■	
Diverse society and audiences		■		■	
Global cultural perspectives				■	
Presentation of images and information practices	■			■	■
Ethical principles for communications		■		■	■
Critical, creative and independent thinking	■	■	■	■	■
Research methods and analysis		■	■		■
Clear and precise writing	■	■	■	■	
Accuracy, fairness and clarity	■	■	■		
Data, numbers and statistics		■			■
Communication tools and technology	■	■		■	

**Since the journalism area of study branches into a variety of specializations, there are no common required courses for journalism students beyond the three in the core.*

■ **Competency is a primary objective of the course** ☐ **Competency is explored in some way in the course**

ACEJMC Values and Competencies

- Understand and apply the principles and laws of freedom of speech and press… and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- Demonstrate an understanding of gender, race ethnicity, sexual orientation, and as appropriate, other forms of diversity in domestic society in relation to mass communications.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- Understand concepts and apply theories in the use and presentation of images and information (academically informed communication practices).
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
- *Think critically, creatively and independently.*
- *Conduct research and evaluate information by methods appropriate to the communications professions in which they work.*
- *Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.*
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- Apply basic numerical and statistical concepts.
- *Apply tools and technologies appropriate for the communications professions in which they work.*

Note: Adjacent to our internal assessment analysis and reporting activities, the university asks for periodic reports of assessment of no more than five student learning outcomes. We have italicized the outcomes we provide to fulfill these university reporting requests in the listing above.

3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide copies of any end-of-year assessment reports. If there are multiple reports from the six-year period, summarize the findings and make the reports available in a separate digital file.

The school collects and reports assessment data each year. As summarized above, the school's assessment plan was revised in 2017 in response to the need to improve assessment measures. The plan guides assessment activities for accreditation purposes and serves the annual assessment requirement of the university. As described in the Undergraduate Assessment Plan in Appendix 9-A, the revised plan uses seven assessment measures:

Direct Measures

- Knowledge pre-/post-test exam
- Aggregate Internship evaluations
- External evaluations of student projects

Indirect Measures

- Experience survey
- Internship self-reports
- Student awards
- Employment data

Information about data collection and reporting is provided above and in our annual reports of direct and indirect measure findings provided in Supplement V. The following assessments reports are provided:

- AY 2014–15 – knowledge pre/posttests, student experience surveys, and student internship self-reports (3 reports)
- 2016 – knowledge pre/posttests, internship supervisor evaluations, student experience surveys, and student internship self-reports (4 reports)
- 2017 – knowledge pre/posttests, internship supervisor evaluations, student experience surveys, and student internship self-reports (4 reports)
- 2018 – industry professionals' evaluations, knowledge pre/posttests, internship supervisor evaluations, student experience surveys, and student internship self-reports (5 reports)
- 2019 – industry professionals' evaluations, knowledge pre/posttests, internship supervisor evaluations, student experience surveys, and student internship self-reports (5 reports)
- 2020 – knowledge pre/posttests, internship supervisor evaluations, industry professionals' evaluations, student experience surveys, and student internship self-reports (3 reports)

Summary tables of quantitative scores show trends in data points over time for the most relevant direct and indirect measures (Appendix 9-I).

Closing the Loop

The most comprehensive action taken in response to assessment findings during the 2015–2017 time period was the significant revision to the undergraduate curriculum. As described in Standard 2, a change in the core curriculum introduced a foundational audio/video information gathering course across journalism, advertising and public relations. This change was made in response to the need to provide the already documented strengths in the presentation of images and in the application of tools and technologies to all students across the undergraduate program.

Another significant change in response to assessment findings during this period was merging of journalism specializations into one overarching major. This change affords students with a greater ability to engage in multiformat storytelling and capitalize on strengths in writing, presentation of images, and application of tools and technology.

Assessment findings directly shaped the school's new strategic plan, *Envisioning Tomorrow* (Appendix Pt. II-A). The new strategic plan gives more attention to basic statistical and numerical concepts, an area in need of improvement; and on sense-making, which is informed by a greater emphasis on numeracy and research knowledge. New faculty have been hired who are able to offer a greater focus on numeracy in existing courses, as detailed below. New courses are also in different stages of development and approval that will provide students with more opportunities to develop numeracy and data skills to derive insights for journalistic and advertising/PR work.

Specific student learning outcomes assessment findings and actions are provided below:

1. Laws and freedom of speech

Findings: Direct and indirect assessments suggest an acceptable, if not high, level of student understanding of this outcome. Results of the new knowledge exam indicate an upward trajectory since 2017. More data are needed to establish any upward trend in this learning outcome, given the newness of the current knowledge exam.

Actions: Core journalism-oriented and strategic communication-oriented law courses (MEJO 340/341) have been revised to provide more real-world discussion of the application of law and legal activities in the professions, and emphasize new issues dealing with digital media. In addition, to further strengthen overall knowledge, a new elective survey course on the First Amendment titled "Freedom of Expression" is being taught for the first time in Fall 2020.

2. History of industry and professional roles

Findings: Direct and indirect measures show fair and consistent performance of this learning outcome. Results suggest the need to strengthen general business acumen and historical underpinnings of the industry.

Actions: In 2013, the entry-level course, World of Mass Communication, was re-envisioned as a more dynamic course called The Media Revolution: From Gutenberg to Zuckerberg and Beyond (MEJO 101). This course introduces students to the origins, similarities, differences, and relationships between the various businesses, jobs, and skillsets within the myriad and changing media industries. In addition, a new introductory undergraduate course is currently being discussed that would provide an even more comprehensive overview of professional communication, focused on business and economic models of these industries.

3. Diversity (local)

Findings: Direct and indirect measures show that understanding of diversity issues, such as race, class, gender, and sexual orientation, has improved since 2015 to a strong area of learning in 2018–2019.

Actions: Throughout the past several years, as documented in Standard 3, the school continues to host discussions of issues of diversity and inclusion, including diversity of thought. Tangible steps have included meetings with the university's chief diversity officer, who met twice with faculty groups.

To improve enrollment in courses focused on issues of diversity, the curriculum committee developed a rotation of course offerings so that the large survey course, MEJO 441-Diversity and Communication, would be offered each semester and more specialized courses (e.g., MEJO 342-The Black Press and U.S. History or MEJO 442-Gender, Class, Race & Mass Media). The rotation of these courses has reduced competition that might have inadvertently reduced enrollment for students who had limited space for electives.

4. Diversity (global)

Findings: Indirect measures reflect promise in students understanding of this learning outcome. Findings suggest the need to develop a direct measure to assess this outcome. Development of this direct measure is underway.

Actions: In response to assessment findings, in Fall 2016, a global communication course, MEJO 446-Global Communication and Comparative Journalism, was introduced as a means of strengthening this area of knowledge for students interested in journalism. In Spring 2020, MEJO 490-International Public Relations was introduced to further strengthen this outcome in advertising/public relations.

In addition, participation in the school's global programs has been strengthened through student knowledge of and enrollment in MEJO 447-International Media Studies, and MEJO 490: International Media Markets: China. These study-abroad courses includes travel to London or China where students learn about international media organizations. Knowledge of global diversity has also been strengthened by MEJO 584-International Projects, which takes students to different international locations to engage in multimedia journalistic storytelling and MEJO 592-Workroom FashionMash: Product Design, which has traveled overseas for product research and client meetings the last three Spring Breaks (the 2020 trip to Paris was cancelled due to the pandemic).

5. Presentation of images (visual communication practices based in scholarly research)

Findings: Direct and indirect measures indicate adequate knowledge and strong performance by students in the practical application of skills in the creation of projects. 2018 data suggests room for improvement in common knowledge of visual literacy as applied to the newest technologies. Responses to senior survey questions regarding concepts and theories in the use and presentation of images show improvement from incoming majors to graduating seniors over the past three years.

Actions: Assessment findings guided the development of MEJO 121-Introduction to Digital Storytelling, which was launched in 2017. This course, which gives equal attention to video, web design and graphics, is required for all students in journalism and advertising/public relations; thus ensuring that all majors acquire basic skills in the use of graphics to present information.

In addition, the school's new strategic plan, *Envisioning Tomorrow*, calls for new capstone coursework that integrates multi-platform storytelling and data analysis through joint journalism, advertising and PR projects. In Spring 2020, a joint capstone course proposal to strengthen this learning outcome was approved by the school's curriculum committee.

6. Ethics

Findings: Assessment results indicate variable performance over time, ranging from adequate to strong. One possible reason for these mixed findings is that many of the instructors in the media ethics course have been doctoral students. These students are now required to shadow the course and receive instructor training. This extra focus on training should results in more uniform results.

Actions: Based on student performance on this learning outcome between 2015 and 2017, MEJO 141-Media Ethics was removed from the core curriculum, however faculty are encouraged to incorporate ethics in their courses and syllabi to more directly address this outcome. The majority of our majors, and many non-majors, take the course because it is designated as meeting the university's general education requirement for understanding philosophical and moral reasoning. Given the prior evidence, this change provides more space within the limitations of course credits to further strengthen instruction in learning outcomes 5, 8, and 11.

7. Critical/creative thinking

Findings: Historically, this student learning outcome has been strong in both direct and indirect measures, but more recent assessment findings are mixed. Results of the new knowledge exam suggests the need for improvement, while evaluations of student work suggest this area continues to be strong.

Assessment of this learning outcome by industry professionals and internship evaluations indicate this is an area of continued strength. Findings on the knowledge exam since 2018 that demonstrate inconsistency may be due to issues with new critical/creative thinking questions on the exam.

Actions: The need for critical and creative thinking are both reiterated in the new strategic plan and are embedded within the pillars of data-driven insight and sense-making. Recent efforts to improve this learning outcome have included one new faculty hire in investigative journalism and two focused on market intelligence and audience analytics.

8. Research and evaluation

Findings: Assessment results of this learning outcome have been consistently strong, although some of the recent indicators suggest a need for improvement. Assessment findings from internship evaluations suggest research and evaluation is an area of strength, while open-ended comments from industry professionals and the knowledge exam indicate the need for improvement. Differences in findings may be due to the introduction of new exam questions that focus on changing industry needs in audience analysis and data journalism.

Actions: Although assessment findings of this student learning outcome are mixed, results helped to support three new faculty hires that focus on audience analytics, marketing intelligence and investigative journalism. At this writing, a fourth faculty position in health marketing and communications has been submitted for university approval. The description of this position was written to develop courses in strategic communication with a significant research component.

In addition, assessment results have guided the creation of a joint capstone course that was approved by the school's curriculum committee. The course combines production of an online news program that relies on gathering and interpreting audience metrics to make informed decisions about content, content delivery and promotion. The new capstone follows similar changes that were made last year to MEJO 252-Audio Journalism and MEJO 421-TV News Reporting and Producing, which now incorporate a section on viewing and interpreting Nielsen and digital audience data.

9. Writing

Findings: This student learning outcome is a stalwart of the school and assessment of this area has been consistently strong on all direct and indirect measures. However, in 2018, the average percentage of correct responses to writing items on the new knowledge exam was lower than expected. This result likely reflects new questions on the knowledge exam, given the high marks by industry professionals and by internship evaluators. Also, responses to writing questions on the senior survey have shown improvement from incoming majors to graduating seniors since 2018.

Actions: The core MEJO 153-Writing and Reporting course continues to evolve as a result of assessment. An effort has been made to ensure that different styles and forms of writing are consistent with ever-changing industry requirements. Learning modules now incorporate more information and practice writing for online, social media and video/broadcast. Guest lecturers have contributed their expertise to these new lesson modules by offering real-world insights that demonstrate the need for versatility in writing for different formats.

10. Evaluating own work

Findings: Assessment results of this outcome using direct and indirect measures in 2015 indicate this is an area of strength in the curriculum.

Actions: The school continues to emphasize the importance of high-quality work and many courses include critiques of the work of others. For example, in MEJO 371-Advertising Creative, each student develops and presents a campaign that is discussed and the best campaign is named the "best in class."

11. Basic numerical and statistical concepts

Findings: Despite attention to this area, variable performance on this student learning outcome suggests the need for continued improvement. These results are being addressed in conjunction with the learning outcome regarding research and evaluating information.

Actions: Assessment has guided the development of a number of courses that support this learning outcome, including: MEJO 570-Data-Driven Journalism, which provides instruction on basic statistics and data literacy; MEJO 479-Market Intelligence, which teaches statistics, audience metrics, and market research to inform business decisions; and MEJO 670-Digital Advertising and Marketing, which provides additional instruction in applying statistics to strategic communication decisions.

Existing courses were also revised to strengthen understanding of numerical concepts. The journalism courses MEJO 252-Audio Journalism and MEJO 421-TV News Reporting and Producing were changed to incorporate lessons on reading and interpreting Nielsen television audience data, as well as the use of digital audience data provided by an industry contact. Current capstone courses also combine audience analytics with decision making in news production for online audiences.

In addition, proposed courses include a second data journalism course and a joint capstone course that combines online news production with audience metrics, and examines public television data, thanks to a recent partnership between the Hussman School and UNC-TV Public Media North Carolina.

As informed by assessment, numeracy and data literacy are a pillar in the new 2020–2025 strategic plan, *Envisioning Tomorrow*. This plan resulted in two

job announcements in the 2019–2020 academic year and two new hires in market intelligence/ audience analytics, which bring additional strength to the areas of data and quantitative research methods and provide support of needed skills in both journalism and strategic communication.

12. Tools and technology

Findings: Recent findings for this learning outcome are mixed. The knowledge exam, which assesses new aspirational online technologies and basic traditional audio/video, suggests the need for improvement, while input from industry professionals and internship evaluators indicate this is an area of great strength.

Actions: Among the actions related to the tools of technology, MEJO 121-Introduction to Digital Storytelling was launched as a core requirement to provide basic video, web, and graphics skills in the presentation of images for students in both journalism and advertising/public relations. We continue to strengthen our curriculum by providing students with knowledge and skills in the newest analytics and data mining/data scraping tools of technology. MEJO 570-Data-Driven Journalism and MEJO 479-Market Intelligence have provided the first introduction of these tools to our students.

4. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.

The school engages with three volunteer groups of media professionals and alumni that provide assistance in the assessment process: the Board of Advisers, Hussman Media Foundation of North Carolina, and our alumni association. The members of these groups regularly interact with current students, serve as guest speakers in classes, and assist in the school's assessment process.

These industry professionals work closely with the dean to support the school's mission, and advance and inform the direction of the school. They also interact with the school's leadership to guide the creation of a new strategic plan and revision of the curriculum.

The Hussman School of Journalism and Media Foundation of North Carolina, Inc., cultivates private support for teaching, research and service. Members of the board help to sustain the school with adequate resources and governance policies.

The school's alumni association, whose members are graduates who are media industry leaders, brings diverse perspectives to help foster student development and alumni connections. These alumni are in an excellent position to share their recent professional experiences with students.

Members of the three boards, other industry professionals and alumni, actively engage with and provide invaluable perspectives to students, and participate in assessing their work and performance across the communication disciplines. They visit classes to interact with students and provide feedback on projects and other work, and help identify areas that need further attention, which provides an opportunity for students to make mid-course corrections.

A notable example of professional involvement is in the school's senior capstone assessment, which is detailed in our 2018 through 2020 assessment reports.

As part of our assessment process, at the end of the semester, professionals independently evaluate final projects. Further, internship supervisors provide an evaluation of student work as part of our assessment of learning outcomes. These observations are also factored into student grades by the instructor. Finally, feedback from professionals (through assessment and internship evaluations) have been used to help refine and improve our curricula, provide experiential learning opportunities, and critique student work.

Experiential Learning

Students work with professionals as clients in a number of courses. In addition to providing students with direction and feedback throughout these courses, professionals play a critical role in assessing performance and the final products of student teams. Specific examples of professional and alumni involvement in courses include:

MEJO 232-Public Relations Writing. Students in this course have worked with more than 50 nonprofit organizations since the last accreditation team visit. They write press releases and other materials for clients who review the strategies and PR products.

MEJO 376-Sports Marketing and Advertising. This class works each semester with a client that is a major sports organization. Clients and other professional guests provide input and feedback to students at several points throughout the semester.

MEJO 634-Public Relations Campaigns (previously MEJO 434). Clients in all sections of this capstone course formally evaluate at least three campaign components over the course of the semester: research reports, final presentations and a written plan. Some faculty members use a formal client-evaluation form, while others allow reviewers to provide verbal feedback directly to students.

MEJO 671-Social Marketing Campaigns. This course works with public health sector clients who attend the class three times during the semester. The client presents an overview of the public health challenge and answers questions from students. They also attend a strategy presentation, where student teams present the results of their formative research and plan for interventions. Last, the client attends final student presentations and provides verbal comments, which the instructor collects and incorporates into a feedback rubric.

MEJO 690-Advanced Advertising Campaigns. Students in this course enter their campaigns in the American Advertising Federation's National Student Advertising Competition. These campaigns (written plans plus 20-minute live presentations) are judged by professionals at the district level. Winners advance to the semifinals where a second panel of professionals evaluate the campaigns; and those winners advance to the national finals, where they are judged a third time.

Critiquing Student Work

Students who produce broadcast, audio, print and multimedia projects, and public relations-advertising campaigns as part of coursework and extracurricular activities regularly have their work critiqued by professionals in these fields. A few examples follow:

MEJO 422-Producing Television News. This class produces the school's "Carolina Week" TV news program. Each semester broadcast professionals spend a day with the news team, producing and critiquing student's work following the newscast. They provide a real-world assessment of what the team is doing well and how it might improve. Professional critiques are provided to individuals as well as to the group.

MEJO 252-Audio Journalism. This class often uses professionals to critique student work and present examples of professional work from their organizations.

MEJO 634 (previously MEJO 434)-Public Relations Campaigns. Students in this course produce public relations materials that are critiqued by professionals, and their work and ideas are often used by organizations. This work includes, press releases, fact sheets, public service announcements, and social media campaigns.

5. In a digital file, list the major awards won by the unit's students in local, regional or national competitions in the past six years. Limit to five a year.

Students in the Hussman School have been consistent in submitting and successful in winning awards in local, regional and national competition. Figure 9.2 below provides a list of five student awards each year since the last accreditation review. A full list of major awards won is provided in Appendix 9-J.

Figure 9.2 Student Awards in National Competitions

	2019–20	2018–19	2017–18	2016–17	2015–16	2014–15
Hearst Journalism Competition	**Overall champion.** Two individual 1st place, two individual 3rd place, one individual "Best Use"	**Overall champion.** Two individual 1st place, one individual 2nd place, one individual 3rd place	**2nd place overall.** Two individual 1st place, one individual 2nd place	**Overall champion.** Two individual 1st place, one individual 3rd place	**Overall champion.** Two individual 1st place, one 2nd place, one 3rd place	**Overall champion.** Two individual 1st place, one 2nd place, two 3rd place
Society of Professional Journalists	One national winner, one Best All-Around	Three national finalists	One Mark of Excellence	Seven Mark of Excellence	One Mark of Excellence	Two Mark of Excellence
Society for News Design –International Student Competition	Four 1st place, four 2nd place, one 3rd place	Four 1st place, four 2nd place, one 3rd place	Three 1st place, two 2nd places four 3rd place	Three 1st place, four 2nd place, one 3rd place	Four 1st place, six 2nd place, four 3rd place	Seven 1st place, seven 2nd place, four 3rd place
Bateman Competition				1st place		
Broadcast Education Awards	One 3rd place, one "Best of Festival"	One 1st place, one 2nd place		One 1st place, one 3rd place, one "Best of"	One 2nd place	Two 1st place, one 3rd place
College Photographer of the Year	Five gold, two silver, one bronze	Four gold, one silver, one bronze	One gold, one silver, two bronze	Two gold, two silver, one bronze	Overall winner, six gold, three silver, two bronze	Three gold, three silver

6. In a digital file, list by specialty each member of the graduating class of 2016 and those graduates' current jobs. If practical, give a total number of "unknowns" rather than including them in the list. Describe the program used to track graduates to assess their experience in the profession and to improve curriculum and instruction.

The Hussman School of Journalism and Media maintains regular and consistent contact with its graduates. Multiple methods are used to provide ongoing information to alumni about the school, fellow alumni, students, faculty and staff. Methods of contact include a monthly electronic newsletter, a print newsletter twice a year, and multiple social media platforms including Twitter, Facebook, LinkedIn and Instagram, which are overseen by Hussman's communication team. The school's website is updated on a regular basis, so graduates are able to stay aware of and engaged in the school's activities, both domestically and internationally.

The school uses a database maintained by UNC's Office of Development and the university's General Alumni Association to reach out to alumni by mail and email. The database has 16,039 graduates of the school (9,211 in North Carolina), with the remainder in the 49 states and 45 countries. In addition, the school maintains its own alumni records. LiveAlumni, an innovative program that utilizes public social profiles to capture the most current contact and employment information, ensures that the school's alumni data is kept current.

Of the 238 graduates in May 2016, the school has employment records on 232 (97.5%). Employment records are not available for five (2.1%). A list of the 2016 graduates detailing their academic specialty and their current employer, job title and location is provided in Appendix 9-K.