

## SUPPLEMENT II

# UNC Hussman School of Journalism & Media Faculty Meeting Minutes



**MINUTES**  
**SCHOOL OF MEDIA AND JOURNALISM**  
**FACULTY MEETING**  
**September 7, 2018**

The faculty of the School of Media and Journalism convened at 10 a.m., Friday, Sept. 7, 2018, in the Freedom Forum Conference Center.

Dean Susan King opened the meeting with the following announcements:

- The university is anticipating more Silent Sam protest events on Saturday. She also noted that last year, a group of visual communication students combined their work into a film titled “Silence Sam,” which was screened at the School of Social Work last week. Several of the students involved in that project had contributed to a report on diversity issues at the school that included a number of recommendations, including awareness training for faculty. The vis com faculty participated in an initial session with Dr. Rumay Alexander, the university’s chief diversity officer, last week. A session for all faculty will be held with Dr. Alexander after the Oct. 5 faculty meeting.
- Foundation Board member and alum Zach Clayton hosted an alumni event at his home in Raleigh last night. The event was attended by about 50 people. Robyn Tomlin, our alum and current executive editor of the N&O, was the featured speaker. The event concluded with a call to action by Foundation Board member David Sousa to give to the school’s campaign. The next alumni fundraising events are scheduled for Winston-Salem and Chicago.
- There will be an event on Sept. 21 to officially announce the \$10 million gift the school has received to fund the new building. The event is being organized by the chancellor’s office and university development, and details will be forthcoming.
- The school’s budget is not on the agenda as has been the practice for the first faculty meeting of the year because the school has not received its budget from the provost’s office. The budget is expected to be presented at the Oct. faculty meeting. It looks like there will not be any cuts and merit raises have been approved but no funding is being provided for the raises.

Dan Kim thanked faculty for their participation in the Friday lecture sections of the school’s visiting international scholars program. He noted that the lecture section sets the school’s program apart from others. A roster of the current VIS participants, most of whom are professional journalists or current professors, was handed out and faculty were encouraged to engage them during their stay. Dean King pointed out that the VIS program gives us a global presence and is also a financial resource for the school.

Tori Ekstrand shared that First Amendment Day would be held on Tue., Sept. 25. There will be a number of panels during the day and keynote speaker, Siva Vaidhyanathan, will be the featured guest on WUNC’s The State of Things with Frank Stasio at noon that day.

John Sweeney presented the attached draft of the Knight Chair job description. During discussion there were two recommendations: include more language about “marketing” and add “MBA” as an option for the degree requirement. Sweeney will revise the description and the position will be posted soon.

Charlie Tuggle, chair of the broadcast fixed term faculty search committee, presented the attached recommendation of four interview candidates on behalf of the committee. The slate of candidates was approved by unanimous vote. Interviews will be held in early October with a goal to hire in time for a start date of January 1, 2019.

Heidi Hennink-Kaminski put forth nominations of Anne Johnston and Andy Bechtel to fill the full professor and associate professor vacancies on the faculty salary committee. It was clarified that Spencer Barnes was promoted to associate professor effective July 1, 2018 but joined the committee as an assistant professor.

The consensus of the assistant professors in attendance was that Spencer would ably represent them on the committee in the final year of his term. A motion to approve Johnston and Bechtel as new members of the committee was seconded and passed unanimously.

Francesca Dillman Carpentier led discussion of the attached draft policy regarding the use of real names in classroom assignments. Development of the policy was led by Chris Roush, with significant input from John Robinson and MEJO 153 instructors. The need for the policy was prompted by a 153 assignment that was posted online by a student and which used the name of a real person in conjunction with a fictional account of that person being charged with a number of crimes. The school experienced a similar issue in the '90s but no policy was implemented at that time. Key points of the discussion that ensued included:

- It is permissible for students to post their original work online.
- The policy should clarify that posting “instructor-produced material” online is a violation of the honor code.
- In this era of fake news, it is not advisable to give assignments based on fictional elements.
- Instructors other than those teaching 153 (i.e., PR writing) need to be involved in developing the policy.
- The school is an entity that is being used in practice assignments and instructors should be mindful of how that could affect the school’s brand and reputation.
- The school has used the same 153 textbook for a long time. The textbook had a workbook with set scenarios that could be used to text fact-checking, but instructors have gotten away from using those.

Due to the number of questions raised, the vote on the policy was tabled. It will be revisited at a future meeting after more faculty input.

Heidi Hennink-Kaminski introduced Josh Carlton and Adrienne Calabria, who presented the attached information about MADC curriculum development. The next steps are:

1. Working group to refine descriptions and titles.
2. Working group to identify prospective SMEs for each course.
3. Working group to identify two stackable certificate options.
4. Present curriculum to Graduate School committee.

By separating the MADC’s curriculum development from the infrastructure development (which is dependent upon the university’s decisions regarding an OPM vendor, blended tuition rate, the GRE requirement and multiple start dates), the school can be ready to roll out the changes when the infrastructure is set.

There was considerable discussion regarding requiring a thesis vs. a portfolio or capstone project. Adrienne shared that based on the demographic that will be drawn to this program, “thesis” is a negative, but a capstone project that could also be a project for work would be appealing. The university’s language for the requirement is “thesis or thesis substitute.”

Heidi Hennink-Kaminski discussed outcomes of the strategic discussion of the IHC program at the August retreat. The conclusion was that though health communication is a substantive area and competitive advantage of the school, the IHC MA and certificate programs will be ended. Enrollment issues, including lack of ROI for our faculty teaching cross-listed courses, and decreased SPH engagement in the programs are the driving factors behind this decision. Future plans for health communication in the school include:

- Launching a new interdisciplinary research group across campus
- Co-sponsored events such as the Jane Brown Colloquium or a new Digital Health Showcase
- Continue to serve graduate students through our strategic communication MA area of study or our theory & research area of study

- Proposing a new 4+1 BA/MA dual degree program within MEJO where strategic communication or theory & research MA and health comm courses are combined with a MEJO undergraduate degree.

Since the meeting was running long, John Sweeney referenced the attached notes on revising the school's P&T guidelines and asked that faculty read the material and send him comments. He reminded faculty that the school has received feedback from the ACEJMC site team, the provost and the university APT committee that the professional track guidelines are not well defined and the school's process in general is vague as currently written. Sweeney will chair the P&T Rewrite Committee with members Jan Yopp and Spencer Barnes. If other faculty are interested in serving, they should contact Sweeney.

Wendy Borman presented the attached summary of AY 2017-18 fundraising.

- The \$12.9 million in new cash and future commitments is the largest one-year total in the school's history
- As of Aug. 31, 2018, the school is just over half-way to its campaign goal of \$75 million.

The meeting adjourned at 12:15 p.m.

## **KNIGHT CHAIR IN DIGITAL ADVERTISING AND SOCIAL MEDIA**

The University of North Carolina at Chapel Hill is searching for an individual with a distinguished professional reputation in the emerging discipline of digital advertising and social media. The successful applicant will be appointed as a full professor with tenure. The School of Media and Journalism and the Knight Foundation expect the successful candidate to design and execute leading-edge applied research projects that will build the professor's reputation as a top national and international authority in the vital areas of digital advertising and social media.


The position includes funding for applied research support and a variety of teaching, research, outreach and travel opportunities. The successful candidate will be expected to reach out to an international and professional community with solid ideas about the future of digital advertising.

**DUTIES:** The chair will be a leading expert in digital advertising, social media platforms and business strategies with a foundation in advertising theory and practice. The successful candidate will be expected to conduct research and teach existing advertising courses including one dedicated to digital advertising and marketing. We are eager to offer students courses in data analytics and seek candidates with strength in this area. The chair will be a colleague of the Knight Chair in Media Economics at UNC-Chapel Hill who focuses resources on the implications of the digital revolution on newspapers, information needs of communities and the emergence of news deserts in the United States.

The chair is expected to fulfill the standard requirements for teaching, applied research and service expected of a full professor at UNC-CH.


**QUALIFICATIONS:** A PH.D. is not required but is certainly a welcome credential. The successful candidate will have a master's degree, significant professional experience and strong evidence of the ability to conduct successful applied research as a full professor. Applicants must show an ability and desire to work within an academic setting and have significant ties and connections within the industry.

*(presented at 9/7/18 faculty meeting)*


**Adam Hochberg**

- Adam Hochberg has an MA from UNC-CH (1986). He has taught for our school every fall and spring semester since 2008, teaching the practicum that results in the radio program Carolina Connection. He was an NPR correspondent for 15 years and is now editorial project manager for The American Homefront Project. Student awards include two straight National Murrow awards and five SPJ best newscast awards.



**Jean Jadhon**

- Jean Jadhon has an MA from Hollins University (2007). She has served as an adjunct there for a total of 10 semesters, teaching Writing for Broadcast and Writing for the Electronic Media. She has been the main anchor at WDBJ in Roanoke-Lynchburg, VA since 1992. Awards include best anchor, best hard new reporting and best feature reporting. She recently moderated the Virginia Democratic Gubernatorial Debate.



**Lindsay King**

- Lindsay King has an MA from USC Annenberg (2016). She has successfully mentored numerous younger journalists. She has 10 years of experience as a producer, moving progressively up in market size and now producing at KTLA in Los Angeles, where she produces content for broadcast and online platforms as well as helping execute the company's strategic vision.



## Lee Meredith

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- Lee Meredith has an MBA from the University of Memphis (2017). He is teaching Media Management and Editorial Writing as an adjunct for us this semester. He has been the Vice President and General Manager for Raycom Media since 1998. He has been the GM at four different television stations, and was news director at both WCNC in Charlotte and WTVD in Durham.

**School of Media and Journalism**  
**Policy on the Use of Real and Fictitious Elements in Content Creation**  
**September 2018**

The School of Media and Journalism has long taught its students to demonstrate the highest standards of accuracy, fairness, and integrity in their real-world and course work. In writing assignments, this demonstration includes verifying the spelling of proper nouns among the various means of checking facts.

In some cases, course assignments might necessitate the use of scenarios, including names of people or other ~~entit~~entities, that students are asked to use for practice in creating content.

School instructors should follow these guidelines:

Names of real companies and public figures such as politicians, athletes, coaches and personalities should only be used in connection with real, verifiable events involving those entities in any assignment.

No assignments should be given that combine real entities with fictional scenarios.

Use of fictional names in conjunction with fictional scenarios is allowable in creating student assignments so long as students are informed that these elements have been intentionally fabricated for purposes of pedagogy. Any fictional stories should be labeled clearly as such.


School of Media and Journalism students, particularly students in journalism classes, are encouraged to practice interviewing people for their stories, verifying their identities by asking for their first and last name, age and other identifiers.

Students should make clear to the people being interviewed, photographed or recorded for news stories that their names will appear in the ~~the~~ content produced and may appear online in published form.

**Add to syllabus:** It is a violation of the UNC-Chapel Hill Honor Code for students to post a course's writing assignments, quizzes or exams on the internet without the instructor's permission.

*(presented at 9/7/18 faculty meeting)*



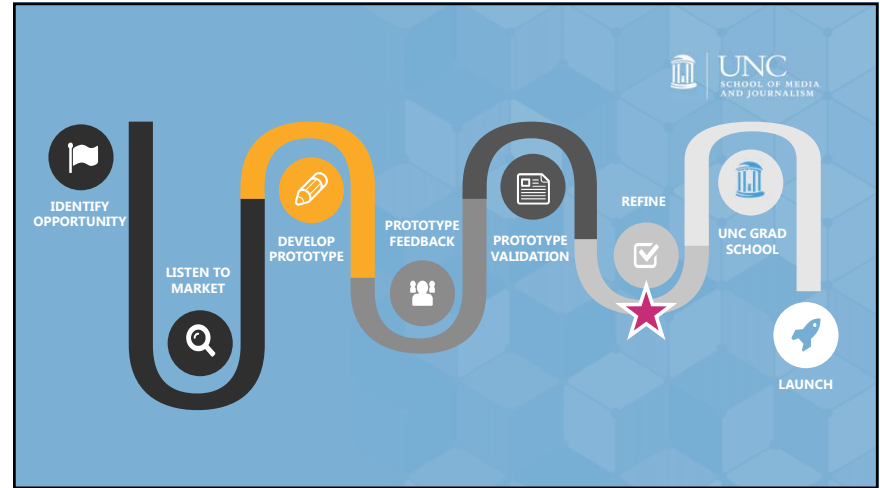


# MADC Curriculum Development

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## Faculty Meeting Update

9.7.2018









# LISTEN TO MARKET

### Listen to Market: Fall 2017 (n=14 industry leaders)

TECH	JOURNALISM	AGENCY	BIG BRANDS
  	    	  	  



**DEVELOP  
PROTOTYPE**



**MADC Prototype Curriculum**

Business of Media	Multi-platform Storytelling	Psychology of Audiences	Media Analytics	Communications Strategy & Planning
UX and Visual Literacy	Leadership & Entrepreneurship	Reputation Management	Media Innovation in Practice	





**PROTOTYPE  
FEEDBACK**



**Prototype Feedback: Spring 2018 (n=17 respondents)**

<p><b>Key Informants</b> (n=4)</p> <p>Key members of the MJ School Faculty. Both current instructors in the MADC program and non-instructors.</p>	<p><b>Former/current students in ideal jobs</b> (n=5)</p> <p>...where a Master's degree helps them succeed; people in journalism and strategic/visual communications who are on their way to the top of their organization – making a big impact, and part of their success is an outcome of their Master's degree</p>	<p><b>Non-students in ideal jobs</b> (n=3)</p> <p>People who completed another master's degree program. They might have applied to our online program or strongly considered it, but didn't attend.</p>	<p><b>Leaders and hiring managers</b> (n=5)</p> <p>Industry leaders and executives who are heavily involved in the hiring/recruitment/training process:</p>
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# PROTOTYPE VALIDATION AND REFINEMENT

# SUMMER 2018: NATIONWIDE ONLINE SURVEY (N=206)

## Method

National Online Survey

- 206 respondents
- Educational interest:
  - Communication / Journalism-based graduate-level education
  - Within the next 5 years
  - Open to online as a delivery method
- Analysis of data three ways
  - Overall
  - Time until intended start (within year, 13-24 months, 2-5 years)
  - Type of program interest (MA, certificate, MBA)

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## Respondent Demographics

			
54% Female	59% 30-49 years	38% Minority	43% \$50-75K
			
72% Employed full-time	65% Switching fields	45% Public undergrad degree	

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## Market Landscape

- **What is their mindset?**
  - Likely to start a program within two years
  - Interested in part-time programs
  - Interested in several areas of study (e.g., MBA, PR, IMC)
- **Why are they interested?**
  - Accelerate their career path
  - Achieve personal fulfillment
  - Change career path
- **Top selection criteria**
  - 1) Cost of Program
  - 2) Quality of Faculty
  - 3) Reputation of the University
- **Other options:**
  - 1) Online Graduate Certificate
  - 2) Employer-Sponsored Training
  - 3) Free Online Courses

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# OVERALL PROGRAM REACTIONS

## What they expect

Subjects taught	Skills learned
<ul style="list-style-type: none"> <li>• Marketing</li> <li>• Mass Media</li> <li>• Journalism</li> <li>• Business</li> <li>• Public relations</li> <li>• Variety of communication methods</li> </ul>	<ul style="list-style-type: none"> <li>• Real-world skills required to move forward in career</li> <li>• Strategy and planning</li> <li>• Leadership and management</li> <li>• Networking</li> </ul>

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## What they expect (cont'd)

Institutions	Length of Time to Complete	Expected Cost
<p>Online Schools</p>  <p>State Schools</p> 	<p><b>2</b> Years</p>	<p><b>\$15k- 25k</b></p>

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### Competitive set (blind)

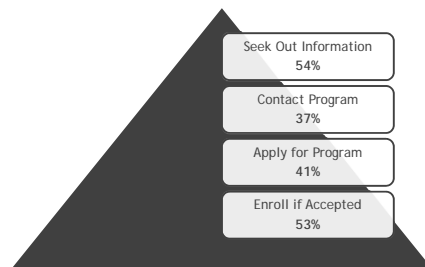
Program Title	Master of Science in IMC	Master's in Digital Communication	Master of Science in IMC	Master of Communication Management	Master's in Communication
Cost Length	\$30K 18+ Months	\$42K 28+ Months	\$36K 24+ Months	\$60K 16+ Months	\$65K 15+ Months
What They Liked	Low Cost and Time to Complete	Oriented to the Future	Cost and Courses Offered	Focused on Leadership	Best match to Career Goals
What They Disliked	Not Interested or Useful to Career	Too Focused on Digital	Not Interested or Useful to Career	Cost	Cost
Ranking	1	2	3	4	5

### Competitive set

	West Virginia	UNC	Northwestern	USC	Syracuse
Program Title	Master of Science in IMC	Master's in Digital Communication	Master of Science in IMC	Master of Communication Management	Master's in Communication
Cost Length	\$30K 18+ Months	\$42K 28+ Months	\$36K 24+ Months	\$60K 16+ Months	\$65K 15+ Months
What They Liked	Low Cost and Time to Complete	Oriented to the Future	Cost and Courses Offered	Focused on Leadership	Best match to Career Goals
What They Disliked	Not Interested or Useful to Career	Too Focused on Digital	Not Interested or Useful to Career	Cost	Cost
Ranking	1	2	3	4	5

### Overall performance

Percent of respondents likely to interact after seeing full description of proposed UNC-CH MADC program



### COURSES TESTED

## Courses Tested

- Business of Media
- Communications Strategy and Planning
- Leadership and Entrepreneurship
- Media Analytics
- Media Innovation and Practice
- Multi-platform Storytelling
- Psychology of Audiences
- Reputation Management
- UX and Visual Literacy

## In their own words

*What do you like about the course?*

Business of Media: "Uses real-life examples to demonstrate learning concepts"

Communications Strategy and Planning:  
"The course is related to a skill I am trying to acquire"

Psychology of Audiences: "It's a very timely topic; it's just what I'm looking for"

Multi-platform Storytelling: "I like that this course would give me methods to express myself more clearly in both visual and written communication."

**Course ratings** (How well does each of the following describe your opinion of this course? 1="not at all" 5="very well")

	Business of Media	Communications Strategy and Planning	Leadership and Entrepreneurship	Media Analytics
This course is one I would enjoy	3.72	3.70	3.72	3.75
This course will teach me valuable skills for my career	3.82	3.84	3.81	3.81
This course will be too difficult for me	2.71	2.68	2.60	2.68
This course does not seem sufficiently rigorous	2.79	3.04	2.88	2.75
This course is unique	3.80	3.62	3.65	3.64
This course is a good value	3.81	3.68	3.65	3.73
This course is relevant to my field of work	3.84	3.91	3.69	3.76
This course topic is of interest to me	3.90	3.97	3.76	3.75
This course will be able to be effectively delivered online	3.83	3.95	3.84	3.81

**Course ratings** (How well does each of the following describe your opinion of this course? 1="not at all" 5="very well") - continued


	Media Innovation and Practice	Multi-platform Storytelling	Psychology of Audiences	Reputation Management	UX and Visual Literacy
This course is one I would enjoy	3.48	3.71	3.84	3.77	3.45
This course will teach me valuable skills for my career	3.64	3.62	3.78	3.80	3.52
This course will be too difficult for me	2.54	2.56	2.59	2.85	2.70
This course does not seem sufficiently rigorous	2.59	2.67	2.77	2.85	2.82
This course is unique	3.61	3.73	3.77	3.56	3.63
This course is a good value	3.62	3.62	3.72	3.62	3.55
This course is relevant to my field of work	3.69	3.65	3.70	3.86	3.49
This course topic is of interest to me	3.70	3.67	3.94	3.90	3.54
This course will be able to be effectively delivered online	3.92	3.73	3.76	3.86	3.66

## Next Steps (Fall 2018)




1. Working group to refine descriptions and titles.
2. Working group to identify prospective SMEs for each course.
3. Working group to identify two stackable certificate options.
4. Present curriculum to Graduate School committee.

## Our Program and Competitors



University	Starts per year	Total enrollment	OPM partner	Thesis/capstone/comps
UNC-Chapel Hill	1	40	No	Thesis project + comps
Northwestern IMC	4	150	No	None
Florida	3	150+	No	Capstone course/client
Michigan State	3	150+	?	Capstone course + comps
USC	3	300+	Yes	Capstone course/client
Syracuse	4	400+	Yes	Capstone course/client

Thank you.

## Appendix



Greatest needs for mid-level talent today:  
**Sense-making (insight) & Adaptive Thinking**



“

*...we want people who are **willing and excited to change all the time**. This industry is going to be in a state of continuous change and our culture has to be one of continuous change in order for us to be successful. And you have to be able to embrace change. Love it. Run with it. **Figure out the next thing to do.***

When earned at a reputable institution, online graduate degrees are respected as a **demonstration of time management and ambition**.



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*There could be a point 20 or 30 years from now where someone who spends time in a residential program is this backwater person, seen as someone who isn't as efficient with their time vs. somebody who juggles a job and does an online program at the same time. **Somebody who did an online program has better time management skills.***

A strong online program **builds overall credibility** for the School.



“

*Prior to looking at graduate programs in public relations I hadn't the foggiest idea that UNC even had a program. I didn't know that Northwestern was really well-regarded or Syracuse or Clemson. A side effect of a strong online program can be an **expanded brand for the school of media and journalism nationally and internationally.***



**Psychology of Audiences**

Drawing from the fields of social psychology, consumer behavior, and market research, this course will help you to understand how and why audiences do what they do. By identifying an audience's motivations, values, and attitudes, you can more effectively understand not only what your audiences do, but why they do it. Students will be introduced to existing and emerging applied research techniques such as focus groups, eye-tracking, surveys, and facial mapping. This course will provide the skills to:

- collaborate with market and consumer research specialists
- discover and report on audience insights
- bring those insights to life in actionable ways
- understand how to build social capital with target constituents, brand influencers, and opinion leaders.

**Media Innovation in Practice**

This course will provide students with an iterative design thinking approach to problem solving, entrepreneurship, and innovation. This course is structured like a start-up so that students think creatively about *how* to develop original media products and services. The course combines elements of journalism, technology, marketing, public speaking, and business.

Through direct experience, students will learn how to:

- face extreme uncertainty
- make quick decisions with limited information
- fail early and often, and learn from those failures
- receive and give direct feedback
- assess the viability and sustainability of digital products and services.

Notes on the Tenure policy document.

By John Sweeney

I spent a considerable amount of time reviewing tenure issues this summer. I reviewed a number of institutional statements including Northwestern, Florida, USC, Harvard and Princeton. I looked at our own document and compared it with the UNC School of Government which had been recommended by the Executive Vice Provost Ronald Strauss. I looked at the rhetoric in our policy language and compared it to the actual vitae of many successful professors in the School of Media and Journalism. I looked at the policy language and compared it with my own experience at the University dating back thirty years. The following are my key observations in advance of a committee working to discuss and rework our tenure policies.

1. The tenure process is, above all, procedural.

There is a real danger to search for a special sentence that somehow defines the tenure process. I have seen committee members use a catchphrase to determine whether a tenure application is flawed. This neglects the fact that the tenure process is a long series of challenges—a candidate must gain the support of the P+T committee, four outside experts, the eligible voting faculty, the Dean, the outside committee on tenure, the Executive Vice Provost and the Board of Governors. **Seven different reviews at seven different levels will determine the issue of tenure or promotion to full professor.** Therefore, there is no formulaic phrase that covers the process so let's stop looking for one.

2. Tenure is a statement of investment.

Recently, an article on the California wildfires quoted a Villanova professor who studies the economic impact of wildfires in the United States. This describes the simple goal of a research mission at a top university: to produce distinguished experts in significant areas of study. So our own Don Shaw was the co-creator and lead researcher on the role of the “agenda setting” in media. Jon Meacham of Vanderbilt is an expert on the American Presidency and U.S. History. Anita Elberse of Harvard studies the economics of entertainment and developed a book called “Blockbusters” which ventured a counter-intuitive theory on succeeding in sports and entertainment. **The point is to advise the young scholar that we are looking for a substantial body of work that signifies a long-term direction worthy of investment.** The rewarding of tenure is the granting of years of employment with the expectation that the body of work started as a young professor will grow into a fundamental expertise potentially of great value to the academic field and society.

3. The Media and Journalism School has a professional class of academics that are an odd fit to the current system.

It might seem disloyal for me to present the professional track as an odd fit. I was one of the first beneficiaries of Richard Cole's work to create a 2-tier system so both professional and academics could prosper with the stature of tenure at the University. However, the 1985 movement to a dual track was done at a different place and time: 1) The professional track taught a 3-3 course load with a research requirement. There were no positions called Professor of the Practice as there are today which requires a 3-3 teaching load and NO research. There were also no Senior Lecturer,

Teaching Lecturer or Teaching Professor positions. There were lecturers but only a few. The old system had the advantage of simplicity and it had the enormous advantage of a far more flexible approval process. There was no outside committee questioning the inside judgments of a School. Instead, the Dean of the Journalism School met with other professional school Deans and reviewed recommendations. It allowed our Dean to make the case that this class of practitioners was teaching a vastly larger teaching load than scholars and the writing mission was allowed and encouraged to be more limited and far more industry-oriented than a scholar.

Today, the professional-track teaches a 3-2 load but this is rarely noticed or credited as a higher teaching load. Since there are other fixed-term professional positions, **there is a significant need to differentiate the purpose of a tenured professional from a Professor of the Practice.** I have some thoughts on this matter but the problem remains that the School has evolved into a more difficult situation with the outside tenure committee than the past and the mission of a tenured professional has become vague due to the rise of other fixed-term positions. This must be reformed.

4. There is a tendency to look for formulas and checklists rather than a “body of work.”

The question is often asked what is needed to gain tenure or the position of full professor. The emphasis is often on formula statements like “two refereed articles a year in leading journals.” **But a top journal may have a readership of 5,000. Would it be better today to also write a blog on a relevant academic subject that has 90,000 followers? Or, to publicize the field by writing articles with wide distribution and then appearing on popular media?**

We oftentimes discuss making an academic impact by giving citation statistics. But is it better to be heard and cited by the three key decision-makers in a field rather than a wide variety of groups who have no power or influence? In other words, **impact** can be numbers of readers but it also can be the elite **stature** of an audience. A professional may involve a class with a local fashion boutique which is fine and good. It is more significant to involve them with key marketing executives for a national fashion brand. The second is far more prestigious and important.

**I am going to recommend the following structure to analyze the quality and the influence of a scholar or a professional.**

- A. The candidate creates a **body of work.** This body of work will be open to the many avenues in communications available to create impact and stature. While a scholar will be expected to succeed in the academic review process and to articulate the stature of the journals that publish the research, the professional will have a similar pressure that the body of work includes leading industry brands, trade magazines, awards or executives. On the other hand, both the scholar and the professional can be free to express themselves in new kinds of platforms, presentations and events and include it for evaluations.
- B. The Body of Work will be evaluated with a knowledge of the discipline or profession. While the academic scholar understands that published journal articles outrank convention papers, **the professionals in advertising-public relations know that the finest work they do may be a report to a major brand in unpublished form.** Or, a series of unpublished storyboards that include the single commercial published that is only thirty seconds long. The work is not casually unpublished but presented to the highest levels of professional management to be counted. The P+T committee must endeavor to understand the reality of working in

different fields and make flexible judgments as to what is acceptable. It is vital that this understanding be emphasized going forward.

- C. **The research, teaching and service statements should be written by the candidate to advocate for tenure and promotion.** In the past, the statements made by the candidate vaguely included a philosophy of teaching and a listing of articles and committees. **I believe it is imperative in all promotional reviews that the candidate directly advocate using specific statistics and powerful details on the importance and impact of their body of work.** In this regard, it is the duty of the candidate to make it clear to the committee how unpublished work can be important in advertising. Or, how certain journals or trade magazines rank high in the field.
- D. The candidate will forcefully make the case concerning the effectiveness of teaching, the value of service and importance of research. This case is designed to make these things clear to a Promotion + Tenure committee that may not be familiar with the given field. It is the task of the candidate to bring together all available evidence to make-it-easy for the committee to decide positively. On the other hand, it is the job of the P+T committee to understand the level of excellence expected and to hold out for that even though candidates may vary widely in both their fields and their body of work. It is impossible to give a young professor a surefire formula. It is more important to promise a process that is both thorough and fair.
- E. **The fundamental point is that the body of work points to an expertise that is worthy of a tenure investment.** This simple insight has been lost in all discussions of numbers of articles and rankings of journals. Does the research direction matter? Is it an enhancement to the teaching mission? Is it a research or creative journey that will last decades in the hands of a young professor? These are the profound questions behind tenure and they have been lost.
- F. There are people who prefer a hostile tenure system. They disguise this in the “outstanding” and “excellent” language in the tenure document and—truth be told—the language borders on hype. Note the following phrase from our tenure guidelines:

“Basic expectations for every faculty member include outstanding scholarship or professional work, excellent teaching and excellent service to the School, University and to the discipline.”

No faculty in general is uniformly excellent. To pretend that all faculty achieve the output of an authentic superstar is to create an environment of doublespeak. Or rhetorical overstatement. The superstar professors are that good and they are more excellent than their capable colleagues. So how does one differentiate from the outstanding level and the very good level when making a tenure decision? This will be a critical dimension in setting a tone to the culture of the School that is positive and supportive or negative and hostile. I certainly prefer the first and will advocate for it. The second, by the way, does not lead to uniformly excellent faculty. To demand that every faculty member be the equivalent of LeBron James does not create that reality. In fact, it might inspire the opposite since honesty is not possible.

- G. There is a demand that the research be “continuous and focused.” This has led the hostile-group to challenge any slowdown in research as a “gap” that needs explaining. Does it really mean anything that many of our most successful professors had quiet periods in their research output? Particularly when faculty are evaluated after every class by students, every year by the Dean and every five years by post-tenure review. Perhaps they were asked to take on a huge service project? In our current system, service is taken for granted yet we are a faculty that uses its own people to run the school. Perhaps they needed to cover significant classes to fulfill our educational mission. The hostile group will object but our School has always sought a successful balance of teaching, research and service and that includes significant service.
- H. **It is time to end the façade that service is distributed equally.** There are a special group of tenured faculty who take on tremendous leadership roles in the school. The compensation of a course does no justice to the work involved. Most important, it is pure exploitation if the tenured, associate professors who have taken on leadership administrative roles are ineligible for promotion because they have invested long hours in essential administration rather than research.
- I. It is time to be fair. Faculty engaged in significant service/leadership to the school are not required to produce research at the level of the pure academic. This is common sense more than controversy but our policy has gone far down the road of fantasy rather than reality. **I advocate a “Dean’s Designation” to spotlight individuals who are handling large administrative/leadership roles in the school.** A reduction in research output should be expected and supported. The same demand for long-term worthiness of subject and focus of the research remains in place. It is the decision of the Dean to give these designations rarely or frequently but the power of the designation should be respected.
- When a person winning “Dean’s designation” goes up for promotion, the outside letters should be from people in the field who have done both administrative leadership and research. They will be able to provide a perspective on the balancing act required and can therefore appropriately assess productivity.
- J. The promotion + tenure committee can make its judgment after reviewing direct statements of advocacy from the candidate, teaching reviews, insights from the Dean, expert outside-assessments and the actual body of work collected by the candidate. The committee should be tasked to make the 3-year review both exhaustive and critical one. **I recommend the P+T committee be able to extend a contract with “concerns.”** This means that the candidate may not be producing at the strong level required for tenure. On the other hand, the committee believes there is still time for the candidate to turn the record around or increase the amount
- K. of research or the level of teaching. As well, it gives the candidate a three-year window to pursue a new job. An academic denied tenure faces an enormous drop in stature. An assistant professor on a three-year contract with “concerns” will either address those concerns or leave for another job with dignity still in place. That is why the 3<sup>rd</sup>-year review is particularly critical.
- L. **The question remains: what is the P+T looking for? I believe a vision for a simple and unified system begins to come clear:**

- Strong teaching evidenced by evaluations and awards
  - Strong service whether to the School, University, Industry or Academic Associations
  - Strong body of work whether scholarship or professional media/commentary
  - Strong statements making clear to all committees the merit of teaching, service and research by the candidate.
  - Strong evaluations by outside experts and the Dean if offered
  - Consideration paid to Dean's Designation for administration and/or additional teaching load.
  - Evidence of a significant expertise being developed that warrants the investment of tenure or the prestige of a full professor designation.
- M. It is important that many of our successful professors do not fit this vision exactly. This is partly because the vision of a top professor presented here was never articulated in prior documents. The complaints about the vagueness of the document were valid. Yet attempts to state exactly what tenure requires usually lapse into narrow definitions because our faculty is so diverse. The simple fact is that the statements by a candidate—whether 3<sup>rd</sup>-year, tenure, promotion to full professor or post-tenure—should make the case in such clear terms that the decision is easy.
- N. It is equally important that the guidelines be flexible enough to allow the evolution and innovation surrounding the media field. Many of the areas I used to win tenure are now obsolete. The marketplace has changed and to continue pumping out articles on the reality of advertising in the 1980s would be absurd. The candidate has the right to evolve and to identify that evolution in the three statements.
- O. UNC-CH Media and Journalism has a tradition of being nurturing rather than hostile. It is a tradition worth keeping. I have watched the process of tenure grow ever more harsh over the years. Part of this was imposed by the addition of an outside committee around the year 2000. Part is the rise of fixed-term teaching validly giving an alternative to the controversy of lifetime employment in an age of insecure economics. I don't object to these realities. My simple point is that we have—as a School—hired with care and then nurtured people through the process as opposed to expecting to tenure a tiny few who survive our brutal obstacle course. While both systems can be successful, our warmer and more humane orientation has been one of the reasons for our faculty longevity, loyalty and willingness to prioritize not just research but the education of our students and the needs of the School.

The UNC School of Media and Journalism remains one of the top Schools in its field. It is also known as a great place to work and grow. Let's preserve some of the things that made us great and that includes the mix of academics and professionals, the cooperative spirit among the faculty and a process for promotion that attempts to be both helpful and supportive while also requiring a standard of excellence. In that respect, the Promotion + Tenure Committee plays a fundamental role preserving the culture of the School.

**School of Media and Journalism  
Fundraising Report  
for FY'18**

9/072018 faculty meeting

**TOTAL COMMITMENTS**

**New cash and future commitments \$12,859,679**

Triad Foundation – <i>Park Fellows Program</i>	\$7,615,000
Future pledges - <i>not including Park Fellows Program</i>	\$1,736,998
Estate commitments - <i>3 booked in 2018</i>	\$2,074,002
New cash this year not related to pledge payments	\$1,433,679

9/072018 faculty meeting

**Breakdown of new cash raised for the school**

**Total new cash \$1,433,679**

*Of this amount....*

**Current Operating Funds \$1,192,174**

Student immersive experiences	\$50,000
Scholarships	\$31,280
Park Fellows 20 <sup>th</sup> Reunion – <i>Sept. 14, 2019</i>	\$200,000
Academic support & programs	\$54,152
Other restricted purposes	\$288,573
NC Hall of Fame	\$152,630
Unrestricted	\$415,539

**Endowment Funds \$241,505**

Academic purposes	\$34,946
Scholarships & Student Immersion	\$179,471
Other restricted	\$27,088

9/072018 faculty meeting

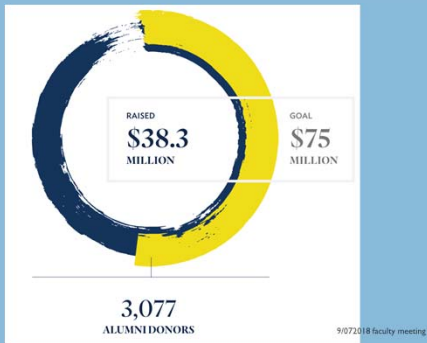
*In addition.....*

**New cash and payments on past pledges-**

**\$3,790,044**

9/072018 faculty meeting

## Campaign for Carolina as of Aug. 31, 2018





**MINUTES**  
**SCHOOL OF MEDIA AND JOURNALISM**  
**FACULTY MEETING**  
**October 5, 2018**

The faculty of the School of Media and Journalism convened at 10 a.m., Friday, Oct. 5, 2018, in the Freedom Forum Conference Center.

Dean Susan King introduced the latest “Tar Heel Talks” video that has been produced for the school by StoryMine, a video production company founded by three of our graduates. The video features Deen Freelon and his work around online political expression.

King announced that Ken Auletta is giving the Reed Sarratt Distinguished Lecture on Tuesday, Oct. 23 in Carroll 111.

King reported that draft policies from university administration on consensual relationships and familial relationships were presented at the recent Provost’s Leadership Council meeting. The ensuing discussion included the following highlights:

- As written, faculty will responsible for reporting consensual relationships to the dean.
- The policy is the result of concern about faculty and graduate students.
- Deans are responsible for creating a plan that would mitigate any potential “power conflicts.”

There was discussion about student assignments on sexual assault and domestic violence. It was noted that faculty need to be aware that many of our students have experienced personal traumas and care should be taken when assigning and discussing these topics. Barbara Friedman offered to share the readings she uses to teach how to report on sexual assault in the writing and reporting class. Chris Roush encouraged faculty to sign up for the university’s Safe Haven training, and to visit [safe@unc.edu](mailto:safe@unc.edu) to find resources available.

Susan King announced that Don Curtis and the Curtis Foundation are the source of \$10 million gift that will establish the school’s new building. The chancellor is hosting the official announcement on Nov. 2, 2018 at 4pm. The medical school and athletics are also receiving gifts from the Curtis Foundation and will be part of the Nov. 2 event.

Louise Spieler and Charlie Tuggle shared the attached presentation on the new building’s approval process and next steps. Faculty and staff were encouraged to share ideas and ask questions as the process goes forward.

John Sweeney presented the attached Knight Chair job description for faculty approval, amended with one edit in the last sentence of the third paragraph: changing “newspapers” to “news organizations.” A motion to approve the description as amended was seconded and passed by unanimous vote.

Francesca Dillman Carpentier presented the attached slides, which included:

- Fall 2018 seed grant reminder (deadline of Nov. 2).
- A summary of revisions to the faculty workload policies. The complete policies were distributed after the faculty meeting and faculty were asked to submit feedback on the revisions by Oct. 12. The post-tenure RSA policy is still being developed.
- MEJO 790 (formerly the professional section of MEJO 701) instructor and scheduling changes.
- Most recent assessment findings. Of note:
  - Dillman Carpentier and Stephanie Willen Brown are developing a report that will provide more details on the assessment findings.

- Next year's seniors will be the first to go through the new core curriculum (all will have taken MEJO 121).
- This assessment's pre-test was administered to MEJO 153 students within the second week of class – the goal going forward is administering the test in the first week of class.
- Board of Adviser volunteers devoted eight hours over the summer to evaluate random samples of student capstone work and M.A. work that had a deliverable. The qualitative comments from the BOA volunteers was invaluable.


Charlie Tuggle introduced a discussion about the school's different grading policies for major and minors. The school's current practice is that minors must re-take any required course in which they receive a C- in order to receive credit. Tuggle proposed the school adopt a consistent policy that would state that all students must make a C or better in a required course to receive credit. Many questions were raised, including:

- How is the school defining "required"? Is it the core courses? Is it pre-requisite courses?
- Are we redefining the failing grade if a C- is the same as a D or an F?
- What's the policy of other professional schools?

As there was no consensus, the topic will be taken up by the curriculum committee and a recommendation will be presented at a future faculty meeting.

The tradition of the school since 2012 has been to share the school's budget with faculty, outline budget priorities in terms of state and Foundation funding and answer any questions. Kathi Wimmer presented the attached finance update, which covered the school's budget and raises.

The meeting adjourned at 11:50 a.m.




# Carroll Hall Addition

Louise Spieler and Charlie Tuggle  
October 5, 2018

## Design and construction schedule (tentative)


- Fall 2018-Spring 2019: Design of new building.
- Summer 2019: Site preparation
- Fall 2019-Summer 2020: Media center constructed.
- Fall 2020: Media center opens.

Process requires multiple University approvals.



## Progress to Date

- \$1 million planning gift.
- UNC Board of Governors approval to plan.
- Programming and feasibility study completed by Szostak Design with oversight by UNC Facilities Planning and Design.
  - Four levels including a basement.
  - First floor studio and control room that will double as event space.
  - Audio production studio for podcasts, etc.
  - Multiple flexible “learning spaces.”
  - Student gathering places.
  - Budget: \$10 million (\$7 million for construction, \$3 million for endowment)



## What’s next?



THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

- Donor Naming Event to announce \$10 million gift (\$8 million for the Media Center) 4 pm, Friday, November 2.
- Board of Trustees site approval, November 14.
- Programmatic fundraising campaign around the Media Center.
- Anticipate hosting Economics TAs displaced from Phillips Annex during 2019-20 Academic Year.

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10/5/2018 Department Name 4

# University of North Carolina at Chapel Hill

**Position Title: KNIGHT CHAIR IN DIGITAL ADVERTISING AND SOCIAL MEDIA**

**Location: Chapel Hill, North Carolina**

**Position Type: Faculty**

The University of North Carolina at Chapel Hill is searching for an individual with a distinguished professional reputation in the emerging discipline of digital marketing, advertising and social media. The successful applicant will be appointed as a full professor with tenure. The School of Media and Journalism and the Knight Foundation expect the successful candidate to design and execute leading-edge applied research projects that will build the professor's reputation as a top national and international authority in the vital areas of digital advertising and social media.

The position includes funding for applied research support and a variety of teaching, research, outreach and travel opportunities. The successful candidate will be expected to reach out to an international and professional community with solid ideas about the future of digital advertising.

**DUTIES:** The chair will be a leading expert in digital advertising, social media platforms and business strategies with a foundation in advertising theory and practice. The successful candidate will be expected to conduct research and teach existing advertising courses including one dedicated to digital advertising and marketing. We are eager to offer students courses in data analytics and seek candidates with strength in this area. The chair will be a colleague of the Knight Chair in Journalism and Digital Media Economics at the UNC School of Media and Journalism. This professor focuses on the implications of the digital revolution for newspapers, information needs of communities and the emergence of news deserts in the United States.

The chair is expected to fulfill the standard requirements for teaching, applied research and service expected of a full professor at UNC-CH.

**QUALIFICATIONS:** A PH.D. is not required but is certainly a welcome credential. The successful candidate will have an M.B.A. or other relevant master's degree, significant professional experience and strong evidence of the ability to conduct successful applied research as a full professor. Applicants must show an ability and desire to work within an academic setting and have significant ties and connections within the industry.

## APPLICATION INSTRUCTIONS

To apply, please submit:

- A letter of application
- Curriculum vitae
- Examples of scholarly work
- Other materials reflecting scholarly and teaching excellence
- The names and contact information for three references

*Oct. 5, 2018 faculty meeting*

Review of applications will begin November 1, 2018 and will continue until the position has been filled. Finalists will be required to submit at least 2 letters of recommendation as well as a minimum of 4 names to be used as potential external reviewers.

Proof of conferred degree and a background check will be conducted on the applicant selected.

*The University of North Carolina at Chapel Hill, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, or veteran status in employment, educational programs and activities, and admissions.*

DRAFT

**Fall 2018 Seed Grant Call**  
**Proposals due 5pm Friday Nov. 2**  
  
 Next Call in Early Spring 2019

### Revision to Faculty Workload Policies

- Changes consist of:
  - Updates (e.g., position titles)
  - Voted-on policies from prior minutes
    - (e.g., overloads due to class size)
  - New elements not in the Sept 2015 edition
    - (e.g., pre-tenure RSAs)
  - Revisions to reflect existing practices
    - (e.g., minimum graduate course enrollment)

### FORTHCOMING...

- Revisions to Faculty Workload Policies:
  - Course buyouts
  - Course overloads and banking
  - Course releases
  - Pre-tenure research and study leaves
  - Accompanying forms

### All changes are highlighted, with comments

The screenshot shows a document titled "School of Media and Journalism Policies and Practices for Course Buyouts". The document text includes sections for "Course Buyouts" and "Procedure". Several changes are highlighted in red, and each has a corresponding comment box on the right side of the page. The comments are as follows:

- Comment 1:** "Commented [DCFR1]: THIS ADDITION IS BASED ON PRIOR PRACTICES IN APPROVING BUYOUTS FOR TENURE-TRACK FACULTY." (points to "available to tenure-track faculty only")
- Comment 2:** "Commented [DCFR1]: REDED 9-MONTH SALARY FOR CLARIFICATION, ACCORDING TO A 9-MONTH APPOINTMENT FOR TENURE-TRACK FACULTY." (points to "The buyout rate for one course is 15 percent of the faculty member's 9-month annual salary, or \$15,000")
- Comment 3:** "Commented [DCFR1]: SUGGESTED ELIMINATION OF THE RESTRICTION ON NUMBER OF BUYOUTS PER SEMESTER." (points to "Typically only one course per semester can be bought out, although a faculty member may request permission to buy out additional courses in that semester if circumstances would permit.")
- Comment 4:** "Commented [DCFR1]: REDED LANGUAGE FOR CLARIFICATION BASED ON RESTRICTIONS OF PROFESSORSHIPS (WHICH ARE ALSO STATED IN PROFESSORSHIP AWARD LETTERS)." (points to "Funding from professorships cannot be used to fund course buyouts.")
- Comment 5:** "Commented [DCFR1]: LANGUAGE ADDED TO BE CONSISTENT WITH COURSE BANKING/RELEASE POLICY EXISTING TODAY: "Faculty members are expected to maintain research and creative activity and perform service duties such as serving on a committee, advising students, and other assignments, that may be handled remotely." (points to "Please note that course buyouts, course releases, and course banking do not constitute leaves that relieve faculty from scholarly/creative, service, or other teaching or advising obligations.")

### What to expect

- Single pdf of all policies (with table of contents) in your email
- Instructions for submitting comments through Qualtrics
- Plans for receiving and reviewing comments
- Where these revised policies will reside online
- Link for comments:  
<https://mejofacultyworkloadpolicyrevisions>

Please submit comments by **Friday Oct 12**

### MA Journalism/Visual Communication

- Prior to Fall 2017
  - MEJO 701 Mass Communication Research Methods
    - single course serving all MA and PhD students
- Fall 2017
  - MEJO 701 split into two sections
    - one section serving professional MA students
    - one section serving theory-track MA and PhD students

### New MEJO 790 Methods Course

One small change

### MA Journalism/Visual Communication

- Spring 2018 vote
  - Vote to replace professional MEJO 701 section with new MEJO 790 Data-Driven Reporting course
    - For journalism/visual communication subplans
    - Ryan Thornburg to teach?
  - Professional MEJO 701 section to focus on strategic communication MA needs

## MA Journalism/Visual Communication

- Anticipated Spring 2019
  - MEJO 790 to be taught by Deen Freelon
    - Focus on research literacy,
    - Collecting and working with data for storytelling
    - (Ryan Thornburg teaching 570 Data-Driven Reporting)
- New MEJO 790 will begin every-Fall rotation starting next AY

## Undergrad Knowledge Quiz

Spring 2018 Graduating Seniors  
vs  
Fall 2018 New 153 Students

## New Assessment Findings

Seniors vs Newcomers - Knowledge Quiz  
Industry Professionals' Assessment of Student Work

## WHO TOOK THE 20-Q QUIZ

168

Students in MEJO 153  
Fall 2018  
(took quiz early Sept)

161

Graduating seniors  
Spring 2018  
(took quiz late April)



### WHO TOOK THE 20-Q QUIZ

46% Ad/PR  
30% Jour/BizJ  
24% Undecided

Students in MEJO 153  
Fall 2018  
(took quiz early Sept)

66.5% Ad/PR  
33.5% Jour/BizJ

Graduating seniors  
Spring 2018  
(took quiz late April)

### Where the Differences Were

Seniors vs 153 Students  
(from worst to best)

### AVERAGE SCORE ON 20 Q'S

11.7  
(SD = 2.6)

New Students: Fall 2018 \*

14.6  
(SD = 2.6)

Seniors: Spring 2018 \*

\*Significant based on independent T-Test.

### PERCENTAGE CORRECT

11.3%

New Students: Fall 2018 \*

32.3%

Seniors: Spring 2018 \*

\*Significant based on Fisher's Z-Test.

Question 6: What is responsive design?

Answer: design that is liquid and resizes the width of elements relative to a changing window size

These seniors had not all taken MEJO 121 as a required course.

**PERCENTAGE CORRECT**

<b>9.5%</b>	<b>46.0%</b>
<b>New Students: Fall 2018 *</b>	<b>Seniors: Spring 2018 *</b>

\*Significant based on Fisher's Z-Test.

Question 20: If you create a song, story or slogan, at what point is it protected by copyright law?  
Answer: the moment you write it down

**PERCENTAGE CORRECT**

<b>22.6%</b>	<b>44.7%</b>
<b>New Students: Fall 2018 *</b>	<b>Seniors: Spring 2018 *</b>

\*Significant based on Fisher's Z-Test.

Question 2: What is meant by "API"?  
Answer: a set of programming instructions and standards for accessing a Web-based software application

**SENIORS VARIED BY MAJOR**

<b>33.6%</b>	<b>70.4%</b>
<b>Strategic Communication *</b>	<b>Journalism / Biz J *</b>

\*Significant based on Fisher's Z-Test.

Question 20: If you create a song, story or slogan, at what point is it protected by copyright law?  
Answer: the moment you write it down

**PERCENTAGE CORRECT**

<b>36.9%</b>	<b>47.8%</b>
<b>New Students: Fall 2018 *</b>	<b>Seniors: Spring 2018 *</b>

\*Significant based on Fisher's Z-Test.

**Question 8:** If a CEO...asks a journalist to go "off the record"..., which of these statements best describes how his or her comments should be ethically used?

**Answer:** Use the comments to lead to other sources who can be quoted

**PERCENTAGE CORRECT**

<b>36.3%</b>	<b>58.4%</b>
<b>New Students: Fall 2018 *</b>	<b>Seniors: Spring 2018 *</b>

\*Significant based on Fisher's Z-Test.

**Question 14:** A headline for a news story or a press release should:

**Answer:** help readers using search engines find the story or release

**PERCENTAGE CORRECT**

<b>22.0%</b>	<b>52.2%</b>
<b>New Students: Fall 2018 *</b>	<b>Seniors: Spring 2018 *</b>

\*Significant based on Fisher's Z-Test.

**Question 18:** ...an order against a publisher that prohibits the publication of specific secret government documents that have been leaked to the publisher by an unknown government insider...

**Answer:** prior restraint...presumed unconstitutional

**PERCENTAGE CORRECT**

<b>50.0%</b>	<b>73.9%</b>
<b>New Students: Fall 2018 *</b>	<b>Seniors: Spring 2018 *</b>

\*Significant based on Fisher's Z-Test.

**Question 12:** ...45% of those polled said they would vote for Candidate A, 42% said they'd vote for Candidate B, and 13% were undecided. The poll reported a margin of error of 4%.

**Answer:** The race is too close to call.

**PERCENTAGE CORRECT**

<b>64.3%</b>	<b>74.5%</b>
<b>New Students: Fall 2018 *</b>	<b>Seniors: Spring 2018 *</b>

\*Significant based on Fisher's Z-Test.

**Question 19:** Of the following types of speech, which type is **not** protected under the First Amendment, according to the U.S. Supreme Court?  
**Answer:** obscene sexual expression

**SENIORS VARIED BY MAJOR**

<b>88.8%</b>	<b>64.8%</b>
<b>Strategic Communication *</b>	<b>Journalism / Biz J *</b>

\*Significant based on Fisher's Z-Test.

**Question 10:** One strength of qualitative research is:  
**Answer:** detailed, in-depth examinations with a selective group of high-value subjects

**PERCENTAGE CORRECT**

<b>53.6%</b>	<b>80.7%</b>
<b>New Students: Fall 2018 *</b>	<b>Seniors: Spring 2018 *</b>

\*Significant based on Fisher's Z-Test.

**Question 10:** One strength of qualitative research is:  
**Answer:** detailed, in-depth examinations with a selective group of high-value subjects

**PERCENTAGE CORRECT**

<b>67.3%</b>	<b>86.3%</b>
<b>New Students: Fall 2018 *</b>	<b>Seniors: Spring 2018 *</b>

\*Significant based on Fisher's Z-Test.

**Question 17:** All of the following are rights protected by the First Amendment of the U.S. Constitution except  
**Answer:** freedom to keep and bear arms

**PERCENTAGE CORRECT**

<b>70.8%</b>	<b>90.1%</b>
<b>New Students: Fall 2018 *</b>	<b>Seniors: Spring 2018 *</b>

\*Significant based on Fisher's Z-Test.

**Question 16:** According to the "marketplace of ideas" metaphor for protecting free expression, what is the result of an uncensored marketplace?  
**Answer:** discovery of the truth

**PERCENTAGE CORRECT**

<b>85.1%</b>	<b>93.8%</b>
<b>New Students: Fall 2018 *</b>	<b>Seniors: Spring 2018 *</b>

\*Significant based on Fisher's Z-Test.

**Question 9:** Which of the following does **not** require a citation?  
**Answer:** stating that the U.S. constitution includes a Bill of Rights

**PERCENTAGE CORRECT**

<b>82.7%</b>	<b>93.8%</b>
<b>New Students: Fall 2018 *</b>	<b>Seniors: Spring 2018 *</b>

\*Significant based on Fisher's Z-Test.

**Question 3:** In a news release... Gesualdi, a young and attractive mechanical engineer; Jones, a black attorney; Suarez, an articulate Hispanic actor; and Patterson, an assistant football coach..." ...the reporter...rewriting the release omits...  
**Answer:** young and attractive, black, articulate, Hispanic

**PERCENTAGE CORRECT**

<b>88.1%</b>	<b>96.9%</b>
<b>New Students: Fall 2018 *</b>	<b>Seniors: Spring 2018 *</b>

\*Significant based on Fisher's Z-Test.

**Question 4:** When you ask people for their gender, race or age, you are asking for  
**Answer:** demographics

Where Differences Weren't  
 Seniors vs 153 Students  
 (from worst to best)

**PERCENTAGE CORRECT**

<b>70.2%</b>	<b>73.9%</b>
<b>New Students: Fall 2018</b>	<b>Seniors: Spring 2018</b>

Question 13: Which of the following is false with regard to evaluating information?  
**Answer**: Information that has achieved many "hits" on the internet is typically reliable because of the "crowdsourcing" that "going viral" entails.

**PERCENTAGE CORRECT**

<b>66.1%</b>	<b>67.1%</b>
<b>New Students: Fall 2018</b>	<b>Seniors: Spring 2018</b>

Question 1: The percentage of people in a target audience who will be exposed, at least once, to a message delivered through a given media vehicle (or vehicles) in a media plan is equivalent to  
**Answer**: reach

**PERCENTAGE CORRECT**

<b>74.4%</b>	<b>75.2%</b>
<b>New Students: Fall 2018</b>	<b>Seniors: Spring 2018</b>

Question 11: How do public relations and advertising differ?  
**Answer**: Advertising controls the message and public relations influences the message.

**PERCENTAGE CORRECT**

<b>79.8%</b>	<b>83.2%</b>
<b>New Students: Fall 2018</b>	<b>Seniors: Spring 2018</b>

**Question 7:** Imagine that you...grouped respondents into the categories of supportive, unsupportive, and neutral based on their opinion of the news issue. Of the following choices, which type of chart would be most effective for visualizing your groupings?  
**Answer:** pie chart

**PERCENTAGE CORRECT**

<b>95.2%</b>	<b>97.5%</b>
<b>New Students: Fall 2018</b>	<b>Seniors: Spring 2018</b>

**Question 15:** The standard style guide for journalists and other media practitioners is:  
**Answer:** *The Associated Press Stylebook*

**PERCENTAGE CORRECT**


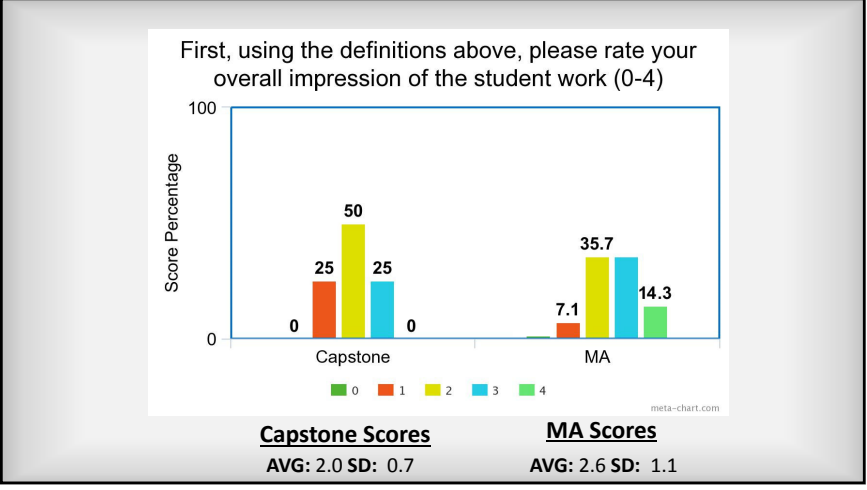
<b>87.5%</b>	<b>91.3%</b>
<b>New Students: Fall 2018</b>	<b>Seniors: Spring 2018</b>

**Question 5:** When invisible lines are used to divide a frame vertically and horizontally into three equal sections and you place the center of interest at one of the line crosspoints, you are following the  
**Answer:** rule of thirds

MA and Undergrad Capstone  
 Industry Professional Review  
 Summer 2018

Scoring (worst is 0, best is 4)

- 0 = Zero (does not meet the minimum rating of student)
- 1 = Student (beginning to learn the ropes)
- **2 = Intern (student approaching their senior year, good intern)**
- 3 = Early career (first or second year in the job)
- 4 = Seasoned professional (as in 5 years in the job)

### AVERAGE RATING (OUT OF 4)

1.8

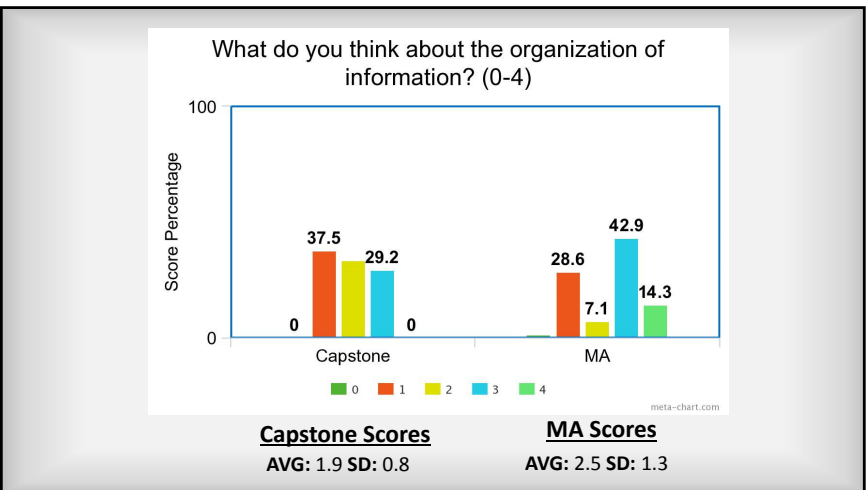
(SD = 0.7)

**Capstone Students**  
(24 evals, 7 Qs each)  
(almost intern level)

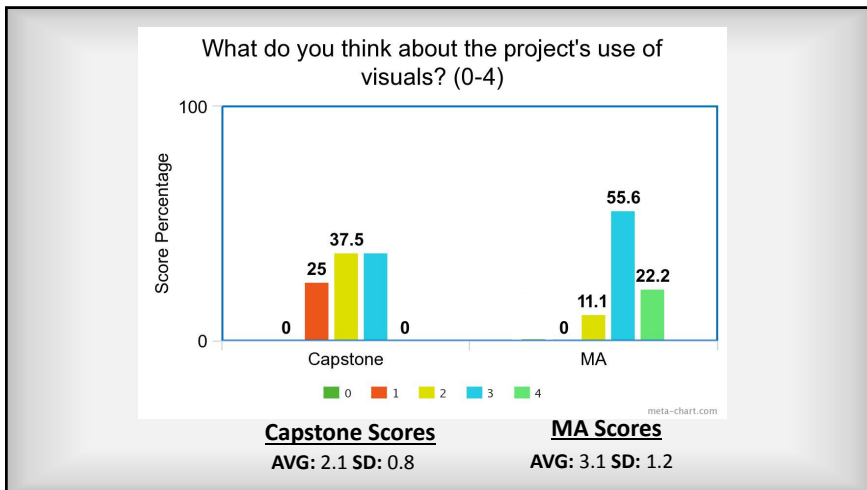
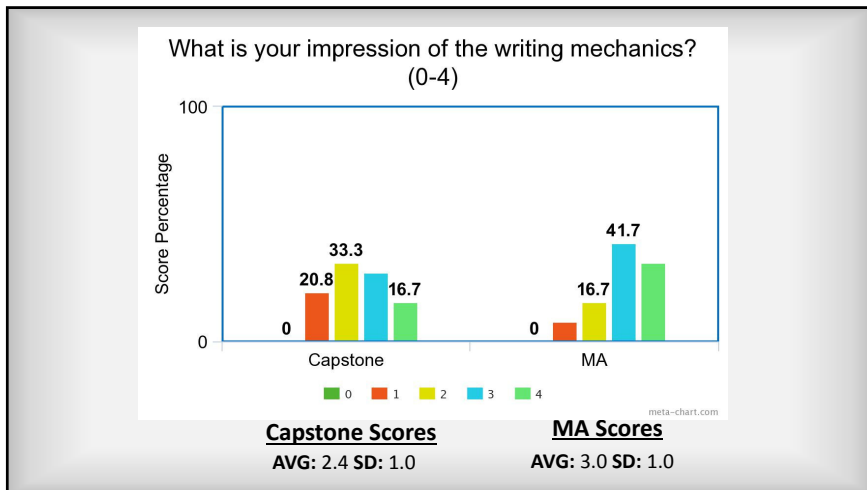
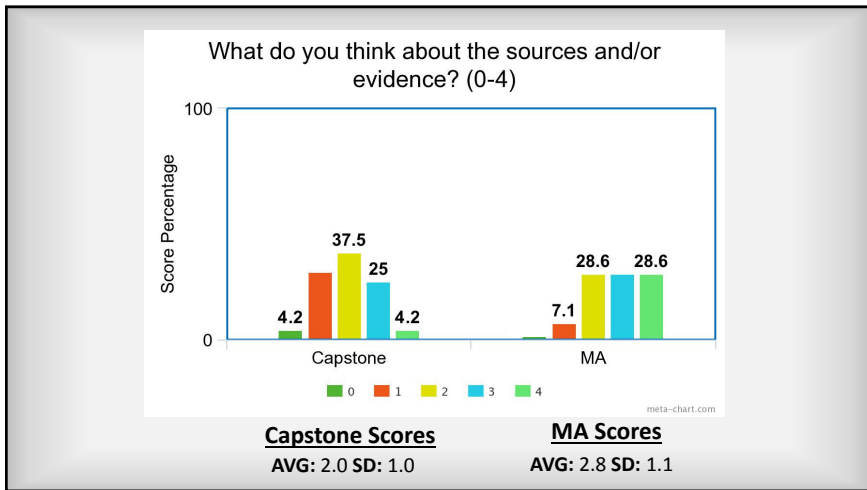
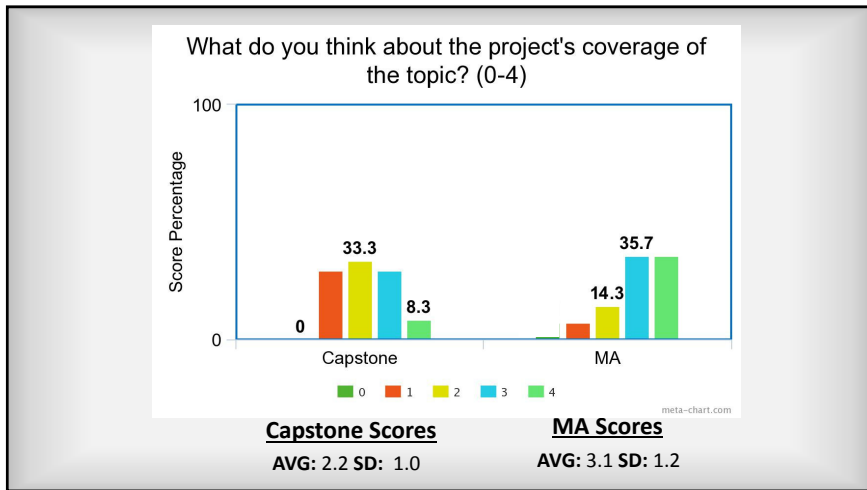
2.6

(SD = 0.8)

**MA Students**  
(13 evals, 6 Qs each)  
(between intern, early career)







## Different Scoring (worst is 1, best is 5)

For “would you consider interviewing the author for an open position”...

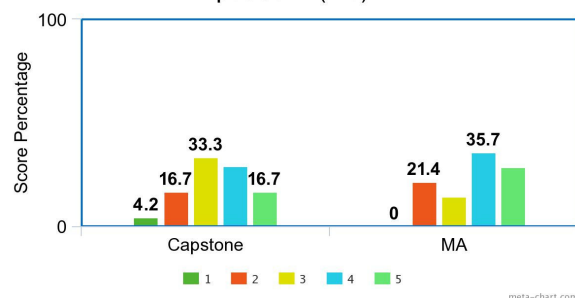
- 1 = Definitely not
- 2 = Probably not
- **3 = Might or might not**
- 4 = Probably yes
- 5 = Definitely yes



## Reviewer Quotes – MA Deliverables

- “... A little **more data would go a long way** to communicate the size and scale of the challenge and create a greater sense of urgency.”
- “... **A little cluttered** and clunky. But that's not the point. For what it is, I think the design works...it is **intuitive and easy to follow** which is important in this context for this audience.”
- “The **videos were beautifully** and professionally produced. The first-person stories...were compelling. The **interviews...were too long** and needed editing in order to better tell their stories.”

If this project were included in a portfolio, would you consider interviewing the author for an open position? (1-5)



### Capstone Scores

AVG: 3.4 SD: 1.1

### MA Scores

AVG: 3.8 SD: 1.1

## Reviewer Quotes – Capstones

- “**Characters are effectively** introduced and woven into the narrative ... uses **enticing leads** effectively in tracking the story from segment to segment... **makes a technical topic interesting** to the layman reader.”
- “...thorough and professional. I don't agree with every recommendation, but I **can see the thought process** and there's good detail in the plan.”
- “The **sources were largely internal**. The piece could benefit from some outsiders with different opinions.”
- “...writing is **technically adequate but not at all interesting**. A significant **lack of creativity** for what should be a creative project.”

Preliminary Findings Only

- Need seniors who have gone through new core
- Need more reviews of capstone and MA projects
  - Need better representation of different tracks
  - Need better way of capturing projects for review
- Need to revise MA pre/post quizzes to implement this year

A report is being developed for  
distribution to you.

# Finance Update

## NO STATE BUDGET CUTS

## RAISES

- ▶ Faculty
  - ▶ 1.5% pool
  - ▶ Unfunded mandate
  - ▶ UNC provided: \$19,971
  - ▶ Total Faculty raises: \$82,743.29

## RAISES

- ▶ SHRA
  - ▶ 2% merit raises
  - ▶ One week vacation
  
- ▶ EHRA Non-Faculty
  - ▶ 1% pool
  - ▶ Unfunded mandate
  - ▶ UNC provided: \$3,334
  - ▶ Total EHRA Non-Faculty raises: \$32,324
  - ▶ One week vacation

## School Budget Overview

Fund Type		Beginning Fund Balance 7-1-18
<b>University</b>	State	<b>8,533,007</b>
	F&A	<b>284,405</b>
	Trust Funds	<b>4,242,938</b>
	Endowment Income	<b>4,365,715</b>
	Sponsored Research Funding(OSR grants)	<b>978,054</b>
	<b>Total Available Funds</b>	<b>18,404,119</b>

### School Budget Overview

Fund Type		Beginning Fund Balance 7-1-18
Foundation	Foundation Expendable	1,649,960
	Foundation Endowment income	2,058,693

Endowments		
	Foundation Endowment Principal	21,103,910
	University Endowment Principal	26,181,840
	Total Endowment	47,285,750

**MINUTES**  
**SCHOOL OF MEDIA AND JOURNALISM**  
**FACULTY MEETING**  
**November 2, 2018**

The faculty of the School of Media and Journalism convened at 1 p.m., Friday, Nov. 2, 2018, in Carroll 33.

Penny Abernathy shared her research and the Expanding News Deserts website ([usnewsdeserts.com](http://usnewsdeserts.com)), the site she has produced in conjunction with the Center for Innovation and Sustainability in Local Media. The site provides deep detail on media ownership and chronicles the loss and diminishment of local media. Abernathy is currently collaborating with Pew on further research. Her next book, co-authored with JoAnn Sciarrino, is titled “The Strategic Digital Media Entrepreneur” and will be available Nov. 19.

Dean Susan King announced the following:

- Two temps have been hired to fill the current business office vacancies (contracts & grants and accounting). There is a review underway led by the vice chancellor for finance to determine the best structure for the office before the school proceeds with hiring for permanent positions. We want to align our office with the Operational Excellence initiative underway by the provost.
- Michael Sharpe has been promoted and is now reporting to Louise Spieler.
- A gift from an anonymous donor is enabling the school to hire a second person in career services who will assist master’s students in addition to helping Jay manage the undergraduate student needs.
- The UNC board of Trustees will review the school’s proposed site plan for the Curtis Media Center. The school has signed an MOU to provide swing space for a number of Economics graduate students displaced by the demolition of Phillips Annex. The ET Lab has been identified as potential swing space in the building, among other spaces.
- Szostak Design will be having discussions with faculty and staff as part of the Media Center design process.
- The chancellor’s official announcement of the Curtis family gift is today at 4 p.m. in Gerrard Hall. The announcement was originally set to take place in a tent that had limited capacity. With the move to Gerrard, all faculty, staff and students are invited and encouraged to attend.

Charlie Tuggle presented the fixed term broadcast faculty search committee’s majority decision to offer the fixed term position to candidate Lindsay King. Points raised in the discussion that followed:

- She has significant broadcast experience and is forward thinking.
- There was much discussion around her lack of formal teaching experience. Tuggle reported that the committee felt we could teach her to teach: the plan is to assign her two mentors and connect her to the resources at CFE. Few faculty attended any of the candidate teaching sessions. Those who did raised questions about her performance. Her PowerPoint didn’t work and her presentation was static.
- She has experience mentoring younger colleagues.
- None of the other candidates emphasized digital media experience, outside of editing.

The resulting vote was split, with a majority voting in favor of offering the position: the full professor vote was 4-3-0; associate professor vote was 10-3-3; assistant professor vote was 2-1-3; fixed term professor vote was 3-0-0. One associate professor voted against, but no reason was given and the vote was not counted; there was one vote in favor, but no rank was given.

Heidi Hennink-Kaminski and Rhonda Gibson shared the attached presentation on covering graduate course grading, MADC certificates and the proposed GRE waiver. The GRE waiver proposal passed by unanimous vote.

As a follow-up to the faculty workload policies that were reviewed at the last faculty, Charlie Tuggle read the following on behalf of Francesca Dillman Carpentier, who was unable to attend the meeting: "Only two comments came in last month regarding the revisions to the existing policies on faculty workload. One comment was a question about the 15% or \$15,000 cap for course buyouts, noting that other units have a straight percentage of 20% or 25%. The other comment suggested we reaffirm these policies, given the policies were previously reaffirmed in September of 2015. Changes to our existing course buyout amounts are not currently on the table, but we'd like to act on that second suggestion now and ask faculty to reaffirm the faculty workload policies as revised and sent to you last month, with all changes tracked and highlighted." The policies were reaffirmed by faculty.

The meeting adjourned at 2:20 p.m.

**MINUTES**  
**SCHOOL OF MEDIA AND JOURNALISM**  
**FACULTY MEETING**  
**December 6, 2018**

The faculty of the School of Media and Journalism convened at 10 a.m., Thursday, Dec. 6, 2018, in the Freedom Forum Conference Center.

The video produced by the university highlighting the events surrounding the Curtis gift announcement opened the meeting.

Francesca Dillman Carpentier facilitated a discussion with architect Phil Szostak about the new Curtis Media Center and what faculty envision for the building. Discussion points included:

- Timeline
  - The building site (Phillips Annex location) has been approved by the Board of Trustees.
  - There will be a presentation to the university's design review committee (including a landscape plan) next Thursday.
  - The design construction documents will be presented to State Construction in January; the project will be ready to bid in late May and demolition will take place over the summer. Fall 2020 is the target opening date.
- The media center will be the first "net zero" building on campus. Plans are underway to secure funding/grants for roof-top solar panels – that feature is beyond the school's budget for the building.
- Safety concerns were raised about the all-glass concept
- Space requests
  - Ability to host press conferences in the studio space using multiple screens, multiple camera angles, playback and recording controls, teleprompter, etc. as part of the PR curriculum.
  - A modern client presentation room (smaller than the Hall of Fame room)
  - Student conversation spaces
  - 15-minute tech and furniture set/re-set capability in all spaces
  - Social media monitoring screens
  - A big presentation space (for film screenings, etc.)
  - Storage for back-drop walls
  - Check-in area and coat/umbrella storage for events
  - Digital signage

Faculty and staff were encouraged to send additional ideas and feedback to Louise Spieler, who is managing the project, and to Francesca, who is leading the school's strategic plan.

Dean Susan King made the following announcements:

- Adjuncts will receive a 10% raise effective July 1, 2019, increasing the per course compensation to \$5,500. This is the first raise for adjuncts since before King was named dean.
- Betsy Faulkner, a School of Education retiree, will be joining the school to manage the business office on a part-time basis starting Jan. 8. She will work with us until we hire a permanent replacement for Kathi Wimmer.
- The business office audit conducted by two senior members of the School of Government finance team determined that we can simplify our internal account structure to minimize error and reduce required effort. They also made suggestions concerning a more streamlined personnel structure. The provost's office facilitated the review of the business office.
- Budget reviews are underway and should be completed before the end of this calendar year.
- Barbara Wiedemann is joining our communications team on Dec. 15. She will focus on development-related content, particularly for the Campaign for Carolina.



- Charlie Tuggle, Louise Spieler and Sharon Jones have been working to reimagine how the school provides student services in an “Undergraduate Hub.” The goal is to provide a one-stop-shop for students.
- Thanks to a \$250k gift, the school is hiring a second career services person who will focus on M.A. students and also assist Jay Eubank with networking trips, Meet the Pros events and other student engagement opportunities in media.
- The school signed a \$1 million agreement last week that creates the Bill Morton Entrepreneurial Leadership Program. Once the fund builds up payout, it will support a cohort of 12 students each year who will receive special training and access to leadership opportunities.
- The Triad Foundation is redirecting the funding originally earmarked for a 20<sup>th</sup> anniversary celebration of the Park Fellowships toward the development of the Undergraduate Hub. The revamp of the student services space will take place over the summer.
- CISLM just concluded interviews of finalists for the communications position.
- Steven King is a finalist for a Knight AI grant.
- Deen Freelon, Daniel Kreiss, Zeynep Tufekci and Alice Marwick have submitted a collaborative proposal for a Knight \$10 million RFP.

Charlie Tuggle presented the plan to implement an application for undergraduate admission to the school beginning Fall 2019. Currently the school auto-admits undergraduate students who have a GPA of 3.1 or higher. The application process would require all students to write a statement of purpose and attend one of three orientation sessions. Students with less than a 3.1 GPA would be required to submit more information in addition to the statement. With this new process:

- Students will need to do more than simply pre-declare and maintain a 3.1 GPA
- The Undergraduate Hub will manage applications and orientations.
- The senior associate dean of undergraduate studies will read all essays.
- The formalized admission process delivers more “perceived value.”
- A 3.1 GPA is not a guarantee of admission – students must still submit a well-written statement of purpose.

Points of the discussion that followed included:

- The senior survey revealed key things students didn’t know that will be covered in the mandatory orientation.
- The formalized application process aims to equalize the playing field. It targets those students who don’t have a 3.1 and self-select not to pursue admission to the school because they don’t know how to go about submitting an appeal.
- If a student does not meet the GPA threshold, a faculty recommendation will be required.
- A “Is there anything else we should know” question should be added to the application.
- The application currently requires students to indicate whether they will be studying journalism or advertising and public relations. There was significant discussion about the need to request that information on the application vs. during orientation since students often don’t know enough to pick which area they want to pursue.

Francesca Dillman Carpentier presented the attached overview of the strategic planning progress and projected timeline as well as assessment findings. Copies of the 2018 Assessment Findings were made available at the meeting.

Dillman Carpentier announced that Allison Lazard and Seth Noar were each awarded one of the school’s \$5,000 seed grants in the last cycle. She also asked that everyone be on the lookout for a white portfolio box containing Terence Oliver’s original artwork that went missing during the summer office moves.

Heidi Hennink-Kaminski shared that PhD applications have closed; the program received 32 completed Ph.D. applications this year compared to 42 last year. M.A. applications close next Tuesday and the numbers are comparable to last year.

Hennink-Kaminski presented the attached:

- Proposed change to the school's graduate program policy regarding "L" grades (shown in blue) to align with the Graduate School's policy, which allows three Ls. A motion to approve the change passed by unanimous vote.
- Reminders regarding "Incompletes" and a recommendation that shorter completion timelines are better (only up to one year).
- Instructions regarding posting course grading (HPLF) information on syllabuses and suggestions for implementing HPLF grading.
- Save the date details for admissions training, prospective PhD and MA student events, research colloquium and kickball/cookout

Dean King shared that the provost met with all the deans on Tuesday to discuss Monday's Board of Trustees vote on the proposed plan for Silent Sam. The Board of Governors will meet Dec. 14 to vote on that proposal. Impassioned discussion of student, faculty and TA reactions followed. Joe Bob Hester and Lucinda Austin encouraged faculty to attend the faculty council meeting Friday at 3pm.

Faculty expressed a desire to have Cecelia Moore and/or Jim Leloudis come speak about the history of the monument to provide greater context. There was full support for organizing a panel in the spring to discuss how the issue has been covered by journalists and addressed through advertising and public relations. Andy Bechtel is leading the effort to pull that together. Faculty also expressed a desire to have Joel Curran visit for a discussion of how the university has communicated about the issue.

The meeting adjourned at 12:20 p.m.

**Updates**  
 Strategic Planning, More Assessment Findings

12/6/18 faculty meeting

*Common Thread*

12/6/18 faculty meeting

**Gathering**                      **Analysis**

**Information**

**Explanation**                      **Insight**

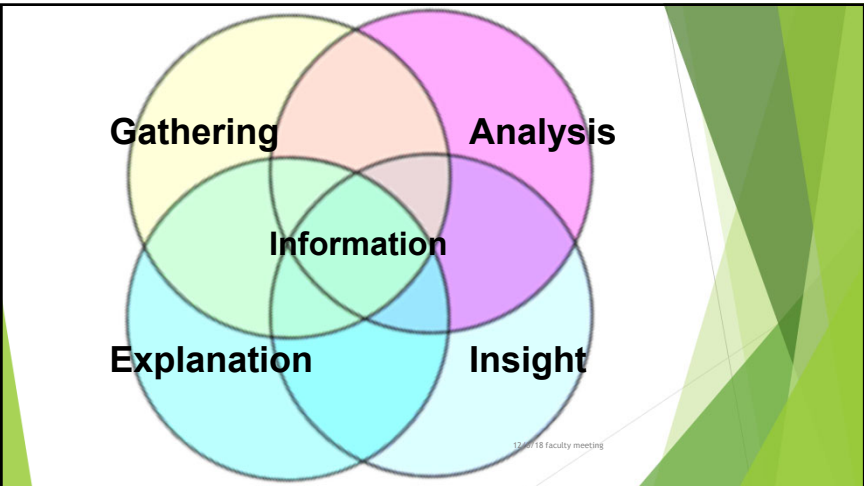
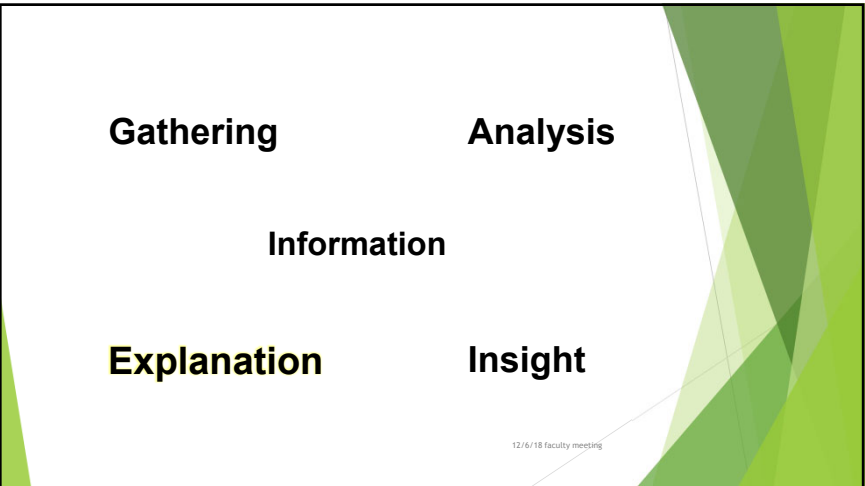
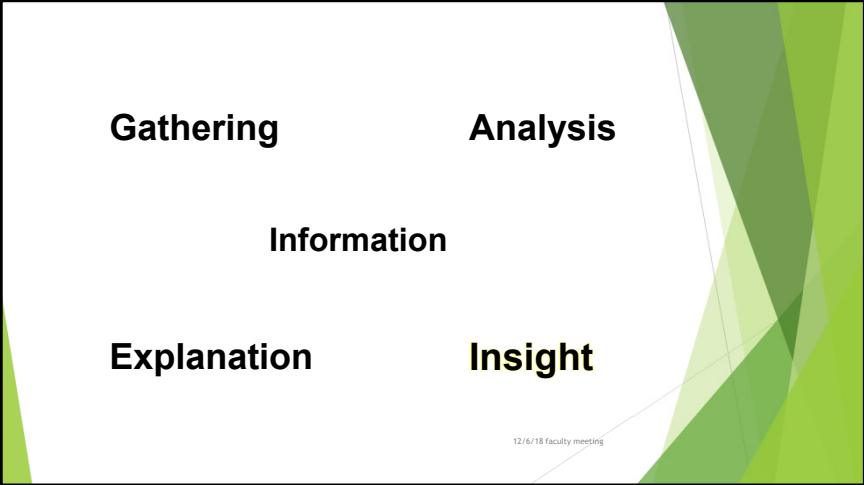
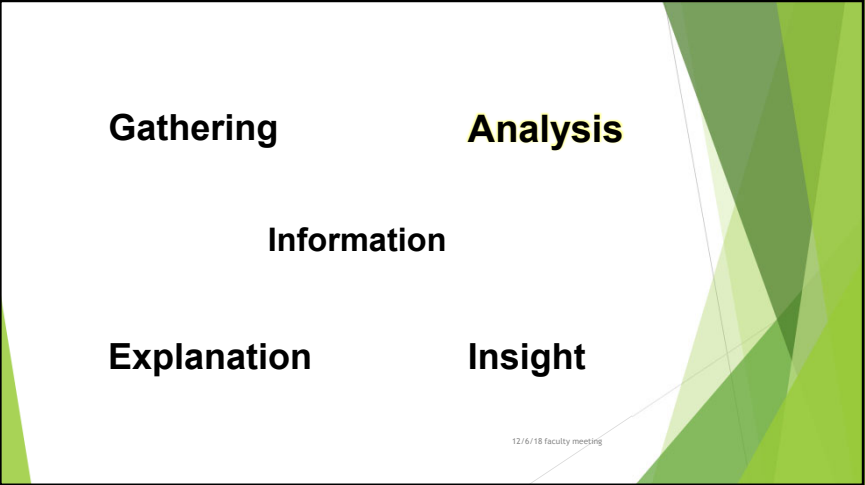
12/6/18 faculty meeting

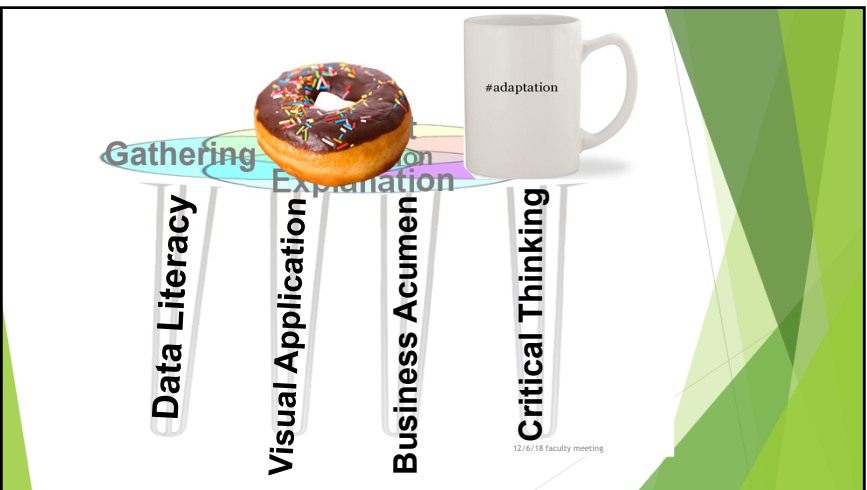
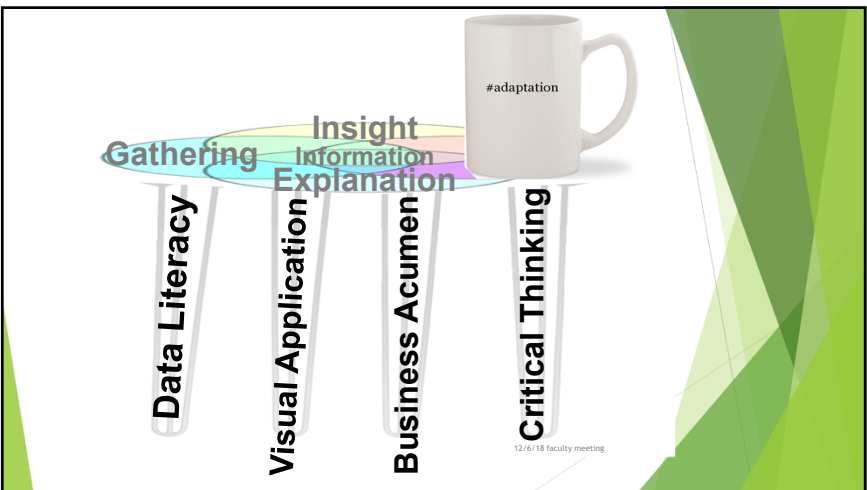
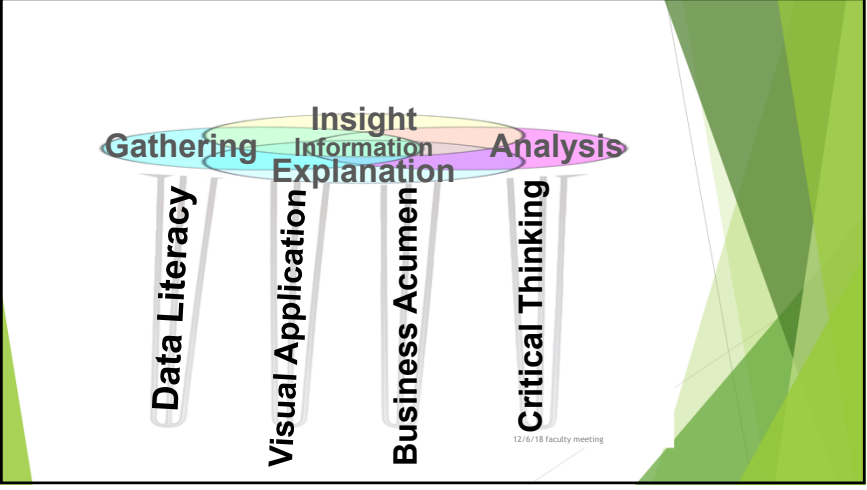
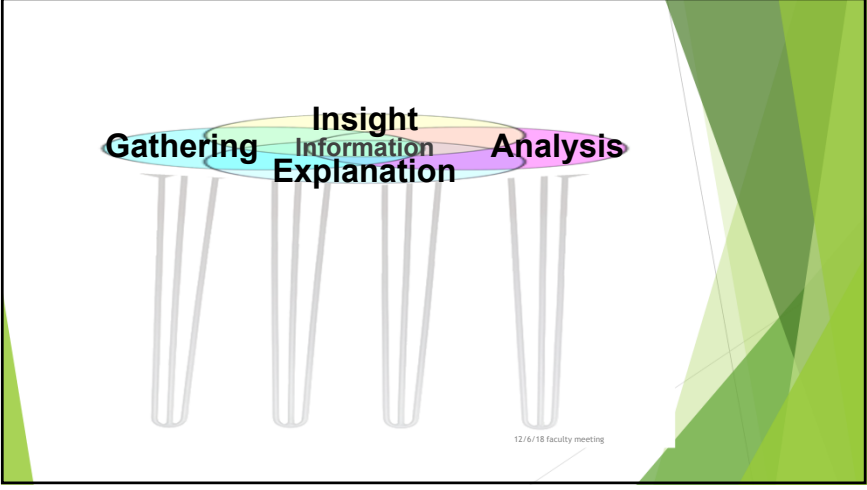
**Gathering**                      **Analysis**

**Information**

**Explanation**                      **Insight**

12/6/18 faculty meeting





## Fall 2018 Breakout Groups

- ▶ Business acumen
  - ▶ We have a lot of courses / faculty that do or could contribute to this throughout curricula
    - ▶ Can include entrepreneurship
    - ▶ Can include understanding of audiences
    - ▶ Can include professional and academic industries
  - ▶ We also need a basic course for undergraduates

12/6/18 faculty meeting

## Fall 2018 Breakout Groups

- ▶ Data literacy
  - ▶ Again, we have a lot of faculty and courses that could contribute to this across curricula
    - ▶ Can include data-driven journalism
    - ▶ Can include market/audience research
    - ▶ Can include political polling, social media
    - ▶ Can include data visualization
    - ▶ Can include qual & quant research methods

12/6/18 faculty meeting

## Fall 2018 Breakout Groups

- ▶ Residential MA re-envisioning
  - ▶ Subgroup has met, SWOT done
  - ▶ Larger meeting tomorrow

12/6/18 faculty meeting

## Goals: Improve Information Flow

- ▶ Sharing senior experience survey
- ▶ Sharing assessment (learning) outcomes
- ▶ Sharing drafts of strategic plan points
  - ▶ (forthcoming)

12/6/18 faculty meeting

## Goals: Improve Information Flow

- ▶ Coming soon - series of informal discussion hours to discuss items on strategic plan drafts
  - ▶ Across major areas
  - ▶ Across program levels
  - ▶ Purpose to share information, learn, take pulse

12/6/18 faculty meeting

## Goals: Connect Our Strengths

- ▶ Also - realigning faculty based on existing strengths
  - ▶ Please think of ALL the strengths, knowledge you bring
  - ▶ We'll have discussion moments and online feedback to capture your choices, make connections



12/6/18 faculty meeting

## Goals: Connect Our Strengths

- ▶ Also - realigning faculty based on existing strengths
  - ▶ Includes examination of skills gaps
    - ▶ We know some of these from SWOTs
    - ▶ We also have more strengths than we think
  - ▶ Identifying training and development opportunities
  - ▶ Identifying opportunities for cross-mentorship

12/6/18 faculty meeting

## Timeline

- ▶ December -
  - ▶ Summarize school history, summer SWOT, main points from retreat, breakout group points
  - ▶ Write draft of overarching long-term school aims
  - ▶ Write draft of guiding principles underlying the aims
  - ▶ Build skeleton of plan to guide decision-making on how resources should be used to accomplish the aims
  - ▶ Note possible tactics (action items) already discussed

12/6/18 faculty meeting

## Timeline

- ▶ January -
  - ▶ Share draft, schedule discussion opportunities
  - ▶ Solicit feedback online
  - ▶ Solicit personal areas of strength/knowledge online
- ▶ February -
  - ▶ Rework draft with revised strategy, tactics
  - ▶ Outline specific key performance indicators
  - ▶ Share draft, schedule discussion opportunities



## Graduate Program Items

Faculty Meeting | December 6, 2018

### MJ-School Policy Change

A master's student who receives an L in a core course must talk immediately to the course instructor, his or her advisor and the M.A. program director about performing some form of remediation to demonstrate competence. Remediation is at the discretion of the instructor and may include retaking the course. **If the remedial work is not retaking the course, the work must be complete by the end of the following semester. If the student receives an L in the remedial work, he or she must retake the course. If a student again earns an L in the course, he or she will not be allowed to continue in the program. The original grade of L remains on the student's official record.**

**If the student receives an L in the remedial work, he or she must retake the course until a P or better is earned. If a student earns 3 L's in the course or across other courses, he or she will not be allowed to continue in the program. The original grade(s) of L remain(s) on the student's official record and the credit hours associated with retaking the course shall not count toward the degree program.**

### Incompletes:

- **Incomplete (IN) Grade**

A grade of IN is given when the course instructor determines that **exceptional circumstances** warrant extending the time for the student to complete the course. Instructors should assign an IN when the student **took the final examination but did not complete some other course requirement**. IN is a temporary grade that converts to F\* unless the grade is replaced with a permanent grade by the last day of classes for the same term one year later. An incomplete grade may not be submitted when a student is absent from the final examination; in such cases, AB is the appropriate grade.

- The instructor may set the maximum allowable period for completing the course, but in no case will this extension exceed one year. **If the time allowed is to be less than one year, this information should be transmitted in writing to the student and copied to The Graduate School.** It is the sole responsibility of the student to complete the course and initiate the grade change prior to the one-year deadline.
  - Shorter is better
  - Time to complete should be linked to the specific circumstances.

### Graduate Course Grading (HPLF)

"All master's and doctoral programs administered through The Graduate School operate under the same grading system. The graduate grading scale in use at UNC-Chapel Hill is unique in that it **cannot be converted to the more traditional ABC grading scale. Graduate students do not carry a numerical GPA.**

Grading at the graduate level is intended to offer feedback to students on their performance in a given course, including once students reach the thesis and dissertation stage. Faculty are encouraged to specify course requirements and grading expectations for students. Students enrolled in courses numbered 400 and above must receive one of the following grades.

- H should be reserved for truly outstanding work, and it should be given rarely.
- P is the most common grade, and one student should be proud of.
- L is cause of concern."

*From the Graduate School Handbook and Website*

## Graduate Course Grading (HPLF)

### Suggestions:

- Use percentages to indicate the weight of each deliverable.
- Give HPLs, not numerical scores on assignments.
- If you choose to use a numerical rubric to determine an HPL grade, this should be your internal calculation.
- You won't be able to use the Grades tool in Sakai but will need to track HPL grades in a spreadsheet.
- This applies to 400- to 600-level courses as well; be sure to have graduate grading rubric in your syllabus if you have graduate students in your class.
- Reinforce the philosophy of the HPL grading system with your graduate students – this encourages them to think about learning in a different manner (and frees you to grade in a different manner).

## Save-the- Dates!

- **December 10:** Graduate admissions training
- **February 14:** Meet-the-PhD applicant finalists
- **February 21:** MA Admits On-Campus Visit Reception
- **May 1:** Spring Research Colloquium + Faculty/Staff/Grad Student Kickball Game + Cookout

**MINUTES**  
**SCHOOL OF MEDIA AND JOURNALISM**  
**FACULTY MEETING**  
**January 11, 2019**

The faculty of the School of Media and Journalism convened at 10 a.m., Friday, Jan. 11, 2019, in the Freedom Forum Conference Center.

Dean Susan King introduced Provost Bob Blouin, who was joined by Rick Wernoski, senior vice provost for business operations, and Susan Kellogg, special consultant to the provost, for Blouin's discussion of the university's Operational Excellence Initiative. The initiative is focused on improving the efficiency and level of service in the areas of business and finance, human resources and research administration. Key points of the presentation included:

- The university needs a world-class infrastructure to support world-class faculty and world-class students.
- The operational excellence team conducted listening tours across campus and met with faculty and staff at 50 schools and units to learn about pain points.
- Changes in HR processes have been prioritized. A new hiring process was developed by a design team of campus and central staff is being piloted in the School of Public Health and OSR; it has reduced the EHRA-NF hiring time from 130 days to 45 days.
- The "low spend" (under \$5,000) reimbursement process is under evaluation. It costs the university \$50 - \$200 to reimbursement \$250 spends. The decision tree developed by the low spend design team is being piloted by Dentistry and Athletics.
- In response to a question about whether collaboration is being tracked: The university views collaboration as an unrealized opportunity. Money and credit for work are barriers to collaboration; the RCM model discouraged/disincentivized collaboration.
- In response to a question about the status of the university's pursuit of an online education model (directly related to the school's professional M.A. program plans): The university wants to pursue digital non-residential learning for the right reasons, not just as a revenue generator. Is it reputation building? Does it provide more access? The evaluation process has slowed while the university gets clear on what it wants to be: like Arizona State? Harvard? Penn State? The university wants to make a sound investment, consistent with our principles, that can be sustainable.
- The provost is aware of the issue of the school not getting credit for teaching students from other programs in cross-listed courses.

The dean's report included the following:

- Suman Lee is taking over as director of the VIS program. Lee reported that this semester there are 22 visiting scholars from China and Korea and one scholar from Iran. He asked that instructors allow VIS students to sit in on classes when requested, and to please consider being a guest speaker at one of the Friday VIS sessions.
- The school's joint \$5 million proposal with SILS for a Knight Foundation multidisciplinary center and has made it to the finals. The center would be led by our faculty members Deen Freelon and Daniel Kreiss and SILS faculty members Alice Marwick and Zeynep Tufekci.
- Adjuncts, graduate students and non-fulltime faculty are teaching 48.5% of the school's sections this semester. Approximately 30 new and returning adjuncts attended the adjunct orientation session organized by John Robinson on Tuesday.
- Faculty were reminded that the school's seed grants and research & study assignments carry obligations for reporting and teaching.

- Faculty advisers to student organizations will receive letters confirming that advising is part of their service expectations and as such they have liability coverage under the Defense of State Employees Act.
- The Triad Foundation has decided to discontinue the Park Lecture and direct the lecture funding to a more focused investment in the intellectual development of the Park Fellows. Plans for that new programming are under way.
- There are currently about 30 spring events on the school's master list; these spring speaker events were highlighted:
  - View from Washington with Kimberley Strassel, Feb. 26, 4 p.m., Gerrard Hall
  - How We Talk About Silent Same: The Roles of Journalism and Public Relations in Framing Conversations about a Confederate Monument, Mar. 5, 4:40 p.m., Carroll Hall 111
  - MJ-school Commencement Address with Jacquie Charles, May 11, 3:30 p.m.
- Other speakers noted were Cecilia Balbin, a professor from our sister university in Buenos Aires, who is visiting the school next week; Marita Golden, co-founder of the Hurston/Wright Foundation, will be here in February; Joshua Johnson, host of NPR's 1A, is on tap for next fall after WUNC was unable to arrange an appearance this spring; also next fall, WUNC radio will collaborate with the school on First Amendment Day and broadcast from campus.
- Patience was requested as we evaluate and rethink the business office. Betsy Faulkner, an experienced UNC retiree, will be taking leadership of the business office three days a week during the transition.
- Faculty were reminded about the university's expectation that faculty governance presumes attending faculty meetings and were asked to notify the dean if they would be unable to attend a meeting.

The dean was asked about search committees for the vacancies left by Michael Hoefges and Dan Kim. She responded that the school will need to think about those positions in conjunction with the strategic plan, which will lay out the school's direction for the next five years.

Charlie Tuggle announced that the school launched an admissions application process this semester for students with a GPA below 3.1. All students – except transfers and assured admits – must apply beginning fall 2019 regardless of their GPA. All accepted students must attend an orientation, beginning with students entering the school as of fall 2019, to complete the admission process.

Heidi Hennink-Kaminski shared the status of graduate admissions:

- PhD applications are down a bit from last year but still ahead of the prior three years
- MA applications are down 16% from last year
- ESC dual degree applications have held steady over the last four years.

Hennink-Kaminski said the graduate office will be relying on faculty help with the admission events and process with Casey out on paternity leave.

Wendy Borman shared that though the December books are not yet closed, the school is at 52% of its campaign goal.

John Sweeney presented the attached Knight Chair candidates on behalf of the search committee (Livia Freeman, Heidi Hennink-Kaminski, Steven King, Ryan Thornburg and student Lauren Houston). He reminded faculty that the chair is an advertising-related position that is de-coupled from the Center for Local Media. Eleven applications were received for the position. A motion to bring in the three proposed candidates was seconded and passed by unanimous approval.

The regular meeting adjourned at 12:05 p.m. and the tenured faculty remained for a vote on the promotion of Steven King to associate professor. The vote was unanimously in favor of recommending King for promotion with tenure to the university's APT committee.

## KNIGHT CHAIR FINALISTS

The search committee for the Knight Chair in Digital Advertising and social media recommends the following three candidates be brought to campus for interviews.

**Daryl Evans** M.B.A. Harvard University  
Senior Vice President, Mobile, Media and Advertising Strategy  
MediaLink LLC, Atlanta, Georgia Premiere strategic advisory firm

Daryl Evans has worked on the agency and client-side and has significant experience in digital data analytics and digital media. He joined Media Link LLC in 2014 after serving as VP of consumer advertising and marketing communications for AT+T, where he managed a marketing budget of \$1 billion plus. He presently serves as VP of strategic sports alliances for the American Cancer Society. His career began with McCann-Erickson in Atlanta, where he rose to director of account services. His brand experience includes Coca-Cola, Motorola, Bell South and Georgia Pacific. He has served as an adjunct at the University of South Carolina and as a guest lecturer at seven different universities.

**Lisa Bradner** M.B.A. Kellogg Graduate School Northwestern University  
President, Omnicom Media Group—Chicago

Lisa Bradner leads a 250-person media agency with over \$2 Billion in billings & leading clients such as State Farm, McDonalds, Gatorade, Quaker and Tropicana. She joined OMG after serving as SVP of Starcom Mediavest Group on accounts such as Amazon, Target and Kroger. She also served as managing director of planning, analytics and operations for Walmart. Early in her career she worked at renowned research firm Forrester where part of her job was to visit Fortune 100 clients and teach them about the emerging digital world. It is perhaps indicative of her intellectual curiosity that her undergraduate degree was from Yale with a major in religious studies.

**Alan Hart** M.B.A Kenan-Flagler Business School, UNC-CH  
Managing Partner & Founder, Atomck, Durham, NC

Alan Hart started ATOMCK, a firm that “combines brand science and creative fire.” The firm is owned by a leading national ad agency and provides research support for the agency. Alan also serves as the chair of CMO-curated research and virtual roundtables at the CMO Club where he interfaces with a global network of 650 chief marketing officers to research and provide insights about emerging trends that cut across business categories. Alan has been involved as either founder or executive for eight startups in his career, including Keen Decision Systems, which became one of the Inc. 500 before he sold it. Alan began his career at companies like Dell technologies and Bell & Howell. He counts a wide variety of volunteer activities including the UNC Alumni Council, Young Entrepreneurs Council, Duke School and Playworks North Carolina.

**MINUTES**  
**SCHOOL OF MEDIA AND JOURNALISM**  
**FACULTY MEETING**  
**February 8, 2019**

The faculty of the School of Media and Journalism convened at 10 a.m., Friday, Feb. 8, 2019, in the Freedom Forum Conference Center.

Dean Susan King shared the following announcements:

- Interim system president Bill Roper named Kevin Guskiewicz interim chancellor. Roper expects Guskiewicz to serve in the interim role for 18 months.
- The NC Scholastic Media Advisers board is meeting at the school on Saturday.
- Revisions to the school's P&T guidelines are still in progress. P&T committee chair John Sweeney will resume that work after the Knight search concludes.
- There will be a memorial for Professor Emerita Carol Reuss, the professor who built our modern PR studies program, on Sunday, Feb. 17 in the Freedom Forum. All are invited to attend.
- Next week, Marita Golden will be at the school as a writer-in-residence in conjunction with the creative writing department. She will be speaking in classes, meeting with students, and holding a writing workshop.
- The Carnegie-Knight deans agreed to share their faculty as potential speakers at member institutions. Penny Abernathy is the first to serve as a speaker and her first engagement was at Arizona State University. USC has also requested her to speak. Arizona State's dean Chris Callahan is making available two of his professors as speakers in the next round.
- The school is hosting Wall Street Journal editor Kimberley Strassel for a keynote followed by a panel with students and faculty on Feb. 26 in Gerrard Hall.
- The Silent Sam panel, "How We Talk About Silent Sam: The Roles of Journalism and Public Relations in Framing Conversations about a Confederate Monument" being organized by faculty (led by Andy Bechtel) will be at 4:30pm on March 6 in Carroll 111. Faculty were asked to encourage their students to attend.
- Jacquie Charles of the Miami Herald will give the school's commencement address in May.
- King and Tori Ekstrand are working with WUNC radio to broadcast from campus on First Amendment Day next fall.

Heidi Hennink-Kaminski reported that the school has made offers to 33 MA applicants and has received acceptances from four to date. There are 15 finalists for the PhD program. Hennink-Kaminski encouraged faculty to attend the PhD reception at Tru on Feb. 14 at 5pm and the MA reception in the Freedom Forum at 5pm on Feb. 21. She reminded faculty that the priority deadline for the MADC program is now the end of March and reported that the GRE waiver has increased the number of applications received.

King reminded the group that four Knight Chair candidates will be visiting the school this month. John Sweeney shared the schedule for the first candidate, Alan Hart, and encouraged faculty to attend as many sessions with the candidates as possible. Instead of presenting their creative activity, each of the candidates will outline what they would do with the Knight professorship. King said that Knight wants its chairs who come from the professional world in the classroom where they can have the most direct impact on students.

Rhonda Gibson shared that she is serving on the campus committee that will make a recommendation on what should be done with the Confederate monument. The committee met this morning, and she said Interim Chancellor Guskiewicz made a passionate statement about the moral and pragmatic reasons the monument should not return to campus.

Deb Aikat said the faculty council is meeting today and there is much opposition to the new Arts and Sciences curriculum.

Tori Ekstrand shared that the first meeting of the UNC chapter of AAUP (American Association of University Professors) was held last month. She said the organization is focused on giving faculty more of a voice, and Silent Sam and the new curriculum are the biggest concerns at UNC.

Louise Spieler reviewed the revised process for the Brinkley and Vick faculty awards. The details were shared before the faculty meeting and are attached. The key changes are:

- The Vick award amount has increased from \$10,000 to \$12,000 thanks to strong endowment growth
- Self-nominations are no longer accepted
- The deadline for nominations is March 15
- The award committees will submit the names of two finalists to the dean by April 1

Charlie Tuggle said 15 students have applied to the school with requests for exceptions to the 3.1 GPA requirement. Next fall, all students – regardless of GPA - must apply for admission. Tuggle clarified that students seeking a GPA exception only submit the name of a professor to be contacted for a recommendation – recommendation letters are not part of the application process.

Tuggle said the school has 1,056 undergraduate majors enrolled this semester. The increasing enrollment has led to discussion in the curriculum committee about how big the school can/should be. The new building will provide space relief, but personnel must be considered.

Tuggle presented the attached review of the discrepancy in grade criteria for the school's majors and minors. After much discussion, a friendly amendment was made to change the proposed criteria to require majors to earn a grade of C or better for all courses except choice (electives), in which they may earn a grade of C- or better, in order to earn credit toward the required 39 hours in the school. The criteria as amended was approved by unanimous vote. The curriculum committee will develop specific language that can be included in syllabi and Tuggle will present that at a future faculty meeting.

Francesca Dillman Carpentier presented the attached Academic Dean's Report. Highlights included:

- The UNC Task Force on P&T (of which Dillman Carpentier and Spencer Barnes are members) is not engaged in policy writing, it is charged with finding commonalities and differences across campus to inform the development of a more systematic approach to the process across the board. Our school is not the only one with different faculty tracks. The task force is a mix of disciplines; there is not a specific balance between professional and research; "professional" encompasses a wide range of roles.
- The Residential MA SWOT is being spearheaded by Joe Cabosky and Penny Abernathy. The goal is to create a new vision for the curriculum that leverages our existing strengths. A working document was discussed by journalism faculty last semester and the strategic communications faculty provided its feedback on the document this week. All feedback will be compiled, and results will be shared later this spring.
- Operationalization of the strategic plan will be a second phase: after the plan is finalized and adopted, small groups will determine the tactics that will put the plan into action. It was noted that the initial draft of the strategic plan is "exceptionally broad" and the next big ideas need to be elevated. Dillman Carpentier said the listening windows, during which faculty and staff can discuss the strategic plan draft and its implications, should help narrow the plan's focus.

The meeting adjourned at 12:35pm.

## **UNC School of Media and Journalism Edward Vick Prize for Innovation in Teaching**

### **THE AWARD**

The Edward Vick Prize for Innovation in Teaching is awarded to a faculty member in the school whose creativity and innovation in teaching over the past academic year most meaningfully enhanced his or her students' learning experience. This award currently comes with a generous \$12,000 prize.

### **ELIGIBILITY**

Full-time faculty members who have taught at the school for two or more years are eligible for nomination. The award may be won by the same person more than once, but members of the committee are not eligible to win the prize.

### **NOMINATION**

- The committee will notify all faculty members of the award at the beginning of each spring semester. In addition, the committee will publicize the award process to students via the student newsletter, social media, etc.
- Any faculty member or any student enrolled in the School of Media and Journalism may nominate a person or persons for the award.
- Self-nominations are not allowed.
- Nominations must include the nominator's name, address, phone number, email address and status (faculty member, undergraduate or graduate student).
- All nominations must include a brief statement (no more than two double-spaced pages), explaining why the nominator thinks the faculty member should win the award. The nomination letter should explain the teaching innovation, provide evidence of its excellence and positive outcomes, and describe the teaching challenge or opportunity that led to this innovation and/or the philosophy in which it is grounded.

### **DEADLINE**

Nominations must be submitted to the dean's office by March 15.

### **SELECTION**

Nominations are managed by a committee, consisting of winners of the prize from the most recent three years and two students appointed by the dean. The previous year's winner serves as chair.

The committee will meet soon after the deadline to consider the nominations. The committee, at its discretion, also may nominate a faculty member who has not been identified through the



nomination process. Because of the wide range of class sizes, no special merit will be placed on the number of people nominating a faculty member.

By April 1, the committee will forward to the dean:

- Names of two finalists.
- The committee's assessment of each finalist.
- All nomination materials.

The dean will make the final selection. The winner will be announced at the school's annual Faculty and Staff Awards program at the end of the spring semester.

The school's Human Resources office will retain all nomination materials.

### **ABOUT EDWARD VICK**

The prize is named for Edward Vick, a 1966 graduate of the School and one of the most creative and innovative executives in the advertising world in the last two decades of the 20th century. He retired as CEO of Young & Rubicam, a worldwide leader in marketing communications, in 2001. Over the course of his career, Vick became known as a passionate leader and team builder who could turn around ailing creative organizations and propel them toward growth and prominence. He believes change and innovation are critical to success—in business and education. He was inducted into the N.C. Media and Journalism Hall of Fame in 1996.

### **PAST RECIPIENTS OF THE ED VICK PRIZE FOR INNOVATION IN TEACHING**

<b>Year</b>	<b>Faculty Member</b>
<b>2018</b>	Chris Roush and Steven King
<b>2017</b>	Daniel Kreiss
<b>2016</b>	Valerie Fields
<b>2015</b>	Laura Ruel
<b>2014</b>	Lois Boynton
<b>2013</b>	Napoleon Byars
<b>2012</b>	Terence Oliver
<b>2011</b>	Dana McMahan
<b>2010</b>	Heidi Hennink-Kaminski
<b>2009</b>	Chris Roush
<b>2008</b>	Andrew Bechtel
<b>2007</b>	Elizabeth Dougall
<b>2006</b>	Pat Davison
<b>2005</b>	John Sweeney
<b>2004</b>	Jock Lauterer

## **UNC School of Media and Journalism David Brinkley Teaching Excellence Award**

### **THE AWARD**

The David Brinkley Teaching Excellence Award is awarded to a faculty member in the school for excellence in classroom teaching for any level of student, both graduate and undergraduate. Commitment to helping individual students both in and out of the classroom will also be considered. This award currently comes with a generous \$2,500 prize.

### **ELIGIBILITY**

Full-time faculty members who have taught at the school for two or more years are eligible for nomination. The award may be won by the same person more than once, but members of the committee are not eligible to win the prize.

### **NOMINATION**

- The committee will notify all faculty members of the award at the beginning of each spring semester. In addition, the committee will publicize the award process to students via the student newsletter, social media, etc.
- Any faculty member or any student enrolled in the School of Media and Journalism may nominate a person or persons for the award.
- Self-nominations are not allowed.
- Nominations must include the nominator's name, address, phone number, email address and status (faculty member, undergraduate or graduate student).
- All nominations must include a brief statement (no more than two double-spaced pages), explaining why the nominator thinks the faculty member should win the award.

### **DEADLINE**

Nominations must be submitted to the dean's office by March 15.

### **SELECTION**

Nominations are managed by a committee, consisting of winners of the prize from the most recent three years and two students appointed by the dean. The previous year's winner serves as chair.

The committee will meet soon after the deadline to consider the nominations. The committee, at its discretion, also may nominate a faculty member who has not been identified through the nomination process. Because of the wide range of class sizes, no special merit will be placed on the number of people nominating a faculty member.

By April 1, the committee will forward to the dean:

- Names of two finalists.
- The committee's assessment of each finalist.
- All nomination materials.

The dean will make the final selection. The winner will be announced at the school's annual Faculty and Staff Awards program at the end of the spring semester.

The school's Human Resources office will retain all nomination materials.

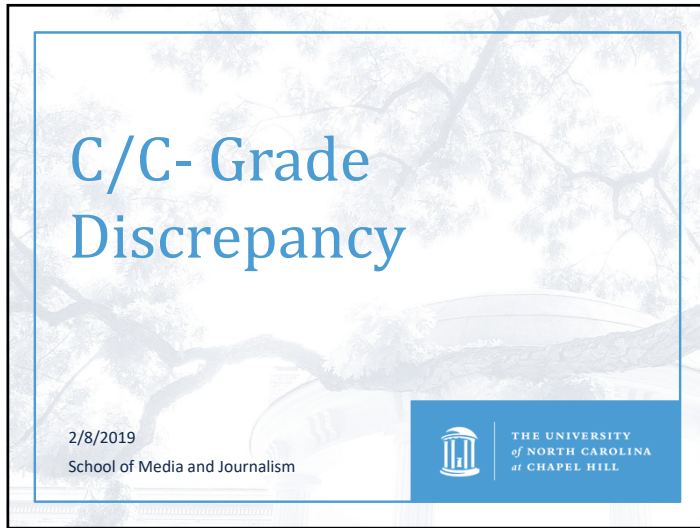
### **ABOUT DAVID BRINKLEY**

The prize is named for David Brinkley, a Wilmington, N.C., native, who began his journalism career as a high school student writing for The Wilmington Star. He attended Vanderbilt University before service in the Army interrupted his studies. In 1943, Brinkley got his first full-time broadcasting job: White House correspondent for NBC News. From that auspicious beginning, he spent almost 40 years with NBC radio and television. Brinkley reported on every president from Franklin D. Roosevelt to Bill Clinton. He had covered every presidential election and nominating convention since 1952 and had reported many of the major national news events. For most of the 1960s, he was co-anchor of "The Huntley-Brinkley Report," a network evening newscast that not only was exceedingly popular but also was considered first-rate broadcast journalism. After Huntley retired, Brinkley remained at NBC as co-anchor with John Chancellor on the "NBC Nightly News" and later as a commentator for the program. He moved to ABC in 1981 as host of the Sunday morning interview program, "This Week with David Brinkley." He retired as host of the show in 1996. Brinkley won every major broadcasting award, including 10 Emmy Awards, two George Foster Peabody Awards, and the Radio and Television News Directors Association's "Paul White Award" for distinguished service to broadcast journalism. He was inducted into the N.C. Media and Journalism Hall of Fame in 1989. Brinkley passed away in 2003.

**PAST RECIPIENTS OF THE DAVID BRINKLEY TEACHING EXCELLENCE AWARD**

<b>Year</b>	<b>Faculty Member</b>
2018	Joe Cabosky
2017	Trevy McDonald
2016	Terence Oliver
2015	Chad Stevens
2014	Dana McMahan/ Barbara Freidman
2013	Heidi Hennink-Kaminski
2012	Queenie Byars
2011	Dan Riffe
2010	Cathy Packer
2009	Napoleon Byars
2008	Janas Sinclair
2007	Lois Boynton
2006	Richard Simpson
2005	Charles Tuggle
2004	John Sweeney
2003	Patricia Curtin
2002	Thomas A. Bowers
2001	Donald L. Shaw
2000	Debashis Aikat
1999	Cathy L. Packer
1998	Margaret A. Blanchard
1997	Ruth Walden
1996	Raleigh Mann
1995	Jan J. Elliott
1994	Richard J. Beckman
1993	Dulcie Murdock Straughan
1992	Jane Delano Brown

Feb. 8, 2019 faculty meeting



C/C- Grade  
Discrepancy

2/8/2019  
School of Media and Journalism

THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

This slide features a background image of a large tree and a building. The text is centered in a blue serif font. A small logo and university name are in the bottom right corner.

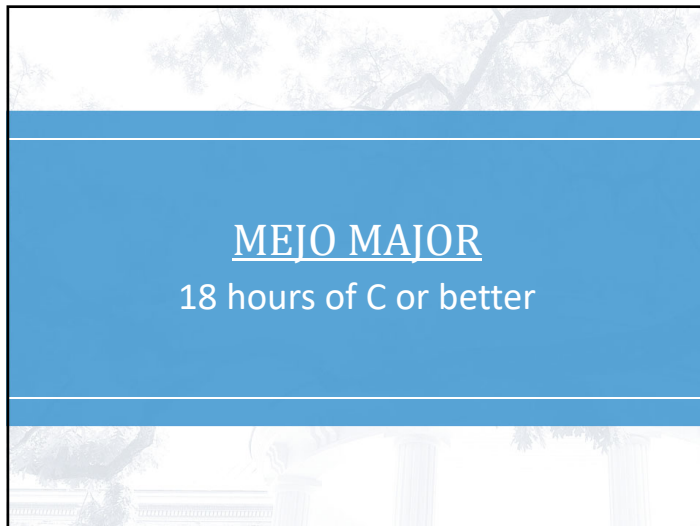
1



MEJO MINOR  
15 hours of C or better

This slide has a blue background with a white serif font for the text. The background image shows a group of people sitting on a lawn.

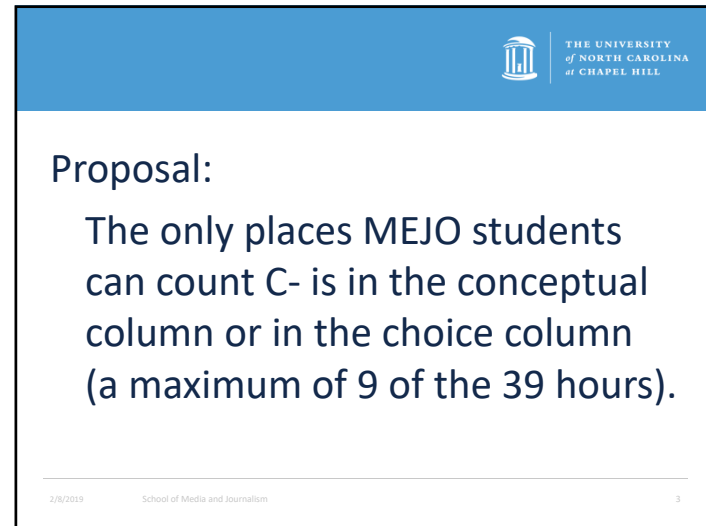
2



MEJO MAJOR  
18 hours of C or better

This slide has a blue background with a white serif font for the text. The background image shows a building with columns.

3



THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

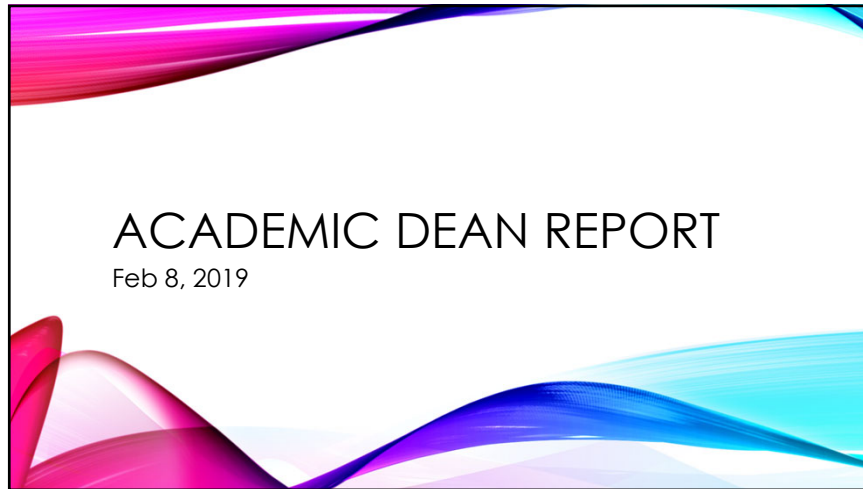
Proposal:

The only places MEJO students  
can count C- is in the conceptual  
column or in the choice column  
(a maximum of 9 of the 39 hours).

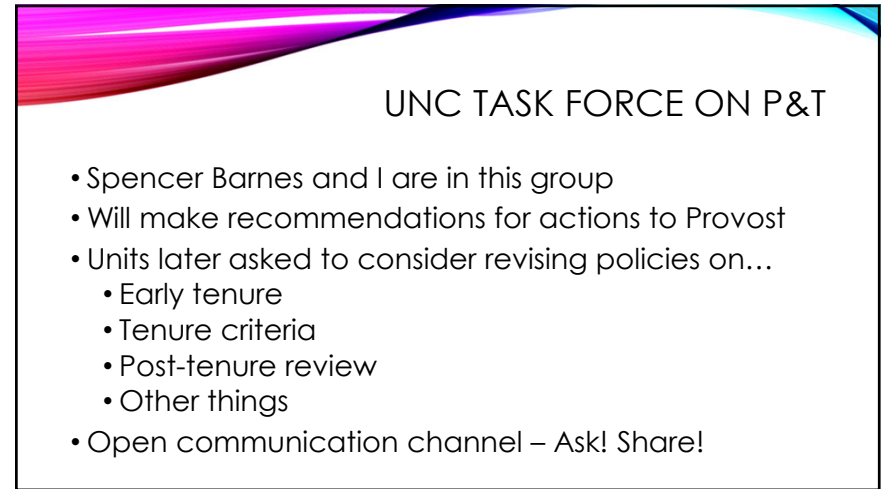
2/8/2019 School of Media and Journalism 3

This slide has a blue header with the university logo and name. The main text is in a dark blue sans-serif font. The background image shows a building with columns.

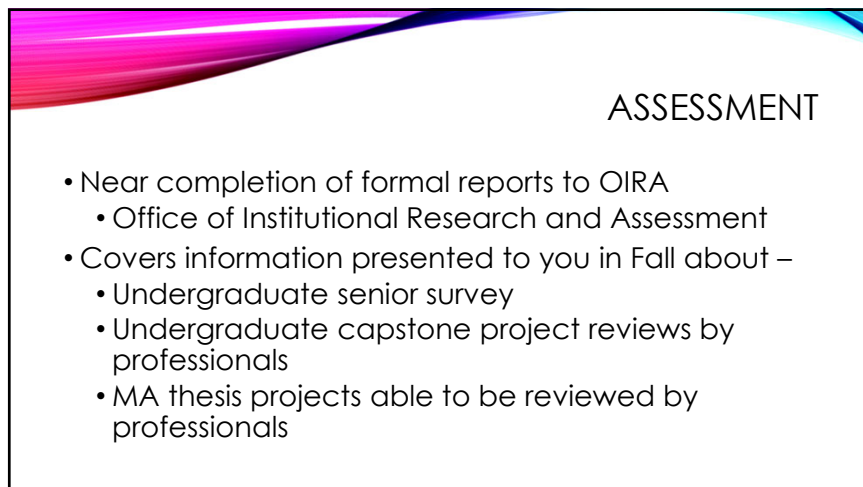
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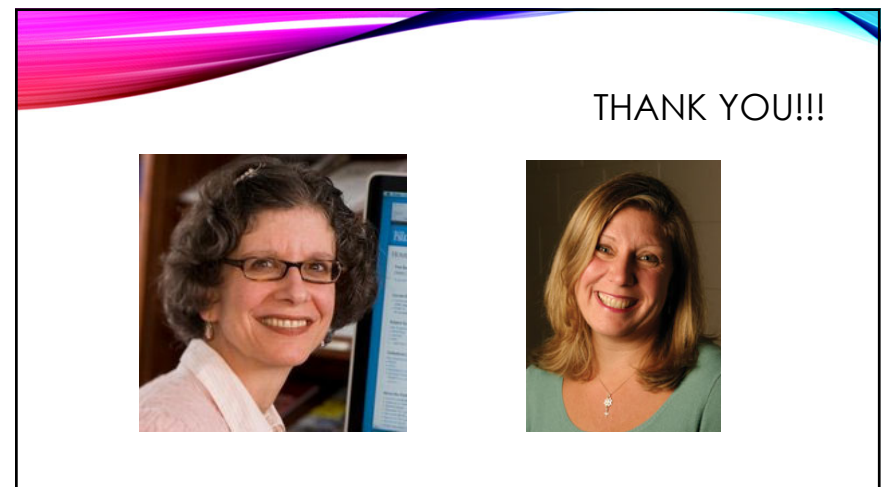
1



2




3



4

ALSO...



- Please acknowledge the significant amount of thought and work going into the discussions of the Residential MA program.



5

ALSO...

- Please acknowledge the significant amount of thought and work going into the discussions of the Residential MA program.
- Especially this guy.

6


DRAFT OF STRATEGIC PLAN

- SCOPE
  - Overarching vision
  - Overarching goals
  - Strategy
  - General marks of success
    - (Key performance initiatives)
- OUTSIDE SCOPE
  - Tactics

7

STRATEGY – DOING THE RIGHT THINGS

TACTICS – DOING THINGS RIGHT



8

• Taken from "Strategic Planning: Strategy vs. Tactics" by Erica Olsen

STRATEGY (WHAT?)		TACTICS (HOW?)
What	<b>Quick View</b>	How & Who
Stratos: army, or resources Ago: leading	<b>Greek Definition</b>	Taktike: the art of organizing an army, a maneuver
To lead your resources, a plan, method, or series of maneuvers or stratagems for obtaining a specific goal or result	<b>Greek Definition</b>	A plan for attaining a particular goal
Stable, democratic Iran through the Sun and Clear-road-Build	<b>Example</b>	Operation Sinbad including the various ways to advance on a city, to clear a house, and to detect mines
Organization-level determiner: Foster the growth of youth to be the strong leaders of tomorrow.	<b>Organization Example</b>	Staff-level auctioning: Develop programs that teach civic responsibility and leadership.

9

• Taken from "What are Strategic and Tactical Decisions?" by Robert Horrocks

STRATEGIC VERSUS TACTICAL DECISIONS	
Strategic	Tactical
Long term	Short term
Assumes limited knowledge of timing	Assumes strong knowledge of timing
Takes advantage of patience	Takes advantage of momentum
<b>Example</b>	
Strategic	Tactical
Focus on sustainable return on invested capital (ROIC)	Portfolio trims
Focus on growth	Cash
Focus on value	Currency

10

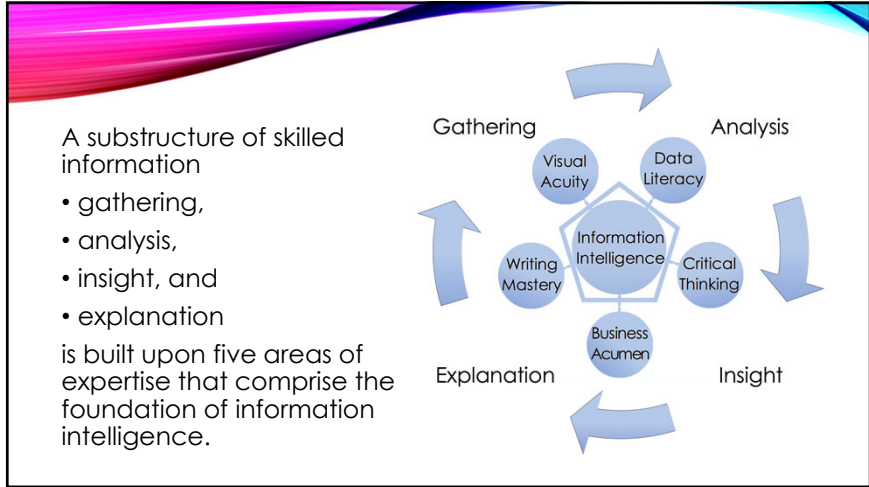
- ### DRAFT OF STRATEGIC PLAN
- Attempts to consider and include
    - Current undergrad majors & prior specializations
    - Residential MA subplans
    - MADC and other MA & certificate offerings
    - Doctoral program
    - Professional track expectations and workload
    - Research track expectations and workload
    - Staff and supporting offices/spaces within School

11

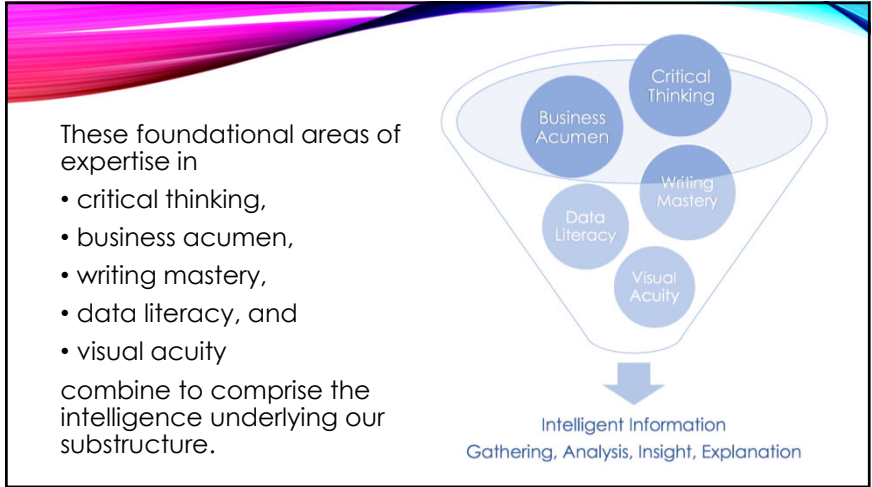
- ### INSPIRATIONAL WORD
- in·tel·li·gence
    - the ability to learn or understand or to deal with new or trying situations : REASON
    - the ability to apply knowledge to manipulate one's environment or to think abstractly as measured by objective criteria
    - the act of understanding : COMPREHENSION
- MERRIAM-WEBSTER

12





13



14

### DRAFT OF STRATEGIC PLAN

- To truly embody this idea of “intelligence,” we must set as School-wide **goals** the fostering of a culture of:
  - collaboration,
  - distinction,
  - advancement (or lifelong learning),
  - change, and
  - leadership from any seat.

15

### DRAFT OF STRATEGIC PLAN

- Strategic priorities flow from these ideas,
  - in addition to the SWOT,
  - in addition to the Chancellor’s Blueprint for Next,
  - in addition to lessons from market research and competitor values/mission/program materials,
  - in addition to many other things.

16

## PROVIDE YOUR FEEDBACK

- Have already gathered some
- Send comments or edits over email
- Send comments or edits on paper to my mailbox
- Drop in my office hours (Tues/Thurs 11am-noon)
- Contact me to set up a one-on-one time
- Or...

17

## PROVIDE YOUR FEEDBACK

- Drop in at your convenience during any of the three listening windows below:
  - Monday Feb 18, 8:30am-10:00am
  - Tuesday Feb 19, 11:00am-12:30pm
  - Thursday Feb 21, 3:00pm-4:30pm
- All held in Innovation Lab Rm 21
- Please RSVP to a session when invites are sent out

18



19

**MINUTES**  
**SCHOOL OF MEDIA AND JOURNALISM**  
**FACULTY MEETING**  
**March 1, 2019**

The faculty of the School of Media and Journalism convened at 10 a.m., Friday, Mar. 1, 2019, in the Freedom Forum Conference Center.

Penny Abernathy provided an update on the impact her News Deserts research. She attended the Knight Media Forum earlier this week and the News Deserts report research helped shape the focus of the Truth Commission's new initiative around the public's declining trust in the media. She announced that the Center is mailing review copies of the new book to 500 universities next week.

Dean Susan King's report included the following:

- Spencer Barnes was recognized as a Tanner Teaching Award winner at the Syracuse basketball game.
- The assistant dean of business and finance job description was submitted to central HR on Feb. 5. The position will be posted as soon as we receive approval.
- The accountant position has been posted.
- Jay Eubank introduced Jenn Sipe, our new career services assistant director. Jenn will be responsible for outreach to our professional MA students, oversee networking trips and assist with the Lookout Fellows and Morton Leadership program.
- The university's design review committee met yesterday. They are requesting some tweaks to the Curtis Media Center design but there are no changes to the existing timeline. Demolition of Phillips Annex is still scheduled for early May.
- Knight representatives will be on campus April 9 to meet with the UNC research team that submitted an RFP for a Knight research center. SILS dean Gary Marchionini has led the proposal; Deen Freelon and Daniel Kreiss are two of the four communications scholars on the team.
- The next step in the strategic plan process is developing priorities. Members of the committee responsible for that step are: Francesca Dillman Carpentier, Joe Cabosky, Heidi Hennink-Kaminski, Steven King, Daniel Kreiss, Allison Lazard and Kate Sheppard. The goal is to vote on the plan at the end of this semester.
- The dean has asked Anne Johnston, John Sweeney, Dan Riffe and Jan Yopp to work as a committee (chaired by Yopp) to define the school's criteria for promotion to full professor. The school's current P&T rules lack clear guidelines for appointment or promotion to that highest rank. The goal is for faculty to vote on the criteria at the April faculty meeting.
- Provost Blouin is moving forward with an RFP for a university-wide online learning platform.
- Terry Rhodes has been named interim dean of the College.
- Interim chancellor Guskiewicz will meet with the school's cabinet on March 27 as part of his listening and learning tour. Depending on scheduling, he may also meet with other key faculty.

Charlie Tuggle announced the following new language regarding the school's grading policy, which puts us in line with other campus units, especially professional schools:

A grade below C in a MEJO course will not be counted in the minimum number (39) of media and journalism credits required for graduation; the course must be retaken if it is required for the major.

**Exception:** Students may count a grade of C- (not lower) in the Choice category.

The new policy will go into effect when it appears in the course bulletin. Tuggle said it takes approximately nine months to process a bulletin change, meaning the policy likely won't be effective until Fall 2021.

Tuggle shared these data points on the school's undergraduate admissions/applications for Fall 2019:

- 100+ assured admits
- 65 minor applications
- 200 pre-declared/minimum GPA admits
- 82 GPA waiver applications

John Sweeney announced the Knight Chair search committee's unanimous recommendation to offer the Knight position to Lisa Bradner. The recommendation was unanimously approved by the faculty present (10 full professors, 14 associate professors, 4 assistant professors, 3 fixed term professors).

The general meeting adjourned; tenured faculty remained for a third-year reappointment vote.

Sweeney presented the P&T committee's recommendation that Lucinda Austin be reappointed at the rank of assistant professor. The recommendation was unanimously approved by the tenured faculty present (10 full professors, 12 associate professors).

The meeting adjourned at 11:01am.

**MINUTES**  
**SCHOOL OF MEDIA AND JOURNALISM**  
**FACULTY MEETING**  
**April 5, 2019**

The faculty meeting of the School of Media and Journalism convened at 10:05 a.m., Friday, April 5, 2019 in the Freedom Forum Conference Center.

Amanda Reid provided an update on her copyright law research. Last October, Amanda presented at Texas A&M Law School. She also spoke at the AEJMC SE Colloquium and won the 2<sup>nd</sup> Place Faculty Award at ICA. She shared a map from the BE Press website that showed in real time the locations her publications had been purchased. Her research is gaining traction in Europe, although she only researches United States copyright law. She argued that many European countries model their copyright practices off the United States.

Dean Susan King's report included the following:

- John Robinson gave an update on his Media Hub course, MEJO 625. Media Hub is a seniors-only course where the students learn cross-functional skills. Media Hub stories have recently been featured in the N&O, News & Record, Charlotte Observer, and on CBS, ABC 11, and WMFY in Greensboro. John showed a few examples of student work from the class.
- Louise Spieler introduced Susan Leath to the faculty. Susan is currently teaching two courses for the school as an adjunct. At the end of the semester, she will join the CISLM team and organize the Knight-Lenfest Newsroom Initiatives.
- The next step in the strategic plan is creating hubs. Francesca Dillman Carpentier said two current ideas are a political/news reporting hub and a health hub. She will have further updates after the committee meets again.
- The assistant dean of business and finance position closes Monday. The search committee will bring in candidates over the next two weeks.
- Interim Chancellor Kevin Guskiewicz is touring the campus, meeting with individual departments. He will visit Carroll Hall on April 25 for an informal Q&A. Faculty and staff are encouraged to attend.
- Stephanie Brown gave an update on the senior survey. Instructors should encourage seniors to fill it out before graduation. Stephanie has a goal of 70% for this year's return rate. Last year's return rate was 57%. The survey collects feedback from our graduating students with the hopes of making improvements in the school.
- The student services area will be under construction over the summer to create the new undergraduate hub. The mailroom and supply closet will move upstairs and two new offices will be constructed in their place. Advising, Career Services and Global and Immersive Programs will be located together in the hub. It will be an improvement for our students.
- UNC is creating a transparent campus-wide budget. Each department will submit a comprehensive budget at a meeting on May 8. The business office has been working tirelessly on our school's breakdown. The dean showed a PowerPoint of the school's 2019-2020 projected revenues and expenses as currently devised in the UNC system.
  - Total projected revenue is \$16,450,717.00, from student fees, taxpayers, and gifts and donations.
  - Projected expenses are \$16,181,368.00 from personnel and benefits.

- Projected surplus of \$269,349.

Charlie Tuggle announced the results of the school's recent undergraduate admissions application:

- 300 new students are joining the MJ-school for Fall 2019
  - 167 students grandfathered into our school
  - 53 accepted by application
  - 40 assured admission students
  - 40 transfer students

Heidi Hennink-Kaminski gave an update on admissions to our graduate programs.

- PhD program:
  - 38 completed applications
  - 28 interviews
  - 17 admissions offers
- Master's program:
  - 95 completed applications
  - 56 interviews
  - 40 admissions offers
- MADC Online program
  - 29 completed applications
  - 24 interviews
  - As of this morning, there are 19 new applications in the queue. Admissions still on going.
  - 25 GRE waivers
  - Most applicants are working professionals.

Jan Yopp presented changes to the school's criteria for promotion and tenure to full professor. The goal is to clarify the language. Jan displayed our current P+T language and many faculty members chimed in with revisions. The following topics were discussed at length:

- Is there a fixed length of time an associate professor must be in rank before consideration for promotion? Five years is the custom, not a hard rule.
- How are teaching and mentorship counted in terms of P+T? If a professor has a more rigorous teaching or mentorship load, they will most likely publish less. Is this taken into consideration?

The committee will revise the language based on faculty suggestions and present again at the next faculty meeting.

John Sweeney announced that Lisa Bradner turned down the Knight Chair offer. There is not a consensus on the remaining candidates so John indicated there will be further discussion with Knight while Lisa's offer remains open.

Jan Yopp announced she is retiring at the end of January 2020. Dean Susan King said Jan has been instrumental in our school and its success, and personifies our values. She also wrote the textbook that all MEJO 153 courses use.

The meeting adjourned at 12:00 p.m. exactly.

**MINUTES**  
**SCHOOL OF MEDIA AND JOURNALISM**  
**FACULTY MEETING**  
**May 8, 2019**

The faculty of the School of Media and Journalism convened at 10 a.m., Wednesday, May 8, 2019, in the Freedom Forum Conference Center.

Dean Susan King shared the following announcements:

- The school's 2019 retreat will be held on Friday, Aug. 16, at Extraordinary Ventures.
- The agreement for a new program to be housed at the school is expected to be finalized over the summer.
- Searches are underway for a new assistant dean of business and finance, HR consultant, and GIP director. The accountant search has been put on hold and will be revisited after the assistant dean is in place.
- Jacqueline Charles will give the commencement address at the school's ceremony on May 11.

Jan Yopp opened discussion of the attached second revision of the school's guidelines for promotion to full professor. She noted that based on the discussion of the guidelines at the April faculty meeting, the current revision:

- Clarifies that candidates are not expected to change their research focus in preparation for promotion
- Includes separate paragraphs on service and teaching
- Gives more focus to mentoring and advising
- Acknowledges the additional teaching load of professional track faculty

There was significant discussion about the use of the word "selected" in the first sentence of paragraph four to qualify the type of criteria used to demonstrate high quality teaching, and whether it would be better to be more specific or leave flexibility in the interpretation. It was suggested that "selected" be replaced with "relevant." A motion to approve the attached revision with the change of "selected" to "relevant" was seconded and passed with a 31-0-0 vote.

Francesca Dillman Carpentier reviewed the previously distributed draft of the school's strategic plan (attached) with the attached presentation. Highlights included:

- The plan seeks to balance where we want the school to go with academic freedom
- Hub task forces will be created
- Hubs are areas of interest/themes, not subplans or majors
- Not all courses will fit into one of the Hubs
- The school will need to be thoughtful about how the Hub structure is presented to students so there's not additional confusion.
- The Hub structure will be used as a framework to define who we are as a school rather than as a curricular guide.

There was discussion about the "Storytelling Innovations" section under Major Initiatives lacking inclusion of other areas of student work/engagement. Dillman Carpentier noted those concerns and committed to adding Heelprint and CPJW to the Storytelling Innovations section and to revising the wording of the Hubs to reflect more inclusiveness. A motion to approve the strategic plan with those additional revisions was seconded and approved and passed with a 30-0-1 vote.

Dillman Carpentier announced that she would distribute a draft of the tenured faculty competitive RSA policy after today's meeting to be reviewed over the summer for a faculty vote at the retreat in August. She also

encouraged any faculty who are interested in stepping into the academic dean role after her term ends at the end of the next academic year to please connect with her.

Heidi Hennink-Kaminski presented the attached slide deck, starting with a review of the attached proposal to reinvigorate the Park Fellowship program. The proposal was developed in response to the Park family's reaction after a series of disparaging remarks by a few former Fellows. Leadership worries that the Parks could be rethinking its commitment to the program. Faculty leadership recognized that the school's graduate program had become complacent about the significance (both financial and reputational) of the Park gift. A key piece of the Park program restructure is the implementation of a Fellowship application process.

Discussion points included:

- The school still needs to be sensitive to racial, economic, background and other diversity – not just focus on the candidates with top GRE scores.
- The application will gather more background on each candidate than is currently received.
- A question about how the school can market the funding in order to encourage applicants to apply was tabled and will be addressed by the Ph.D. Advisory Committee.
- The application process will be monitored closely and will be tweaked as needed to improve the process.

A motion to approve the proposal was seconded and passed by a vote of 29-0-1.

Hennink-Kaminski reviewed the graduate program enrollment statistics in the attached presentation.

Rhonda Gibson reviewed the MADC program enrollment. The first application deadline is in March; the second application deadline is June 11. To date the program has received 29 applications and has made 18 offers. Ten applicants have accepted (two of whom are out-of-state), none have declined and one has deferred. Gibson said that dropping the GRE requirement and the program's Online Master's #1 ranking improved the applicant pool this year. The program expects a full cohort of 20 students. Gibson reminded faculty that those students will need thesis advisers. The Certificate program has 23 students finishing this year, with several continuing into the MADC program. Thirty-four applications have been received for the Fall, putting the program at capacity. Gibson and Hennink-Kaminski will be reviewing the impact of tuition waivers on the program.

Hennink-Kaminski reminded faculty that the new MADC curriculum was approved last year. The university will negotiate a new OPM vendor this summer, which could affect the program's plans to implement the new curriculum. Faculty will engage in conversation early next academic year about curriculum and schedules launching Fall 2020.

After reviewing the attached enrollment data for the residential M.A. program, Hennink-Kaminski summarized by stating that in order for the visual communications and journalism M.A. programs to survive, they will have to be reworked to a recommended timeframe of one summer plus two semesters. Our program is losing candidates to other programs with shorter timelines. In addition, most M.A. students are taking undergraduate classes – most of which are taught by adjuncts – in order to fulfill the program requirements. A proposal for a new M.A. program will have to go through the State system for approval – a process that is expected to take 12 – 18 months. Hennink-Kaminski said that if the school can show demand for the reworked program, we have a good shot at approval. Faculty will have to decide whether to put effort into creating what comes next or continuing the residential M.A. program as-is. It was noted that the demonstrated increase in demand for the strategic communications program will increase pressure on advising strat comm students by 2021. It was suggested that committee requirements for the program be reviewed to mitigate some of that pressure.

The meeting adjourned at 11:55 a.m.



## Proposed revised guidelines for promotion to full professor

*(Original changes are highlighted in yellow and reworked sections are highlighted in turquoise)*

Promotion to Full Professor (Pages 25-26 of the Faculty Handbook)

Tenured associate professors are expected to continue to make significant contributions to their fields in anticipation of being promoted to full professor. The dossier of a candidate for full professor could show similar research/scholarly/creative streams or focus and in similar venue/form as at tenure; additional service, administrative, and teaching-related responsibilities should be assumed post-tenure. Occasionally a distinguished professional career may justify initial appointment as a full professor with tenure.

Promotion to full professor requires evidence that the individual has established a major research, scholarship or creative record in his or her area of expertise at the national or even international level; has demonstrated a record of high-quality teaching supported by valid metrics or indicators; and has embodied unwavering commitment to service as documented by activities within the School, University, and/or appropriate academic or professional organizations. While quality is more important than quantity, quantity should show sufficient and continuous productivity and impact in each of these areas.

Certain marks of readiness must be reached to guide the individual's request for promotion. There must be strong evidence that the individual has achieved and sustained excellence in research, scholarship and/or creative work and that the work can be evaluated in measurable ways appropriate to the discipline. For example, the individual could provide evidence that the body of work has attracted the attention or stimulated the work of other scholars or practitioners; has been reviewed or has received awards; shows audience or public influence, reaction or adoption; or has generated grant support. Some forms of activity might not be peer-reviewed, and as the media landscape changes, faculty might be engaged in new forms of scholarly work and creative activity. If that work is included, individuals must explain the significance of the work and corresponding effort and how that work impacts audiences.

The candidate must demonstrate sustained, high quality teaching as indicated in evaluations, observations, teaching statements, awards or other selected criteria. They should show ability to mentor and advise students, particularly graduate students. Teaching load should be recognized, particularly in the dean's letter to outside reviewers, in that professional tenure track faculty teach five courses in an academic year compared to the four-course load for those faculty in the research track. In some instances, a faculty member might take on a course overload in times of high course demand.

The candidate must also have a record of impactful and continuing contributions in professional service and engaged activities within the School, University and/or academic and professional

organizations. In addition, those requesting promotion to full professor must provide evidence of service and/or leadership roles that have or do contribute to the life of the School. Examples could be mentoring junior faculty members, chairing search committees, or managing specific programs. An exceptional administrative role or leadership position can compensate for a more limited scholarly or creative record during the review period, but cannot substitute for an unacceptable scholarly or creative record.

To be reviewed for promotion to full professor, the faculty member must submit his or her current CV to the promotion and tenure committee along with a written self-evaluation establishing readiness to be promoted. The full professors on the committee as a subcommittee will review the CV and the statement to determine whether the faculty member is ready to be reviewed for promotion. If the subcommittee in consultation with the dean decides that the faculty member's record merits consideration for promotion to full professor, that decision does not signify that the subcommittee has decided to recommend the faculty member for promotion but simply that a full review is warranted. The chair of the committee will give the candidate a deadline to produce a full package for review and conduct a full review in the manner described in the section on the review process.

If, as a result of the full review, the committee of full professors does not recommend the faculty member move forward toward promotion to full professor, they will review the record again later at the request of the faculty member. It is expected that a subsequent request would occur when the faculty member's record merits reconsideration.

If, as a result of the full review, the committee of full professors does recommend the faculty member move forward, the recommendation will go to a vote of all full professors in the School.

Proposed revisions to associated references in other sections of the Handbook

Page 15

Service. Service is highly valued and part of the School's core mission. The expectation for tenure-track junior faculty is service within the School and an emerging service record within appropriate statewide and national organizations prior to promotion and tenure. ~~Prior to promotion to full professor, the expectation is robust service at the University, state, national and/or international levels.~~ **Prior to promotion to full professor, the individual must show robust and continuing contributions in service at the University, state, national and/or international levels.** Service includes performance in areas such as international and national offices and work in appropriate scholarly, professional and academic organizations; University and School positions and committee work; workshops, speeches, etc.

Time in rank.. ~~.. There is no fixed length of time an associate professor must be in rank before he or she can be considered for promotion to full professor. Typically, an associate professor is in rank for five to 10 years before being promoted to full professor.~~ **There is no fixed length of**

time an associate professor must be in rank before he or she can be considered for promotion to full professor. However, most do not go before the first post-tenure review after promotion and tenure as an associate professor. Tenured associate professors are expected to continue to make significant contributions to their fields, to maintain an excellent teaching record and to grow their service activities in anticipation of being promoted to full professor. A faculty member's entire academic, scholarly or professional career is considered, with more emphasis being given to accomplishments since promotion to associate professor. Promotion to full professor is not guaranteed, and some associate professors may remain in that rank until retirement. An associate professor should be reviewed every five years to determine readiness for promotion.

Page 18, bullet one

~~Promotion to full professor requires evidence that the individual has established a national, and in some instances international, reputation in his or her field based on scholarly work.~~  
 Promotion to full professor requires evidence that the individual has established a major research, scholarship or creative record and demonstrated impact in his or her area of expertise at the national or even international level.

Page 20, bullet three

~~Promotion to full professor within the professional track requires a national, or in some cases an international, reputation within his or her field based on professional work.~~ Promotion to full professor requires evidence that the individual has established a major creative, research or scholarship record and demonstrated impact in his or her area of expertise at the national or even international level.

# School of Media and Journalism

## Envisioning Tomorrow

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A Strategic Plan for 2020-2025

### Contents

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# Our Story, Our Strengths

As the media industry has experienced rapid changes, the School of Media and Journalism has also experienced an accelerating evolution.

In 1924, the Department of Journalism was born at the University of North Carolina. This Department became a school in 1950.

In 1990, the school was renamed the School of Journalism and Mass Communication to reflect its broadening scope as a professional school, providing undergraduate and master's students a quality education in a variety of specializations across journalism (reporting, editing and graphic design, business journalism, broadcast and electronic journalism, photojournalism, multimedia) and strategic communication industries (advertising, public relations). In addition, the School supported scholarly research in political, social, and strategic communication; media effects, information processing, and audiences; media processes and production; media history; and media law.

The year 2005 marked a significant change in the School with the retirement of long-time dean, Richard Cole, and the launch of a vision initiative to revisit and reimagine its direction of the School. With this initiative as inspiration, and the 2013 Path Forward as its immediate foundation, the School adopted new vision and overarching mission statements to guide the School's strategic priorities to the present day.

In Fall 2015, the School marked its continued evolution with a new name—the School of Media and Journalism. Our integrated curriculum at the undergraduate level offers the potential for students to become exposed to multiple skills within the journalism specialization. Advertising and public relations specializations now share a single foundational course where students learn the basic principles of both professions. Other recent innovations within the School include an online master's program in digital communication (the first students entered in Fall 2011); a re-envisioned doctoral program curriculum; support of emerging technology and social media analytics labs; seed grants in support of grant-funded research predominantly, though not exclusively, in the area of health communication; and a noteworthy increase in experiential learning offered internally through courses and study abroad programs.

True to our vision, changes in our faculty, curricula, students, and the industries we serve have taken us along new and exciting paths. We continue to be committed to producing locally, nationally, and internationally recognized scholarly and creative work and preparing graduates who can innovate and invent modern media. At the same time,

we continue to be mindful of our history and remain firmly grounded in the values that underpin our scholarly/creative activity, our service, and our teaching across undergraduate, master's, and doctoral levels.

Our current strengths include an excellent, *student-centered* education that prepares students to *write well, visualize data, and apply audio and visual* communication techniques to convey stories and complex information across journalism and strategic communication areas. Many students across program levels obtain *hands-on experience* in their coursework, as well as extracurricular creative or research endeavors through our School. Students have won numerous awards for their broadcasting and visual journalism work and their advertising and public relations campaign work with clients.

At the undergraduate level, a growing number of courses have become available for students to learn more about business and economic issues within and outside the media industry. A growing number of courses at all levels provide the data analytic skills needed to understand the audience and investigate issues of public import. We look forward to developing new opportunities to *experiment with cutting-edge technologies* and evaluate how to best apply these technologies for impactful storytelling.

Our staff's commitment to the success of every student is unparalleled, as is our support of students through *scholarships, internships, job placement, global travel and networking trips*, and opportunities to meet with and be mentored by industry professionals, thanks to the generosity of our alumni and friends of the School.

Faculty are known for their creative and scholarly output in numerous areas, including news design, multimedia journalism, motion graphics, strategic media, campaigns, health communication, political communication, public relations, media effects, media sociology, and media law. This blend of professional and research expertise is also a mark of distinction—few programs boast this dual strength. We continue to strive for new ways to capitalize on this dual strength and demonstrate our *national and international relevance* through this powerful combination of talents and tools.

Building from the School's previous strategic plan, A Path Forward, and informed by information gathered from the Fall 2018 school retreat, Spring 2018 faculty and staff interviews, prior accreditation and self-study reports, and market research by the School's graduate program, this document lays out the five-year design for continuing our trajectory toward an integrated, progressive, and innovative body of professionals and scholars who will give tomorrow's students the creative and analytical skills needed to transform the world of media.

# Overarching Principles

The School of Media and Journalism is committed to the following four principles throughout all of its work, from operations to curricula to scholarly and creative output:

- **Transformational leadership** – We will be inspired and prepared to lead from any seat, to recognize, embrace and adapt to change and disruption, and to become visionary guides for industry leaders and policy-makers alike.
- **Data-driven insights** - We will be skilled in identifying, gathering, and analyzing data in order to derive and report groundbreaking insights, build theory from rigorous research, understand the media's impact (both intended and unintended) on audiences and communities, and lead conversations about the role of media in shaping public discourse.
- **Engaged democracy** – We will embody the principles of free speech, press, and expression and our work will contribute to a more engaged, informed, and strong democracy.
- **Demonstrated impact** – We will demonstrate our impact in shaping our local, state, national, and international communities through our teaching, creative and scholarly work, and outreach; through continual measurement and discussion, we will achieve a deep understanding of how our work touches and affects these communities.

We will infuse at least two of these four principles into every course and school-based initiative at all program levels (undergraduate and graduate). Evidence of these principles will be apparent in the output of our graduating students, as well as the creative and scholarly output of our excellent faculty.

# Strategic Priorities

Guided by our four overarching principles expressed above, we will channel our educational, creative, and scholarly efforts into developing and supporting the following five priorities:

- **Reenvisioning the School as an adaptive hub** - Our School is at the intersection of many fields and serves as a hub that fosters **collaboration** and **integration** within and outside our walls.
  - Internally, we will support opportunities for collaboration and integration between and within journalism and strategic communication, as well as between and within professional practice and research.
  - Externally, we will identify and cultivate key partnerships within the university, in industry, with local and state communities, and with national and international partners.
  - In our internal and external efforts, we will remain vigilant and adaptive to change so that we may evolve in how we apply our areas of expertise to address contemporary issues of industry or societal importance.
  
- **Embracing and driving change** - We will promote and facilitate:
  - Experimentation with new teaching methods and models,
  - Opportunities to lead industry experimentation and innovation,
  - Generation of new knowledge by using novel or creative techniques, and
  - Self-directed learning and continual advancement.
  
- **Expanding experiential education** - We will build on our strengths in offering hands-on, project-based education and development of:
  - New project-based learning opportunities inside and outside of the curriculum,
  - Engagement opportunities with local, national, and international constituents and communities, and
  - Partnerships with community and industry sources who have unique insights and expertise.
  
- **Prioritizing diversity and inclusion** - We will continue to embrace, discuss, and strengthen our commitment to diversity and inclusion with intentionality, from classroom instruction to scholarly and creative activities, to the procedures and policies of our School.



- Our commitment to diversity and inclusion extends to age, race, ethnicity, sex, gender identity, sexual orientation, socio-economic group, geography, religion, thought, philosophy, perspective, disability, and veteran status.
- **Elevating our business strategy** - We will continue to improve our governance and procedures to achieve a unified, synergistic operation that embodies our overarching principles through our:
  - Adoption of new technologies that centralize data collection, monitoring, and assessment across the School in order to
    - Demonstrate our educational effectiveness and broader impact,
    - Monitor our progress toward realizing our priorities, and
    - Perform effective financial strategic analysis, budgeting, and forecasting,
  - Redefinition of staff and administrative roles to facilitate nimble, adaptive, and efficient task-oriented work flows while encouraging shared ownership and responsibility,
  - Investment in the professional development of staff,
  - Support for seeking and management of external funding opportunities, and
  - Diversification of financial support at the graduate and undergraduate program levels.

These priorities not only guide our educational, creative, and scholarly work, but they also focus our attraction, development, and retention of talent across staff, students, and faculty to strengthen our local, national, and international reputation.

# Curricular Competencies

Through a creative, adaptive, and analytical approach, our School will produce graduates at all program levels who reflect our overarching principles and who are proficient in the following areas of expertise:

- **Storytelling in multiple formats** - We will deliver a strong writing foundation, as well as expertise in the application and creation of audio and visual forms of communication. By providing strength in written and visual language, our graduates will be expert, effective communicators who understand how to produce and share content in a variety of contexts for a variety of purposes. Graduates will also have a deep understanding of audiences and audience diversity, as well as an approach to content creation and delivery marked by social intelligence and an entrepreneurial mindset.
- **Informed decision- and sense-making** – We will imbue our graduates with the ability to apply conceptual, critical, and adaptive thinking to identify problems, gain valuable insight, develop effective strategies for solving problems, and engage in high-level development of theories and concepts for understanding issues, audiences, and change in the industries we serve.
- **Data literacy** – We will excel in conveying essential expertise in the extraction, critical examination, interpretation, and application of numerical and other forms of data. Graduates will be able to glean insight from data and communicate these insights to audiences in an informed, effective, and ethical manner.
- **Industry acumen** – Our students will be knowledgeable and astute in the business of media through the combination of market and economic knowledge with the legal, ethical, and historical principles that have shaped the media industries. Our graduates will be uniquely positioned to understand, facilitate, and lead change, and they will do so with an entrepreneurial spirit.

With these competencies, our graduates will be able to skillfully and creatively apply theory, research, and practice to the reporting and solving of real-world problems within any given subject. As such, we encourage students to seek **additional expertise in a specific subject or content area**, so that they may demonstrate our School's role at the intersection of fields.

# Major Initiatives

Building on existing strengths within our School and reflecting the strategic priorities and curricular competencies listed above, we will develop and support four intersecting hubs, or areas of focus—topical hubs in **public life** and **healthy communities** and non-topical hubs in **storytelling innovations** and **audience analysis**.

- **Public Life** - This area is about democracy, especially the ways that citizens, organizations, and the media interact with each other and with political actors and policy-makers. We will expand the existing activities and education that have been associated with the Program on Public Life, the Center for Innovation and Sustainability in Local Media, and the Center for Media Law to create a nexus of excellence in political research, reporting, and strategy and an understanding of the role that businesses, including media and technology industries, play in democracy. Through innovations in research and practice and data-driven insights, this hub will help new generations of students and practitioners strengthen democracy through journalism, public relations, advertising, and research that supports an informed and engaged public.
- **Healthy Communities** - An informed and engaged public extends to the public's health and well-being. With our strengths across journalism, strategic communication, creative and research activity, we are uniquely positioned to build on our existing foundations in health communication and in environment and science communication to become thought leaders in the creation and dissemination of communications related to the health of the individual and of the community, as well as to lead conversations about the reach, impact, and policy implications of these messages for the public good.
- **Storytelling Innovations** - Threaded throughout our fabric is a spirit of invention and entrepreneurship. In embodiment of this spirit, we will leverage the strengths of our storytellers, our Reese News and Emerging Technologies labs, and the potential of the Curtis Media Center to push boundaries in developing and experimenting with creative new storytelling structures, formats, delivery systems, and content-gathering technologies and provide evidence-based leadership into tomorrow's media landscape.
- **Audience Analysis** - Whether from the lens of journalism, strategic communication, industry or academic developments, we are experts in creating, disseminating, discussing, and testing content with purpose. Yet, it is the

people—the audience—who are at the center of all of our efforts. Expanding upon our Research Center to include a social media monitoring lab, a strong collaborative tie with the Computational Communication Research Lab, and improvements on our existing data gathering and analysis capabilities, we will provide unparalleled training and understanding of audiences, markets, and the public at large, and we will lead innovation in audience insight through creative applications in data collection, monitoring, and analysis.

These intersecting hubs will extend our existing strengths and immersive programs, integrate creative and scholarly expertise, and serve all programs in the School. Students and faculty will have the opportunity to focus their efforts within a single hub or take advantage of the naturally occurring connections across multiple hubs to develop expertise within their area of study. Each hub will be characterized by:

- Relationships cultivated with community, industry, and campus partners relevant to each of the four hub areas.
- Large lower-level rotating topical undergraduate courses that provide substantive knowledge relevant to:
  - Public Life - rotating between political communication and the role of business and economics in public life, and
  - Healthy Communities - rotating between health communication and environment and science communication.
- Smaller seminar-style courses in partnership with the Office of Undergraduate Research, Carolina Center for Public Service (through their APPLES service-learning program), or other partners in the community or industry to provide a more comprehensive, in-depth exploration of each focus area.
- Senior- or capstone-level project-based courses that combine creative content expertise with evidence-based or investigative skills to serve multiple hubs in an integrative experience for students interested in journalism, advertising, and public relations.
- An immersive summer or academic year-long experience open to qualified undergraduate and graduate students that fully engages students in applying Storytelling Innovations and Audience Analysis to a topic within Public Life or Health and the Environment.
- 800-level graduate seminars that provide substantive knowledge relevant to:

- Public Life and
- Healthy Communities.
- Academic and applied research output reflecting the four hubs.
- Identification of interdisciplinary opportunities across campus to demonstrate our strengths at the intersection of these hubs.
- Development of funds to support pilot work that would encourage cross-campus collaborations in or across focus areas.
- Training opportunities for relationship development and fund seeking.
- Support for public-facing reports, data visualization, media relations, and other outward communications demonstrating our thought leadership.

Current faculty interests and courses will be identified as serving one or more of these hubs. Efforts will be focused on integration and collaboration that enriches the student experience and creative/scholarly output from faculty partnerships. Guest speakers and visiting lecturers that come to the School are expected, at least in part, to serve and invigorate these four hub areas. The activity of each hub will interconnect with opportunities for experiential learning within undergraduate and graduate courses and ensure opportunities for information discussion and exchange. By doing so, we will demonstrate and accelerate our impact in leading thought and innovation in media and journalism.

# Initial Action Items

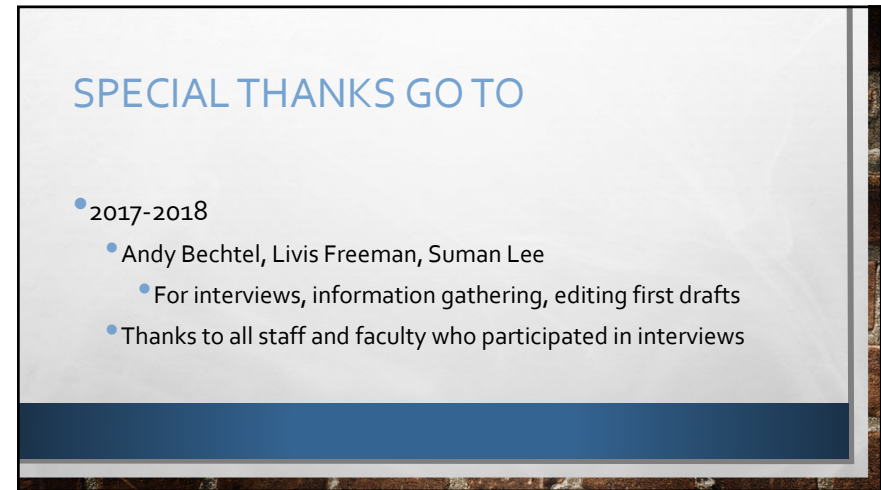
As we continually revisit and operationally define this five-year vision for tomorrow, we first present key actions to be initiated the first year of this strategic plan and completed by the end of Fall 2020.

- School-Wide
  - Create the organizational structure needed to begin development of the hubs in Public Life, Healthy Communities, Storytelling Innovations, and Audience Analysis—task forces comprised of faculty representing journalism, strategic communication, research, and professional tracks, with at-large staff, charged with developing their given hub while communicating with the other task forces to ensure cross-hub collaboration.
  - Develop core coursework and identify the current, relevant courses and creative/scholarly activity that can be incorporated to create the four hubs.
  - Support the Diversity and Inclusion committee aims to make diversity and inclusivity efforts an active part of our community, curriculum, and goals.
  - Build faculty strength in the area of data literacy, especially as applied to a journalism orientation, but recognizing the need to also strengthen data literacy with a strategic communication orientation.
  - Build faculty strength to support the Public Life hub, especially as applied to a strategic communication orientation, but recognizing the need to ensure continued strength in journalism.
  - Develop immersive experiences supporting the hubs that fulfill the goals of integration and collaboration across practice and research, and across journalism and strategic communication orientations.
  
- Undergraduate Education
  - Invest in the redesign of all lower-level core courses to provide students with the basic knowledge of journalism, advertising, and public relations areas needed to understand of how these media industries interconnect.
  - Invest in the identification and redesign of at least 50% of courses below the capstone level and all capstone courses to deliver:
    - Data literacy, including basic numeracy, analysis of quantitative and/or qualitative data, data visualization, and/or use of databases,
    - Industry acumen, including business and/or economic models, finance knowledge, and/or business issues related to entrepreneurship, and

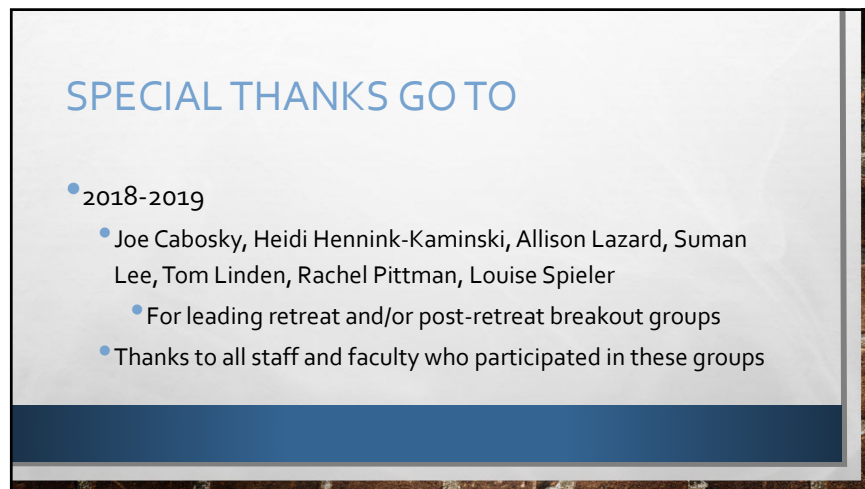
- Visual literacy, focusing on the use of visual skills to convey complex information and enhance professional storytelling.
  - Investigate the delivery of coursework in a lecture/lab format to ensure a high-quality, consistent foundational education to all students, with the added benefit of hands-on coaching.
- Graduate Education
  - Pursue a configuration of degree requirements for the residential MA program that emphasizes professional experience and output and reduces time to degree completion while also optimizing faculty resources.
  - Conduct the necessary internal and external research to develop new curricula that align the professional residential MA programs with industry needs, market demand, and the new hubs in Public Life, Healthy Communities, Storytelling Innovations, and Audience Analysis.
  - Invest with monetary, technological, and staffing support in the implementation and delivery of the new online MADC program.
  - Investigate partnering with an online program management (OPM) vendor under the terms of the new UNC master contract to scale the new online MADC program.
  - Pursue a competitive tuition package that maximizes potential for recruiting in- and out-of-state applicants into our professional MA and MADC programs.



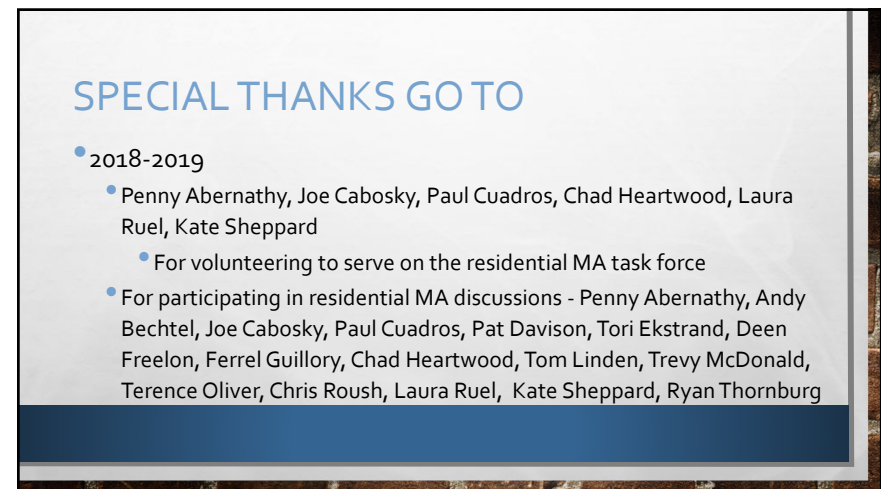
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4



## SPECIAL THANKS GO TO

- 2018-2019
  - Thanks to all those who
    - Participated in strategic plan listening sessions or one-on-one's
    - Participated in the residential MA session with PR and Adv faculty
    - Provided written feedback
    - Attended the staff leadership council discussions

5

## SPECIAL THANKS GO TO

- 2018-2019
  - Joe Cabosky, Heidi Hennink-Kaminski, Steven King, Daniel Kreiss, Allison Lazard, Kate Sheppard
    - For meeting many times to complete this final document

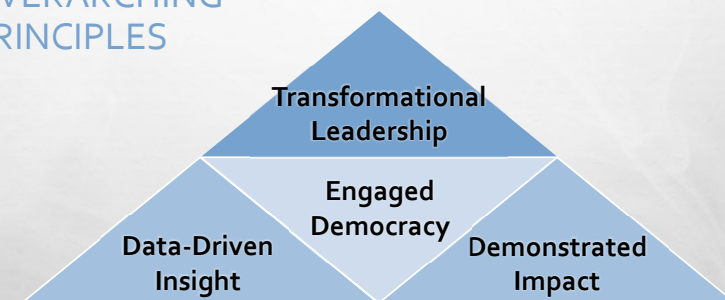
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## SPECIAL THANKS GO TO

- 2018-2019
  - Lois Boynton, Nori Comello, Tori Ekstrand, Chad Heartwood, Tom Linden, Amanda Reid, Dan Riffe
    - For contributing comments/suggestions/edits to this last draft
  - And finally to Penny Abernathy and Ferrel Guillory
    - For your wisdom and guidance throughout this process

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## OVERARCHING PRINCIPLES



8

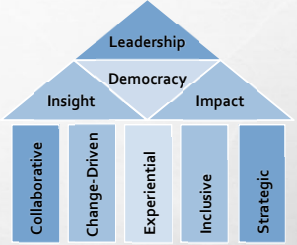
## STRATEGIC PRIORITIES



- Becoming an adaptive, collaborative hub
- Embracing and driving change
- Expanding experiential education
- Prioritizing diversity and inclusion
- Elevating our business strategy

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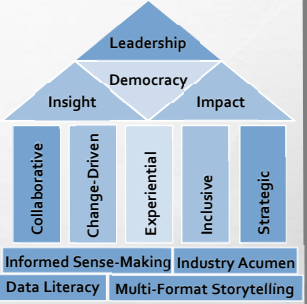
## CURRICULAR COMPETENCIES



- Storytelling in multiple formats
- Informed decision- and sense-making
- Data literacy
- Industry acumen

10


## INTERSECTING HUBS



- Public Life
- Healthy Communities
- Storytelling Innovations
- Audience Analysis

11

## TODAY'S STEPS



- Discussion
- Vote

12

## NEXT STEPS

- Which hubs call to you?
  - forthcoming
- Hub task forces
  - Identify hub courses, resource needs, people to develop courses
- Curriculum committee
  - Map courses to competencies



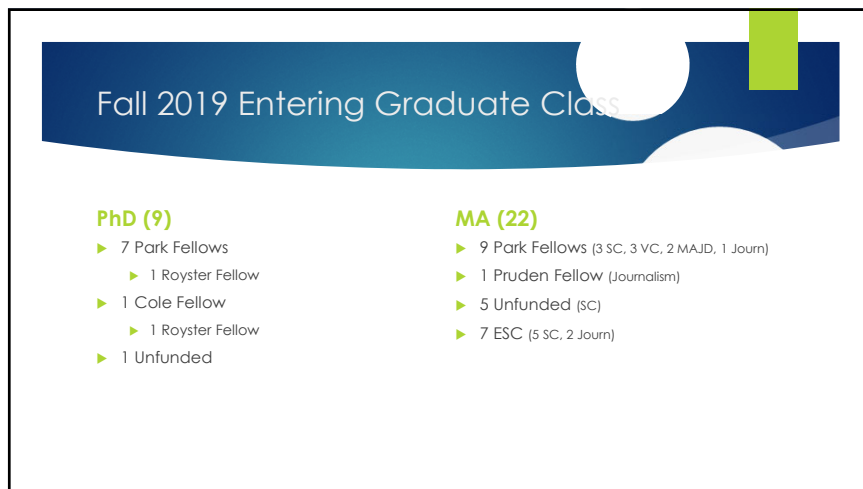
A Venn diagram consisting of four overlapping circles. The top circle is labeled 'Storytelling Innovations'. The left circle is labeled 'Public Life'. The right circle is labeled 'Healthy Communities'. The bottom circle is labeled 'Audience Analysis'. All four circles overlap in a central area.



1



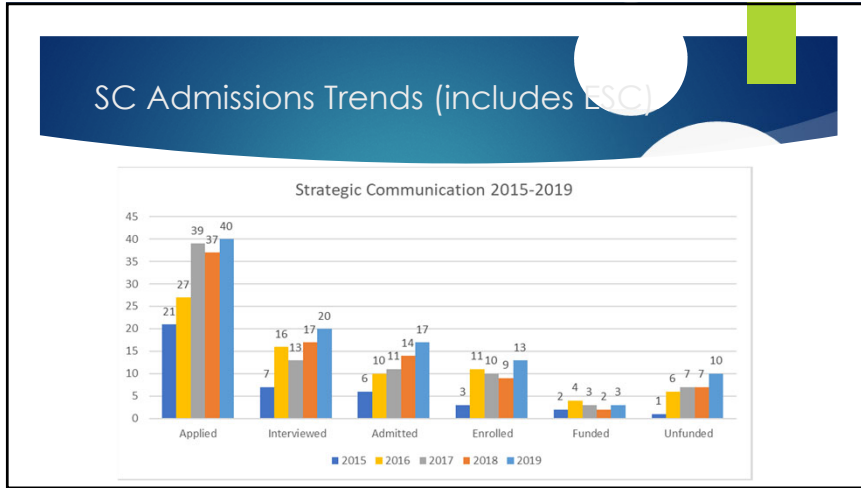
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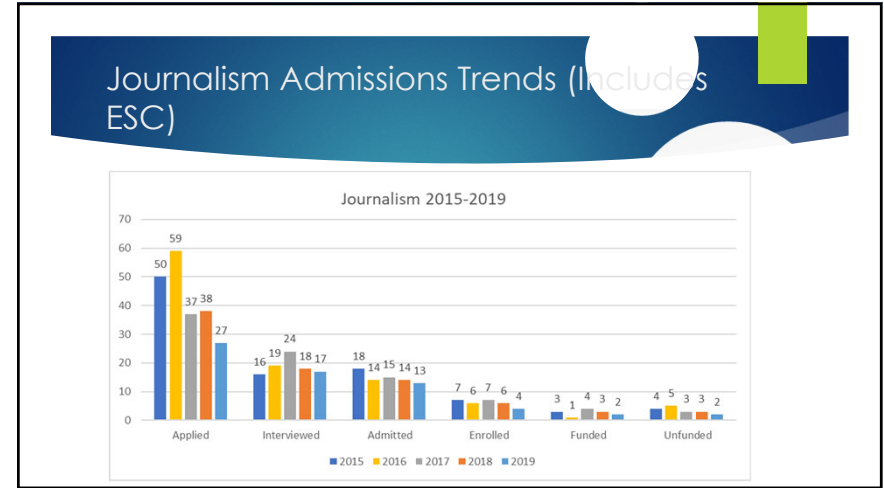
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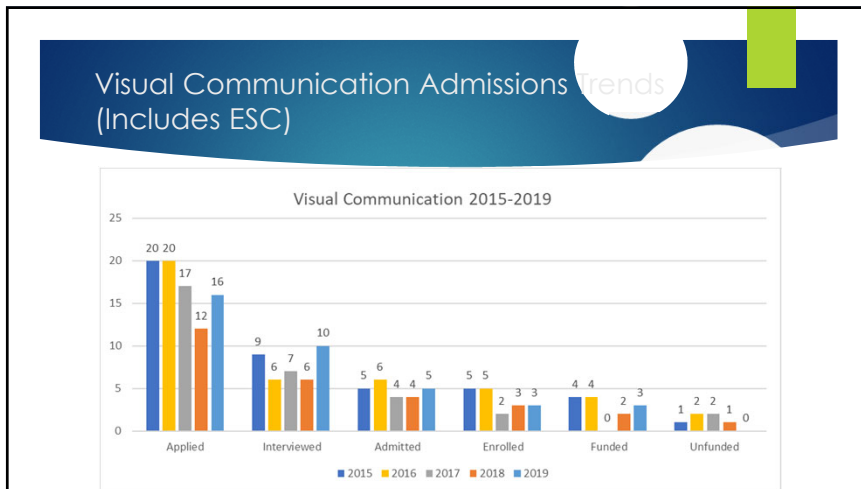
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# A Proposal to Reinvigorate the Park Fellowship Program for another 20 Years

(For faculty vote on May 8, 2019)

## INTRODUCTION

The UNC School of Media and Journalism is eager to build on the legacy of outstanding research, creative activity and teaching that is the hallmark of the Park Fellowship Program and to reinvigorate the vision to address the challenging and changing times facing the media.

During the last 20 years, more than 470 UNC School of Media and Journalism graduate students have benefited from the Roy H. Park Fellowship Program. Established by the Park family and funded by the Triad Foundation to support graduate students, the fellowships are among the most generous among media and journalism programs nationwide. Graduates have honored the legacy of Roy H. Park Sr. by going on to serve as media leaders, researchers and educators who champion the values of critical thinking, diversity, free speech and ethical practice in the service of American democracy and industry.

### Building on Two Decades of Impact

The Park Fellowships have elevated the MJ-school to the top ranks of media and journalism graduate programs, enhancing the national and international reputation of our students and our school. The fellowships allow the MJ-school to recruit exceptionally bright, dedicated graduate students to the master and doctoral programs and to provide the financial support necessary for them to focus full-time on their academic and professional development.

As we plan for the next 20 years, we want to clarify the values that animate the Park Fellowship Program and build an enduring network of students and alumni who make lasting impacts on public life and the media industries.

## OBJECTIVES

- Codify the values of the Park Fellowship program;
- Increase the perceived value of the fellowship program among internal and external stakeholders;
- Convey the selective and highly competitive nature of the program and its value beyond graduation
- Establish selection criteria to be articulated in the application letter (to reinforce the values of the program);
- Foster among graduate students, faculty and staff an appreciation of the role of philanthropy in supporting research and professional programs and the relationship between the academy and donors
- Strengthen the bond between Park fellows and the Park family by educating fellows about the family and donor relations expectations;
- Build community around the Park fellows that carries into the future and reinforces alumni connection to the school; and,
- Develop a culture of leadership that will prepare Park fellows to become leaders in the media industry and in higher education.

## STRATEGIES

### ❖ *Establish and promote Park Fellowship values*

We begin by identifying the values that signify what it means to be a Park fellow. These values will inform Park fellow selection and program enhancements and will be articulated on the MEJO website:

- Excellence: Our fellows enter with a record of achievement, and we prepare them to strive for and achieve greater success at Carolina and after graduation.
- Public impact: Our fellows have a demonstrated commitment to impacting the public in their respective fields, and we serve various populations and industries by developing our fellows into effective leaders, lifelong learners, competitive professionals and educators training the next generation of communication scholars and practitioners.
- Leadership: We seek diverse fellows with demonstrated ambition and potential to lead in an array of academic or professional settings, and we foster leadership through the program culture and curriculum.
- Inclusion: Our program is committed to an inclusive community of scholars and practitioners that reflect diversity in all its forms. The MJ-school's diversity and inclusion mission and vision statements are available at [http://mj.unc.edu/diversity\\_home](http://mj.unc.edu/diversity_home). A screengrab of that page is appended to this document.

### ❖ ***Institute an application process for Park fellow selection***

Next year we propose launching a competitive process in which applicants interested in a Park Fellowship are asked to articulate in a two-page application essay why they should be selected to join this prestigious program. This will include a clearly articulated statement of purpose that provides a plan for future creative, professional or scholarly work with significant public impact.

All applicants, in their essays, will be required to demonstrate a previous record of **excellence** in academic or professional work, including publications, conference presentations, grants, awards, honors, work portfolio (i.e., strategic plans, films, digital products), internships, extracurricular activities and standardized test scores. Applicants should be clear about their record of achievement in their previous academic or professional experience. In addition, all applicants should lay out a plan for achieving future excellence in their graduate studies and subsequent careers.

In addition to demonstrating a record of and plan for **excellence**, fellowship applicants will be expected to demonstrate competency in at least two of the following areas:

- ***Inclusion.*** A statement about their view of diversity and how they see their work fitting into it.
- ***Public impact.*** Articulated impact of previous, present or proposed professional or scholarly work and evidence of desire for further impact in the future. Applicants should specify the nature and scope of public impact, including industries or populations (to be) served, and the contributions or proposed contributions of the research or professional work.
- ***Leadership.*** Record of, or potential for, leadership in academic settings or professional background. Applicants should include prior academic work, extracurricular activities, and professional jobs and/or internships.

### ❖ ***Establish a new tradition – The first-year “Welcome to the family” Park fellows breakfast***

Each August first-year fellows will convene for a breakfast to learn about the history of the Park Fellowship Program and the impact that support from the Park family and Triad Foundation has had on our school, our graduate programs and our Park fellows. Park fellows will better understand the outstanding opportunity before them and the generosity that has made it possible, providing a more vivid picture of the people behind that generous giving. Park fellows also will gain a better appreciation for donor relations and the relationship between philanthropy and the academy. Further, this breakfast creates an opportunity for entering Park fellows to develop camaraderie and feel comfortable sharing viewpoints in advance of participating in the September symposium.

### ❖ **Launch a Park Fellow Symposia series (2/year)**

Create a robust Park Symposia series for fellows that will replace the annual public-facing lecture, contribute to a deeper understanding of critical issues of the day and build on the MJ-school diversity statement. The series will feature discussion about significant issues facing the country, the university or the media and can involve leading UNC-Chapel Hill or Triangle-area professors with different points of view. It will be an active and stimulating discussion requiring preparation by Park fellows, followed by a dinner. A committee comprised of the Ph.D. and M.A. directors, two second-year M.A. students and two second-year Ph.D. students will be responsible for planning the symposia, which will be grounded in the Park Fellowship values. This will help to ensure that the Park fellows have a commitment to the success of the symposia and also provides a leadership opportunity for Park fellows. The MJ-school dean, in consultation with the graduate faculty, will have final approval of the seminar speakers. Some initial ideas for topics include immigration, factual information and democracy, and disinformation in the context of medical controversies, such as vaccine refusals.

- September: This opening academic-year symposium and dinner will be held in early September and begin to create the kind of re-invigorated community new Park fellows would join.
- March: The closing academic-year symposium and dinner would be held in late March. In addition to deep discussion, fellows would share accomplishments and challenges faced during the year.
- Park fellow alumni tie-in: Each year two former Park fellows, one M.A. and one Ph.D., would be invited to Chapel Hill to join in each of the symposium events. The Park fellow alumni would share during dinner how their Park fellow experience prepared them for their socially significant research or professional work in a way that embodies the Park Fellowship values. This creates an opportunity to connect Park fellow alumni with current fellows.

### **ADMINISTRATIVE CONSIDERATIONS**

- Establish a clear management/responsibility plan to distinguish between the donor/academic/staff roles.
  - The dean and the development team will be responsible for managing touch points with the family, including interaction between the fellows and the family. Those faculty who are involved in Park-related issues and events also will have contact with the family. *Authentic and organic relations* are the goal.
  - The school's academic leaders will be responsible for admissions, symposium planning and intellectual content.
  - Some staff assistance will likely be necessary to implement the symposia.
- By July 1, the graduate admissions committee will discuss options for a feasible and effective process for reviewing Park fellow applications so that this information may be included in The Graduate School's admissions instructions, which opens Aug. 1.

### **BUDGET**

The annual allotment for the Park Lecture will be repurposed to cover the new Park fellows symposium series.



## APPENDIX: INCLUSION AND DIVERSITY STATEMENTS

Below is a website screengrab displaying the MJ-school's definition of diversity and its mission and vision statements for diversity and inclusion.

### DEFINITION OF DIVERSITY

Any point of difference among individuals, variety; especially among different types of people. It includes a recognition and appreciation of differences and finds value in these differences because they are necessary for promoting growth and learning for all community members. Diversity can be measured across many variables — age, race, ethnicity, sex, gender identity, sexual orientation, socio-economic group, geography, religion, thought, philosophy, perspective, disability and veteran status.

### MISSION

The UNC School of Media and Journalism's 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.

### VISION

The School of Media and Journalism cares deeply about diversity and inclusion. We recognize the influence our school has on future and current media professionals and scholars, and in doing so, will make diversity and inclusivity efforts an active part of our community, our curriculum and our goals.

**Th diversity and inclusion commitment is rooted in the knowledge that diversity and inclusion benefit all faculty, staff, students and alumni who engage with and practice these tenets. For us, this means we will:**

- Create and maintain an environment that promotes civic participation, values understanding of each other's backgrounds and experiences, and practices inclusion of all individuals.
- Create and maintain a climate that offers equality of opportunities and plurality of thought and that supports the First Amendment's commitment to the marketplace of ideas.
- Cultivate mindfulness of the unconscious biases we all have and of institutional inequalities that can threaten progress within the school.
- Recruit, hire, promote and retain diverse faculty and staff.
- Provide classrooms that are and remain accessible to all students and faculty.

We will show our leadership in the community and on the issues associated with diversity and inclusion by exploring innovative ways to realize this mission within our school and University.

**Our working goals focus on these areas:**

- To clearly define and publicize the school's commitment to diversity and inclusion.
- To recruit and retain underrepresented populations to ensure the educational benefits of diversity and inclusion in faculty, staff, students, and executive, administrative and managerial positions.
- To make high-quality diversity and inclusion education, orientation and training available to all members of the school.
- To create and sustain a climate in which respectful discussions of diversity and inclusion are encouraged; take leadership in creating opportunities for interaction and cross-group learning.
- To support further research to advance alignment of the University's commitment to diversity and inclusion with the school's commitment, to support innovative research and professional activity, and to become recognized thought leaders at the intersection of media, journalism and diversity and inclusion.