MISSION, GOVERNANCE AND ADMINISTRATION

HIGHLIGHTS

• 2012: The Task Force on the Future begins to lead a faculty- and staff-driven review of how to align the School with needs of students and the communications environment of the 21st Century.

• Spring 2013: A Path Forward, a strategic vision produced by the Task Force on the Future, articulates a coherent strategy that drives School discussion and planning.

• Summer 2013: The dean creates a broader senior leadership team that has more of a faculty voice.

• Spring 2014: The faculty creates a multi-phased curriculum-reform plan and debates a new name for the School that reflects the dynamic teaching, research, and professional and creative activity already under way in the School.

• Fall 2014: The faculty votes to update the curriculum and change the School’s name.
UNC-Chapel Hill is the nation’s first public university; it opened its doors in 1793. The commitment to higher education runs deep in North Carolina. By state law, 82 percent of all undergraduates admitted to the university each year must be from North Carolina.

Although respected and known for excellence in both academics and athletics for many years, the university has been shaken in the past three years. A scandal around athletics and academics led to the resignation of Chancellor Holden Thorp in fall 2012. Other high administrators at the university resigned. A new chancellor and a new provost began in July 2013.

Dr. Carol Folt, the new chancellor, is the first woman to lead UNC-CH and comes from Dartmouth College, where she worked her entire academic career. Folt appointed James Dean as executive vice chancellor and provost. He had been dean of the Kenan-Flagler Business School at UNC-CH in 2008-13. Folt’s higher education experience did not include professional schools such as the School of Journalism and Mass Communication. She has visited the School a number of times in her first year and has found it a place of collaboration and innovation. Provost Dean (then dean of the business school) chaired the search for a new School dean in 2011 that led to the appointment of Susan King.

The School is situated in the heart of the campus just off historic Polk Place. It is recognized across the campus and the state as one of the most successful professional schools at UNC-CH. The School traces its roots to a journalism class in the English department in 1909. Journalism education at the university grew and evolved into a freestanding school in 1950. Advertising classes began in 1971; public relations classes were added in 1976. Much of the old Department of Radio, TV and Motion Pictures, which was dissolved by UNC-CH in 1993, then came into the School.

Dean Richard Cole built UNC-CH’s modern School. He became dean in 1979 and served 26 years until he stepped down in 2005. The School grew in size and reputation and moved into Carroll Hall, the former home of the School of Business, in 1999. The School’s effective associate dean, who served throughout the Cole era, was Tom Bowers. He then served as interim dean for one year. Dr. Jean Folkerts became dean in 2006 and was the chief executive officer during the last ACEJMC accreditation in 2009. She led a period of deeper digital commitment. Dulcie Straughan, the senior associate dean under Folkerts, was interim dean in fall 2011. King was named dean in fall 2011 and began in January 2012.

King brings deep experience as a working journalist and recent experience with higher education and the role of scholarship in the marketplace of ideas. She was a broadcast journalist in Washington, D.C., for more than 20 years, a presidentially-appointed assistant secretary for public affairs in the Clinton administration at the Department of Labor, and a foundation executive working at the nexus of scholarship and public information. As a vice president of Carnegie Corporation of New York, King led the Carnegie Knight Initiative on the Future of Journalism Education in 2002-11 that focused on re-invigorating journalism education at top research universities.

King brings that national context and a personal energy to the strong foundation long established at this historic School.

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

Dean Susan King reports to James Dean, executive vice chancellor and provost.

The dean of the School is its chief academic and administrative officer. A strong collaborative culture in the School permits faculty governance with direct administrative responsibility by the dean. As currently organized, the dean
is responsible for leading strategic planning, for the School vision, for personnel and policy, for budgets, facilities, faculty advancement and relationships on campus, for development, outreach and accreditation. The dean leads the dean’s cabinet, a strong senior leadership team made up of three senior associate deans, two associate deans, three faculty leaders, and leading School staff members: 12 in all. They meet every two weeks during the academic year to deal with academic, administrative and financial issues.

Dean. Susan King. John Thomas Kerr Jr. Distinguished Professor, arrived at UNC-CH in January 2012 from Carnegie Corporation of New York, where as a foundation vice president she also ran the prestigious Carnegie Knight Initiative on the Future of Journalism Education. She is a nontraditional academic and has worked at the highest levels of government public affairs and broadcast journalism. For nearly five years, she served as assistant secretary of public affairs at the Department of Labor. Before that, she was a journalist in both network and local TV news.

Senior Associate Dean for Graduate Studies. Professor Chris Roush, Walter E. Hussman Sr. Distinguished Professor and director of the Carolina Business News Initiative, leads undergraduate affairs. Roush is a respected and award-winning teacher. He came to the School in 2002 and has since served in a number of leadership positions and has taken the lead on the self-study for this accreditation visit. In the past year, along with the curriculum committee that represents the School’s sequences, Roush has driven a rethinking of undergraduate curriculum offerings. He has led a curriculum team of five faculty members that organized far-reaching discussions with the faculty on the need for change and on what revitalization of the curriculum means. Roush is responsible for the academic substance and administration of undergraduate studies. He handles its budget, the scheduling of undergraduate classes, and the hiring of adjuncts. He manages the student advising team. He is the first stop for students with concerns or academic questions.

Senior Associate Dean for Undergraduate Studies. Dr. Heidi Hennink-Kaminski’s academic expertise is in advertising and marketing. She is a key member in the School’s Interdisciplinary Health Communications (IHC) program. She came to the School in 2006. She is sought after as a team member on federal grants focused on health behavior. In 2012-13, Hennink-Kaminski led the faculty task force on the School’s professional master’s program and won respect from research and professional faculty members for her strong leadership skills. She took on the senior associate dean for graduate studies position in July 2013 and has integrated the residential master’s program with the online Master of Arts in Technology and Communication (MATC) program. She has established a more market-driven focus for graduate admissions and has increased the number of students in the graduate program. She oversees the graduate studies budget and admissions. She assigns research assistants to faculty members and works to align faculty and students in the thesis dissertation process. She supervises the graduate program manager and two e-learning administrators who round out the graduate studies program.

Senior Associate Dean, Strategy and Administration. Louise Spieler is an experienced administrator and former journalist and entrepreneur who has led some of the School’s most innovative programs. She joined the School in 2004. She has greatly enlarged the executive education and certificate programs and has focused on digital academic strategies. She launched the successful online MATC program, which graduated its first class in 2014. She became senior associate dean in July 2013 and focuses on building the School’s programs, streamlining School policies and procedures, and driving strategy for the future that will advance faculty performance, student success and School potential. She oversees a number of priority programs including the global exchange program, Visiting International Scholars and career services.

Associate Dean, Development and Alumni Affairs. Currently open.

Associate Dean, Business and Finance. Kathi Wimmer came to the School in summer 2014 after seven years with the university’s Office of Finance and Administration as a senior financial accountant. She worked earlier in other finance areas of the university and in the State of North Carolina’s financial offices in the area of health and services. Her recent leadership role in the People Soft transition team brings the School welcome expertise as the university switches all its financial and human-resources systems to this new software upgrade.

Also serving on the dean’s cabinet are:

Chair of the Task Force on the Future. Ferrel Guillery is a professor of the practice who teaches Southern politics and journalism and heads the School’s Program on Public Life. He won the prestigious and highly competitive university award for public service, the Edward Kidder Graham Award, in 2013.

Member of the Task Force on the Future. Professor Cathy Packer teaches media law, a required course for all students in the School. She is co-director of the Center for Media Law and Policy, a partnership with the School of Law. In 2013-14, Packer joined Chris Roush and JoAnn Sciarrino, the Knight Chair for Digital Advertising and Marketing, as
faculty leaders driving the School’s curriculum reform.

**Chair, Committee on Promotion and Tenure.** Professor Charlie Tuggle oversees the broadcast and electronic journalism specializations in the School. He is also the director of the M.A. Program. He is the recipient of an Edward Kidder Graham superlative award, the David Brinkley Teaching Excellence Award and the Ed Bliss Award, which is a national honor for broadcast journalism educators who have made significant and lasting contributions to the field throughout their careers.

**Director of Communications.** Kyle York, a graduate of the School, is a deft writer who is as comfortable in the digital world as he is with the written word. He and his staff are focused on the public face of the School and he is responsible for the School website, all publications, events and lectures, media relations and the School’s image.

**Director of Research Development and Foundation Relations.** Jennifer Gallina is a strategic thinker who is a gifted grant writer and commands the respect of faculty members. She is a key player in enabling faculty members to obtain grants and for enhancing relations between the School and various foundations. She assists in managing the relationship with the Triad Foundation (the largest donor to the School, mainly for our graduate program) and with the Knight Foundation and other entities, both locally and nationally.

An organizational chart for the School is on the next page. A list of School staff members and their titles is provided here.

### 34 School Staff Members and Titles (As of October 1, 2014)

- David Alexander, director, information technology and services.
- Matt Bachman, equipment room manager.
- Marla Barnes, assistant student services manager.
- Stephanie Willen Brown, director, Park Library.
- Morgan Ellis, special projects editor.
- Jay Eubank, director, career services.
- Dylan Field, broadcast and new media manager.
- Jennifer Gallina, director of research development and the Foundation relations.
- Megan Garrett, events director.
- Monica Hill, director, N. C. Scholastic Media Association.
- Lester Holley, accounting technician.
- Meghan Hunt, coordinator, office of development and alumni affairs.
- Maggie Hutaff, administrative coordinator, MATC and certificate programs.
- Robin Heavner Jackson, assistant director, office of development and alumni affairs.
- Sharon Jones, director, student records and registration.
- Angelena King, accounting technician.
- Gary Kirk, broadcast and new media manager.
- Rachel Lillis, MATC administrative director.
- Debra McLaughlin, human relations consultant.
- Cindy Morton, graduate program manager.
- Nancy Pawlow, administrative support associate.
- Michael Penny, assistant director, professional and international programs.
- Linda Peterson, School secretary.
- Rachel Pittman, executive assistant to the dean.
- John Prudente, research associate.
- Tricia Robinson, student records assistant.
- Paula Seligson, research specialist.
- Michael Sharpe, systems analyst.
- Don Sizemore, systems programmer-analyst.
- Louise Spieler, senior associate dean for strategy and administration.
- Larry Stephenson, accountant.
- Jill Ullman, director of annual fund and special gifts.
- Kathi Wimmer, associate dean for business and finance.
- Kyle York, director of communications.
2. Describe the unit’s process for strategic or long-range planning. Attach a copy of the unit’s strategic or long-range plan. This plan should give the date of adoption/revision and the timeline for achieving stated goals. Discuss how the plan provides vision and direction for the unit’s future.

At UNC-CH, each professional school has considerable independence. Strategic, economic and curriculum planning is done within the School.

The School is poised for change, following five semesters of review, introspection, discussion, analysis, research and decision-making. Along with updating its curriculum, the faculty voted in fall 2014 to change the name of the School to School of Media and Journalism. The university’s Board of Trustees approved the new name on September 25, 2014.

When Dean King arrived, she began a series of strategic dinner conversations with faculty and leading staff members to chart a long-range strategic plan that could guide the School for the next five years. King assembled the Task Force on the Future in summer 2012 that began a deliberative process with the faculty. Meetings with every member of the faculty and with key staff members took place in fall 2012. A faculty-written strategic report was produced in spring 2013 called A Path Forward. Faculty members then met in small groups with the dean to discuss specifics of the plan. A Path Forward has guided discussion about the future in the School and with such School constituencies as its Foundation board, the Board of Advisers and the Journalism Alumni and Friends Association (JAFA) board. The report has re-energized planning and helped to shape the leadership model now in place in the School. It has also informed the work of this self-study.

Before fall classes begin each August, the School holds an off-site retreat to galvanize faculty and staff members around priorities. An outside facilitator – a graduate of the School – led the August 2012 retreat that resulted in A Path Forward. The August 2013 retreat focused on implementing the report’s key findings and preparing for the university’s fundraising campaign. A detailed strategic framework was prepared by senior leadership during the summer of 2014. At the retreat in August 2014, that framework was reviewed and adopted by faculty. It is now in place and will set the agenda for the next five years.

The 12-page report, A Path Forward, can be found at the end of this Standard (Supplemental 1-A.) The strategic framework document and the priority-planning document for 2014-15 appear on the following pages.
**Strategic Plan 2015-2020**

**Vision**
To take the School along new and exciting paths, producing world class research and preparing graduates who can innovate and invent modern media, firmly grounded in the journalistic values that have made it the nation’s best for generations.

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

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

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

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

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

**Promise**
We are a great professional school in a great research university.

Our faculty members are international thought leaders whose scholarly and creative activities are visible and respected in the public realm.

We are committed to attracting a diverse faculty of distinguished achievement on multiple media fronts that can challenge students to serve the common good and become skilled communicators about the critical issues of their time.

Our graduates can write clearly, concisely and quickly. They are prepared to understand and translate data, to analyze complex information, and to produce written and visual narratives built on facts that can inform, persuade and strengthen society and communities in both the public and private sectors.

Our students and faculty are steeped in the values of a free press, immersed in a culture of innovation and entrepreneurship, understand the critical and ever-changing role of media in society, and embrace the digital opportunities ahead.
Dean’s Three Strategic Priorities
- Expand student learning opportunities beyond the basic skills through experiential immersion in reporting, public relations and advertising that engages the faculty and challenges students to exceed their original aspirations.
- Support faculty to produce research and creative work with regional, national and global impact and relevance that advances the scholarly and professional fields of journalism and communications.
- Create a culture of innovation, inclusion and collaboration with spaces that foster experimentation, excellence and interactive learning among students, faculty and staff.

Planning Process
This five-year strategic plan is an outgrowth of the final report from the Task Force on the Future of the School that spent the 2012-2013 year collecting thoughts and ideas from faculty, staff and others, and of the 2013 Percept study regarding enrollment trends, competitive programs and curriculum issues. The task force report, *A Path Forward*, was reviewed by faculty and then translated into this plan by the leadership team in the spring of 2014.

The dean’s three strategic priorities are supported by four goals and objectives that reflect the School’s tradition of excellence and that recommend steps to strengthen and maintain that reputation as being at the very top of its peer group nationally.

A separate action plan backs up the strategic plan with measurable tasks for achieving each goal. The upcoming fundraising campaign’s goals will be built on this plan to ensure that all constituencies are working together on the common objective of maintaining the School as a premier journalism and media program.

Goals and Objectives

1. Reinforce UNC as the nation’s top school for comprehensive media and journalism skills and scholarship.
   - Ensure that faculty and students are exploring the big interdisciplinary questions that will determine the future of their profession and strengthen democracy, and that the knowledge our scholars produce is available to society.
   - In everything we do, confirm and promote the primacy of the School as a thought leader among American universities historically and in the future, and as a common-ground place for discussion and debate in a diverse democratic and capitalist society.
   - In the absence of absolute rankings, strategically determine the voices that matter in measuring national reputation and promote the School’s strengths to those audiences.
   - Use the 2014 accreditation self-study learnings and the strategic plan to confirm and promote the School’s national reputation with key internal audiences.
   - Implement a name change to School of Media and Journalism by July 1, 2015, embracing and promoting the more dynamic language to better explain the many roles the School plays.
### 2. Promote and support engaged research and professional/creative communication at all levels.

- Identify, recruit, reward and retain top faculty with demonstrated records of, or potential for, excellence in engaged research and professional/creative work.
- Create thought centers where groups of faculty and graduate students can work together on major issues and build strength for the School.
- Focus attention on the opportunities to become a more visible and public-facing institution by creating incentives for faculty to bring their scholarship into the public realm.
- Build programs to develop international partnerships, global exchanges of faculty and students, and professional visiting scholars to broaden the academic experience and better prepare graduates for a global communication environment.
- Use the opportunities available through the Reese News Lab strategically to encourage innovation and expand the entrepreneurial and creative opportunities available to the School’s majors and graduate students.
- Strengthen ties with corporations to fully integrate fundraising, internships and job placements.

### 3. Provide rigorous and energizing experiences to attract top students and produce the best graduates.

- Promote the School’s offerings and the 3.1 GPA requirement as indicators of academic excellence to entice Carolina’s best students to declare their majors early and take full advantage of the academic opportunities.
- Ensure that students are taught by full-time and adjunct faculty who challenge them intellectually and motivate them to excel and become excited about learning.
- Implement new cutting-edge curriculum and supporting technology in phases beginning in the fall of 2015.
- Maintain a student body size that supports the operating budget needs of these programs.
- Review the use of existing student scholarship and award funds to create more opportunities for pre-graduation experiences for recipients.
- Create immersive experiences outside the classroom that expand students’ confidence and entrepreneurial and professional competencies and create launching pads for their professional careers.

### 4. Imbue a pervasive culture of excellence, ethics and active citizenship in teaching, learning and engagement for students, faculty and staff.

- Nurture a community that encourages exceptional collaboration, trust and strong partnerships across experience levels and specialty areas.
- Create a welcoming atmosphere for adjunct faculty that recognizes their value as excellent teachers and mentors for students, and for support staff who provide strong infrastructure for the academic work.
- Upgrade Carroll Hall to create physical spaces that create synergy, function well, and meet the needs for flexibility, emerging technology and collaborative learning.
- Build an inclusive culture and network of support for all students, faculty and staff to recognize the needs and contributions of diverse cultures, economic backgrounds, genders, sexual orientation and ethnicities.
- Develop sustainable funds to support the School’s operating budget by investigating new programs with revenue-generating possibilities.
- Seek collaboration and partnerships within and beyond the university community to meet the School’s and the university’s expectation of engaged teaching, service, research and creative activity.
2014-2015 PRIORITIES
RE-IMAGINING A GREAT SCHOOL OF JOURNALISM

BE THE BEST IN SKILLS AND SCHOLARSHIP
Reinforce UNC-CH as the nation’s top school for comprehensive media and journalism skills and scholarship.

- **Accreditation**
  Host a successful ACEJMC accreditation visit that invigorates the School’s planning process and results in compliance on all standards.

- **Curriculum Revamp**
  Commit to a course — by faculty vote — for a revamped curriculum with more freedom for students to choose their own path to a degree.

- **New Name**
  Rename the School to better capture the breadth and dynamic of our work.

- **Higher Profile**
  Empower faculty, staff and students to better connect to the audiences they value and that raise the profile of the School’s work.

- **Hall of Fame**
  Upgrade, promote and host the 2014 North Carolina Halls of Fame program in October 2014.

FUEL A CREATIVE AND INTELLECTUAL POWERHOUSE
Promote and support engaged research and professional/creative communication at all levels.

- **Digital Communication Scholar**
  Conduct a successful search for a scholar in digital communication theory that advances our faculty expertise and graduate program.

- **Research Lab**
  Create a state-of-the-art research lab for conducting focus groups, eye-tracking and other research activities.

- **Cameras and Equipment**
  Increase and upgrade cameras and other equipment provided for research and instructional purposes for both faculty members and students in conjunction with a sustainable funding model.

- **Thought Centers**
  Identify “thought centers” or areas of research priority for the School in order to guide strategic decision-making about fundraising, hiring and marketing.

- **Professional PR Faculty**
  Conduct a successful search for two additional PR faculty members on the professional/fixed term tracks.

August 2014
ATTRACT THE BRIGHTEST, PRODUCE THE BEST-PREPARED

Provide rigorous and energizing experiences to attract top students and produce the best graduates.

➢ Graduate Students
Continue to identify and implement new approaches to recruiting graduate students that leverage the Triad Foundation investment in the program.

➢ New Majors
Develop a thorough on-boarding process for new majors that includes information on specializations, career services, scholarships, awards and other special programs.

➢ Fast Track Students
Develop a strategy to extend the Fast Track program to the School to ensure interested students are admitted earlier and are able to align classes with their interests.

➢ First-years and Sophomores
Launch a series of promotional programs for first-year students and sophomores interested in the School.

➢ Global Immersion
Implement a new global immersion program, starting with a 2015 trip to China.

ENRICH THE ENVIRONMENT OF EXCELLENCE

Imbue a pervasive culture of excellence, ethics and active citizenship in teaching, learning and engagement for students, faculty and staff.

➢ Scholarships and Awards Program
Create a strategy to upgrade the School’s scholarships and awards program that streamlines the selection process and creates an event that connects students to their donors personally and that better communicates a scholarship’s impact.

➢ Diversity
Develop and articulate a strategy that reflects our commitment to recruit, retain and support faculty, staff and students from underrepresented groups.

➢ Internal Communication
Improve internal communication to foster a greater sense of awareness, pride, commitment and shared ambition within the School.

➢ Development Plan
Create and implement the 2014-2015 development plan that produces a successful campaign launch, inaugurates a corporate relations program, and significantly grows unrestricted funds.

August 2014
3. Describe the unit’s policies and procedures for faculty governance. Provide copies of faculty policy manuals, handbooks or other documents specifying policies, procedures and the roles of faculty and students in governance and in development of education policy and curriculum.

The success of the School lies in its collaborative values. For many years, the School has been known for both excellence in research and scholarship and in professional skills and innovation. It is the mutual respect and stature of our scholars and our professionally focused faculty members that have created the atmosphere of innovation, experimentation and excellence that has powered this School.

Reflecting the shared-governance commitment, the School’s senior leadership now has more direct faculty input. Dean King, responding to A Path Forward, in July 2013 added three faculty members to the senior leadership team along with undergraduate and graduate faculty leaders. Two of those faculty members served on the 2012-13 Task Force on the Future, and the third is the chair of the School’s promotion-tenure committee. In this time of change, faculty members are at the table helping to create the School’s future.

As all professional schools at UNC-CH do, the School has an Administrative Board to deal with student grievances, but it has not had to meet in the last five years.

Two School faculty members serve on the university’s Faculty Council regularly; they are elected campus-wide. School faculty members are also active on university-wide committees that deal with initiatives on athletics, academic leaves and Latino affairs, to name three examples. Several faculty members work closely with other university professional schools and departments on joint interests, and the School is seen as a hub for cross-university communication innovation.

The faculty approves all faculty job descriptions. Faculty members serve on search committees and vote on all new members of the faculty, of course, and they also develop, shape and approve curriculum and educational policy.

Students have a role in School governance. Each spring, graduating seniors take a survey that asks general and specific questions about their experience in the School. Faculty and staff turn to the survey for input and perspective on sequences, scheduling, careers services, student life and other pertinent factors. Results of the graduating senior survey and actions taken to improve the School are discussed in Standard 9: Assessment of Learning Outcomes. A student also serves on each search committee for a new faculty member. During the interview process, candidates teach a class and students in that class are asked to evaluate the teacher’s performance and content. Those evaluations inform the search committee’s deliberations.

Students are also directly involved in planning through the newly established J-School Ambassadors program, a student-led initiative that connects students – past, present and future – with opportunities to succeed in the School. Begun by a group of students in 2012, the Ambassadors serve as a liaison group with the School’s majors and offer direct feedback and suggestions for improving programs and opportunities in the School. These students are a front-line voice for the students with the School administration. The Ambassadors have organized pop-up classes, Google Hang-Outs, career seminars, and senior gift events among other special events.

The School’s policies and procedures, over 100-pages in length, will be available in the team’s workroom.

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

Faculty meetings are scheduled every month on Friday mornings when classes are generally not in session. The 2013-14 academic year began with an August retreat to focus strategic planning and priorities for the upcoming year. Away from campus, the off-site, daylong retreat was both a welcome back and a focused discussion of the future. The university’s new director of athletics spoke and made news that was covered in local media.

Along with faculty business and a focused agenda, the monthly faculty meetings begin with a presentation by a faculty member on a new scholarly paper, a creative work, a book presentation or an update on critical advances that would interest the faculty generally.

In fall 2013, the dean also sponsored informal bagel-and-coffee breakfasts where faculty members could discuss anything on the university or School agenda. In spring 2014, the times of the informal sessions were varied to encourage as many faculty members as possible to join the dean for breakfast or lunch where the strategic plan, curriculum revitalization and the School’s name were on the agenda.
Faculty meeting dates in 2013-14 were Sept. 6, Oct. 4, Nov. 8, Dec. 11, Jan. 10, Jan. 24, Feb. 28, April 4 and May 2.

Minutes of faculty meetings will be available in the site team workroom.

Communication can often be an issue in large institutions. The tradition in the School has been that faculty members communicate across all sequences through a faculty listserv. A survey by the dean’s office, undertaken in spring 2014, indicated a desire on the part of faculty and staff members to have a more systematic communication flow. In July 2014, the dean launched a weekly news communication called Dean’s Update that supplements existing communications and provides a direct line between the dean and all faculty and staff members. Copies of the first semester’s Dean’s Updates will be available in the site team workroom.

5. List faculty membership and responsibilities of the unit’s standing and ad hoc committees.

The School has a strong tradition of service. Faculty members make up important committees that direct the life of the School, including admissions committees for the graduate programs, scholarship and specialized student-award committees, the diversity activities committee and the curriculum-review committee.

Three major committees have led the strategic-planning discussions that have evolved into leadership directions for the School. The Task Force for the Future, mentioned earlier in this Standard, was named in summer 2012. The standing Curriculum Committee stepped up its work in August 2013 to focus faculty discussion on needed changes in the curriculum. The committee drove the decisive faculty vote on planned changes and a phased-in strategy for extending visual communication offerings and more innovation in August 2014. The third committee, the Ad Hoc Naming Committee, evolved out of faculty interest. It has undertaken research and focused discussions with students and alumni, and responded to a UNC-CH Trustee Campaign Cabinet challenge to examine the name of the School. Research indicated the need for creating a more inclusive name that reflects the learning under way and the dynamic nature of the School. Faculty members also responded to a 2013 research project called the Percept Report that outlined in great detail the results of research and a survey of students and alumni. It analyzed the School’s comparative standing in higher education and the challenge of attracting a new generation of communicators.

Faculty committees and their members are below.

The A Path Forward report is included at the end of this Standard (Supplemental 1-A.)

The Percept Report and the PowerPoint deck prepared by the Ad Hoc Naming Committee will be available in the site team workroom.

2014-15 Committee List
(July 2014; revised August 2014)

Dean’s Cabinet (meets twice monthly)

- Sr. Assoc. Dean, Undergraduate Studies: Roush
- Sr. Assoc. Dean, Graduate Studies: Hennink-Kaminski
- Sr. Assoc. Dean, Strategy & Administration: Spieler
- Promotion & Tenure Chair: Tuggle
- Task Force for the Future Representatives: Guillory & Packer (6-30-15)
- Associate Dean, Business and Finance: Wimmer
- Associate Dean, Development and Alumni Affairs: McCorkle (interim)
- Director, Communications: York
- Director, Research Development & Foundation Relations: Gallina

Academic & Certificate Program Directors

- Ph.D. Director: Dillman Carpentier
- M. A. Director: Tuggle
- MATC Director: Ruel
- Certificate Director: Bechtel
- Carolina Business News Initiative: Roush
- IHC Program: Noar and Cates
- Latino Journalism Certificate: Vargas
- M.A.-J.D. Joint Degree: Hoefges
- Sports Communication Certificate: Sweeney

Promotion, Tenure and Post-Tenure Review Committee

- Tuggle, Chair (6-30-15)
- Boynton (6-30-16)
- Davison (6-30-15 thru 6-30-17)
- Dillman Carpentier (6-30-17)
- Friedman (6-30-15)
- Noar (6-30-17)
- Sciarrino (6-30-16)
- Straughan (6-30-15)
- Sweeney (6-30-15) – serving 1 yr. for Davison
- Yopp (6-30-15)
Fixed Term Committee
- Linden, Chair
- Hefner
- Tuggle

Mentoring
- Johnston, Chair

Curriculum Committee
- Roush, Chair
- Bechtel
- Boynton
- King, Steven
- Sweeney
- Tuggle

Subcommittee on Assessment
Barnes & Hoefges, Co-chairs
Jones, Sharon (Staff)
And members of Curriculum Committee

Subcommittee on JOMC 153
Bechtel, Chair
All fulltime JOMC 153 instructors

Residential Master's Task Force
- Hennink-Kaminski, Chair
- Abernathy
- Clark
- Gibson
- Hefner
- Sciarrino
- Stevens
- Thornburg
- Tuggle

Ph.D. Program Advisory Committee
- Riffe, Chair
- Comello
- Dillman Carpentier
- Ekstrand
- Gibson
- Hennink-Kaminski
- Kreiss

Graduate Admissions Committee
- Hennink-Kaminski, Chair
- Abernathy
- Barnes
- Boynton
- Comello
- Dillman Carpentier (sub-chair, Ph.D.)
- Ekstrand
- Friedman
- Gibson
- Hester
- Kreiss
- McDoanld
- Noar
- Riffe
- Ruel (sub-chair, MATC)
- Stevens
- Tuggle (sub-chair, residential M.A.)
- Vargas

Directors/Coordinators
- Community Journalism: Lauterer
- Documentary Projects: Davison
- Honors: Johnston
- Hearst Visiting Professionals: Stevens
- Junck Research Colloquia: Kreiss
- Medical & Science Journalism: Linden
- NCSMA: Hill
- Student Research Pool: Hester
- Visiting International Scholars: Cole

Scholarships Committee
- TBA (restructuring scholarship process)

Don and Barbara Curtis Extra-Curricular Activities Committee
- TBA (restructuring scholarship process)

Equal Opportunity Officer for the School
- Roush
- McDonald (Alternate)

Diversity Activities Committee
- Barnes, S.
- Comello
- Cuadros
- Hill
- McDonald
Latina/o Initiative Committee & Latijam
- Dillman Carpentier, Chair
- Comello
- Vargas

Research Center Advisory Board
- Riffe, Chair
- Barnes, S.
- Gallina
- Noar

Committee on Faculty Salaries
Two faculty members elected annually to serve two-year terms. Members should represent full, associate and assistant ranks.
- Sweeney – Full (6-30-15)
- Boynton – Associate (6-30-15)
- (2 additional members to be voted in before raises)

Administrative Board Members
- Barnes, S. (6-30-16)
- Comello (6-30-15)
- Ekstrand (6-30-15)
- Roush (6-30-16)
- Sciarrino (6-30-15)

Faculty Council representatives
- Aikat
- Jones

Faculty Working Group for Center for Media Law and Policy
- Packer, Co-director
- Ekstrand
- Hoefges

Local Review Committee on Research Using Human Subjects (IRB)
- Dillman Carpentier, Chair
- Barnes, S.
- Gibson

Reese Felts Steering Committee
- Clark, Chair
- Hester
- Linden
- Peach
- Riffe
- Thornburg
- Tuggle
- York

David Brinkley Teaching-Excellence Award Committee
- Friedman & McMahan, Co-chairs (2014 winners)
- Hennink-Kaminski (2013 winner)
- Student member

Ed Vick Prize Committee
- Boynton (2014 winner)
- Oliver, Chair (2012 winner)
- McMahan (2011 winner) – serving additional term for Napoleon Byars (2013 winner)
- Graduate student
- Undergraduate student

Faculty Advisors to Student Organizations, Publications, etc.
- Ad Club: Hester
- AAF-National Student Advertising Competition: Hester
- Bateman Prize: Boynton
- Carolina Association of Black Journalists: McDonald and Yopp
- Carolina Association of Future Magazine Editors: Friedman
- Chuck Stone Program: Oliver
- Heelprint Communications: Fields
- Kappa Tau Alpha: Barnes
- National Press Photographers’ Association Student Chapter: Stevens
- Public Relations Student Society of America: Fields
- Society for News Design: Oliver
- Society of Professional Journalists: Cuadros
- Synapse: Roush
- The Siren: Friedman

Hearst Contest Advisers
- Tuggle – Chair
- O’Connor – Writing
- Ruel – Multimedia
- Stevens - Photojournalism
6. Describe the procedures for selecting and appointing unit administrators.

The dean is appointed by the chancellor and the provost after a search committee narrows the applicants and presents a slate of candidates. The university's Board of Trustees and the UNC System's Board of Governors must also sign off on the dean.

The School dean decides on administrators inside the School.

7. Describe the process for evaluating unit administrators and summarize the results of the most recent evaluation.

The dean is appointed for five years and undergoes annual reviews by the provost. Under Provost James Dean, that annual review includes an early document of written goals, a self-assessment against those goals and a 360° review by some faculty members and others. The university's Office of Institutional Research sends out the 360° evaluation forms electronically. The provost meets with the dean in the summer to review the results and to prepare a plan for the next academic year.

Dean King has been reviewed twice, first by Provost Bruce Carney. That review involved a self-assessment narrative by King and a written letter from the provost. Provost Dean changed how the annual review of deans is carried out. The entire process of a formal review envisioned by Provost Dean is being implemented in the 2014-15 academic year. An accelerated process was put into place in January 2013 with deans writing semester goals early in the semester, doing a self-assessment in May, and receiving the provost's review at the end of the summer. A full copy of that review is in the appendix to this self-study found in the team's workroom. Here is an excerpt:

“You made progress this year on a number of important goals. These include strengthening your leadership team to prepare for change and stabilize finances. You also led the process of re-imagining what a great journalism school at UNC could be, and reached consensus on a potential name change. You have also made progress in leading the accreditation process. You have had accomplishments in other areas as well; this list is intended to be illustrative rather than exhaustive.”

James Dean, Provost

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

The School's culture has always been open-door. Although there are procedures to deal with grievances by students, as explained earlier, those procedures have not been triggered in the last five years.

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

When it comes to questioning grades, students are encouraged to discuss course grade concerns with the individual faculty member, who may make changes to the final grade until the last day of the following term. The university has grade-appeal procedures, of course.

The dean is readily available for students and meets with undergraduates who have concerns. The culture of the School is such that students know the dean will seriously listen to problems and attempt to settle them.

The dean's office is also accessible to staff and faculty members, and many request meetings to explore issues or worries. Dean King meets with every faculty member each year either one-on-one or in small-group settings for breakfast or lunch. Staff meetings and social gatherings are held as well. The dean schedules all-staff meetings regularly to keep lines of communication open.
A survey of School faculty and staff members completed in spring 2014 indicated that better communication was needed between faculty and staff, as well as between senior leadership and the various constituencies in the School. The School is developing a comprehensive calendar for use by all groups. Regular meetings with the dean and program managers who were not systematically scheduled are now clearly made a priority.

The survey revealed disconnects between faculty and staff members that surprised many. State budget cutbacks – which affected salaries, hiring, retention of faculty members and infrastructure – have taken their toll. Frustration about increasing workloads and the lack of incentives after six years with only one yearly raise of 1.2 percent became apparent. As well, turnover in faculty and staff plus retirements have led to some changes in personnel and practice that can be unsettling.

The results of the survey have been shared and discussed. The resulting transparency and open discussions have made it possible to more directly address the needs and culture of the School, especially in days of state cutbacks and changing curricular needs.

A copy of the survey results is included in the appendices found in the team's workroom.

9. Describe the role of the graduate director or other persons assigned to the program.

Professional Master's Program

In July 2013, the position of associate dean for graduate studies was elevated to senior associate dean for graduate studies. This person oversees the strategic growth and evolution of the program. For many years, the School has been seen nationally and internationally as a powerhouse for Ph.D. education. The master's degree was also quite respected and still is, but the master's program has been under review recently. Heidi Hennink-Kaminski, a tenured associate professor who served as M.A. program director and led the task force reviewing the residential master's program in 2012-13 and 2013-14, agreed to become senior associate dean for graduate studies in 2013-14. She oversees broad aspects of the graduate program and communicates with the university Graduate School. She also oversees increased marketing efforts to attract top applicants to the master's program. She is supported by an administrative program manager and two e-learning experts who are central to the online MATC program and the graduate-level digital certificate program.

Professor Charlie Tuggle, a full professor, directs the professional residential master's program. He is part of the M.A. task force team that guides program development and implementation. He also manages the path exam process each spring. Francesca Dillman Carpentier, a tenured associate professor, directs the Ph.D. program.

These three individuals work with the School graduate admissions committee to solicit and review applications, arrange for on-campus and Skype interviews with candidates, and select the prestigious Park Fellowship winners. With the committee, they make decisions about applicants and assign graduate students to faculty members for research or teaching assignments. They monitor the curriculum, advise students and act as mentors for students.

Online MATC Program

In May 2014, the Master of Arts in Technology and Communication (MATC) program, an online degree for professionals, graduated its first class. It has moved from an experimental incubator program to one that is now fully integrated into the School's graduate offerings under the leadership of Hennink-Kaminski. Laura Ruel, a tenured associate professor in visual communication, is faculty academic director of the MATC program, and Rachel Lillis, an experienced staff member who has worked with the MATC program since its inception, is MATC administrative director and oversees its technological aspects. The MATC academic director is responsible for admissions, oversight of curriculum and student academic progress. The academic director, along with the MATC administrative director, serves as the liaison to the senior associate dean for graduate studies, ensuring adherence to all School academic standards and to policies and procedures established by the university Graduate School.

The graduate faculty leaders are articulating a vision for the future that responds to digital changes but remains deeply rooted in the values and traditions of the School.

Changes in the graduate programs must be authorized by the graduate program leaders and then by the School faculty and, where necessary, by the university Graduate School.
10. Attach a copy of the written strategic or long-range plan for the professional master’s program.

The School’s strategic plan has set the stage for the next five years of curriculum change within the School. A task force on the professional master’s program began meeting before the formal strategic planning. A report on the professional master’s program is included at the end of this Standard (Supplemental 1-B.) An excerpt follows:

A review of the School of Journalism and Mass Communication’s master’s program created a vibrant and important school conversation about the direction of the professional track of our residential master’s program as compared to our more research-oriented track. The professional track has always called for intensive research, methodology and conceptual foundations along with superb skill acquisition. Because we believe that our professional master’s curricula should prepare students to be leaders in the 21st century workplace, this balance ensures an elevated discussion of the media and journalism professions, how they work, and where they’re going. This review was undertaken at the same time the School’s Task Force on the Future was leading a School-wide discussion about future needs, values and direction, all part of a five-year strategic plan that would guide the School intellectually and would set the stage for the upcoming UNC-CH development campaign. This report focuses on the culture, challenges and recommendations for the professional track moving forward. Specific action is called for, some action has already been taken, and the task force will continue to assess admissions, student learning and professional opportunities.

Overview

In response to declining enrollment in the residential master’s program, a special task force was appointed in fall 2012 to assess the master’s program and the larger graduate school landscape and to propose changes for the future. In spring 2013, the Percept Report was commissioned to provide additional insights from prospective, current, and former graduate students. The work of the task force continued through the 2013-14 academic year when the integration of the MATC program into the overall graduate program of the School presented an opportunity to consider synergies between the residential and online programs.
Supplemental Materials:
Standard 1
In August 2012, Dean King commissioned us to examine the School of Journalism and Mass Communication and report to her – and the faculty – our best judgment on how to align the school to the needs of our students and to the communications environment of the 21st Century.

We offer our analysis and ideas in the sure knowledge that our school must make fundamental reforms or lose its standing as a top-tier institution in a fast-changing media landscape. We have attempted to articulate a coherent strategy to propel our school through a period of difficult decision-making in an uncertain fiscal climate and to position JOMC as a model of university education reform.

Vision

The UNC School of Journalism and Mass Communication aspires to serve as a center of thought-leadership in American public universities. Thought-leadership stands at the center of everything we do in teaching undergraduate and graduate students, in conducting scholarly research and in serving the state and nation. Our school prepares students to become critical thinkers, effective communicators and future entrepreneurs and public leaders. Our school also serves as a common-ground place for discussion and debate in a diverse democratic and capitalist society.

Undergraduate Curriculum

The undergraduate curriculum must excite and challenge students while preparing them to thrive in the rapidly changing world of 21st Century global communications. The school must incorporate new content and new teaching methods into existing courses. New courses should be created to teach students a broad array of skills and to immerse them in their chosen fields. Our graduates should enter the job market with a reputation for being better educated and better trained than graduates of any other program.

To accomplish this goal, task force recommendations include:

- Create a senior-year experience called “The Carolina Year.” This would be a deep-dive professional experience that would be project-based, team-taught and cross-platform. The school’s alumni and friends should be involved as much as possible. “The Carolina Year” will count as one class (3 credits) each semester for one year. As part of developing the “Carolina Year,” the school should adopt a strategy to teach students research and data analysis.
• Eliminate the silos that divide the school’s undergraduate curriculum. To that end, every student will take a new, one-semester course that teaches the fundamentals of audio, video and web production. All students must be familiar with all information-gathering and content-producing technologies and strategies.

• Every student also will take a two-semester information-gathering and writing course that teaches students to communicate effectively across the subfields of communications. This course will replace JOMC 153 and JOMC 232. The task force calls on the dean to develop a strategy to have more full-time faculty teach these new courses. JOMC 153 currently is taught almost exclusively by adjunct faculty, which most faculty identify as a serious problem.

• The school must allow students to enter the school during their first year at Carolina. Currently most students begin taking courses in the school in the second semester of their sophomore year. Entering the school earlier will allow students to take advantage of all the school has to offer and still graduate on time.

• To enrich the overall curriculum, the faculty must develop hybrid courses that combine online and in-class learning to take advantage of new teaching methods and to leverage available classrooms, labs and equipment.

• Team-teaching should be utilized to broaden and enrich curriculum offerings and better share faculty expertise and talent.

• The faculty must embrace the full integration of visual, audio, digital and social media skills in every course. In turn, the school must support the faculty by providing monthly workshops on digital skills, teaching techniques and other subjects critical to the success of the new curriculum. The workshops should be held at the same time every month and become part of the school’s culture of continuing evolution and excellence.

• The school should create a new course that explains the economic history of the communications industries and explores the economic challenges those industries face today. This course will help students to understand and navigate the rapidly changing media landscape on which they will work.

• Career services should provide more no-credit workshops and mentoring opportunities to prepare students for the world of professional work. Topics to be covered should include how to interview for a job, how to dress for an interview and how to be a good junior colleague. The school should explore ways to get this information to more students.

*Master’s Program*

We recommend a clear distinction between the residential research-track master’s degree and the residential professional-track master’s degree. We further recommend integrating the online professional-track M.A.T.C. into the academic orbit of the master’s curriculum.

The focus for professional-track M.A. students, as well as online professional-track M.A.T.C. students, should be to prepare them to be leaders in the 21st century workplace. In developing recruitment practices and admissions standards, we should seek students with promise and aspirations to re-enter the professions and assume leadership roles shortly after graduation. The professional-track M.A. should be guided by a clear determination of what exactly the program will be known for and a plan for enrollment and revenue levels to sustain a high-quality program.
Professional-track M.A. students should receive training in all major media formats and then have the opportunity to specialize. We view news and strategic communication as fundamental storytelling forms; these two approaches would provide sufficient focus for students and allow maximum flexibility. It no longer appears effective to offer degrees with specific tracks centered on single technologies or platforms, nor does it make sense to offer discrete tracks in one special topic area.

Because disciplinary silos are breaking down in industry and in the academy, we should strive for master’s programs that do more to unite rather than divide faculty talents. We would require all students to take a common core of courses applicable to all would-be professional communication leaders, and we would offer enough graduate courses to allow students to craft their own robust program of study within the broad camps of news or strategic communication.

To accomplish these goals, task force recommendations include:

- To prepare students to excel in doctoral programs or (re)enter industry in leadership roles, the school must upgrade and clearly delineate the master’s program to attract and educate excellent, high-flying students.
- Eliminate the existing “tracks” and specialties in the professional M.A. (e.g., interdisciplinary health communication, medical and science journalism, business and media, electronic communication, reporting, strategic communication, and visual communication/editing/multimedia). Instead, the JOMC master’s degree program should include two broad paths, “news” and “strategic communication.”
- Research-track M.A. students should receive theoretical and methodological training that will prepare them to transition seamlessly into top Ph.D. programs. Functionally, we recommend grouping these students with Ph.D. students for these courses.
- Provide better access to professional experiences for professional master’s students – through internship programs, better coordination with industry, and integration of master’s students in the school’s experiential learning programs.

**Centers and Institutes**

As a dramatic way to re-imagine the School of Journalism and Mass Communication, we place a high-priority on creating centers and institutes to provide vehicles for faculty and student engagement with big issues of our time and place.

To accomplish this goal, task force recommendations include:

- Build upon existing strengths to elevate four entities to be defined as JOMC-related centers and institutes, as appropriate. The four centers and/or institutes should serve as domains of distinctiveness and differentiation for UNC JOMC – as means to signify the special areas of expertise and “brands” that mark our school across the nation.
- Centers and institutes should serve as conduits to deeper and multi-faceted connections with industry, nonprofits and government. They should stimulate collaboration in teaching and research across disciplines, strengthen linkages between academia and life beyond the university walls, and promote an applied research agenda that seeks to contribute to real-world solutions.
As the school moves forward, it must establish a process, involving the dean and faculty, for how centers, institutes and various initiatives are created, evaluated, sustained and/or dissolved. The key is to assure that they accomplish what we intend and remain at the forefront of collaborative, innovative and externally engaged activities.

Areas proposed for initial creation of centers of institutes in JOMC:

**DIGITAL MEDIA ECONOMICS** -- Our school has the significant assets of two chairs endowed by Knight Foundation, one in journalism and digital media economics, one in digital advertising and marketing. Rooted in and driven by the work of the two Knight chairs, this digital center would seek to test and advance transformative business thinking and solutions, helping both new and traditional media executives recognize the possibilities – as well as the problems— inherent in the massive economic disruption currently washing over the landscape. Thus, we support building a digital research, teaching and service center.

Such a center would have an ambitious research agenda that spans four distinct areas of economic importance – content creation, audience development, content delivery and business strategy. In addition, it would support large-scale outreach projects and curriculum innovation that involve the profession, as well as other schools of communication.

In addition, the Digital Media Economics Center would collaborate or partner closely with Reese News (on development of audiences and delivery), Center for Public Life (on issues relating to the business of news and its implications for 21st century journalism), the Park Library (on distribution of the Center’s research) and with the Center on Media Law and Policy (on issues involving regulation).

Also, the center will work with the industry to test, deploy and refine digital advertising and marketing business models – and share results and ideas widely within the professional and academic communities. The center will identify and direct media companies to optimize new compensation models to thrive in new channels, and make the case that these new compensation models will be supported through outstanding storytelling.

**UNC CENTER FOR MEDIA LAW AND POLICY** – Launched in 2007, this center serves as a prime illustration of how a center can extend the reach of our school. It is a collaboration of the School of Journalism and Mass Communication and the School of Law, with involvement of allied faculty, students and practicing attorneys.

The Center for Media Law and Policy serves as a forum for study and debate about the broad array of media law and policy issues facing North Carolina, the nation, and the world. The center addresses legal and policy issues affecting traditional media organizations and the challenges posed by new communication technologies, including social media, the Internet, and mobile technology. Center activities include public lectures and panel discussions; an annual, campus-wide First Amendment Day celebration; a series of interdisciplinary lunch discussions for UNC faculty and graduate students; and occasional gatherings of media attorneys, media professionals, and faculty to discuss policy issues.

The center is about to begin developing a strategic plan that will articulate both short and long-term goals for the center. Hopefully this plan will help the center raise the funds needed to expand its programming and insures the center’s longevity.

**PROGRAM ON PUBLIC LIFE** -- Since its inception in 1997, the Program on Public Life has worked to enable the University of North Carolina at Chapel Hill to serve the people of the state and region by informing the public
agenda and nurturing leadership. The Program has provided “research brokerage” that connects the work of scholars to the work of civic and community leaders, elected officials, journalists and opinion leaders.

Once shared between JOMC and the Center for the Study of the American South, the Program on Public Life is now firmly embedded in our school. Over the years, it has published NC DataNet and Carolina Context on electoral trends and issues facing North Carolina, often in collaboration with faculty and often offering opportunities to students to contribute. The Program has sponsored the Southern Journalists Roundtable, North Carolina Editorial Writers Roundtable, dinner-discussions for State Legislators, the Leadership Seminar for Southern Legislators and working roundtables on North Carolina issues.

Upgrading the program to a JOMC center or institute would propel a sustained and constructive engagement in the democratic, journalistic, and civic life of our state, region and nation. The state needs a university-based institution dedicated to nurturing political leadership, organizing deliberative discussion over ideas from across the ideological spectrum, enriching the knowledge of journalists, enlightening public opinion and making representative government work toward solving problems. By increasing its capacity, our school would bring the “research brokerage” function up to scale, and it would use the convening power of the university, as well as using technology, to disseminate knowledge and thus to foster engagement among elected officials, leaders in nonprofits and business, public policy analysts, journalists, demographers and academic researchers.

**INTERDISCIPLINARY HEALTH COMMUNICATION** -- The field of health communication continues to grow at a rapid pace, as does the need for communicators able to work effectively in delivering information of critical importance to society. Many of the central health challenges today require the skills and perspectives of multiple academic and professional disciplines. UNC’s School of Journalism and Mass Communication is poised to build on a record of excellence in strategic communication, journalistic substance and innovation, as well as a national reputation for research and scholarship around media’s influence on health and behavior. Through the interdisciplinary health communication initiative, the school has teamed with the Schools of Public Health, Information and Library Science, and Medicine to marry practice with scholarship to advance health communication and healthy living.

UNC’s IHC initiative was established in 2007 with a graduate certificate program available to students, and also offers graduate-level courses. By reframing the IHC as a distinct JOMC center, our school would position itself to comprehend the social media and emerging technologies that will rapidly speed up communication and offer new opportunities and challenges for moving promising new health discoveries into practice.

How people process information about changing health behaviors and how they feel about choices are multifaceted and ripe for interdisciplinary approaches. Our leadership has the potential to improve individual health outcomes and to realize societal cost savings through prevention, appropriate management and earlier identification of disease. Further, the establishment of a Center focused on Health Communication would give the school a powerful vehicle to advance interdisciplinary academic programs – including development of a new master’s degree – while serving the state and nation in an area of critical importance by convening scholars and practitioners, and pursuing both theoretical and applied research.

We are mindful that our school houses and sponsors additional laboratories, projects and activities that enhance the education of our students and extend the teaching of our faculty. The ReeseNews Lab, Powering the Nation, Carolina Week, Durham Voice and other experiential learning entities provide student-focused immersion opportunities. The school has benefitted from the philanthropy that gave birth to ReeseNews and from its
inclusion in the Knight-Carnegie Initiative on the Future of Journalism. In addition, we have an array of special programs: Visiting International Scholars and other international activities, Latijam, Scholastic and College Media, the Chuck Stone Program, Business Journalism Consortium, Media Effects Lab, and others. In calling for the intentional creation of four centers and institutes, we do not propose to stifle such creative activities in the School of Journalism and Mass Communication, but rather to accelerate and promote high-quality, distinctive teaching, research and service.

**Research and Creative Activity**

Support faculty and graduate students in conducting research and creative activity with impact to make the school a creative and intellectual powerhouse. Hire, retain, promote and reward faculty with a stronger sense of conducting research and creative activity and bringing their scholarship into the public realm.

We call for increased investment in faculty research and creative activities, travel and technology training. We must further capitalize on the school’s strong doctoral program and find new ways to ensure that faculty and graduate student research and creative activity complement one another. These objectives must become a major focus of future fund-raising.

To accomplish these goals, task force recommendations include:

- Make research and creative activity a central focus of the school’s personnel, development and communication activities. Identify and recruit top faculty with demonstrated records of, or potential for, excellence in research and creative activity. Promote the school’s history of scholarly leadership and its high expectations and standards for faculty productivity across campus and beyond, in order to enhance faculty recruitment.

- Ensure that junior faculty have the opportunities—in terms of teaching loads, service expectations, resources and opportunities to work with graduate students—to establish their programs of research and to sustain a high level of productivity. Ensure that tenure and promotion policies provide clear articulation of research expectations, and that performance review processes function to retain and reward the most productive scholars.

- Increasing the reach and impact of the school’s research and creative activities must become the highest priority in school communication and development efforts. Give highest priority to making faculty research and creative accomplishments a central part of the school’s daily, weekly and annual communications, including web and social media activities. Improve internal communication to ensure that all faculty research and creative accomplishments are recognized and shared.

- The school must invest in research and creative activity of tenure-track and tenured faculty. Provide every new and untenured faculty member a research assistant as well as funds for research and creative activity in each of their first five years. Encourage new and untenured faculty to identify a research or creative activity mentor. Create small working/writing/co-mentoring groups of new and untenured faculty with current or potential areas of common interest.

- Continue to offer a competitive “seed grant” funding opportunity for faculty to conduct foundational research that may lead to external funding opportunities. Create additional competitive funding opportunities for summer research assistant support, for collaborative research and creative activity among JOMC faculty, for collaborative research and creative activity involving JOMC faculty and graduate students, and for attending a domestic scholarly conference with a direct complementary fit with faculty research and creative activity.
• Continue to encourage grantsmanship. Recognize and reward grantsmanship efforts. Invest in faculty who demonstrate continued productivity. Create a faculty research/creative activity leave program to compete with peer institutions and other units on UNC’s campus. Increase faculty travel money to compete with peer institutions.

• Through the research center, explore and demonstrate technology and software innovations and opportunities with applications for research and creative activity, and create an intensive orientation-to-scholarly activity seminar for new and untenured faculty.

• Improve the school’s research infrastructure. Endow the activities of the research center, staffing it as suggested in the 2007 planning report. Endow the center to support faculty and student survey research.

• Reaffirm the school’s commitment to maintaining and enhancing its excellent library services, to include staffing levels as well as evolving hardware and software needs. The task force calls on the dean to create a strategic planning process that will ensure we sustain the level of excellence in service and expertise provided by Park Library staff in support of faculty and student research and creative activity.

• Organize the school’s structure and coordinate the graduate student research experience to capitalize on the school’s human capital and enhance the impact of its research and creative activity.

• Break down research silos: Sponsor informational meetings through the research center to inform potential faculty contributors about current and future activities and opportunities within defined or implicit areas of research and creative activity. We must broaden the focus of the Colloquium Series to involve speakers whose work complements the interests of more faculty. Seek ways to coordinate research and creative activities that span the research center, the graduate program and Reese News.

• Create a graduate program policy committee to determine the future directions of the school’s graduate programs, including their role in complementing the school’s research mission.

• Endow a fourth year of doctoral student support to allow more students and faculty to benefit from the collaborative research and creative activity experience.

• Aggressively pursue and support collaborative and individual international opportunities for internationally focused research and creative activities. Recruit and support faculty with interests in international and intercultural research and creative activity, and develop funding sources to grow the school’s international graduate student population.

• Support graduate faculty efforts to provide all doctoral students a full-immersion experience in conducting collaborative research and creative activity.

**Space for Teaching and Collaboration**

Physical spaces in the school should reflect the dynamic fields of journalism and mass communication, and foster collaboration and innovation by students and faculty.

We must, in the long-run, pursue new facilities to meet the changing landscape of communication in the 21st century as well as growth in student enrollment and faculty size. In the near term, it is critical that the school pursue aggressive renovation and redesign projects that meet the needs of today’s faculty, staff, students and visitors. The school should provide a combination of private and collaborative spaces, including locations to convene small and large groups. Layout of work areas, meeting venues and informal gathering areas should strive to promote interactions in keeping with the goal of eliminating silos.
To accomplish these goals, task force recommendations include:

- Regain control of 111 and redeploy this space as a hub of activity and collaboration that is literally and figuratively at the center of the school.
- Design spaces that better integrate faculty across specialty areas, between research and professional track faculty, and between junior and senior faculty, and that provide congregation areas for faculty and students to interact informally.
- Assign individual workspace and redesign common areas (such as the mailroom and lounge) to improve collaboration and strengthen informal interaction among staff members, among faculty, and between staff and faculty.
- Provide classroom space that is flexible (e.g., furniture that moves, spaces that accommodate the technologies students bring to class themselves, rooms optimized for video conferencing) to accommodate different instruction styles, class sizes, virtual guest speakers, and innovative uses of personal technologies.
- Provide semi-private space for master’s students to work and preserve space for doctoral students to work privately and collaboratively with one another and with faculty.
- Continue to improve the “face” of the school to make a strong impression on visitors, donors, and prospective students.

**Partnerships for Progress**

*Engage alumni and professionals to enhance the school’s teaching and research through real-world experience and dynamic partnerships.*

It is imperative that the school engages directly with professionals and organizations that can provide our students and faculty with perspective on the opportunities and challenges faced in today’s media and communication industries. Accomplished, loyal and engaged alumni are a hallmark of JOMC and a key to advancing and supporting the school. Alumni and industry partners can offer advice on the curriculum as well as help to identify research topics with real-time, real-world relevance.

To accomplish these goals, task force recommendations include:

- Expand alumni programming and continue to think strategically about how alumni are engaged in the school as advisers, donors, speakers, and student mentors, as well as offering connections for students to secure internship and job opportunities.
- Alumni and industry partners—as organizations that hire our graduates—should be called on to help the school identify and define changes in the industry that will inform advancements in the curriculum. In particular, these constituents should be consulted in the design of the “Carolina Year” experience.
- External partners should be consulted to ensure that our courses and technology keep pace with the environment our graduates will encounter.
- Relationships with partners, such as agencies and news organizations, should be approached as opportunities for two-way learning and mutual benefit.
- The school should provide or solicit funds to support materials, travel and other costs of engaging with partners companies and ‘clients’ in classroom, extra-curricular and applied research projects led by students and faculty.
• Create a professional-in-residence program to bring top professionals to the school for one-month to one-semester appointments, exposing students to individuals who are currently operating in the rapidly changing media environment in which they will work and, in turn, enhancing the school’s reputation through this network of working professionals with first-hand knowledge of the school.
• More fully integrate international programs and partnerships into the fabric of the school, as they enhance the reputation, broaden the opportunities and experiences of our graduates and make them better prepared for a global communication environment. Existing and future international programs should be developed and managed with an eye toward sustainability and potentially revenue generation.

Organizing to Enable Leadership

We must adopt an organizational structure suitable for a large school that is committed to providing students and communications professionals the very best education, research, and creative activities in the nation. The organizational structure must strengthen the school’s academic leadership and strike a productive balance between the power of the dean and the power of the faculty.

To accomplish these goals, task force recommendations include:

• Recognizing the rapid growth of the school over the past 20 years and the current pressure on the school’s budget, the task force recommends an organizational structure that reduces staff positions reporting directly to the dean. Currently 14 people report directly to the dean; the task force recommends cutting direct-reporting positions to five.
• The task force strongly recommends changing the senior associate dean position to a senior academic dean position. The senior academic dean will lead the faculty in its efforts to provide thought leadership on 21st century communications and to prepare our students for successful careers. He or she will be responsible for ensuring that the school has a cutting-edge curriculum and that members of the faculty have the support they need to conduct cutting-edge research and creative activities. The senior academic dean will consult with the dean about spending priorities and the school’s budget. The person who fills the new position must be a tenured professor.
• Some positions in the school that now report to the dean would, under the proposed changes, report to the senior academic dean. Also, some administrative tasks now performed by the senior associate dean would be reassigned to other associate deans or to staff members to enable the senior academic dean to devote a substantial portion of his/her time to developing strategies for making the school the number-one school of journalism and mass communication in the nation.
• The task force encourages the dean to find ways to make leadership positions attractive to the best faculty.
• The school should create two new faculty advisory committees to provide stronger leadership for the school’s academic enterprise. First, the task force recommends creating a Dean’s Advisory Council to advise the dean on new programs and spending priorities. The council will be chaired by a chair of the faculty, a full professor elected by the school’s tenure track and fixed-term faculty. The council would also be composed of the chair of the promotion and tenure committee and five faculty members elected by the school’s tenure-track and fixed-term faculty. Of those five elected council members, one will be elected by professional-track faculty, one will be elected by research-
track faculty, one will be elected by fixed-term faculty, and two will be elected at-large. Both tenured and untenured faculty can vote.

The task force also recommends creating a graduate program policy committee, composed of faculty members appointed by the senior academic dean, to make policy decisions for the graduate programs, including curriculum and admissions. The graduate policy committee will elect its own chair.

Task Force Members:
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Ferrel Guillery, Professor of the Practice of Journalism
Cathy Packer, W. Horace Carter Distinguished Professor
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Appendix 1: Process
In early 2012, the Dean of the School of Journalism and Mass Communication met with individual faculty and staff as a first step in assessing the school’s current circumstances and vision of the future. She followed up with a series of dinner gatherings that allowed exploration of challenges faced by the school, as well as potential opportunities.

Shortly before the fall 2012 semester, the dean appointed this task force in the context of an impending capital campaign by the University of North Carolina at Chapel Hill and of the requirement that a school of journalism and mass communication continuously adjust its curricula and research in light of dramatic shifts in journalism and communications driven by new technologies and an altered economic landscape.

As a prelude to our work, faculty and staff gathered for a day-long retreat to assess the school’s strengths and to evaluate the opportunities and imperatives it faces. While a consensus emerged during this session that UNC JOMC merits its reputation as one of the top programs in the nation — from undergraduate through doctoral — a consistent theme was voiced that the school is poised to climb to greater heights, so long as it confronts the changes in the professional industries we serve and the economic realities facing higher education.

During fall 2012 and into spring 2013, the task force met weekly with small groups of faculty and staff for lunch-time discussions lasting more than an hour each. We also met with the school’s Board of Advisers, and we had a conference call with several distinguished alumni. To focus our discussions, we invited responses to three primary prompts about the school’s future: How should we align our curricula—graduate and undergraduate—to improve the education of our students and serve the academy and the professions? How can we produce research with real-world impact? What should we do to be the best school in the nation?

In advancing into the future, we concluded that our thinking and decision-making about personnel, curriculum, resources, development and facilities should be guided by these core values that emerged from discussions among faculty and staff:

- Excellence in writing
- Entrepreneurial thinking
- Global perspective
- Analytical ability/critical thinking
- Promotion of diversity
- Commitment to students’ intellectual growth and personal well-being
- Hands-on training and experiential learning
- Storytelling
- Collaboration, connections within JOMC and between JOMC and units of the university
- Productivity in faculty research
- Creative activity, with a commitment to service to professions and society
Appendix 2: Findings and Observations

The primary findings and observations that emerged from the task force’s information-gathering efforts and deliberations are presented here as opportunities, challenges, and, in some cases, imperatives.

1) We have a faculty that wants the School of Journalism and Mass Communication to remain in the top-tier of schools, public and private.

2) We have consensus that, to do so, the school must make important changes to align its curriculum, organizational structure and focus of research and engagement with the professions and civil society.

3) The school’s organizational structure has too many people reporting directly to the dean. We need an organizational structure that enhances leadership for the academic enterprise, and that provides the dean support for setting strategic goals and for raising funds to reach those goals.

4) The shifting worlds of journalism and marketing communication demand a response from JOMC in the ways its faculty teaches students and its capacity to do research with real-world influence.

5) We find that the undergraduate curriculum, rooted in a design of decades ago to put students on career paths that have narrowed or no longer exist, requires a substantial updating. We see a need to admit students to the school earlier in their academic careers, and to give students more opportunities to enroll in courses of big-picture perspectives and higher-level critical thinking. We find the need for a thorough re-design of a curriculum so as to produce graduates who are effective in multiple forms of media, who are graceful writers and storytellers and who have leadership potential.

6) We find that our master’s curriculum has lost much of its focus and potency, and that it should be thoroughly revamped to attract and educate excellent, high-flying students and potential game-changers in journalism and the communications professions.

7) Our school has too many “silos,” and we need to re-imagine the school to allow more collaboration and scholarship across old lines, both within the school and with other units of the university.

8) Our school needs to shift toward alternative means of delivering education other than semester-long credit-granting courses, some of which may allow for income-generating measures. We should employ more workshops, half-semester modules, online instruction and other methods of delivering basic-skills instruction.

9) The school needs more and better space for teaching, and for collaborative research.

10) We have a core of alumni who see in their UNC diploma a valuable “brand,” and they want their university to continue “teaching” them, engaging with them as professionals.

The task force repeatedly heard about the major strengths of the school: an outstanding PhD “brand,” intense “deep-dive” experiential learning opportunities for many students, collegiality among faculty and staff, a long tradition of engaged learning and service to the region and state. Still, we also heard – significantly, from faculty – that the school has not adjusted as nimbly as it should to fundamental shifts in the communications and economic environment, that we have to adjust our methods even as we remain true to core values, and that we must put the school on a course of constant up-dating and reform. In offering the recommendations in this report, we understand that we would launch a process that requires significant decisions now but also foresees an on-going decision-making process in the years immediately ahead.
A review of the School of Journalism and Mass Communication’s masters program created a vibrant and important school conversation about the direction of the professional track of our residential master’s program as compared to our more research-oriented track. The professional track has always called for intensive research, methodology and conceptual foundations along with superb skill acquisition. Because we believe that our professional master’s curricula should prepare students to be leaders in the 21st century workplace, this balance ensures an elevated discussion of the media and journalism professions, how they work, and where they’re going. This review was undertaken at the same time the School’s Task Force on the Future was leading a school-wide discussion about future needs, values and direction, all part of a five-year strategic plan that would guide the school intellectually and would set the stage for the upcoming UNC-CH campaign. This report focuses on the culture, challenges and recommendations for the professional track moving forward. Specific action is called for, some action has already been taken, and the Task Force will continue to assess admissions, student learning and professional opportunities.

Overview

In response to declining enrollment in the residential master’s program, a special task force was appointed in fall 2012 to assess the master’s program and the larger graduate school landscape and to propose changes for the future. In spring 2013, the Percept study was commissioned to provide additional insights from prospective, current, and former graduate students. The work of the task force continued through the 2013-14 academic year when the integration of the MATC program into the overall graduate program of the School presented an opportunity to consider synergies between the residential and online programs.

The task force determined that the mass communication and the interdisciplinary health communication tracks of the residential master’s program, as well as the M.A.-J.D. program, are successful programs that fill key niches. At the same time, significant changes will be required to ensure a vibrant, competitive professional master’s program that prepares graduates to become leaders in the 21st century workplace.

Several guiding principles emerged from this work, as well as a few specific actions that could be taken in the near-term. Some future directions remain under discussion as they will need to be aligned with the five year School strategic plan that calls for reviewing the undergraduate curriculum and will have an impact on faculty hires. The current economic climate will influence infrastructure decisions as well. Professors in the School’s respected Interdisciplinary Health Communication program have
recently won lucrative federal grants that signal a promising area for growth with the possibility of funding.

It is noteworthy that at present the University’s graduate program model does not include revenue sharing; increases in graduate program enrollment are not aligned with a commensurate increase in resources. At present, graduate faculty feel stretched to cover the necessary master’s thesis/final project committees required to serve the doctoral, master’s and MATC students currently in the program. Future decisions about growing the program, or specific areas of the program, demand a strategy for increasing new faculty lines or other forms of support. The Task Force believes establishing a track record of stable or increasing demand for the master’s program will be needed to secure this support.

Below are the challenges faced by the program and preliminary enhancement opportunities under consideration – and in some cases already underway.

Challenges

A number of the challenges the School faces stem from the overall environment. Master’s programs in journalism across the country are experiencing a decline in enrollment by U.S. citizens, often tied to the economy. In addition, the work of the task force and findings from the Percept study revealed a number of key challenges associated specifically with the current professional program.

- **Program length.** A two-year, full-time program may not be attractive to prospective students who must delay employment or resign their current positions, particularly given the current economic environment.

- **Unclear value proposition/positioning.** This is a result of specialization fragmentation and an unclear target market. By aligning with diverse faculty interests rather than key competitive advantages and marketplace needs, the program lacks a clear value proposition and recently has tried to offer all things to all prospective graduate students. Further, the program seeks to serve a wide range of students with different motivations, skill levels, professional experience and interests. This also makes resource allocation decisions difficult.

- **Lack of graduate students willing to pay for their degree.** The committee’s analysis finds the over-reliance on fellowship funding is directly tied to the unclear value proposition and program length.

- **Lack of dedicated 700-level courses tailored to professional master’s students.** For the most part, professional track master’s students take graduate courses with doctoral and research-track
master’s students or undergraduate courses. As a result, there are limited opportunities to deeply engage in applied material and discussions about shared life and work experiences and interests.

Recommended Changes

The task force identified a number of action steps necessary to improve and grow the program in the near-term as well as several key areas to discuss once the undergraduate curriculum changes and needs have been finalized.

- More explicitly distinguish the professional track curriculum from other master’s program tracks and the doctoral program.
  - Offer separate sections of the Media Law and Research Methods courses to increase relevancy. *This is underway for Media Law and we hope to do this for Research Methods in fall 2015.*
  - Encourage professional track students to defer the Media Law course until the fall of their second year to more purposively engage with the material. *This has been accomplished for the fall 2014 class.*
  - Open select online MATC courses to professional master’s students with 3+ years of professional experience. *This has been accomplished for the fall 2014 class.*

- More precisely align programs with the needs of specific graduate student segments and industry needs.
  - Develop 5-year dual B.A.-M.A. degree programs specifically designed to meet the needs of current UNC-CH undergraduates who want to expand or add skill sets for employability. *A new B.A.-M.A. dual degree program in Environment and Science communication was approved in spring 2014 by the Graduate School. The program is a partnership between the Environmental Studies department, the School of Journalism and Mass Communication with support from the Honors College. The first class will be admitted in fall 2015. The program will serve as a pilot study to inform the development of other specialized B.A.-M.A. dual degree programs in the future, which may include political and health communication.*
  - Consider offering 30-credit hour programs on schedules attractive to working professionals. For example: (1) a Summer-Fall-Spring-Summer full-time, immersive program without a fellowship work requirement; and (2) offering a part-time option for completion of the residential program (which would require scheduling more evening courses). *Significant additional discussion needs to take place.*
  - Begin deep discussions about which specializations align with the School’s key competencies/resources as well as market demand. Two areas have been identified and are
under study: Media Management and Integrated Marketing Communication. **Significant additional discussion needs to take place.**

- Consider more strategically targeting key International students, as International students comprise an increasing proportion of all professional master's program applicants.

**The Future**

Recent M.A. graduates of the School who have focused on innovative journalism, strategic communication and health communication have found opportunity in the marketplace. That fact has kept the School in good standing within the University graduate community and attractive to incoming students. However, certain core courses that have long been part of the School’s graduate curriculum have triggered a debate about the need for depth vs. breadth, and research vs innovative experimentation.

In the recent study by Columbia Journalism School, *Educating Journalists: A New Plea for the University Tradition*, this tension was noted: “Journalism Programs vary in organization and orientation …..even though some programs are highly esteemed by their universities as a general rule journalism programs of all sizes and shapes share a struggle to gain credibility on campus, especially at research-intensive universities that enjoy higher national rankings. This tension is particularly vivid and longstanding with professional master’s programs.”

The task force is focused on clearly defining its professional program in the context of a Research I University with high expectations of conceptual and strategic thinking demanded of its professional graduate students. At the same time, it wants to ensure that the professional track stands strongly on a foundation that is different in expectations and study from its research focused M.A.

In 2015 the task force will begin to craft a formal stand-alone strategic plan for the graduate program to grow the program and improve its relevance to professional master’s students. An important part of the process will be approaching the Provost’s office to discuss how the University can support a more focused professional digital 21st century graduate program and how additional graduate program tuition revenue generated by the program can be reinvested into the program on a more direct basis.