PART I

GENERAL INFORMATION

This general information section will be included in its entirety in the site team's report, and it must present the most current information available. Before the site visit, the unit should review its responses to the questions below (especially 13 – 21) and update them as necessary. The unit then should print a copy of this updated section for each team member when they arrive on campus. A digital copy in Word document format of the updated responses also must be provided to the team chair to be included in the digital team report sent to the ACEJMC office.

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

Name of Institution: University of North Carolina at Chapel Hill

Name of Unit: School of Journalism and Mass Communication

Year of Visit: 2015

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

___ Middle States Association of Colleges and Schools
___ New England Association of Schools and Colleges
___ North Central Association of Colleges and Schools
___ Northwest Association of Schools and Colleges
✓ Southern Association of Colleges and Schools
___ Western Association of Schools and Colleges

2. Indicate the institution’s type of control; check more than one if necessary.

___ Private
✓ Public
___ Other (specify)
3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

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

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

_✓_ Yes
___ No

If yes, give the date of the last accrediting visit: 2009.

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

1958

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

Mission Statement of the School
(Adopted by the faculty July 19, 1996; amended September 19, 2008)

The School's mission is to:

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

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

The School strives to teach undergraduate and graduate students

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

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

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

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

**Mission Statement of the Graduate Program**
(Revised 2012)

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

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

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

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

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

**M.A. in Technology and Communication (MATC)**

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

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

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

**The Ph.D. Program**

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

7. **What are the type and length of terms?**

Semesters of __15__ weeks.
Summer sessions of __5__ weeks.
Intersessions of __2__ weeks.

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

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

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

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

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

- ✒ B.A. in Journalism and Mass Communication: 120 semester hours
- ✒ B.A. in Business Journalism: 120 semester hours
- ✒ M.A. in Mass Communication: 36 semester hours for professional track; 39 semester hours for interdisciplinary health communication and mass communication tracks and the M.A.-J.D. dual degree program.
- ✒ M.A. in Technology and Communication: 30 semester hours
11. Give the number of credit hours students may earn for internship experience. Specify semester-hour or quarter-hour credit.

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

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

<table>
<thead>
<tr>
<th>Specialization</th>
<th>Person in Charge</th>
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</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>John Sweeney</td>
</tr>
<tr>
<td>Broadcast and Electronic Journalism</td>
<td>Charlie Tuggle</td>
</tr>
<tr>
<td>Business Journalism</td>
<td>Chris Roush</td>
</tr>
<tr>
<td>Editing and Graphic Design</td>
<td>Andy Bechtel</td>
</tr>
<tr>
<td>Multimedia</td>
<td>Steven King</td>
</tr>
<tr>
<td>Photojournalism</td>
<td>Pat Davison (Fulbright 2013-14)</td>
</tr>
<tr>
<td>Public Relations</td>
<td>Lois Boynton</td>
</tr>
<tr>
<td>Reporting</td>
<td>Andy Bechtel</td>
</tr>
<tr>
<td>Strategic Communication</td>
<td>Lois Boynton and John Sweeney</td>
</tr>
</tbody>
</table>

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

As of spring 2014, 28,195 students were enrolled at UNC-CH. Of those, 17,670 were undergraduate students, 7,993 were in graduate programs, and 2,532 were in professional programs.
14. Number of undergraduate majors in the unit, by sequence and total (if the unit has pre-major students, list them as a single total):

Spring 2014 Figures from the UNC-CH Registrar

<table>
<thead>
<tr>
<th>Specialization</th>
<th>Undergraduate Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>170 (22%)</td>
</tr>
<tr>
<td>Broadcast and Electronic Journalism</td>
<td>67 (9%)</td>
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<tr>
<td>Business Journalism</td>
<td>22 (3%)</td>
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<tr>
<td>Editing and Graphic Design</td>
<td>72 (9%)</td>
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<tr>
<td>Multimedia</td>
<td>24 (3%)</td>
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<tr>
<td>Photojournalism</td>
<td>25 (3%)</td>
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<tr>
<td>Public Relations</td>
<td>255 (33%)</td>
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<tr>
<td>Reporting</td>
<td>115 (15%)</td>
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<tr>
<td>Strategic Communication</td>
<td>31 (4%)</td>
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<tr>
<td><strong>Total Majors</strong></td>
<td><strong>781 (101%)</strong></td>
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</tbody>
</table>

Pre-majors 345

Total 1,126

15. Number of graduate students enrolled:

As of Spring 2014

Total master's students: 75
  Residential M.A.: 33
  Online MATC students: 42

Total Ph.D. students: 25

Total of all graduate students: 100
16. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary. Include a separate list for online courses.

<table>
<thead>
<tr>
<th>JOMC Course</th>
<th>Fall 2014</th>
<th>Spring 2015 (estimate)</th>
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</thead>
<tbody>
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<td>JOMC 153, “Writing and Reporting”</td>
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<td>JOMC 157, “News Editing”</td>
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<td>JOMC 180, “Beginning Photojournalism”</td>
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<td>JOMC 181, “Intermediate Photojournalism”</td>
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<td>JOMC 182, “Introduction to Graphic Design”</td>
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<td>JOMC 187, “Introduction to Interactive Multimedia”</td>
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<td>Spring 2015 (estimate)</td>
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<td>JOMC 221, “Audio-Video Information Gathering”</td>
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<td>JOMC 253, “Introduction to Public Affairs Reporting”</td>
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<td>JOMC 256, “Feature Writing”</td>
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<td>JOMC 258, “Opinion Writing”</td>
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<td>JOMC 271, “Advertising Copy and Communication”</td>
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<td>JOMC 272, “Advertising Media”</td>
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<td>JOMC 333, “Video Communication for Public Relations and Advertising”</td>
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<td>JOMC 334, “Presentation Design for Strategic Communication”</td>
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<td>JOMC 421, “TV News Reporting and Producing”</td>
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<td>JOMC 423, “Television News and Production Management”</td>
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<td>JOMC 425, “Voice and Diction”</td>
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<td>JOMC 426, “Producing Radio”</td>
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<td>JOMC 429, “Sports Xtra”</td>
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<td>JOMC 431, “Case Studies in Public Relations”</td>
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<td>JOMC 451, “Economics Reporting”</td>
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<td>JOMC 453, “Advanced Reporting”</td>
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<td>JOMC 456, “Magazine Writing and Editing”</td>
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<td>JOMC 457, “Advanced Editing”</td>
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<td>JOMC 459, “Community Journalism”</td>
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<td>JOMC 463, “News Lab: Creating Tomorrow’s News Products”</td>
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<td>JOMC 491, “News 21”</td>
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<td>JOMC 491, “The Business of Public Relations”</td>
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<td>JOMC 491, “Corporate Video Practicum for AD and PR”</td>
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<td>JOMC 491, “Sports Event Coverage”</td>
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<td>JOMC 560, “Medical and Science Journalism”</td>
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<td>JOMC 561, “Science and Medical Video Storytelling”</td>
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<td>JOMC 562, “Science Documentary Television”</td>
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<td>JOMC Course</td>
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<td>JOMC 565, “Environmental Storytelling”</td>
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<td>JOMC 581, “Multimedia Design”</td>
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<td>JOMC 582, “Multimedia Narratives”</td>
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<td>JOMC 583, “Multimedia Programming &amp; Production”</td>
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<td>JOMC 585, “3-D Design Studio”</td>
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<td>JOMC 586, “Intermediate Interactive Multimedia”</td>
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<td>JOMC 671, “Social Marketing Campaigns”</td>
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<td>JOMC 711, “Writing for Digital Media,” online</td>
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<td>JOMC 714, “Database and Web Research,” online</td>
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<td>JOMC 721, “Usability and Multimedia Design,” online</td>
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<td>JOMC 732, “Public Relations and Strategic Writing”</td>
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<td>JOMC 753, “Reporting and Writing News”</td>
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<tr>
<td>JOMC 782, “Multimedia Storytelling”</td>
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</table>
17. **Total expenditures planned by the unit for the 2014 – 2015 academic year:** $7,790,896
   
   Percentage increase or decrease in three years: **6%**
   
   **Amount expected to be spent this year on full-time faculty salaries:** $4,400,000

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

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

   - Penny Abernathy, Knight Chair in journalism and digital media economics.
   - Debasish Aikat, associate professor.
   - Spencer Barnes, assistant professor.
   - Andy Bechtel, associate professor.
   - Lois Boynton, associate professor.
   - Francesca Dillman Carpentier, associate professor.
   - Joan Cates, senior lecturer.
   - John Clark, lecturer and executive director, Reese News Lab.
   - Nori Comello, assistant professor.
   - Paul Cuadros, associate professor.
   - Dave Cupp, senior lecturer.
   - Patrick Davison, professor (2014-15 Fulbright in Japan.)
   - Tori Ekstrand, assistant professor.
   - Valerie Fields, lecturer.
   - Barbara Friedman, associate professor.
   - Rhonda Gibson, associate professor.
   - Ferrel Guillory, professor of the practice and director, Program on Public Life.
   - Jim Hefner, professor of the practice.
   - Heidi Hennink-Kaminski, associate professor.
   - Joe Bob Hester, associate professor.
   - R. Michael Hoefges, associate professor.
   - Anne Johnston, James H. Shumaker term professor.
   - Paul Jones, clinical professor.
   - Daniel Kim, assistant professor.
   - Steven King, assistant professor.
   - Susan King, John Thomas Kerr distinguished professor.
   - Daniel Kreiss, assistant professor.
   - Jock Lauterer, senior lecturer and director, Carolina Community Media Project.
   - Tom Linden, Glaxo Wellcome distinguished professor of medical journalism.
19. List names of part-time/adjunct faculty teaching at least one course in fall 2014. Also list names of part-time faculty teaching spring 2014. (If your school has its accreditation visit in spring 2015, please provide the updated list of faculty at time of visit.)

Spring 2014

- Amanda Adams.
- Delphine Andrews.
- Daniel Bernard.
- Steve Bouser.
- Linda Brinson.
- Esther Campi.
- Josh Carlton.
- Winston Cavin (3/4 time permanent.)
- William Cokas.
Richard Cole.
Tim Crothers.
Bruce Curran.
Christina Dodson.
Cristina Fletes.
Christa Gala.
Adam Hochberg.
Jeremy Holden.
Melissa Hudgens.
Gary Kayye.
Kevin Kearns.
Keith King.
Chris Kirkman.
Teresa Kriegsman.
Mandy Locke.
Stephanie Mahin.
John McCann.
Kevin Nathanson.
Paul O’Connor (3/4 time permanent.)
Sara Peach.
David Radanovich.
John Robinson.
Merrill Rose.
Donald Shaw.
Genie Tyburski.
Jessica Willoughby.
Michael Yopp.

Fall 2014

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

Spring 2015 (projected)

Amanda Adams.
Delphine Andrews.
Daniel Bernard.
Steve Bouser.
Linda Brinson.
Esther Campi.
Josh Carlton.
Winston Cavin (3/4 time permanent.)
William Cokas.
Richard Cole.
Tim Crothers.
Bruce Curran.
Christina Dodson.
Cristina Fletes.
Christa Gala.
Adam Hochberg.
Melissa Hudgens.
Gary Kayye.
Kevin Kearns.
Keith King.
Chris Kirkman.
Teresa Kriegsman.
Mandy Locke.
Stephanie Mahin.
John McCann.
Paul O’Connor (3/4 time permanent.)
Sara Peach.
David Radanovich.
John Robinson.
Cathy Roche.
Donald Shaw.
Ross Taylor.
Genie Tyburski.
Michael Yopp.

20. Schools on the semester system. For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total Graduates</th>
<th>Graduates who earned 72 credit hours outside of the School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>356</td>
<td>356 (100 percent)</td>
</tr>
<tr>
<td>2012-13</td>
<td>359</td>
<td>359 (100 percent)</td>
</tr>
</tbody>
</table>

Data taken from UNC-CH Registrar.
PART II

SUPPLEMENTARY INFORMATION

1. Complete and attach here in the main body of the self-study report the following tables:
   
   Table 1, “Students”
   Table 2, “Full-time Faculty”
   Table 3, “Part-time Faculty”

Table 1
Students (Spring 2014, taken from UNC-CH Registrar)

<table>
<thead>
<tr>
<th>Specializations</th>
<th>Number of Students</th>
<th>Degrees Conferred 2013 - 14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Juniors</td>
<td>Seniors</td>
</tr>
<tr>
<td>Advertising</td>
<td>67</td>
<td>103</td>
</tr>
<tr>
<td>Broadcast and Electronic Communication</td>
<td>27</td>
<td>40</td>
</tr>
<tr>
<td>Business Journalism</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Editing and Graphic Design</td>
<td>28</td>
<td>44</td>
</tr>
<tr>
<td>Multimedia</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Photojournalism</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>Public Relations</td>
<td>122</td>
<td>133</td>
</tr>
<tr>
<td>Reporting</td>
<td>51</td>
<td>64</td>
</tr>
<tr>
<td>Strategic Communication</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>Residential Master's</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online MATC</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Students</strong></td>
<td><strong>337</strong></td>
<td><strong>444</strong></td>
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</table>

This totals 781 current undergraduates and 75 master’s students.
Table 2
47 Full-Time Faculty Members (As of October 1, 2014)

<table>
<thead>
<tr>
<th>Unit Administrator (1)</th>
<th>Years Full-time Professional Experience</th>
<th>Full-time College Teaching</th>
<th>Years on This Faculty</th>
<th>Years at Present Rank</th>
<th>Highest Earned Degree</th>
<th>Tenured</th>
<th>Credit hours Taught per semester</th>
<th>% of time teaching/research/service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan King</td>
<td>44</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>Master's</td>
<td>Y</td>
<td>3</td>
<td>5/5/5/ 85 admin</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professors (14)</th>
<th>Years Full-time Professional Experience</th>
<th>Full-time College Teaching</th>
<th>Years on This Faculty</th>
<th>Years at Present Rank</th>
<th>Highest Earned Degree</th>
<th>Tenured</th>
<th>Credit hours Taught per semester</th>
<th>% of time teaching/research/service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penny Abernathy</td>
<td>35</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>Master's</td>
<td>Y</td>
<td>6</td>
<td>50/30/20</td>
</tr>
<tr>
<td>Pat Davison</td>
<td>17</td>
<td>13</td>
<td>13</td>
<td>1</td>
<td>Master's</td>
<td>Y</td>
<td>6-9</td>
<td>50/25/25</td>
</tr>
<tr>
<td>Anne Johnston</td>
<td>3</td>
<td>28</td>
<td>28</td>
<td>9</td>
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<td>Y</td>
<td>6</td>
<td>35/35/30</td>
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<tr>
<td>Tom Linden</td>
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<td>17</td>
<td>17</td>
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<td>M.D.</td>
<td>Y</td>
<td>6</td>
<td>60/20/20</td>
</tr>
<tr>
<td>Seth Noar</td>
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<td>12</td>
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<td>1</td>
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<td>Y</td>
<td>6</td>
<td>20/60/20</td>
</tr>
<tr>
<td>Cathy Packer</td>
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<td>32</td>
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<td>Y</td>
<td>6</td>
<td>60/20/20</td>
</tr>
<tr>
<td>Daniel Riffe</td>
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<td>7</td>
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<td>Y</td>
<td>6</td>
<td>40/40/20</td>
</tr>
<tr>
<td>Chris Roush</td>
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<td>13</td>
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<td>Master's</td>
<td>Y</td>
<td>6</td>
<td>30/10/10/ 50 admin</td>
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<tr>
<td>JoAnn Sciarrino</td>
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<td>2</td>
<td>2</td>
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<td>Y</td>
<td>6</td>
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<tr>
<td>Dulcie Straughan</td>
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<td>33</td>
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<td>Y</td>
<td>6</td>
<td>60/20/20</td>
</tr>
<tr>
<td>John Sweeney</td>
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<td>32</td>
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<td>Y</td>
<td>6-9</td>
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<tr>
<td>Charlie Tuggle</td>
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<td>18</td>
<td>15</td>
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<td>Y</td>
<td>6</td>
<td>50/20/20/ 10 admin</td>
</tr>
<tr>
<td>Lucila Vargas</td>
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<td>40/30/30</td>
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<tr>
<td>Jan Yopp</td>
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<td>37</td>
<td>37</td>
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<td>Y</td>
<td>3</td>
<td>5/5/10/ 80 admin</td>
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<table>
<thead>
<tr>
<th>Associate Professors (13)</th>
<th>Years Full-time Professional Experience</th>
<th>Full-time College Teaching</th>
<th>Years on This Faculty</th>
<th>Years at Present Rank</th>
<th>Highest Earned Degree</th>
<th>Tenured</th>
<th>Credit hours Taught per semester</th>
<th>% of time teaching/research/service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deb Aikat</td>
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<td>Y</td>
<td>6</td>
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<tr>
<td>Andy Bechtel</td>
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<td>15</td>
<td>10</td>
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<td>Master's</td>
<td>Y</td>
<td>6-9</td>
<td>50/25/25</td>
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<tr>
<td>Lois Boynton</td>
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<td>14</td>
<td>13</td>
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<td>Y</td>
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</tr>
<tr>
<td>Francesca Dillman</td>
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<td>Y</td>
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<td>40/30/20/ 10 admin</td>
</tr>
<tr>
<td>Paul Cuadros</td>
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<td>8</td>
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<td>Y</td>
<td>6-9</td>
<td>50/25/25</td>
</tr>
<tr>
<td>Name</td>
<td>Age</td>
<td>Tenure</td>
<td>Years</td>
<td>Degree</td>
<td>Tenure Type</td>
<td>Yrs</td>
<td>Teaching Load</td>
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<td>Barbara Friedman</td>
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<td>10</td>
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<td>Y</td>
<td>6</td>
<td>40/40/20</td>
</tr>
<tr>
<td>Heidi Hennink-Kaminski</td>
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<td>Y</td>
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<td>30/20/20/30 admin</td>
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<td>Joe Bob Hester</td>
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<td>Y</td>
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</tr>
<tr>
<td>Rhonda Gibson</td>
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<td>6</td>
<td>40/40/20</td>
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<tr>
<td>Michael Hoefges</td>
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</tr>
<tr>
<td>Terence Oliver</td>
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<td>Y</td>
<td>6-9</td>
<td>50/25/25</td>
</tr>
<tr>
<td>Laura Ruel</td>
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<td>Y</td>
<td>6-9</td>
<td>50/25/25</td>
</tr>
<tr>
<td>Ryan Thornburg</td>
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<td>6-9</td>
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</table>

### Assistant Professors (10)

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Tenure</th>
<th>Years</th>
<th>Degree</th>
<th>Tenure Type</th>
<th>Yrs</th>
<th>Teaching Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spencer Barnes</td>
<td>4</td>
<td>7</td>
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<td>Ed.D.</td>
<td>N</td>
<td>6-9</td>
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<tr>
<td>Nori Comello</td>
<td>8</td>
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<td>N</td>
<td>6</td>
</tr>
<tr>
<td>Tori Ekstrand</td>
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<td>12</td>
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<td>N</td>
<td>6</td>
</tr>
<tr>
<td>Daniel Kim</td>
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<td>N</td>
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</tr>
<tr>
<td>Steven King</td>
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<td>2</td>
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<td>N</td>
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</tr>
<tr>
<td>Daniel Kreiss</td>
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<td>N</td>
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</tr>
<tr>
<td>Trevy McDonald</td>
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<td>6</td>
</tr>
<tr>
<td>Adam Saffer</td>
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<td>N</td>
<td>6</td>
</tr>
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<td>N</td>
<td>6-9</td>
</tr>
<tr>
<td>Lisa Villamil</td>
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<td>N</td>
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</table>

### Instructors/Lecturers and Professors of Practice (9)

<table>
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<th>Age</th>
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<th>Years</th>
<th>Degree</th>
<th>Tenure Type</th>
<th>Yrs</th>
<th>Teaching Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joan Cates</td>
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<td>Ph.D.</td>
<td>N</td>
<td>3</td>
</tr>
<tr>
<td>John Clark</td>
<td>12</td>
<td>4</td>
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<td>Master's</td>
<td>N</td>
<td>3</td>
</tr>
<tr>
<td>David Cupp</td>
<td>27</td>
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<td>N</td>
<td>6-9</td>
</tr>
<tr>
<td>Val Fields</td>
<td>17</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>D.Th</td>
<td>N</td>
<td>9</td>
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<tr>
<td>Ferrel Guillory</td>
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<td>N</td>
<td>6-9</td>
</tr>
<tr>
<td>Jim Hefner</td>
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<td>Master's</td>
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<tr>
<td>Paul Jones*</td>
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<td>M.F.A.</td>
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</tr>
<tr>
<td>Jock Lauterer</td>
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<td>Dana McMahan</td>
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<td>N</td>
<td>6-9</td>
</tr>
</tbody>
</table>

* Paul Jones is a dual appointment with the School of Information and Library Science (SILS). He was at SILS for 18 years before joining the School 15 years ago. Since then, Jones has taught one class a semester for the School.
### Table 3
Part-Time Faculty Members

<table>
<thead>
<tr>
<th>Spring 2014</th>
<th>Years Full-time Professional Experience</th>
<th>Years Full-time College Teaching</th>
<th>Highest Earned Degree</th>
<th>Working Full-Time as Professional</th>
<th>Credit Hours Teaching This Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amanda Adams</td>
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<td>M.A.</td>
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<tr>
<td>Delphine Andrews</td>
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<td>Y</td>
<td>3</td>
</tr>
<tr>
<td>Daniel Bernard</td>
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<td>0</td>
<td>M.A.</td>
<td>Y</td>
<td>6</td>
</tr>
<tr>
<td>Steve Bouser</td>
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<td>0</td>
<td>B.A.</td>
<td>Y</td>
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</tr>
<tr>
<td>Linda Brinson</td>
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<td>3</td>
</tr>
<tr>
<td>Winston Cavin*</td>
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<td>6</td>
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<tr>
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<td>Y</td>
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<tr>
<td>William Cokas</td>
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<tr>
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<tr>
<td>Tim Crothers</td>
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<td>N</td>
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</tr>
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<td>Bruce Curran</td>
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<td>Y</td>
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<tr>
<td>Christina Dodson</td>
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<td>Y</td>
<td>3</td>
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* Winston Cavin is a ¾ time permanent lecturer. He taught one class per semester for seven years as an adjunct before being hired into his current position in 2006 in which he teaches five classes per year.

** Paul O’Connor is a ¾ time permanent lecturer. He taught one class per semester for 21 years as an adjunct before being hired into his current position in 2006 in which he teaches five classes per year.
2. Describe the history of the unit in no more than 500 words.

The first course in journalism at UNC-CH was taught in the Department of English by Edward Kidder Graham in 1909. The Department of Journalism was formed in 1924. In 1950 the department became a school, and in 1990 it was renamed the School of Journalism and Mass Communication. The School is a free-standing unit, and the dean reports to the provost. The School is one of six professional schools in the Division of Academic Affairs at the university. The School's master's program was established in 1955 and the Ph.D. program in 1965.

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

The School is a special place where all students are encouraged to excel and are challenged to be their best. The School constantly strives to serve all its students and to advance the field of journalism and media.

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

The University of North Carolina was the first public university in the United States to open its doors when the first class was admitted in 1793.

Today the University of North Carolina at Chapel Hill is one of 16 constituent institutions that grant baccalaureate degrees in the University of North Carolina System. The UNC Board of Governors is the policy-making body.

UNC-CH is considered to be one of the finest public institutions in the country. The university belongs to the select group of 60 U.S. and two Canadian universities forming the Association of American Universities. UNC-CH is accredited by the Southern Association of Colleges and Schools.

The university offers bachelor’s, master’s, doctoral and professional degrees. Seventy-seven bachelor’s, 110 master’s and 77 doctoral degree programs are available.

The fall 2014 enrollment for UNC-CH was 29,135. Of those, 18,350 were undergraduate students, 8,211 were in graduate programs, and 2,574 were in professional programs.

Students are admitted to UNC-CH on a competitive basis, which has resulted in a bright and talented student body. No more than 18 percent of each entering first-year class can be
from outside North Carolina. The Office of Undergraduate Admissions can admit only about 800 out-of-state students from a pool of more than 10,000 annually.

Along with units throughout the UNC-CH campus, the School experienced reductions in its state funding allocation as a result of the Great Recession. The worst cuts came in 2011-12, when the School's recurring annual allocation was reduced by $468,000. Through the campus-wide budget process, the School has been largely protected from the most severe state budget cuts. In the past two fiscal years, the provost's office has provided the School with supplemental funding for adjunct instructors to increase course offerings and has added support for new faculty positions. In 2013-14, the School was absolved of prior-year deficits due to overspending of state funds.

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

During 2012-13, a task force was appointed by the dean to explore the future of the School. That task force encouraged a number of changes, including focusing efforts on core areas, such as health communication, media law and the business of media. The task force also encouraged the School to consider major changes in its curriculum.

During 2013-14, the administration of the School began to implement some of the task force recommendations. One major change was the appointment of a senior leadership team that included, for the first time, not only top administrators but also three faculty members who were not administrators. That senior leadership team, called the Dean's Cabinet, meets every two weeks with the dean to discuss issues facing the School. Important curriculum changes have been proposed for implementation in 2015-16.

While the goals and missions of the School remain the same, the School is undergoing some rapid changes in its curriculum to better serve students, the industry and the public. For example, incoming professional-track master's students are now advised to take the required JOMC 740, “Media Law,” course in the fall of their second year, rather than in the fall of their first year, so students can take classes in their area of study earlier in the School. We have also begun to allow residential master's students with more than three years of professional experience to enroll in select online MATC courses. This provides an opportunity for residential master's students to take more courses comprised of only graduate students. This opportunity was offered for the first time in fall 2014 to incoming first-year and second-year residential M.A. students in the professional track. At the undergraduate level, we are adding a major that allows students to build their own curriculum, and we are pushing more multimedia education and training into our curriculum.
We believe that the curriculum must be examined constantly. More information on these curriculum changes can be found in Standard 2 of this self-study.

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

The School was found in noncompliance on Standard 9: Assessment during its last accreditation visit in 2009. As a result, the School undertook a rigorous assessment program that includes examination of learning across the curriculum.

The issue has been addressed by a number of additions to our assessment policies. The biggest is an assessment exam that is given to all graduating seniors, as well as to incoming first-years, to assess what they have learned. In addition, assessment is now being evaluated in JOMC 153, formerly known as “Newswriting” and now as “Writing and Reporting,” as well as in JOMC 340, “Introduction to Media Law.”

The data from these assessment measures are now being used to influence what is being taught across the curriculum. Much more information can be found in Standard 9 of this self-study.

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

The self-study was compiled by the senior associate dean of undergraduate studies, but a number of faculty and staff members contributed heavily to the process. The dean wrote Standard 1. The senior associate dean for undergraduate studies wrote standards 2, 4 and 9 as well as the introductory material. A former senior associate dean wrote Standard 3. Senior faculty members in research and creative activities combined to write Standard 5. The head of our international programs wrote Standard 6. The director of research development and foundation relations wrote Standard 7. The senior associate dean for graduate studies wrote Standard 8. A former dean edited several drafts of the whole document and provided some material throughout.
While these Standards were assigned to specific individuals, dozens of faculty and staff members contributed to the Standards based on their expertise and work assignments. As an example, the head of the School’s Park Library and the School’s director of information technology contributed to Standard 7. The senior associate dean for graduate studies contributed to areas involving the graduate program in Standards 2, 4 and 9.

**Strengths and Weaknesses Realized in the Self-Study**

In examining the School in order to write the self-study, the School administration and faculty realize that we are fortunate in many ways. Over the years, the School has been regarded nationally as one of the top journalism-mass communication entities in the field. We are proud of that reputation and always work to uphold it and, indeed, improve it.

Our faculty is our fundamental strength. We are strong in teaching. We have a number of nationally and internationally respected faculty members, and over time many have published almost a library of academic works and held top positions in the national and international associations and with the top journals in our field.

Our Ph.D. program is often said to be one of the best in the field anywhere. The School is also quite active in a number of important special areas, including international communication, business journalism and health communication.

Our staff has grown considerably in recent years, and we are fortunate to have many highly committed, capable and hard-working staff members.

Moreover, we are exceedingly fortunate to have had a truly excellent student body at all levels for many years: undergraduate, master’s and Ph.D. In a way, this is our greatest strength.

The self-study shows that the School remains in a strong position despite budget cuts since its last accreditation visit. Our equipment remains at a high level, but expected decreases in our information technology budget from the university could hamper future upgrades. The School is exploring alternative funding sources for equipment.

Other weaknesses exist. For one, while we have improved assessment, we need to do some more in assessing the graduate programs and are improving that process. We need more faculty members, especially in public relations, and to handle growth in specific areas such as health communication and business journalism. The School has made requests to the UNC-CH general administration during the past three years for additional faculty lines, and it has received permanent funding for adjuncts and for faculty positions in the Master of Arts in Technology and Communication program (the online MATC program). The School is now exploring alternative funding for faculty lines.
Because of the cuts to education in North Carolina’s state budget, faculty and staff members have received only one raise of 1.2 percent since the last accreditation visit. This has contributed to morale issues in the School.

The new dean arrived the year that the most severe budget cuts – out of several annual cuts – were implemented. Faculty and staff members were unclear where the cuts were made and wanted clarity around budgets, School finances and the future. An audit of a long-time endowment in the School also revealed issues in the finance office of the School that needed attention. By year’s end, the associate dean for finance left the School for a new job. The new dean put budget discipline into place in the School. Some of these changes in procedures, such as requiring approval for travel and purchases, unsettled some faculty and staff members. To assuage those fears, and to promote a culture of transparency, in fall 2013 and fall 2014 the agendas at the first faculty meetings focused on the upcoming budget for each year. Facts and figures were shared with the School faculty.

As it should, the School works constantly to improve its curriculum to meet the needs of the students, industry and public. The curriculum committee and full faculty spent most of the 2013-14 academic year discussing needed changes. The first of those changes will not be implemented until the 2015-16 academic year, and by that time, some of them may need adjusting, of course. The School’s administration now realizes that it must review its curriculum constantly to stay up to date with industry trends. In addition, there is disagreement among the faculty about what should happen with one of the School’s core courses, JOMC 153, “Writing and Reporting.” The broadcast faculty members, for example, believe the class should have more electronic writing, and they also believe that their majors should not be required to take JOMC 253, “Introduction to Public Affairs Reporting.”

The School lost three minority faculty members at the end of the 2013-14 academic year. One faculty member was recruited by another university with a new and ambitious state-funded interdisciplinary digital center. Two other well-loved African-American professors, a married couple, retired when the wife did not receive tenure in the School. She won a positive but split vote in the School, and that disturbed not only the couple but also other minority faculty members. The university Committee on Promotion and Tenure in the end did not grant her tenure. There is a worry on the part of School minority faculty members that the tenure process has treated them unfairly and that the mentoring program at UNC-CH is not working for them. The senior associate dean for undergraduate studies began meeting regularly with the School’s minority faculty members in 2013-14. The dean is aware of the concerns and is committed to addressing them.

The self-study showed that the School lags behind the rest of the university somewhat in terms of minority student enrollment. (It should be noted that the minority percentages of students and faculty members in the School have increased since last accreditation.) The
School is currently holding meetings with the UNC-CH Office of Diversity and Multicultural Affairs to determine a strategy to increase minority student enrollment. The Chuck Stone Program run by the School is one such effort that we hope will begin to show results in this area. It is detailed in Standard 3.

7. Provide copies of pages of the undergraduate and graduate catalogs and other publications, both print and digital, that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements. (If multiple items, these items may be presented in the appendices binder.)

The information requested in this question is on the following pages.
From the UNC-CH Undergraduate Catalog:

Introduction

The School of Journalism and Mass Communication (JOMC) was founded as the Department of Journalism in 1924 and became the School of Journalism in 1950. Forty years later, it expanded its purview by adding “and Mass Communication” to its title. The school offers a course of study leading to the bachelor of arts with a major in journalism and mass communication as well as a bachelor of arts with a major in business journalism. JOMC is the only school of journalism and mass communication in North Carolina.

For more than 75 years, the school has built an impressive record of service. Through excellent teaching, research, and public service, and through its students, faculty, alumni, and friends, the school has been a force in journalism–mass communication education and the mass media of North Carolina and beyond. When the school was last accredited in 2009 by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), the national team stated that the school “has earned a reputation as one of the premier programs in journalism and mass communication.”

Today, more than 9,000 of the school’s alumni are active in every aspect of journalism and mass communication. They hold high positions with newspapers, international news agencies, magazines, Internet companies, broadcasting companies, and advertising agencies; in public relations, business journalism, photojournalism, and graphic design; and in research, government, education, and industry.

The School has an excellent reputation, and relations with the mass media are first-rate. The primary role of the School has been and continues to be the education of young people for professional careers in mass communication in North Carolina and beyond.

Programs of Study

The degrees offered are the bachelor of arts with a major in journalism and mass communication and the bachelor of arts with a major in business journalism. The School also offers a minor in journalism and mass communication, with concentrations in reporting, business journalism, advertising, public relations, broadcast and electronic journalism, and mass communication and society. Certificates in sports communication, business journalism, and Latina/o journalism and media are also offered. Students are subject to the requirements in place when they are admitted to the School of Journalism and Mass Communication; consequently, the requirements described in this bulletin particularly apply to students admitted to the school during the 2014-2015 academic year. The graduate program offers a residential master’s degree in mass communication, an online master’s degree in communication and technology, and a Ph.D. in mass communication.
Admission to the School

Students enroll in the General College of the University during their first two years, after which they may transfer to the School of Journalism and Mass Communication. (Students may take some JOMC courses in the first two years as noted in the section on preparing for the major.)

Undergraduate admission to UNC–Chapel Hill is handled by the University's Office of Undergraduate Admissions, and requests for information and application forms should be sent to that office. The Office of Undergraduate Admissions also will advise students on the proper first-year and sophomore courses to take in preparation for junior-year transfer to Chapel Hill from other campuses.

Students typically are admitted to the School when they attain junior standing and have completed most of the requirements of the General College on the Chapel Hill campus or have earned grades of C or better in equivalent courses at other recognized institutions. To qualify for admission from the General College or from another UNC–Chapel Hill department or school, students must meet the minimum overall 3.1 grade-point average required for admission to the School.

Typically, students transfer into the School in their junior year if they meet the required grade-point average. Although they can take up to 24 hours in JOMC courses prior to being admitted, the grade-point average policy will be strictly followed. Students will not be admitted to the School to finish the courses required for the degree if they do not meet the grade-point average requirement.

Because the University limits the number of transfer students from other institutions, transfer applicants compete for admission to the School on the basis of grade-point averages and other academic credentials, and on such matters as commitment to a career in journalism or mass communication and letters of recommendation. The Office of Undergraduate Admissions makes the final decision on admitting transfer students, after consultation with the School.

Preparation for the JOMC Major

Students may take JOMC 153 News Writing in the first semester of their sophomore year. JOMC 101 The World of Mass Communication and 102 Exploring the Visual World are open to first-year students and sophomores. Seniors have first priority for courses, then juniors, then sophomores. Many courses require prerequisites and are restricted to majors only.

Students should take the introductory courses in their major area of study as soon as possible because those courses are prerequisites for subsequent ones. Those introductory courses are as follows:
• Advertising/Public Relations area of study: JOMC 137 Principles of Advertising and Public Relations

• Journalism area of study: JOMC 221 Audio-Video Information Gathering, JOMC 253 Reporting.

**Majoring in Journalism and Mass Communication: Bachelor of Arts**

The School prepares men and women for careers in journalism and mass communication by offering an academic program that provides a basic liberal arts education, an understanding of the responsibilities of a free press in a democratic society, and a fundamental knowledge of journalistic and mass communication techniques and substance.

The philosophy that guides the School is that journalists and communicators must understand the political, social, economic, and cultural forces that operate within society. For this reason, students acquire a background in the humanities, social sciences, and natural sciences while preparing themselves for journalism–mass communication careers. About one-third of the credit hours earned toward the bachelor of arts with a major in journalism and mass communication are in journalism–mass communication (JOMC) courses. The balance of each student’s program is expected to provide the broad education necessary for those who plan careers in mass communication.

More than perhaps any other field, journalism requires a strong foundation in word usage, grammar, punctuation, and other writing skills, as well as technical proficiency in the use of computers. Students are expected to have this foundation before they enter the School; consequently, students must score at least 70% on the School’s usage-and-grammar examination as a condition for graduation. The examination is administered several times a semester and during the summer.

Students are responsible for meeting all other graduation requirements. If they have questions about their requirements, they should consult an adviser in the School’s Student Records and Registration Office (Carroll Hall), or an associate dean. Specific information about graduation requirements, advising, registration and other procedures is also available at MyUNC and on the JOMC Web site.

The School cannot guarantee that courses needed to satisfy a student’s degree requirements will be offered during summer school. Students who plan to complete degree requirements in summer school should be aware that low enrollments sometimes force the School to cancel certain courses or sections during either or both summer sessions.

**Journalism–Mass Communication Requirements outside the School**

Students in the School must take specified courses to satisfy General Education requirements:
• Foundations: Quantitative reasoning: JOMC students are advised but not required to take STOR 151 Basic Concepts of Statistics and Data Analysis to satisfy this requirement.

• Approaches: Social and behavioral sciences (nonhistorical): Students must take ECON 101 Introduction to Economics, and POLI 100 Introduction to Government in the United States, 208 Political Parties and Elections, or 209 Analyzing Public Opinion.

• Approaches: Social and behavioral sciences (historical analysis): Students must take HIST 128 American History since 1865.

• Connections: Students must satisfy all eight Connections requirements.

• State and local government and politics requirement: Students must complete one of the following courses: POLI 101 State and Local Government in the United States or 405 North Carolina Politics and Public Policy.

Students are expected to gain a depth of knowledge of a topic outside the School. At a minimum, they must take an outside concentration of at least three courses (minimum of nine credit hours) in another department or school. Courses used to meet Foundations and Approaches requirements may not be used to satisfy this requirement. However, courses used to meet Connections requirements, including courses that are also meeting Approaches requirements, may be used for the outside area of concentration. Students may also satisfy the outside requirement by completing a minor or second major in another department or school. Students who wish to complete a second major outside the School and who did not declare the second major before being admitted to the School, must download a second-major declaration form from the School’s website and return it to Student Records and Registration in Carroll Hall for approval. They must meet with an academic adviser in the College of Arts and Sciences to ensure that they can meet all requirements for the second major.

**Journalism–Mass Communication Requirements in All Sequences**

The degree earned is the bachelor of arts with a major in journalism and mass communication, and areas of study are not noted on the diploma. Two areas of concentration are offered: a concentration in advertising/public relations; or a concentration in journalism, with specializations in editing and graphic design, broadcast and electronic journalism, multimedia, photojournalism, or reporting. Some courses are required for all majors in the School, and each area of study has specific course requirements.

Students who enter the University in fall 2013 or later must complete a minimum of 39 credits in journalism–mass communication with a grade-point average of 2.0 or better. A grade of D in a JOMC core course will not be counted in the minimum number of journalism–mass communication credits required for graduation; the course must be retaken if it is required for the major. If the course is not specifically required, then another course that meets the
requirement the first course was meeting may be taken in its stead. JOMC 393 cannot not be counted in the minimum of 39 credit hours required in journalism–mass communication for graduation. The School will normally accept only six credit hours of journalism–mass communication courses taken at other institutions and requires students to pass exemption examinations to receive credit for certain basic courses. The School does not accept transfer credit for JOMC 153.

Of the basic 120 hours for graduation, at least 72 hours must be outside journalism–mass communication. Within those 72 hours, at least 65 must be in the College of Arts and Sciences. Please check the courseslist below or ConnectCarolina for prerequisite information for JOMC courses.

Students must achieve a passing score of at least 70 on the school’s usage-and-grammar examination.

**School Core**

All students in the School must complete the following courses in the School core:

- JOMC 141 Professional Problems and Ethics
- JOMC 153 News Writing
- JOMC 340 Introduction to Mass Communication Law (JOMC 153 is a prerequisite)

**Immersion Areas**

Students in the School must also complete two courses from a single group in an immersion area.

- The Audience: JOMC 376, 445, 449, 463, 474, 475, 477, 490 (when appropriate topic)
- Mass Communication Theory: JOMC 240, 445, 490 (when appropriate topic)
- History, Law, and Regulation: JOMC 242, 342, 424, 428, 440, 450, 448, 458, 490 (when appropriate topic)
- Digital Media: JOMC 349, 440, 449, 463, 474, 477, 490 (when appropriate topic), 551, 552
- Diversity: JOMC 342, 441, 442, 443, 446, 447, 490 (when appropriate topic)
- Political Communication: JOMC 244, 446, 447, 458, 475, 490 (when appropriate topic)
- Business and Entrepreneurship: JOMC 424, 450, 475, 490 (when appropriate topic), 551, 552
• Sports Communication: JOMC 245, 376, 377, 455, 476, 490 (when appropriate topic)
• Honors: JOMC 691H, 692H

In addition to the School core and completion of two courses in an immersion area, students must complete a number of courses in each major area of study.

B.A. Major in Journalism and Mass Communication: Advertising/Public Relations Curriculum

The advertising/public relations curriculum is for students who wish to communicate on behalf of organizations, including corporations, government agencies, nonprofit and advocacy groups, and public relations and advertising agencies. Students learn to develop persuasive advertising messages or focus on strategic communication efforts for an organization. Both are pursued within an ethical framework of communication.

Advertising/Public Relations Curriculum Core Requirements

• JOMC 137 Principles of Advertising and Public Relations
• JOMC 279 Advertising and Public Relations Research
• At least four courses in one of three areas: advertising, public relations, or strategic communication:
  o Advertising (four-course minimum): JOMC 271, 272, 471, 472, 473, 475, 491 (when advertising is the topic), 671, 690
  o Public Relations (four-course minimum): JOMC 232, 431, 434, and at least one of the following courses: JOMC 182, 187, 333, 433, 435, 491 (when public relations is the topic) (Not all of the courses in the preceding list may be offered every semester.)
  o Strategic Communication (four-course minimum): JOMC 232, 271, 272, 334, 431, 491 (when strategic communication is the topic), 671, 690

This specialization will equip students with basic skills in both disciplines and is most valuable for students who may work in small agencies or businesses after graduation, or for students whose goal is a law degree.

B.A. Major in Journalism and Mass Communication: Journalism Curriculum

The journalism curriculum is for students who wish to become journalists, who want to broadcast, report, write, photograph, and present news and information to better inform
society. These students learn techniques and theories to conceptualize information within the context of an independent press designed to create an informed public able to govern itself.

**Journalism Core Requirements**

- JOMC 221 Audio-Video Information Gathering
- JOMC 253 Reporting. Students are encouraged to take this course simultaneously with 221. Students specializing in editing and graphic design must substitute 157 for 253.
- At least four courses in one of five areas: editing and graphic design, broadcast and electronic journalism, multimedia, photojournalism, and reporting:
  - Editing and graphic design (four-course minimum): JOMC 182 and at least three of the following courses: JOMC 187, 253, 457, 463, 482, 483, 484
  - Broadcast and electronic journalism (four-course minimum): JOMC 121, 421, 422 or 426, and at least one additional course from the following list: JOMC 422, 423, 424, 425, 426, 427, 428, 429
  - Multimedia (four-course minimum): JOMC 187, 581, 582 or 583, 586
  - Photojournalism (four-course minimum): JOMC 180, 480, 481, 582 or 584
  - Reporting (four-course minimum): JOMC 157 and at least three courses from the following list: JOMC 121, 256, 258, 451, 452, 453, 454, 456, 457, 459, 463, 491 (when appropriate topic)

**Majoring in Business Journalism: Bachelor of Arts**

Stock market swings on Wall Street, changes in how corporate America operates and is governed, and fluctuations in the United States and global economies have left many journalists and communication professionals scrambling to improve their skills to cover such stories. The bachelor of arts with a major in business journalism teaches undergraduate students the concepts, skills, and techniques needed to report and write about such issues for journalism and mass communication in the 21st century. It is the only such program in the University system and the only such undergraduate program at any public university east of the Mississippi River.

The School of Journalism and Mass Communication, in conjunction with the Kenan–Flagler Business School, created the major in business journalism to enable potential journalists and other communication professionals to address the growing need for understanding how markets and business work and the ability to explain these increasingly complex areas in a way that the average mass communication consumer can understand. The program prepares
undergraduate students for positions primarily in journalism but also in public relations and internal communications.

The major in business journalism builds on the success of the School's certificate program in business journalism, which began enrolling students in 2004. Graduates of the certificate program have gone on to jobs at The Wall Street Journal, The New York Times, Bloomberg News, Reuters, and other business media, as well as to jobs in corporate communications. Journalists and communicators with an understanding of how the business world works—and an ability to write about it—are valued employees in today's media world.

**Admission Requirements**

Students must apply within the School of Journalism and Mass Communication. Applications will only be accepted each fall. The earliest students may apply is the fall of their sophomore year. Because admission to the major is by application only, a student should predeclare reporting as their intended specialization in the journalism School with an adviser in the Academic Advising program. To enter the program, a student must be classified as a junior (a total of 60 or more completed hours) the fall following their application and have a cumulative grade point average of 3.1.

Students must provide the following documents: 1) application, 2) résumé, 3) writing sample, 4) 200-word statement of why they want to join the program, and 5) two letters of recommendation.

**Core Requirements**

- BUSI 403, 404, 407, 408 (BUSI 101 and ECON 410 are prerequisites)
- JOMC 141, 153, 340, 450, 451, 452

**Additional Requirements**

- At least one course from BUSI 401, 405, 406, 409 (if you choose BUSI 409 you will need one additional BUSI course from this list.)
- At least one course from JOMC 137, 157, 221, 253, 551, 552
- MATH 152, 231, or 232; or STOR 112 or 113. Students receiving credit by examination for both MATH 231 and 232 are exempt from this requirement.
- STOR 155
- Social and behavioral sciences (nonhistorical) Approaches requirement: Students must take ECON 101 Introduction to Economics, and POLI 100 Introduction to Government
in the United States, 208 Political Parties and Elections, or 209 Analyzing Public Opinion.

- Social and behavioral sciences (historical analysis) Approaches requirement: Students must take HIST 128 American History since 1865.
- Students must complete at least 21 credit hours of C grades or better in JOMC courses.
- Students must complete at least 13.5 hours of C grades or better in BUSI courses.

In order to graduate, business journalism majors must achieve a score of at least 70 percent on the School’s usage-and-grammar exam. Students have several opportunities to take the usage-and-grammar exam before they graduate.

To receive a bachelor of arts degree with a major in business journalism, students must complete at least 120 credit hours with a minimum 2.0 grade-point average as required by the University.

**Minoring in Journalism and Mass Communication**

Students from outside the School may earn a minor in journalism and mass communication. Participation is limited, and interested students must apply to the senior associate dean of the School by January 15. Preference is given to sophomores.

Students must choose one of the following specializations and complete at least 15 credit hours of C grades or better in JOMC courses taken at UNC-Chapel Hill.

Minors are not required to pass the School’s usage-and-grammar exam.

**Reporting**

- Either JOMC 141 or 340
- JOMC 153, 157, and 253
- One course from the following list: JOMC 256, 258, 451, 452, 453, or 491 (when appropriate topic)

**Business Journalism (6 courses)**

- Either JOMC 137 or 253
- Either JOMC 141 or 340
- JOMC 153, 450, 451, and 452
Advertising

- JOMC 137, 153, 271, and 272
- One course from the following list: JOMC 141, 240, 242, 340, 349, 441, 442, 445, 446, 448, 491 (when appropriate topic), 671, or 690

Public Relations

- JOMC 137, 153, and 232
- Either JOMC 431 or 434
- One course from the following list: JOMC 141, 240, 242, 340, 342, 349, 441, 442, 445, 446, 448, 450, or 491 (when appropriate topic)

Broadcast and Electronic Journalism

- JOMC 121, 221, and 421
- Either JOMC 141 or 340
- One course from the following list: JOMC 240, 242, 342, 349, 441, 442, 445, 446, 448 or 491 (when appropriate topic)

Mass Communication and Society

- JOMC 240
- Four courses from the following list: 141, 242, 340, 342, 349, 424, 441, 442, 445, 446, 448, or 448

Certificate Programs

A certificate signifying a concentration of three or more courses in a related field of study is noted on a student’s transcript. A limited number of students (within and outside the School) are admitted to each program and guaranteed a seat in the three required courses.

Certificate in Sports Communication

The program, which aims to lead the nation in educating young practitioners about important issues of sports in the United States and beyond, provides courses about sports and the media, offers internships and scholarships for students, and brings visiting lecturers to the School. Students interested in applying to the program should contact the director of the Sports
Communication Program. Students must complete three of the following four courses to receive the certificate: JOMC 376, 377, 429, 455, 476.

Certificate in Business Journalism

The certificate in business journalism is offered for students within and outside the School interested in a career in business reporting or editing as well as for students interested in careers in corporate communication and corporate advertising. Students interested in applying to the program should contact the director of the Business Journalism Program. Students must complete three courses to receive the certificate: JOMC 450, 451, and 452.

Certificate in Latina/o Journalism and Media

The certificate is an interdisciplinary program of the School of Journalism and Mass Communication, the Department of Romance Languages and Literatures, and the Department of English and Comparative Literature through its Latina/o studies minor and program. It is offered only to journalism and mass communication majors. Students must complete four courses (12 credit hours) to receive the certificate.

Students must complete 9-12 credit hours to receive the Certificate. However, ONE course (3-credit hours) counting toward the Certificate may also count toward other programs (e.g., a major in Journalism and Mass Communication, a major in Spanish, a minor in Spanish, or a minor in Latina/o Studies). Students may pursue the Certificate concurrently with other programs.

Required courses

1. Advanced Spanish proficiency. This requirement may be satisfied by successfully completing one of the following: (a) Proficiency examination, (b) SPAN 326 Spanish Grammar and Composition for Heritage Learners, (c) SPAN 335 United States Hispanic Community or (d) SPAN 375 The Spanish of the US.
2. SPAN 369, Introduction to Translation.
3. Introductory course to the study of Latina/os, which may be fulfilled by MUSI 147 Introduction to Latina/o American Music, LTAM 291 (formerly HIST 241) History of Latina/os in the United States, ENG 364 Introduction to Latina/o Studies, GEO 430 Social Geography: Global Migrations Local Impacts, or GEO 452 Mobile Geographies: Migration.
4. JOMC 443 Latina/o Media Studies

Honors in Journalism and Mass Communication

An honors program is available to students who have demonstrated their ability to perform distinguished work. Invitation to the senior-level honors courses (JOMC 691H and 692H) is
based upon an average of 3.5 or better in the major and overall, recommendation by a faculty member in the School, and approval by the director of the honors program. Students successfully completing the program are graduated with honors or with highest honors.

**Advising**

When a student enters the School of Journalism and Mass Communication, all advising is in Carroll Hall, Student Records and Registration (Rooms 158–160), Monday through Friday, 8:00 a.m. to 5:00 p.m., year-round. Students are strongly encouraged to meet regularly with an adviser.

**Special Opportunities in Journalism and Mass Communication**

**Student Involvement**

Students are urged to work on campus publications and other programs, including *The Daily Tar Heel*, *The Carolina Communicator*, “Carolina Week,” “Carolina Connection,” *Black Ink*, and *Blue & White*. In addition, the School operates the Reese News Lab, where students can also gain experience. Students are also encouraged to join appropriate professional organizations, including campus chapters of the Society of Professional Journalists, American Advertising Federation, Public Relations Student Society of America, Carolina Association of Black Journalists (affiliated with the National Association of Black Journalists), Electronic News Association of the Carolinas, Society for News Design, and National Press Photographers Association.

**Experiential Education**

The practicum course (JOMC 393) offers students an opportunity to do supervised professional work during a regular semester for one credit hour, with a maximum of three credit hours total. Students work on area media or in media-related positions for eight to 10 hours a week and write a report at the end of the semester.

**Internships**

The School strongly encourages students to obtain internships, primarily in the summer, because they provide invaluable professional experience. Reporting, advertising, photojournalism, graphic design, broadcast news, public relations, business, and other internships are possible. Students can enroll in JOMC 393 to receive internship credit. The School’s career services director oversees internship credit. Many media organizations in North Carolina and other states send executives to the School to interview students for internships. When JOMC 393 or other courses are an internship, the credit does not count toward graduation requirements for journalism–mass communication. Approval is required from the senior associate dean for other special studies courses.
Study Abroad

Students are encouraged to study abroad. Students should consult with the study-abroad adviser and the senior associate dean for undergraduate studies to determine any journalism–mass communication course credit prior to the study-abroad term.

Undergraduate Scholarships

Many special scholarships are available to journalism–mass communication majors and to students transferring into the School. For information, see the School’s website or write the senior associate dean for undergraduate studies of the School by December 1 for the following academic year.

Undergraduate Research

Undergraduates participate in research through a research pool that assists faculty in their research and creative activities, through independent studies with faculty members to work on specific projects, and through the School’s honors program, which engages the student in substantive research that culminates in a thesis in the senior year.

Graduate School

The School offers an M.A. degree in mass communication and a Ph.D. degree in mass communication. JOMC graduate courses may be used as minor or supplementary courses for the M.A. and Ph.D. in other fields. For further information on the graduate program, write to the associate dean for graduate studies of the School of Journalism and Mass Communication or see the School’s website.

Career Opportunities

The School operates a Career Services Office (located in Student Records and Registration Suite) and constantly seeks to fit the right graduating senior (or alumnus or alumna) with the right job. Students in the School are also encouraged to use the services of University Career Services.

Contact Information

Information is available from the Office of Student Records and Registration in Carroll Hall, from the Dean’s Office in 117 Carroll Hall, or from the senior associate dean for undergraduate studies. Current and prospective students will also find the School’s website helpful. A weekly newsletter is emailed to JOMC majors and premajors during the academic year. Contact the assistant dean for communication to be added to the listserv.
From the UNC-CH Graduate Catalog:

The School of Journalism and Mass Communication offers programs leading to the Master of Arts in mass communication, the Master of Arts in technology and communication, and the doctor of philosophy in mass communication.

Admission

Applications are available via the Web through gradschool.unc.edu. Completed forms are submitted to The Graduate School. Its admissions decisions are based largely on recommendations from the School of Journalism and Mass Communication. The minimum criteria for admission to a graduate program in journalism and mass communication are:

- A recognized undergraduate degree (or equivalent credential from a foreign university)
- A recognized master's degree or J.D., in addition, if applying for the Ph.D. program
- An undergraduate cumulative GPA of at least 3.0 (A = 4.0)
- The admissions committee has a preference for minimum scores on the Graduate Record Examination (GRE) of at least the 55th percentile on the verbal section, 50th percentile on the quantitative section, and 4.5 on the analytical writing section
- Three letters of recommendation
- A statement of career intent, indicating how the applicant intends to use graduate education in journalism and mass communication
- A current résumé
- A writing sample. For master's applicants, this could be an academic paper or magazine or newspaper article; for doctoral applicants, a chapter from their master's thesis or a copy of an academic paper. Master's applicants who are interested in the multimedia area of specialization are also required to submit a portfolio of their work.
- Ph.D. applicants must also include a separate statement that discusses their research interest, including a specific study they would like to conduct or research question they would like to address during their time as a doctoral student. Applicants are not committed to conducting this particular study if accepted into the program, but the School of Journalism wants to know their area of scholarly interest.

In addition, international applicants must submit Test of English as a Foreign Language (TOEFL) scores or International English Language Testing System (IELTS), as well as the financial certificate required by The Graduate School.
International applicants must complete the International Student Data Form and Financial Certification Instructions/Worksheet (available in admission application) and must show proof of financial ability to pay for two years for the master's program and three years for the Ph.D. program. Applications will not be reviewed without these documents.

Applicants should be aware that the number of applications far exceeds the number of spaces available, and that many qualified applicants must be denied admission because of limited space in the program.

New students are admitted in fall semester only. The application deadline is generally the second Tuesday in January for the following fall, but the definitive deadline is not determined until early summer, before the application system opens for the year.

**Financial Assistance**

Roy H. Park Fellowships are available to seven to eight new doctoral students and 8 to 9 incoming master's students each year. These fellowships provide generous stipends, payment of tuition and fees, and health insurance for the student. The stipend for doctoral students each year is $20,500, and master's students receive a $14,000 annual stipend. Doctoral student funding is for three years, and master's student funding lasts for two years. Continuation of funding beyond the first year is dependent on satisfactory progress in the program. In return for this funding, doctoral and master's students must work as graduate assistants. These are 15-hour work weeks, and assignments vary according to the needs of the faculty and interest and skill levels of the students. The Roy H. Park Fellowships are available only to United States citizens. There is no special application for these fellowships. All U.S. citizens qualified for admission to the program are considered for Roy H. Park Fellowships. Other financial assistance available for graduate students includes the Richard Cole Eminent Professor Graduate Fellowship, which provides the same level of funding with the same work requirement as the Roy H. Park Ph.D. Fellowships; the Peter DeWitt Pruden Jr. and Phyllis Harrill Stancill Pruden Fellowship (for an incoming master's student), which provides the same level of funding with the same work requirement as the Roy H. Park Fellowships; and the Graduate Dean's Research Assistantship (work requirement of 15 hours per week), awarded each year to an incoming master's student with an interest in print journalism or public relations. The school also offers the William F. Clingman Award ($4,000–$8,000) for the study of ethics to continuing students and the $1,000 Tom Wicker Scholarship to continuing master's students interested in reporting careers. In addition, limited funds for dissertation or thesis research are available through the Minnie S. and Eli A. Rubinstein Awards and The Margaret Blanchard Dissertation Support Fund. Continuing MATC students may also be considered for academic scholarships.

**The Master's Program**

The master's program has three major tracks. The professional track is designed to prepare students for professional careers in public relations, advertising, journalism, and other mass
communication fields. The mass communication track gives students the background needed for teaching or research. The Interdisciplinary Health Communication (IHC) track prepares students to effectively communicate with diverse audiences about health issues. In all tracks, students are taught to critically examine the role of media in society and are provided with a firm grounding in theory and analysis. By setting high standards for both scholarly and professional achievement, the school seeks to prepare graduates to be leaders and critical thinkers, no matter what career paths they might take.

The M.A. is designed to meet the needs of 1) holders of the bachelor’s degree in fields other than journalism-mass communication who wish to enter the field, 2) journalists who want more education in a specialized field, 3) experienced journalists or communicators who wish to prepare themselves for teaching, 4) individuals primarily interested in education for media research, and 5) journalism-mass communication graduates who wish to continue their education and career development.

In other words, this is not strictly a professional master’s program that aims to teach technical skills in writing, editing, photography, and graphic design. Nor is the focus solely academic and theoretical. Rather, the school seeks to achieve a balance.

Areas of Specialization

Early in the program, each master’s student, with his or her advisor, chooses an area of specialization and selects courses that lead to a coherent goal. The area of specialization is usually determined by a career interest and includes courses numbered 400 and above both inside and outside the school. Students in the professional track take at least one 800-level seminar, and those in the mass communication track take two 800-level seminars. Students complete a traditional thesis or thesis project during the final semester of their coursework.

Some examples of specializations in the professional track (please visit jomc.unc.edu/academics/graduate-studies for a complete listing of specializations):

- **Strategic Communication**: Students prepare for careers leading to management positions in corporations, nonprofit organizations, government or advertising/public relations agencies. Coursework includes skills and theory courses in advertising, marketing and public relations as well as outside areas of interest, including business, organizational and speech communication, and health communication.

- **Reporting**: Students prepare for careers in writing and editing for media. Students also learn the theory and analytical skills needed to eventually hold leadership positions in their chosen fields.
• Other fields for which professional specializations can be designed include business and media, visual communication/editing/multimedia, broadcast and electronic communication, and science and medical journalism.

Paths in the mass communication track can be just as diverse. Students learn the theory and research methods that they need to teach at a small college or to pursue a doctorate degree. Students can study mass communication law or history, media effects, new communication technologies, or international communication, among other subjects. Depending on the course of study they select, they may also be prepared for a variety of research positions in the public and private sectors. Students in this track do not take professional skills courses such as news writing and editing.

Students interested in mass communication law may want to consider the M.A./J.D. dual degree program. The program is intended for students with a variety of goals including those who plan to practice mass communication law, pursue academic careers in law and mass communication fields, pursue a Ph.D. degree in a related field or perhaps plan to practice professionally in a communication-related field such as journalism or strategic communication with a law-related emphasis. Information about the M.A./J.D. dual degree program can be obtained by visiting medialaw.unc.edu/for-students/dual-degree-program.

Requirements

Master's students must earn at least 36 credits for the professional track and the IHC track and 39 credits for the mass communication track (30 of which must be at the graduate level), which includes three credits for a thesis or nontraditional thesis option. Course requirements for the professional track are divided into five categories: required School of Journalism and Mass Communication courses (12 credits); School of Journalism and Mass Communication specialization (nine credits); advanced School of Journalism and Mass Communication courses (six credits); courses outside the School of Journalism and Mass Communication (six credits); and thesis (three credits). Course requirements for the mass communication track are divided into four categories: foundation courses (nine credits); required School of Journalism and Mass Communication courses (nine credits); Path (18 credits which are School of Journalism and Mass Communication courses and outside courses); and thesis (three credits). This includes a research methods course, generally JOMC 703 or 704, appropriate to the thesis or nontraditional thesis option. Two to four of the graduate-level courses should be taken from other University departments. Students may select from courses offered by other departments or schools at UNC–Chapel Hill, Duke University, and North Carolina State University.

All residential master's students must pass the school's usage and grammar test. This exam is a basic requirement for graduation for our undergraduate students and normally poses no major problems for graduate students. Information on the spelling and grammar test, including instructions on how to study for it, is included in the orientation packet sent to new students each summer.
Required Courses: All master's students must take Mass Communication Research Methods (JOMC 701) and Mass Communication Law (JOMC 740). Master's students in the mass communication sequence must also take Theories of Mass Communication (JOMC 705). In addition, all professional track master's students must take JOMC 753 Reporting and Writing News (except for strategic communication students who take JOMC 732, Public Relations Writing) and JOMC 782, Multimedia Storytelling (with the exception of students in the multimedia specialization).

If a student receives an L in any required course, he or she must pass a comprehensive examination given during the second semester. If the student fails the exam, he or she must retake the course the following fall. If the student again makes an L, he or she will not be allowed to continue in the program. In addition, if a student earns three Ls (9 credits) or an F in his or her courses, he or she will not be allowed to continue in the program.

Areas of Specialization courses: The master's program is designed to allow students, under the direction of their advisors, to design a course of study, or an area of specialization, that addresses their research and skills interests. Regardless of the area of specialization or path, each student must define a coherent theme connecting courses in the School of Journalism and Mass Communication and those outside the school. Those courses must be appropriate to the thesis or nontraditional thesis option. All students must pass the appropriate examinations, which include a comprehensive written examination covering the material in the student's path courses (given at the completion of course work), and an oral examination on the thesis or professional project, given by the student's thesis committee.

M.A. students have five calendar years from the date of first registration in the master's program to complete the master's program. Reapplication is required to continue pursuit of the degree if the five-year time limit expires. In extenuating circumstances, a student in good academic standing may petition for an extension for a definite, stated period of time (up to one year).

**Thesis, Articles, or Project**

In the mass communication track, students must do a traditional research thesis. In the professional track, students have the option of writing a thesis or presenting a professional-quality series of articles (JOMC 993) or project (JOMC 992). The series of articles or project requires the same effort and professionalism as the traditional thesis. In addition to the professional product itself, the nontraditional thesis option requires an extensive review of the literature and statement of methods.

Students enroll in Master's Thesis, JOMC 993, or Non-Traditional Thesis Option, JOMC 992, for three credits as they do the thesis, articles or project. A maximum of three thesis credits can be counted toward the credits required for the M.A.
Length of Program

Most students complete the master's program in two years, typically attending classes full-time during three consecutive semesters and completing the thesis, articles, or project in the fourth semester. Some students find it necessary to stay the summer after their second year to complete their theses, articles, or special projects. Although it is possible to complete the degree by taking courses part time, the school does not recommend it and generally admits no more than one part-time M.A. student per year.

Graduate Committee

To gain the most from the program, students should select a three-member advisory committee early. Led by a member of the school's graduate faculty who serves as the student's advisor, the committee acts as a resource as well as referee of the thesis, articles, or special project. One member of the committee should be a faculty member from outside the school with whom the student has taken a course.

Master of Arts in Technology and Communication

matc.jomc.unc.edu

Admission

The MATC application process is administered online by the UNC Graduate School at gradschool.unc.edu. This site allows you to complete and submit an application and supporting materials electronically. The link to the M.A. in technology and communication application is under degrees listed for "Journalism and Mass Communication." From the drop-down listing, select "Journalism and Mass Comm." Then select "Master of Arts Technology and Communication" to start an application.

The minimum criteria for admission to the M.A. in technology and communication are:

- A recognized undergraduate degree (or equivalent credential from a foreign university)
- An undergraduate cumulative GPA of at least 3.0 (A = 4.0)
- Graduate Record Examination (GRE) scores in the 50th percentile or higher. Preference is given to applicants with GRE verbal and quantitative scores in the 55th percentile or higher.
- At least three years of full-time media or other communication-related professional experience.
- Three letters of recommendation from academic and professional sources best qualified to evaluate the applicant's potential as a graduate student.
• A statement of reasons for pursuing the degree that describes your career goals and research interests.

• A current résumé

In addition, international applicants must submit Test of English as a Foreign Language (TOEFL) scores and the financial certificate as required by The Graduate School.

Applicants should be aware that the number of applications exceeds the number of spaces available and that qualified applicants may be rejected because of limited space in the program. New students are admitted only for the fall semester. The application deadline is in January for the following fall.

Overview of Program

Dramatic changes in the way news and information are created and delivered in today’s wired world have left many media and communication professionals searching for ways to update their skills and knowledge. The M.A. in Technology and Communication is an online master’s degree that focuses on interactive media, the Internet and digital economics, addressing issues that are reshaping media and communication in the 21st century. The MATC draws on the expertise of the school’s acclaimed faculty to position students for leadership roles in digital media and Web-based communication.

Classes are taught online, allowing working professionals to advance their educations while maintaining their work and family responsibilities. Students travel to Chapel Hill twice: for a two-day orientation before starting the program and for a weeklong summer residency after completing the first year.

Curriculum

The Master of Arts in Technology and Communication offers a rigorous and unique curriculum, enabling communication professionals to address challenges and opportunities posed by technology. The MATC provides students with the knowledge and skills to solve communication problems using the new media tools that are transforming business practices. The program prepares students to take on leadership positions in new media, journalism, advertising, public relations and internal communication.

MATC courses are designed to take full advantage of the inherent benefits of online instruction by seamlessly integrating access to the Web-based content covered in the curriculum. The instruction methods used in the MATC perfectly complement the digital media focus of the curriculum.

All courses use an asynchronous course management system, which means students do not have to be online at the same time. MATC students are able to continue their careers and
maintain their family commitments with the flexibility to complete course work around other activities.

The MATC admits annually one group of no more than 20 students. Each student group progresses through the program together over the course of two and a half years. Classes are small to simulate a seminar-like experience with an emphasis on interaction between faculty and students. Students take a set curriculum of nine courses and complete a final project and examination at the end of the second year. There are no electives.

**Requirements**

MATC students must earn 30 graduate-level credits, including three credits for a non-traditional thesis. There is a set curriculum, meaning there is a prescribed list of courses that are taken in order. The MATC has no electives.

**Required Courses:**

- JOMC 711: Writing for Digital Media
- JOMC 715: New Media and Society
- JOMC 716: Research Methods and Applications
- JOMC 717: Information Visualization
- JOMC 718: Media Law for the Digital Age
- JOMC 719: Leadership in Digital Media Economics
- JOMC 720: Strategic Communication
- CJOMC 721: Usability and Multimedia Design
- JOMC 890: Digital Data and Analytics
- JOMC 992: Non-Traditional Thesis

**Other Requirements**

- All students must pass the appropriate examinations, including a comprehensive written examination AND an oral examination on the final project, given by the student’s thesis committee. Students can take the comprehensive written examinations on campus or have them proctored elsewhere.

- All students must attend two on-campus sessions—a two-day orientation and a weeklong summer residency at UNC-Chapel Hill.
• All students must complete the degree within five years of admission to the program. Students who do not finish within five years may petition for an extension.

• If a student earns three Ls (9 credits) or an F in MATC courses, he or she will not be allowed to continue in the program.

Non-Traditional Thesis (Final Project)

Student work in the MATC culminates with enrollment in JOMC 992: Non-Traditional Thesis, a final project that includes:

• a written proposal for the final project.

• a written document that summarizes the final project.

• a formal presentation and oral examination in which the student presents the completed work to his or her committee.

The final project involves a study around an issue or challenge facing an organization or business with a digital media focus. It emphasizes both scholarly and practical application in line with the professional orientation of the MATC. The subject of the project may be the student's employer or may be selected based on the scope of the study.

Students complete the final project under the direction of a full-time School of Journalism and Mass Communication faculty member who serves as chairperson of the student's final project committee. Two additional faculty members and/or an industry professional join the chairperson on the committee.

Students enroll in Nontraditional Thesis Option, JOMC 992, following completion of their course work. A maximum of three thesis credits can be counted toward the 30 credits required for the M.A.T.C.

Length of Program

The MATC is designed to be completed in two and a half years on a part-time schedule. There is a set curriculum, meaning there is a prescribed list of courses that are taken in order. During the first year, students enroll in two courses in the fall, two courses in the spring, and one course in the summer. In the second year, students enroll in two courses in the fall and two courses in the spring. In the third year, students enroll in Non-Traditional Thesis in the fall.

On-Campus Sessions

MATC students must attend two on-campus sessions—a two-day orientation and a weeklong summer residency. These sessions provide essential supplementary training and opportunities
to build relationships among students and faculty. Students pay a one-time, non-refundable $500 fee with their first semester tuition to cover these sessions.

The sessions are held in Carroll Hall, the home of the UNC School of Journalism and Mass Communication, on the UNC–Chapel Hill campus. Completion of the residencies is a prerequisite for subsequent MATC course registration and is a required portion of the program.

Transportation, lodging and meal expenses to attend the on-campus sessions are the responsibility of the student and are in addition to tuition and fees.

**Graduate Committee**

To gain the most from the program, students should select a three-member advisory committee early. Led by a member of the school’s graduate faculty who serves as the student’s advisor, the committee acts as a resource as well as referee of the final project.

**Financial Assistance**

Federal financial aid is available for MATC students who are enrolled a minimum of 4.5 hours per semester and who show financial need. The aid is typically limited to federal loans. No grants, assistantships or fellowships are currently available through the UNC School of Journalism and Mass Communication. Continuing MATC students may also be considered for academic scholarships.

**Ph.D. Program**

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

The program is small and very selective; 10 to 12 students are admitted each year. Admissions decisions are based not only on the standard criteria described elsewhere in this catalog—GRE scores, grade averages, and letters of recommendation—but also on a determination of whether the applicant’s interests and goals fit with those of the program and faculty. For that reason, the statement of purpose and statement of research interests that must accompany an application are extremely important, and applicants are encouraged to be as specific as possible in outlining their research interests and career goals.
Requirements

Ph.D. students are required to develop 1) a broad understanding and knowledge of mass communication in modern society, 2) expertise in two areas of specialization in mass communication, and 3) competence in an appropriate research methodology. Students have considerable flexibility in designing their programs around a core of four courses, which should be taken during the first year of study. The four core courses are Mass Communication Research Methods (JOMC 701), Readings in Mass Communication History (JOMC 742), Theories of Mass Communication (JOMC 705), and Mass Communication Law (JOMC 740). If a student receives an L in any core course, he or she must pass a comprehensive examination given during the second semester. If the student fails the exam, he or she must retake the course the following fall. If the student again makes an L, he or she will not be allowed to continue in the program. In addition, if a student earns three Ls (9 credits) or an F in his or her courses, he or she will not be allowed to continue in the program.

Forty-eight graduate credits (400-level and above courses), in addition to at least six dissertation credits, are required for the Ph.D. Those 48 hours must be arrayed into three groups of courses: two substantive areas of specialization, a primary area consisting of at least 15 credits and a secondary area consisting of at least nine credits; and research methods consisting of at least four courses. Major and minor substantive areas should be selected from the list of approved substantive areas of study set by the program. The research methods that a student chooses to study must be appropriate to the student’s areas of specialization and dissertation topic.

Other requirements include:

- At least eight courses, totaling at least 24 credits, of 700-, 800-, and 900-level courses within the School of Journalism and Mass Communication
- At least four semesters in residence, with a minimum of two semesters in continuous study at UNC-Chapel Hill
- Satisfactory performance on written and oral comprehensive exams. Students must take both written and oral exams at the end of their Ph.D. course work
- Successful completion and oral defense of a dissertation

Length of Program

Students normally spend two years taking courses, then take comprehensive exams very early in their third fall semester. They then write their dissertation proposals. After the student’s doctoral committee approves the proposal, the dissertation must be completed and defended. The nature of the dissertation research will govern the length of time a student spends on the project, but many students find it takes about one year to complete a dissertation. In general, it
takes three years, and often more, to complete the Ph.D. The Graduate School requires students
to complete the degree within eight years of first registration in the doctoral program.
Reapplication is required to continue pursuit of the degree if the eight-year time limit expires.
In extenuating circumstances, a student in good academic standing may petition for an
extension for a definite, stated period of time (up to one year).

Doctoral Committee

Each Ph.D. student selects a five-member dissertation committee, which is approved by the
associate dean for graduate studies. This committee consists of three School of Journalism and
Mass Communication faculty members and two graduate faculty members from outside the
school. The student's advisor serves as chair of the committee. The committee should consist of
professors with whom the student has taken courses. The committee guides the student's
academic development, administers and evaluates the comprehensive exams, and approves the
dissertation proposal and dissertation.

Courses for Graduate and Advanced Undergraduate Students

JOMC

421 Television News Reporting and Producing (3). Prerequisites, JOMC 221 and 252. This
course covers writing, reporting, and producing television news stories and programs, with
emphasis on basic as well as innovative broadcast story forms.

422 Producing Television News (3). Prerequisite, JOMC 421. Permission of the instructor.
Students work under faculty guidance to produce "Carolina Week," a television news program,
and are responsible for all production tasks such as producing, reporting, anchoring, directing,
and others.

423 Television News and Production Management (3). Prerequisite, JOMC 422. Permission of
the instructor. Students participate in a collaborative-learning environment to hone skills
learned in earlier courses and help less-experienced students acclimate to the broadcast news
experience within the school. By invitation only.

424 Media Management and Policy (3). An introduction to media management, generally, and
the supervision and motivation of employees, specifically. The course also delves into policy and
legal issues impacting modern media operations. It explores the special skills associated with
management of media properties in the context of constant change.

425 Voice and Diction (3). Designed to help students develop presentation skills and use voices
effectively as professional broadcast journalists.

426 Producing Radio (3). Prerequisite, JOMC 252. Students work under faculty guidance to
produce "Carolina Connection," a weekly 30-minute radio news program, and are responsible
for all production tasks: producing, reporting, anchoring, and editing.
427 Studio Production for Television News (3). Prerequisite, JOMC 221. This course is a project-based, hands-on studio production course with special focus on technical skill development and directing in a news environment.

428 Broadcast History (3). A theoretical course designed to help students develop an understanding of and an appreciation for the role broadcast journalism has played in recent American history.

429 Sports Xtra (3). Prerequisite, JOMC 221. In this course students will produce a weekly sports highlights, analysis, and commentary program for distribution via cable television. Students fill all editorial, field production, and studio production positions.

431 Case Studies in Public Relations (3). Prerequisite, JOMC 137. Helps students think as public relations professionals who deal with the demanding, dynamic environment of corporate, government, and nonprofit public relations. Students examine real-world situations and strategies, discussing factors that affect how public relations is practiced in organizations, including identifying stakeholder groups, developing strategies, embracing diversity, and recognizing ethical issues.

433 Crisis Communication (3). Prerequisites, JOMC 137 and 153. Provides an assessment and understanding of crises, examining the role public relations professionals play in helping organizations use mass communication theories and best practices. Includes media training. Introduces students to areas of crisis research, allowing them to complete the Federal Emergency Management Agency's National Incident Management System certification.

434 Public Relations Campaigns (3). Prerequisites, JOMC 232, 279, and 431. In this capstone experience, students apply concepts and skills from earlier classes to develop a campaign plan for a client organization. Activities include conducting background and audience research; developing realistic objectives, strategies, tactics, and evaluation plans; producing a portfolio of supporting materials; and pitching the campaign to the client.

435 Public Information Strategies (3). Prerequisite, JOMC 137. This course provides a comprehensive assessment and understanding of the role of public relations professionals throughout government and the nonprofit sector as well. The course examines the unique requirements placed on communicators who are simultaneously responsible for representing their respective organizations while keeping the public informed.

440 Law of Cyberspace (3). Prerequisite, JOMC 340. Explains legal issues raised by Internet communication and guides students in thinking critically about how those issues can be resolved. Reviews how courts, other branches of government, the private sector, and legal scholars have responded to the Internet. Topics may include digital copyright, net neutrality, privacy, and Internet censorship abroad.
441 Diversity and Communication (3). An examination of racial stereotypes and minority portrayals in United States culture and communication. Emphasis is on the portrayal of Native Americans, African Americans, Hispanics, and Asian Americans in the mass media.

442 Gender, Class, Race, and Mass Media (WMST 442) (3). The media play a critical role in the construction and contestation of ideas about gender, class, and race. Using a range of methods, students will analyze media messages past and present to understand how gender, race, and class influence media production and consumption.

443 Latino Media Studies (3). An introductory course to the study of United States Latina/os and the media. It analyzes the media portrayal of Latina/os in United States mainstream media. The course also examines media that cater to Latina/os and explores the way in which Latina/o audiences use the multiple media offerings available to them.

445 Process and Effects of Mass Communication (3). Mass communication as a social process, incorporating literature from journalism, social psychology, sociology, political science, and history. To acquaint students with factors in message construction, dissemination, and reception by audiences.

446 Global Communication and Comparative Journalism (3). Covers theories explaining the workings of global and local communication systems, the transnational flow of news, and opportunities and challenges that social media and other new platforms pose to the production and distribution of news. It also familiarizes students with the media communication systems of key countries.

447 International Media Studies (3). The study of media system operations in a particular country, such as Mexico, including how news and information are disseminated and used by audiences. Taught in the spring semester and includes a trip to that country during spring break.

448 Freedom of Expression in the United States (3). An examination of the development of freedom of expression in the United States within the context of the nation's history.

449 Blogging, Smart Mobs, and We the Media (3). For advanced undergraduates through Ph.D. students. Practical and theoretical approaches to understanding, designing, building, and using virtual communities, including studies of network capital, social capital, and social production.


452 Business Reporting (3). Prerequisite, JOMC 153. Methods and tactics of covering businesses for mass communication. Why and how companies operate and how to write stories about corporate news from public records and other sources.

453 Advanced Reporting (3). Prerequisites, JOMC 153 and 253. Rigorous, in-depth instruction and critiques of students' news and feature assignments done with different reporting methodologies: interviewing, official records, direct and participant observation, and survey research (the Carolina Poll).

454 Advanced Feature Writing (3). Prerequisites, JOMC 153 and 256. Writing and reporting important topics in in-depth feature articles. Discussion and utilization of writing and reporting techniques in order to complete articles for publication or other dissemination. In-depth instruction and critiques of student work.

455 Sports Writing (3). Researching and writing sports stories, including game coverage, magazine features, and opinion columns. Students complete reporting and writing exercises inside and outside of the classroom.

456 Magazine Writing and Editing (3). Prerequisites, JOMC 153 and 256. Instruction and practice in planning, writing, and editing copy for magazines.

457 Advanced Editing (3). Prerequisite, JOMC 157. Concentration on the editing and display of complex news and features stories and other print media content with a significant emphasis on newspaper design and graphics.

458 Southern Politics: Critical Thinking and Writing (3). Interpretive-contextual journalism focused on the trends, issues, and politics that influence democracy in North Carolina, the American South, and the nation. Through readings and the practice of analytical journalism, the course explores government policy making, election campaigns, social and economic trends, ethics, and citizen-leader relationships.

459 Community Journalism (3). Prerequisite, JOMC 153. Comprehensive study of the community press, including policies, procedures, and issues surrounding the production of smaller newspapers within the context of the community in its social and civic setting.

463 News Lab: Creating Tomorrow's News Products (3). Students work under faculty guidance to develop and test an idea for a start-up news product. Students will create a prototype, test it on a target market, and compile a business feasibility report for the product. The course emphasizes collaboration among students with a variety of skills and experiences.
471 Advanced Advertising Copywriting (3). Prerequisite, JOMC 271. Permission of the instructor. Rigorous, in-depth instruction and critiques of student advertising writing.

472 Art Direction in Advertising (3). This course provide students with finished advertising for their portfolios through visual theory instruction, creative exercises, and strategy application.

473 Advertising Campaigns (3). Prerequisite, JOMC 271 or 272. Planning and executing advertising campaigns; types and methods of advertising research; the economic function of advertising in society.

474 The Branding of Me (3). What have you done to brand yourself? Students will use YouTube, Twitter, and Facebook in a calculated plan with other new-media marketing tools to land that first job.

475 Concepts of Marketing (3). Designed to provide the larger business context for students anticipating careers in advertising, public relations, and other media industries, the course teaches the vocabulary and basic concepts of marketing as it will be practiced.

476 Ethical Issues and Sports Communication (3). Permission of the instructor. Ethical dilemmas and decisions in the commercialization and coverage of sports, including the influence of television, pressure to change traditions and standards for monetary reasons, and negative influences on athletes.

477 New Media Technologies: Their Impact on the Future of Advertising, Marketing, and Public Relations (3). Prerequisite, JOMC 474. This course will introduce you to the nontraditional, future vision required to be successful in advertising, marketing, and public relations and the more personal, individualized technologies that will grab people's attention in the future.

478 Media Marketing (3). Prerequisite, JOMC 137. Principles and practices of retail advertising in all media, with emphasis on selling, writing, and layout of retail advertising for the print media.

480 Advanced Photojournalism (3). Prerequisite, JOMC 180; pre- or corequisite, JOMC 153. Permission of the school. Advanced course in photojournalism content gathering, history, ethics and storytelling. Students shoot advanced newspaper and magazine assignments and create short multimedia stories combining photography, audio, and video.

481 Documentary Photojournalism (3). Prerequisite, JOMC 480. Permission of the school. Students study the documentary tradition and produce stories within the social documentary genre of photojournalism. Students choose a relevant social issue and create a multimedia Web site featuring long-form documentary storytelling.
482 News Design (3). Prerequisite, JOMC 182; pre- or corequisite, JOMC 153. Detailed study of page layout and graphics techniques for all forms of news media.

483 Magazine Design (3). Prerequisite, JOMC 482. Permission of the school. Detailed study of page layout and graphics techniques in magazines.

484 Information Graphics (3). Prerequisite, JOMC 182. Permission of the instructor for students lacking the prerequisite. Study and application of graphic design and information-gathering techniques to creating charts, maps, and diagrams.

485 Publication Design (3). Prerequisite, JOMC 182; pre- or corequisite, JOMC 153; permission of the instructor. Detailed study and application of graphic design techniques in magazines, newspapers, advertising, and corporate communication.

486 Motion Graphics (3). Detailed study and application of motion-graphic techniques that utilize the combination of words, photos, graphics, video, sound, and voice-overs to convey stories for news and entertainment. Students learn Adobe After Effects software and the art of storytelling to enable them to conceptualize and execute digital animations.

490 Special Topics in Mass Communication (1–3). Small classes on various aspects of journalism–mass communication with subjects and instructors varying each semester. Descriptions for each section available on the school's Web site under Course Details.

491 Special Skills in Mass Communication (1–3). Courses on various skills in journalism–mass communication with subjects and instructors varying each semester. This course satisfies a skills- or craft-course requirement. Descriptions for each section available on the school's Web site under Course Details.

551 Digital Media Economics and Behavior (3). The course will focus on the changing economics affecting 21st-century news organizations and the economic drivers of other content providers such as music companies, the film industry, online aggregators, and commerce sites for lessons that can be applied across industry segments.

552 Leadership in a Time of Change (3). Prerequisite, JOMC 452, 475, or 551. During a time of fast-paced technological innovation, this course examines the critical strategic choices facing media executives. Students will observe and research a media company that is making the transition, as well as produce a case study on that effort.

560 Medical and Science Journalism (HBEH 660, HPM 550) (3). Prepares students to work as medical and science journalists. The course emphasizes writing skills in all delivery formats and interpreting medical, health, and science information for consumers.
561 Medical and Science Video Storytelling (HBEH 561, HPM 551) (3). Students work in teams to produce, shoot, script and report medical, environmental, and science stories for broadcast on "Carolina Week," the award-winning, student-produced television newscast.

562 Science Documentary Television (HBEH 562, HPM 552) (3). Students work in teams to conceive, produce, and script mini-documentaries on science and environmental topics for broadcast on North Carolina Public Television.

564 Medical and Science Reporting (3). Prerequisite, JOMC 153. Required preparation, a second reporting or writing course. Focuses on developing strategies to research and write about medical issues, specifically selecting topics, finding and evaluating sources, and information gathering. Students produce a range of stories, from short consumer pieces to in-depth articles.

565 Environmental Storytelling (ENEC 565) (3). An interdisciplinary course for students interested in environmental issues or journalism to produce stories about environmental issues that matter to North Carolinians. Students learn to identify credible sources, manage substantial amounts of information, and find story focus as they report on technical and often controversial subjects in a variety of media.

581 Multimedia Design (3). Prerequisite, JOMC 187. Permission of the instructor for students lacking the prerequisite. Theory and practice of multimedia design with an emphasis on usability, design theory, and evaluative methodologies, including focus groups, survey research, eye-track testing, and search engine optimization.

582 Multimedia Narratives (3). Prerequisites, JOMC 180 or 187, and 221. Permission of the school. Students learn how to gather audio and video content, editing and storytelling techniques, and how to publish these media onto a variety of multimedia platforms.

583 Multimedia Programming and Production (3). Prerequisite, JOMC 187. Permission of the school. Advanced course in multimedia programming languages that includes designing and building dynamic projects.

584 Documentary Multimedia Storytelling (3). Permission of the instructor. Students work on a semester-long documentary multimedia project that includes photo and video journalists, audio recordists, designers, infographics artists, and programmers. Open by application to students who have completed an advanced course in visual or electronic communication.

586 Intermediate Interactive Media (3). Prerequisite JOMC 187. Web programming, graphic design, and storytelling for the Web. Students will use HTML5 CSS3, JavaScript, and other Web publishing languages while learning how to design, storyboard, and script an interactive storytelling project. Students will collect and incorporate photos, text, video, graphics, and database information into interactive multimedia presentations.
585 3D Design Studio (3). Prerequisites, JOMC 187 and 182. Permission of the instructor. The use of three-dimensional design and animation to create visual explanations.

587 Multimedia Storytelling: Carolina Photojournalism Workshop (3). The Carolina Photojournalism Workshop has a dual mission: to provide an immersive, real-world learning experience for students, and to create and publish exceptional multimedia content on the culture of North Carolina that can be a resource for people in our state and the world.

602 Mass Communication Education in the Secondary School (3). Graduate standing. Readings, discussion, and projects fostering excellence in teaching journalism–mass communication in the high school, from philosophy and practice to professional skills.

603 Mass Communication Law in the Secondary School (3). Graduate standing. Application of First Amendment speech and press freedoms to secondary school media, including libel, privacy, access to information, journalistic privilege, prior restraint, advertising and broadcast regulations, and ethical practices.

604 Mass Communication Writing and Editing in the Secondary School (3). Graduate standing. High school journalism teachers and advisors learn to teach the skills journalists need to communicate. Emphasis on writing and thinking skills necessary to convert information into clear messages.

605 Design and Production of Secondary School Publications (3). Graduate standing. High school journalism teachers and advisors learn to teach the skills journalists need to produce publications. Designed for persons with no background in design. Degree-seeking students may not use both JOMC 182 and 605 to complete degree requirements.

671 Social Marketing Campaigns (3). Social marketing is the application of marketing concepts and practices to bring about behavior change for a social good. This course is designed as a service-learning course and fulfills the experiential education requirement.

690 Special Topics in Advertising (1–3). Courses on special topics in advertising with subjects and instructors varying each semester.

691H Introductory Honors Course (3). Permission of the instructor. Required of all students reading for honors in journalism.

692H Honors Essay (3). Permission of the instructor. Required of all students reading for honors in journalism.
Courses for Graduate Students

JOMC

701 Mass Communication Research Methods (3). Covers a broad range of research methods used in industry and academic research. Course content includes: the process and organization of writing research; applying a variety of quantitative and qualitative research methods; evaluating research design; and ethical issues inherent in research. Required course for all graduate students.

702 Mass Communication Pedagogy (3). Investigation of college teaching and academic life, including course planning, syllabus preparation, interpersonal skills, presentational modes, evaluation and ways of balancing teaching with other expectations.

704 Statistics for Mass Communication Research (3). Prerequisite, JOMC 701. Statistics with emphasis on application to studies in mass communication. Prior knowledge of statistics and familiarity with computer software are NOT assumed.

705 Theories of Mass Communication (3). Students prepare analytical papers on theories of mass communication based upon extensive review of behavioral science literature. Required of Ph.D. students and master's students in the mass communication sequence.

711 Writing for Digital Media (3). Communication in digital/online environments—learning/understanding the audience(s); how different media work (their unique limits/possibilities); developing appropriate content for different formats/environments. Students analyze technical/rhetorical elements of online content (i.e., interactivity, hyperlinking, spatial orientation, nonlinear storytelling). Limited to students admitted to Certificate in Technology/Communication program and JOMC graduate students.

712 Visual Communication and Multimedia (3). This course provides an understanding of current visual communication and multimedia storytelling theories and practices. Students will read scholarly and professional publications and critique media work across disciplines. A final project includes the creation of an original article or multimedia presentation that adds to the knowledge base in this area.

714 Database and Web Research (3). Online research often means going to Google and entering search terms. What strategies might improve the effectiveness of your research? What about authority and timeliness of information? This course answers those questions and others. Enrollment limited to students admitted to Certificate in Technology/Communication program and JOMC graduate students.

715 New Media and Society (3). This course examines digital environments from diverse conceptual perspectives (e.g., journalism, mass communication, psychology, information...
science and technology, sociology, business) and outlines theoretical implications and practical applications of new media.

716 Research Methods and Applications (3). This course is designed to help communication professionals make better and more informed research decisions given compelling research challenges and resource constraints.

717 Visual Communication and Information Architecture (3). This course explores the overlap between several related disciplines: information visualization and architecture, cognitive science, graphic design and journalism. Content covered includes cognitive psychology, information design, visualization, and ethics.

718 Media Law for the Digital Age (3). This course identifies and explains complex legal issues raised by Internet technology and guides students in thinking critically about how those issues can best be resolved.

719 Leadership in Digital Media Economics (3). This course examines the broad economic issues facing the media industry, including the changing dynamics of consumer behavior, pricing, loyalty, market segmentation, creative destruction, economic cycles, and global competition.

720 Strategic Communication (3). Underpinned by appropriate theory, this course examines strategic communication in today’s cluttered information environment. While developing strategic communication programs, students will analyze case studies and research comprehensive digital-influence strategies.

721 Usability and Multimedia Design (3). Introduces students to five basic areas of multimedia design and develops expertise in each. By examining the latest eye-tracking research and usability testing, students will assess the practical application of many concepts. Through critiques and original storyboards, students will work to expertly integrate all this knowledge into well-designed packages.

730 Public Relations Foundations (3). Introduction to the growing field of public relations practice: its history, legal and ethical issues, types and areas of practice and construction of public relations campaigns. Must be used as a basic competency class by master’s students. This course cannot be counted toward a program of study for doctoral students.

732 Public Relations and Strategic Writing (3). Prerequisite, JOMC 730. Graduate-level public relations writing course that provides hands-on practice in developing multi-platform communication tools used by public relations practitioners. News writing module completed as part of this course.

740 Media Law (3). Survey media law areas: First Amendment, libel, privacy, intellectual property, corporate and commercial speech, media and judiciary, confidential sources, freedom
of information, electronic and new media regulation, international issues. Semester topics may vary with class interests. Conduct legal research, identify/analyze secondary and primary legal resources, produce original graduate-level legal research.

**742 Readings in Mass Communication History (3).** Directed readings in mass communication history. Required course for Ph.D. students.

**743 Media Management (3).** A study of planning policy functions related to media management concerns.

**752 Leadership in a Time of Change (3).** Required preparation, students should have taken a core business course or have equivalent professional experience before enrolling. Examines critical strategic choices facing media executives and offers students the opportunity to observe and research a media company making the transition and produce a case study on that effort.

**753 Reporting and Writing News (3).** Provides study and practice of the primary activities of a print journalist: gathering the news and writing about it for publication. Must be used as a basic competency class by master's students. This course cannot be counted toward a program of study for doctoral students.

**754 Specialized Reporting (3).** Prerequisite, JOMC 753. Permission of the instructor for students lacking the prerequisite. Reporting of complicated topics, using in-depth backgrounding, investigative reporting techniques, story conferences, and documents and other research data. Required of news-editorial master's students who plan to complete the articles option.

**782 Multimedia Storytelling (3).** Theories and practices of multimedia content creation. Students gain critical understanding of various multimedia presentation methods. Hands-on experience with audio/video collection/editing.

**795 E-Health (3).** An overview of the positive and negative impacts of the Internet on public health. Covers research, evaluation sites, ethics, and use of theory that addresses key public health problems.

**801 Seminar in Mass Communication Research Methods (3).** Prerequisite, JOMC 701. Permission of the instructor for students lacking the prerequisite. Advanced work in quantitative data analysis and research preparation.

**810 Seminar in the Psychology of Human-Computer Interaction (3).** Examines effects of computers, the Internet, and World Wide Web from a psychological perspective. Adopts an empirical approach to understand ways in which people respond to computers and new technologies.

**825 Seminar in Interdisciplinary Health Communication (HBHE 825) (3).** See HBHE 825 for description.
826 Interdisciplinary Health Communication Colloquium (HBHE 826) (1.5). Open to Interdisciplinary Health Communication graduate certificate and master's track students only. This course is structured for interactive student/faculty discussion on health communication research and practice. Seminar and online blog format.

830 Seminar in Public Relations (3). Readings, discussions, and research that explores theoretical foundations of public relations and strategic communication and how they are applied academically and professionally.

840 Seminar in Media Law (3). Prerequisite, JOMC 740. Permission of the instructor for students lacking the prerequisite. Explore free expression theory, research media law perspective and methods. First Amendment theories and interpretations, exposition to, and critical evaluation of, legal research in communication. Identify legal research question, produce paper, and present findings in a scholarly convention presentation and/or publication.

841 Seminar in Mass Communication and Society Perspectives (3). Readings, discussion, and papers on the roles and responsibilities of mass communication in society.

842 Seminar in Mass Communication History (3). Readings, discussion, and projects in mass communication history.

846 Seminar in International Communication (POLI 846) (3). Prerequisite, JOMC 446. Permission of the instructor for students lacking the prerequisite. Reading and research in selected topics. Focus in recent years has included global news flow, communication and social change, communication in the collapse of communism, Western dominance in international communication, global culture and the influence of technology.

847 Communication for Social Justice (3). Examines the role of media and communication projects in advancing social justice goals. Surveys canonical literature and introduces students to the most recent approaches. Traditionally, the field has considered Global South projects and grassroots communication; this course pays attention to projects and programs for underserved populations of the Global North.

850 Seminar in Qualitative Methods (3). Prerequisite, JOMC 701. Survey of naturalistic methods applied to mass communication research, including ethnography, in-depth interviews, life histories, and text-based analysis.

860 Seminar in Content Analysis (3). Students will use appropriate research designs to collect content data for coding and analysis, conceptual and operational definitions of variables for coding, reliability testing of coding protocol and procedures, and appropriate statistical analysis of collected data. Additionally, students will select a topic, produce a content analysis study, and submit the study to a peer-reviewed convention or journal.
870 Seminar in Social and Economic Problems in Advertising (3). Readings, discussion, and papers on advertising as a social and economic force in contemporary society.

879 Seminar in Advertising Research (3). Readings and discussion examining theories underlying advertising and the testing of those theories through research projects.

890 Seminar in Special Topics in Mass Communication (3). Seminar on various aspects of mass communication, with content and instructors varying each semester.

900 Reading and Research (3). Permission of the instructor. Advanced reading or research in a selected field.

992 Master's (Non-Thesis) (3).

993 Master's Research and Thesis (3).

994 Doctoral Research and Dissertation (3).
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.
Introduction

UNC-Chapel Hill is the nation’s first public university; it opened its doors in 1793. The commitment to higher education runs deep in North Carolina. By state law, 82 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 Undergraduate 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 Graduate 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 Guillory 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.
Updated 10/01/2014
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.

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.
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.

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

Inside the School, the dean reviews all direct reports with a university evaluation system. Dean King’s practice is to write an annual review of the person that focuses on successes and areas for improvement. The summer review is a time to establish priorities for the following year.

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 insure 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 multi-faceted 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:
Daren Brabham, Assistant Professor
Napoleon Byars, Associate Professor
Jennifer Gallina, Director of Research Development and Foundation Relations
Ferrel Guillory, Professor of the Practice of Journalism
Cathy Packer, W. Horace Carter Distinguished Professor
Daniel Riffe, Richard Cole Eminent Professor
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 lunchtime 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-intense 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.
The School added a number of technology-related courses since its last accreditation visit to address the rapid changes in the industry and is evaluating other changes to its curriculum.

The School implemented a training schedule for faculty and staff members to keep up to date with the latest technology.

In 2011, the School launched an online graduate program called the Master of Arts in Technology and Communication (MATC) and graduated its first class in May 2014.
Introduction

Undergraduate and professional master’s students in the School learn the philosophy and skills to be nimble, adaptable and marketable in a dynamic, digital media environment. They are helping to create an entirely new world of media where the future is wide open and opportunities in digital and mobile communication abound.

As to philosophy, all students in all programs are educated in fairness and ethical responsibility along with the crucially important function of informing the public as fully, fairly and accurately as possible. As to skills, students cannot have only one arrow in their quivers; they must have several. The School faculty recognizes that it is not enough for a student to have only one skill, for example, reporting or editing or TV anchoring or photojournalism. Instead, she or he must be able to function effectively in at least a second area and probably in a third or more.

The undergraduate curriculum has two broad plans. One is journalism. The other is advertising and public relations. Currently, students in all but one program receive a Bachelor of Arts in Journalism and Mass Communication. The degree in the other program is explained below.

The School has the following specializations:

Broadcast and electronic journalism. This specialization prepares students for careers in television and radio broadcast news, law, politics, business and other fields that require expressing oneself succinctly yet effectively across various media platforms. Students learn effective skills they need to succeed as audio and video storytellers: gathering and editing audio and video, broadcast writing style, and voice and diction reporting techniques.

Business journalism. Students receive a specialized degree in this program because it involves two professional schools at the university: our own School and the Kenan-Flagler Business School. The degree is the Bachelor of Arts in Business Journalism. Students learn to explain business and economics in ways that an average media consumer can understand. Business journalism majors must complete 21 hours in the School and 13.5 hours in the business school. Students must attain a grade of at least C in all courses in both schools.

While the business classes are not taught from the perspective of communications professionals, the School believes that communications professionals need many business skills to thrive in today’s media environment. In addition, the director of the business journalism program meets annually with the director of the Kenan-Flagler BSBA program to review the curriculum. In the past two years, a review of that curriculum has resulted in adding BUSI 101, “Managerial Accounting,” to the curriculum.

Editing and graphic design. Students in this specialization develop skills in story editing, headline writing, caption writing, page design and alternative story forms. Editing and graphic design courses reflect the need for journalists to be proficient in both print and online forms, including social media. Students may take advantage of advanced instruction in information graphics, 3D design and motion graphics.

Multimedia. Students learn to create informative and engaging interactive experiences through new technologies. Projects and applications integrate all media forms, text, audio, video, graphics and data. Students and faculty members embrace the power of code-based problem-solving to improve storytelling and to create visual packages that allow users to interact and personalize information.

Photojournalism. This specialization produces students who are well-versed in multi-platform documentary storytelling, including photojournalism and video storytelling. Students create an array of portfolio work throughout the program, ranging from photographic stories and essays to in-depth short-form documentaries. Students also have the opportunity to participate in award-winning interactive projects and internships.

Reporting. This specialization prepares students to think critically and write clearly for both print and digital media. Students learn to gather, verify and present information in courses that include reporting, news editing, business journalism, community journalism, and feature, opinion and magazine writing. The core class creates a hands-on learning experience with students covering beats under the guidance of instructors functioning as editors.
Students develop contacts, sources and stories while developing a rapport with their editor in the newsroom.

The advertising and public relations area of the School has the following specializations:

Advertising. Students in the advertising specialization, which has the second-largest enrollment in the School, learn the principles behind advertising campaigns and the theories behind marketing and branding products. Classes help students understand industry trends – specifically in digital marketing and social media – and new approaches in areas such as online analytics, search marketing and branded integration.

Public relations. This specialization, which has the largest enrollment in the School by far, equips students with the foundations and practices in public relations that are necessary to build strong relationships and communicate effectively. Students examine case studies and then develop ethical messages and campaigns using various platforms for real-world clients.

Strategic communication. This specialization provides students with effective foundations in ethical advertising and public relations practices. Students critically examine ways in which businesses and advocacy and government organizations build messages and campaigns on various platforms designed to persuade and inform.

In addition, the School offers three undergraduate certificate programs: sports communication, Latino media studies and business journalism. These are available to students in any of the above specializations. These programs allow students to take their mass communication skills and apply them to a specific area of interest.

The following graphic displays the School’s curriculum. It was produced in the academic year 2011-12 and is effective through 2014-15. It shows the curriculum’s two broad plans: journalism and advertising and public relations. It also lists the core courses for the School and each of the concentrations. The opportunities for immersive learning are also pictured. This curriculum structure is under review and will undergo a number of changes, as explained in item 4 of this Standard.
UNC-CH School of Journalism and Mass Communication Undergraduate Curriculum

JOMC Curriculum Core
- JOMC 141: Professional Problems and Ethics
- JOMC 153: Writing for Electronic Media
- JOMC 340: Introduction to Mass Communication Law

Immersions
- Choose two courses from one immersion. Special Topics in Mass Comm. may be chosen when topic is appropriate.

The Audience:
- Blogging, Smart Mobs, & Web Media Concepts of Marketing

Mass Communication Theory:

History, Law and Regulation:
- Mass Media and U.S. History
- Black Press and U.S. History
- Electronic Media Management and Policy
- Broadcast History
- Business and the Media
- Southern Politics

Political Communication:
- Talk Politics: Intro to Political Comm., International Comm. and Comparative Jour.
- International Media Studies
- Southern Politics
- Concepts of Marketing

Diversity:
- Black Press and U.S. History
- Gender and Mass Comm.
- Latino Media Studies
- International Comm. and Comparative Jour.
- International Media Studies

Sports Communication:
- Sports and the Media
- Sports Marketing and Ad.
- Sports Communication
- Sports Writing
- Ethical Issues and Sports Comm.

Digital Media:
- Intro to Internet Issues and Concepts
- Blogging, Smart Mobs, & We the Media
- Digital Media Econ. and Behavior
- Leadership is a Time of Change

Business and Entrepreneurship:
- Electronic Media Management and Policy
- Business and the Media
- Concepts of Marketing
- Digital Media Econ. and Behavior
- Leadership is a Time of Change

Strategic Communication:
- Choose four courses from:
  - Public Relations Writing
  - Ad. Copy Comm.
  - Ad. Media
  - Case Studies in PR
  - Special Skills in Mass Comm.

Advertising and PR:
- JOMC 137: Principles of Ad. and PR
- JOMC 279: Ad. and PR Research

Advertising:
- Choose four courses from:
  - Ad. Copy Comm.
  - Ad. Media
  - Art Direction in Ad.
  - Ad. Campaigns
  - Special Skills in Mass Comm.

Public Relations:
- PR Writing
- Case Studies in PR
- PR Campaigns
- Plus one more course of choice

Business Journalism:
- Business Reporting
- Econ. Reporting
- Business and the Media
- Plus one more course of choice

Editing and Graphic Design:
- Intro. Graphic Design
- Plus three more courses of choice

Broadcast and Electronic Communication:
- Writing for Electronic Media
- Electronic Jour.
- Producing TV News or Producing Radio
- Plus one more course of choice

Multimedia:
- Intro Multimedia
- Intermediate Multimedia
- Multimedia Design
- Interactive Multimedia

Reporting:
- News Editing
- Plus three more courses of choice

Photojournalism:
- Beginning Photo
- Advanced Photo
- Documentary Photo
- Interactive Multimedia

Created AY 2011-12
1. Discuss any testing of language competence required of students entering or graduating from the program.

Students must achieve a score of 70 on the School’s grammar and word-usage exam to graduate. The exam was changed in 2012 from “grammar and spelling” to “grammar and word usage.” The change was approved by the faculty in a near-unanimous vote (only one dissenter.) The faculty felt that word usage was a better barometer than spelling of what students needed to know upon graduation.

Approximately 50 percent of the students who take the exam pass it the first time. Another 25 percent pass it the second time. Students who do not pass the exam the first two times are advised to take JOMC 100, “Grammar Review for JOMC Students,” a 1-credit remedial course given by the School twice a semester.

2. Describe the unit’s curricular efforts, whether onsite or online, to develop in its majors ACEJMC’s 12 professional values and competencies. This discussion should include efforts to respond to professional expectations of current digital, technological and multimedia competencies.

All JOMC majors are required to take a three-course core as part of their program of study. The three courses – JOMC 141, “Professional Problems and Ethics,” JOMC 153, “Writing and Reporting,” and JOMC 340, “Introduction to Mass Communication Law” – provide a solid basis for several of ACEJMC’s 12 core values and competencies.

JOMC 141 (ethics) is an intensive study of professional and ethical issues and problems facing news and strategic communication organizations and their employees.

JOMC 153 (basic news writing) discusses ethics, diversity, law, responsibility and fairness as students learn to write and report stories.

JOMC 340 (law) provides an in-depth examination of libel, privacy, access to information, free press-fair trial, and broadcasting and advertising regulation.

The curriculum map on the following page shows how all the core courses, including those for journalism and advertising and public relations specializations, residential Master’s and online MATC programs, incorporate the 12 ACEJMC competencies.
How do the Core Courses of the School of Journalism and Mass Communication Incorporate ACEJMC Core Competencies?

Every course in the School touches on every ACEJMC competency in some way. Although some competencies may not be a primary objective of the course, our instructors ensure that students are exposed to content, ideas, theories and case studies that inform understanding of all competencies.

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<tr>
<th>Competency</th>
<th>Principles of Freedom of Expression</th>
<th>History and Role of Media in Society</th>
<th>Diverse Society and Audiences</th>
<th>Global Cultural Perspectives</th>
<th>Academically-Informed Communication Practices</th>
<th>Ethical Principles for Communication</th>
<th>Critical, Creative, and Independent Thinking</th>
<th>Research Methods and Analysis</th>
<th>Clear and Precise Writing</th>
<th>Accuracy, Fairness, and Clarity</th>
<th>Data, Numbers and Statistics</th>
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<td>JOMC 133, “Principles of Advertising and Public Relations”</td>
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| Residential Master’s Core Courses | | | | | | | | | | | | |
| JOMC 141, “Professional Problems and Ethics” | | | | | | | | | | | | |
| JOMC 731, “Mass Communication Research Methods” | | | | | | | | | | | | |
| JOMC 732, “Public Relations and Strategic Writing” | | | | | | | | | | | | |
| JOMC 734, “Reporting and News Writing” | | | | | | | | | | | | |
| JOMC 735, “Multimedia Storytelling” | | | | | | | | | | | | |

| Graduate | | | | | | | | | | | | |
| JOMC 731, “Writing and Digital Media” | | | | | | | | | | | | |
| JOMC 736, “Research Methods and Application” | | | | | | | | | | | | |
| JOMC 737, “New Media and Society” | | | | | | | | | | | | |
| JOMC 738, “Database and Web Research” | | | | | | | | | | | | |
| JOMC 739, “Information Visualization” | | | | | | | | | | | | |
| JOMC 732, “Audio and Multimedia Design” | | | | | | | | | | | | |
| JOMC 733, “Strategic Communication” | | | | | | | | | | | | |
| JOMC 734, “Media Law for the Digital Age” | | | | | | | | | | | | |
| JOMC 735, “Research in Digital Media Economics” | | | | | | | | | | | | |
| JOMC 736, “Non-Traditional Thesis” | | | | | | | | | | | | |

Competency is a primary objective of the course. Competency is explored in some way in the course.
In addition, this is how other courses relate to ACEJMC’s values and competencies:

JOMC 424, “Electronic Media Management and Policy,” an elective course, covers legal issues one might encounter while working in electronic media, among other topics.

Additionally, the introductory course in advertising and public relations (JOMC 137) provides units on legal and ethical issues that have impacts on professional practice.

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

JOMC 242, “The Mass Media and United States History,” provides an examination of the development of mass media in the context of history.


JOMC 137, “Principles of Advertising and Public Relations,” covers the history of the development of the advertising and public relations professions in the United States.

JOMC 428, “Broadcast History,” helps students develop an understanding of, and appreciation for, the role broadcast journalism has played in recent American history.

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

JOMC 441, “Diversity and Communication,” examines racial stereotypes and minority portrayals in American culture and communication.

JOMC 442, “Gender, Class, Race and Mass Media,” focuses on gender as it relates to media producers, subjects and audiences with a focus on current practices and possibilities for change.

JOMC 443, “Latino Media Studies,” analyzes media portrayal of U.S. Latina/os in mainstream media in the United States. The course also examines media that cater to Latina/os and explores the way in which Latina/o audiences use the multiple media offerings available to them.


The School offers two courses specific to international communication:

JOMC 446, “International Communication and Comparative Journalism,” examines the development of international communication, the flows of news and international propaganda, and the role of communication in international relations. The course also provides an overview of communication in developing nations as well as a comparison of press systems.

JOMC 447, “International Media Studies,” examines media system operations in a particular country, such as Mexico, including how news and information are disseminated and used by audiences. The course includes a trip to that country during spring break.

Many of the other courses in the School include significant attention to issues of race, ethnicity and gender. The introductory courses in advertising and public relations both include significant discussions of marketing to diverse publics and audiences. And in virtually all the public relations courses, discussions of gender are included. The public relations profession is increasingly female. Studies show that about 60 percent of those working in public relations are women. Similarly, both advertising and public relations courses discuss the small percentage of diverse individuals who work in both fields.

The introductory newswriting course (JOMC 153) includes a unit on writing about members of diverse groups. Other courses that include units or significant discussions about diversity and gender include:

JOMC 240, “Current Issues in Mass Communication,” includes units on representation of women and minorities in the news, entertainment and advertising, and the numbers of women and diverse individuals in the workforce. Students read and write about diversity in one or more of three papers during the semester.

JOMC 445, “Process and Effects of Mass Communication,” examines mass communication as a social process. Students may carry out projects on how minorities and women are represented in the media.

Several news courses include units on covering diverse populations as well as including diverse individuals as media sources. Also included are discussions of representation of diverse groups and women in the workforce:

JOMC 153, “Writing and Reporting,” and JOMC 232,
“Public Relations Writing,” teach students how to write about individuals and groups in a way that is sensitive to issues of racism, ageism and sexism. The textbook used in all sections of the course has a chapter devoted to coverage of, and sensitivity toward, diverse groups and individuals.

JOMC 157, “News Editing,” discusses the importance of detecting and eliminating sexism, racism and ageism in news stories, including headlines and cutlines.

Many visual communication courses include units on the visual-graphic portrayal of diverse individuals or groups. Courses include JOMC 180, “Beginning Photojournalism,” JOMC 181, “Intermediate Photojournalism,” and JOMC 182, “Introduction to Graphic Design.” Student multimedia projects may include coverage of diverse groups and individuals who are part of a larger story. Students learn how to treat all groups and individuals with dignity and respect.

Several courses provide students with the opportunity to conduct research and evaluate information using methods appropriate to their chosen profession. In JOMC 279, “Advertising and Public Relations Research,” students learn to apply quantitative and qualitative research methods used in strategic planning and evaluation of advertising and public relations campaigns. Students who take JOMC 434, “Public Relations Campaigns,” and JOMC 473, “Advertising Campaigns,” use a variety of research methods to gather research data and information they will apply to the campaigns they develop in their classes.

Students who take JOMC 453, “Advanced Reporting,” use a variety of reporting methodologies to complete news and feature assignments, including interviewing, searching official records, learning about direct and participant observation, and learning about survey research.

Students in all areas of study in the School are required to take courses where correct style, grammar and clarity of writing are emphasized. Additionally, students in all writing classes use the AP Stylebook. Coursework is graded with points taken off for grammatical and spelling errors and lack of clarity in writing. Specific courses include JOMC 121, “Writing for the Electronic Media,” JOMC 153, “Writing and Reporting,” JOMC 157, “News Editing,” JOMC 232, “Public Relations Writing,” JOMC 253, “Introduction to Public Affairs Reporting,” and JOMC 256, “Feature Writing.”

Virtually all the advanced courses in every sequence offered in the School emphasize the importance of thinking critically, creatively and independently.

In terms of digital, technological and multimedia competencies, the School has made a number of changes to its curriculum since the last accreditation visit. These changes now require all news-editorial, visual communication and broadcast students to take JOMC 221 “Audio-Video Information Gathering.” This is important because students must have strength not just in one area but in several. Other curricular changes since the last accreditation visit include increased offerings for advertising and public relations students. A number of new technology courses are given, including JOMC 333, “Video Communication for Public Relations and Marketing,” and JOMC 334, “Presentation Design for Strategic Communication.” Another course offered for all students in the School is JOMC 477, “New Media Technologies.” These courses teach the latest in technology used in all forms of media.

In addition, the advertising curriculum has added a course called “Digital Marketing and Advertising.” A permanent course number has not yet been assigned to it, but the School hopes to add it to the permanent curriculum in 2015-16 because of the increasing presence of digital advertising. The School is also examining a media analytics course.

As always, the School continues to experiment with some courses that are not yet permanent parts of the curriculum. In fall 2014, the School offered “Design and Development of Mobile Apps” by Assistant Professor Steven King. In spring 2015, “Corporate Video Practicum for Advertising and Public Relations” is being taught by Associate Professor Francesca Dillman Carpentier.

3. Explain how the accredited unit ensures its online courses and online degrees meet ACEJMC’s standards.

Undergraduate program. The instructor in every online undergraduate course is required to submit a syllabus and post that syllabus online on the School’s Park Library website. Those syllabi are reviewed by the senior associate dean for undergraduate studies to ensure that the quality of the instruction meets the School’s standards. Each syllabus is reviewed for learning goals that are consistent with the curriculum, the principles of the School, and the values of ACEJMC. Each assignment is reviewed to ensure a strong tie between student work and the attainment of stated learning objectives for the course. In addition, the senior associate dean for undergraduate studies often asks to also be listed as an instructor in online courses. One example of this was the JOMC 153, “Newswriting,” course taught during the Summer 1 session in 2014 by Ryan Thornburg, associate professor.
Since it was Thornburg's first time teaching the course online, the senior associate dean for undergraduate studies reviewed how it was going.

The School also offers JOMC 141, “Professional Problems and Ethics,” online during the summer and JOMC 349, “Internet Issues and Concepts,” online during the normal academic year. JOMC 441, “Diversity and Communication,” and JOMC 442, “Gender and Communication,” are taught online in summer. Faculty members took courses offered through the university’s Center for Faculty Excellence on how to use best practices in online teaching.

Online MATC program. The instructor in every MATC (M.A. in Technology and Communication) course is required to submit a syllabus and post that syllabus online on the School's Park Library website. Syllabi are reviewed by the MATC academic director and the senior associate dean for graduate studies to ensure that the quality of the instruction meets the School’s standards. Each syllabus is reviewed for learning goals that are consistent with the curriculum, the principles of the School, and the values of ACEJMC. Each assignment is reviewed to ensure a strong tie between student work and the attainment of stated learning objectives for the course. In addition, the MATC academic director and the MATC administrative director are included in all MATC course rosters to allow for administrators to aid instructors with instructional technology and online pedagogy.

The MATC administration is integrally involved in the design of courses, particularly the first time a course is offered, or the first time a new instructor teaches a course, to ensure that course materials are available, accessible, and well organized. MATC administrators have offered programs in the Sakai learning platform to faculty and staff members to ensure best practices in online teaching and appropriate use of technology.

First-time instructors attend a follow-up meeting at the end of the semester to review course evaluations and talk about how to improve the course for the next year. Formal “moving-forward plans” are created for instructors who experienced challenges.

4. If the unit has a core curriculum, briefly list and describe the courses required.


Each of these courses gives students a well-rounded educational experience that touches on all aspects of mass communication. JOMC 153 is required before students can take other skills courses in all majors except advertising and broadcasting. JOMC 340 is recommended for students later during their studies.

The School faculty recently approved a fourth core undergraduate course – JOMC 221, “Audio-Video Information Gathering” – that will be taught in numerous sections. It is now a required course only for students in journalism. Beginning in fall 2015, advertising, public relations and strategic communication students will also be required to take the course.

Two additional courses have been proposed for the core. One would teach the business of media; the other would be a course in media data analytics. Faculty members are currently developing syllabi and course content, and the School hopes to implement these in fall 2017.

Residential M.A. program core. In the residential master's program, all master's students take two core courses, regardless of track: JOMC 701, “Mass Communication Research Methods,” and JOMC 740, “Media Law.” The core for students in the professional track also includes JOMC 753, “Reporting and Writing News,” or JOMC 732, “Public Relations Writing,” and JOMC 782, “Multimedia Storytelling” (students in the visual communication specializations are exempt from JOMC 782 because of their existing multimedia expertise, which allows them to take a more advanced multimedia course as part of their specialization.) This core provides a firm grounding in both critical thinking and multiplatform communication skills.

Online M.A. program. The MATC program does not have a core because all students take a prescribed set of courses. MATC students benefit from a curriculum that addresses both skills and theory across an array of subfields of mass communication: news (print, broadcast, online), public relations, advertising-marketing and visual communication. Technology and digital media are emphasized throughout.

5. Describe the ability of students to plan individualized programs of study to meet their special interests and needs.

Under our current curriculum, the nine undergraduate sequences vary in their degree of flexibility
Regarding the JOMC courses that students must take. Considering all the possibilities, students in all our sequences have significant flexibility for electives in the School. As noted in item 4 above, all students take the same three core courses: JOMC 141, “Professional Problems and Ethics,” JOMC 153, “Writing and Reporting,” and JOMC 340, “Introduction to Mass Communication Law.” (Please note: Beginning in fall 2015, the School will offer two sections of the law course – one for journalism students, and one for public relations, advertising and strategic communication students.)

Students must also choose two immersion courses from one of the following areas: The Audience; Mass Communication Theory; History, Law and Regulation; Digital Media; Political Communication; Business and Entrepreneurship; and Sports Communication.

Students also take specific courses to fulfill their sequence requirements. For example, journalism students must take JOMC 157, “News Editing,” and JOMC 253, “Introduction to Public Affairs Reporting.” They must then take at least two more skills courses from a list.

Broadcast and electronic communication students take four required courses in addition to the core and one conceptual course.

Public relations students must take four courses in the sequence in addition to the core, plus a conceptual course.

Advertising students must take three specific courses in the sequence. They can then choose a fourth one from a list of courses.

Strategic communication students take courses in public relations and in advertising.

Visual communication students must complete five courses from a list of offerings in photojournalism, editing-graphic design and multimedia.

Business journalism students must take 18 hours in the School and five courses in the Kenan-Flagler Business School, but the rest of their course choices are up to them.

Students may take up to 48 hours in the School; they are required to complete a minimum of 39 hours. Most of our students take 39 to 42 hours. This gives them flexibility to take courses in their special interests.

Students have considerable flexibility in the minimum 72 credits required outside the School. Within those 72 hours, at least 65 must be in the College of Arts and Sciences. The College instituted a new curriculum in 2006 that has given all students more flexibility in the courses they may take. All students must take a certain number of courses that are labeled Foundations, Approaches and Connections. We continue to believe that students who plan careers in journalism-mass communication should be knowledgeable about certain subjects, so we have structured some of the requirements outside the School to ensure that our students take at least one course in each of these areas: economics, recent U.S. history, U.S. government and politics, and state and local government. We believe this gives our students fundamental knowledge in areas crucial to journalism-mass communication professions.

Our students also must take at least three courses in one department outside the School. This gives them some depth of knowledge in a particular subject. Many of our students complete a minor (typically five courses in a specific area, such as political science.) An increasing number complete a second major.

Build-your-own-major program coming. The School’s curriculum discussions during the 2013-14 academic year concluded that the School should offer a specialized major to a select group of students who could choose classes across its specializations. The School plans to implement a pilot program for this specialized major, which would give students a wide selection of skills courses and conceptual courses to pick from, in 2015-16. This would require students to take four core courses, 18-21 hours of skills courses, and 9-12 hours of immersion courses. Students would fill out a proposed course-of-study application form and apply for the build-your-own major with the senior associate dean for undergraduate studies.

Future changes. In addition, the School is examining its entire curriculum for ways to make its specializations more flexible for students. The School’s strategic plan calls for incorporating other changes in 2017-18 and 2019-2020. In 2017-18, the School plans to overhaul its immersion courses and to implement changes on its website to show students career options for different majors. In addition, as mentioned in item 4 above, the School plans to unveil two other core courses – one in the business of media and one in media data analytics. By 2019-2020, the School plans to add more deep-dive courses for its seniors. A deep-dive course is one where the students work on a semester-long, skills-based project. In spring 2015 the School will offer this capstone, multi-sequence course as a test of the idea.
6. Describe the unit’s involvement in service courses to non-majors.

A number of the School’s courses meet the university's general education requirements. JOMC 101, “The Media Revolution: From Gutenberg to Zuckerberg,” can be used to fulfill the university’s Foundations requirement for first-year students and sophomores. Many JOMC pre-majors take the course, as do many non-majors.

Five JOMC courses satisfy university upper-level perspectives, or, as the courses are called under the new curriculum for the College of Arts and Sciences, Foundations and Connections. (See the 2014-15 Undergraduate Bulletin that describes the new undergraduate curriculum in the appendices. This will be available in the team’s workroom.) JOMC 242, “The Mass Media and U.S. History,” JOMC 342, “The Black Press and U.S. History,” and JOMC 445, “Process and Effects of Mass Communication,” all fulfill a social and behavioral sciences perspectives requirement. JOMC 342 is cross-listed with the African, African-American and Diaspora Studies department. JOMC 442, “Gender, Class, Race and Mass Media,” is cross-listed with the Women’s Studies department. JOMC 441, “Diversity and Communication,” satisfies the university’s cultural diversity requirement. JOMC 141, “Professional Problems and Ethics,” fulfills a requirement for the social justice minor.

The School also allows a limited number of students (45-50 per year) to complete a JOMC minor (five courses.) Although we have increased the number of students as minors in the past few years, we do limit the number so we can serve our majors first. Currently minors can be completed in news-editorial journalism, business journalism, advertising, public relations, electronic communication, and mass communication and society.

Nonmajors also take many other courses in the School. Art majors take our visual communication courses, political science majors take our news-editorial courses, business majors take our advertising and public relations courses, communication studies majors take our public relations courses, and information science and computer science majors take our interactive and digital communication courses.

7. Describe the teaching of ethics, law, history and theory of journalism and mass communications. If these subjects are taught as separate courses, describe instructors’ qualifications. If these subjects are included in skills or other courses, tell how the faculty regularly evaluates the effectiveness of the teaching of these subjects.

As already discussed, all JOMC majors are required to take a three-course core in the School. JOMC 340, “Introduction to Mass Communication Law,” and JOMC 141, “Professional Problems and Ethics,” are two of the core courses.

Additionally, virtually all the introductory courses in each sequence of study include units in legal and ethical issues. Faculty members regularly incorporate discussions of current ethical issues into their classes. Several faculty members share examples of current ethical issues that other faculty members can use in their classes. Several guest speakers regularly visit JOMC 141 to speak about ethical issues relevant to journalism and strategic communication.

We evaluate the effectiveness of the teaching of those subjects by an examination of course syllabi and through regular classroom observations of professors. Also, we include questions about law and ethics in our assessment survey of graduating seniors.

Ethics. JOMC 141 is usually taught by Associate Professor Lois Boynton, whose primary research area is ethics. She is recognized in AEJMC as an expert in ethics education. Associate Professor Rhonda Gibson also teaches the course and has developed an online version that is taught during the summer. She has done extensive research in ethics as well.

Law. Students studying advertising and public relations take the law course with Michael Hoefges, one of the School’s law professors. Hoefges, who has a law degree as well as a doctoral degree in mass communication research, practiced law for several years. His research interests focus on legal issues pertinent to advertising and public relations. He is recognized in AEJMC as a top legal scholar, as are Professor Cathy Packer and Assistant Professor Tori Ekstrand, who both have Ph.D.’s and teach media law at the undergraduate and graduate level. JOMC 340 students who are studying a journalism specialization take the course with either Packer or Ekstrand. Media law is a major research
area for the School, and our graduate students produce more legal research papers than any other graduate program in journalism-mass communication in the country. Graduate teaching assistants occasionally teach JOMC 340 but only after they have taken the graduate-level media law seminar and have apprenticed with Hoefges, Packer or Ekstrand.

The School also offers a number of courses related to history and theory of journalism-mass communication:

JOMC 240, “Current Issues in Mass Communication,” is an analysis of the interrelationships between the mass media and the society they serve. It is taught most frequently by Professor Lucila Vargas or Associate Professor Deb Aikat. Both have taught the course for a number of years; each has conducted research in this rather broad area. The course is taught at least once a year.

JOMC 242, “The Mass Media and U.S. History,” is an elective course that is offered regularly. It examines the development of mass media in the context of U.S. history. The course is taught by Associate Professor Barbara Friedman, a media historian and editor of American Journalism, a journalism history journal. She also teaches a comparable course at the graduate level.

JOMC 342, “The Black Press and United States History,” is cross-listed in the Department of African, African American and Diaspora Studies and is offered regularly. It chronicles key people and issues during critical eras in the African-American experience. The course is currently taught by Trevy McDonald, an assistant professor whose research focuses on African-American journalists in the 1960s.

JOMC 428, “Broadcast History,” offered regularly, is designed to help students develop an understanding of and an appreciation for the role broadcast journalism has played in recent American history. This class is taught by senior lecturer David Cupp, one of our broadcast faculty members.

JOMC 445, “Process and Effects of Mass Communication,” offered regularly, examines mass communication as a social process and incorporates literature from journalism, social psychology, sociology, political science and history. The course also examines factors in message construction, dissemination and reception by audiences. The course has been taught regularly by Sri Kalyanaraman, a noted scholar in mass communication theory and research. He left the faculty on June 30, 2014, and the School is currently seeking a replacement who can teach this course.

Many other School courses include several units that cover the historical development of a particular profession such as public relations. Several courses also pay significant attention to specific ethical issues that may arise in one or more professional areas. Some examples of these courses are:

JOMC 137, “Principles of Advertising and Public Relations,” discusses the development of the public relations profession, with particular emphasis on the Progressive Era and the importance of the growth of the mass media to successful public relations efforts. It also covers the history of advertising, with particular emphasis on its growth and development in the United States. The course integrates discussion of ethics into several topics during the semester and uses current examples of ethical issues as points of discussion.

JOMC 450, “Business and the Media,” includes several lectures on the development of media coverage of business in the United States, particularly in the early 1900s.

JOMC 476, “Ethical Issues and Sports Communication,” focuses on ethical dilemmas and decisions found in the commercialization and coverage of sports, including the influence of television and the press to change traditions and standards for monetary reasons, and negative influences on athletes. This course is one of three courses students take to earn the Certificate in Sports Communication.

8. Tell how the unit ensures that the objectives of courses with multiple sections are achieved in all sections.

Courses with multiple sections are taught using a uniform syllabus, except in the case of JOMC 340, “Introduction to Media Law.” In that class, one section covers media law as it relates to journalism, and another section covers media law as it relates to advertising and public relations. All sections of JOMC 340 have a common core.

The course with the most sections every semester is JOMC 153, “Writing and Reporting,” formerly known as “Newswriting.” In 2013, the School changed the name of this course (and the names or descriptions of a third of our courses, effective in 2014-15, to better reflect what was being taught in the courses.)

Because so many sections of “Writing and Reporting” are taught, a coordinated approach is essential. A full-time faculty member – Chris Roush, senior associate dean for undergraduate studies – serves as coordinator and teaches one section. A common syllabus is used by all JOMC 153 instructors and is constantly updated. Instructors use a common grading system and give three competency exams.
to test students’ skills and knowledge. The coordinator develops exercises that are used by all instructors.

Another course with multiple sections is JOMC 253, “Introduction to Public Affairs Reporting.” The sections of this course are taught by Associate Professor Paul Cuadros and Paul O’Connor, a senior instructor. They meet regularly to ensure that their sections cover the same content. They also collaborate on syllabus changes to the course.

The same strategy is used with JOMC 232, “Public Relations Writing,” and with JOMC 431, “Case Studies in Public Relations.” At the beginning of every semester, public relations chair Lois Boynton meets with the faculty members and adjuncts teaching these sections to ensure a uniform teaching strategy. In addition, sections of JOMC 221, “Audio-Video Information Gathering,” use a uniform syllabus.

9. List achievements in teaching in the past six years: awards or citations for high-quality teaching; grants or other support for development of curriculum or courses; publications and papers on teaching; etc.

The School prides itself on providing students with excellent teaching. Our faculty is heavily involved in high-quality teaching. The senior associate dean for undergraduate studies is currently vice chair of the AEJMC Standing Committee on Teaching.

Here are examples of faculty members’ achievements, mainly from the past six years. The notations follow the different faculty members’ styles in listing them:

**Deb Aikat**

- Awarded a commemorative plaque at AEJMC’s St. Louis convention in August 2011 for initiating the AEJMC Teaching Workshop, which is now a permanent part of all AEJMC conventions. The award also recognized Aikat for conceptualizing AEJMC’s “Magnanimous Mentor” initiative in 2010.
- Ed. (2011.) Effective Strategies for Teaching in the Digital Age (Columbia, South Carolina: Association for Education in Journalism and Mass Communication, published August 9, 2011.) 71 pages. This publication is also available online at: http://goo.gl/Vkr5z.

**Andy Bechtel**

- Honorable mention, “Teaching News Terrifically,” a competition sponsored by the Newspaper Division of AEJMC. Recognized for use of Twitter in editing classes, August 2010.
- “Spot the Spam: How To Use Unwanted E-mail To Show How Grammar And Punctuation Affect Credibility,” presented at the Great Ideas For Teachers (GIFT) program at the national conference of the Association for Education in Journalism and Mass Communication, Boston, Mass., August 2009.

**Lois Boynton**

- Last Lecture Award, 2014, given by the UNC Class of 2014. This is a signal honor at UNC-CH. One professor across the campus is chosen each year to give “a last lecture” to students in all majors at the university. It receives considerable publicity at UNC-CH and is an important honor for the faculty member chosen.

**Ferrel Guillory**

- $5,000 university grant to develop the first-year
seminar “Entrepreneurism in American Journalism.” The university had funding from the Ewing Marion Kauffman Foundation.

**Cathy Packer**

- UNC General Administration for E-Learning/Online Program Development grant for creating an online course, $5,000, 2009.

**Chris Roush**

- Charles E. Scripps Award for the Journalism Teacher of the Year. Scripps Howard Foundation and Association for Education in Journalism and Mass Communication. $10,000 award. April 2010.

**Laura Ruel**


**Chad Stevens**

- Tanner Award for Excellence in Undergraduate Teaching. This University of North Carolina teaching award recognizes excellence in inspirational teaching of undergraduate students, 2013.

**John Sweeney**


**Lucila Vargas**

- APPLES UNC Service-learning program. Course enhancement grant. (Fall 2010.) $1,200.
- APPLES UNC Service-learning program. Course enhancement grant. (Fall 2009.) $1,000.

The **School’s teaching awards**. Internally, the School rewards outstanding teachers through the James H. Shumaker Term Professorship, the David Brinkley Teaching-Excellence Award and the Ed Vick Award for Innovation in Teaching.

Years ago the **Shumaker Term Professorship** was endowed by contributions of more than $100,000 from alumni and friends of the School to honor the late Professor Jim Shumaker’s contributions to students, the School, and newspapers in the state and beyond. Full professors in the School recommend the honoree to the dean; the honoree is designated the James H. Shumaker Term Professor for one to three years (usually two) and receives an annual salary supplement of approximately $4,000. Professor Shumaker himself was the first to be honored in 1994-95. The following faculty members have served as the James H. Shumaker Term Professor since 2009:

- Lois Boynton, 2009-2010.
- Anne Johnston, 2012-current.

The **David Brinkley Teaching-Excellence Award** was created in 1991 with a gift of $30,000 from Mr. Brinkley, the ABC-TV commentator. His gift was supplemented by a $15,000 contribution from Capital Cities-ABC Inc. A committee of past winners makes a recommendation of two faculty members to the dean, who has the final decision on the award. Each year the winner, whose name is inscribed on a plaque, receives a stipend of approximately $2,500. Winners of the award since 2009 are:

- Napoleon Byars, 2009.
- Dan Riffe, 2011.
- Barbara Friedman and Dana McMahan, 2014. (There was a tie in the voting in 2014.)

In 2004, the **Ed Vick Prize for Innovation in Teaching** was created. The award is named to honor Ed Vick, one of the most creative and innovative executives in advertising during the last two decades of the 20th century. A 1966 graduate of the School, he retired in 2001 as chairman of Young and Rubicam, worldwide leader in marketing communication.

The award is given annually to a faculty member whose creativity and innovation in teaching over the past academic year most meaningfully enhanced his or her students’ learning experience. The award winner receives $10,000. Winners since 2009 are:

- Dana McMahan, 2011.
- Terence Oliver, 2012.
- Napoleon Byars, 2013.
- Lois Boynton 2014.
10. Describe professional development programs, workshops in teaching, or other methods used to stimulate and encourage effective teaching.

In 2012-13, the School provided access to Lynda.com tutorials for faculty and staff members who wanted to improve their technical skills in terms of what they teach or the work they perform. More than 20 faculty and staff members signed up for unlimited Lynda.com training, ranging from basic web design to how to use Illustrator.

Faculty and staff members who completed at least three Lynda.com training sessions were then given access to more training on the website at no additional cost. We believe this gave them an incentive to improve their skills.

In 2013-14, the School began a series of workshops designed to improve the skills of our teachers and our staff members. These workshops were held on Fridays after faculty meetings. That timing ensured that most faculty members would be in the building. In addition, the School provided lunch for those who attended.

Here were the topics and speakers for 2013-14:

- Sept. 6: Chris Roush and Ryan Thornburg on using WordPress and blogging.
- Oct. 4: Andy Bechtel on using Storify.
- Nov. 1: Maggie Hutaff and Rachel Lillis on getting more out of Sakai.
- Jan. 10: Joe Bob Hester on effectively using Twitter.
- Feb. 28: Jiang Gao and Joe Bob Hester on Google Analytics.
- April 4: Dylan Field on Premiere Pro training.

In addition, the senior associate dean for undergraduate studies holds a new-faculty training session at the beginning of each semester for new tenure-track faculty and new adjuncts. The School believes that he is a suitable candidate to direct such training because he is a past winner of the Charles E. Scripps Award for Journalism Teacher of the Year (2009) and a past winner of the N.C. Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education (2010.)

Finally, all untenured, tenure-track faculty members, as well as graduate students and adjuncts, have a teaching observation at least once a year by a tenured faculty member. The tenured faculty member acts as a mentor in terms of teaching and meets with the instructor being observed before the observation. After the observation is complete, the tenured faculty member writes a report and goes over it with the instructor being observed. The written report typically includes suggestions on how to improve teaching. Tenured associate professors are observed for teaching when they go up for full professor. Full professors' teaching is reviewed as part of post-tenure review every five years.

These written reports are then placed in the instructor’s permanent file. They are used for untenured, tenure-track faculty members as part of their tenure package. These observations have considerably improved the quality of teaching in the School.

11. Describe the importance of teaching in promotion and tenure decisions.

Teaching is equal to service and to research or creative work in the School’s promotion and tenure guidelines.

Here is what those guidelines state:

The School prides itself on excellent teaching. Faculty members are expected to be exceptional teachers and include innovation where appropriate and whenever possible. The basic documentation of teaching quality is the School’s required course evaluation each semester. The results of the evaluation are quantifiable and are reported with an explanation of the person’s teaching performance, evidence of improvement over time, stability or decline. Subjective evaluations obtained in interviews with students are included if appropriate. All nontenured tenure-track faculty members, lecturers and graduate teaching assistants are observed in the classroom by a tenured faculty member at least once a year. A written report of that observation is given to the senior associate dean and placed in the teacher’s file. These reports are reviewed as part of the evaluation process for reappointment, tenure and/or promotion. Typically, in the research tenure track, a faculty member teaches four classes each academic year. Each faculty member in the professional track usually teaches five classes in an academic year. Full-time fixed-term faculty members teach six courses a year, unless other assignments are made by the dean.
12. Describe any special recognition that the unit gives to outstanding students. Exclude scholarships, which are summarized in Table 10, “Student Aid.”

Each year the School gives several awards to outstanding students. All of them are monetary awards as well as public recognition of their achievements. More than $16,500 is awarded each year to outstanding students; the vast majority of them are for undergraduates, but some go to graduate students. The awards are:

- Norval Neil Luxon prize to a junior journalism and mass communication major with the highest GPA.
- Norval Neil Luxon prize to a senior journalism and mass communication major with the highest GPA.
- John Robert Bittner Award to the outstanding graduating senior in electronic communication.
- O.J. “Skipper” Coffin Award to the outstanding graduating senior in news-editorial journalism.
- Lois and H.C. Cranford, Jr. Award to the outstanding graduating senior in public relations.
- James L. Mullen Award to the outstanding graduating senior in advertising.
- John L. Greene Award to an excellent junior or senior in electronic communication.
- Carol Reuss Award to an outstanding junior in public relations.
- Jeff MacNelly Award to an undergraduate student who has shown excellence in writing or political cartooning.
- Student service award to a student whose contributions to the School are above and beyond the call of duty.
- Joseph L. Morrison Award for excellence in journalism history to an undergraduate or graduate student.
- John B. Adams Award for excellence in mass communication law to an undergraduate or graduate student.
- Peter Lars Jacobson Award in medical journalism to a student in the School who writes the best medical story.
- Larry and Carolyn Keith awards in sports journalism to the School's top graduate or undergraduate student in sports writing and sports photography.
- Earl Wynn broadcast award to a student whose excellent work and dedication to creative broadcasting, both inside and outside the classroom, have shown him or her to be a promising broadcast professional.
- Outstanding M.A. graduate award, given to the person who is judged by faculty members to be the most outstanding student in his or her class.
- Outstanding Ph.D. graduate award, given to the person judged by faculty members to be the most outstanding student in his or her class.
- William Francis Clingman Jr. ethics award, given to a graduate student with an expressed interest in media ethics.

13. Attach a copy of the unit’s internship policy.

Internships are not required but are highly recommended for all students. Our internship policy is posted on our website and states:

JOMC 393, “Mass Communication Practicum,” is open to students admitted to the School and allows students to earn 1 hour of credit for an internship. JOMC 393 may be taken up to three times for a total of 3 credit hours. The class is Pass/Fail. Students may be paid while earning internship credit. JOMC 393 is one of three JOMC courses that fulfill the experiential learning requirement for all undergraduates.

Students enroll in JOMC 393 via ConnectCarolina.

To earn credit in JOMC 393, students must take the following steps:

1. Secure a communications-related internship at a news outlet, advertising or public relations agency, broadcasting station, nonprofit, graphic design company or new media firm.

2. Work a minimum of eight hours per week for the entire semester (for fall and spring internships) or 20 hours per week for a minimum of eight weeks (for summer.) Exact working hours are set by the employer and student.

3. Students must complete a four-page (double-spaced) paper evaluating their internship experience and a three-page (double-spaced) report on a book that deals with their intended career field. The evaluation paper and book report are due by the last day of classes.

4. Employers are required to complete an online evaluation at the conclusion of the internship. JOMC Career Services will contact the employer for the evaluation.
14. Describe the methods used to supervise internship and work experience programs; to evaluate and grade students’ performance in these programs; and to award credit for internships or work experiences. Provide copies of questionnaires and other instruments used to monitor and evaluate internships and work experiences. (These documents can be placed in the appendices binder.)

Copies of the following internship documents are included at the end of this Standard (Supplemental 2-A):

- JOMC 393, “Mass Communication Practicum” syllabus.
- JOMC 393, “Mass Communication Practicum” work plan.
- JOMC 393, “Mass Communication Practicum” supervisor evaluation form.
- Sample letter sent to employers of students registered for JOMC 393, “Mass Communication Practicum.”

Students who register for JOMC 393, “Mass Communication Practicum,” either secure internships on their own or the director of career services works with the student to help him or her find an internship.

The School offers credit for summer, fall and spring internships. Students receive 1 hour of academic credit for an internship. (As said above, students may earn credit for up to three internships, for a total of 3 credits.) Internships generally last a minimum of eight weeks during the summer.

One of the most important functions of the School’s Career Services Office is helping students secure meaningful internships. The director, Jay Eubank, works with a variety of companies both in North Carolina and across the country, to help them identify strong intern prospects from the School. On-campus interviews are a regular occurrence, particularly by newspapers and business organizations looking for social media and digital expertise. These interviews give students a chance to make a strong personal impression on employers. Eubank works closely with students, usually meeting one-on-one with them to discuss career options, internship possibilities and job search strategies.

The School’s Career Services office has numerous resources to help students obtain internships:

- Email listserv that notifies students of internship opportunities.
- Partnership with University Career Services to use the Careerolina system. Students register with University Career Services (the overall career services system at UNC-CH) and have access to a range of internship and job postings. These postings can be parsed by type (such as advertising or public relations or print journalism), location, experience desired, etc.
- Regional and national directories that help students identify advertising and public relations agencies and other outlets that offer internships.
- Listings of internship opportunities and deadlines in the JOMC News, the School’s weekly e-newsletter.

Increasingly, more students are registering for the JOMC 393 course, largely for two reasons. First, many more employers are offering internships for credit only, instead of for pay. Second, the university now has an experiential education requirement, and the JOMC 393 course can satisfy that requirement.

The course requires students to work a minimum of 8 hours per week for the fall or spring class. At the end of the semester, students submit reports evaluating their experience and their employer. Their supervisors submit evaluations of their performance, and students submit reports on a book they have read that deals with their intended career field. Students are graded Pass/Fail.

**Enrollment in JOMC 393 for fall 2014 is 34 students; enrollment for summer 2014 was 61 students. Enrollment for spring 2014 was 49 students; enrollment for fall 2013 was 38 students. Many more students perform internships without enrolling in JOMC 393 because they do not need the credit.**

Students are encouraged early and often to gain practical experience in different ways. Data from School surveys of graduating seniors indicate that a majority of those responding worked on one or more campus publications or in professional advertising, public relations and graphic design agencies.

A great many students get experience by working on campus media, including “The Daily Tar Heel,” the award-winning daily that has been independent since it was founded in 1893. The newspaper, which is often led by a student from the School, is frequently a top finisher in the national Pacemaker Awards. The newspaper’s advertising staff, many of whom are JOMC students, has on many occasions been named the best student advertising staff in the country.

Broadcasting opportunities are available through “Carolina Week” and “Sports Xtra,” the weekly live broadcasts produced by the School, and through “Carolina Connection,” a weekly radio broadcast. Dozens of students in the School perform functions on “Carolina Week” and “Sports Xtra,”
ranging from anchoring to running teleprompters.

School students also take lead roles in the main campus general-interest student magazine, the monthly “Blue & White.” Students also play important roles in “Black Ink,” which focuses on African-American issues. They frequently serve on public relations or communications committees for the Student Government Association and General Alumni Administration, hold internships in communications in the UNC-CH athletics department and work with Heelprint Communications, the School’s in-house agency.

Overall, summer is when most students seek internship experience. The School asks students to self-report where they interned, and typically 250 to 300 students respond.

Students work for both local media and communication outlets such as “The Chapel Hill News,” “The News & Observer” and Capstrat public relations, as well as for well-known national employers such as “The Washington Post,” “National Geographic,” Ketchum, Fox News Channel and Saatchi & Saatchi.

15. Describe the process by which students are admitted to the graduate program. What is the typical number of applications, admissions and enrollments?

Overview of Graduate Programs

The School offers three graduate degrees: a Ph.D. in mass communication, an M.A. in mass communication, and an online M.A. in technology and communication.

Our residential master’s program balances training in mass communication skills, concepts, and research methods for individuals interested in entering media professions, professional communicators who want more education in a specialized field, or individuals interested in mass communication research and teaching. The program accepts 25-35 new students each year. Enrollment in the program—which normally takes two years to complete—totals about 40 students.

The residential master’s program has three tracks:

1. The professional track is designed for people who hold bachelor’s degrees in fields other than journalism-mass communication and wish to enter the field, journalists or communicators who want more education in a specialized field, and journalism-mass communication graduates who wish to continue their education and career development. This degree requires 36 credit hours, allowing for one 3-credit class as a prerequisite for a higher-level skills course. Areas of specialization within the professional track include business and media, broadcast and electronic journalism, science and medical journalism, reporting, strategic communication, visual communication-interactive design, visual communication-photo-video, and visual communication-graphic design. 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 journalism and media professions, how they work, and where they are going. Most students in the residential M.A. program are in the professional track.

2. The mass communication track requires 39 credit hours and is designed for students who are interested in pursuing a doctoral degree or for students interested in pursuing research positions in industry. The curriculum for students in this track is closely tied to the Ph.D. program curriculum, and students are required to complete a research thesis. Typically one to three students are enrolled into this track each year.

3. The Interdisciplinary Health Communication (IHC) track requires 39 credit hours and provides students with specialized training in the multifaceted field of health communication and builds expertise for applied practice, academic and research settings. UNC-CH has leading programs in journalism and mass communication, public health, information and library science, psychology and allied fields that are working together to build a new science of health communication. This program is designed for people who want to go on and pursue a doctoral degree in health communication or public health, or who desire to take a research-oriented position in healthcare or a public health department. Students in this track are required to complete a research thesis. This track was initiated with the fall 2010 cohort and typically includes two or three students each year.

The School also has an M.A.-J.D. dual-degree program designed for students interested in pursuing graduate studies in law and journalism and mass communication who plan to practice media or intellectual property law, pursue academic careers in law and mass communication fields, pursue a Ph.D. degree in a related field, or pursue a career in journalism or strategic

STANDARD 2: CURRICULUM AND INSTRUCTION 2-17
communication with a law-related emphasis. The M.A. portion of the program requires 39 credit hours and typically follows the mass communication track curriculum. In the dual-degree program, a student may count up to 12 credits of JOMC courses toward the J.D., and up to 12 credit hours of School of Law courses toward the M.A. That accounts for the 24 credit hours that are “shared.” That means that the dual degree requires a total of 101 unique credit hours, and 27 of those credit hours are JOMC credit hours. The program initiated with the fall 2008 cohort and has graduated four students to date.

In 2011, the School admitted the first cohort for the M.A. in technology in communication degree (MATC), an online master’s degree that addresses issues at the nexus of communication and technology that are reshaping journalism and mass communication. The MATC program is a 30-credit program delivered online, allowing working professionals to advance their educations while maintaining their work and family responsibilities. During the two-and-a-half-year program, students travel to Chapel Hill twice: for a two-day orientation before starting the program and for a weeklong summer residency after completing the first year. The program has a set schedule of courses that canvas issues faced by communication professionals whether they are oriented to a journalism or strategic communication perspective. The first cohort graduated in May 2014.

Application Process for the Residential M.A. Program

Applicants apply to the UNC-CH Graduate School, which collects and forwards applications to the School. The School’s graduate admissions committee for the residential master’s program consists of the graduate program administrators and faculty members from each sequence. Three faculty members review each application. Application materials include:

- Evidence of an earned bachelor’s degree from an accredited college or university.
- Official transcripts of all undergraduate and graduate courses taken.
- Recommended undergraduate GPA of 3.0 or higher.
- Recommended 55th percentile verbal and 50th percentile quantitative score or higher on the Graduate Record Exam (GRE) and a 3.5 or higher on the 6-point analytical writing scale taken within the last five years.
- A resume (a portfolio is only required for visual communication applicants.)
- Three letters of recommendation.
- A three-page purpose statement for pursuing the degree.
- If English is not an applicant’s native language or the language of instruction, a Test of English as a Foreign Language (TOEFL) minimum score of 620 (paper-based) or 260 (computer-based) or 105 (Internet-based.) English translations of transcripts and explanations of grading systems are required.

Admission decisions are intertwined with the selection process for Roy H. Park Fellowships and other assistantships. In 2008 through 2010, two fellowship interviews were held in the School for finalists identified through the regular graduate application process. (There is no separate application for the Park Fellowships.) The School interviews 15 to 20 finalists for the Ph.D. fellowships and 30 to 40 finalists for the master’s fellowships. The School pays the finalists’ travel expenses. In addition to interviews, events include an information session, tours of Carroll Hall and campus, meals with current students, research presentations by current students, opportunities to meet professors who are not on interview panels, and social activities with current students.

In 2011, the School adopted a new procedure for making admission and fellowship decisions for residential master’s students to more precisely allocate recruitment funds toward top applicants. (Personal interviews continue for Ph.D. applicants.) Based on recommendations from the graduate admissions committee, finalists for admission and funding offers are invited to participate in 20-minute Skype interviews with a panel consisting of two faculty members from the applicant’s area of specialization and either the M.A. director or the senior associate dean for graduate studies. Feedback from these Skype interviews guide admission and funding decisions. All residential master’s applicants offered admission are invited to attend a two-day campus visit in late February or early March coordinated by current master’s students. The School provides accommodations for all applicants and limited travel funding for those offered Park Fellowships. During the visit, prospective students attend a welcome reception with current students and faculty members, learn more about the program, tour the facility, spend time with current master’s students, and meet with faculty members who did not participate in the Skype interviews. Faculty members and students agree that the interviews have been extremely valuable in improving the quality of our students and ensuring that new students have a thorough understanding of the nature of the program, its suitability for their needs and interests, and its expectations.

Admission statistics compiled by the university’s Graduate School for 2008-13 show that our School averaged 170 master’s applicants per year. We accepted an average of 35 per year, or 21 percent of those applying. Our average yield was 19 students, or 54 percent.
Applicants, admits and enrollments for the residential master’s program

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications</th>
<th>Admissions</th>
<th>Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>158</td>
<td>39</td>
<td>25</td>
</tr>
<tr>
<td>2009-10</td>
<td>190</td>
<td>49</td>
<td>24</td>
</tr>
<tr>
<td>2010-11</td>
<td>217</td>
<td>38</td>
<td>21</td>
</tr>
<tr>
<td>2011-12</td>
<td>142</td>
<td>21</td>
<td>13</td>
</tr>
<tr>
<td>2012-11</td>
<td>175</td>
<td>39</td>
<td>19</td>
</tr>
<tr>
<td>2013-14</td>
<td>136</td>
<td>26</td>
<td>12</td>
</tr>
</tbody>
</table>

Although we recognize that GRE scores are just one measure of student quality and likelihood of success in graduate school, they are the only standardized measure that currently exists. Here are average GRE scores and undergraduate grade-point averages for admitted students in 2008-13:

<table>
<thead>
<tr>
<th>Year</th>
<th>Verbal</th>
<th>Quantitative</th>
<th>Analytical</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Avg. Score</td>
<td>%</td>
<td>Avg. Score</td>
<td>%</td>
</tr>
<tr>
<td>2008</td>
<td>613</td>
<td>84</td>
<td>660</td>
<td>63</td>
</tr>
<tr>
<td>2009</td>
<td>616</td>
<td>83</td>
<td>608</td>
<td>51</td>
</tr>
<tr>
<td>2010</td>
<td>635</td>
<td>84</td>
<td>651</td>
<td>60</td>
</tr>
<tr>
<td>2011</td>
<td>620</td>
<td>85</td>
<td>643</td>
<td>58</td>
</tr>
<tr>
<td>2012*</td>
<td>159/587</td>
<td>87/80</td>
<td>153/676</td>
<td>65/64</td>
</tr>
<tr>
<td>2013*</td>
<td>158/600</td>
<td>83/82</td>
<td>155/660</td>
<td>66/57</td>
</tr>
</tbody>
</table>

* GRE adopted a new scoring system in 2012.

All master’s students must receive a score of 70 or higher on the School’s grammar and word-usage exam before they receive a degree. The exam is initially given during orientation for incoming master’s students and then several times during the academic year.

Application Process for MATC Program

The process is much the same as described above, but here are the details:

MATC applicants apply to the UNC-CH Graduate School, which collects and forwards applications to the School. The MATC Admissions Committee consists of five people: the academic director, the administrative director, and three full-time School faculty members. Each application is evaluated by three members of the committee, and the committee makes recommendations as to which applicants should be considered for admission. Application materials include:

- Evidence of an earned bachelor’s degree from an accredited college or university.
- Official transcripts of all undergraduate and graduate courses taken.
- Recommended undergraduate GPA of 3.0 or higher.
- Recommended 55th percentile verbal and 50th percentile quantitative score or higher on the Graduate Record Exam (GRE) and a 3.5 or higher on the 6-point analytical writing scale taken within the last five years.
- A resume.
- Three letters of recommendation.
- A three-page purpose statement for pursuing the degree.
- If English is not an applicant’s native language or the language of instruction, a Test of English as a Foreign Language (TOEFL) minimum score of 620 (paper-based) or 260 (computer-based) or 105 (Internet-based.) English translations of transcripts and explanations of grading systems are required.

All applicants recommended by the committee are interviewed in person or through Skype by the academic director and administrative director, who determine each applicant’s fit for the program. Final admissions recommendations are made by the academic and administrative directors and approved by the MATC admissions committee before being submitted to the senior associate dean for graduate studies.

MATC admission statistics compiled by the Graduate School for 2011-13 (the three years the program has been in existence) show that the program averaged 31 master’s applicants per year. We accepted an average of 19 per year, or 61 percent of those applying. Our average yield was 19 students. No more than 20 students may be admitted each year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications</th>
<th>Admissions</th>
<th>Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>36</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2012-13</td>
<td>29</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2013-14</td>
<td>28</td>
<td>18</td>
<td>16</td>
</tr>
</tbody>
</table>
Here are average GRE scores and undergraduate grade-point averages for admitted MATC students in 2011-13:

<table>
<thead>
<tr>
<th>Year</th>
<th>Verbal</th>
<th>Quantitative</th>
<th>Analytical</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
<td></td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>607</td>
<td>583</td>
<td>4.55</td>
<td>3.14</td>
</tr>
<tr>
<td>2012*</td>
<td>158/591</td>
<td>150/530</td>
<td>4.23</td>
<td>3.14</td>
</tr>
<tr>
<td>2013*</td>
<td>159/563</td>
<td>150/587</td>
<td>4.375</td>
<td>3.3</td>
</tr>
</tbody>
</table>

* GRE adopted a new scoring system in 2012.

16. Tell how the graduate program is distinct from the undergraduate program. Show how instruction and curricular requirements for graduate students are at a more advanced and rigorous level than courses for undergraduate students, including courses open to both undergraduate and graduate students. This discussion should include online courses.

Faculty members teaching graduate-level courses in both the residential M.A. and online MATC programs set high academic performance standards, knowing that all students have completed undergraduate degrees with strong GPA’s and high scores on the GRE. In the 2013 Percept Report, students in both programs describe the program as rigorous and the curriculum as challenging. At UNC-CH, all graduate-student grades are on a different scale than that of undergraduates: H (High Pass), P (Pass), L (Low Pass) and F (Fail.)

Residential M.A. Program – Professional Track

The undergraduate program and the master’s program differ greatly in terms of course content and scope. The undergraduate program is primarily skills-based, although there are conceptual and seminar courses. The master’s program provides skills courses but also teaches students how to think more critically and prepares them to become thought leaders in their fields.

A prime example of the difference between the two programs is the media law class. It is required of both undergraduates and graduates. But the graduate course covers much more territory, and all students are required to research and write a 25- to 30-page paper by the end of the semester that is of the quality to be presented at a conference. Undergraduates take the JOMC 340 law class; graduate students take JOMC 740, which is open to graduate students only.

Many courses at the 400- to 600-level are open to both undergraduate and graduate students; in some cases they are cross-listed. In most cases, faculty members require additional work for graduate students in these courses. Three examples are JOMC 552/752, “Leadership in a Time of Change,” JOMC 475, “Concepts of Marketing,” and JOMC 477, “Market Intelligence.”
“Leadership in a Time of Change.” Graduate students are expected to be day-to-day project directors (operating similarly to account managers at consulting firms) for semester-long, in-field projects (which account for 50 percent of the course grade.) This means that graduate students taking the course should have had several years of managerial business experience, or have taken JOMC 551, “Digital Media Economics,” or the upper-level marketing and advertising courses. Graduate students are expected to set much higher goals for themselves in the “Give Yourself an ‘A’” letter required from all students – graduate and undergraduate – at the beginning of the semester. This letter sets out the personal goals and expectations for each student and is used by the professor at the end of the semester to evaluate performance in the class.

“Concepts of Marketing.” Each graduate student must write an original case study or conduct an original market research project that is presented to the class. Students are encouraged to approach the assignment as a pilot study or as a way to bolster their program of research or thesis project.

“Market Intelligence.” This course is designed to help students learn to make better business decisions by teaching contemporary analytical tools to solve brand and advertising problems. The course is specifically geared for future agency account executives, planners and marketing communications managers who will be the ultimate users of the data, and who will determine the scope and direction of the research conducted. Graduate students are expected to master more complicated market intelligence concepts. Thus, all cases and the 12-week progressive assignment (a case study of typical advertising quantitative data that has six different assignments using progressively difficult multivariate tools) are graded on a more rigorous basis than undergraduate students are. Additionally, graduate students are required to read and submit the Ocean Spray Cranberries Harvard Business Review case (segmentation case.)

Online MATC Program

All MATC courses were created specifically for working professionals with at least three years of full-time professional media or communication experience. Courses are not open to any undergraduates or to residential graduate students who do not have at least three years of professional communication experience. Courses focus on how to use and strategically integrate digital media tools in communication settings. It is assumed that students already understand the basics of communication practices.

17. Provide a list and a brief description of specialized professional graduate courses offered as part of the curriculum.

Residential M.A. – Professional Track

JOMC 701, “Mass Communication Research Methods.” Covers a broad range of research methods used in industry and academic research. Content includes the process and organization of writing research; applying a variety of quantitative and qualitative research methods; evaluating research design; and ethical issues inherent in research.


JOMC 732, “Public Relations Writing.” Graduate-level public relations writing. Service learning provides education and practice in communication skills for PR practitioners. Additional emphasis for M.A. students on news concepts and writing across media platforms.

JOMC 740, “Mass Communication Law.” Intensive study of press freedom and the First Amendment, including libel, privacy, access to information, free press-fair trial, advertising and broadcast regulation, journalistic privilege and prior restraints.

JOMC 753, “Reporting and Writing News.” Provides study and practice of the primary activities of a print journalist: gathering the news and writing about it for publication.

JOMC 782, “Multimedia Storytelling.” Theories and practices of multimedia content creation. Students gain critical understanding of various multimedia presentation methods. Hands-on experience with audio and video collection and editing.

The following 700- and 800-level courses are available for professional track M.A. students. Every professional track M.A. student is required to take at least one 800-level seminar as part of the program.

• JOMC 704, “Statistics for Mass Communication Research.”
• JOMC 705, “Theories of Mass Communication.”
• JOMC 742, “Readings in Mass Communication History.”
• JOMC 795, “eHealth.”
• JOMC 825, “Seminar in Interdisciplinary Health Communication.”
Online MATC Program

JOMC 826, “Interdisciplinary Health Communication Colloquium.”
JOMC 830, “Seminar in Public Relations.”
JOMC 840, “Seminar in Media Law.”
JOMC 850, “Qualitative Methods for Mass Communication Research.”
JOMC 890, “History of the Study of Political Communication.”
JOMC 890, “Persuasion and Social Influence.”
JOMC 890, “Media Processes and Production.”

JOMC 711, “Writing for Digital Media.” Digital media combine and converge skill sets, tools and technologies. They also converge or blur the traditional roles of producer and consumer, publisher and reader, message sender and message receiver. These evolutionary convergences and the new demands they place on writers and content developers are the focus of this course. Of special concern are the changes these media force in terms of learning how to effectively communicate in and with them. Beyond exploring these convergences, this course also asks students to put that learning into practice and, in fact, to learn by doing.

JOMC 714, “Database and Web Research.” This course introduces free and commercial online tools for conducting research. It examines current search engine and database technologies, the process of conducting research and evaluating results, techniques and commands for conducting advanced searching, tools for finding multimedia, book content, and online conversations as well as information that has been modified or removed, and ways in which to trap information as it is created. It ends with an introduction to the highly specialized area of public records research.

JOMC 715, “New Media and Society.” The diffusion of new media and communication technologies – especially the Internet and the World Wide Web – and the rising sophistication of computer software and hardware have transformed the nature of electronic communication and information. Indeed, this transformation is occurring at such a rapid pace that current new media theory, research and practice are continually evolving.

JOMC 716, “Research Methods and Applications.” Knowledge of the logic, conduct and ethics of research is essential and empowering. Communication professionals have more research tools at their disposal than ever before, and they are under more pressure to measure and evaluate the impact of communication products and services. Through readings, discussions, activities, and papers, we will explore the premises, values, and limitations of research and the scientific method, critique qualitative and quantitative methods, and introduce ways to understand and critically interpret research results. This course provides both a broad overview of relevant research methods and practical experience in conducting research.

JOMC 717, “Information Visualization.” This course explores the overlap among several disciplines: cognitive science, graphic design, information visualization-architecture, and journalism. Based on readings from some of the main authors of each field and on discussions of real-world examples and on the design of several projects, the class aims to provide students with the tools to succeed in this critical area of communication. Content covered includes visual communication; information design and visualization; rules of graphic design; cartographical and statistical representation; diagrams as journalistic tools; and ethics of visual communication.

JOMC 718, “Media Law for the Digital Age.” Just as the Internet has jolted the communication business, it has sent a shockwave through the field of communication law. Professional communicators and legal scholars are struggling to understand how old law applies to new technology, and to figure out what, if any, new law is needed. This is the subject of this course: traditional media law and its application to new communication technology.

JOMC 719, “Leadership in Digital Media Economics.” We are living through a period of immense economic disruption in the media industry. The creation of the Internet and all that it has wrought – interconnectivity, immediacy – set in motion the destruction of the business models that have supported traditional news organizations such as newspapers and television and radio stations for decades. By taking this course, students will learn how to evaluate strengths and weaknesses of media and technology companies and analyze their potential for growth or decline.

JOMC 720, “Strategic Communication.” Students will explore the world of strategic communication and how it is being transformed by digital technology. While organizations have always engaged in strategic communication to inform and influence stakeholders, the
rich and exponentially cluttered information environment presents vast opportunities and mind-boggling challenges. From the global transnational media firm, to the state-wide environmental activist organization, to the local public school, today’s organizations are grappling to create and sustain stakeholder relationships through strategic, targeted and integrated communication that supports organizational goals.

JOMC 721, “Usability and Multimedia Design.” This course will introduce students to five basic areas of excellent multimedia design and help students develop expertise in their application. This class is not about learning software. Some advanced design techniques will be covered, but a working knowledge of a graphic design, layout or animation program such as Photoshop, Illustrator, InDesign or Flash is necessary. (A selection of these programs will be introduced in JOMC 717, “Information Visualization,” a prerequisite for JOMC 721.)

18. Show that at least half the required credit hours in the master’s program are in professional skills courses appropriate to professional communications careers.

Residential M.A. Program - Professional Track

Of the 36 hours that master’s students in the professional track complete during their studies, at least 21 hours are classified as professional skills courses appropriate to communications careers.

Three (9 credit hours) of the four required core courses are professional skills courses: “Reporting and Writing News” or “Public Relations Writing,” “Multimedia Storytelling” and “Mass Communication Law.” (The School considers the 3-credit “Mass Communication Law” course a professional skills course because it teaches the master’s students the laws and policies that they will need to know as professional communicators.)

Students in the professional track take at least three courses (9 credit hours) in their area of specialization. All three are skills courses. Students also select two additional courses in the School at the 400-level or higher. Although one of these courses is a required 800-level seminar, the other course is typically an upper-level skills course at the 400 or 500 level.

Finally, students who opt to write a nontraditional thesis (for 3 credits) research and write a series of articles, a report or a campaign that would be suitable for publication or for submission to an employer.

Please note: Students in the mass communication research track and in the M.A.–J.D. dual-degree program take a greater number of conceptual courses and fewer skills courses due to the nature of the programs. The worksheets will be provided for site team members in their workroom.

Online MATC Program


19. Describe the unit’s curricular efforts to develop in its master’s graduates the ability to contribute to knowledge appropriate to the communications professions in which they work.

Residential M.A. Program

As described earlier, all master’s students are required to take the “Mass Communication Law” and “Mass Communication Research Methods” courses in addition to seminar and skills courses related to their areas of interest. All these courses are designed to provide values and skills associated with professionals in the field and to prepare our graduates to become thought leaders in their fields. For example, the law course teaches concepts such as privacy, libel and copyright law. The research methods course teaches basic and advanced research techniques that can be applied across mass communication fields, including quantitative surveys and qualitative interviews. The hands-on classes are designed to teach the use of media tools, through individual and group projects, so that our students may develop into storytellers who can take all the tools and knowledge available and translate that into projects that compete both in national student competitions and also against entries from professional news organizations.

In addition, we work with professionals on our
advisory boards to continually update what we teach so that our students and graduates are able to strike a strategic balance between concepts and skills so that they might be among the best practitioners in the country even as they work to lead their fields in new and exciting directions.

**Online MATC Program**

MATC courses are also designed to provide values and skills associated with professionals in the field and to prepare our graduates for thought leadership. For example, the “Research Methods and Applications” and “New Media and Society” courses teach students the research and conceptual skills necessary to conduct and analyze primary and secondary research in order to contribute to existing knowledge about best communication practices and the effects of messages on audiences and society at large. The “Media Law for a Digital Age” course helps students to wrestle with traditional media law and its application to new communication technology; students select a media law challenge they currently face in their profession as the topic of their final paper for the course.

MATC students complete final projects that contribute to knowledge appropriate to the communication professions in which they will work. About three-fourths of students develop a partnership with an external client for the capstone project. Students learn to work to meet the needs of clients while still demonstrating that they have mastered the necessary skills. Here are three examples from the first cohort, which was graduated in May 2014:

- **Effect of a Redesigned Website on Selected Web Traffic at Greensboro College.**
  A student analyzed data from Google Analytics, a website and a user survey to determine whether a college’s redesigned site was increasing selected web metrics. He then recommended ways to improve both the site and methods for gathering data from it.

- **Public Educators, Social Media and The First Amendment: When, If Ever, Do Tweets and Facebook Posts Warrant Punishing Educators?**
  A student examined policies of educational institutions in North Carolina and court decisions involving public educators who suffered adverse employment actions due to their reports on social media. From his analyses, this student created a new social media policy for teachers at a North Carolina community college.

- **An Exploration of the Content Components that Lead to Increased Interactivity in Public-Facing Blogs in Multinational Corporations.**
  A student conducted a content analysis to discover how content components play a role in interactivity in corporate blogs of multinational companies to provide a snapshot of corporate blogging, knowledge for companies creating corporate blogging strategies, and a foundation for future corporate blogging studies on a global scale.

**Residential M.A. Program**

**Table 4**

Provide the first 15 names on an alphabetical list of the graduate students who received a professional master’s degree during 2013-14. Provide each student’s name, undergraduate major and school attended as an undergraduate.

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<tr>
<th>No.</th>
<th>Name</th>
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<td>Ryan Comfort</td>
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<td>3</td>
<td>Emily Graban</td>
<td>Communication</td>
<td>University of Evansville</td>
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<td>4</td>
<td>Caitlin Kleiboer</td>
<td>Art and Design – Photography</td>
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<td>5</td>
<td>Courtni Kopietz</td>
<td>Journalism</td>
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<td>6</td>
<td>Daniel Lane</td>
<td>Chemistry</td>
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<td>7</td>
<td>Jagmeet Mac</td>
<td>Philosophy</td>
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<td>8</td>
<td>Mikalai Shchatsko</td>
<td>Radio Electronics</td>
<td>Belarusian State University</td>
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<td>9</td>
<td>Natalie Taylor</td>
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<td>10</td>
<td>Lynn Marshele Waddell</td>
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<td>Elizabeth Walters</td>
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<td>12</td>
<td>Ivan Weiss</td>
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## Courses taken inside the unit

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### Courses taken outside of the unit

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<td>DUKE 750</td>
<td>Ongoing Moment</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 505</td>
<td>Chemical Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 585</td>
<td>American Environmental Pol.</td>
<td>3</td>
</tr>
<tr>
<td>FOLK 490</td>
<td>Topics in Folklore</td>
<td>3</td>
</tr>
<tr>
<td>HBHE 601</td>
<td>Principles of Statistical Infer.</td>
<td>3</td>
</tr>
<tr>
<td>HBHE 710</td>
<td>Community Competence</td>
<td>3</td>
</tr>
<tr>
<td>HPM 435</td>
<td>Marketing for Non-Prof. Orgs.</td>
<td>3</td>
</tr>
<tr>
<td>HPM 552</td>
<td>Science Documentary TV</td>
<td>3</td>
</tr>
<tr>
<td>INLS 490.151</td>
<td>Privacy by Design</td>
<td>3</td>
</tr>
<tr>
<td>INLS 541</td>
<td>Information Visualization</td>
<td>3</td>
</tr>
<tr>
<td>INLS 585</td>
<td>Mgmt. for Info. Professionals</td>
<td>1.5</td>
</tr>
<tr>
<td>MASC 503</td>
<td>Marine Geology</td>
<td>3</td>
</tr>
<tr>
<td>MBA 710</td>
<td>Project Management</td>
<td>1.5</td>
</tr>
<tr>
<td>POLI 411</td>
<td>Civil Libs. Under Constitutions</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 850</td>
<td>Social Stratification</td>
<td>3</td>
</tr>
</tbody>
</table>
### Online MATC Program

#### Table 4

Provide the first 15 names on an alphabetical list of the graduate students who received a professional master’s degree during 2013-14 academic year. Provide each student’s name, undergraduate major and school attended as an undergraduate.

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>UG major</th>
<th>UG school</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lex Alexander</td>
<td>English</td>
<td>Davidson College</td>
</tr>
<tr>
<td>2</td>
<td>Brian Bowman</td>
<td>Mass Communication</td>
<td>Campbell University</td>
</tr>
<tr>
<td>3</td>
<td>Ande Cagle</td>
<td>History</td>
<td>UNC-Pembroke</td>
</tr>
<tr>
<td>4</td>
<td>Darin Dillehunt</td>
<td>Communication Studies</td>
<td>UNC-CH</td>
</tr>
<tr>
<td>5</td>
<td>Kathryn Kennedy</td>
<td>English</td>
<td>UNC-Greensboro</td>
</tr>
<tr>
<td>6</td>
<td>Teresa Kreigsman</td>
<td>Journalism</td>
<td>UNC-CH</td>
</tr>
<tr>
<td>7</td>
<td>Julie Macie</td>
<td>Art</td>
<td>SUNY-Fredonia</td>
</tr>
<tr>
<td>8</td>
<td>Jill Powell</td>
<td>Hospitality Management</td>
<td>Appalachian State University</td>
</tr>
<tr>
<td>9</td>
<td>Jeff Shaw</td>
<td>English</td>
<td>University of Oregon</td>
</tr>
<tr>
<td>10</td>
<td>Lisa Stockman</td>
<td>Journalism</td>
<td>UNC-CH</td>
</tr>
<tr>
<td>11</td>
<td>Frank Taylor</td>
<td>History and Political Science</td>
<td>Wheaton College</td>
</tr>
<tr>
<td>12</td>
<td>Katie Trapp</td>
<td>English</td>
<td>UNC-Wilmington</td>
</tr>
<tr>
<td>13</td>
<td>Priscilla Tsai</td>
<td>Journalism and Graphics</td>
<td>UNC-CH</td>
</tr>
<tr>
<td>14</td>
<td>Melissa Umbarger</td>
<td>Mass Communication</td>
<td>Winthrop University</td>
</tr>
<tr>
<td>15</td>
<td>John Zhu</td>
<td>Journalism</td>
<td>UNC-CH</td>
</tr>
</tbody>
</table>

### Academic year 2013-14: Show master’s credit hours earned in all courses by the 15 students listed above.

All students took the following 3-credit courses:

- JOMC 711, “Writing for Digital Media.”
- JOMC 714, “Database and Web Research.”
- JOMC 715, “New Media and Society.”
- JOMC 716, “Research Methods and Applications.”
- JOMC 717, “Information Visualization.”
- JOMC 718, “Media Law for the Digital Age.”
- JOMC 719, “Leadership in Digital Media Economics.”
- JOMC 720, “Strategic Communication.”
- JOMC 721, “Usability and Multimedia Design.”
- JOMC 992, “Nontraditional Thesis.”

Students do not take any classes outside of the unit.
Supplemental Material:
Standard 2
**Supplemental 2-A:**
**JOMC 393, “Mass Communication Practicum,” Supervision, Evaluation and Registration**
**Documents: Course Guidelines.**

---

**JOMC 393/MASS COMMUNICATION PRACTICUM**

**CATALOG DESCRIPTION:** 1 credit, fall, spring and summer. Prerequisite: Must be admitted to the School of Journalism and Mass Communication. Students work with media, advertising, public relations, television and graphics firms, as well as non-profits and other organizations. Pass-Fail only.

**CREDIT HOURS EARNED IN THIS COURSE MAY NOT BE COUNTED IN THE MINIMUM JOMC CREDITS REQUIRED FOR GRADUATION.**

Students secure internships working at news outlets, advertising or public relations agencies, broadcasting stations, non-profits, graphic design or new media firms. The student must work a minimum of 8 hours per week for the entire semester (for fall and spring internships), and working hours are set by the employer and student. Students who enroll for this course and set up an arrangement with a company are expected to complete the semester; failure to do so reflects badly on the student and the School.

For summer internships, students generally work a minimum of 8 weeks for approximately 20 hours per week.

The employer assigns duties, working hours and other conditions. The assigned duties are to be related to mass communication of some form. The student is expected to perform to the supervisor’s satisfaction.

At the end of the semester, the supervisor rates the student on attitude, reliability, enterprise, punctuality, productivity and professional ability.

As a final project, the student submits to the instructor via the course’s Sakai site:

1. An evaluation of the experience and its relevance to the student’s education and career goals (4 pages).
2. An evaluation of the company or organization (no more than 1 page).
3. A review of a book relevant to the student’s career field, including how the book helped the student better understand career choices (3 pages).

An online evaluation by the student’s immediate supervisor also must be completed. Career Services will email the supervisor a link to complete the evaluation in SurveyMonkey.

In determining the course grade, the instructor will consider the final project and the evaluation completed by the supervisor.

All work is submitted to the instructor.
Students enrolled in JOMC 393, Mass Communication Practicum: Please complete the form below. Have your internship supervisor sign and date as well. Return to Jay Eubank in Carroll 162.

INTERN NAME:________________________________________________________________________

INTERN EMAIL:_______________________________________________________________________

INTERNSHIP IS WITH:________________________________________________________________

INTERNSHIP START/END DATE:________________________________________________________

WEEKLY WORK SCHEDULE:_____________________________________________________________

PLEASE DETAIL BRIEFLY WHAT WORK YOU ARE PERFORMING:

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

SUPERVISOR SIGNATURE:________________________________________________________________

SUPERVISOR’S NAME:__________________________________________________________________

SUPERVISOR’S TITLE:__________________________________________________________________

SUPERVISOR’S EMAIL:_________________________________________________________________
Supplemental 2-A:  
JOMC 393, “Mass Communication Practicum,” Supervision, Evaluation and Registration  
Documents: Supervisor Evaluation Survey.

Thank you for supervising a student from the School of Journalism and Mass Communication at the University of North Carolina at Chapel Hill. The J School recognizes that supervising interns places demands on your staff and we appreciate your efforts on behalf of students.

This evaluation is a required part of the JOMC 393 (internship-for-credit) course. Please complete promptly to ensure the intern receives a grade for this course.

Should you have any questions, please don’t hesitate to contact me directly. Thanks again for your time and consideration.

Jay Eubank  
Director of Career Services  
School of Journalism and Mass Communication  
University of North Carolina at Chapel Hill  
jeubank@email.unc.edu  
919-962-4518
1. Student's Name
   First name: ________________________________
   Last name: ________________________________

2. Place of Employment
   __________________________________________

3. Briefly describe the work/duties performed during this internship:
   __________________________________________

4. Please evaluate the student on these traits or abilities:

<table>
<thead>
<tr>
<th>Trait</th>
<th>Poor</th>
<th>Average</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependability</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Willingness to take instruction</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ability to work with others</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Initiative and creativity</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Communication skills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Grammar and spelling</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>OVERALL PERFORMANCE</strong></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

5. This internship was mostly in:
   __________________________________________

6. Would you hire this student again if given the opportunity?
   ☐ Yes       ☐ No

7. If you had an entry-level opening, would you consider hiring this student full-time?
   ☐ Yes       ☐ No

8. Please explain your answer to the above question
   __________________________________________
9. Although this is a Pass/Fail course, what letter grade would you recommend for this student?

- [ ] A
- [ ] A-
- [ ] B+
- [ ] B
- [ ] B-
- [ ] C+
- [ ] C
- [ ] C-
- [ ] D
- [ ] F

10. Please explain your grade recommendation. The J School would like to hear candid feedback on the performance of its students.


11. Supervisor’s Name

12. Supervisor’s title

13. Supervisor’s email address
14. The J School is interested in promoting your internship opportunities. Please include the best way for students to learn about such opportunities (please provide contact information and/or web address).
September 19, 2014

This letter is to certify that Claudia Pacheco is a student in the School of Journalism and Mass Communication at the University of North Carolina at Chapel Hill. is eligible to receive 1 credit hour for interning with the Durham Performing Arts Center.

The School asks that intern assignments be meaningful, well-defined and closely supervised. We know that supervising interns places demands on your staff, and we appreciate your efforts on behalf of students.

will register for JOMC 393, Mass Communication Practicum, in order to receive academic credit. An evaluation form will be provided to you to complete and return to the School at the conclusion of the internship.

Should you have any additional questions, please don’t hesitate to contact me directly. I can be reached by phone at 919-962-4518 or by email at jeubank@email.unc.edu.

Sincerely,

Jay Eubank
Director of Career Services
HIGHLIGHTS

• The percentage of minority undergraduates in the School has increased since the last accreditation team visit.

• The percentages of female and minority faculty members in the School have also increased since the last accreditation team visit.

• The School has obtained a multi-year financial commitment to run its Chuck Stone program, which introduces minority high school students to media careers.

• The School is home to the Durham VOICE, a digital and print news publication that reports on Durham’s inner-city community, and The Irina Project, a web-based resource for journalists covering sex-trafficking.
**STANDARD 3: Diversity and Inclusiveness**

**Introduction**

The School has a strong history of providing a diverse and inclusive education for its undergraduate and graduate students through its curriculum and through numerous programs and activities. These programs and activities have also provided excellent educational experiences regarding diversity for many professionals in mass communication throughout the years, and to the public as well through speeches and other appearances by top minority journalists and big names in an array of fields.

As to minority students, for many years we have attempted to recruit and retain a diverse student body through School-wide efforts and through work by individual faculty members. A key program is the N. C. Scholastic Media Association (NCSMA), which has existed for more than 50 years and has involved thousands of high school students from North Carolina and beyond.

**Undergraduate minority students.** Figures from the university registrar’s office for spring 2014 show that the School had a lower percentage of Asian undergraduates than the university did. Most Asian students who come to UNC-CH major in the sciences or in health. The percentages for black-African-American and Latino undergraduates for the same semester were slightly lower than the university’s percentages. But when the overall number of minority students in the School is totaled, it comes to 172 out of the 781 undergraduate students enrolled in spring 2014. That amounts to 22 percent, which is up considerably from the 16 percent of minority students at the time of the last accreditation in 2009.

**Graduate minority students.** At the graduate level, we had 33 students in the residential master’s program in spring 2014. None of the students were African-American in that semester, but 8 of the 33 students were minorities. That comes to 24.2 percent, which is up significantly from the 12.5 percent of graduate students at the last accreditation. The percentage of minority students in the online master’s program (the MATC) in spring 2014 was slightly higher: 26.2 percent.

In the Ph.D. program, which is not up for review, the proportion of minority students was even higher. Six of the 25 students enrolled in the Ph.D. program in spring 2014 were minorities, for 24 percent. Incidentally, the incoming Ph.D. class of 10 students in fall 2014 is 60 percent minority (three African-Americans and three Asians.)

**Minority faculty members.** For many years the School has attempted to recruit, retain and nurture minority faculty members. Most of the efforts have been quite successful, and the minority faculty members have helped pave the way for the creation of courses and many activities in diversity. Although we lost three minority faculty members in June 2014 (two African-Americans retired, and one Asian left for a higher position at the University of Florida), we hired two new minority faculty members as of July 1, 2014. Of the current total of 47 full-time faculty members, 11 are minorities. That comes to 23.4 percent, which is up from the total of 19 percent in the last accreditation.

**Female faculty members.** Of the 47 full-time faculty members, 21 are female, or 44.7 percent, which is up from the figure of 40 percent in the last accreditation.

In summary, the School has experienced the following increases since the last accreditation visit in 2009:

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority undergraduate students</td>
<td>+37.5%</td>
</tr>
<tr>
<td>Minority residential graduate students</td>
<td>+93.6%</td>
</tr>
<tr>
<td>Minority full-time faculty members</td>
<td>+23.1%</td>
</tr>
<tr>
<td>Female full-time faculty members</td>
<td>+11.5%</td>
</tr>
</tbody>
</table>

Throughout the years, the School has held scores of one-time programs on diversity and has created several important ongoing activities. They are described below. It should be noted that virtually all faculty members, black and white, Latino and Asian, have worked willingly in the programs. A number of staff members have as well.
1. Complete and attach the following tables: Table 5, “Area Population;” Tables 6 and 6a, “Student Populations;” Table 7, “Faculty Populations;” Table 8, “Full-time Faculty Recruitment;” Table 9, “Part-time/Adjunct Faculty Recruitment”

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

North Carolina state law requires that 82 percent of each entering first-year class at UNC-CH be residents of North Carolina. This is part of the UNC System’s mission of serving the state and its peoples. Not incidentally, this means that out-of-state students who do get admitted as first-year students have extraordinarily high qualifications. The demand to enter our university from around the country and world, even at the undergraduate level, is strong. Each year thousands of out-of-state applicants are turned down at the first-year level.

Junior transfers coming into UNC-CH need not meet that 82 percent requirement, so a higher percentage of them come from out of state and from other countries. At the graduate level and especially in Ph.D. programs, the university and our School draw many international students. We also have more and more international exchange students at the undergraduate level in our School.

**So the School’s service area is mainly North Carolina at the undergraduate level, but we also have students from all across the country and from other countries.** Our study-abroad relationships with six universities mean we have a steady group of international undergraduates arriving most semesters. More information about the study-abroad program is provided later in this Standard.

The School’s service area for the professional master’s program is mainly the United States as a whole, and we have a sprinkling of international students at that level as well.

---

**Table 5**

Based on the most recent Census figures, what percentages do the following groups represent of the population of the unit’s geographic service area as described above?

<table>
<thead>
<tr>
<th>Group</th>
<th>% of N.C. population</th>
<th>% of U.S. population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black – African-American</td>
<td>22.0%</td>
<td>13.1%</td>
</tr>
<tr>
<td>White</td>
<td>64.7%</td>
<td>63.0%</td>
</tr>
<tr>
<td>American Indian – Alaskan native</td>
<td>1.5%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.5%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Hispanic – Latino (any race)</td>
<td>8.7%</td>
<td>16.9%</td>
</tr>
<tr>
<td>Native Hawaiian – other Pacific Islander</td>
<td>0.1%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2.0%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Other races</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>101.5%</strong></td>
<td><strong>101.9%</strong></td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>51.3%</td>
<td>50.8%</td>
</tr>
</tbody>
</table>

---

** Minority Presence in the School’s Undergraduates.**

The percentage of African-American undergraduate students in the School is lower than the percentage of the African-American population of North Carolina because the latter figure is African-Americans of all ages and includes people not in college. Another factor in comparing the percentages of African-American students in our School with the population of North Carolina should be considered. Our state has a number of historically black colleges and universities (HBCUs) that draw a large number of African-American students. At least six are close by geographically, no more than an hour or 90 minutes from Chapel Hill by car. They are N.C. Central University in Durham, N.C. Agricultural & Technical State University in Greensboro, Shaw University and St. Augustine’s in Raleigh, Fayetteville State in Fayetteville, and Winston-Salem State in Winston-Salem. The South has many other HBCUs as well, of course.
Table 6

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

The data come from the UNC-CH registrar data warehouse for spring 2014.

<table>
<thead>
<tr>
<th>Group</th>
<th>Male</th>
<th>Female</th>
<th>% of Total in Unit</th>
<th>% of Total in Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>5</td>
<td>29</td>
<td>4.4%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Black – African-American</td>
<td>8</td>
<td>42</td>
<td>6.4%</td>
<td>8.5%</td>
</tr>
<tr>
<td>White</td>
<td>148</td>
<td>451</td>
<td>76.7%</td>
<td>65.7%</td>
</tr>
<tr>
<td>Hispanic – Latino</td>
<td>14</td>
<td>42</td>
<td>7.2%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Multiple</td>
<td>3</td>
<td>28</td>
<td>4.0%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>0</td>
<td>0.1%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Not specified – Chose not to respond</td>
<td>2</td>
<td>8</td>
<td>1.3%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Totals</td>
<td>181</td>
<td>600</td>
<td>100.1%</td>
<td>100.1%</td>
</tr>
</tbody>
</table>

Please note: The total number of undergraduate majors (juniors and seniors) was 781 in spring 2014. The total number of minorities self-identified in the above table comes to 172, or 22 percent of the School’s undergraduates.
Table 6a

Graduate Student Populations

The data come from the UNC-CH registrar data warehouse for spring 2014.

<table>
<thead>
<tr>
<th>Group</th>
<th>Residential M.A.</th>
<th>Online MATC</th>
<th>Ph.D.</th>
<th>Totals</th>
<th>% of Total at UNC-CH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male Female % in</td>
<td>Male Female % in</td>
<td>Male Female % in</td>
<td>Male Female % in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>program</td>
<td>program</td>
<td>program</td>
<td>program</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>0 0 0.0%</td>
<td>0 1 2.4%</td>
<td>0 1 4.0%</td>
<td>0 2 2.0%</td>
<td>11.8%</td>
</tr>
<tr>
<td>Black - African-American</td>
<td>0 0 0.0%</td>
<td>1 1 4.8%</td>
<td>0 3 12.0%</td>
<td>1 4 5.0%</td>
<td>7.2%</td>
</tr>
<tr>
<td>White</td>
<td>6 18 72.7%</td>
<td>7 22 69.0%</td>
<td>6 11 68.0%</td>
<td>19 51 70.0%</td>
<td>61.0%</td>
</tr>
<tr>
<td>Hispanic - Latino</td>
<td>0 3 9.1%</td>
<td>0 0 0.0%</td>
<td>1 0 4.0%</td>
<td>1 3 4.0%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Multiple</td>
<td>2 2 12.1%</td>
<td>6 2 19.0%</td>
<td>0 1 4.0%</td>
<td>8 5 13.0%</td>
<td>8.2%</td>
</tr>
<tr>
<td>Other</td>
<td>1 0 3.0%</td>
<td>0 0 0.0%</td>
<td>0 0 0.0%</td>
<td>1 0 1.0%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Not specified - Chose not to respond</td>
<td>0 1 3.0%</td>
<td>0 2 4.8%</td>
<td>1 1 8.0%</td>
<td>1 4 5.0%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Totals</td>
<td>9 24 99.9%</td>
<td>14 28 100.0%</td>
<td>8 17 100.0%</td>
<td>31 69 100.0%</td>
<td>99.9%</td>
</tr>
</tbody>
</table>

*Please note:* The total number of residential M.A. students in the School in the above table is 33; eight of them, or 24.2 percent, were minorities. The total number of online MATC students in the table is 42; 11 of them, or 26.2 percent, were minorities. The total number of Ph.D. students in the table is 25; six of them, or 24 percent, were minorities. Overall, the total number of graduate students in the table is 100; 25 of them, or 25 percent, were minorities.
Table 7

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

<table>
<thead>
<tr>
<th>Group</th>
<th>% of Male</th>
<th>% of Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>2 (4.3%)</td>
<td>1 (2.1%)</td>
</tr>
<tr>
<td>Black–African–American</td>
<td>2 (4.3%)</td>
<td>2 (4.3%)</td>
</tr>
<tr>
<td>White</td>
<td>21 (44.7%)</td>
<td>15 (31.9%)</td>
</tr>
<tr>
<td>Hispanic–Latino</td>
<td>1 (2.1%)</td>
<td>3 (6.4%)</td>
</tr>
<tr>
<td>Multiple</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Other</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>26 (55.3%)</td>
<td>21 (44.7%)</td>
</tr>
</tbody>
</table>

**Please note:** Of the 47 full-time faculty members, 11 are minorities. That is 23.4 percent.

<table>
<thead>
<tr>
<th>Group</th>
<th>% of Male</th>
<th>% of Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Black–African–American</td>
<td>1 (2.77%)</td>
<td>1 (2.77%)</td>
</tr>
<tr>
<td>White</td>
<td>20 (55.56%)</td>
<td>13 (36.11%)</td>
</tr>
<tr>
<td>Hispanic–Latino</td>
<td>0 (0.0%)</td>
<td>1 (2.77%)</td>
</tr>
<tr>
<td>Multiple</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Other</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21 (58.33%)</td>
<td>15 (41.67%)</td>
</tr>
</tbody>
</table>

**Please note:** Of the 36 part-time faculty members in the table, three are minorities. That is 8.3 percent.

Until the 2013-14 academic year, we had not had a black male adjunct in quite a few years. The senior associate dean for undergraduate studies is now actively recruiting minority adjuncts.

Table 8

**Full-Time Faculty Recruitment.** Provide the following information for any searches for full-time faculty members conducted by the unit within the past three years.

<table>
<thead>
<tr>
<th>Year</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Openings</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total applicants in hiring pool</td>
<td>151</td>
<td>44</td>
<td>66</td>
</tr>
<tr>
<td>Females in hiring pool</td>
<td>50</td>
<td>19</td>
<td>31</td>
</tr>
<tr>
<td>Female finalists considered</td>
<td>0</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Offers made to females</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Offers accepted to females</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Minorities in hiring pool</td>
<td>53</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>Minority finalists considered</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Offers made to minorities</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Offers accepted by minorities</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>International faculty in hiring pool</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>International faculty considered</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Offers made to international faculty</td>
<td>N/A</td>
<td>N/A</td>
<td>1</td>
</tr>
<tr>
<td>Offers accepted by international faculty</td>
<td>N/A</td>
<td>N/A</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 9

Part-Time – Adjunct Faculty Recruitment. Provide the following information for any searches for part-time or adjunct faculty members conducted by the unit within the past three years.

<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Openings</td>
<td>10</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>Total applicants in hiring pool</td>
<td>No official application process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females in hiring pool</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Female finalists considered</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Offers made to females</td>
<td>4</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Offers accepted to females</td>
<td>4</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Minorities in hiring pool</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Minority finalists considered</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Offers made to minorities</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Offers accepted by minorities</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>International faculty in hiring pool</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>International faculty considered</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Offers made to international faculty</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Offers accepted by international faculty</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

2. Attach a copy of the unit’s written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit’s definition of diversity and the underrepresented groups identified by the unit.

Going back at least to the 1990s, the School has had its own diversity plan. That plan states:

Action Plan for Recruiting and Retaining Minority Students to Increase the Number of Minority Students in the School

- Continue to use current minority students to help recruit high school seniors.
- Continue participation by the School in university-sponsored programs such as Project Uplift and Summer Bridge.
- Consider development of a mentor program especially for undergraduate minority students.
- Continue to support and encourage efforts of the Carolina Association of Black Journalists, a student organization affiliated with the National Association of Black Journalists.
- Maintain or increase the level of financial support for minority student attendance at job fairs.
- Continue efforts to find job fair and internship opportunities for minority students in all fields of mass communication.

Action Plan to Increase Minority and Female Faculty Members

We must continue to strive to make the School’s faculty more diverse and representative of national and state populations and enrollments in the university and School. To that end, we are committed to the following efforts:

- Maintain strategies used in the past to advertise available faculty positions and find ways to reach an even wider pool of female and minority applicants.
- Maintain active networking with colleagues at other universities to ascertain the potential candidate pool.
- Continue to gather information about potential faculty candidates coming out of doctoral programs at other institutions.
- Continue to pursue opportunities to hire minority faculty members through the university’s targeted minority hiring program.
- Expand efforts to bring female and minority professionals to the School as visitors. Recruit candidates through professional channels.
- Increase the number of minority and female guest speakers to classes in the School.

The university mandated a campus-wide diversity plan in fall 2006. The plan is designed to strengthen UNC-CH’s commitment to diversity by establishing a common set of goals for university leaders and an avenue for sharing related strategies and outcomes. The School has also adopted the university’s plan as its own.

The diversity plan requires that schools and units develop goals and objectives based on five diversity goals (explained below), identify action steps to accomplish these objectives, and conduct evaluations of the unit’s accomplishments of the goals or objectives.

The necessity of an institutional diversity plan emerged from the findings and recommendations of the 2005 Chancellor’s Task Force on Diversity. The task
force assessment concluded that while diversity clearly resonated as an important value for UNC-CH, the university community did not actually share a common understanding of diversity across the campus or of diversity priorities. To address this concern, the task force recommended that the university adopt common diversity goals and develop a plan to ensure accountability for achieving these goals campus-wide. The Office of Diversity and Multicultural Affairs was given the responsibility, in consultation with the campus community, of formulating a diversity plan that includes annual benchmarks and evaluation methods for implementation and review. This plan also established an annual reporting process for sharing campus-wide efforts to address common diversity goals.

For a copy of the 2006-10 university diversity plan baseline report, please refer to the appendices provided in the site team’s workroom.

For a copy of the current university diversity plan report, please refer to the appendices provided in the site team’s workroom.

The five UNC-CH diversity goals are listed below, along with our School’s most recent response to each goal:

**Goal 1: Clearly define and publicize the university’s commitment to diversity.**

*School response:* The School’s website has a special section (http://jomc.unc.edu/about-jomc/diversity) that covers the topic of diversity and how the School specifically addresses diversity issues as well as diversity programs in the School. For example, the website contains a section about *Latijam*, a School-wide initiative aiming to improve journalism and strategic communication about Latino life in North Carolina.

Students who participate in *Latijam* also produce a local radio program that airs weekly. They develop the content for the radio program and serve as its announcers and producers. *Latijam* is affiliated with other programs on campus, including Latina/o Studies and the Carolina Hispanic Association.

New information related to the greater topic of diversity is posted on the School’s website on a regular basis.

Other student organizations in the School that are diversity-focused include the Carolina Association of Black Journalists, which is affiliated with the national organization. The student chapter has been named the best campus chapter of the National Association of Black Journalists in 2001, 2002 and 2007. The chapter was a finalist for the award in 2005 and 2012. Each fall the School has an informational session for new students. Representatives from student organizations in the School have the opportunity to talk about their organizations and recruit new members at various events.

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

*School response:* The number of students who graduated from the School and who are classified as Hispanic, African-American or Asian has increased in recent years. For example, the number of graduating seniors classified as Hispanic went from 17 students in 2008-09 to 25 in 2013-14. The number of Asian graduating seniors in 2008-09 was 2; the number in 2013-14 was 17. The number of black graduating seniors went up slightly, from 21 in 2008-09 to 23 in 2013-14. Conversely, the number of white students who graduated went from 309 in 2008-09 down to 269 in 2013-14.

In terms of minority faculty members, we examine each year the number of full-time, tenure-track faculty members who are minorities.

We strongly believe in the importance of having minority-international faculty members as a vital part of our School. It should be noted here that we lost two excellent full-time African-American faculty members at the end of June 2014 when they retired. They served and were a vital part of the School during the past six years between our last self-study and this self-study. They were inspired teachers who were each awarded both the School’s David Brinkley Teaching Award and the School’s Ed Vick Innovation in Teaching Award. One of the retirees also was associate dean for undergraduate studies during the self-study period.

The School is working with the UNC-CH Office of Diversity and Multicultural Affairs to improve our diversity efforts for students and faculty members. For the 2014-15 academic year, this includes training-educational programs for our faculty and staff, particularly in terms of recruiting minority faculty members. The School has no separate retention programs or efforts to retain diverse students or faculty or staff members apart from the School’s overall retention efforts and to work with the university’s recruitment and retention programs to assure excellence during this difficult financial period.
Goal 3: Make high-quality diversity education, orientation and training available to all members of the university community.

Diversity orientation and trainings are coordinated by the university’s Office of Diversity and Multicultural Affairs (DMA). For example, the DMA office just launched a set of workshops in spring 2013 that includes “Diversity in the Classroom,” “Diversity in the Workplace” and “Diversity in Hiring.” The School’s response to Goal 3 focuses on its curriculum-based opportunities and special programs.

School response: In 2012, a joint project sponsored by the School and Capitol Broadcasting Company’s WRAL-TV in Raleigh, N.C., began the CBC-UNC Diversity Fellowship Program, which aims to increase diversity in the broadcasting industry. The program takes 12 college seniors or graduate students who are finishing their university studies and want to pursue a career in broadcasting as reporters, videographers, editors, producers or directors. The intensive workshop is open to students from any college or university. The workshop was held in spring 2013 and again in spring 2014. A third class is being recruited for the spring of 2015.

While diversity and audience sensitivity are covered in many courses in the School, there are a number of courses that specifically focus on the topic of diversity:

JOMC 342, “The Black Press and United States History.” A chronological survey of the African-American press in the United States since 1827. Emphasis is on key people and issues during critical periods in the African-American experience. This course has been taught in the School for many years. This course is cross-listed with the Department of African, African American and Diaspora Studies at UNC-CH.

JOMC 441, “Diversity and Communication.” An examination of racial stereotypes and minority portrayals in U.S. culture and communication. Emphasis is on the portrayal of Native-Americans, African-Americans, Hispanics and Asian-Americans in the mass media.

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

JOMC 443, “Latino Media Studies.” An introductory course on U.S. Latina/os and the media. It analyzes the media portrayal of Latina/os and explores the way in which Latina/o audiences use the multiple media offerings available to them.

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

JOMC 447, “International Media Studies: Mexico.” This course, offered in the spring, provides students with an intensive look at mass communication in Mexico in light of that country’s culture. It includes a trip to Mexico City over spring break.

JOMC 490, “Sexual Minorities and the Media.” This course examines the portrayal of sexual minorities in the news, entertainment media, advertising, marketing and social media. Students trace historical treatment of sexual minorities in the media, in addition to the roles that sexual minorities have played in content creation. The course aims to stimulate critical thinking about gay, lesbian, bisexual and transgender issues and their relation to the mass media.

JOMC 491, “Poverty and Plurality and the Media.” This special-topics class considers social conflicts that stem from racial, ethnic and cultural differences through migration and immigration and how those conflicts are covered in the media. It attempts to identify conditions that most expeditiously promote social reconciliation and equitable access to higher education.

In addition, the School developed the Chuck Stone Symposium on Democracy in a Multicultural Society, a program surrounding the work of pioneer minority journalist and former faculty member Chuck Stone and the issues he felt were important. He died in 2014. We feel that this program will raise concerns about many minority-related issues that are not covered that well in the media and in political conversations. Five faculty members organizing the program to involve experts across the campus on issues such as immigration, voter reform and media. The program for the symposium is on the following page.
Friday, Oct. 24, 2014

11 a.m.
Welcome
Dean Susan King
UNC School of Journalism and Mass Communication

Contemporary Democracy in a Multicultural Society
Frank Baumgartner, UNC Department of Political Science
Charles Price, UNC Department of Anthropology
Andrea Benjamin, UNC Department of Political Science
Paul Cuadros, UNC School of Journalism and Mass Communication

Moderator:
Assistant professor Daniel Kreiss, UNC School of Journalism and Mass Communication

12:30 p.m.
Lunch
Barry Saunders, columnist for The News & Observer

1:45 p.m.
Civil Rights Then and Now
Charmane McKissick-Melton, N.C. Central University Dept. of Mass Communication
Jarvis Hall, N.C. Central University Department of Political Science
Anita Brown-Graham, N.C. State University Institute for Emerging Issues
Paul Delaney, veteran N.Y. Times editor and correspondent who covered civil rights issues

Moderator:
Assistant professor Trey McDonald, UNC School of Journalism and Mass Communication

The Chuck Stone Symposium on Democracy in a Multicultural Society brings together scholars and journalists to discuss the issues of race, inequality, justice and democracy in America, which were central to Chuck Stone's work over a 60-year career.

Stone was a Tuskegee Airman, a leader in the black and metropolitan press, founding president of the National Association of Black Journalists, and assistant to one of the first African-American U.S. congressmen. Through his columns and books, he was an important voice in the Civil Rights and Black Power movements as well as a leading advocate of social justice.

In 1958, he joined the New York Age, first as a reporter and then as its editor. From 1960 to 1963, he was editor and White House correspondent for the Washington Afro-American. He induced discomfort among readership at that time by his diligent pressure towards the Kennedy administration to move forward with its Civil Rights agenda.

He briefly became the editor-in-chief of the Chicago Daily Defender in 1963, but was fired in 1964 for refusing to decrease his continued attacks on the powerful Chicago mayor.

In 1972, the Philadelphia Daily News recruited him as its first black columnist. Over the next 19 years, he developed a reputation for being outspoken about tough political and social views. He denounced discrimination, racism, police brutality and ignorance. In addition, he provided commentary on local television and radio.

In 1991, he became the Walter Spearman Professor at the UNC School of Journalism and Mass Communication where he taught censorship and magazine writing and encouraged his students to examine how journalists can engage with issues of race, inequality, justice and democracy.
Goal 4: Create and sustain a climate in which respectful discussions of diversity are encouraged and take leadership in creating opportunities for interaction and cross group learning.

**School response:** The senior associate dean for undergraduate studies began meeting with the School’s minority faculty members in spring 2014 to hear their issues. In addition, he organized two lunches with the School’s minority faculty members to discuss ways in which the School could improve its diversity efforts. Improving diversity retention is one of the School’s senior leadership goals. The senior associate dean for undergraduate studies presented the minority faculty’s list of suggestions to the dean. Those suggestions are listed below.

1. Create a better mentoring program -- one in which the mentors are trained and can give good advice on the tenure and promotion process.

2. Ensure that minority faculty members do not feel as if they are being hazed during the tenure and promotion process. (This is a feeling that nonminority faculty members have also expressed.)

3. Provide better advice on CVs. The messages received are inconsistent.

4. Institute a better policy regarding diversity efforts within the requirements of tenure, perhaps making diversity a more involved part of service and creative work.

5. Demonstrate that minority voices are being heard by the School’s administration.

6. Appoint a minority faculty member to lead a search committee.

7. Develop some sort of “post-doc” program for diverse faculty members joining our faculty as a way for them to learn about academia.

8. Encourage regular meetings of minority faculty members to discuss issues as a group.

9. Establish relationships with diversity mentors outside the School to connect faculty members with minority colleagues across the university.

The first minority faculty member was appointed to chair a search committee at the School at the start of the summer of 2014 – prior to the dean’s receipt of these suggestions. It will be the first time a minority faculty member has chaired a search in the School (minority faculty members have been members of many search committees in the past.)

Since 2013 the School has partnered with AT&T of the Carolinas and the NC Department of Public Instruction (DPI) to produce “The Heritage Calendar: Celebrating the NC African American Experience.” The calendar highlights North Carolinians who have contributed significantly to the lives and experiences of African Americans in our state. It features monthly profiles of inspiring Tar Heels as well as dates of significance in North Carolina and nationally. In October 2014, four School undergraduates were honored at the Governor’s Mansion for their leading roles in producing the 2015 Heritage Calendar. In addition to paper calendars distributed statewide (and available in common areas of Carroll Hall), longer versions of the profiles are archived at ncheritagecalendar.com. In addition, DPI is converting our students’ work into lesson plans for every public school teacher in North Carolina. A copy of the 2015 calendar will be available in the site team’s workroom.

A new television series based on the book by associate professor Paul Cuadros, *A Home on the Field* has offered the School a number of opportunities to emphasize the changing demographics of North Carolina. “Los Jets” is a documentary television series produced by Jennifer Lopez for NUVOtv. In June 2014, the School hosted a reception for the North Carolina premiere of “Los Jets” that attracted the Siler City soccer team featured in the documentary and local political and academic leaders. Chancellor Carol Folt and Provost Jim Dean both attended along with many other UNC faculty and staff members and others from the community.

The inaugural [Chuck Stone Symposium on Democracy in a Multicultural Society](#) (mentioned earlier in this Standard) was held in October, 2014. The event brought together scholars and journalists to discuss the issues of race, inequality, justice and democracy in America, all of which were central to Chuck Stone’s career. The 2014 symposium featured two panels: “Contemporary Democracy in a Multicultural Society” and “Civil Rights: Then and Now.” The School hosted a pre-symposium showing of “Los Jets” that was followed by a conversation with Paul Cuadros, Professor María De Guzmán of the UNC-CH Latin America Studies department and one of the featured soccer players who is now a first year student at UNC-CH.

Goal 5: Support further research to advance the university’s commitment to diversity and to assess the ways in which diversity advances the university’s mission.

**School response:** Several of our faculty members have completed research in diversity. Below are some examples of work by full- and part-time faculty members
UNC-CH chancellor and provost and Dean King attended the Carolina premiere in June 2014 with the School’s support. The Jennifer Lopez’s production company and had a North features undocumented Latino youth, was produced by documentary TV series in 2014. The documentary, which of an all-Latino high school soccer team, was made into a processing town in the South as told through the stories and struggle of Latino immigrants to a rural poultry-on the Field,” (HarperCollins), which chronicles the arrival award.

ongoing work also won a $7,500 university junior faculty covered the civil rights movement for the black press. This her oral histories on African-American journalists who McDonald also won a School seed grant to continue our the Land Loss Prevention Project in 2011.

McDonald also won a School seed grant to continue her oral histories on African-American journalists who covered the civil rights movement for the black press. This ongoing work also won a $7,500 university junior faculty award.

Associate Professor Paul Cuadros’ book, “A Home on the Field,” (HarperCollins), which chronicles the arrival and struggle of Latino immigrants to a rural poultry-processing town in the South as told through the stories of an all-Latino high school soccer team, was made into a documentary TV series in 2014. The documentary, which features undocumented Latino youth, was produced by Jennifer Lopez’s production company and had a North Carolina premiere in June 2014 with the School’s support. The UNC-CH chancellor and provost and Dean King attended the premiere.

The production company and cable channel airing the project celebrated in New York City at the convention of the League of United Latin American Citizens. At the premier, Jennifer Lopez, who was executive producer of the documentary series, introduced First Lady Michelle Obama and screened the series to a special audience. Cuadros raised considerable private funding for the documentary series as well as worked with the filmmakers over three years on the project. School alumni participated in the filming of the series, and Professor Pat Davison helped to promote the show through his photography.

The series, “Los Jets,” has garnered national reviews and attention in such publications and television shows as “The Washington Post,” “Los Angeles Times,” Associated Press national, MSNBC, the “Huffington Post,” NPR’s “LatinoUSA” and other media. Cuadros is currently working with the filmmakers on a feature film about the book.

Professor Charlie Tuggle has produced a documentary, “Las Abuelas de Plaza de Mayo and the Search for Identity,” that focuses on a period in Argentina’s history referred to as the Dirty War, during which tens of thousands of individuals were arrested, tortured and killed in 1976-83. It was shown at the Carter Center in Atlanta in July 2014 with President Jimmy Carter in attendance. President Carter joined Dr. Tuggle and two individuals in the documentary for a public discussion after the film.

Professor Lucila Vargas launched Latina/o Journalism and Media (Latijam) in 2010. It is a School-wide cultural competence initiative that seeks to improve journalism and strategic communication about Latino life in North Carolina and the Southeast. She also continues her research on young Latina women and the media.

Professor Francesca Dillman Carpentier won a competitive university grant in summer 2014 to pursue a research proposal on the accessibility of concepts of sexual risk and responsibility when shown media depictions of lust or love. It follows earlier work she has done on the issue.

It should also be noted that many of the School’s current graduate students have also conducted research in diversity and minority issues. Among them are Ph.D. students April Raphiou (Africa), Joe Cabosky (African-American and LGBT issues), Diane Francis (African-American), and Meghan Sobel (Asia, Africa, sex-trafficking issues). Current and recent master’s students conducting research this year include ligaiya Romero (Philippines and biracial), Ivan Weiss (Latino-American), and Marshelle Carter Wadell (combat veterans with PTSD and traumatic brain injury).
3. Describe how the unit assesses its progress toward achieving the plan’s objectives.

The School must complete a Diversity Goals Plan Outcomes Reporting Form for the UNC-CH Office of Diversity and Multicultural Affairs each year. That form examines how well the School is performing against the goals set by the university. Those goals and our performance against those goals for the 2013-14 academic year are listed above.

One example of a School diversity program that has been very successful is the Chuck Stone Program for Diversity in Education and Media, developed and sponsored by the School. Now in its eighth year, the program admits 12 diverse students to the summer program each year. The participants are high school students. They receive intensive training in interviewing, writing news stories and other journalistic skills.

During the 2014 Chuck Stone program, students were able to engage with dynamic speakers on many topics including the importance of one’s name, social media use, personal branding, alternative storytelling and media law. In addition, students got a feel for college life through their dining and residence hall experiences, and they worked under time restraints and deadlines to complete assignments.

Students were able to bond with their peers and program staff members, creating a diverse community of learners. After discussing alternative storytelling methods, some students came out of their comfort zones and created infographics and a website in lieu of writing a traditional story. Students especially enjoyed the photography, motion graphics and broadcast sessions.

A number of students who have been in the Chuck Stone program have gone on to college and performed well. Some of them have come to UNC-CH and majored in our School and are having successful careers in the mass media. Of the 12 Chuck Stone students from 2012, five enrolled in UNC-CH. In the 2011 Chuck Stone class, seven of 12 students enrolled in UNC-CH. The best Chuck Stone class in terms of recruitment was 2009, when six of 12 students enrolled in UNC-CH and all six became students in the School.

A grant by the Gannett Foundation allows us to track the Chuck Stone students, their college progress and industry success. Each year the graduates are invited to Chapel Hill to network and to meet with the mentors; this is also funded by the Gannett Foundation grant. The program took a leap forward in 2014 by securing multiple-year funding from an anonymous donor who has until now supported the program on a year-to-year basis.

The School believes that recent recognition for its diversity efforts among its faculty members and students also shows that it is achieving its diversity goals.

Associate Professor Paul Cuadros received the faculty diversity award from the UNC-CH Office of Diversity and Multicultural Affairs in 2013. He was recognized for his work with diverse groups and students at UNC-CH including helping to found the Carolina Latina/o Collaborative Center and the Carolina Latina/o Caucus, and chairing the Scholars’ Latino Initiative mentoring and bridge program for Latino students. In 2012, a School doctoral student and a student organization led by an undergraduate journalism major were recognized with university-wide diversity awards given by the UNC-CH Office of Diversity and Multicultural Affairs.

Joseph Erba, then a third-year doctoral student and Roy H. Park Fellow, received the UNC-CH graduate student diversity award for his commitment to diversity in his research, teaching and public service. Erba specializes in strategic and intercultural communication, focusing on the relationship between media portrayals of racial minorities and racial minority students’ college experiences. His dissertation examines the experiences of Latino male undergraduate students at a predominantly white public university.

Viviana Bonilla Lopez, then a junior in the School, accepted a diversity award on behalf of Rethink: Psychiatric Illness, a student organization dedicated to raising awareness and educating others about mental health issues. The group also designed a skills-training event — much like UNC-CH’s Safe Zone — that will prepare students to become Rethink Ambassadors and work to make the university a safer place for students and community members with mental illnesses. Lopez co-founded and leads the group with fellow undergraduate Stephanie Nieves Rios. Lopez is an alumna of the School’s Chuck Stone Program.

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

The School offers a number of courses and programs that deal with diversity. They are listed above. In addition, here are three other programs tied to the School’s curriculum:

**The Irina Project**

The Irina Project is a form of engaged scholarship,
with research as its foundation that translates to service to the journalism profession and community. Its aim is to improve media coverage of sex trafficking. “Irina” refers to a trafficked woman from Eastern Europe profiled in a widely circulated article about sex trafficking.

The project was co-founded by faculty members Anne Johnston and Barbara Friedman, who discuss the project in the classes that they teach on gender and the media. It is the only anti-trafficking resource dedicated to understanding media’s role in coverage of sex trafficking. Specifically, the project is dedicated to the responsible and accurate reporting of sex trafficking. In addition to research and public presentations, Johnston and Friedman use social media (Facebook and Twitter) to monitor and comment on media representations of sex trafficking.

Their research has shown that when trafficking is reported, coverage tends to reduce its complexity to breaking crime news, neglect details of how victims are recruited or “rescued,” and ignore larger contextual frameworks showing linkages to larger societal issues. Web analytics suggest that reporting has not kept pace with the public appetite for information about trafficking, particularly when curiosity is piqued by popular media (movies and books, for example) or coinciding with the annual release of the Trafficking in Persons report. The result of inaccurate or irresponsible coverage of trafficking can have serious consequences, leading to fear and misunderstanding, marginalization of trafficking victims, and the allocation of resources in ways that do not help the problem.

In 2013, The Irina Project received a McCormick-Poynter grant to sponsor a Specialized Reporting Institute (SRI) to help reporters cover sex trafficking responsibly and accurately. Competing for 15 seats were two-dozen print and broadcast journalists in 21 U.S. cities, representing news operations in 13 states. Also in attendance were representatives from the U.S. State Department and trafficking survivors. During that two-day workshop in November 2013 in the School, working journalists received training and education on several areas of covering sex trafficking, such as interviewing trafficking survivors, mining data sets and understanding numbers, and visual representations in telling the story of trafficking. The SRI provided resources for reporters based on research findings and tip sheets from the guest experts.

Following the reporting institute, the project received a seed grant from the School to develop a web-based resource for reporters. In addition, Friedman and Johnston were selected for the UNC-CH Thorp Faculty Engaged Scholars program (Carolina Center for Public Service) in 2014 to continue the development of this web-based resource. Although the occasional media guide has been generated by scholars or organizations involved in anti-trafficking efforts, the proposed website will provide the only centralized resource of this kind, to be updated routinely and become increasingly interactive as additional data resources are collected and made available to users.

The website is being developed to provide reporters with resources such as:

- Locating reliable expert sources.
- Access to survivors’ stories.
- Locating reliable data and interpreting it for audiences.

**Latijam**

Another School-wide initiative is Latijam, a cultural-development effort dedicated to improving journalism and strategic communication of Latino life in North Carolina and beyond. Latijam comprises an undergraduate certificate program in Latino Media Studies, a service-learning and youth-empowerment radio project that ran in 2009-14, a regional directory of Latino media and a bilingual (Spanish-English) website (latijam.unc.edu.) Professor Lucila Vargas directs the initiative.

The website makes publicly available the regional directory of Latino media and displays Latino-related research that students and faculty members conduct at the School. Google analytics for October 2012-October 2013 show 5,177 visits from 2,461 unique visitors to the English version of the website alone.

The directory is a public service project and a research endeavor. It serves nonprofits and other service providers who have no access to proprietary directories. It is available free on the website. It was prompted by the need to map the region’s Latino media.

The website has information on newspapers and radio and television stations targeting Latinos in Alabama, Arkansas, Georgia, the Carolinas and Tennessee.

The radio project ran from August 2009 to May 2014. It was a weekly Spanish-language radio show on a local community station. It is not operating in 2014-15 but Vargas hopes to continue it in the future.

**The School’s Certificate in Latino Media and Journalism Studies**, which is part of Latijam, is the third of its kind in the nation and the first in the Southeast. It is offered to degree-seeking, residential undergraduates majoring or minoring in journalism and mass communication. It enhances the educational experience of students by preparing them to live and work in bilingual and multicultural environments.

Latijam is an interdisciplinary program in collaboration with the Department of English and Comparative Literature (through its Latino Studies Minor and Program), Department of History, Department of Music, and in particular with the Department of Romance Languages and Literatures.
Approved by UNC-CH in May 2013, the certificate program currently has five students. The first graduate received her Certificate in Latino Media and Journalism Studies in May 2014.

Professor Lucila Vargas of the School directs the program, and Professor Julia Cardona Mack (Department of Romance Languages and Literatures) is associate director. Both advise certificate students. The director approves their plan of study and monitors their progress to ensure that they are able to complete the program successfully and in a timely fashion.

The certificate is a cultural competence development program that enables students to acquire a knowledge base about U.S. Latinos and the media catering to them. Students also develop Spanish-language composition and Spanish-English translation skills. Students improve their proficiency in Spanish as well as their effectiveness to communicate with and about Latinos.

Although 64 percent of U.S. Latinos were born in the United States, they have a deep attachment to their cultural roots and prefer media that speak to their cultural uniqueness, whether in Spanish or English. Historically, Latinos have been served by Spanish-language media. But as more Latinos speak English, bilingual and English-language media targeting Latino audiences have appeared; even media giants such as Disney’s ABC and News Corp.’s Fox have entered the Latino media market.

Students may apply in the fall or spring semesters. To be in good standing, students must maintain a GPA of 3.0 in all certificate courses. They must complete 9-12 credit hours to receive the certificate. Certificate students are guaranteed a slot in certificate courses. Prospective students must demonstrate Spanish-language proficiency at the fifth-semester level before being accepted into the program. Further information is available at latijam.jomc.unc.edu.

The certificate offers students a specialized credential that adds value to their degree. It is noted in their transcripts and gives them an edge in a competitive job market because media and communication firms have an urgency to recruit employees who understand the Latino consumer.

The “VOICE”

The Durham “VOICE” is a community newspaper and multimedia website (durhamvoice.org) providing neighborhood news, information and features for residents of Central Durham. The “VOICE” is organized around mentoring for community youth in order to help at-risk, disadvantaged and disconnected young adults expand their leadership, education and career opportunities.

Launched by Senior Lecturer Jock Lauterer in September 2009 (online first and then in print in February 2010), the “VOICE” is a joint production of JOMC 459, “Community Journalism,” and JOMC 457, “Advanced Editing,” as well as the “Advanced Reporting” class taught by Professor Lisa Paulin at N.C. Central University. She is a Ph.D. graduate of our School. The “VOICE” also gets content from four Durham high school journalism classes and their school newspapers as well as from a small staff of urban youth supported by a local youth-development non-profit in Durham.

The “VOICE” youth staff is primarily teenagers living in Central Durham, with journalism students from NCCU and UNC-CH contributing content and mentoring the younger staff members. Additionally, the project mentors students at four Durham high schools to extend the reach and help strengthen the schools’ journalism programs. Participating teens gain the leadership, writing, technology and professional skills necessary to effectively use their voices in civic discussions and to expand their education and career options.

This experience is designed to establish a direct positive link to the development of civic engagement and community involvement. The young people not only benefit from the skills workshops and mentoring activities but also from the experience of seeing their photos and articles published. This promotes confidence in their work and teaches them that their voices can be heard and make a difference in their community.

The “VOICE” is published monthly in print and bi-weekly online during the academic year. Summers are devoted to recruitment and community outreach. The publications include articles, photos and video, providing the Central Durham community with a timely source of information, issue-oriented stories and features unavailable anywhere else from a single source.

Two thousand copies of the print version are distributed to schools, offices, churches and businesses throughout Durham each month. Newsroom space is maintained in the Golden Belt Building in Durham.

The “VOICE” is a collaborative effort between the School and the Department of English and Mass Communication at N.C. Central University, an HBCU that is part of the UNC System. More than $300,000 in annual support from the universities and community partners is already invested in the “VOICE.”

An instrumental partnership of the “VOICE” is with Partners for Youth Opportunity, newly formed through the merging of Year of Opportunity for Durham Teens and Partners for Youth. Serving teens aged 15-17 identified as at-risk, Partners for Youth Opportunity’s mission is to provide mentoring and job training. In the coming year, we anticipate that 8-10 teens in this program will be staff...
members at the “VOICE.” Each year’s “VOICE” is led by one outstanding teen selected as teen editor-in-chief. Three past teen editors-in-chief are attending college, two of whom are attending on scholarship.

The “VOICE” has been directly responsible for reviving or launching of school newspapers at three Durham high schools: Southern, Hillside and J.D. Clement.

Journalism students say that this innovative community journalism boots-on-the-ground experience gives them a greater appreciation for the vital role of journalism in a democratic society and shows them how one journalist can make a difference at the community level.

The “VOICE” has been recognized in the Durham mayor’s state-of-the-city address, local blogs, “Durham Herald-Sun,” “News & Observer” and “Triangle Tribune.” In 2011, the “VOICE” won one of two UNC-CH Provost’s Awards for Public Service. From AEJMC, the “VOICE” won second place in the nation for outreach and innovation in journalism education.

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

The School has long enjoyed a strong international program, thanks to the effort of a number of faculty members and former Dean Richard Cole. In recent years, the School has committed to strengthening and formalize this global focus.

In 2010, Michael Penny was hired into a new position of assistant director for international and professional programs. Under the guidance and direction of Senior Associate Dean Louise Spieler, Penny spearheads efforts to further internationalize the School.

Spieler and Penny have worked to expand international initiatives and deepen integration of international activities into every area of the School. This is true not only for undergraduate students but also for graduate students, faculty members and professionals from around the world who visit the School.

Visiting International Scholar (VIS) Program

International visitors have come to the School for many years, but the VIS program was formalized by former Dean Cole in 1999. Cole still directs the program with administrative assistance from Penny.

The program brings practicing journalists and journalism-communication professors and researchers from around the world to the School for one or two semesters each, usually a year. They are mid-career professionals or academics who carry out a personal research project, sit in on classes to gain deeper understanding of a subject, and immerse themselves in the culture and values of U.S. journalism and communication teaching and practice. Due to the availability of funding from governments and journalism foundations, virtually all scholars come from South Korea or China.

The VIS program is going from strength to strength. In fall 2012, there were 21 scholars. In fall 2014, there are more than 30. More will be here in spring 2015. Recently the School introduced a program fee of $2,500 a semester that scholars pay to the School, giving a source of revenue that can be used to support other international initiatives. More than $150,000 now comes in annually.

A VIS colloquium is held every Friday during the semester, and a different faculty member speaks to the group about his or her research or area of expertise. Relevant speakers from outside the School speak as well. Recent speakers include John Drescher, executive editor of “The News & Observer” in Raleigh, and James Sasser, U.S. senator from Tennessee and ambassador to China in 1995–99.

The VIS program is a great benefit to the School. Scholars are often asked by professors to be guest speakers. Many sit in on classes, giving a different viewpoint in discussions and bringing an international and professional perspective to issues. One Chinese visitor attended each session of five classes one semester and was a star participant, the professors said.

There have been many domino effects of the VIS program. Scholars have worked with faculty members on research projects, often with excellent outcomes. In 2010, Professor Chen Kai of the Communication University of China in Beijing was a participant in the program, researching community newspapers in North Carolina under the guidance of Jock Lauterer, senior lecturer and founding director of the Carolina Community Media Project. Lauterer now spends part of each summer in China, visiting small newspapers around the country and giving talks to journalism students about community newspapers. In 2011, Professor Kai’s book, An Introduction to Community Newspapers in the United States, was published in China. In May 2014, a Mandarin Chinese translation of Lauterer’s book on U.S. community newspapers, Community Journalism: Relentlessly Local, was released.

Growing out of links made from the VIS program, the School has put on a number of professional education workshops for groups of Korean journalists who traveled to Chapel Hill. These programs featured speakers from the School and the university along with visits to media

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companies in North Carolina, Washington, D.C., Atlanta and New York City:

- The Media’s Role in U.S. Politics and Elections, Korean Broadcast Journalist Association, August and October 2011.
- New Media Workshop, Korea News Editors Association, November 2011.
- New Media in Broadcast Television, Korea Producers and Directors Educational Institute, June 2012.

**China.org.cn Exchange Program**

Each spring two reporters or editors from China.org.cn, a large state-supported news website in Beijing, join the VIS program for a semester. The employees from China.org.cn who visit are in the English-language section of the website. They have been coming to the School each spring for more than seven years. Each summer, two School students have the opportunity to intern at the China.org.cn newsroom. Not only does this give students a chance to live in Beijing but also exposes them to a news and journalism culture markedly different from what they have grown up with and practice in the School. Cole directs this exchange program.

This program has had domino effects as well. China.org.cn has paid travel expenses and honoraria for several faculty members to visit Beijing for one or two weeks each in the summer to speak to the organization’s staff members in educational seminars. Andy Bechtel has spoken about editing in the digital age, Winston Cavin on reporting, Richard Cole on writing and editing, Jock Lauterer on community journalism, Chris Roush on business journalism, and Ryan Thornburg on digital research and communication.

**Study-Abroad Exchanges**

Semester-long study-abroad opportunities have been expanded and formalized since 2010, with the School now having seven exchange programs with top-tier communication schools around the world that are reserved exclusively for students in the School:

- School of Journalism, Sciences Po, Paris, France.
- Department of Journalism, City University London, England.
- School of Communication, University of Navarra, Pamplona, Spain.
- Faculty of Social Science, Politics and Communication, Pontificia Universidad Catolica, Buenos Aires.
- School of Communication and Journalism, Rennes 2, France.
- Faculty of Social Science, Politics and Communication, Sciences Po, Paris, France.
- School of Communication, University of Hong Kong.

The School’s partnerships with Navarra, Sciences Po and PUC-Buenos Aires began about 10 years ago. The exchange with City University London began in 2011, with University of Queensland in 2012, with the University of Hong Kong in 2013, and the exchange with PUC-Santiago was renewed in 2014.

The School also has ties to Fudan University School of Journalism in Shanghai, China, where students can study abroad if they desire to do so.

**From 2009-10 through fall 2014, 111 students have taken part in the School’s exchange agreements.**

These programs give students an excellent opportunity to study at some top communication programs around the world, while also being able to earn credit to fulfill requirements in the School. Penny advises students who hope to study abroad on what program would be the best fit for them, what classes they can fulfill while abroad, and how to make the best out of their time away from UNC-CH. Not only does Penny advise students on studying at the School’s exchange partners, he also helps students explore the possibility of getting credit from other exchange programs the university offers. He also talks with students on how to best incorporate an international experience of some kind into their time in the School.

**Faculty Exchanges**

The School has established faculty exchanges with the University of Navarra and the University of Hong Kong. Each spring a faculty member from each school visits Chapel Hill for a week to speak in classes, hold small-group discussions about their area of expertise, meet with students interested in studying abroad at their home institution, and visit with local media and professional organizations. A UNC-CH faculty member travels to our partner for a week to do similar activities. Since 2009-10, 11 faculty members from the School have taken part in these visits.

These visits are of great interest and worth to students at both institutions, and a number of faculty collaborations have grown out of the visits. For example, from relationships developed through faculty visits in 2012 and 2013, Dr. Tom Linden of our School and Dr. Bienvenido Leon of Navarra worked during summer 2014 with a team of students and graduates from both schools to create a long-form documentary on climate and environmental issues.
facing the Navarra region of Spain.

Many of these faculty visits were funded by grants from internationally focused units on campus, such as the Center for Global Initiatives and the European Studies Center. The School has strengthened links with offices such as these and the UNC Study Abroad Office. The School is now included in university grant applications to fund international activities, and we benefit from greater collaboration and involvement in campus-wide international initiatives. We also receive advice on how to build a comprehensive international program in a strategic, sustainable way.

**International Classes and Short-Term International Programs**

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

- **JOMC 447, “International Media Studies”**
  Offered in the spring, this course has been taught by Richard Cole for over 20 years. The course is an immersive investigation into the Mexican news media and their interaction with politics and culture. Special notice is given to how news is covered by Mexican media as compared to U.S. media in light of cultural differences. Many guest speakers are featured in person and via video conferencing. Guests include professors and researchers who study Mexican media, reporters who cover Mexico from within the U.S., and correspondents based in Mexico for various U.S. and international news outlets. Students write a research paper about an aspect of Mexican news media that interests them.

  The centerpiece of the class is a nine-day trip to Mexico City over spring break. Organized in collaboration with the Mexico City campuses of the prestigious Tecnologico de Monterrey university system, students hear lectures from Tec professors and meet with journalism students enrolled at Tec. The class meets with foreign correspondents based in Mexico City to find out about the challenges that come with covering Mexico, and they hear from experts in Mexican politics, demographics, security and culture. Students also visit major media outlets such as Televisa and the “Reforma” newspaper, meeting with editors and managers to understand the unique challenges the media in Mexico face.

- **JOMC 584, “Documentary Multimedia Storytelling”**
  The spring-semester offering of this course is an intense, immersive investigation into the people and the issues of an international city or region. During spring break, students travel to the subject area to do first-hand research for written pieces and infographics and to create short videos documenting the people who live there. Professor Pat Davison teaches this course.

  Before the trip, students research the people, politics, environment and culture of the locale, identifying story ideas for their videos. During the trip, students are immersed in the local culture, interviewing local residents, recording daily life, and uncovering cultural and societal idiosyncrasies that make that location special and interesting. After the trip, students create a website to house the videos, infographics and written pieces they have produced.

  The School works with partner schools and departments to fund the trip and to help with logistics on site. UNC-CH supporters for this class have included the Center for Global Initiatives, the Environmental Studies Center, the Renaissance Computing Institute, the Global Research Institute, the UNC Water Institute, the Center for Galapagos Study and UNC Global. International partners include Tecnologico de Monterrey-Mexico City and the PUC Faculty of Social Science, Politics and Communication in Buenos Aires.

  Previous projects can be seen at livinggalapagos.org and reframingmexico.org.

**Global-Immersion Programs**

For 2014-15, the School is introducing two new international programs designed for students who want a short-term global experience. These programs are the first of what the School hopes will be many global immersions. The first programs will be a spring-break networking and immersion trip to London and a for-credit class to China that will be held in May.

- **London**
  Held over spring break, this program will consist of an eight-day, faculty-led trip to London. The group will have cultural visits and tours of the city, will learn about the start-up scene in London, and visit Google, Burson-Marsteller, Bloomberg, the BBC and various other media production and distribution agencies. The program is organized in collaboration with UNC-CH’s Winston House, center of UNC-CH activity in London and home to the Honors in London program, and will have an alumni reception and discussions with UNC-CH graduates on their work in London and how their time in Chapel Hill prepared them for their career. The School will work with City University London to arrange joint sessions with faculty members and students from both programs.
**China**

This immersion will be offered as a class in May and will feature a 12-day trip to China with stops in Beijing, Shanghai and Hong Kong. Utilizing the many contacts the School has through the Visiting International Scholars program and with alumni, Fudan University and the University of Hong Kong, students will visit organizations such as Lenovo, Google, CCTV, China.org.cn, Burson-Marsteller and “South China Morning Post.” Lectures and discussions on Chinese media will be organized in collaboration with contacts at Tsinghua University, Communications University of China, Fudan University, Baptist University of Hong Kong and University of Hong Kong. Students will also take part in cultural activities throughout their trip. With pre-departure readings and classes combined with research and reflection assignments, this program will give students an intensive immersion into Chinese media culture.

### Other International Opportunities for Graduate Students

Due to the nature of the graduate curriculum, it is challenging for M.A. students to build an international experience into their time in the School. So the School has worked to establish strong connections with outside organizations to give graduate students opportunities to go abroad. Even if students do not go abroad during their time in the School, they can still take advantage of programs that will give them a chance to meet individuals from around the world and expose them to international perspectives.

The **Delegation of the European Union to the United States** runs a week-long trip that takes a number of graduate students from around the country to Brussels each spring to meet E.U. officials, learn about the media coverage of the E.U., and network with European media representatives. This program has a competitive application with only around 15 students being chosen to take part. The School has been invited to send in applications since 2012, and each year two students have been chosen to take part.

A partnership with the **German Embassy in Washington, D.C.** has recently been established that will give graduate students a chance to apply for a week-long trip to Berlin in the fall semester. This trip will feature visits to German media outlets, discussions with politicians and society leaders, and networking with other journalism and communication students from the U.S. and Germany.

### Programs with the U.S. Department of State

Each fall the School partners with the U.S. Department of State to welcome a group from the **Edward R. Murrow Program for Journalists** for a week. In 2009-11, the School was the host for groups of English-speaking journalists from all over Europe. Since 2012, the School has welcomed a group of Arabic-speaking journalists from the Near East and North Africa. During their week at the School, the journalists meet with students and professors to discuss journalism culture in the U.S. and their home countries. They hear from students who studied and lived in the Near East and are briefed on current events and trends in journalism. They enjoy cultural activities at UNC-CH and in Chapel Hill. They visit media outlets and, if an election year, a polling station. Students and faculty and staff members are invited to interact with these groups at every opportunity, bringing unique global viewpoints into the classroom and to informal conversations throughout the School.

The School often has groups in from the **State Department’s International Visiting Leadership Program**. These groups meet with faculty members or graduate students who are experienced in particular topics. Some of the groups that have visited the School in the last year are:

- Yemeni political activists interested in how press freedom aids in sustaining democratic values.
- Israeli energy officials learning about environmental journalism.
- Iraqi youth activists on the power of blogging and social media for political change.
- German religious leaders on how community media can unite divided societies.
- Belarusian political leaders on promoting human rights through the media.
- German journalists on utilizing new technologies for local and regional reporting.

### Center for Strategic and International Studies (CSIS)

Once a semester the School welcomes a visiting journalist taking part on an international fellowship program through the Center for Strategic and International Studies in Washington, D.C. These journalists spend up to a week in Chapel Hill speaking to classes, meeting with students, interviewing faculty experts in the School and around the university, and researching an area of interest to them. Their stop in Chapel Hill is one of many in a research tour of the U.S. that often lasts a month or two. The latest visitors to the School have been:

- A German journalist interested in business news coverage in the U.S.
- A Swedish journalist researching representations of the LGBT community in U.S. media.
- A Russian journalism professor researching international communication and national representation in the media.
Student Awards for International Activities

The School dedicates some awards and scholarships to assist students planning international activities. These awards total between $10,000 and $15,000 each year. Recent recipients used the awards to:

- Create marketing materials for a nonprofit education organization in Bali.
- Research the representation of Afro-Argentines in Argentinian media.
- Study abroad for a semester at City University London.
- Enroll in an intensive Russian-language course and investigate media freedom in Russia.
- Travel to Egypt to report on the political uprising.
- Investigate how austerity measures are affecting the working class in Greece.
- Participate on the Liberia Election Project to encourage fair political coverage in the country’s first democratic elections.

Thanks to the efforts of former Dean Cole and many others, the School has always had a strong international program. Since 2010, this foundation has been built upon to expand opportunities for students and faculty. Students in the School now have many options on how they can build an international element into their studies whether they stay in Chapel Hill or go abroad for a semester. An international perspective is almost essential for a student going into today’s job market, and the School is working hard to ensure that every student has an opportunity to develop international appreciation and understanding.

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

As noted above, our university has an Office of Diversity and Multicultural Affairs. It provides diversity training sessions for faculty and staff members from all units on campus. We have requested that the office conduct a session on diversity for our staff and faculty members in the upcoming year. We are fortunate that the Office of Diversity is responsive to the needs of the various units on campus.

Also, all units on campus must turn in an annual diversity report to the Office of Diversity. As the undergraduate bulletin for UNC-CH states, “The University of North Carolina at Chapel Hill strives for excellence both in academic engagement and co-curricular support. Sustaining a diverse and inclusive community is critical to achieving educational excellence.” The University has a web site, safe.unc.edu, that includes information in regard to maintaining a safe campus across many aspects of harassment and assault. The School shares that information.

The School works with the Office of Accessibility Resources and Services, a part of the UNC-CH Division of Student Affairs, to ensure that our programs and facilities are accessible to all students. This includes students who have learning disabilities. Such students are required to notify their instructors if they have a documented learning disability. The instructors then ensure that the students are accommodated for test-taking and other work. Quite often, School instructors send tests through UNC-CH mail to the Office of Accessibility Resources and Service, which then administers the test and sends it back to the instructor for grading. In orientation for adjunct instructors, we remind them of the need for accommodation and ask them to contact the senior associate dean for undergraduate studies if they have any questions.

In the School’s communications, such as its website, and in special programs such as distinguished lectures that include panel discussions, we take care to ensure that the diversity and accomplishments of our students are recognized and showcased.

Two particular efforts involving the School highlight the value of diverse viewpoints:

- “The Siren” is a student-produced publication at UNC-CH that promotes a feminist perspective on issues surrounding gender, identity, sexuality and human rights. It provides readers resources for discovering, developing and challenging their self-identities and life philosophies by exposing the daily world to the glaring examination of feminist critique. In this way, the publication aims to address the challenges of inequality not only globally and nationally but particularly within the UNC-CH community. The faculty adviser to “The Siren” is Associate Professor Barbara Friedman. The publication recently received the university’s Diversity Award.

- Bank of America chose two undergraduate programs from across the country to launch its Global Marketing and Corporate Affairs diverse student pilot program: our School and Syracuse University’s S.I. Newhouse School of Public Communication. One of the bank’s top public affairs executives was acutely aware that corporate America’s public affairs leaders do not mirror their customers. Tony Allen, a vice president at the bank, created a program to identify underrepresented students and women from top public relations programs who could work as interns and be fast-tracked into
7. Describe the unit’s efforts to recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting underrepresented groups.

Undergraduate students who come to UNC-CH typically don’t enter the School until the first semester of their junior year, so the School has little role in the diversity of the incoming first-year class, except for the recommendations for students who have participated in the School’s high school diversity programs. UNC-CH students must have a minimum GPA of 3.1 to be able to enter the School in their sophomore or junior year.

Students who apply to UNC-CH as transfer students from another university also must have a minimum GPA of 3.1. The university’s Office of Undergraduate Admissions works with a faculty member in our School, Charlie Tuggle, who reviews the records of all the students who have applied to the School. The student records are first reviewed by the admissions office to determine if the students meet the minimum requirements to be accepted into the university. On average, 25 transfer students are recommended for acceptance each year by the School. The reviewer also pays particular attention to why the students say they want to be in the School.

About 25 percent of the students who apply through the transfer system are minorities. Typically, those students who transfer into the School tend to perform well. Many of them might also have had experience working with campus media at a community college or in high school.

In addition, about 350 North Carolina high school students and teachers attend the N. C. Scholastic Media Institute, run by our N. C. Scholastic Media Association, held each year in the School. Monica Hill directs the high school programs.

The 2014 institute was June 16-19. Instructors travel from across the state and nation to offer their expertise in newspaper, yearbook, online, magazine and broadcast journalism. The four-day institute is open to advisers and to students who are rising ninth-graders through 12th-graders. The schedule includes 20 hours of instruction, plus time for a pizza party and awards presentations. The School sponsors the entire endeavor. An intensive workshop, it is designed to teach innovative and effective ways of communicating through scholastic media.

Students may enroll in one of the following divisions: newspaper, yearbook, literary magazine, online, photojournalism, design or TV news. Advisers may enroll in any of those seven divisions, or they may enroll in the advising division. Students may also sign up for staff positions on the “Rush,” the institute newspaper. The “Rush” staff produces the institute’s official newspaper in three days. Students who participate in TV news produce the institute’s official newscast.

We believe that the institute highlights the quality of the School to minority high school students from around the state. Many School faculty members are involved in it.

In addition, the Chuck Stone Program, mentioned earlier, is used to recruit diverse high school students to study media when they go to college. The Carolina Association of Black Journalists student chapter annually sponsors a one-day workshop for minority high school students who are interested in a journalism or media career. A number of these students have also participated in the Chuck Stone Program or come to UNC-CH as students.

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

Students transferring from the university’s General College (freshman and sophomore years) into the School must have a 3.1 grade-point average. That is lower than the GPA required to enter the Kenan-Flagler Business School or the School of Education, two of the other professional schools in the UNC-CH Division of Academic Affairs. But it is the same GPA required for students to transfer into a department in the College of Arts and Sciences.

When a student without a 3.1 GPA petitions to enter the School, we are sensitive to diversity as well as to other factors that might have affected a student’s ability to earn a 3.1 GPA. For example, a Latina student with academic qualifications below the norm but who was the victim of a terrible fire and wanted desperately to be a TV journalist was...
admitted two years ago as a transfer student. She was being treated as a charity patient by the head of the plastic-surgery unit in UNC Hospitals on the campus. A professor in the School and that doctor made a plea to allow her in. She was admitted, did well in her courses and was graduated in May 2014. Another Latina student was admitted into the School in 2013-14 with a GPA well below 3.1, but the School’s senior associate dean for undergraduate studies felt that her work experience and extracurricular activities would make her a good addition to the student population.

Also in the 40 years since we established our School’s grammar-and-word-usage requirement for graduation, no minority student has challenged it on grounds of ethnic or cultural bias.

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

The School has been able to retain minority students for many of the same reasons that attracted the students to the School. A diverse faculty serves as a role model for students. The minority teachers are often sought out for advice on selecting courses, choosing areas of specialization in the School, and making career and graduate school choices. In addition, the School has other areas that specifically consider under-represented students and factors that will retain and nurture them in degree completion:

- Westy Fenhagen Scholarship ($2,500 for an international student, last awarded 2014.)
- Quincy Sharpe Mills Scholarships (four for $3,000 each, last awarded 2014.)
- N.C. Black Publishers Association Scholarship ($250, last awarded 2013.)
- Pfizer Medical Journalist Scholarship ($6,000, last awarded in 2013.)
- Erwin Potts Scholarship ($2,000, last awarded 2014.)
- Time Inc. Scholarships (two for $5,000 each, last awarded in 2013.)
- WTVD Scholarship ($1,000, last awarded 2014.)

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

Professional Role Models

Many class speakers represent minority and diverse groups. Recent speakers include Bobbie Bowman, diversity director of the American Society of Newspaper Editors; Justin Lyons, public relations executive, Glover Park Group; and Cami Marshall, producer, Gannett WFMY-TV in Greensboro. The Carolina Association of Black Journalists (CABJ) chapter brings diverse alumni to the School as speakers for meetings, often Skyping them in for discussions and panels. The School strives to share enriching opportunities by publicizing them on the JOMC website and listservs and in e-mails to faculty members, staff members and students.

In 2013, the dean started the Women in Media Leadership speaker program, which focuses on women leaders of all backgrounds. Along with the formal presentations, the speakers meet with groups of student leaders for breakfasts and lunches to explore the reality of being a minority in the media. The dean has a dinner at her house for the woman media leader and selected students from across the sequences.

Mentoring

The School’s career mentor program is a networking opportunity that matches students with alumni working as journalists and communicators. Some minority students participate actively in it. This one-on-one program matches students with alumni in communication-related fields. A career mentor volunteers his or her time to be a resource
for the student and provides a valuable connection to the professional world. Students request a mentor through the School’s Director of Career Services.

For many years, the School has organized mentoring trips to Chicago, New York City, San Francisco, Washington, D.C., and Atlanta. A number of minority students have participated. Students who participate in the mentoring trips are usually responsible for about $300 to help offset the costs of flights and lodging. Some students get help paying for the trips from the Don and Barbara Curtis Excellence Fund for Extracurricular Student Activities. The School is seeking more funds to remove the financial obstacle for students who wish to take advantage of the trips.

**Lecture Series**

A number of speakers in the School’s several distinguished lecture series have been minorities. The *Nelson Benton Lecture Series*, for example, has featured alumnus and broadcast journalist Fred Shropshire, an African-American. CABJ sponsored a university-wide program with the Carolina Union Activities Board to bring the African-American public relations person Judy Smith, the person on whom the hit TV series “Scandal” is based. The *Roy Park Lecture Series* has had seven speakers since 2003 who have been women. The latest was former White House Press Secretary Dana Perino in spring 2014. The *Women in Media Leadership Series* has also brought Beverly Perdue, former governor of North Carolina, and Amanda Bennett, former editor of the “Philadelphia Inquirer,” to the School. Information about the speakers in the Women in Media Leadership Series is included at the end of this Standard (Supplemental 3-A.)

**Minority Staff Members**

*Sharon Jones*, who began working in the School’s student-records office in 1985 and who is now the director of student records, remains a key person in recruiting and retaining minority students. She is an extremely strong and effective adviser. Students praise her highly and even bring her flowers and gifts—or hugs—as they walk across the stage at graduation. *Tricia Robinson* is another effective member of the School’s three-person advising staff for undergraduates. Both Jones and Robinson are African-Americans, and they advise students on curriculum and other matters daily. A 2013 addition to the School’s Office of Development and Alumni Affairs is *Meghan Hunt*, who is also an African-American and manages the scholarship process, among her other stewardship responsibilities.

Two other minority staff members often interact with students: *Lester Holley*, who has worked as an accountant for more than 10 years, and *Angelena King*. Both are in the School’s Office of Finance and Administration.

**The School’s Board of Advisers**

The School’s Board of Advisers is composed of close to 50 leaders in the fields of journalism, public relations, advertising and strategic communication. Members represent a cross-section of ethnic and racial groups. Four are African-American males, two are African-American females, one is an Asian male, one is an Asian female and one is an Hispanic male. Several meetings have focused on multicultural issues. Board members have volunteered to mentor students during the fall and spring trips to New York City, Washington, D.C., San Francisco and Atlanta.

10. Describe the unit’s efforts to recruit women and minority faculty and professional staff (as enumerated in Table 8, “Full-time Faculty Recruitment.”)

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

As in the past, the School tracks efforts that have been made in recruiting underrepresented candidates for faculty and staff positions. This includes asking faculty members to keep track of referrals and information they post on academic and professional group listservs and so on. In charging individual search committees, the dean reinforces the need to recruit diverse candidates for faculty positions. The School also monitors guest speakers for possible faculty candidates.

The School has also used the university’s minority recruitment program to hire faculty members. The university supports part of the salary, but the School must take on the full salary of those hired through this program within five years. For example, Assistant Professor *Trevy McDonald* was recruited through the targeted-minority-hire program, as was Assistant Professor *Spencer Barnes*. McDonald was a graduate of the School’s Ph.D. program, and Barnes was teaching as an adjunct.
11. Describe the unit’s efforts to provide an environment that supports the retention, progress and success of women and minority faculty and professional staff.

The School has been a leader on the campus in attracting women and minority faculty members. It has exceeded most units in minority faculty metrics for some time. Dean Jean Folkerts was the first woman to serve in the top job at the School. She arrived in 2006 and served five years. Susan King, the current dean, came in January 2012.

With retirements pointing to new opportunities to attract new faculty members, as mentioned earlier, the senior associate dean for undergraduate studies began meeting with the School’s minority faculty members in spring 2014 to talk through a strategy of increasing their numbers. They discussed minority faculty issues and the implications of the announced retirement of two minority faculty members as of July 1, 2014.

The School has no formal retention program for faculty members; it works with the university’s active retention program created after state cutbacks resulted in a number of peer universities’ actively recruiting UNC-CH faculty members. Two newly hired minority faculty members joined the School in July 2014. One is a Latina female; the other is an Asian male. Neither was hired to replace the two African-American faculty members who retired. Those searches are going on now. One Asian faculty member left as of July 1, 2014; he was recruited by the University of Florida, which offered a lucrative package made possible by that university’s efforts to move to a higher research level. A search for his replacement began in fall 2014.

The School has no special funding available to address retention issues. As part of the priority efforts of senior leadership to increase diversity, efforts will be made with the university’s Diversity Office to develop a School-based retention program.

12. If the unit hires adjunct or part-time faculty members, describe the unit’s efforts to hire minority and female professionals into these positions (as enumerated in Table 9, “Part-time/Adjunct Faculty Recruitment”) and list those who are minority and female professionals.

Although the School has no formal procedures for hiring part-time instructors and adjuncts, it does make a conscious effort to look for minorities and women as adjuncts.

For example, in 2013-14, one black male and four white females were hired as new adjuncts to teach JOMC 153, “Writing and Reporting.” This is an improvement from previous years when there were semesters when JOMC 153 was taught only by white males or by white female tenure-track faculty members.

In addition, the School has hired a black male as an adjunct to teach JOMC 431, “Case Studies in Public Relations,” in fall 2014.

Here are the adjuncts scheduled for the 2014-15 academic year who are minorities or females:

- Mandy Locke, JOMC 153, “Writing and Reporting.”
- Christa Gala, JOMC 153, “Writing and Reporting.”
- John McCann, JOMC 153, “Writing and Reporting.”
- Laura Fiorilli-Crews, JOMC 157, “News Editing.”
- Maggie Hutaff, JOMC 182, “Introduction to Graphic Design.”
- Beatriz Wallace, JOMC 187, “Introduction to Interactive Multimedia.”
- Shaena Mallett, JOMC 221, “Audio-Video Information Gathering.”
- Esther Campi, JOMC 232, “Public Relations Writing.”
- Marshele Waddell, JOMC 232, “Public Relations Writing.”
- Amanda Adams, JOMC 272, “Advertising Media.”
- Amanda Gallagher, JOMC 279, “Advertising and Public Relations Research” (two sections.)
- Melissa Hudgens, JOMC 334, “Presentation Design for Strategic Communication.”
- Livis Freeman, JOMC 431, “Case Studies in Public Relations.”
- Hyosun Kim, JOMC 431, “Case Studies in Public Relations.”
- Stephanie Mahin, JOMC 431, “Case Studies in Public Relations.”
- Cathy Roche, JOMC 434, “Public Relations Campaigns.”
- Merrill Rose, JOMC 434, “Public Relations Campaigns.”
- Linda Brinson, JOMC 456, “Magazine Writing and Editing.”
- Teresa Kriegsman, JOMC 482, “News Design.”
- Sara Peach, JOMC 565, “Environmental Storytelling.”
- Genie Tyburski, JOMC 714, “Database and Web Research.”
13. Provide examples of professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives.

2014

- Roben Farzad, writer and TV and radio personality for Bloomberg Businessweek, covering Wall Street, international finance, politics, regulation and emerging markets.
- Dana Perino, former White House press secretary.
- Poornima Vijayashanker, founding engineer at Mint.com.
- Amanda Bennett, Pulitzer Prize-winning author.
- Kevin Sites, journalism professor at the University of Hong Kong and an experienced foreign/war writer, photographer and multimedia journalist.
- Cristina Sanchez Blanco, advertising professor, University of Navarra School of Communication.
- Cash Michaels, editor, chief reporter/photographer and columnist for The Carolinian Newspaper, an African-American publication covering North Carolina for more than 70 years.
- Dmitry Chernyh, coordinator for Law Programs, Belarusian Helsinki Committee (Belarus.)
- Anastasiya Dol, member of Law Commission, Belarusian Helsinki Committee (Belarus.)
- Alexey Kozliuk, law consultant, Lawtrend NGO (Belarus.)
- Anastasia Loika, lawyer, “Vesna” Human Right Organization (Belarus.)
- Brooke Baldwin, CNN anchor.
- George Brock, head of journalism at City University London.
- Michelle Marsh, WRAL anchor.

2013

- Beverly Perdue, first female N.C. governor.
- Celeste González de Bustamante, assistant professor in the University of Arizona School of Journalism.
- Allen Mask, associate product marketing manager at Google.
- Kayla Tausche, CNBC reporter.
- Laura DeNardis, assistant professor in the School of Communication at American University.
- Elizaveta Golousova, professor from Yekaterinburg, Russia.
- Ana Azurmendi, professor of media law, University of Navarra, School of Communication.
- James Ivory, associate professor in the Department of Communication at Virginia Tech.
- Judy Smith, crisis communicator and the inspiration for the ABC TV show “Scandal.”
- Eric T. Tung, a social media manager at BMC Software.
- Chen-Chao Tao, associate professor in the Department of Communication at National Chiao Tung University.
- Alessia Cerantola, a Transatlantic Media Fellow from Venice, Italy, and award-winning newspaper, magazine and blog writer.
- Tia McCollors, author.
- Charlie Sennott, GlobalPost Vice President, Editor-at-Large and co-founder.
- Thanassis Cambanis, international journalist.
- Sam Freedman, Columbia University journalism professor, author of “Breaking the Line” on football at HBCU’s.
- Pamela Brown, CNN Anchor.
- Mary Junck, Lee Enterprises CEO and chairman of the board of Associated Press.
- Hector Postigo, associate professor in the Department of Media Studies and Production at Temple University.
- Via the Edward R. Murrow Program for international journalists:
  - Walid Ait Said, journalist, “L’Expression” (Algeria)
  - Mohamed Baghali, editor-in-chief, “El Khabar” (Algeria)
  - Rashid Nabeel Yacoob Alhamer, online news editor, Al Ayam (Bahrain)
  - Bassem Ali Mohamed Mohamed Ali, journalist, Middle East News Agency (Egypt)
  - Mohamed Hesham Mahmoud Obia, editorial secretary, “Al-Tahrir” (Egypt)
  - Wsam Y Boho Al-Banaa, manager, Ashur Radio (Iraq)
  - Kadhim Fadhil Wali Albo Fayadh, journalist, Al-Forat TV Station (Iraq)
  - Mohammed R Zugair Chnani, correspondent, Aswat Al-Iraq News Agency (Iraq)
  - Najat Shanaah, editor, “As-Sabeel” (Jordan)
  - Jad Bou Jauideh, Bulletin editor, anchor and reporter, OTV Lebanon (Lebanon)
  - Vivianne Khawly, reporter, NOW, www.now.mmedia.me (Lebanon)
  - Alali Moulay Smail, editor-in-chief, National Radio Station of Mauritania
  - Yasin El Omari, journalist, correspondent to Larache, Al Akhbar (Morocco)
  - Murtadha Mansoor Jawad, TV and radio anchor, Public Authority for TV and Radio (Oman)
  - Khuloud N M Attari, media director, WAFA News Agency (Palestinian Territories)
  - Tamer Mustafa Obeidat, News Reporter, Ma’an TV (Palestinian Territories)
  - Mohammed A. M. Omari, reporter, WAFA News Agency (Palestinian Territories)
  - Mohammed Rashid M. A. Al-Maari, TV news anchor, Al Jazeera (Qatar)
2012

- Celeste González de Bustamante, assistant professor in the University of Arizona School of Journalism.
- Melanie Bunce, professor of international journalism, City University London.
- Arun Vishwanath, associate professor at the University at Buffalo.
- S. Shyam Sundar, distinguished professor in the Penn State College of Communications.
- Mercedes Medina, professor of media management, University of Navarra, School of Communication.
- Enrique Armijo, assistant professor in the Elon University School of Law.
- Via the Edward R. Murrow Program for international journalists:
  - Azzeddine Bensouiah, journalist, “Liberte Daily” (Algeria.)
  - Ali Benyahia, editor-in-chief, “El Watan Newspaper” (Algeria.)
  - Aesha Mohamed Shaikh Yusuf Ahmed Alseddiqi, journalist, “Al Ayam Newspaper” (Bahrain.)
  - Bahaa Abd Elmoniem Abd Elaty Abd Elkader, producer, “Last Word Show,” ON TV Channel (Egypt.)
  - Hanaa Abouelezz, reporter and producer, Online Portal “Al Youm7 Newspaper” (Egypt.)
  - Mohammed Salam Abed Abed, senior reporter, Al-Iraqiya TV (Iraq.)
  - Twana Osman Mohammed, general manager, Nalia Radip and Television (NRT) (Iraq.)
  - Hadeel Anwer Mohmed Ali Aldassoki, journalist, “As Sabeel Daily Newspaper” (Jordan.)
  - Ramez Najib Elk Kadi, news reporter and editor, Al Jadeed Television (Lebanon.)
  - Maher Talal El Khtib, editor and reporter, Elnashra.com News Portal (Lebanon.)
  - Aala Bennani, journalist, Le Soir Echos (Morocco.)
  - Turki Ali Al Balushi, editor-in-chief, “Al Balad E-Newspaper” (Oman.)
  - Nisrein Mohammad Nimer Awwad, producer and presenter, NISAA FM (Palestinian Territories.)
  - George C K Canawait, administrative director, Radio Bethlehem 2000 Radio Station (Palestinian Territories.)
  - Mohd A Aziz A A Alansari, press officer, Office of Amiri Diwan (Qatar.)
  - Jaber Said H A Al-Marri, outreach program coordinator (Qatar.)
  - Saeed Nasser A Aljarallah, office manager and director of public relations, Ministry of Culture and Information, Saudi Television (Saudi Arabia.)
  - Amani Boulares, radio producer and presenter of cultural programs (Tunisia.)
  - Mustafa Alzaarooni, editor, “Al Bayan Newspaper” (United Arab Emirates.)
  - Zakarya Ahmed Hasan Ali, editing secretary of “Al-Jamhuriya Newspaper” (Yemen.)
  - Ahmed Qaid Abdo Yahya, correspondent, Al-Jazeera (Yemen.)

2011

- Celeste González de Bustamante, assistant professor in the University of Arizona School of Journalism.
- Duane Cyrus, artist director of Cyrus Art Production and associate professor at UNC-Greensboro.
- Natalia Rodriguez Salcedo, public relations professor, University of Navarra, School of Communication.
- Dan Lee, professor of community journalism, City University London.
- Bruno Patino, dean, Sciences Po Journalism School.
- Alice Antheaume, co-director, Sciences Po Journalism School.
- Ana Hernandez-Ochoa, vice president of marketing for the Orange Bowl Committee.
- Angela Connor, social media manager for Capstrat, the prestigious public relations firm in Raleigh.
- Beata Biel, Polish TV journalist.
- David Zucchino, Pulitzer Prize-winning international correspondent for “The Los Angeles Times.”
- Gary Chapman, Atlanta-based freelance photojournalist specializing in humanitarian and non-governmental organization documentary photography.
- Libbie Hough, owner of Communication Matters.
- John Rennie, lecturer in journalism at City University London.
- Deen Freelon, assistant professor in the School of Communication at American University in Washington, D.C.
- Via the Edward R. Murrow Program for international journalists:
  - Karen Harutyunyan, chief editor, “Orakarg Daily” (Armenia.)
  - Anna Maria Wallner, editorial journalist, “Independent Daily Die Presse” (Austria.)
  - Vladislav Todorov Punchev, head of International News Department, “Standart News Daily” (Bulgaria.)
Igor Kanizaj, assistant professor, Journalism Department, Political Science Faculty, University of Zagreb (Croatia.)
Petr Janousek, foreign desk reporter, “Lidove noviny daily” (Czech Republic.)
Lea Wind-Friis, investigative reporter, “Daily Politiken” (Denmark.)
Constance Eugenie Margot Frey, editor, Berlin maximal/"Der Tagesspiegel" (Germany.)
Svavar Halldorsson, senior reporter, Icelandic National Broadcasting Service.
Pauls Kaufmanis, editor, news portal ‘liepajniekm. LV’ (Latvia.)
Violeta Angelovska, foreign affairs journalist, MIA News Agency (Macedonia.)
Christine Caruana, deputy editor, Kullhadd and One News (Malta.)
Danijela Jovicic, editor and reporter, TV Vijesti (Montenegro.)
Wilfred Van de Poll, reporter, Trouw (Netherlands.)
Roger Sevrin Bruland, assistant editor, International News Desk, Norwegian Broadcasting Corporation NRK (Norway.)
Alexandra Miruna Badea, senior reporter, Mediafax News Agency (Romania.)
Tatiana Bednarikova, correspondent, Agence France-Presse (Slovak Republic.)
Gorazd Jukovic, senior English service journalist, Slovene Press Agency (STA) (Slovenia.)
Abdullah Alparslan Akkus, foreign news editor, “Sabah Daily” (Turkey.)
Supplemental Material:
Standard 3
Supplemental 3-A:
Women in Media Leadership Series Promotion Card Snapshots
HIGHLIGHTS

• With its two-tenure-track system, the School has an appropriate balance of faculty members with scholarly expertise and faculty members with professional expertise. Indeed, a good number have both. The basic philosophy is that everybody does not have to be cut from the same cloth. Importantly, individual faculty members respect each other and work collaboratively.

• The full-time faculty is about half males and half females. Almost a quarter are minorities. As to rank, the faculty has an appropriate balance. In round numbers, 30 percent are full professors, 30 percent are associate professors, 20 percent are assistant professors, and 20 percent are either professors of the practice or lecturers.

• Classroom instruction by full-time and part-time faculty members is closely monitored by course evaluations of every class each semester and by classroom observations. Students rate their courses and teachers highly.

• The School greatly exceeds the requirement of having a majority of its classes taught by full-time faculty members. In addition, more than 70 percent of its professional master’s courses are taught by full-time faculty members.
1. Describe faculty balance in terms of degrees, professional experience, gender, race and rank.

A Brief Overview and Philosophy of the School Faculty

For decades, the School has had a goal of true faculty excellence. The faculty, after all, constitutes the brain and backbone of the unit. Administrators and other faculty members realize that the faculty cannot represent all areas of mass communication, but the faculty must be excellent in all areas in which the School teaches and conducts research and public service. It must be appropriately balanced as to demographics such as gender, race, ethnicity and age, and faculty members should be appropriately spread over the academic ranks.

Fundamentally, administrators and faculty members in the School realize that every individual faculty member cannot be an expert in every aspect of mass communication, and every individual faculty member will not be excellent in all three functions of academe: teaching, research/creative, and professional and public service. Consequently, the School has two tenure tracks. One is the traditional research track that most U.S. universities have; in the School, it is named the Research Tenure Track. People in this track hold a Ph.D. and conduct academic research as well as teach and carry out some public service, but research and teaching are usually the primary functions. The other tenure track is the professional track for faculty members who have years of first-class professional experience but usually not a Ph.D. It is named the Professional Tenure Track. People in this track emphasize creative activity and/or applied research, teaching and professional and public service. In other words, the philosophy of the School recognizes that all faculty members cannot, need not and should not be exactly alike.

We believe that the School has an excellent balance of all these factors. The 47 School faculty members as of October 1, 2014 (this includes the three new faculty members hired for the 2014-15 academic year) realize that different people have different strengths. Indeed, this is celebrated, and the differences are respected. Overall, we believe that our faculty is strong.

The following descriptions and discussion tell who we are as a faculty.

Demographics of the School’s Full-Time Faculty, October 1, 2014

<table>
<thead>
<tr>
<th>Rank</th>
<th>Male</th>
<th>Female</th>
<th>Nonwhite</th>
<th>White</th>
<th>Total</th>
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<tbody>
<tr>
<td>Full professors in named professorships</td>
<td>5</td>
<td>8</td>
<td>1</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Other full professors</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Associate professors with tenure (one with named professorship)</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Assistant professors</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Professors of the practice (includes one clinical professor)</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Senior lecturers</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Lecturers</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Totals</td>
<td>26</td>
<td>21</td>
<td>11</td>
<td>36</td>
<td>47</td>
</tr>
</tbody>
</table>

Diversity. As to race and ethnicity:

<table>
<thead>
<tr>
<th>Race</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>36</td>
<td>(76.6 %)</td>
</tr>
<tr>
<td>African-American</td>
<td>4</td>
<td>(8.5 %)</td>
</tr>
<tr>
<td>Latino</td>
<td>4</td>
<td>(8.5 %)</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
<td>(6.4 %)</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td></td>
</tr>
</tbody>
</table>

Gender. As the table above shows, the full-time faculty breakdown is 26 males (55.3 percent) and 21 females (44.7 percent).

Age. The balance among ages on the full-time
faculty is a nice mixture. The youngest faculty member is in her 30s. We have five faculty members in their 60s who will likely retire within the next five to seven years. The School has done extensive hiring in the past decade, and most faculty members are in their 40s to early 50s. The five faculty members who could retire fairly soon are not concentrated in any one area.

**Academic degrees.** Of the 47 full-time faculty members, 24 (51 percent) hold the Ph.D., M.D., D.Th. or Ed.D. Nineteen (40 percent) hold the master’s. Only two faculty members have a bachelor's degree (4.3 percent), and those two faculty members are not on a tenure track. One is Dana McMahan, and she has extensive creative advertising experience that is not found elsewhere on our faculty. She was promoted in July 2014 to a professor of the practice. The other is senior lecturer Jock Lauterer, and he has extensive experience in community journalism not found elsewhere on our faculty.

**Professional experience.** More than half of the faculty members, including a number of the Ph.D.’s, have more than a decade of professional experience each. Virtually all of the Ph.D.’s have some professional experience. Some of our new hires, such as assistant professor Steven King and professor JoAnn Sciarrino, come with extensive digital experience and from well-known places such as “The Washington Post” and BBDO South.

## Part-Time Faculty Members

Because part-time teachers are important in all schools, we want to describe our part-time component because we believe it is so advantageous for our students:

Approximately 30 percent of our classes every semester are taught by adjuncts and graduate students. Most of them teach classes regularly for us, and some of our adjuncts teach classes that they have developed and that are now permanent courses in the curriculum. One example is advertising and marketing expert Gary Kayye and his class, “The Branding of You.” Another example is design expert Melissa Hudgens and her class, “Presentation Design for Strategic Communication.”

As for graduate students, we encourage them to acquire teaching experience during their time in the program. During fall 2014, they are teaching a variety of class sections, from “Professional Problems and Ethics” and “Audio-Video Information Gathering” to “Case Studies in Public Relations.” Most of the graduate students who teach are in the Ph.D. program and have professional experience.

## Strengths and Areas of Concentration on the Faculty

At the undergraduate level, the School has two main divisions for students: journalism and advertising and public relations.

In addition, the School has a number of subject areas that have evolved over the years that we think are important in today’s world. The following overviews describe these programs or emphases not in terms of curriculum but in terms of the faculty members who teach them. Obviously, there is some overlap of faculty members from one area to another.

**Journalism.** The journalism faculty comprises a dozen full-time and part-time people who teach everything from editing to writing to a joint business-journalism program with the Kenan-Flagler Business School. At our last accreditation, we had three full-time editing professors; that number is now down to one as our journalism faculty moves into multimedia and new technology.

**Advertising.** Our advertising faculty of six people is known for its ability to teach strategy and advertising development. We are not a creative shop that emphasizes writing and developing advertising campaigns, although that is part of the curriculum. We have recently added an advertising professor who is teaching international advertising.

**Public relations.** Along with the traditional areas of public relations, the six public relations faculty members have special expertise in health communication and nonprofit communication. We also had an outstanding professional faculty member for 2013-14 who specialized in teaching corporate communications; we have her for fall 2014 as well. (Normally she lives and works in New York City.) We would like to boost our corporate communication faculty in public relations.

**Broadcast and electronic journalism.** All of our six broadcast faculty members have professional experience at television and radio stations. Half of them have the Ph.D. Our emphasis in this program is developing skills in students so they can hit the ground running for a local television or radio station. Sometimes, a graduate may start at a national broadcast company.

**Multimedia.** This is a strong part of our visual communication specialization and is a growing area. Our three faculty members here have now reached a critical mass so that the faculty is pursuing a joint major with the university’s Department of Computer Science.
Photojournalism. We have two full-time faculty members in this area, as well as a senior lecturer. Our photojournalism faculty emphasizes how photojournalism and multimedia are melding together.

Law and ethics. We have three full-time faculty members teaching media law and two full-time faculty members teaching ethics. This area has been an emphasis on our faculty for years because both law and ethics are core courses in our curriculum. Some outstanding Ph.D. students teach these classes as well.

History. The School has one full-time faculty member teaching history and one assistant professor who teaches a history course once a year. Other faculty members teach history courses as well, though the faculty has lost two professors in this area since its last accreditation visit due to retirement.

International communication, diversity and cultural studies. International communication and diversity are growing areas for our faculty. We have recently added an international advertising course with the hiring of a faculty member with international experience. “Gender, Class, Race and Mass Media” has returned to the curriculum because a faculty member left her administrative role and is back to teaching.

Media management and digital economics. This is another growth area. We now have two Knight Chairs in media management and economics. The School is looking to expand this area as it becomes more important to the industry.

Business journalism. The School is the only public university east of the Mississippi River that offers an undergraduate degree in business journalism. There is one full-time faculty member who teaches these courses. Another full-time faculty member in this area is needed.

Health communication and medical journalism. A chaired School professor teaches medical and health journalism along with a faculty member split with the Lineberger Comprehensive Cancer Center on the campus. Faculty members in this area have developed a health communication master’s track. The related medical journalism program for professional master’s students began in the 1990s and continues to do well. We see this is as a future growth area for our faculty.

2. Describe how the unit selects full-time and part-time faculty and instructional staff.

Full-time, tenure-track and nontenure-track faculty members are recommended by search committees. All positions are advertised in appropriate professional and academic publications, and information on the positions is disseminated by email, on the School’s website, etc. A search committee typically recommends three to four finalists to the School faculty and dean to bring to campus for personal interviews, where each candidate meets with the search committee and the dean, teaches a class, and gives a research or creative presentation. The finalists also have open sessions to meet with students and other faculty members.

After the on-campus visits, the search committee votes and makes a recommendation to the full School faculty, which then discusses the candidates and votes by secret, paper ballot. The faculty vote goes to the dean, and the person selected then goes through normal UNC-CH human resources reviews and up the university administrative ladder for approval.

For part-time faculty members such as adjuncts, the senior associate dean for undergraduate studies constantly receives resumes and CV’s from interested parties and reviews them for potential hiring. The senior associate dean for undergraduate studies also suggests that such candidates meet with the heads of the teaching specializations involved. The specialization heads and senior associate dean for undergraduate studies then communicate each semester to discuss what part-time faculty members would be good to teach specific courses available.

The School makes an effort to provide continuous teaching opportunities for its top part-time faculty members. Many of these part-time faculty members are local professionals, and the School believes their involvement in the professional world brings real-world expertise to the classroom that is invaluable.

3. Provide examples of published advertisements for faculty openings in the past six years (before the self-study year) that show required and preferred qualifications of candidates.

Two recent examples are on the following pages.
Join Our Team

Tenure-Track Assistant Professor – Public Relations

The School of Journalism and Mass Communication at the University of North Carolina at Chapel Hill seeks an excellent researcher/educator to join our dynamic faculty as a tenure-track Assistant Professor in Public Relations, beginning Fall 2014.

Qualifications:

Qualified applicants should have an established program of research and teaching experience in public relations and/or strategic communications. A PhD is required; ABD candidates will be considered. Exceptional candidates will bring professional experience in public relations into the classroom. A social media research agenda and skill set are a plus.

Duties:

Qualified candidates are expected to expand their scholarly and research pursuits through academic conference presentations and peer-reviewed publication. A track record for obtaining external funding for research is a plus. The position includes teaching both undergraduate and graduate courses (2 courses per semester) and the opportunity to supervise master and doctoral students' theses and dissertations. Service to the School, the University, and the academy is also expected.

Opportunities:

The scholarly and teaching opportunities within our School are growing. We plan to expand our course offerings within the undergraduate and graduate programs over the next few years. You will be part of a vibrant team of professionals and researchers who contribute innovative ideas and solutions to the academy and the practice. Learn more about the School and the opportunities we provide at www.jomc.unc.edu.

About us:

The School formalized the public relations sequence in 1990. We now train the largest number of students within the program, preparing them for careers in agency, nonprofit, public sector, and corporate public relations and strategic communications. Students intern and secure jobs with many high-profile organizations including Ogilvy, Fender, U.S. Army, Baltimore Ravens, Duke Energy, Ketchum, Google, Vogue and Time Warner Cable. Students also have opportunities to work with our student-run strategic communications agency, Heelprint Communications (http://heelprintcommunications.com/).

Our public relations faculty collectively has more than 80 years of professional experience to their credit and brings relevant skills from various sectors into the classroom. They also publish in the leading mass communication journals including Public Relations Review, Journalism and Mass Communication Quarterly, Journalism and Mass Communication Educator, Communication Theory, Journal of Health Communication, Cases in Public Health Communication and Social Marketing, Social Marketing Quarterly, and PRism. Faculty research is supported by a media effects laboratory and other facilities for research.

Please submit:

- A letter of application
- Curriculum vitae
- Example of scholarly work
- Teaching evaluations
- A representative course syllabus
- The names and contact information for three references

Applications must be submitted online (add URL), and we will begin reviewing applications October 4, 2013.

The University of North Carolina at Chapel Hill is an Equal Opportunity Employer. The University reaffirms its commitment to equality of opportunity and pledges that it will not practice or permit discrimination in employment on the basis of race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression.
Join Our Team

Research Tenure-Track Assistant Professor – Advertising

The School of Journalism and Mass Communication at the University of North Carolina at Chapel Hill seeks an outstanding scholar to join our dynamic faculty as a tenure-track Assistant Professor in Advertising, beginning Fall 2014.

Qualifications:
Qualified candidates will be innovative scholars that have examined how digital media transform the processes and effects of persuasive communication. A PhD is required; ABD candidates will be considered (doctorate must be obtained within a year of hire date). Professional experience in advertising and dynamic teaching ability at the college level is a plus. Our needs include theory and practical expertise in digital media planning and strategy with emerging/new media a plus.

Duties:
Qualified candidates are expected to expand their scholarly and research pursuits through academic conference presentations and peer reviewed publication. A track record for obtaining external funding for research is a plus. The position includes teaching the Principles of Advertising course and other undergraduate courses (2 courses per semester) and the opportunity to supervise master and doctoral students’ theses and dissertations. Service to the School, the University, and the academy is also expected.

Opportunities:
The scholarly and teaching opportunities within our School are growing. We plan to expand our course offerings within the undergraduate and graduate programs over the next few years. You will be part of a vibrant team of professionals and researchers who contribute innovative ideas and solutions to the academy and the practice. Learn more about the School and the opportunities we provide at www.jomc.unc.edu.

About us:
Our School is an independent accredited professional school serving approximately 700 undergraduates and 100 graduate students. Our School is one of the oldest and most awarded Journalism and Mass Communication schools in the nation.

Our students intern and secure jobs with many high-profile organizations including BBDO, BBH, JWT, Google and Scripps Interactive Network. Students also practice their skills with our student-run strategic communications agency, Heelprint Communications (http://heelprintcommunications.com/).

Our advertising faculty collectively has more than 100 years of professional and scholarly experience to their credit and brings relevant skills from industry into the classroom. They also publish in the leading advertising and mass communication journals including Journalism and Mass Communication Quarterly, Journal of Marketing Theory and Practice, Journal of Media Economics, Communication Theory, Social Marketing Quarterly and PRism. Faculty research is supported by a media effects laboratory and other facilities for research. The University of North Carolina was founded in 1789, enjoys top tier placement in third party rankings and has an enrollment of 29,278 students. Located just west of the Research Triangle, Chapel Hill is noted for its dynamic quality of life and progressive cultural environment.

Please submit:
• A letter of application
• Curriculum vitae
• Example of scholarly work
• Teaching evaluations
• A representative course syllabus
• The names of three references

Applications must be submitted online (add URL), and we will begin reviewing applications October 4, 2013.

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4. Describe the unit’s expectations of faculty members in teaching, research, creative and professional activity, and service.

The School has high standards for every faculty member regarding teaching, service, and research or creative and professional activity. Those standards are explained in the School’s tenure and promotion guidelines:

**Teaching.** The School prides itself on excellent teaching and places a great priority on it. The basic documentation of teaching quality is the School’s required course evaluation each semester. The results of the evaluation are quantifiable and are reported as part of a recommendation with an explanation of the person’s teaching performance, evidence of improvement over time, stability or decline. Subjective evaluations obtained in interviews with students are included if appropriate. All untenured teachers, including tenure-track faculty members, visiting lecturers and graduate teaching assistants, are personally observed in the classroom by a tenured faculty member at least once a year. A written report of that observation is given to the senior associate dean for undergraduate studies and placed in the teacher’s file. These reports are reviewed as part of the evaluation process.

**Public and professional service.** This function includes performance in areas such as international and national offices and work in appropriate scholarly, professional and academic organizations and associations; university and School positions and committee work; workshops, speeches, etc.; and appropriate professional consulting.

**Research.** Faculty members in the research track are expected to be productive scholars. Promotion to associate professor with tenure requires evidence that the individual has begun to build a nationwide reputation as a scholar in his or her field. Promotion to full professor requires evidence that the individual has established a national – and in some instances, international – reputation in his or her field. No set number of publications is required. Both quality and quantity are important. The reputation and quality of the journals in which refereed articles are published are considered.

**Creative and professional activity.** Faculty members in the professional/creative track are expected to regularly engage in creative-professional activity appropriate to their areas of expertise and interests. The nature of such work will vary widely, depending on the faculty member’s field of practice. For example, professional track faculty members may publish their work in traditional scholarly journals, publications aimed at educators, trade publications or general-circulation publications. They may write textbooks or books targeting particular professional audiences or the general public. Likewise, audio, visual and multimedia works may be publicly presented and disseminated in whatever manner and to whatever audience is most appropriate for the work. No set number of publications or projects is required. Both quantity and quality are important. The reputation and quality of the venues in which the faculty member’s work appears are considered. Quality of published material and creative works may also be evaluated by winning national or other awards or being accepted by juries for major exhibits.

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

Full-time faculty members in the **Research Tenure Track** normally teach two courses a semester. Full-time faculty members in the **Professional Tenure Track** normally teach three courses one semester and two courses the other semester.

Some faculty members receive course releases due to other commitments, such as administrative roles in the School or editing an academic journal. Those course releases are negotiated with the dean of the School. The current dean has moved away from providing as many courses releases as have been granted in the past due to both budget cuts and the expanding curriculum.

Faculty members can also bank courses so that they may have a semester off to conduct research or creative activity. The banking of courses is discussed with the senior associate dean for undergraduate studies, who schedules all courses. A semester off for such activity is granted only when other faculty members can step in to teach the required courses. Since the last accreditation visit, only two faculty members have banked courses. One of those faculty members has since left the School, while the other is no longer banking. The faculty member who left, Sri Kalyanaraman, received an offer from the University of Florida that UNC-CH was unable to match. The other faculty member, Deb Aikat, was banking courses to have semesters off to work on his research.

The senior associate dean for undergraduate studies
keeps a spreadsheet that shows how many courses each faculty member is supposed to be teaching each semester and reviews that spreadsheet when scheduling courses.

6. Describe the unit’s processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Provide course evaluation forms, peer review forms or other documents used in evaluations.

The School follows all university policies, procedures and guidelines for evaluating its full-time and part-time faculty members. All this official material will be provided to the site team in its workroom during the campus visit, of course. In addition, the detailed procedures for evaluating School faculty members as to appointment, promotion and tenure are given in item 7 of this Standard.

Other pertinent information for evaluation of faculty members and instructors in the School follows.

Teaching Evaluation

Each course taught in the School is evaluated by students each semester, and the results of those evaluations are reviewed by the senior associate deans. The course-evaluation form is the one that is used across the UNC-CH campus. A copy is attached at the end of this Standard (Supplemental 4-A.)

The School compares results for each course to a median for the School. Courses that receive scores below the median are flagged by the senior associate dean for undergraduate studies, who meets regularly with faculty members to discuss how they can improve their results.

On the School's internal dashboard, which tracks metrics of various School functions, the senior associate dean for undergraduate studies measures the mean for “Overall, this course was excellent” and “Overall, this instructor was an effective teacher” in course evaluations.

For “Overall, this course was excellent,” the mean, on a 5-point scale, has been:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>3.92</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>3.99</td>
</tr>
<tr>
<td>Summer I 2011</td>
<td>4.50</td>
</tr>
<tr>
<td>Summer II 2011</td>
<td>4.34</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>3.90</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>3.97</td>
</tr>
<tr>
<td>Summer I 2012</td>
<td>4.25</td>
</tr>
<tr>
<td>Summer II 2012</td>
<td>4.02</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>4.00</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>4.12</td>
</tr>
<tr>
<td>Summer I and II 2013</td>
<td>4.07</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>3.74</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>3.85</td>
</tr>
<tr>
<td>Summer I 2014</td>
<td>3.94</td>
</tr>
</tbody>
</table>

These scores are consistently high for our faculty, with few exceptions. While the means during the normal academic year have remained consistently around 3.9, the means during the summer sessions have fallen slightly. Summer-session means are now more in line with the means during the normal academic year. We attribute this to the fact that fewer full-time faculty members are teaching during the summer.

For “Overall, this instructor was an effective teacher,” the mean, on a 5-point scale, has been:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>4.22</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>4.19</td>
</tr>
<tr>
<td>Summer I 2011</td>
<td>4.72</td>
</tr>
<tr>
<td>Summer II 2011</td>
<td>4.48</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>4.18</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>4.23</td>
</tr>
<tr>
<td>Summer I 2012</td>
<td>4.40</td>
</tr>
<tr>
<td>Summer II 2012</td>
<td>4.14</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>4.26</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>4.35</td>
</tr>
<tr>
<td>Summer I and II 2013</td>
<td>4.32</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>4.04</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>4.14</td>
</tr>
<tr>
<td>Summer I 2014</td>
<td>4.22</td>
</tr>
</tbody>
</table>
We note that instructors have historically received higher scores than the courses. We attribute this to the high quality of our faculty’s teaching.

In addition, the teaching of all non-tenured faculty members and some tenured faculty members is reviewed annually through a course-observation process in which a tenured faculty member sits in on the classroom and writes a critique. That review is then discussed between the tenured faculty member and the instructor being reviewed. The reviews are then placed in the instructor’s file.

This process has been effective and is viewed as non-threatening to the instructors, with many seeing it as an opportunity to exchange good information (teaching tips, etc.) with each other. We believe that it facilitates better instruction and encourages our instructors to seek constant improvement in their classroom performance.

The reviewing instructors use the template for the course-observation evaluations that is found on the next page.

Please note that the School has two teaching awards and one teaching position that recognize excellence in teaching. The recipients of these awards and position can be found in Standard 2.
Classroom Observation Checklist

This is designed to be a guide for the preparation of a narrative report that includes appropriate items on the list. Not all of the items may be applicable in a given class, and observers are encouraged to add other comments.

The Situation

- Number and name of the course, and date and time of the observation.
- What is the course enrollment and how many students were present?
- What is the primary teaching method? (lecture, lab, question and answer)
- Were there problems in the physical surroundings (lighting, acoustics, seating arrangements, audiovisual equipment, etc.) that might have affected teaching and learning in this room?

Structure and Goals

- Did the teacher's presentation show signs of planning and organization?
- Did the teacher integrate instructional elements (lecture, blackboard materials, handouts, audiovisual materials) effectively?
- Did the teacher use class time efficiently?
- Did the teacher respond appropriately to unanticipated situations?

Teaching Behaviors

- Did the teacher exhibit enthusiasm for teaching and for the subject?
- Was the teacher active enough? Too active?
- Did the teacher maintain appropriate eye contact with students?
- Did the teacher speak at a proper speed for comprehension and interest?
- Did the teacher use language and terminology that was understandable to students?
- Did the teacher ask and answer questions appropriately?
- How did the teacher's style contribute to learning?
- Did the teacher exhibit distracting mannerisms?

Subject Manner

- Was the depth and breadth of the material appropriate to the course and students?
- Did the teacher seem to have mastery of the material?
- Did the teacher incorporate recent developments and new knowledge?

Teacher-Student Rapport

- Did the teacher demonstrate fair and equitable concern for students?
- Did students seem receptive to the teacher's presentation?
- Were students generally receptive?
- Was the teacher accessible and receptive to students before and after class?

General

- What are the strong points about this teacher's classroom style and performance?
- What concrete suggestions can you offer to help the teacher do a better job?
7. Describe the process for decisions regarding promotion, tenure and salary. Provide relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit.

Tenure-track assistant professors are reviewed during their third year on the faculty to assure that they are on track for promotion. Tenure-track assistant professors typically go up for tenure during their sixth year on the faculty, although some with excellent records have been reviewed for tenure during their fifth year on the faculty.

Once a faculty member receives tenure, he or she is reviewed every five years by the School’s Promotion and Tenure Committee. At the end of the first five years, a tenured faculty member is eligible for promotion to full professor, although not all faculty are considered for promotion to full professor at that time.

The School’s Policies on Reappointment, Promotion and Tenure of Faculty Members have been approved by the full faculty. The policies are included at the end of this Standard (Supplemental 4-B.)

8. Describe faculty members’ activities outside the unit in service to the campus or university.

The School’s faculty members hold major roles on campus outside the unit. Members of the School’s faculty, for example, serve on the UNC-CH faculty council. The School has a regular seat on the faculty council, and that person serves a three-year term. School faculty members have chaired searches for other positions on campus. For example, the dean of the School chaired the search committee that recommended a new dean for the Kenan-Flagler Business School in 2013, and the senior associate dean for undergraduate studies served on the five-year review committee for the dean of the Kenan-Flagler Business School in 2012.

The senior associate dean for undergraduate studies of the School also serves on the College of Arts and Sciences administrative board and on the College of Arts and Sciences curriculum committee. These are three-year terms. The previous senior associate dean also served on these committees during her terms.

A School faculty member has also served on the university’s athletic committee during the past five years, and another member of the faculty has served on the university’s appeals committee. In addition, a School faculty member is a major player in the university’s diversity movement and serves on a campus-wide diversity committee. Another serves on the faculty grievance committee as co-chair.

The School also has excellent collaborative efforts with other units on the campus. For example, the School has a joint M.A.-J.D. program with the School of Law, and it has a joint bachelor’s program in business journalism with the Kenan-Flagler Business School. Its health communication faculty members work closely with the School of Public Health and were part of a recent $19 million grant. The medical journalism program works with the School of Medicine. Other collaborative programs include the certificate in Latino media studies, which requires students to take courses in Arts and Sciences. The faculty members who work in that program coordinated the course of study with faculty members in Arts and Sciences.

In addition, the School has also created a new degree that will allow students to graduate with a joint degree in environmental science and journalism and mass communication.
9. Units should demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of courses for the three years before the site visit.

The School believes that examining the ratio of courses taught by full-time faculty members and adjuncts-instructors-graduate students should be done each semester, and it posts that data publically on the Internet.

Number and Percentage of Courses Taught by Full-Time Faculty Members

<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
<th></th>
<th>2012-13</th>
<th></th>
<th>2013-14</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>Total number of sections taught</td>
<td>130</td>
<td>144</td>
<td>144</td>
<td>130</td>
<td>144</td>
<td>130</td>
</tr>
<tr>
<td>Number taught by full-time faculty</td>
<td>85 (65%)</td>
<td>103 (72%)</td>
<td>103 (72%)</td>
<td>97 (72%)</td>
<td>103 (72%)</td>
<td>97 (72%)</td>
</tr>
<tr>
<td>Number taught by adjuncts or graduate students</td>
<td>45 (35%)</td>
<td>41 (28%)</td>
<td>41 (28%)</td>
<td>32 (25%)</td>
<td>37 (26%)</td>
<td>37 (26%)</td>
</tr>
</tbody>
</table>

10. In cases where full-time tenured, tenure-track and fixed-term professional faculty are not teaching the majority of courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

This question is not applicable to our School.

11. List members of the graduate faculty and show that they meet the institution’s criteria for graduate instruction.

At UNC-CH, the graduate faculty consists of those members of the university’s general faculty who are charged with carrying out graduate student teaching, supervision and advising. All tenured and tenure track faculty members at the ranks of assistant, associate and full professor are automatically designated regular graduate faculty. Other qualified persons may be appointed by the dean of the Graduate School on the recommendation of the relevant academic program.

The School has a large contingent of faculty members who teach courses in the graduate program. The following 40 faculty members (with their highest degrees noted, along with the schools granting the degrees) are members of the graduate faculty. Twenty-three (58 percent) hold the Ph.D. or M.D. Seventeen (42 percent) hold the master’s degree.

- Penny Abernathy: M.B.A., Columbia University; M.S., Columbia University.
- Deb Aikat: Ph.D, Ohio University.
- Spencer Barnes: Ed.D., North Carolina State University.
- Andy Bechtel: M.A., University of North Carolina at Chapel Hill.
- Lois Boynton: Ph.D., University of North Carolina at Chapel Hill.
- Francesca Dillman Carpentier: Ph.D., University of Alabama.
- Nori Comello: Ph.D., Ohio State University.
- Paul Cuadros: M.A., Northwestern University.
- Patrick Davison: M.A., Ohio University.
- Tori Ekstrand: Ph.D., University of North Carolina at Chapel Hill.
- Barbara Friedman: Ph.D., University of Missouri-Columbia.
- Rhonda Gibson: Ph.D., University of Alabama.
- Ferrel Guillory: M.S., Columbia University.
- Jim Hefner: M.A., Duquesne University.
- Heidi Hennink-Kaminski: Ph.D., University of Georgia.
- Joe Bob Hester: Ph.D., University of Alabama.
- Anne Johnston: Ph.D., University of Oklahoma.
- Daniel Kim, Ph.D., University of Texas.
- Steven King: M.S., University of Liverpool.
- Susan King: M.A., Fairfield University.
- Daniel Kreiss: Ph.D., Stanford University.
- Tom Linden: M.D., University of California San Francisco.
- Trevy McDonald: Ph.D., University of North Carolina at Chapel Hill.
- Seth Noar: Ph.D., University of Rhode Island.
- Terence Oliver: M.A., Ohio University.
12. Units should demonstrate that graduate faculty taught the majority of professional master’s courses for the three years before the site visit.

Students in the professional master’s program can receive credit for any course numbered 400 or higher in the School’s curriculum. Courses listed 800 or higher are typically reserved for Ph.D. students. For the purpose of this question, the School counted courses numbered 400 through 800 but excluded courses at the 700 level that are for certificate students only.

**Percentage of Courses Taught by Graduate Faculty Members**

**Residential Master’s Program**

**2013-14 academic year.** Ninety-seven of the 138 course sections that could have counted for credit in the professional master’s program were taught by the graduate faculty. That is **70 percent**.

**2012-13 academic year.** One hundred and two of 139 course sections that could have counted for credit in the professional master’s program were taught by the graduate faculty. That is **73 percent**.

**2011-12 academic year.** Ninety-one of the 126 course sections that could have counted for credit in the professional master’s program were taught by the graduate faculty. That is **72 percent**.

**Online MATC Program**

Graduate faculty members have taught the majority of courses in the MATC program for the past three years. **Beginning in 2014-2015, 100 percent** of MATC courses will be taught by School graduate faculty.

**2013-14 academic year.** **Sixty-seven percent** of courses were taught by full-time School graduate faculty members, 11 percent by full-time, fixed-term School graduate faculty members, and 22 percent by part-time School faculty members.

**2012-13 academic year.** **Seventy-eight percent** of courses were taught by full-time School graduate faculty members and 22 percent by part-time School faculty members.

**2011-12 academic year.** **Sixty-seven percent** of courses were taught by full-time School graduate faculty members and 33 percent by part-time School faculty members.

13. In cases where full-time tenured, tenure-track and fixed-term professional faculty are not teaching the majority of professional master’s courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

This question is not applicable to our School.
Supplemental Material:
Standard 4
Supplemental 4-A:
UNC-CH Course Evaluation Form

Student course evaluations are extremely important to instructors in planning future courses, and the results are taken very seriously by instructors and department chairs. Please consider your responses carefully, answer as thoughtfully as you can, and complete all sections before submitting your survey. Note: Your feedback will be kept confidential, and no information linking your identity to your responses can be accessed by your instructor or campus administrators.

Instructions:
You may complete only one evaluation form for this course using this tool. If you choose not to fill out the survey, please scroll to the bottom and click the Decline button. Click the Submit Evaluation button at the bottom of the page to save your responses. YOU CANNOT CHANGE YOUR RESPONSES AFTER COMPLETING OR DECLINING THE SURVEY.

Thanks for contributing your feedback.

**Course/Instructor Characteristics**

<table>
<thead>
<tr>
<th>Statement</th>
<th>1: Strongly Disagree</th>
<th>2: Disagree</th>
<th>3: Neither Disagree Nor Agree</th>
<th>4: Agree</th>
<th>5: Strongly Agree</th>
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<tbody>
<tr>
<td>This course challenged me to think deeply about the subject matter.</td>
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<tr>
<td>The instructor clearly communicated what was expected of me in this class.</td>
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<td>I was able to get individual help when I needed it.</td>
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<tr>
<td>The course materials (e.g., coursepack, website, texts) helped me better understand the subject matter.</td>
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<tr>
<td>The course assignments helped me better understand the subject matter.</td>
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<tr>
<td>The instructor evaluated my work fairly.</td>
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<td>The instructor showed concern about whether students learned the material.</td>
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<td>The instructor expressed ideas clearly.</td>
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<td>The instructor showed enthusiasm for the subject matter.</td>
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<tr>
<td>The instructor showed enthusiasm for teaching this class.</td>
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<td>The instructor treated all students with respect.</td>
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<td>The instructional techniques engaged me with the subject matter.</td>
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<tr>
<td>The instructor provided me with helpful feedback on my performance.</td>
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<tr>
<td>This course was very exciting to me intellectually.</td>
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**Overall Course Assessment**

...
### Overall, this course was excellent.

<table>
<thead>
<tr>
<th>1: Strongly Disagree</th>
<th>2: Disagree</th>
<th>3: Neither Disagree Nor Agree</th>
<th>4: Agree</th>
<th>5: Strongly Agree</th>
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### Overall, this instructor was an effective teacher.

<table>
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<tr>
<th>1: Strongly Disagree</th>
<th>2: Disagree</th>
<th>3: Neither Disagree Nor Agree</th>
<th>4: Agree</th>
<th>5: Strongly Agree</th>
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### Overall, I learned a great deal from this course.

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<th>1: Strongly Disagree</th>
<th>2: Disagree</th>
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<th>5: Strongly Agree</th>
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### Comments on overall assessment of this course.

[Space will expand as needed]

### Teaching Award Recommendation

The instructor was one of the best I have had at Carolina, fully deserving of a teaching award.

<table>
<thead>
<tr>
<th>1: Strongly Disagree</th>
<th>2: Disagree</th>
<th>3: Neither Disagree Nor Agree</th>
<th>4: Agree</th>
<th>5: Strongly Agree</th>
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### Feedback to Students

#### The instructor handled questions well.

<table>
<thead>
<tr>
<th>1: Strongly Disagree</th>
<th>2: Disagree</th>
<th>3: Neither Disagree Nor Agree</th>
<th>4: Agree</th>
<th>5: Strongly Agree</th>
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#### The instructor used examples that had relevance for me.

<table>
<thead>
<tr>
<th>1: Strongly Disagree</th>
<th>2: Disagree</th>
<th>3: Neither Disagree Nor Agree</th>
<th>4: Agree</th>
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#### The instructor used class time well.

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<th>1: Strongly Disagree</th>
<th>2: Disagree</th>
<th>3: Neither Disagree Nor Agree</th>
<th>4: Agree</th>
<th>5: Strongly Agree</th>
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#### The instructor encouraged students to participate in this class.

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<th>1: Strongly Disagree</th>
<th>2: Disagree</th>
<th>3: Neither Disagree Nor Agree</th>
<th>4: Agree</th>
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#### This course was designed to keep me engaged in learning.

<table>
<thead>
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<th>1: Strongly Disagree</th>
<th>2: Disagree</th>
<th>3: Neither Disagree Nor Agree</th>
<th>4: Agree</th>
<th>5: Strongly Agree</th>
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#### The workload was appropriate for what I gained from this class.

<table>
<thead>
<tr>
<th>1: Strongly Disagree</th>
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<th>4: Agree</th>
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### Other Information

#### What grade do you think you will get in this course?

<table>
<thead>
<tr>
<th>Fail Pass F or D</th>
<th>C- or C</th>
<th>C+ or B-</th>
<th>B or B+</th>
<th>A- or A</th>
<th>L</th>
<th>P</th>
<th>H</th>
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#### Is this a required course for you?

<table>
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<tr>
<th>No</th>
<th>Yes</th>
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School of Journalism and Mass Communication Policies on Appointment, Reappointment, Promotion and Tenure of Faculty Members

The Trustee Policies Governing Academic Tenure in the University of North Carolina at Chapel Hill define academic tenure as “the protection of a faculty member against involuntary suspension or discharge from, or termination of, the faculty member’s employment by the University except upon specified grounds and in accordance with specified procedures.” The tenure system is based on the understanding that tenure is a privilege bestowed by the University in keeping with its needs for outstanding achievement. A tenure decision represents an institutional judgment of an individual’s actual and potential contributions to the professional life of teaching, scholarship and service. Thus, not everyone will obtain tenure, and no set of detailed criteria can exist, the mere fulfillment of which will ensure tenure.

Also relevant in tenure decisions are institutional interests that extend beyond the domain of any individual department or school. To ensure that its intellectual quality is maintained and enhanced, the University insists on a standard of overall excellence. As a reflection of the relevance of institutional interests, candidates for reappointment and tenure are evaluated independently according to established criteria at several levels of University administration, including the level of the dean, executive vice chancellor and provost, chancellor, Board of Trustees and Board of Governors. Each level of administration may apply different or even higher standards of excellence from those applied at previous levels of review, consistent with School, division and University-wide interests that are represented by these different levels.

The Trustee Policies state that tenure is held with reference to the institution and with reference to institution-wide standards. Section 2.a. provides: “While academic tenure may be withheld on any grounds other than those specifically stated to be impermissible under Section 4 hereof, its conferral requires an assessment of institutional needs and resources and evidence of service to the academic community, potential for future contribution, commitment to the welfare of the University, and demonstrated professional competence, including consideration of commitment to effective teaching, research, or public service.”
All procedures and policies relating to tenure, promotion and reappointment of faculty members in the School of Journalism and Mass Communication conform to the statements set forth in the following University publications:

The UNC Policy Manual  
Chapter VI — Academic Freedom and Tenure  

Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill  
http://policy.sites.unc.edu/files/2013/04/tenure.pdf

Equal Employment Procedures Manual for EPA Personnel, UNC-Chapel Hill  
http://www.unc.edu/depts/eooada/procedures.html

The following criteria and guidelines do not repeat all the policies and procedures in the University documents; they are intended to conform to them. Each faculty member has a responsibility to become familiar with the foundational principles contained in the documents.

School of Journalism and Mass Communication Criteria

The School of Journalism and Mass Communication, as a professional school of the University of North Carolina at Chapel Hill, strives to excel in all three of its missions: teaching, research/creative activity and service. All faculty members in the School are expected to have a deep commitment to journalism and mass communication and to education.

Initial rank for tenure track faculty members can be instructor, assistant professor, associate professor or professor, depending on qualifications. The performance record of a person recommended for reappointment, promotion or tenure must be thoroughly documented, and the record is scrutinized. Because the School combines professional education of undergraduate and graduate students with a strong tradition of research and scholarship, the School has a dual-track system for classifying faculty members: the Professional tenure track and the Research tenure track. The dual-track system acknowledges that there are different expectations for the two groups of faculty members, both of which are vital to the School’s mission of excellence in teaching, research/creative activity and service as well as public engagement in all three areas.

A faculty member might well be strong in both tracks, but for purposes of classification and expectations for appointment, reappointment, promotion and tenure, each faculty member is in only one track. That decision is made at the initial appointment, and the faculty member must remain in that track. During the search for a new faculty member — in the job description that is circulated nationally, all advertisements and all other communications about the position — the expectations for the faculty member, including the tenure track, must be stated clearly. The terms for appointment and for possible promotion and tenure must be included in correspondence from the dean to the faculty member.
The School also hires lecturers, senior lecturers, teaching professors, professors of the practice and research professors on fixed-term contracts, usually full time (1 FTE). Adjunct instructors are hired on a per-course basis. Fixed-term faculty are evaluated through the School’s review process described below prior to being hired, reappointed or rehired.

Decisions on appointment, reappointment, promotion and tenure are made without regard to race, color, religion, sex, sexual orientation, national origin, age or veteran status. The School follows the Equal Employment Opportunity Plan, and the School’s Equal Employment Opportunity Officer is active in all areas called for in the plan.

Basic Considerations for All Faculty Members

In the spring, the dean and the chair of the School’s Committee on Appointments, Promotion and Tenure will meet as a group with nontenured faculty members who will have a third-year review or go up for promotion and/or tenure the following academic year. They will review the materials needed for the specific review and answer questions.

In the fall, the dean will meet individually with nontenured faculty members to review progress and expectations for the coming year. A written record that such a conversation has taken place should be placed in the individual’s personnel file. Both the dean and the chair of the APT Committee meet with individual faculty who have had any academic review, such as third-year or post-tenure reviews, or who have been promoted to discuss the reports. The dean also schedules meetings as needed with fixed-term faculty to discuss plans and progress.

Basic expectations for every faculty member include outstanding scholarship and/or creative activity, excellent teaching, and excellent service to the School, University and to the discipline. To be reappointed or promoted, each faculty member must continue to contribute in the School and to the discipline in significant and appropriate ways.

**Teaching.** The School prides itself on excellent teaching. Faculty members are expected to be exceptional teachers and include innovation where appropriate and whenever possible. The basic documentation of teaching quality is the School’s required course evaluation each semester. The results of the evaluation are quantifiable and are reported with an explanation of the person’s teaching performance, evidence of improvement over time, stability or decline. Subjective evaluations obtained in interviews with students are included if appropriate. All nontenured tenure-track faculty members, lecturers and graduate teaching assistants are observed in the classroom by a tenured faculty member at least once a year. A written report of that observation is given to the senior associate dean and placed in the teacher’s file. These reports are reviewed as part of the evaluation process for reappointment, tenure and/or promotion. Typically, in the research tenure track, a faculty member teaches four classes each academic year. Each faculty member in the professional track usually teaches five classes in an academic year. Full-time fixed-term faculty members teach six courses a year, unless other assignments are made by the dean.
Service. Service is highly valued and part of the School’s core mission. The expectation for tenure track junior faculty is service within the School and an emerging service record within appropriate statewide and national organizations prior to promotion and tenure. Prior to promotion to full professor, the expectation is robust service at the University, state, national and/or international levels. Service includes performance in areas such as international and national offices and work in appropriate scholarly, professional and academic organizations and associations; University and School positions and committee work; workshops, speeches, etc.

Time in rank. It is customary for assistant professors to be in rank for six years before promotion and tenure. Reviews are done during the faculty member’s sixth year. Associate professors typically are in rank five years or longer before being considered for promotion to full professor. Lecturers must have a minimum of six consecutive years in rank to be considered for promotion to senior lecturer or from senior lecturer to teaching professor.

If a faculty member held a tenure-track appointment at another institution of similar quality before joining the UNC-CH School of Journalism and Mass Communication, some or all of the time spent in rank at the other school(s) may be counted as time in rank in the School.

Public engagement. The School has a long history of engagement with the mass communication professions and external communities. Public engagement refers to scholarly, creative, pedagogical, or service activities for the public good, directed toward persons and groups outside the University of North Carolina at Chapel Hill. The University has declared its commitment to encouraging, recognizing and rewarding engaged scholarship, creative activity, teaching and service. Such activities (in the form of research/creative activities, teaching and/or service) may develop as collaborative interactions that respond to short and long-term professional or societal needs and should be reciprocal and inclusive of communities involved. Engagement can serve the media professions, as well as people in our state, nation or the world through a continuum of academically informed activities.

The University is clear that engaged work is not a prerequisite for promotion and tenure, but the 2009 Provost’s Task Force notes that faculty engagement with the public and engaged scholarship should be valued and evaluated. Products of such activities should have a high-quality, high-value impact in the community—be it industry, profession, government, or other venue—not only in the academy. In the School, such engaged activities will be recognized for tenure and promotion. Faculty who want recognition for engaged activities should describe in their statements how the work meets the definition of engagement. Faculty who present engaged scholarship and/or activities as part of their record must also suggest metrics by which the work can be evaluated for significance and impact. It is expected that such work might be more prominent at certain stages of an individual’s career, but the work should be consistent.

New forms of scholarship and creative activities. Faculty may have new forms of scholarship and creative work. That work can come in the form of databases, blogs, websites and other forms that do not resemble traditional journal articles or monographs. The School recognizes that digitally published work is not always peer-reviewed prior to publication and dissemination. Also, faculty often must devote considerable amounts of time to mastering new technologies and methods.
The faculty member him- or herself must accept some of the burden of (a) deciding which work should be evaluated in a tenure or promotion case (most likely in consultation with mentors or the dean), and (b) providing a clear account in the research/creative statement of the goals and significance of such work in terms of audience and contribution to the faculty member’s overall research/creative program.

For example, the faculty member should discuss:
- the communities included;
- the frequency and depth of collaboration;
- if the activity is ongoing, such as one that is open to constant revision—and even revision by multiple users;
- outcomes, impact, or presentation of results in multiple forms (audio, video, blogs); and
- the creation of enabling software or databases, web site templates, work processes, etc., that require skill and time but are more oriented to facilitating the work of others than producing finished conclusions of one’s own.

For promotion and tenure packages, nonacademic sources might be solicited for supplemental letters attesting to the significance and implemented outcomes of the faculty member’s engaged work. These letters would not replace the traditional letters from academic reviewers.

**Interdisciplinary work.** The field of journalism and mass communication has a long tradition of encouraging and valuing interdisciplinary scholarship, creative activity, teaching and service. The University has declared that nurturing and rewarding interdisciplinarity is one of its key priorities. Interdisciplinary work allows both faculty and students to cross traditional departmental boundaries to bring together multiple perspectives and a variety of expertise to address issues and solve problems, often leading to cutting-edge scholarship and teaching.

While participating in interdisciplinary collaborations is not a requirement for promotion and tenure, such activity will be recognized in the School’s promotion, tenure and post-tenure review processes. Questions often arise, however, about how to evaluate interdisciplinary work and the contributions of individual participants. It is the responsibility of the faculty member to identify interdisciplinary activities listed on his or her CV; to discuss such activities in the research or creative activity, teaching and/or services statements; and to provide sufficient information and explanation to enable both internal and external reviewers to evaluate the faculty member’s contribution to the interdisciplinary activities and the products that may result.

**Overview of the Two Tenure Tracks**

**Research Tenure Track.** This is the traditional academic track. Faculty members with a Ph.D. are in this track by definition unless they have been hired specifically to be in the professional track; faculty without the Ph.D. may be in the research tenure track because of their superior research records. An individual may not move from one track to the other after the initial appointment.
For promotion and tenure, faculty members are expected to have established a national, and in some cases international, reputation as scholars; to be outstanding teachers; to have begun establishing a significant service record; and to have begun serving regularly as members, and possibly chairs, of master’s and doctoral committees.

**Professional Tenure Track.** Faculty members in this track must have significant professional experience and significant teaching experience or the promise of excellence in teaching when appointed. Occasionally a faculty member holding a Ph.D. may have had primarily a professional, rather than an academic, career and may be hired into the professional track. A faculty member may not move from one track to the other after the initial appointment.

For promotion and tenure, faculty members are expected to have established a national, and in some cases international, reputation in their field of creative activity; to be outstanding teachers; to have a significant service record; and to have begun serving regularly as members, and possible chairs, of master’s committees.

**Scholarship within the Research Tenure Track**

In reappointment, promotion and tenure decisions, the following criteria regarding research and publication are applied:

- Faculty members in this track are expected to be productive scholars. Promotion to associate professor with tenure requires evidence that the individual has begun to build a nationwide reputation as a scholar in his or her field. Promotion to full professor requires evidence that the individual has established a national, and in some instances international, reputation in his or her field based on scholarly work.

- No set number of publications is required. Both quality and quantity are important. Collaborative and interdisciplinary work are valued. The reputation and quality of the journals in which refereed articles are published are considered. Reappointment, promotion and tenure require evidence of continuous scholarly productivity. Thus, a gap on a CV — a year or more during which little or no work is published or presented at academic conferences — requires explanation and justification (e.g., the faculty member was working on a book or had undertaken a major administrative or service responsibility).

- The relative weight given to various types of publications is generally reflected in the order in which they are to be listed on the CV.

- Published research is more important than papers presented at scholarly meetings. While conference presentations are valuable and serve to enhance a faculty member’s national and international visibility, all faculty members should plan to convert their conference papers into publications as soon as possible after presentation.

- In the case of co-authored work, evaluators often have trouble sorting out the extent of the individual’s contribution. For co-authored works, the faculty member must explain the relative roles of the authors, especially when multiple works have the same authors, and indicate the significance of author order.
• Faculty are encouraged to seek external funding for their research. Such efforts should be noted on their CV and will be evaluated in promotion and re-appointment decisions.
• In appropriate circumstances, research published in a foreign language will be considered if qualified reviewers fluent in that language can be enlisted to evaluate the research. Foreign publications must be balanced by English-language publications.

The committee, tenured full and associate professors, and external reviewers will consider the candidate’s total scholarly record with these questions as guidelines:

• Has the scholarly work been regular, continuous and focused, or sporadic and diffused?
• Has the work been perceived as significant in the field? (Evidence of significance might consist of, among other things, publication in top journals; citation by others; awards; invitations to publish in anthologies, collections and/or books; use by others in classes; appointment to editorial boards and editor positions.)
• Is the work, as a whole, theoretically based and appropriately grounded in existing literature? Is the methodology consistently sound? Are studies well executed? Are conclusions appropriate? Is the writing appropriate for the intended audience?
• Is the work innovative? Does it have the potential to significantly move the field in new directions? Does the work break new ground and advance concepts, ideas or approaches that transcend the ordinary?

Creative Activity within the Professional Tenure Track

In reappointment, promotion and tenure decisions, the following criteria regarding creative activity are applied:

• Faculty members in this track are expected to regularly engage in applied research or creative or engaged activity appropriate to their areas of expertise and interests. The nature of such work will vary widely depending on the faculty member’s field of practice. For example, professional faculty members may publish their work in traditional scholarly journals, publications aimed at educators, trade publications and/or general circulation publications. They might write textbooks or books targeting particular professional audiences or the general public. They might conduct research that is presented to industry groups. Or, they might write government or corporate policy documents or create projects with media organizations that help to advance the industry/academic dialogue. Likewise, audio, visual and multimedia works might be publicly presented and disseminated in whatever manner and to whatever audience is most appropriate for the work.
• Faculty members in this track should clearly explain in their CVs the impact of their creative activity or applied research as it applies to specific issues or problems, such as those within the media or communications industry. Such impact could be quantified, such as numbers of people affected or policies implemented and resulting effects.
• Promotion to associate professor with tenure requires evidence that the individual has begun to build a national reputation in his or her field. Promotion to full professor
within the professional track requires a national, or in some cases an international, reputation within his or her field based on creative work.

- No set number of publications or projects is required. Both quantity and quality are important. Collaborative and interdisciplinary work is valued. The reputation and quality of the venues in which the faculty member’s work appears are considered. Quality of published material and creative works may also be evaluated by their ability to win national awards or be accepted by juries for major exhibits. In the case of new or emerging forms of publication or presentation, faculty should provide the metrics by which the work can be evaluated. Faculty must also clarify their individual contributions to work that is group or student-produced.

- Reappointment, promotion and tenure require evidence of continuous creative or applied research productivity. Thus, gaps on a CV — a year or more during which little or no work is published or presented — require explanation and justification (e.g., the faculty member was working on a book or had undertaken a major administrative or service responsibility.)

- The relative weight given to various types of publications and creative works is generally reflected in the order in which they are to be listed on the CV. It is recognized, though, that the CV bibliography categories listed below may require some modification for professional-track faculty members, especially those whose work is not print-based.

- Published works are more important than oral presentations at scholarly, professional or educational meetings and workshops. Works reaching a national or international audience carry more weight than those for regional, state or local audiences. Local or regional material may, however, be upgraded to national stature by the winning of national awards or recognition.

- Consideration is given to whether a work is co-authored or co-created. Evaluators have trouble sorting out the extent of the individual’s contribution in such cases, and single-authored works provide a clearer picture of the individual’s creative contribution. In the case of co-authored works, the faculty member must explain the relative roles of the authors, especially when multiple works have the same authors, and indicate the significance of author order.

- Faculty members who supervise or coordinate student projects, whether part of course requirements, student group advising or a special program, must clearly explain their role in the final product if they want to list this work under creative activity. In most cases, this work would be listed under teaching or service. For example, faculty members should explain the role of producer, coach or editor in the appropriate teaching, service or creative activity statement.

- Faculty are encouraged to seek external funding for their research and/or creative work. Such efforts should be noted on their CV and will be evaluated in promotion and re-appointment decisions.

- In appropriate circumstances, works published in a foreign language will be considered if qualified reviewers fluent in that language can be enlisted to evaluate the work. Foreign works must be balanced by English-language works.
The School’s Committee on Appointments, Promotion and Tenure, the tenured full professors and associate professors, and external reviewers will consider the candidate’s total professional/creative record with these questions as guidelines:

- Has the work been regular, continuous and focused, or sporadic and diffused?
- Has the work been perceived as significant in the field? (Evidence of significance might consist of, among other things, publication in prestigious venues; awards; citation by others; invitations to participate in professional panels or programs and/or to publish in anthologies, collections and/or books; use by others in classes; appointment to editorial boards and editor positions.)
- Does the work, as a whole, demonstrate high standards, innovative approaches, professional excellence and/or creativity? Does the work break new ground and advance concepts, ideas or approaches that transcend the ordinary? Is the writing or other mode of expression appropriate for the intended audience?
HIGHLIGHTS

• Since 2009, the School’s faculty members have written or co-authored 10 scholarly books, 198 refereed journal articles, 82 book chapters, 243 refereed conference papers, 34 encyclopedia entries, 62 non-refereed articles, 45 book reviews and 6 textbooks.

• To support conference, panel and other opportunities, the School allots pre-tenure faculty members $2,000 a year for travel and tenured faculty members $1,500 a year for travel.

• Faculty members are now working on research projects with grant funding of more than $46 million. Especially in health communication, faculty members have received several large federal grants as co-investigators or principal investigators in cooperation with other campus units in the last few years.

• Joan Cates, a member of the Interdisciplinary Health Communication program is the lead principal investigator on a $2.4 million NIH grant to encourage HPV vaccinations in preteens.

Above: Assistant Professor Daniel Kreiss, researcher on the impact of new technologies on politics and journalism and author of Taking Our Country Back: The Crafting of Networked Politics from Howard Dean to Barack Obama.
Introduction

The School has a rich tradition of academic research and creative activity. That tradition continues thanks to the School’s faculty members, graduate students and support staff. Their work not only informs the academy but also serves the profession of journalism-mass communication. A strong foundation of funding helps those efforts flourish. The School is fortunate to have 16 endowed professorships (two of which have just been added) that give faculty members not only salary supplements but also allow them to travel to meetings and to support research. Faculty members also bring in sizable grants from such organizations as the National Institutes of Health, Centers for Disease Control and Prevention, Knight Foundation and Doris Duke Charitable Trust.

Many graduate students conduct research through their Park Fellowships, which are discussed in Standard 7 of this self-study.

Faculty members have also been co-investigators on multi-million-dollar grants that support their research. For example, Professor Seth Noar is co-investigator and associate director of the communication core of a $19.4-million grant from the National Cancer Institute for 2013-15 aimed at improved communication about the harmful effects of tobacco use. Associate Professor Heidi Hennink-Kaminski served as a co-investigator on a $2.7-million grant from the Doris Duke Charitable Foundation to increase public awareness of shaken-baby syndrome. Joan Cates, senior lecturer in the Interdisciplinary Health Communication (IHC) program, is the lead investigator in a $2.4-million, four-year NIH grant to study normalizing HPV vaccinations in pre-teens. She will lead the research and partner with the Schools of Medicine, Nursing and Public Health at UNC-CH and policy leaders at Duke University.

Here are some recent highlights in scholarship, research and creative, grouped by subject area:

Political communication. Assistant Professor Daniel Kreiss wrote Taking Our Country Back: The Crafting of Networked Politics from Howard Dean to Barack Obama, which gets at cutting-edge use of social media in politics. The book has attracted considerable attention in the popular press. Dan Riffe, Richard Cole Eminent professor, co-authored articles in Atlantic Journal of Communication and Southern Communication Journal, among others. He has been editor of Journalism & Mass Communication Quarterly for years and stepped aside from the editorship in summer 2014.

Community journalism. Penelope Muse Abernathy, Knight Chair in journalism and digital media economics, wrote the book Saving Community Journalism, examining how newspaper companies can adapt to the digital era. Jock Lauterter, director of the Carolina Community Journalism Project, wrote a new edition of his textbook, Community Journalism: Relentlessly Local, that was published in Mandarin in China.

Health communication. Assistant Professor Nori Comello conducts research about how young people use health messages in decision-making in risky behaviors. Her work has been published in Journal of Health Psychology, Media Psychology and numerous other journals. Professor Seth Noar examines health-behavior theories, message design and mass media campaigns. He has published in many top health and communication journals.

Media law. This has been a strong area in the School for years. Today’s media law faculty includes Cathy Packer, W. Horace Carter Distinguished Professor and co-director of the UNC-CH Center for Media Law and Policy. She is also editor of the North Carolina Media Law Handbook. Two other faculty members – Assistant Professor Tori Ekstrand and Associate Professor Michael Hoefges – have published widely.

Media history. Associate Professor Barbara Friedman has published in Journalism and Mass Communication History and other journals and has served as editor of American Journalism. Professor Chris Roush wrote a biography of the famed Vermont Royster, who was editor of “The Wall Street Journal” and a Pulitzer Prize-winning columnist on the paper from 1958 to 1971.

Digital media. Assistant Professor Steven King is experimenting with cutting-edge technologies and user interfaces, including a Kinect-style device for news. Associate Professor Terence Oliver has created motion graphics for
websites of numerous clients, including Fidelity Investments and AT&T.

**Reporting and editing.** Associate Professor Andy Bechtel co-authored an online course on copy editing for print and digital media for the Poynter Institute’s NewsU website; the course is part of a certificate program run by Poynter and the American Copy Editors Society. Jan Yopp, the Walter Spearman professor, co-wrote the textbook *Reaching Audiences: A Guide to Media Writing*, which is in its sixth edition. Associate Professor Ryan Thornburg joined as a co-author for the fifth edition. Thornburg is sole author of another text, *Producing Online News*.

**Documentary films.** Assistant Professor Chad Stevens created *Overburden*, a film about the coal industry in West Virginia. An excerpt was published on *National Geographic*’s website; a rough-cut screening was held in mid-2014 with the premiere set for 2015. Charlie Tuggle, the Reese Felts distinguished professor, was executive producer of *Las Abuelas de Plaza de Mayo and the Search for Identity*, a film examining human-rights abuses in 1970s Argentina that has been screened more than 250 times in the United States and abroad.

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

Research productivity has been a foundation element of the School since Neil Luxon was named dean in 1953. In subsequent years, prolific and innovative researchers have elevated and maintained the School’s scholarly profile, including such acclaimed scholars as Margaret Blanchard, Jane Brown, Wayne Danielson, Max McCombs, Phil Meyer, Don Shaw and Bob Stevenson.

The culture of and commitment to scholarly inquiry that those and other internationally recognized leaders in journalism and mass communication created continues to provide direction to the School’s faculty members and graduate programs. In the period analyzed for this self-study (2009-14), faculty members in the School have written or co-authored more than 10 scholarly books, 199 refereed journal articles, 82 book chapters and 250 refereed conference papers. They have written 34 encyclopedia entries, 95 non-refereed articles, 46 book reviews and 6 textbooks. (This section of the self-study comprises the work of full-time faculty members, whether tenure-track or fixed-term, during the past six years. It does not include work by faculty members who retired prior to June 2014 or left the university for other personal or professional reasons.)


In several ways, the School’s research faculty is undergoing the transition and renewal that occurs with the retirement of senior scholars such as Meyer, Brown and Shaw. The School has successfully recruited new young scholars on the basis of strong research records or potential and has committed resources (in teaching-load assignments, research assistantships, seed grants, and travel and equipment support) to new hires and other junior faculty members.

Research expectations specified in the School’s tenure and promotion polices are communicated orally and in writing to new and potential faculty members during recruitment, in annual meetings with the dean, through mentoring with senior colleagues, during the third-year comprehensive review, in the sixth-year tenure process, and during post-tenure reviews (every fifth year.) Research faculty members are typically given a two-course-per-semester teaching assignment and assigned research assistants as available. Virtually all research faculty members have a research assistant each. Faculty members on the professional track typically teach two courses in one semester and three the next and are expected to have continuous and focused creative and applied research activities.

In 2012-13, the dean established a faculty-administered research center seed-grant program designed to encourage faculty members to develop projects that could lead to larger, external awards. While the seed-grant program is not limited to junior faculty members, it was conceived as supporting the influx of new people as the School undergoes the transition and renewal noted above. Most of the recipients have been at the associate or assistant professor levels.

In fact, 43 percent of refereed journal articles and of refereed conference papers in the last five years were
authored or co-authored by faculty members at the associate and assistant professor levels. Of course, the fact that full professors, who constitute roughly 40 percent of the tenure-track faculty, wrote half the refereed articles and papers (as noted in the grid on page 5 of this Standard) speaks to their productivity.

Nonetheless, the productivity of the less-senior faculty has also influenced shifts in the substantive focus of School scholarship, primarily because of growth in health-communication research and complementary research programs on media effects and on environmental and health risk. At the same time, however, the School continues to be recognized for its education of media law scholars at the graduate level, and several faculty members do qualitative and quantitative (survey) research on political communication and public opinion.

The School’s Interdisciplinary Health Communication (IHC) program currently provides a central conceptual focus for funded research on health campaigns, for media-effects studies and for surveys on environmental-risk perception among marginalized citizens of the state and far beyond. The IHC program reflects the strong sense of collaboration in the School—not only among several faculty members and a number of graduate students in that field—but also with faculty members in other UNC-CH disciplines (the IHC is a collaborative program with the School of Public Health.)

Besides health communication, other fields show collaboration in the School, which offers a dual-degree graduate program with the School of Law at UNC-CH. Many faculty members and graduate student researchers also work in collaboration with the university’s Odum Institute for Research in Social Science.

While the high level of faculty research productivity helps elevate and maintain the School’s profile, it also contributes fundamentally to the nature and effectiveness of graduate student education and preparation. For example, doctoral students in the School have won three successive Nafziger-White-Salwen Outstanding Dissertation Awards from AEJMC (faculty members in the School have advised a total of eight winners of this award) and two joint International Communication Association-National Communication Association Outstanding Health Communication Dissertation Awards.

In addition to producing publishable research in classes and seminars, graduate students are important partners in faculty research, co-authoring numerous publications with faculty members. The students enjoy many opportunities to conduct independent research, with access to resources such as the School’s research lab, the university’s Odum Institute, the School’s eye-tracking equipment, and School and external research funds. Graduate student researchers maintain a strong research presence, presenting papers—and often winning “top-student” honors—at annual conferences of AEJMC, ICA, AEJMC Southeast Regional and Midwest Association for Public Opinion Research (MAPOR.) As an example, at the past five AEJMC conferences, the School’s doctoral students averaged 22 paper acceptances per year, with a peak of 34 papers in 2009 in Boston.

In May 2013, the School’s research center initiated an annual, day-long Spring Research Colloquium to permit graduate students to share work among peers and faculty members. The colloquium features an internationally recognized keynote speaker, and graduate students present papers in sessions moderated by faculty members. Both the May 2013 and May 2014 spring colloquia showed a broad array of substantive, epistemological and methodological perspectives. Similarly, the School’s endowed Junck Research Colloquia allow faculty and scholars from the School, the university and the field to present diverse scholarship on a regular basis, typically about 10 speakers per semester. (Ms. Junck received her master’s degree from the School years ago and now is CEO of Lee Enterprises and chairman of the board of Associated Press.)


The work of professional-track faculty members, while not scholarship in the traditional sense, contributes to knowledge within the teaching aspect of the academy, particularly in textbooks, applied research that benefits the media profession, and applied techniques that improve information delivery. The two Knight Chairs along with other professional-track faculty members have maintained the School’s visibility through books, documentaries, websites, keynote presentations and speeches, blogs and visual tools that have attracted national attention and established those individuals as leaders in their respective fields. Work by faculty members in the professional tenure track is highly valued, and some of that work is noted in the introduction to this standard.
2. Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during all of the previous six years.

This section of the self-study comprises the work of full-time faculty members during the past six years. It does not include work by faculty members who have retired prior to June 2014 or left the university for personal or professional reasons or work by part-time fixed-term lecturers.

3. Using the grid that follows, provide counts of the unit’s productivity in scholarship for the past six years by activity, first for the unit as a whole and then for individuals broken down by academic rank. The grid should capture relevant activity by all full-time faculty members. Provide the total number of individuals in each rank in place of XX.

The grid is on the following page.

Please note: Table information is accurate as of June 2014, before faculty promotions took effect.
Scholarly Productivity for the Past Six Years (as of June, 2014.)

<table>
<thead>
<tr>
<th>Scholarship, Research, Creative and Professional Activities</th>
<th>By Unit</th>
<th>Full Professors (16)</th>
<th>Associate Professors (17)</th>
<th>Assistant Professors (9)</th>
<th>Other Faculty (5)</th>
<th>Total (47)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awards and Honors</td>
<td>85</td>
<td>17</td>
<td>46</td>
<td>11</td>
<td>11</td>
<td>85</td>
</tr>
<tr>
<td>Grants Received Internal</td>
<td>43</td>
<td>21</td>
<td>14</td>
<td>8</td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>Grants Received External</td>
<td>61</td>
<td>15</td>
<td>22</td>
<td>13</td>
<td>11</td>
<td>61</td>
</tr>
<tr>
<td>Scholarly Books, Sole- or Co-authored</td>
<td>10</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Textbooks, Sole- or Co-authored</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Books Edited</td>
<td>82</td>
<td>41</td>
<td>26</td>
<td>12</td>
<td>3</td>
<td>82</td>
</tr>
<tr>
<td>Monographs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articles in Refereed Journals</td>
<td>199</td>
<td>98</td>
<td>56</td>
<td>31</td>
<td>14</td>
<td>199</td>
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<tr>
<td>Refereed Conference Paper</td>
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<td>130</td>
<td>75</td>
<td>33</td>
<td>12</td>
<td>250</td>
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<tr>
<td>Invited Academic Papers</td>
<td>56</td>
<td>13</td>
<td>10</td>
<td>33</td>
<td></td>
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<tr>
<td>Encyclopedia Entries</td>
<td>34</td>
<td>21</td>
<td>3</td>
<td>9</td>
<td>1</td>
<td>34</td>
</tr>
<tr>
<td>Book Reviews</td>
<td>46</td>
<td>4</td>
<td>22</td>
<td>18</td>
<td>2</td>
<td>46</td>
</tr>
<tr>
<td>Articles in Non-Refereed Publications</td>
<td>95</td>
<td>33</td>
<td>29</td>
<td>29</td>
<td>4</td>
<td>95</td>
</tr>
<tr>
<td>Juried Creative Works</td>
<td>19</td>
<td>9</td>
<td>6</td>
<td>4</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Non-Juried Creative Works</td>
<td>100</td>
<td>23</td>
<td>29</td>
<td>44</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Law Reviews</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1092</td>
<td>438</td>
<td>342</td>
<td>250</td>
<td>62</td>
<td><strong>1092</strong></td>
</tr>
</tbody>
</table>
4. List the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years.

The activities for each of the full-time faculty members, tenure-track or fixed-term, are included at the end of this Standard (Supplemental 5-A.) School faculty members are extremely productive, and activities range from articles in top-tier journals to websites to documentary films. The list at the end of this Standard does not include presentations to government agencies and professional organizations, such as the American Copy Editors Society or Society of American Business Editors and Writers, because such presentations, while important, constitute service. Most of the activities listed also reflect content in the grid in item 3 of this Standard.

5. Provide relevant sections of faculty guides, manuals or other documents in which the unit specifies expectations for scholarship, research and creative and professional activity in criteria for hiring, promotion and tenure.

The School’s Policies and Procedures Manual outlines the process for hiring a new faculty member. The manual will be available in the team’s workroom. The outline does not include any language on determining the qualifications for a new position. That is determined by the faculty and is included in the job description for each specific faculty position. Once an area of faculty need is determined by the dean and the general faculty, the dean develops a job description with input from faculty members, especially the faculty member who will chair the search. Usually the chair comes from the specialization of the search. The proposed job description is circulated among the full-time faculty in advance of a faculty meeting called to discuss the search process. The job description is approved by a faculty vote. Criteria for the position – such as terminal degree expected, professional experience, topic-area knowledge, such as marketing or digital communications – are specified in the job description approved by the faculty.

The School has two tenure tracks: the Research Tenure Track and the Professional Tenure Track. The expectations for each track are an indication of the type of qualifications expected at hiring and beyond.

The Research Tenure Track

Page 15 of the School’s Policies and Procedures Manual defines the Research Tenure Track as the traditional academic track:

Faculty members with a Ph.D. are in this track by definition unless they have been hired specifically to be in the professional track; faculty without the Ph.D. may be in the research tenure track because of their superior research records. An individual may not move from one track to the other after the initial appointment.

For promotion and tenure, faculty members (in the Research Tenure Track) are expected to have established a national, and in some cases international, reputation as scholars; to be outstanding teachers; to have begun establishing a significant service record; and to have begun serving regularly as members, and possibly chairs, of master's and doctoral committees.

Pages 16 and 17 of the policies specify expectations of scholarship in the research tenure track:

In reappointment, promotion and tenure decisions, the following criteria regarding research and publication are applied:

- Faculty members in this track are expected to be productive scholars. Promotion to associate professor with tenure requires evidence that the individual has begun to build a nationwide reputation as a scholar in his or her field. Promotion to full professor requires evidence that the individual has established a national, and in some instances international, reputation in his or her field based on scholarly work.

- No set number of publications is required. Both quality and quantity are important. Collaborative and interdisciplinary work are valued. The reputation and quality of the journals in which refereed articles are published are considered. Reappointment, promotion and tenure require evidence of continuous scholarly productivity. Thus, a gap on a CV — a year or more during which little or no work is published or presented at academic conferences — requires explanation and justification (e.g., the faculty member was working on a book or had undertaken a major administrative or service responsibility.)

- The relative weight given to various types of publications is generally reflected in the order in which they are to be listed on the CV.

- Published research is more important than papers presented at scholarly meetings. While conference
presentations are valuable and serve to enhance a faculty member's national and international visibility, all faculty members should plan to convert their conference papers into publications as soon as possible after presentation.

- In the case of co-authored work, evaluators often have trouble sorting out the extent of the individual's contribution. For co-authored works, the faculty member must explain the relative roles of the authors, especially when multiple works have the same authors, and indicate the significance of author order.

- Faculty members are encouraged to seek external funding for their research. Such efforts should be noted on their CV and will be evaluated in promotion and re-appointment decisions.

- In appropriate circumstances, research published in a foreign language will be considered if qualified reviewers fluent in that language can be enlisted to evaluate the research. Foreign publications must be balanced by English-language publications.

The committee, tenured full and associate professors, and external reviewers will consider the candidate's total scholarly record with these questions as guidelines:

- Has the scholarly work been regular, continuous and focused, or sporadic and diffused?

- Has the work been perceived as significant in the field? (Evidence of significance might consist of, among other things, publication in top journals; citation by others; awards; invitations to publish in anthologies, collections and/or books; use by others in classes; appointment to editorial boards and editor positions.)

- Is the work, as a whole, theoretically based and appropriately grounded in existing literature? Is the methodology consistently sound? Are studies well executed? Are conclusions appropriate? Is the writing appropriate for the intended audience?

- Is the work innovative? Does it have the potential to significantly move the field in new directions? Does the work break new ground and advance concepts, ideas or approaches that transcend the ordinary?

The Professional Tenure Track

On page 16, the policies define faculty members in the Professional Tenure Track:

Faculty members in this track must have significant professional experience and significant teaching experience or the promise of excellence in teaching when appointed. Occasionally a faculty member holding a Ph.D. may have had primarily a professional, rather than an academic, career and may be hired into the professional track. A faculty member may not move from one track to the other after the initial appointment.

For promotion and tenure, faculty members are expected to have established a national, and in some cases international, reputation in their field of creative activity; to be outstanding teachers; to have a significant service record; and to have begun serving regularly as members, and possible chairs, of master's committees.

The expectations for creative activity and applied research for faculty in the professional tenure track are outlined on pages 17-19 in the guidelines:

In reappointment, promotion and tenure decisions, the following criteria regarding creative activity are applied:

- Faculty members in this track are expected to regularly engage in applied research or creative or engaged activity appropriate to their areas of expertise and interests. The nature of such work will vary widely depending on the faculty member's field of practice. For example, professional faculty members may publish their work in traditional scholarly journals, publications aimed at educators, trade publications and/or general circulation publications. They might write textbooks or books targeting particular professional audiences or the general public. They might conduct research that is presented to industry groups. Or they might write government or corporate policy documents or create projects with media organizations that help to advance the industry-academic dialogue. Likewise, audio, visual and multimedia works might be publicly presented and disseminated in whatever manner and to whatever audience is most appropriate for the work.

- Faculty members in this track should clearly explain in their CV's the impact of their creative activity or applied research as it applies to specific issues or problems, such as those within the media or communications industry. Such impact could be quantified, such as numbers of people affected or policies implemented and resulting effects.

- Promotion to associate professor with tenure requires evidence that the individual has begun to build a national reputation in his or her field. Promotion to full professor within the professional track requires a national, or in some cases an international, reputation within his or her field based on creative work.

- No set number of publications or projects is required. Both quantity and quality are important. Collaborative
and interdisciplinary work is valued. The reputation and quality of the venues in which the faculty member’s work appears are considered. Quality of published material and creative works may also be evaluated by their ability to win national awards or be accepted by juries for major exhibits. In the case of new or emerging forms of publication or presentation, faculty members should provide the metrics by which the work can be evaluated. Faculty members must also clarify their individual contributions to work that is group- or student-produced.

- Reappointment, promotion and tenure require evidence of continuous creative or applied research productivity. Thus, gaps on a CV — a year or more during which little or no work is published or presented — require explanation and justification (e.g., the faculty member was working on a book or had undertaken a major administrative or service responsibility.)

- The relative weight given to various types of publications and creative works is generally reflected in the order in which they are to be listed on the CV. It is recognized, though, that the CV bibliography categories listed below may require some modification for professional-track faculty members, especially those whose work is not print-based.

- Published works are more important than oral presentations at scholarly, professional or educational meetings and workshops. Works reaching a national or international audience carry more weight than those for regional, state or local audiences. Local or regional material may, however, be upgraded to national stature by the winning of national awards or recognition.

- Consideration is given to whether a work is co-authored or co-created. Evaluators have trouble sorting out the extent of the individual’s contribution in such cases, and single-authored works provide a clearer picture of the individual’s creative contribution. In the case of co-authored works, the faculty member must explain the relative roles of the authors, especially when multiple works have the same authors, and indicate the significance of author order.

- Faculty members who supervise or coordinate student projects, whether part of course requirements, student group advising or a special program, must clearly explain their role in the final product if they want to list this work under creative activity. For example, faculty members should explain the role of producer, coach or editor in the appropriate teaching, service or creative activity statement.

- Faculty members are encouraged to seek external funding for their research and/or creative work. Such efforts should be noted on their CV and will be evaluated in promotion and re-appointment decisions.

- In appropriate circumstances, works published in a foreign language will be considered if qualified reviewers fluent in that language can be enlisted to evaluate the work. Foreign works must be balanced by English-language works.

The School’s Committee on Appointments, Promotion and Tenure, the tenured full professors and associate professors, and external reviewers will consider the candidate’s total professional/creative record with these questions as guidelines:

- Has the work been regular, continuous and focused, or sporadic and diffused?
- Has the work been perceived as significant in the field? (Evidence of significance might consist of, among other things, publication in prestigious venues; awards; citation by others; invitations to participate in professional panels or programs and/or to publish in anthologies, collections and/or books; use by others in classes; appointment to editorial boards and editor positions.)

- Does the work, as a whole, demonstrate high standards, innovative approaches, professional excellence and/or creativity? Does the work break new ground and advance concepts, ideas or approaches that transcend the ordinary? Is the writing or other mode of expression appropriate for the intended audience?

New Forms of Communication in Either Tenure Track

The School’s guidelines recognize the changing nature of research and creative activity and delivery methods. On page 14, the policies note:

New forms of scholarship and creative activities. Faculty may have new forms of scholarship and creative work. That work can come in the form of databases, blogs, websites and other forms that do not resemble traditional journal articles or monographs. The School recognizes that digitally published work is not always peer-reviewed prior to publication and dissemination. Also, faculty often must devote considerable amounts of time to mastering new technologies and methods.

The faculty member him- or herself must accept some of the burden of (a) deciding which work should be evaluated in a tenure or promotion case (most likely in
consultation with mentors or the dean), and (b) providing a clear account in the research/creative statement of the goals and significance of such work in terms of audience and contribution to the faculty member’s overall research/creative program.

For example, the faculty member should discuss:

- the communities included;
- the frequency and depth of collaboration;
- if the activity is ongoing, such as one that is open to constant revision—and even revision by multiple users;
- outcomes, impact, or presentation of results in multiple forms (audio, video, blogs); and
- the creation of enabling software or databases, web site templates, work processes, etc., that require skill and time but are more oriented to facilitating the work of others than producing finished conclusions of one’s own.

University Policies

The School’s Policies and Procedures Manual also includes guidelines for hiring, reappointment and promotion of fixed-term faculty members in line with guidelines adopted in the university’s College of Arts and Sciences. The manual is included in the appendices found in the team’s workroom.

6. Describe the institution’s policy regarding sabbaticals, leaves of absence with or without pay, etc.

UNC-CH, unlike similar institutions, does not have a system providing a faculty member with a sabbatical every seven years. The university, however, offers “leaves with pay” on an extremely competitive basis.

Faculty members who have been at the university for at least five years may apply for a leave of one semester. Decisions on applications for leaves are made in collaboration with deans and the university’s provost-executive vice chancellor. School faculty members must compete against faculty members from across the campus for the average of 20 paid leaves the university grants each year. Receiving a university-paid leave is an honor.

In fall 2006, the School launched a competitive leave program for full-time professors and associate professors, as well as assistant professors who had passed their third-year review. One leave was granted each semester. The last leave was granted in fall 2011 as a result of reduced available funding. The leave program began in conjunction with summer grants to aid faculty research and creative activity. The grant program dwindled to three in summer 2009 and one in summer 2010 before it ended because of a lack of funds. The increased number of outside research grants won by faculty members in the School has helped make up that deficit and has helped support research and creative activity greatly. More information about grants is in point 8 of this Standard.

7. List faculty who have taken sabbaticals in the past six years, with a brief description of the resulting activities.

Professor Pat Davison took a leave with pay in spring 2010, spending part of that time in Alaska on various photography and video projects. He produced a short documentary film called Fishing Generations that was published on the “Anchorage Daily News” website.

Associate Professor Heidi Hennink-Kaminski took a leave with pay in fall 2010. She completed two manuscripts for publication that were accepted by Sexuality and Culture and Health, Culture and Society. She also oversaw a telephone survey to replicate baseline data for a grant project funded by the national Centers for Disease Control and Prevention.

Professor Jean Folkerts took a leave with pay in fall 2011 as she transitioned from serving as dean back to regular teaching. She used the time to refresh her classroom skills, prepare for courses and review the latest research in media history. Upon returning to the classroom, she led a graduate-level seminar, and several of her students had papers accepted at academic conferences.

Associate Professor Sri Kalyanaraman took a leave with pay in fall 2011. He gave invited talks to universities in India, Singapore and Hong Kong, and he conducted preliminary research on two projects. Kalyanaraman also took a leave with pay in fall 2013. He gave invited talks at universities in Germany and conducted research on a book project. (He resigned June 30, 2014, to go to the University of Florida in a higher position.)

Professor Anne Johnston took a leave with pay in spring 2014, granted through the university’s competitive-leave program. She conducted research on media coverage
of sex-trafficking, writing two academic papers. One was accepted for presentation at the International Communication Association conference and has been submitted to the *Journal of Human Trafficking*; the other was presented at the AEJMC conference. Her research in this area is ongoing.

8. Describe the travel funding, grant support or other methods or programs the unit uses to encourage scholarship, research and creative and professional activity.

The School has a full-time grants administrator (a staff member) who assists faculty members in writing grants to secure external funds for their research and creative activity. Having this person in the School has increased the number of external grants and helped gain larger grants. This activity is essential because with state budget cuts, the School has a much-reduced pool of funds to pay for travel for research, creative or professional activities. The grants administrator is Jennifer Gallina.

Faculty members also have benefitted from university-wide grants, particularly University Research Council grants and Junior Faculty Development Awards. Each of the School’s junior faculty members in their pre-tenure time has secured one of the latter awards to aid their research or creative activity.

The School has used its funds to assist faculty members’ research and creative activities. Those funds were larger before continued, statewide budget cuts in 2006-13. The current dean initiated an internal seed-grant program in fall 2012. Faculty members can propose a project that they will then use as a basis for seeking additional funding. These School grants are $5,000 each.

For many years, the School supported scholars with funding to attend national and international conferences to present their work. Then came state budget cuts and reductions in income from the School’s Foundation because of the nation’s economic situation, so such funding decreased. The current dean initiated a policy to ensure that some travel funds are available for faculty members who have papers accepted or are moderating panels at conferences, for example. **Junior faculty members are allotted $2,000 a year for travel, and other full-time, tenured faculty members are allotted $1,500 a year for travel.** If a faculty member needs additional funding above that level, the dean decides on a case-by-case basis. In a few instances, faculty members who hold endowed chairs and have a professorship stipend have contributed some funds for junior faculty members’ travel.

For faculty members who are editors of academic journals, such as *American Journalism*, that are housed in the School, the dean provides support in the form of a course release and administrative support.

In 2013-14, the School instituted a series of periodic workshops after general faculty meetings for hands-on experience in learning about digital tools. (School faculty meetings, held several times a semester, are nearly always on a Friday, so these workshops are on Friday afternoons.) Faculty and staff requested regular professional development classes in the strategic plan named *A Path Forward*. This year School faculty and staff members taught workshops, which covered WordPress and blogging; Storify to create stories or timelines using social media; Sakai, the course-learning management system at UNC-CH; Twitter; Google Analytics; and Premiere Pro for video editing.

9. List faculty who have taken advantage of those programs during the past six years, with a brief description of the resulting activities.

**University Research Council Grant Recipients**

**Assistant Professor Nori Comello**
- $4,864; principal investigator for work on “Developing Reaction-Time Measures of Behavioral Willingness to Engage in Risky Behaviors for Use in Health-Communication Research;” December 2010-12.

**Professor Pat Davison**
- $3,000; to complete his “Canada’s Main Street” documentary photo project; 2013.

**Associate Professor Sri Kalyanaraman and Professor Chris Roush**
- $5,000; to conduct a study: “Enhancing Literacy in Business Journalism: The effects of numeracy and presentation formats;” 2013.

**Professor Charlie Tuggle**
- $2,000; to complete his *Las Abeulas* documentary; 2010.
Junior Faculty Development Award Recipients

Assistant Professor Nori Comello

Assistant Professor Trevy McDonald
- $7,500; for oral history interviews of black press journalists who covered the March on Washington for Jobs and Freedom; 2013.

Associate Professor Terence Oliver
- $7,500; to further his skills in digital innovation and motion graphics. He wrote two articles and presented an hour-long standing-room-only presentation on motion graphics to industry professionals and educators at the Society for News Design’s 2012 International Workshop, where 19 countries were represented; 2012.

Assistant Professor Chad Stevens
- $7,500; to continue work on a documentary on mountain-top removal in coal mining in the Appalachian region of the United States. The documentary was released in rough-cut in mid-July 2014 with a premiere set for 2015; 2012-13.

Associate Professor Ryan Thornburg
- $7,500; to develop online modules to accompany his textbook, Producing Online News; 2011.

Other University Grant Recipients

Assistant Professor Nori Comello
- $12,545; development and assessment of visual elements of online health-assessment tools; Lineberger Cancer Center, UNC-CH; August 2013-present.

Professor Pat Davison
- $2,300; for planning a project with the University of Navarra, Pamplona, Spain; European Travel Assistance Grant, Center for Global Initiatives, UNC-CH; 2012.
- $2,000; for a documentary multimedia project in the Galapagos Islands; UNC-CH Office of the Vice Provost; 2012.
- $2,000; for a documentary multimedia project in the Galapagos Islands; UNC-CH Office of the Vice Chancellor for Research and Economic Development; 2012.
- $1,000; for a documentary multimedia project in the Galapagos Islands; UNC-CH Renaissance Computing Institute; 2012.
- $1,000; for a documentary multimedia project in the Galapagos Islands; UNC-CH Center for Global Initiatives; 2012.
- $1,000; for a documentary multimedia project in the Galapagos Islands; UNC-CH Center for Galapagos Studies; 2012.
- $1,000; for a documentary multimedia project in the Galapagos Islands; UNC-CH Institute for the Environment; 2012.
- $1,000; for a documentary multimedia project in the Galapagos Islands; UNC-CH Center for Global Initiatives; 2012.
- $1,000; for a documentary multimedia project in the Galapagos Islands; UNC-CH Global Research Institute; 2012.
- $15,000; for a documentary multimedia project in the Galapagos Islands; UNC-CH Office of the Vice Chancellor for Research and Economic Development; 2009.

Associate Professor Barbara Friedman
- $5,000; Thorp Faculty Engaged Scholar program; Carolina Center for Public Service; 2014-16.

Associate Professor Heidi Hennink-Kaminski
- $2,000; Award to design a social marketing campaigns service-learning course; UNC-CH Ueltschi Service-Learning Course Development Grant; Fall 2009.

Professor Anne Johnston
- $5,000; Thorp Faculty Engaged Scholar program; Carolina Center for Public Service; 2014-16.
Professor Tom Linden

- $10,000; to complete a half-hour television program called “Environmental Heroes” to air on UNC-TV (North Carolina Public Television Support for Scholarship); Creative Activity or Research in the Humanities and Fine Arts award; May 2010.

Associate Professor Terence Oliver

- $3,500; To produce a motion graphic featuring one of the honorees in conjunction with the AT&T Heritage Calendar; Stone Center Faculty Grant in Art, Culture and Creativity; 2013.

Assistant Professor Chad Stevens

- $8,862; to continue work on a documentary on mountain-top removal in coal mining in the Appalachian region of the U.S. The rough-cut of the documentary was aired in mid-2014; UNC-CH Arts and Humanities award for Scholarship, Creative Activity or Research in the Humanities and Fine Arts; May 2010.
- $5,000; with English Professor Jane Thrailkill. Documenting End-of-Life Experiences: A Multi-Media Approach. An interdisciplinary seminar that would prepare teams of students to create five-minute multi-media narratives about end-of-life care experiences; UNC-CH College of Arts and Sciences Interdisciplinary Initiatives; 2012-13.

Professor Lucila Vargas

- $1,200; Course-enhancement grant; APPLES, UNC Service-learning program; Fall 2010.
- $1,000; Course-enhancement grant; APPLES, UNC Service-learning program; Fall 2009.

School Seed-Grant Recipients

Associate Professor Lois Boynton

- $5,000; to pursue research about ethics in introductory public relations courses through content analysis and an online survey; Summer 2009.

Associate Professor Michael Hoefges

- $10,000; for commercial speech research for law review article, and related articles and book chapters; Summer 2009.

Professor Anne Johnston and Associate Professor Barbara Friedman

- $5,000; to develop online resources to aid news coverage of sex-trafficking; February 2014.

Associate Professor Sri Kalyanaraman

- $5,000; as the principal investigator for Virtual Frames, a research study to test the design and dissemination of persuasive health messages and the effect on individuals’ perceptions of health benefits or losses; 2013.

Assistant Professor Daniel Kreiss

- $5,000; to begin initial research on a book titled Networked Ward Politics: Campaigning, Parties, and Databases in the Information Age; Fall 2012.

Assistant Professor Trevy McDonald

- $5,000; as the principal investigator for Virtual Frames, a research study to test the design and dissemination of persuasive health messages and the effect on individuals’ perceptions of health benefits or losses; 2013.

Professor Seth Noar

- $5,000; to conduct a meta-analysis of the graphic cigarette warning label experimental literature; 2013.

Associate Professor Ryan Thornburg

- $5,000; for a project to create and make publicly available a set of state and local public datasets from multiple jurisdictions; 2013.

Professor Charlie Tuggle

- $3,000; to complete his documentary Las Abeulas. The documentary has aired in numerous locales, including the Carter Center in 2014; 2010.

Other Important Grants Recipients

Knight Professor Penny Muse Abernathy

- $75,000; Community Newspaper Project; McCormick Foundation; 2011.
- $10,000; Community Newspaper Project; Hussman Foundation; 2012.
- $275,000; shared with Associate Professor Ryan Thornburg; Knight Foundation; Knight News Challenge Grant; 2011-13.

**Assistant Professor Queenie Byars**

- $2,500; for Heelprint Communications, a student-run agency, to conduct peer-to-peer marketing; U.S. State Department; March 2013.

- $25,000; to continue funding of the Chuck Stone Program for Diversity in Education and Media, a six-day summer writing workshop for students of diversity who wish to study and pursue careers in journalism and mass communication; gift by anonymous School alumnus; June 2012.

- $10,000; to fund a follow-on, career-mentoring program for Chuck Stone Program participants to assist them with the transition from high school to college and establishing programs to help them network with industry mentors; Gannett Foundation; April 2012.

- $10,000; to fund computers, flat-screen displays and equipment purchases for Heelprint Communications; private gift; May 2011.

**Associate Professor Francesca Dillman Carpentier**

- $121,000; Eunice Kennedy Shriver National Institute of Child Health and Human Development, with Principal Investigator Rukmalie Jayakody (Penn State University); 2010-15.

**Lecturer John Clark**

- $35,000; with lecturer Sara Peach; John S. and James L. Knight Foundation; Knight Prototype Fund Grant; April 2014.

- $50,000; for Reese News Laboratory; Carnegie Corporation of New York; 100kin10 Grant; 2012-13.

**Associate Professor Paul Cuadros**

- $75,000; for Scholars’ Latino Initiative (SLI), UNC-CH, investigate how SLI can scale up from UNC-CH and form its own independent organization; Oak Foundation, Geneva, Switzerland; Planning Grant; June 2012.

- $50,000; grant helps fund the college education of Latino high school students through the Scholars’ Latino Initiative, UNC-CH; Oak Foundation, Geneva, Switzerland; Scholarship Grant; January 2012.

- $30,000; for the Scholars’ Latino Initiative, a college-mentoring and preparatory program aimed at helping Latino high school students achieve their dream of higher education. SLI mentors 130 students at seven high schools and three other universities; Z. Smith Reynolds Foundation; Capacity Grant; 2011-12.

- $50,000; grant helps fund the college education of Latino high school students; Oak Foundation, Geneva, Switzerland; Scholarship Grant; January 2011.

**Professor Pat Davison**

- Fulbright grant to Japan for 2014-15 to produce a documentary video on Japan’s aging society; Fulbright Scholar Award for Journalism in Japan; Council for International Exchange of Scholars; 2014.

**Professor Jean Folkerts**

- $55,240; to co-produce a report about graduate education in journalism; Columbia University and Carnegie Corporation; 2010-11.

**Associate Professor Barbara Friedman**

- $41,785; co-principal investigator (with Professor Anne Johnston) for Specialized Reporting Institute on news reporting of sex-trafficking; Robert R. McCormick Foundation-Poynter Institute grant; January 2013.

- $1,250; Joseph McKerns Research Grant Award; American Journalism Historians Association; 2009.

- $1,000; for Faculty Development; Baskett-Mosse Award; AEJMC; 2009.

**Professor of the Practice Ferrel Guillory**

- $10,000; in support of the NewsLunch series and other initiatives of the UNC program on Public Life; Strategic Initiatives Grant from UNC System President Tom Ross; FY 2013-14.

**Associate Professor Heidi Hennink-Kaminski**

- $2,276,988; co-investigator for Our Year of Healthy Living: A social marketing intervention for child care and home; National Heart, Lung and Blood Institute; 2013-18.

- $7,651,702; co-investigator for UNC Clinical and Translational Science Award; NIH’s National Center for Advancing Translational Services (NCATS); 2013-18.

- $100,000; co-investigator for BCBS Healthy School Meal Pilot – Social Marketing and Evaluation Plan; Blue Cross Blue Shield Foundation of North Carolina; 2012-14.
• $171,422; co-investigator for UNC Clinical and Translational Science Award; NIH’s National Center for Advancing Translational Services (NCATS); 2008-13.


• $2.6 million; co-investigator for “The Period of Purple Crying: Keeping Babies Safe in North Carolina;” Centers for Disease Control and Prevention; 2007-12.

Associate Professor Sri Kalyanaraman

• $700,000; co-investigator, Increasing Attention to Smoking Risk Messages Among College Students; National Institutes of Health; 2007-10.

Assistant Professor Steven King

• $35,000; for FilmSync app; Knight Foundation Prototype Grant; 2014.

Senior Lecturer Jock Lauterer

• $27,500; to fund a staff position (teen-mentoring coordinator) for the Northeast Central Durham Community “VOICE” newspaper for three years; Z. Smith Reynolds grant; 2011-14.

• $15,000; to help support the “VOICE” newspaper; Capitol Broadcasting Company; seed grant; 2011-13.

• $2,000; to help support the “VOICE” newspaper; N. C. Mutual Life Insurance Company; seed grant; 2011.

• $25,000; to help launch the “VOICE” newspaper; Z. Smith Reynolds Foundation; seed grant; 2009-11.

Professor Seth Noar

• $2 million; co-principal investigator to systematically review the cigarette graphic warning label literature and to conduct a randomized trial testing the efficacy of cigarette warning labels in changing smoking behavior; National Cancer Institute; 2013-15.

• $19.4 million; co-investigator and associate director, communication core to work with the Center for Regulatory Research on Tobacco Communications (CRRTC) in conducting three integrated projects over five years to advance an understanding of effective communication about the harm of cigarettes and other tobacco products across the lifespan and among diverse populations; National Cancer Institute; 2013-18.

• $1,499,596; co-investigator to work with Comprehensive Cancer Control Collaborative of North Carolina (4CNC), a collaborating center of the national Cancer Prevention and Control Research Network, to focus on building community-academic partnerships to support cancer prevention and control; Centers for Disease Control and Prevention (CDC); 2009-14.

• $1,641,043; health communication specialist for the Social and Behavioral Sciences Core in the Center for AIDS Research (CFAR) assists HIV/AIDS investigators with measurement and interventions and accessing vulnerable populations; National Institutes of Health (NIH); 2011-16.

• $99,522; co-investigator to evaluate the ability of a social ecological intervention that includes social marketing to increase fruit and vegetable consumption among elementary school students in North Carolina; Blue Cross Blue Shield Foundation of North Carolina; 2012-14.

• $618,411; principal investigator to develop and pilot test a computer-based tailored safer-sex intervention for heterosexually active, African-American STI clinic patients; National Institute of Mental Health (NIMH); 2008-12.

• $34,462; principal investigator to identify reliable and valid measures for testing behavioral theory in four domains: diet, physical activity, smoking cessation and colorectal cancer screening; National Cancer Institute (NCI); 2011-12.

Professor Cathy Packer

• $5,000; to create an online course; UNC General Administration for E-Learning-Online Program Development grant; 2009.

Professor Chris Roush

• $5,000; to create an online database reporting course for Latino journalists who are working in the United States and covering Latino communities; International Center for Journalists; August 2013.

• $120,000; to launch Talking Biz 2, a website devoted to analyzing the relationship between business journalists and companies. The funding provided for two years of financial support for the site; Award from two private donors; site launched Sept. 1, 2012.

• $2,800; conducted two-week business journalism module at Universidad de los Andes, Santiago, Chile; Fulbright Senior Specialists Program, U.S. Department of State; May-June 2012.

• $4,000; to run a business journalism workshop in New York City for college business journalism students across the country; Bloomberg LP; Oct. 21-23, 2010.
• $4,500; to run a business journalism workshop in New York City for college business journalism students across the country; Society of American Business Editors and Writers; Oct. 21-23, 2010.

• $25,000; to run a business journalism workshop in New York City for college business journalism students across the country; Progress Energy; Oct. 22-24, 2009.

**Associate Professor Laura Ruel**

• $429,750; over three years to support participation in the national News21 and Carnegie-Knight Initiative on the Future of Journalism Education, a national initiative to advance the U.S. news business by helping revitalize schools of journalism; John S. and James L. Knight Foundation; 2009-12.

• $20 million; eye-tracking research investigator in project on how to optimally communicate FDA authority over tobacco products; U.S. Food and Drug Administration (FDA) and the National Institutes of Health (NIH) via UNC Center for Regulatory Research on Tobacco Communication (CRRTTC); 2013.

**Professor JoAnn Sciarrino**

• $50,000; UNC Digital Lab Grant, AT&T; February 2013.

**Associate Professor Janas Sinclair**

• $44,400; investigator from one of four collaborating institutions: University of Pennsylvania, University of Rochester, University of Cincinnati and UNC-Chapel Hill; National Institute of Environmental Health Sciences; 2013-14.

• $2,950; co-principal investigator; Page Legacy Scholars, Arthur W. Page Center; 2009-10.

**Assistant Professor Chad A. Stevens**

• $35,000; shared with Assistant Professor Steven King to produce Film Sync, a synchronized second screen app to be used during the documentary or news video viewing experience; Knight Foundation’s Knight Prototype Fund; 2014.

• Documentary film *Overburden*, formerly *A Thousand Little Cuts*, accepted for fiscal sponsorship by the Southern Documentary Fund; this competitive award allows the documentary project to receive tax-deductible donations via the Southern Documentary Fund’s 501(c)(3) status; 2014.

**Associate Professor Ryan Thornburg**

• $78,968; one of five recipients of this invitation-only grant to support research on use of digital public data in newsrooms; Google Computational Journalism Research Program; February 2014.

• $275,000; for developing a sustainable editorial and business model for the OpenBlock Web application at rural newspapers; Knight News Challenge grant; 2011-13.
Supplemental Material:
Standard 5
Supplemental 5-A: Scholarly, Professional and Creative Works by Individual Faculty Members (Both Tenure-Track and Fixed-Term.)

This list provides the information requested in point 4 of this Standard. Because of its length, the information is given here separately.

Full-time and fixed-term faculty members are evaluated only on teaching and service, based on university criteria for reappointment and promotion, though some do publish.

A few faculty members had few or no publications during this self-study period because of their heavy administrative duties in addition to teaching and service, such as current Dean Susan King, former Dean Jean Folkerts and Dr. Dulcie Straughan, who was senior associate dean for years and then interim dean after that. Only faculty members who had publications are listed here. No publications in press or out for review are included, although there are many of them.

Faculty members use different styles for listing their publications and other works. In this compilation, we follow their preferences. Consequently, the names of publications and some other style specifics vary from one faculty member to another in the following list.

Penny Muse Abernathy
Knight Chair in Journalism and Digital Media Economics

Books


Book Chapters


Refereed Journal Articles


Refereed Research Papers

Nonjuried Creative Work

Savingcommunityjournalism.com (also businessofnews.unc.edu): An instructional website (using a WordPress template) that is designed for use by both professionals (publishers, editors and advertising directors of community newspapers) and professors of community journalism and media management. The site can be used either in conjunction with the book, Saving Community Journalism: The Path to Profitability, or as a stand-alone course.

The Whiteville Experience: Implementing a New Strategy: (To be published August 2014). This multi-media case study, hosted on the Columbia University site, caseconsortium@Columbia, will be featured on the home page and will be free for all journalism and business professors who use the site.

The Information News of Communities: A major research report on the shift in ownership of newspapers over the last decade (as private equity and investment firms have swooped up outlets previously owned by families or by traditional news companies such as the New York Times or Media General). To be presented in fall 2014 at the Pew Research Center in Washington and in conjunction with a major Pew study on the evolving information ecosystems of three different communities in the U.S. (ranging in size from 50,000 to 600,000).

The Business of News: A regular blog dealing with issues related to the news business, focusing specifically on newspapers of all types (including ethnic weeklies and alternative weeklies), as well as start-up digital news sites focusing on community issues.

@businessofnews: Twitter postings focusing on the news business. Followers include several deans (or former deans), presidents of major news organizations (such as the World Association of Newspapers), and journalists who cover the news business.

Businessofnews.unc.edu/sites/: A precursor to the current site, savingcommunityjournalism.com. This site was designed by UNC Creative Services and was used as an online instructional site that supported and supplemented various day-long workshops with publishers and editors of community newspapers in North Carolina, West Virginia, Illinois, New York and Kentucky. It consisted of five lessons that walked publishers through the strategy process.

Dr. Deb Aikat
Associate Professor

Book chapters


Encyclopedia entries


Refereed journal articles


Refereed conference research papers


Collaboration Is Redefining Bollywood and Regional Indian Cinema,” refereed research paper presented to the 61st annual conference “Communication @ the Center” of the International Communication Association, Boston, May 22-26, 2011.


**Dr. Spencer Barnes, Ed.D.**
**Assistant Professor**

**Book Reviews**


**Policy papers/presentations**


**Andy Bechtel**
**Associate Professor**

**Book chapters**


**Refereed journal articles**

“Spot the Spam: How To Use Unwanted E-mail To Show How Grammar And Punctuation Affect Credibility,” The Community College Journalist, Summer 2009 Special Issue, p. 7, August 2009.

**Refereed conference papers**

“Spot the Spam: How To Use Unwanted E-mail To Show How Grammar And Punctuation Affect Credibility,” presented at the Great Ideas For Teachers (GIFT) program at the national conference of the Association for Education in Journalism and Mass Communication, Boston, Mass., August 2009.

**Reviews**


**Articles in professional publications**

“Research Shows Editing Counts,” ACES, the newsletter of the American Copy Editors Society, p. 5, April-May 2011.
“A Real Count Could Turn Editors on to Twitter,” ACES, p. 10, September-October 2009.

**Non-juried Creative Work**

“The Fundamentals of Editing,” an online course for NewsU, the e-learning site of The Poynter Institute, September 2013. https://www.newsu.org/courses/fundamentals-editing

“The Editor’s Desk,” a blog about writing and editing that averages about 1,000 visits per week. Linked to from about 30 other sites and blogs; cited by noted websites Romensko and Regret the Error. June 2006-present. http://editdesk.wordpress.com

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**Dr. Lois Boynton**

**Associate Professor**

**Book chapters**


**Refereed journal articles**


**Refereed conference research papers**


**Book reviews**


Napoleon Byars
Associate Professor (retired in June 2014)

Book chapters


Reviews


Non-juried creative work


Other


Napoleon Byars. “Super Power Without a Mojo: President Obama’s First National Security Policy” editorial published in Verbatim.org JOMC Weblogs. October 6,


Queenie Byars  
Assistant Professor (retired in June 2014)

**Book chapters**

Queenie Byars. “Faculty Diversity Must Be the Culture of the Campus,” coauthored by Joe Bob Hester for Diversity That Works, edited by Ralph Izard. (Manship School of Mass Communication, Louisiana State University, 2009), 53-61.

**Encyclopedia entries**


**Reviews**


**Articles in professional publications**


Queenie Byars. “Newsroom diversity is imperative: Educators have role in recruiting journalists of color,” AEJMC Scholastic Source Newsletter, My Turn column, October 2011, 3-4.

**Non-juried creative work**


Queenie Byars. Director of UNC Verbatim: Our world. Their words, http://uncverbatim.weebly.com/ a student online blog record of public comments made by individuals or official statements issued on behalf of organizations that highlights to students the dynamic nature of communication and encourages public discussion.

Consulting professor and course developer for the Saylor Foundation. Create comprehensive course blueprint, including learning objectives for online crisis communication course as part of the open course movement funded by Microstrategy founder and CEO Michael Saylor, a pioneer in massive open online course (MOOC) global initiative. Washington, D.C. February 2013- present.


**Dr. Nori Comello**  
**Assistant Professor**

**Book chapters**


**Refereed journal articles**


Refereed conference research papers


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**Paul Cuadros**  
**Associate Professor**

**Book chapters**


**Refereed journal articles**


**Articles in professional publications**


Nonjuried creative work


“The Paul Cuadros Photographic Collection 1993-2001,” The North Carolina Collection Photographic Archives at the Louis Round Wilson Special Collections Library donated in 2010. Archived, collected, prepared and wrote captions and notes on each individual photograph for archival purposes for the Wilson Special Collections Library on Latinos in the American South. “The Paul Cuadros Photographic Collection” was donated to the library in 2010 and is available for scholars, researchers, and others to use free of charge as it relates to their study and research on the “Great Latino Migration of the 21st Century.” The archive is active, and future contributions are open from Paul Cuadros.

David Cupp
Senior Lecturer

Book chapters


Reviews

Manuscript reviews and critiques for authors of articles submitted for publication in the AEJMC journal Electronic News:

“What ‘They’ Want From ‘Us’: Industry Expectations of Journalism Graduates.” 2009

Patrick Davison
Professor

Juried creative works


Executive Producer, Producer, and Story Editor, Living Galapagos 2012. Galapagos Islands, Ecuador, 2012, in collaboration with the UNC Center for Galapagos Studies and the Galapagos Academic Institute of the Arts and Sciences. Completely rebuilt project including a database of content including 2009 and 2012 projects.

Executive Producer, Producer, and Story Editor, Reframing Mexico, Mexico City 2011, in collaboration with Tec de Monterrey. 2011

Executive Producer, Producer, and Story Editor, Now What, Argentina? Buenos Aires, 2010, in collaboration with Universidad Catolica de Argentina, 19 mixed media videos, motion graphics, infographics, panoramic photos, time lapse features, multiple sidebar features.

Galapagos Islands, Ecuador, 2009, Original Galapagos project in collaboration with UNC Center for Galapagos Studies and the Galapagos Academic Institute of the Arts and Sciences.

Executive Producer, Producer, and Story Editor, Carolina Photojournalism Workshops.


Port City Stories, Wilmington, NC, 2012, 19 short documentary videos.


Little Switzerland Stories, Little Switzerland, NC, 2010, 17 mixed media videos.

Being Asheville, Asheville, NC, 2009, 18 mixed media videos.

Nonjuried creative work

Executive Producer, Producer, and Story Editor. Multimedia storytelling projects from documentary photojournalism students.

Faultlines: Race, Class and Education in Durham, North Carolina

http://faultlinesnc.com/ 2014, 5 videos, 1 data interactive, 1 long-form text narrative, multiple infographics.


Hardship and Hope, Economic Hardship on Tobacco Road.


Durham Performing Arts Center, four-camera time lapse.
Commissioned by Aurora/Novus Select for Apple Computer, 2011.


**Photo Essays, Contributions to Books, Magazines, Newspapers and Web**

Canada’s Main Street. 2005-2013, 30 photos, ongoing photo essay.


CIRI Corporation, 2010. Commissioned to photograph a tour and a resort property for this native Alaskan corporation. Images used online and for corporate communications.

Proxibid, 2010, Still photographer and second video camera for a corporate promotional video.


Conceive magazine, 2010, Portrait of Jennifer Hartzog, 1 photo.

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**Dr. Francesca Dillman Carpentier**

**Associate Professor**

**Book chapters**


**Encyclopedia entries**


**Refereed journal articles**


Dillman Carpentier, F., Northup, C. T., & Parrott, M. S. (2014). Revisiting media priming effects of sexual depictions:
Replication, extension, and consideration of sexual depiction strength. Media Psychology, 17, 34-54.


Refereed conference research papers


priming effects. Presented at the annual meeting of the International Communication Association, Phoenix.

Dillman Carpentier, F. R. (2011, May). Reconsidering accessibility as the mechanism for priming and agenda setting: Using the moderating effects of presentation context to understand the role of accessibility. Presented at the annual meeting of the International Communication Association, Boston.


Reviews

Dr. Victoria Smith Ekstrand
Assistant Professor

Book chapters

Encyclopedia entries

Law review articles

Refereed journal articles

Invited articles

Refereed research papers

Articles in professional publications

Dr. Jean Folkerts  
Alumni Distinguished Professor and Former Dean (retired in June 2014)  

Books  

Dr. Barbara G. Friedman  
Associate Professor  

Book chapters  


Refereed journal articles  


Refereed conference research papers  


Articles in nonrefereed publications


Reviews


Nonjuried creative work


Dr. Rhonda Gibson
Associate Professor

Refereed journal articles


Refereed conference research papers

“Exemplifying risk: Contrast versus assimilation effects in risk perception and vaccination intentions” by Lynette Holman, Sherine El-Toukhy and Rhonda Gibson. Paper presented to the Communicating Science, Health, Environment and Risk Division of the Association for Education in Journalism and Mass Communication, August 2013. Winner of Top Faculty Paper Award.


“Effects of quantitative literacy and information interference on the processing of numbers in the news” by Coy Callison,
Rhonda Gibson, and Dolf Zillmann. Paper presented to the Newspaper Division of the Association for Education in Journalism and Mass Communication, August 2010.

**Ferrel Guillory**  
*Professor of the Practice*

**Book chapter**


**Refereed journal articles**

“The South in Red and Purple: Southernized Republicans, Diverse Democrats,” In Southern Cultures, Fall 2012.

“On the Temper of the Times,” an oral history interview with author Jack Bass, In Southern Cultures, Fall 2012


**Policy papers**

The State of the South, 2010-11, co-author of report to the region’s leadership and citizens, produced and published by MDC, a nonprofit research firm in Durham, N.C., http://mdcinc.org/resources/state-of-the-south

**Dr. Heidi Hennink-Kaminski**  
*Associate Professor*

**Book chapters**


**Refereed journal articles**


Refereed conference research papers


Dr. Joe Bob Hester
Associate Professor

Book chapters


Refereed conference research papers


Dr. Michael Hoefges
Associate Professor

Book chapters


Dewhirst, Timothy, R. Michael Hoefges and Carol J. Pardun (listed alphabetically) (2d ed. 2014), “Tobacco Advertising,” in Carol J. Pardun (ed.), Advertising and Society: An Introduction, Malden, MA: John Wiley & Sons, Inc. (my contribution to this chapter was the section titled “The strong First Amendment right to promote lawful products” updated from the 2009 edition)

Hoefges, R. Michael, Carol J. Pardun and Jef Richards (listed alphabetically) (2009), “Tobacco Advertising” in Advertising and Society: Controversies and Consequences, Malden, MA: Blackwell Publishing, Ltd. (my contribution to this chapter was the section titled “Tobacco Advertising: The Strong First Amendment Right to Promote Lawful Products”)

Dr. Anne Johnston
James H. Shumaker Term Professor

Book chapters


Refereed journal articles


Refereed conference research papers


Reviews


Nonjuried creative work

Dr. Sri Kalyanaraman  
Associate Professor (resigned to go to another university, June 2014)

**Book**


**Refereed journal articles**


Li, C., & Kalyanaraman, S. (2013). “I, me, mine” or “Us, we, ours?” The influence of cultural psychology on Web-based customization. Media Psychology, 16(3), 272-294.


Li, C., & Kalyanaraman, S. (2010). What if the Web content and the Web ad are in two different languages: A code-switching effect test,” in Easwar Iyer and Robin Coulter (Eds.), Proceedings of the AMA Summer Educators’ Conference, pp. 127.


**Refereed conference research papers**


Steven King
Assistant Professor

Juried creative works


Dr. Daniel Kreiss
Assistant Professor

Books


Law review articles


Refereed journal articles


**Refereed conference papers**


Presented at the Information, Communication and Society-Oxford Internet Institute, A Decade in Internet Time symposium, Oxford University, Oxford, United Kingdom. (2011, September).
Presented at the Network Politics: Objects, Subjects and New Political Affects symposium, Ryerson University, Toronto. (2010, October).


Reviews


Jock Lauterer
Senior Lecturer

Books


**Book chapters**

Foreword for book, “Introduction to Community Newspapers in the U.S” by Associate Professor Chen Kai of the Communication University of China, January 2012, Nan Fang Daily Press.


**Refereed conference research papers**


Juried paper accepted and presentation titled, “Toto, I don't think we're just in Kansas anymore: how U.S. Community Newspapers are Serving as Models for the Chinese,” at the annual “Community Journalism and Community-Building Symposium, Charleston, S.C., Oct., 2010, sponsored by the National Newspaper Association and the Huck Boyd National Center for Community Media at Kansas State University.

**Non-juried creative work**


Established the Jock Lauterer Collection at Wilson Library; donated 6,000 negatives and hundreds of photographs from the ‘60s, particularly civil rights and anti-war demonstrations at Chapel Hill. Spring 2002. Photos figured prominently in 2010 spring exhibit on student activism in the ‘60s; Wilson Library Documents Collection, UNC, and in the Speaker Ban Marker dedication, spring 2011.

**Thomas Linden, M.D.**

**Glaxo Wellcome Distinguished Professor of Medical Journalism**

**Books**


**Articles in professional publications**


Dr. Trevy McDonald
Assistant Professor

Encyclopedia entries


Reviews


Articles in professional publications


Dana McMahan
Professor of the Practice

Books


Refereed journal articles


Refereed conference research papers


**Articles in professional publications:**


Encyclopedia entries


Invited papers


Refereed journal articles


Noar, S. M., & *Mehtrotra, P. (2011). Toward a new methodological paradigm for testing theories of health behavior and health
behavior change. Patient Education & Counseling, 82(3), 468-474.


Terence Oliver  
Associate Professor

**Articles in professional publications**


Infographic tips on poynter.org. The site post also examined how students were challenged to find a story focus, develop reporting sources, parse research, and illustrate entire infographic packages from scratch. March 2012


Contributor to “Embracing New Media,” April 2011. Adobe’s customer success publication on how UNC-Chapel Hill students are excelling in new ways of storytelling. April 2011.

**Nonjuried creative work**

Creator, motion graphics to be featured on Tallie.com. June 2014.


Creator, Heart Disease Motion Graphic, WomenHeart: The National Coalition for Women with Heart Disease. August 2012.

Created artwork and art directed Chicago Bears Motion Graphic. August-December, 2012.


Art director, explanatory motion graphic for Edthena, a web site for teachers and technology. March 2012

Art director, Teach For Us Motion Graphic, March 2012.

Creator, Hero motion graphic for Journey Group, Inc. of Charlottesville, Virginia for national campaign to promote heroism and volunteerism. November 2011.

Art director and contributor of graphics for national TV show intro motion graphic

Art director two motion graphics, consultant, Graying of Aids, project published on MSNBC. Fall 2010

Creator, Thematic Motion Graphic Campaign for the “Believe” theme campaign for WOCC Church in Durham, North Carolina. Fall 2010.


Artist, Book Tour Illustration, for Michael Eric Dyson’s international book tour, speaking engagements and on websites. Dyson, a noted scholar, is a regular contributor for CNN, MSNBC and other major news stations. Fall 2009

Dr. Cathy Packer  
Horace Carter Distinguished Professor

Books


Book chapters


Law review articles


Reviews


Dr. Daniel Riffee  
Richard Cole Eminent Professor

Books


Book chapters


“The Effectiveness of Random, Consecutive Day and Constructed Week Samples in Newspaper Content Analysis.” D. Riffee, C.

**Refereed journal articles**


**Non-refereed journal articles**

Refereed conference research papers


“Community Conflict, News Coverage, and Mountaintop Mining in Appalachia: A Content Analysis of Major State and Mining Community Newspapers.” K. Hedding and D. Riffe. Accepted for presentation at Annual Convention, AEJMC, Montreal, 2014.

“The Investigative DNA: An Analysis of the Role of Local Television Investigative Journalists.” J. Abdenour and D. Riffe. Accepted for presentation at Annual Convention, AEJMC, Montreal, 2014.


“Perceived Hostile Media Bias, Presumed Media Influence, and Opinions about Immigrants and Immigration.” B. Weberling,


Chris Roush
Walter E. Hussman Sr. Distinguished Professor
Senior Associate Dean for Undergraduate Studies
Professor

Books


Book chapters


Encyclopedia entries


Reviews


Articles in professional publications


Laura Ruel
Hugh Morton Distinguished Scholar
Associate Professor

Refereed journal articles


Refereed conference research papers


Reviews


Articles in professional publications

Regular columnist for the Online Journalism Review (ojr.org), a widely circulated publication of the Knight Digital Media Center, a partnership between the USC Annenberg School of Communication and the UC-Berkeley Graduate School of Journalism. Columns include:

“Engaging audiences in stories about climate change and the environment,” Periodismo, medios de comunicación y cambio
climático, ed. Leon, Bienvindeio (Salamanca, España: Comunicación Social, 2014).


**Juried creative works**


**Non-juried creative work**

Ruel, Laura, Ignacia Errazuriz, Maria and Besprosvan, Karina. “Eyetracking and Usability of Chilean Websites,” Published by DiSEL: Digital Storytelling Effects Lab. March 2009

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**JoAnn Sciarrino**  
**Knight Chair in Digital Advertising and Marketing**

**Refereed journal article**


**Non-juried Creative Work**

Contributor, UNC Digital Lab Blog


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**Dr. Donald L. Shaw**  
**Kenan Professor Emeritus**

**Book chapters**


**Refereed journal articles**


2012.


Refereed conference research papers

“A Tremendous and Baleful Aspect: Conscription in the Civil War through the Pages of Federal and Confederate Newspapers in 1863,” Paper presented on Thursday, November 9, 2013, at the Symposium on the 19th Century Press, the Civil War, and Free Expression, University of Tennessee, Chattanooga. By Thomas C. Terry and Donald L. Shaw.

Donald Shaw, with Caitlin Hourigan and Tom Terry, “Celebrating Forefathers...or Picnicking with Firecrackers? A Content Analysis of American Newspaper Celebrations of the July 4th Independence Day Celebrations,” Presented in Chattanooga, Tennessee, at the Symposium, on 19th Century Press, the Civil War, and Free Expression at the University of Tennessee at Chattanooga, Sept. 12, 2010.


Donald Shaw. “A Disappointed Lion Withdraws from a Sheepfold: Turning Points in History—Was Gettysburg One?” Paper presented at the Symposium on the 19th Century Press, the Civil War and Free Expression,” University of Tennessee at Chattanooga, Nov. 10, 2011. (Authors, in order, Taylor Rankin, Donald Shaw, Spencer Barnes, Thomas Terry, with Kaylon Kirk, Brittany Hayes, and Peter Von Stein)

Donald Shaw. “The Media and Social Instability,” Presentation to Mleague, Communication University, Beijing, China,


Award of Excellence (with Co-authors) for: Paper (with Caitlin Hourigan and Tom Terry) “Celebrating Forefathers...or Picnicking with Firecrackers? A Content Analysis of American Newspaper Celebrations of the July 4th Independence Day Celebrations,” Presented in Chattanooga, Tennessee, at the Symposium, on 19th Century Press, the Civil War, and Free Expression at the University of Tennessee at Chattanooga, Sept. 12, 2010.

Reviews


Dr. Janas Sinclair
Adjunct Associate Professor
(retired as a faculty member June, 2013; remains affiliated as an unpaid adjunct)

Book chapters


Encyclopedia entries


Refereed journal articles


Refereed conference research papers


**Reviews**


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**Chad A. Stevens**  
**Assistant Professor**

**Book chapters**


**Articles in professional publications**

National Geographic Proof photography blog, Seeing the Unseen Appalachia: Overburden, a Documentary Film. June 6, 2014.

**Reviews**


**Professional media collaborations**


**Documentary filmmaking**


**Non-juried creative works**


Witness: Defining Conservation Photography, Forward Thinking Museum, Forward Thinking Museum is an innovative, online museum hosting world-renowned artists in a variety of media. Exhibition of the film. April 2011.

Appalachia!, Dairy Barn Arts Center, Exhibition of three photographs in the national, juried photography exhibition, Athens, Ohio. September 2010.

Western Kentucky University Hearst Exhibition 1990-2009, Western Kentucky University Mass Media and Technology Hall Gallery, Group photography exhibition, Bowling Green, Ky., February 2010.

Intended Consequences, Galapagos Art Space, Exhibition of the film and accompanying photography, Brooklyn, N.Y., September 2009.

**Documentary filmmaking**

In Coal Country, a Community Fights for Wind, National Geographic Magazine. This short documentary was published with the April 2014 feature article, Can Coal Ever Be Clean?. March 20, 2014.


**Licensed work**

Iraq, 10 Years On, CNN.com, Excerpts of a previous documentary, Marlboro Marine (Role: Editor and Producer), were incorporated in this short documentary that premiered on CNN as part of their coverage of the 10 year anniversary of the beginning of the Iraq War. Broadcast date: March 19, 2013.

Sanctity of Sanctuary: Paul Strauss and the Equinox Farm directed by Blis Hanousek DeVault, Footage featured in this documentary, winner of Best Environmental Film at the Byron Bay International Film Festival. Broadcast date: March 2013.

If God is Willing And Da Creek Don’t Rise directed by Spike Lee, HBO Documentaries, Footage featured in this four-hour documentary focusing on the rebirth of New Orleans five years after Hurricane Katrina, Role: Cinematography. Broadcast date: August 2010


Harnessing Coal River Wind in Appalachia with Lorelei Scarbro, Copenhagen Climate Conference, Footage licensed for the international climate conference for public presentation and online broadcast, Role: Cinematography. Broadcast date: December 2009.

How to Boil a Frog directed by Jon Cooksey, Footage featured in How to Boil a Frog, an 88-minute documentary about climate change. Role: Cinematography. Broadcast date: 2010.

Barack Obama's Coal Conundrum, BBC News, Footage licensed for the BBC online and international television broadcast, Role: Cinematography. Broadcast date: December 2009.

Coal in Kentucky, University of Kentucky, Footage featured in Coal in Kentucky, a one-hour documentary about the role of coal in Kentucky’s history and economy. Role: Cinematography. Broadcast date: October 2009.

Face-off at Coal River Mountain, Al Jazeera, Footage licensed for the Al Jazeera online and international television broadcast, Role: Cinematography. Broadcast date: July 2009.

**Professional Media Collaborations**


**Photography Published on Online News Publications**

West Virginia’s Complicated Relationship with Mining, CNN.com, A selection of 15 photographs focused on mountaintop removal coal mining, March 31, 2013.

Lisa Jackson’s Choice on Dec. 1st: Crucify Appalachia or Stand Up to Big Coal Lobby by Jeff Biggers, Huffington Post, Photography publication. Nov. 29, 2010.


Coal River Wind Project public service announcement, Hulu. 2009.


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**John Sweeney**  
**Distinguished Professor in Sports Communication**

**Book chapters**


**Articles in professional publications**


**Nonjuried creative works**

www.stormandlight.com  The Storm and Light Report. Web site developed on “Storm and Light forecasting” series. Subjects include: Baseball, Football, Soccer, Golf, Mountaineering, Summer Movies, Blues, Broadway, Congress, Miami Beach, Las Vegas, Egyptian tourism, Newspaper Industry, Floral industry, California wine industry.

Ryan Thornburg  
Associate Professor

**Books**


**Book chapters**


**Referred journal articles**


**Articles in professional publications**


Non-juried Creative Work


Dr. C. A. Tuggle
Reese Felts Distinguished Professor

Books


Book chapters


Refereed journal articles


Refereed conference research papers


Dr. Lucila Vargas  
Julian W. Scheer Term Professor

Books

Book chapter

Encyclopedia entries


Refereed conference proceedings


Review

Jan Yopp  
Walter Spearman Professor  
Dean of the Summer School

Books

HIGHLIGHTS

• Students are generously supported by student aid from the School. In 2013-14, more than $1,000,000 went to undergraduate and M.A. students in scholarships and fellowships.

• Students have access to high quality academic and career advising before, during and after their time in the School. The School works hard to ensure that students succeed academically at UNC-CH and in their careers after graduation.

• Students can join more than 40 societies, publication staffs and organizations in the School and at UNC-CH to gain practical experience and networking opportunities to complement their in-class studies.

• Numerous School classes cooperate with nationally prominent clients and give students opportunities to produce professional-quality, award-winning work.

Above: Catherine Fitzgerald and Professor Pat Davison photograph a marine iguana during a trip to the Galapagos Islands that was part of JOMC 584, “Documentary Multimedia Storytelling.” The iguana was one of the stars of the Living Galapagos project. 
http://livinggalapagos.org/
STANDARD 6: Student Services

Introduction

Challenging, supporting and mentoring students are central to the culture of the School. Students talk about the fact that faculty members in the School know them by name and that few professors outside the School know their aspirations, career objectives and personalities. Student advising, combined with faculty mentoring, keeps students on track to be graduated.

The forward-thinking leaders of the School in the past created a strong School of Journalism and Mass Communication Foundation that provides financial support that makes the difference in many students’ college careers. Each year more than $200,000 in awards and scholarships is given to undergraduates. The Triad Foundation’s Park Fellowships, now in their 17th year, provide full financial support for most of the School’s residential M.A. and Ph.D. students.

The School’s array of extracurricular societies and projects offer real-world immersion experiences in the media. These opportunities have deepened student learning and given many graduates a leg up in the job market.

Opportunities through the School’s Career Services office remain strong. But with the changing media environment, we are aware that one full-time professional cannot keep on top of the job market and serve all our students at the level expected. This is an area that we hope to strengthen in the School’s coming development campaign. The support of our alumni for the School’s fall and spring student networking trips brings a level of engagement that students greatly benefit from.

1. Complete and attach Table 10, “Student Aid”

The tables showing the amount of student aid for undergraduate and graduate students are found on the following page.

Please note:

- The UNC-CH Office of Scholarship and Student Aid uses the term “scholarship” to include both merit-based and need-based aid. For undergraduate scholarships from the institution, the first figures are for merit-based aid; the second figures (after the slash marks) are for need-based aid.

- The number of undergraduate students who hold assistantships and work study appointments in the School represents all majors.

- The reduction in 2013-14 payouts is explained in “Student Aid Controlled by the Unit in 2014-15,” which follows the table.

- In 2012-13, the total funding awarded to graduate students through the prestigious Park Fellowships was $676,296.98 for M.A. students and $788,971.86 for Ph.D. students.

- In 2013-14, the total funding awarded to graduate students through the prestigious Park Fellowships was $740,726.79 for M.A. students and $806,402.20 for Ph.D. students.
### Table 10: Student Aid

#### Undergraduate Students

<table>
<thead>
<tr>
<th>Scholarships</th>
<th>For Academic Year 2013-14</th>
<th>For Academic Year 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total amount of scholarship dollars from funds controlled by the institution</td>
<td>$366,218.50 / $2,159,936.50</td>
<td>$388,870 / $2,409,328.50</td>
</tr>
<tr>
<td>Number of students receiving scholarships from funds controlled by the institution</td>
<td>81/237</td>
<td>91/223</td>
</tr>
<tr>
<td>Median individual scholarship from funds controlled by institution</td>
<td>$2,911.50 / $5,802</td>
<td>$2,500 / $8,052</td>
</tr>
<tr>
<td>Total amount of scholarship dollars from funds controlled by the unit</td>
<td>$310,300</td>
<td>$233,800</td>
</tr>
<tr>
<td>Number of students receiving scholarships from funds controlled by the unit</td>
<td>86</td>
<td>86</td>
</tr>
<tr>
<td>Median individual scholarship from funds controlled by the unit</td>
<td>$2,000</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

**Assistantships or work-study appointments**

| Number of students holding appointments | 66 | 71 |
| Range of stipends | $7.50 - $12.50 per hour | $7.25 - $11.50 per hour |

#### Graduate Students

<table>
<thead>
<tr>
<th>Scholarships</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total amount of scholarship dollars from funds controlled by the institution</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of students receiving scholarships from funds controlled by the institution</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Median individual scholarship from funds controlled by institution</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total amount of scholarship dollars from funds controlled by the unit</td>
<td>$16,500</td>
<td>$38,568</td>
</tr>
<tr>
<td>Number of students receiving scholarships from funds controlled by the unit</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>Median individual scholarship from funds controlled by the unit</td>
<td>$2,000</td>
<td>$2,000</td>
</tr>
</tbody>
</table>

**Assistantships**

| Number of students holding appointments | 26 M.A. / 21 Ph.D. | 24 M.A. / 20 Ph.D. |
| Range of stipends | $14,000 (M.A.) - $20,500 (Ph.D.) with tuition payment of between $6,288.50 and $25,384 | $14,000 (M.A.) - $20,500 (Ph.D.) with tuition payment of between $7,368.50 and $25,384 |
Student Aid Controlled by the Unit in 2014-15

In fall 2013, the School conducted a review of the funding sources and the terms of the gift agreements for each of its many scholarships and awards. To ensure the long-term health of the scholarship program, scholarships and awards for 2014-15 were adjusted as necessary to bring them into alignment with the available balances in the expendable-income accounts.

For more than half of the awards, it was determined that funds were insufficient to award the scholarships at the level of the prior year. This was largely due to decreased distributions from the endowments since 2008, which had not been fully realized in the School. But through this new School review, it was also determined that some of the funds could support increased award levels, and those scholarships and awards were adjusted accordingly as well.

An article in the university’s student newspaper in May 2014 reported that the scholarship and award amounts had decreased by more than half, which was not accurate. Many did go down, of course. Overall, the School’s scholarship program remains robust. More than $140,000 was awarded to undergraduate students and $48,000 to graduate students for the 2014-15 year. (These figures do not include the Park and other fellowships that go to more than 20 master’s students as well as more than 20 Ph.D. students each year.) It is anticipated that the necessary decreases were one-year corrections. The scholarship and award program is poised to grow in 2015-16.

2. Describe the academic advising process for ensuring that students are aware of unit and institutional requirements for graduation and receive career and academic advising. Attach advising guides, manuals, newsletters or other internal communication with students.

Advising in the General College

All entering first-year students at UNC-CH attend a two-day orientation program in the summer before they begin classes. Among the topics at orientation are registering for courses, advising and information on majors.

School pre-majors, along with all other first-year students, are first admitted to the General College (the first two years at UNC-CH for all students.) Students receive additional advising each semester about meeting graduation requirements of the university, counseling in their intended field of study, and progress toward graduation. The university’s academic advising teams in the College of Arts and Sciences advise General College students as well as Arts and Sciences majors. Students in our School who want to do a second major must get approval from the senior associate dean for undergraduate studies in the School and then get approval from an academic adviser to ensure that all requirements can be completed in eight semesters.

The advisers counsel students about special School requirements, such as the 3.1 minimum grade-point average (GPA) requirement for entrance into the School, and help them plan schedules that fulfill other requirements.

University advisers are available to first-year students and sophomores every weekday. Advisers respond to emailed questions from students and have office hours for appointments and walk-in traffic. Information about courses and requirements is readily available through the Arts and Sciences and General College website, http://advising.unc.edu. These resources provide first-year and sophomore pre-majors with ample opportunity for advising throughout each semester.

Advising in the School

Students officially declare their major at UNC-CH by the beginning of the fourth semester, and those who meet the School’s entrance requirement of a 3.1 GPA are admitted. The School’s Student Records Office is vital for all our majors. Student records staff members act as the primary advisers for all students, and they are available from 8 a.m. to 5 p.m. each weekday. They operate on a first-come, first-
served basis. The professional student records staff members know all the ins and outs of registration and requirements. Faculty members generally advise on careers and internships with counsel on specific courses and the like.

The student records staff relies on the School’s own student worksheet. The university had moved several years ago to an online Analysis of Academic Progress (AAP) system, in which students could check their progress toward graduation. The system, however, allowed too many inaccuracies, even though students relied on AAP as the final word. (A disclaimer on the website told students of potential errors, but the disclaimer did little good.)

The School worksheet was updated in fall 2014. It lists all university and School requirements and shows students their progress toward graduation. These worksheets are going online in the next year as the university expands its ConnectCarolina system.

The worksheets move with the students’ records when students are admitted into the School. Sharon Jones, director of Student Records and Assessment, and two assistants – Marla Barnes and Tricia Robinson – update student worksheets each semester, providing close tracking of each student’s progress. Students may get a photocopy of their worksheets any time they wish.

Jones has been in the School since 1983, Ms. Barnes since 2007, and Ms. Robinson since 2011. They are well-known to virtually all students and are praised for their helpfulness and concern. They are professional advisers and are exceedingly well-liked, according to the School’s senior survey.

In March and October, students preregister for courses they plan to take the following semester. In March, students also register for Summer School classes. Students register on dates determined by their class standing, with seniors going first and juniors second. Students register online and see advisers as needed. They request specific courses and sections and are told immediately if they have been enrolled in their choices. The university does not allow students to enroll for more than 17 credit hours per semester (8 during a summer session) or fewer than 12. The School’s senior associate dean for undergraduate studies can make exceptions. The registrar’s office sends bills for tuition and fees and cancels the registration of students who do not pay the bill by a deadline.

Advisers counsel students about unfulfilled requirements and ask about their plans to complete the requirements: 120 credit hours for graduation, including 72 hours outside the School and at least 65 in the College of Arts and Sciences; a 2.0 GPA overall and 2.0 GPA in journalism and mass communication; and a minimum score of 70 percent on the School’s grammar and word-usage examination. The School asks students to fill out an application for graduation in the semester before graduation so Student Records staff members can check that graduation requirements will be met. If there is a deficiency, students can take courses needed in the final semester. Occasionally, students are not allowed to be graduated because they haven’t met certain requirements, such as passing the School’s grammar and word-usage exam. If students are short credit hours, they can meet the requirements by taking a course in Summer School.

The School’s senior associate dean for undergraduate studies plays a key role in advising. He serves as a resource for students with unusual problems and is the person who can make exceptions. He conducts an orientation session for students transferring from General College to the School a week or so before registration week each spring. He also conducts similar sessions during transfer orientation as part of the university’s orientation program. Those general information sessions are in addition to individual meetings with General College and School advisers and give students an overview of School requirements. Among other things, students are told at those sessions that they are ultimately responsible for fulfilling all graduation requirements.

In the professional master’s program, the director of the program takes the lead in advising, supported by graduate faculty members who have students as advisees.

Our goal is to make it possible for students to be graduated on time. The university’s Board of Trustees has adopted principles to have students graduate in eight semesters because of enrollment pressures. We believe we have instituted procedures and checks to ensure that students do so. It is rare for one of our students to be denied graduation for failure to meet requirements. Students laud the quality of advising they receive in the School.

Communication

In addition to face-to-face orientation sessions, students are notified through the School’s weekly email newsletter and in special emails about registration deadlines and requirements. These emails begin several weeks before registration. Notices are posted on the School’s website. The registration site there includes the School’s academic guide, which is updated annually.

Copies of advising procedures and forms used by students and faculty are attached at the end of this Standard (Supplemental A-D):

- Worksheets for the nine undergraduate sequences.
- Schedule of classes for fall 2014.
- Special topics registration information for fall 2014.
3. Describe availability and accessibility of faculty to students.

Faculty members are asked to hold regular, weekly office hours and to post those hours on their office doors and in their class syllabi. Each faculty member has an office in which he or she can meet with students.

At the orientation meeting for adjunct faculty members that is held each semester, they are advised to hold regular hours when they are available to students. A shared adjunct office and meeting areas around the building are made available to adjuncts for these meetings.

Faculty members and adjuncts are available by email and telephone and are usually available to meet with students at a mutually convenient time outside of regular office hours.

4. Describe student records kept in the unit office and measures taken to assure appropriate security and confidentiality.

Undergraduate student records are kept in two places: online in the university-controlled ConnectCarolina system and in paper files in the School’s student records area (Carroll 154.) For the residential M.A. program, records are in the graduate student services office (Carroll 347.) For the online MATC program, records are in that office (Carroll 363.)

All student-record folders are kept in locked filing cabinets with only a few individuals having keys. Sharon Jones, Marla Barnes and Tricia Robinson have keys for the undergraduate records. Cindy Morton, the graduate program manager, has keys for the residential graduate student files, and Rachel Lillis, director of the MATC program, has keys for the MATC records. The files are locked at the end of each business day and are kept in offices that are then also locked. Faculty members and the deans have to ask student records staff members for access to the records.

When advisers meet with students, other student records are kept off their desks and closed to prevent any student’s ability to view another student’s file.

Student records for graduated students are kept in locked file cabinets for five years and then transferred to secure university archives.

Only staff members who have completed student information computer training can access records in ConnectCarolina. ConnectCarolina access is password-protected.

No one, including parents, can see a student’s record without the student’s permission.

The university uses a PID (Personal IDentification) number to identify each student. No personal student information is ever published with any identifying data. No students are identified using a Social Security number.

A shredder is kept in the Student Records area for any duplicate or unneeded paperwork. Any sensitive paperwork that is no longer needed is stored securely and then given to a dedicated university department to be shredded.

5. Describe resources for academic and career counseling that the unit or institution offers to students.

Academic counseling is covered in item 2 of this Standard.

The School has a full-time career services director, Jay Eubank, who joined the staff in January 1996. The School’s Career Services Office primarily serves current students and offers services that include counseling about sequence choices, résumé and cover letter critiques, internship and job listings, and helping students develop strategies on finding internships and first jobs.

Since its last accreditation visit, the Career Services Office has started using Careerolina software that allows students to sign up for meetings with Eubank and sign up for interviews with prospective employers. The Career Services Office also manages JOMC 393, a 1-credit course for internships.

The School’s Career Services Office is located conveniently on the first floor in Carroll 162. It was moved from the basement floor after our last accreditation study to make it more accessible to students. A nine-year newspaper veteran, Eubank interacts with newspapers, advertising and public relations agencies, television and radio stations, and other communication outlets throughout the year to strengthen the School’s ties with current and future employers of School graduates. Communication companies frequently contact the Career Services Office with job and internship leads. Those leads are sent to more than 1,000 students and recent graduates on an email list and posted to UNC-CH’s campus-wide internship and jobs database. Eubank also uses Twitter (nearly 3,000 followers) to inform students about opportunities. Employers can also ask the Career Services Office to collect resumes for internships or job openings. Further career guidance and other helpful information is available on the Career Services website, at http://jomc.unc.edu/careerservices

On-campus interviewers regularly include employers such as Bloomberg, Dow Jones, Gannett, Ogilvy,
Individual faculty members play an important role in placement. They consult and work with Eubank. Many of the School’s faculty members have long-standing professional ties and gladly pass along job openings and other pertinent information. Examples include John Sweeney in advertising; Pat Davison and Laura Ruel in visual communication; Charlie Tuggle and Jim Hefner in electronic communication; Dulcie Straughan and Lois Boynton in public relations; and Andy Bechtel, Chris Roush and Ryan Thornburg in news-editorial. Others participate as well.

The Career Services Office sponsors several special programs that give students insight into industry. In conjunction with the School’s Journalism Alumni and Friends Association, the Career Services Office organizes fall- and spring-break networking trips to major media markets. In 2013-14, Eubank accompanied students to New York City in the fall and San Francisco-Silicon Valley in the spring for informal meetings with alumni in their workplaces. Among employers visited were Google, EA, FleishmanHillard, Ketchum, BBDO, Buzzfeed and Conde Nast.

But with the changing media environment, we are aware that one full-time professional cannot keep on top of the job market and serve all our students at the level expected. This is an area that we hope to strengthen in the coming development campaign.

In addition, the Career Services Office collaborates with the J-School Ambassadors to conduct an internship fair in the fall and a mock interview day in the spring. Alumni generously donate their time during each of these events to share advice with students.

The university career services office assists students with career advising, internships, job-seeking skills, résumé writing, on-campus interviewing opportunities and other related areas. It provides testing and counseling to help students identify their interests, skills and values and to make career decisions. School students may use university services in addition to the School’s own.

6. Describe the unit’s methods and procedures to keep students informed about its activities, requirements and policies.

The School uses a variety of methods to ensure that students are aware of everything that is happening in the School and of requirements related to their academic progress.

The School’s website was redesigned early in 2014, creating a site in which it is easier to find academic, career, contact and event information. Many of the changes made to the website were in response to research and designs created for the fall 2013 class of JOMC 491, “Digital Marketing and Advertising,” in which students created marketing and communication plans for the School.

As well as the website, the School uses Twitter and Facebook to keep students abreast of upcoming events, deadlines and program opportunities. The School’s primary Twitter feed, @UNCJschool, is complemented by program-specific accounts such as @UNCJCareers and @JOMC_Global.

Electronic signage at all entrances to Carroll Hall is regularly updated with revolving slides containing information about upcoming lectures and discussions, visitors to the School, programs of interest to students, deadline information about registration or graduation and so on. Pictures and videos of recent happenings in the School are featured.

During the academic year, students receive a weekly email, JOMC News, with all upcoming deadlines, notices about academic policies students should be aware of, details of guest speakers or events happening in the School and other opportunities. Throughout the year, students also receive emails from academic advising staff members alerting them about deadlines relating to their classes, graduation, registration, etc.

Academic advisers review student records in the year before they are due to graduate. Advisers email students individually, detailing any requirements or issues they need to address in the coming semester to ensure they can be graduated on time.

When students enter the School, they are informed of all the services available to them at welcome meetings for new students in the School and informal information sessions arranged by the J-School Ambassadors. A special information session for transfer students is also held.

The School also publishes the Carolina Communicator newsletter that is mailed to alumni and is available throughout the School.
In advance of special School events, posters are put up throughout the School and faculty members are asked to make class announcements.

Whether students prefer to get information in person, on paper, via social media or by email, the School has a communication plan to ensure that students stay up to date.

7. Describe student media, student professional organizations or other extra-curricular activities and opportunities provided by the unit or the institution that are relevant to the curriculum and develop students’ professional and intellectual abilities and interests.

Students are encouraged to join any number of student groups in the School and the university. Many of these are sequence-specific. Some recruit students from across the specializations. These groups either give students a practical outlet for their work (magazine, website, etc.) or are organizations that bring in speakers, sponsor events or promote networking.

Organizations in the School

Ad Club

The Ad Club is an academic chapter affiliated with the American Advertising Federation (AAF.) Regular meetings are held with national and local advertising professionals as guest speakers. The club participates in the AAF National Student Advertising Competition. The 2014 team garnered a first-place finish in the regional competition and advanced to the national competition in Boca Raton, Fla. The team earned sixth place and gained valuable experience for future competitions. Associate Professor Joe Bob Hester advises the advertising teams.

Carolina Association of Black Journalists

CABJ is open to any student in at UNC-CH. Its primary purpose is to support and encourage journalism careers for minority students and to sensitize media coverage and practices toward minorities. It is affiliated with the National Association of Black Journalists (NABJ.) The chapter coordinates attendance at NABJ national conventions and assists in diversity recruitment to the university. The chapter won NABJ’s Student Chapter of the Year award in 2001, 2002 and 2007 and was a finalist for the award in 2005 and 2012. Professor Jan Yopp and Assistant Professor Trevy McDonald are active in CABJ programs.

CAFME

The Carolina Association of Future Magazine Editors is referred to as UNC-CH’s magazine club. CAFME sponsors guest speakers at meetings and plans various events to help students break into the magazine industry through internships and jobs. It takes various trips such as an annual trip to PACE Communications (Greensboro, NC) and puts on an annual networking night in the spring with the help of the School. Associate Professor Barbara Friedman is faculty adviser for the chapter, which has about 70 student members.

“Carolina Connection”

This is the radio newsmagazine produced by School students, who are responsible for all aspects of the program’s production. They report, write, produce and anchor each week’s program. They also perform all of the technical tasks, such as recording interviews, mixing audio and engineering the weekly live half-hour broadcast. “Carolina Connection” is heard Saturday mornings at 8:30 on WCHL 97.9 FM and 1360 AM, Chapel Hill’s news-talk radio station. Selected stories are broadcast statewide on the North Carolina News Network, a group of more than 70 radio stations. Student-produced stories also have aired nationwide on National Public Radio’s “All Things Considered” and American Public Media’s “The Story with Dick Gordon.” Adjunct faculty member Adam Hochberg works with students on this program.

“Carolina Week”

This is the School’s weekly, 30-minute live television newscast produced by students. The program allows students to gain strong, hands-on experience in broadcast journalism. “Carolina Week” has won numerous state, regional and national awards. Reporters cover university, community and state news. Each half-hour TV newscast includes news, weather and sports segments. Professor Charlie Tuggle and Professor of the Practice Jim Hefner have been the main faculty members working with this program in recent years.

“Carrboro Commons”

This is a community website for Carrboro, NC, produced by UNC-CH students with School faculty advisers.

Durham “VOICE”

The journalism programs at UNC-CH and NC Central University have partnered with Durham civic and church leaders, volunteers and residents to launch the Northeast Central Durham Community “VOICE,” a community news publication serving Northeast Central Durham. The “VOICE” comes out in print, and stories are posted online at http://www.durhamvoice.org/ with neighborhood news, information, photos, videos and
features provided by UNC-CH and NCCU journalism students and local teens mentored by students and faculty. Senior Lecturer Jock Lauterer is the faculty member in charge of this venture.

Heelprint Communications

Heelprint Communications, founded in 2009, is a student agency that gives School students a dynamic outlet to explore advertising, marketing and public relations while providing valuable hands-on experience. Clients include the U.S. Department of State. Lecturer Valerie Fields is the faculty adviser to Heelprint.

J-School Ambassadors

J-School Ambassadors was created in 2012 as a student initiative to help current, future and former School students navigate and succeed in the School and beyond. The Ambassadors conduct information sessions, hold welcome receptions for new students, head an annual Senior Legacy fund-raising drive and lead tours of the School.

Radio LatiJam

Radio LatiJam is a Spanish-language program produced by, and catering to, Latino youth. It provides a means for Latina and Latino teens to play their music, voice their opinions, learn about topics that concern them and inform other teens. UNC-CH students mentor the students who produce Radio LatiJam and gain experience putting together a live radio show aimed at Latino society. School students participate. Professor Lucila Vargas has overseen this program.

National Press Photographers Association

The National Press Photographers Association (NPPA) is the nation’s largest trade organization for photojournalists. The UNC-CH student chapter helps organize PhotoNight, a monthly speaker series, and “37th Frame,” an annual exhibition of photographs produced by the School’s visual communication students. The NPPA student group also helps organize workshops and portfolio reviews. Professor Pat Davison leads this group.

Online News Association

The Online News Association (ONA) is the School’s chapter of the overall ONA organization. The group holds campus events and help sessions, sponsors speakers and takes a group on a networking trip in the spring. Professor Steven King oversees ONA activities.

Powering A Nation

A project launched as part of the Carnegie Knight Initiative on the Future of Journalism Education, Powering A Nation gives students the chance to devote a summer to investigating the political, economic and scientific tensions behind U.S. energy through advanced reporting. Professor Laura Ruel and Assistant Professor Chad Stevens are the faculty members leading this continuing News21 project.

Public Relations Student Society of America

The Public Relations Student Society of America (PRSSA) is affiliated with the Public Relations Society of America (PRSA), the world’s largest organization of public relations professionals. Students interact with local professionals at monthly meetings and at meetings of the PRSA chapter in Raleigh. Students also attend the annual daylong professional-development conference sponsored by North Carolina’s three PRSA chapters and other professional associations. Lecturer Valerie Fields is the faculty adviser to PRSSA.

Reese News Lab

The Reese News Lab is an experimental media and research project based in the School. It focuses on developing and testing new ideas for the media industry in the form of a “pre-startup.” Students research ideas for media products by answering three questions: Can it be done? Does anyone actually need this? And most importantly, could it make money? To answer these questions, students create prototypes, interview and survey potential customers, and develop business strategies for their products. Students document their recommendations on whether they believe a product will work and then present their ideas to the public. John Clark is the faculty member who runs the Lab.

Roote

Roote began as an idea formed by the university’s Kenan-Flagler Business School and our School. While the business school came up with a model for an entirely student-run store focused on organic, sustainable and natural living, our School fleshed out the feel and look of the store and brand. With a founding sponsorship by Burt’s Bees, Roote was created around the idea of living life for the greater good. After two semesters of work by more than 50 students, Roote opened its first store at 149 E. Franklin St. in Chapel Hill. Professor of the Practice Dana McMahan leads this project.

Society for News Design

The student chapter of the Society for News Design (SND) was organized to provide students with greater exposure to graphic design and a direct link with professional publication designers. The chapter sponsors workshops, seminars and portfolio reviews; takes field trips; brings in visiting professionals; and holds social events. Associate Professor Terence Oliver oversees SND activities.
Society of Professional Journalists

The campus chapter of the national Society of Professional Journalists meets monthly for sessions with professionals and other specialized programs. Student membership may be transferred to professional chapters upon graduation. Each year the School’s chapter sponsors a seminar on how to apply for a job. The student chapter is associated with professional chapters on regional and national levels, and students are encouraged to attend annual meetings at both levels. Associate Professor Paul Cuadros is the adviser.

“Sports Xtra”

“Sports Xtra” is the School’s weekly, 30-minute live television show that focuses on sports news at UNC-CH and the local area. Students are responsible for all of the pieces aired as well as production of the show. Supervised by a management team of professors and graduate students with professional broadcast experience, students shoot, write and edit their own stories.

“Synapse”

“Synapse” is a student-founded and student-run digital magazine at UNC-CH. It runs long-form enterprise and investigative journalism about the community. By removing themselves from the daily news cycle, staff members are able to focus on producing long-form stories, interactive graphics, photos and videos. The goal is for the content to be thought-provoking and foster conversation about issues, people and events that matter to the UNC-CH community. Professor Chris Roush is the faculty adviser.

Upstream

Students in the Interdisciplinary Health Communication (IHC) program at UNC-CH manage the Upstream blog. The goal of Upstream is to encourage dialogue and debate on health communication. Senior Lecturer Joan Cates oversees Upstream.

School Classes That Give Students Opportunities to Create Work

A number of classes the School offers include opportunities for students to create material, often for professional clients, that develops their professional skills and abilities. Classes include:


Students complete an assignment for a major sports organization. The assignment is agreed upon by the organization and the professor before the semester to ensure that the work will have real, practical use for the organization. The client visits the School to hear presentations from students and to give direct critique on projects. Clients are prominent and have included:

- Orange Bowl; Ana Hernandez Ocha, director of marketing.
- United States Golf Association; Katie Bynum, head of sponsorships.
- Miami Marlins; Sean Flynn, director of marketing.
- Miami Marathon; David Scott, race director.
- Miami Heat; Kim Stone, executive vice president of arena management.
- United States Anti-Doping Agency; Travis Tygart, CEO.
- Miami Dolphins; George Martinez, director of marketing.
- International Game Fishing Association; Mike Merritt, COO.

JOMC 473, “Advertising Campaigns”

An example of recent work in this class is a project in conjunction with the FOX Sports University initiative. Students in these classes created advertising campaigns that can be implemented by FOX Sports in their telecasts.

JOMC 456, “Magazine Writing and Editing,” and JOMC 483, “Magazine Design”

Each semester students in these classes work together to produce a full-length magazine for both print and iPad. Students have to think of an idea for a magazine and then research, write, edit and design the product in one semester. Students also have to create a fully interactive iPad version of the magazine from scratch.

JOMC 562, “Science Documentary Television”

As an example of recent work in this class, students created three documentaries focusing on issues affecting North Carolina’s state parks that were shown on UNC-TV as part of its North Carolina Now series. UNC-TV is the local PBS affiliate.

JOMC 584, “Documentary Multimedia Storytelling”

This class is designed as an intensive, immersive project-production class that focuses on a particular region of the state or a city around the world. In the spring semester, students focus on an international location for the project. During Summer School, the class is titled the “Carolina Photojournalism Workshop” (CPJW) and focuses on a region of North Carolina. Students research issues of the region and find people to feature in short video profiles. Students also create written and graphical resources to give context to the stories and then design and build a website to host the stories. The works have won many important awards. Previous projects include:
• Edge of the Sound, 2014: http://carolinaphotojournalism.org/cpjw/2014/
• Heart of the High Country, 2013: http://carolinaphotojournalism.org/cpjw/2013/
• Living Galapagos, 2012 and 2013: http://livinggalapagos.org/

Publications and Organizations at UNC-CH

Like many universities, UNC-CH has scores of publications, newsletters, blogs and organizations in the communication field. Here are some of the main ones:

“Black Ink”

“Black Ink” is the official publication of the Black Student Movement (BSM) at UNC-CH. It was founded in 1969 as a newspaper. Now it is in magazine format. It was created to be the black voice on campus. It continues to serve as an outlet for African-American students to present their opinions, thoughts and ideas. But the publication focuses on local, national and international issues that affect many students in general.

“Blue & White Magazine”

“Blue & White Magazine” was established in 1998 as a media outlet and community resource to focus on important university issues. Students from any major may work on it. Today the staff is comprised of more than 80 students who run material about campus personalities, current issues, historical patterns and trends. Two media products are involved: “Blue & White Magazine” and “Blue & White Online.”

“The Daily Tar Heel”

“The Daily Tar Heel” has been publishing continuously since 1893. In 1989, it incorporated as a 501(c) (3) nonprofit corporation separate from the university. It stopped taking student activity fees in 1993 and is solely funded by advertising revenue, making it both fiscally and editorially independent. The paper moved off campus to downtown Chapel Hill in summer 2010. The student journalists are solely responsible for all content under the direction of the student editor-in-chief. The paper circulates 18,000 free copies each publishing day during the regular academic year to 205 distribution locations throughout the campus, Chapel Hill, Carrboro, Durham and Chatham County, making it the largest community newspaper in the area with an estimated readership of more than 38,000. Students in the School have served as top editors, writers and other staff members throughout its history.

“Resound” Magazine

The mission statement of this small UNC-CH publication is “to produce an online magazine devoted to connecting college students, musicians and venues in order to create mutually beneficial relationships and invigorate campus cultures.”

“SCOPE”

“SCOPE” is a student-produced magazine that focuses on style and trends on the UNC-CH campus and in Chapel Hill.

“The Siren”

“The Siren” is a student-produced publication at UNC-CH that promotes a feminist perspective on issues surrounding gender, identity, sexuality and human rights.

STV

Founded in 1983, UNC Student Television (STV) broadcasts original, student-produced shows on a local cable channel. Students serve as hosts for talk shows and sports shows as well as many other genres.

UNC Creative

UNC Creative is a unit on the campus that provides a range of professional print and web design services for departments and schools. Many students from the School intern there to gain first-hand design and editing experience.

“Uncharted” Magazine

This is a small online magazine and blog covering arts at UNC-CH and in the community.

UNC News Services

This is a large university entity that manages all official university communications and news releases and maintains relations with outside media groups. Students from the School often intern there to gain writing, multimedia and media relations skills. Many of the full-time professional staff members majored in the School. News Services has been a mainstay for School interns for many years. Our students also work for the UNC Athletic Department doing social media and graphic design.

WXYC

This is an FM-band, student-run radio station based at UNC-CH that broadcasts music and talk shows 24 hours a day. School students frequently work at the station.
8. Provide the web link where the unit shares its most recent retention and graduation data with the public. Discuss retention and graduation statistics at the accredited unit level and the processes in place to collect, maintain and analyze such data.

http://dashboard.jomc.unc.edu/jomc-info

The School receives retention and graduation data annually from the UNC-CH Office of Institutional Research. That data are analyzed by the senior associate dean for undergraduate studies in conjunction with the School’s student records staff.

9. Describe the unit’s (and, where applicable, campus-wide) policy on academic good standing and dismissal for poor scholarship, including the grade-point average required to remain in the program.

The School follows the university’s policies on academic standing. The School does not dismiss students; the university makes that decision if students have not met GPA or credit-hour requirements. All students, regardless of when they were first accepted at the university, are subject to the same academic eligibility standards. According to the 2013-14 Undergraduate Bulletin of UNC-CH:

The requirements for ordinary Good Standing are as follows. A 2.0 cumulative UNC-Chapel Hill grade-point average and the following number of credit hours passed:

- 9 academic hours to enter a second semester
- 24 academic hours to enter a third semester
- 36 academic hours to enter a fourth semester
- 51 academic hours to enter a fifth semester
- 63 academic hours to enter a sixth semester
- 78 academic hours to enter a seventh semester
- 93 academic hours to enter a eighth semester
- Special permission of the dean to enter a ninth semester

A student who falls short of these standards will be considered in “good standing–on probation” for one semester provided he or she passed at least 9 credit hours of graded coursework in the preceding semester and was not already on probation. Probation is considered good standing.

Students who do not qualify for automatic probation or who do not meet cumulative eligibility standards after a probationary term are academically ineligible and may not enroll in a spring or fall term.

Students who have been declared academically ineligible, have withdrawn from the university, or do not enroll in one or more fall or spring semesters, must apply for readmission. Students must meet the requirements to be in good standing, noted above, to be considered for admittance.

When students are academically ineligible, they can boost their GPA or add hours through UNC-CH Summer School or Carolina Courses Online that are offered through the Friday Center for Continuing Education. The School’s senior associate dean for undergraduate studies can waive ineligibility with good reason and does so in rare instances. School advisers meet with students who are in academic jeopardy to help develop a plan to stay in the university.

The School has a GPA requirement of 3.1 to be admitted. There is no GPA requirement once students have entered the School beyond the university minimum GPA of 2.0 to continue the following year or to be graduated.

10. Describe the unit’s placement operation for assistance in students’ searches for employment. List placement statistics for the three most recent years (before the self-study year) for which accurate information is available.

Each fall since 2011, the School has conducted a survey of undergraduates who completed the degree the previous spring. This is an unscientific survey emailed to alumni through Survey Monkey.

Graduates report impressive results less than six months after graduation:

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<th>6-Month Post-Graduation Employment Survey Results</th>
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<td>Internship</td>
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<td>Other</td>
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New graduates reported jobs and internships with employers such as Leo Burnett, Mullen, the U.S. House of Representatives, Ogilvy & Mather, the Richards
11. Describe the unit’s operation, if any, for assistance to alumni in later employment searches.

The School’s Career Services Office primarily works with current undergraduate and M.A. students. The office posts job openings ranging from entry-level to those requiring experience, via an email listserv, which reaches 840 recipients.

Alumni are also encouraged to use services of the career coach employed by the UNC-CH General Alumni Association.

In 2011, Associate Professor Andy Bechtel and the School’s Professional Education program organized a one-day seminar, *Life After -30-: How to Recast Your Journalism Career and Reinvent Yourself*. It was designed for School alumni who faced layoffs, buyouts or burnouts due to sweeping changes in the media profession. With expert advice from journalists who had found new careers and from job coaches and career counselors, it highlighted transferable skills of gathering and sorting information, writing and editing that could be used in other careers.

12. Describe the unit’s process for evaluating its advising and counseling services. Include measurements of the accuracy of academic advising, student and faculty opinion of the quality of advising, or other indices of the effectiveness of advising. Discuss the results of these assessments.

The School evaluates advising and counseling services each year as part of the Senior Survey that is sent out via email to all graduating students in the latter part of the spring semester.

In the survey for the class of 2014, 94 percent of students reported that they had used academic advisers in the School. Overall, students gave the advising team a grade of 4.49 out of 5. This is the same grade as in the 2013 survey and an improvement on the grade of 4.30 in the 2012 survey.

By our graduation and retention statistics, it is clear that our advising staff members do an excellent job to ensure that students are graduated on time. But the School is dedicated to improving our advising services. We read and review all comments made in the Senior Survey and consider any feedback. We are constantly refining and improving our services and fully expect the grade given for academic advising in the Senior Survey to continue to rise. The 2013 and 2014 Senior Survey can be found in the appendices to the self-study in the team’s workroom.

13. Discuss retention and graduation rates in the master’s program, including the grade-point average required to remain in the program.

**M.A. in Mass Communication (Residential)**

Typically 20 to 25 new students enter the master’s program each year, and about 75 percent receive some type of funding. Most complete the program in two years, typically attending classes full-time in three consecutive semesters and completing the thesis, articles or project in the fourth semester. Some students take a semester off to work as interns and must stay longer than two years; others find that job offers, family obligations or health problems require them to take longer than two years to finish their degree. In addition, several M.A.-J.D. dual-degree students have entered that program since it began in 2008. The dual-degree program takes four years, and sometimes longer, to finish because of the simultaneous nature of completing two degrees. This somewhat changes the time-to-degree statistics of each class of students. (The UNC-CH Graduate School allows master’s students five years to complete the degree. Under extraordinary circumstances, extensions can be granted.)

The residential program has enjoyed a relatively high three-year completion rate over the past five years. The average three-year completion rate for cohorts entering the program August 2008 to August 2012 is 92 percent. More specifically:

- Of 25 students who enrolled in the program in August 2008, 22 were graduated by December 2011, for a **three-year completion rate of 88 percent**. Of the three students who did not receive their degree in three years, one student dropped out of the program in the first year,
another did not graduate until 2014 because of medical issues, and another failed out of the program in the second year.

- Of 24 students who enrolled in August 2009, 23 were graduated by December 2012 for a three-year completion rate of 96 percent. One student failed out of the program in the second year.

- Of 21 students who enrolled in August 2010, 17 were graduated by December 2013 for a three-year completion rate of 81 percent. Of the four students who did not receive their degree in three years, three left the program to accept lucrative industry jobs (including ESPN and “The New York Times”) and one was in the M.A.-J.D. dual-degree program and was graduated in May 2014.

- Of 13 students who enrolled in August 2011, all were graduated by December 2013 for a three-year completion rate of 100 percent.

- Of 19 students who enrolled in August 2012, 16 were graduated by May 2014 and two others were graduated in August 2014 for a two-year completion rate of 95 percent. The final student is in the M.A.-J.D. dual-degree program and is not expected to receive his degree until 2015.

- In addition, all 12 students admitted in the 2013 cohort are still enrolled and there are 23 students in the 2014 cohort.

### Graduate-student grades in all graduate programs.

UNC-CH uses an unusual grading system for graduate students. The grading scale is High Pass (H), Pass (P), Low Pass (L) and Failure (F). Quality points are not attached to these grades, so no grade-point average can be calculated. University rules provide that a student shall be ineligible to continue graduate studies if he or she receives an F in any course or 9 or more credits of L. For master’s students who take undergraduate-level competency courses (300-level or below), the School requires that they earn at least a B- for the course to be counted toward program requirements. All master’s students must earn at least a Pass (P) in JOMC 701 and JOMC 740, two core courses. A student who receives an L in one of those courses must take a comprehensive exam the following semester. If the student fails the exam, he or she is allowed to take the core course the following fall. Failure to earn at least a P on the second try results in dismissal from the program.

### M.A. in Technology and Communication (Online)

The MATC program enrolled its first cohort of 20 students in fall 2011. As of May 2014, 15 students from the inaugural cohort have completed the program. Four additional students have successfully completed their coursework and final exams and continue work on their final project. Retention for this first class was 95 percent. One student withdrew at the end of the first semester because of increased work responsibilities.

Of the 20 students admitted into the fall 2012 cohort, two withdrew in the first semester because of increased work responsibilities. Two other students reduced their course loads because of increased work and personal responsibilities, and as a result, will take longer to finish their programs. Sixteen students have completed their coursework and final exams and are working on their final projects.

Of the 16 students admitted into the fall 2013 cohort, all are still enrolled. Thirteen students were admitted to the 2014 cohort.
Supplemental Material:
Standard 6
Supplemental 6-A:
Academic Tracking Worksheets for the Nine Undergraduate Specializations

JOURNALISM AND MASS COMMUNICATION - ADVERTISING - BA (120 Hours)

NAME: [__] PID: [__] OPTIONAL: (see 2nd major or minor advisor)

Major 2: _________________________
or Minor 1: ________________________
or Minor 2: ________________________

FOUNDATIONS

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<th>Quant. Reas. (QR)**</th>
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*Through level 3 unless placed into Level 4 of HSFL.  **STOR 151 is recommended.  (May only count 1)

APPROACHES

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<td>Soc. Sci./Hist. Analysis (SS/HS): POLI 100(NA), 208 or 209 (Q)</td>
<td>____ Phil. Reasoning (PH):</td>
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</table>

***At least one with lab.

CONNECTIONS

<table>
<thead>
<tr>
<th>Communication Int. (CI)</th>
<th>Quant. Int. (QI) or 2nd Quant. Reas. (QR)</th>
<th>Experiential Ed. (EE)</th>
<th>Global Issues (GL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOMC 153</td>
<td>(JOMC 279 (QI))</td>
<td>(May be JOMC 393***)</td>
<td>(May be JOMC 446)</td>
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<tr>
<td>US Diversity (US)</td>
<td>North Atlantic World (NA)</td>
<td>World before 1750 (WB)</td>
<td>Beyond the NA (BN)</td>
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</table>

(May be JOMC 441)

MAJOR/MINOR/ELECTIVES

<table>
<thead>
<tr>
<th>Journalism and Mass Communication</th>
<th>Outside Area (9hrs): ___________________</th>
<th>Other Electives to reach 120 hours (At least 72 hours outside JOMC. Within those 72 hours, at least 65 must be in the College of Arts and Sciences.)</th>
</tr>
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<tbody>
<tr>
<td>AD / PR Core Courses****</td>
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<tr>
<td>JOMC 153</td>
<td></td>
<td></td>
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<tr>
<td>WRITING &amp; REPORTING</td>
<td></td>
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<tr>
<td>JOMC 141</td>
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<tr>
<td>PROF PROBS &amp; ETHICS</td>
<td>1. JOMC</td>
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<tr>
<td>JOMC 340 (153 prereq)</td>
<td>2. JOMC</td>
<td></td>
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<tr>
<td>INTRO MEDIA LAW</td>
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<tr>
<td>AD / PR Core Courses****</td>
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<td>JOMC 137</td>
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<td>PRINCIPLES OF AD &amp; PR</td>
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<tr>
<td>JOMC 279 (137 prereq)</td>
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<tr>
<td>AD-PR RESEARCH</td>
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<td>2 JOMC Electives (6 hours)</td>
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<td>1. JOMC</td>
<td>1. JOMC</td>
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<tr>
<td>2. JOMC</td>
<td>2. JOMC</td>
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</tr>
<tr>
<td>State &amp; Local Government: POLI 101</td>
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</table>

IMMERSIONS (Choose 2 from the same immersion group):

1. The Audience – 376, 445, 449, 463, 474, 475, 477 490 (when appropriate topic)
2. Mass Communication Theory – 240, 445, 490 (when appropriate topic)
3. History, Law & Regulation – 242, 342, 424, 428, 440, 448, 450, 458, 490 (when appropriate topic)
4. Digital Media – 349, 440, 449, 463, 474, 477, 551, 552, 490 (when appropriate topic)
5. Diversity – 342, 441, 442, 443, 446, 447, 490 (when appropriate topic)
6. Political Communication – 244, 446, 447, 458, 475, 490 (when appropriate topic)
7. Business & Entrepreneurship – 424, 450, 475, 551, 552, 490 (when appropriate topic)
8. Sports Communication – 245(1 hr.), 376, 377, 455, 476, 490 (when appropriate topic)
9. Honors – 691H, 692H

***A grade of D in a JOMC Core course cannot be counted toward graduation, and the course must be repeated.

SEPTEMBER 2014
**JOURNALISM AND MASS COMMUNICATION – BROADCAST & ELECTRONIC JOURNALISM - BA (120 Hours)**

**FOUNDATIONS**

<table>
<thead>
<tr>
<th>English Comp. and Rhetoric</th>
<th>Foreign Language*</th>
<th>HSFL(s)</th>
<th>Quant. Reas. (QR)**</th>
<th>Lifetime Fitness (LFIT)</th>
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<tr>
<td>ENGL 105</td>
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<td>1.</td>
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<td>(1 hr.)</td>
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</table>

*Through level 3 unless placed into Level 4 of HSFL.

**STOR 151 recommended.**

(May only count 1)

**APPROACHES**

<table>
<thead>
<tr>
<th>Phys. and Life Sciences (PL/PX)***</th>
<th>Social and Behavioral Sciences</th>
<th>Humanities/Fine Arts</th>
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<tr>
<td></td>
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<td>Phil. Reasoning (PH):</td>
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***At least one with lab.

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<tr>
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<td></td>
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<tr>
<td>(JOMC 393)**</td>
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(May be JOMC 441)

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<tr>
<th>US Diversity (US)</th>
<th>North Atlantic World (NA)</th>
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<table>
<thead>
<tr>
<th>MAJOR/MINOR/ELECTIVES</th>
</tr>
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<tbody>
<tr>
<td>Journalism and Mass Communication Curiculum:</td>
</tr>
<tr>
<td>39 hours for students entering University Fall 2013 or later</td>
</tr>
<tr>
<td>33 hours for students who entered University prior to Fall 2013</td>
</tr>
<tr>
<td>48 Hours Maximum</td>
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**JOMC Core Courses****

<table>
<thead>
<tr>
<th>JOMC 153</th>
<th>JOMC 221</th>
<th>JOMC 421</th>
<th>JOMC 422 or 426</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITING &amp; REPORTING</td>
<td>AUD-VIDEO INFO</td>
<td>Audio-Video Info</td>
<td>TV RP &amp; PRODUCING</td>
</tr>
<tr>
<td>PROF PROS &amp; ETHCS</td>
<td>IMMERSION</td>
<td>Intro Public Affairs RP</td>
<td>IPM 200</td>
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<tr>
<td>INTRO MEDIA LAW</td>
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<td>PROD T-ROOT BASES</td>
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</table>

**Broadcast & Electronic Journalism Core Specialization****

<table>
<thead>
<tr>
<th>JOMC 153</th>
<th>JOMC 221</th>
<th>JOMC 421</th>
<th>JOMC 422 or 426</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITING &amp; REPORTING</td>
<td>AUD-VIDEO INFO</td>
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<td>INTRO MEDIA LAW</td>
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<td>PROD T-ROOT BASES</td>
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</tbody>
</table>

**Journalism Core Courses****

(Recommended to take together; 125 prereq)

Choose ONE from: 422, 423, 424, 425, 426, 427, 428, 429

<table>
<thead>
<tr>
<th>JOMC 221</th>
<th>JOMC 253</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUD-VIDEO INFO</td>
<td>IMMERSION</td>
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</tbody>
</table>

**2 JOMC Electives**

1. JOMC 253 IMMERSION: (Choose 2 from the same immersion group below)

2. JOMC Electives

1. JOMC 253 IMMERSION: (Choose 2 from the same immersion group below)

**IMMERSONS (Choose 2 from the same immersion group):**

1. The Audience – 376, 445, 449, 463, 474, 475, 477, 490 (when appropriate topic)
2. Mass Communication Theory – 240, 445, 490 (when appropriate topic)
3. History, Law & Regulation – 242, 342, 424, 428, 440, 448, 458, 490 (when appropriate topic)
4. Digital Media – 349, 440, 449, 463, 474, 477, 551, 552, 490 (when appropriate topic)
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6. Political Communication – 244, 446, 447, 458, 475, 490 (when appropriate topic)
7. Business & Entrepreneurship – 424, 450, 475, 551, 552, 490 (when appropriate topic)
8. Sports Communication – 245** 7 hr.**, 376, 377, 455, 476, 490 (when appropriate topic)
9. Honors – 691H, 692H

****A grade of D in a JOMC core course cannot be counted toward graduation, and the course must be repeated.

---

**Usage & Grammar:**

(score of 70 or above)

**Hours Completed:**

SEPTEMBER 2014
**BUSINESS JOURNALISM - BA (120 Hours)**

**NAME:**

**PID:**

**OPTIONAL (see 2nd major and/or minor advisor):**

Major 2: _________________________

or Minor 1: _________________________

or Minor 2: _________________________

---

### FOUNDATIONS

<table>
<thead>
<tr>
<th>English Comp. and Rhetoric</th>
<th>Foreign Language*</th>
<th>HSFL(s)</th>
<th>Quant. Reas. (QR)**</th>
<th>Lifetime Fitness (LFIT)</th>
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<td>1.</td>
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<td>2.</td>
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<td>3.</td>
<td>MATH 152 or 231 or 232 or STOR 112 or 113</td>
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<td>4.</td>
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</tbody>
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*Through level 3 unless placed into Level 4 of HSFL **QR requirement MUST be taken at UNC unless (May only count 1)

**APPROACHES**

<table>
<thead>
<tr>
<th>Phys. and Life Sciences (PL/PX)***</th>
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<th>Humanities/Fine Arts</th>
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</thead>
<tbody>
<tr>
<td>w/lab</td>
<td>HIST 128 (NA)</td>
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<tr>
<td></td>
<td>Soc.Sci./Hist. Analysis (SS/HS):</td>
<td>ECON 101</td>
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<tr>
<td></td>
<td>Soc. Sci./Hist. Analysis (SS/HS):</td>
<td>POLI 100, 208 or 209</td>
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</table>

***At least one with lab.

**CONNECTIONS**

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<tbody>
<tr>
<td>(JOMC 153)</td>
<td>STOR 155 (QR)</td>
<td></td>
<td>(May be JOMC 193***)</td>
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</tbody>
</table>

**MAJOR/MINOR/ELECTIVES**

**Business Journalism Curriculum (34.5 hours)**

48 JOMC HOURS MAXIMUM

**JOMC Core Courses (21)**** | BUSI Core Courses (13.5)**** | Other Electives to reach 120 hours.

(At least 72 hours outside BUSI JOMC. Within those 72 hours, at least 65 must be in the College of Arts and Sciences.)

<table>
<thead>
<tr>
<th>JOMC 153</th>
<th>BUSI 403</th>
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<tbody>
<tr>
<td>WRITING &amp; REPORTING</td>
<td>OPER MGMT</td>
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<tr>
<td>JOMC 141</td>
<td>BUSI 404 (1.5)</td>
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<tr>
<td>PROF PROBS &amp; ETHICS</td>
<td>LEGAL &amp; ETHICAL</td>
</tr>
<tr>
<td>JOMC 340 (153 prereq)</td>
<td>BUSI 407</td>
</tr>
<tr>
<td>INTRO MEDIA LAW</td>
<td>FINL ACCTG</td>
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<tr>
<td>JOMC 450 (153 prereq)</td>
<td>BUSI 408</td>
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<tr>
<td>BUSI &amp; MEDIA</td>
<td>CORP FIN</td>
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<tr>
<td>JOMC 451 (153 prereq)</td>
<td>BUSI 409 (1.5)</td>
</tr>
<tr>
<td>ECON REPORTING</td>
<td>BUSI 410 (Busi 101 prereq)</td>
</tr>
<tr>
<td>JOMC 453 (153 prereq)</td>
<td>BUSI 411 (Busi 102 prereq)</td>
</tr>
<tr>
<td>ADV REPORTING</td>
<td>BUSI 412 (Busi 103 prereq)</td>
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</table>

Choose one from: 401, 405, 406, or 409 (1.5) (BUSI 408 prereq)

Choose one from: 137, 157, 221, 253, 551, 552

1. JOMC ________

Optional Electives

Optional Electives

Usage & Grammar: (score of 70 or above)

Hours Completed:

---

State & Local Government: POLI 101 ________

****Any grade below a C in either a JOMC core course or a BUSI core course cannot be counted toward graduation and the course must be repeated.


**JOURNALISM AND MASS COMMUNICATION - EDITING and GRAPHIC DESIGN - BA (120 Hours)**

### NAME: 
** PID: **

OPTIONAL (see 2nd major and/or minor advisor): 
Major 2: 
Minor 1: 
Minor 2: 

### FOUNDATIONS

<table>
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<tr>
<th>English Comp. and Rhetoric</th>
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<td>4.</td>
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<td>(1 hr.)</td>
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*Through level 3 unless placed into Level 4 of HSFL.  
**STOR 151 recommended.  
(May only count 1)

### APPROACHES

**Phys. and Life Sciences (PL/PX)***

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<tr>
<th>Social and Behavioral Sciences</th>
<th>Humanities/Fine Arts</th>
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<tbody>
<tr>
<td>Hist. Analysis (HS): HIST 128 (NA)</td>
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<td>Vis. &amp; Perf. Arts (VP):</td>
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<tr>
<td>Soc.Sc./Hist. Analysis (SS/HS): ECON 101</td>
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**Humanities/Fine Arts**

<table>
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<tr>
<th>Social and Behavioral Sciences</th>
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<tbody>
<tr>
<td>Literary Arts (LA):</td>
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<td>Phil. Reasoning (PH):</td>
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<td>(JOMC 153 ____ )</td>
<td>(May be POLI 209 (QI))</td>
<td>(May be JOMC 393 (QI))</td>
<td>(May be JOMC 446)</td>
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US Diversity (US)  
North Atlantic World (NA)  
World before 1750 (WB)  
Beyond the NA (BN)

(May be JOMC 441)

(HIST 128 ___)

### MAJOR/MINOR/ELECTIVES

**Journalism and Mass Communication Curriculum**

- 39 hours for students entering University Fall 2013 or later
- 33 hours for students who entered the University prior to Fall 2013
- 48 Hours Maximum

#### JOMC Core Courses****

| JOMC 153 WRITING & REPORTING |  |
| JOMC 141 PROF PROBS & ETHCS |  |
| JOMC 340 PROD MEDIA LAW |  |
| JOMC 221 AUD-VID INFO GATH |  |
| JOMC 157 NEWS DEPT/PROJ |  |

**Journalism Core Courses ****

(153 prerequisite)

| JOMC 157 |  |
| JOMC 221 |  |
| JOMC 300 |  |
| JOMC 340 |  |

**Choose THREE from:** 187, 253, 457, 482, 483, 484

**JOMC Electives (6 hours)**

(Choose 2 from the same immersion group below.)

JOMC 153 WRITING & REPORTING

JOMC 141 PROF PROBS & ETHCS

JOMC 340 PROD MEDIA LAW

JOMC 221 AUD-VID INFO GATH

JOMC 157 NEWS DEPT/PROJ

**Immersion:**

(Choose 2 from the same immersion group below.)

1. The Audience – 376, 445, 449, 463, 474, 475, 477, 490 (when appropriate topic)
2. Mass Communication Theory – 240, 445, 490 (when appropriate topic)
3. History, Law & Regulation – 242, 342, 424, 428, 440, 448, 450, 458, 490 (when appropriate topic)
4. Digital Media – 349, 440, 449, 463, 474, 477, 551, 552, 490 (when appropriate topic)
5. Diversity – 342, 441, 442, 443, 446, 447 490 (when appropriate topic)
6. Political Communication – 244, 446, 447, 458, 475, 490 (when appropriate topic)
7. Business & Entrepreneurship – 424, 450, 475, 551, 552, 490 (when appropriate topic)
8. Sports Communication – 245 (1 hr.), 376, 377, 455, 476, 478, 490 (when appropriate topic)
9. Honors – 691, 692

**State & Local Government: POLI 101**

**IMMERSIONS (Choose 2 from the same immersion group):**

Usage & Grammar (score of 70 or above)

| 1. The Audience |  |
| Mass Communication Theory |  |
| History, Law & Regulation |  |
| Digital Media |  |
| Diversity |  |
| Political Communication |  |
| Business & Entrepreneurship |  |
| Sports Communication |  |
| Honors |  |

**A grade of D in a JOMC core course cannot be counted toward graduation, and the course must be repeated.**

**SEPTEMBER 2014**

**120HOURS 2013-2014**

**120 Hours Maximum**

**59% in each of the appropriate areas**

**At least 72 hours outside JOMC. Within those 72 hours, at least 65 must be in the College of Arts and Sciences.**

**STANDARD 6: STUDENT SERVICES 6-19**
# Journalism and Mass Communication - Multimedia - BA (120 Hours)

**Foundations**

<table>
<thead>
<tr>
<th>Course</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>(1 hr.)</th>
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<tr>
<td>ENGL 105</td>
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<td>Quant. Reas. (QR)**</td>
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***At least one with lab.

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<td>(May be JOMC 393 (CR))</td>
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<td>(HIST 128)</td>
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**Major/Minor/Electives**

39 hours for students entering University Fall 2013 or later

33 hours for students who entered University prior to Fall 2013

48 Hours Maximum

JOMC Core Courses****

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<th>Course</th>
<th>Multimedia Core Specialization****</th>
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<td>PROP FOCUS &amp; ETHICS</td>
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<td>JOMC 340</td>
<td>INTRO MEDIA LAW</td>
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<tr>
<td>JOMC 221</td>
<td>IMMERSION</td>
</tr>
</tbody>
</table>

JOMC Core Courses (suggested: 182, 584, 585)

1. JOMC _______ 1. JOMC _______ 2. JOMC _______

**Immersions**

1. The Audience – 376, 445, 449, 463, 474, 475, 477, 490 (when appropriate topic)
2. Mass Communication Theory – 240, 445, 490 (when appropriate topic)
3. History, Law & Regulation – 242, 342, 424, 428, 440, 448, 450, 458, 490 (when appropriate topic)
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8. Sports Communication – 245 (CR), 376, 377, 455, 476, 490 (when appropriate topic)
9. Honors – 691H, 692H

**Immersions**

1. The Audience – 376, 445, 449, 463, 474, 475, 477, 490 (when appropriate topic)
2. Mass Communication Theory – 240, 445, 490 (when appropriate topic)
3. History, Law & Regulation – 242, 342, 424, 428, 440, 448, 450, 458, 490 (when appropriate topic)
4. Digital Media – 349, 440, 449, 463, 474, 477, 551, 552, 490 (when appropriate topic)
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9. Honors – 691H, 692H

**Immersions**

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8. Sports Communication – 245 (CR), 376, 377, 455, 476, 490 (when appropriate topic)
9. Honors – 691H, 692H

**A grade of D in a JOMC Core course cannot be counted toward graduation, and the course must be repeated.**
### Journalism and Mass Communication – Photojournalism - BA (120 Hours)

**Foundations**

<table>
<thead>
<tr>
<th>English Comp. and Rhetoric</th>
<th>Foreign Language*</th>
<th>HSFL(s)</th>
<th>Quant. Reas. (QR)**</th>
<th>Lifetime Fitness (LFIT)</th>
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<tr>
<td></td>
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<td>2.</td>
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*Through level 3 unless placed into Level 4 of HSFL. **STOR 151 recommended. (May only count 1)

**Approaches**

<table>
<thead>
<tr>
<th>Phys. and Life Sciences (PL/PX)***</th>
<th>Social and Behavioral Sciences</th>
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<td>Literary Arts (LA):</td>
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<td>Soc./Hist. Analysis (SS/HS): POLI 100 (NA), 208 or 209 (QI)</td>
<td>Phil. Reasoning (PH):</td>
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***At least one with lab.

**Connections**

<table>
<thead>
<tr>
<th>Communication Int. (CI)</th>
<th>Quant. Int. (QI) or 2nd Quant. Reas. (QR)</th>
<th>Experiential Ed. (EE)</th>
<th>Global Issues (GL)</th>
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</thead>
<tbody>
<tr>
<td>(JOMC 153)</td>
<td>(May be POLI 209 (QI))</td>
<td>(May be JOMC 393(1hr.))</td>
<td>(May be JOMC 446)</td>
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<th>North Atlantic World (NA)</th>
<th>World before 1750 (WB)</th>
<th>Beyond the NA (BN)</th>
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<td>HIST 128</td>
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**Major/Minor/Electives**

<table>
<thead>
<tr>
<th>Journalism and Mass Communication</th>
<th>Outside Area (9 hrs):</th>
<th>Other Electives to reach 120 hours</th>
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<tbody>
<tr>
<td>⭐ 39 hours for students entering University Fall 2013 or later</td>
<td>or Major 2: ________</td>
<td>(At least 72 hours outside JOMC. Within those 72 hours, at least 65 must be in the College of Arts and Sciences.)</td>
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<td>48 Hours Maximum</td>
<td>or Minor(s): ________</td>
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<table>
<thead>
<tr>
<th>JOMC Core Courses****</th>
<th>Photojournalism Core Specialization****</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOMC 153 WRITING &amp; REPORTING</td>
<td>1. JOMC 180 RED PHOTOJOURN</td>
</tr>
<tr>
<td>JOMC 141 PROF PROBS &amp; ETHICS</td>
<td>2. JOMC 480 ADV PHOTOJOURN</td>
</tr>
<tr>
<td>JOMC 340 (153 preq) INTRO MEDIA LAW</td>
<td>3. JOMC 481 DOCUMENTARY PHOTOJOURN</td>
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<th>Journalism Core Courses****</th>
<th>(recc. to take together; 153 preq)</th>
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<tbody>
<tr>
<td>4. JOMC 582 or 584 INTERMED MINI NARR</td>
<td>DOC MINI STORYTELLING</td>
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<table>
<thead>
<tr>
<th>JOMC 221 AUD-VIDEO INFORMATION</th>
<th>Immersion: (Choose 2 from the same immersion group below.)</th>
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<tr>
<td>JOMC 253 INTRO PUBLIC AFFAIRS RP</td>
<td>1. JOMC ________</td>
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<table>
<thead>
<tr>
<th>2 JOMC Electives (6 hours)</th>
<th>(suggested 182, 187, 584)</th>
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<tbody>
<tr>
<td>1. JOMC</td>
<td>2. JOMC ________</td>
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<table>
<thead>
<tr>
<th>State &amp; Local Government: POLI 101</th>
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2. Mass Communication Theory – 240, 445, 490 (when appropriate topic)
3. History, Law & Regulation – 242, 342, 424, 428, 440, 448, 450, 458, 490 (when appropriate topic)
4. Digital Media – 349, 440, 449, 463, 474, 477, 551, 552, 490 (when appropriate topic)
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7. Business & Entrepreneurship – 424, 450, 475, 551, 552, 490 (when appropriate topic)
8. Sports Communication – 245(1 hr), 376, 377, 455, 476, 490 (when appropriate topic)
9. Honors – 691H, 692H

**Usage & Grammar:**

(score of 70 or above)

**Hours Completed:**

95 hours

***A grade of D in a JOMC Core course cannot be counted toward graduation, and the course must be repeated.

SEPTEMBER 2014
### FOUNDATIONS

<table>
<thead>
<tr>
<th>Course</th>
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<td>English Comp. and Rhetoric</td>
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<td>ENGL 105</td>
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<td>HSFL(s)</td>
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<tr>
<td>Quant. Reas. (QR)**</td>
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<tr>
<td>Lifetime Fitness (LFIT)</td>
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<td>(1 hr.)</td>
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*Through level 3 unless placed into Level 4 of HSFL. **STOR 151 recommended. (May only count 1)

### APPROACHES

<table>
<thead>
<tr>
<th>Approach</th>
<th>Social and Behavioral Sciences</th>
<th>Humanities/Fine Arts</th>
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<tbody>
<tr>
<td></td>
<td>w/lab ECON 101</td>
<td>Literary Arts (LA):</td>
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<tr>
<td></td>
<td>Soc. Sci./Hist. Analysis (SS/HS): POLI 100 (NA), 208 or 209 (QI)</td>
<td>Phil. Reasoning (PH):</td>
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***At least one lab.

### CONNECTIONS

<table>
<thead>
<tr>
<th>Connection</th>
<th>Social and Behavioral Sciences</th>
<th>Humanities/Fine Arts</th>
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<tbody>
<tr>
<td>Communication Int. (CI)</td>
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<td></td>
</tr>
<tr>
<td>Quant. Int. (QI) or 2nd Quant. Reas. (QR)</td>
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<td></td>
</tr>
<tr>
<td>Experiential Ed. (EE)</td>
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<tr>
<td>Global Issues (GL)</td>
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<tr>
<td>JOMC 153</td>
<td>(JOMC 153 (CI) or 157 (QI))</td>
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<td>JOMC 279 (QI)</td>
<td>(JOMC 279 (CI))</td>
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<td>JOMC 232</td>
<td>(May be JOMC 446)</td>
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<td>US Diversity (US)</td>
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<td>North Atlantic World (NA)</td>
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### MAJOR/MINOR/ELECTIVES

<table>
<thead>
<tr>
<th>Major/Minor/Electives</th>
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<tbody>
<tr>
<td>Journalism and Mass Communication</td>
<td></td>
<td></td>
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<tr>
<td>AD/PR Curriculum</td>
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<tr>
<td>39 hours for students entering University Fall 2013 or later</td>
<td></td>
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</tr>
<tr>
<td>33 hours for students who entered University prior to Fall 2013</td>
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<td>48 Hours Maximum</td>
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#### JOMC Core Courses****

<table>
<thead>
<tr>
<th>Course</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOMC 153</td>
<td>Writing &amp; Reporting (12 CI or 13 QI)</td>
</tr>
<tr>
<td>JOMC 141</td>
<td>Prof. Prob. &amp; Ethics (CI only)</td>
</tr>
<tr>
<td>JOMC 340</td>
<td>Intro Media Law (CI only)</td>
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#### AD / PR Core Courses****

<table>
<thead>
<tr>
<th>Course</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOMC 137</td>
<td>Principles of AD &amp; PR (CI only)</td>
</tr>
<tr>
<td>JOMC 279</td>
<td>AD-PR Research (CI only)</td>
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#### JOMC Electives (6 hours) ★

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<tr>
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<th>Specialization</th>
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<td>JOMC 137</td>
<td>Principles of AD &amp; PR (CI only)</td>
</tr>
<tr>
<td>JOMC 279</td>
<td>AD-PR Research (CI only)</td>
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#### State & Local Government: POLI 101

### IMMERSIONS (Choose 2 from the same immersion group):

1. The Audience – 376, 445, 449, 463, 474, 475, 477, 490 (when appropriate topic)
2. Mass Communication Theory – 240, 445, 490 (when appropriate topic)
3. History, Law & Regulation – 242, 342, 424, 428, 440, 448, 450, 458, 490 (when appropriate topic)
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8. Sports Communication – 245, 376, 377, 455, 476, 490 (when appropriate topic)
9. Honors – 691H, 692H

### Usage & Grammar:

- Score of 70 or above

### Hours Completed:

- 691H, 692H

---

***A grade of D in a JOMC Core course cannot be counted toward graduation, and the course must be repeated.
### Journalism and Mass Communication – Reporting - BA (120 Hours)

#### NAME: ____________________________  PID: ____________________________

Optional (see 2nd major and/or minor advisor): Major 2: ____________________________  or Minor 1: ____________________________  or Minor 2: ____________________________

#### Foundations

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<thead>
<tr>
<th>English Comp. and Rhetoric</th>
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<th>Lifetime Fitness (LFIT)</th>
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<td>ENGL 105</td>
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<td>3.</td>
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<tr>
<td></td>
<td></td>
<td>2.</td>
<td>4.</td>
<td>(1 hr.)</td>
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*Through level 3 unless placed into Level 4 of HSFL. **STOR 151 recommended. (May only count 1)

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<tbody>
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<td>HIST 128 (NA)</td>
<td>2nd Quant. Reas. (QR)</td>
<td>Literary Arts (LA):</td>
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<td>ECON 101</td>
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<td>Soc. Sci./Hist. Analysis (SS/HS):</td>
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***At least one with lab.

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<td>(JOMC 153 _____)</td>
<td>(May be POLI 209(QI))</td>
<td>(May be JOMC 151)**</td>
<td>(May be JOMC 446)</td>
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US Diversity (US)  North Atlantic World (NA)  World before 1750 (WB)  Beyond the NA (BN)

(May be JOMC 441)  (HIST 128 _____)

#### Major/Minor/Electives

### Journalism and Mass Communication

#### Journalism Curriculum

- **39 hours for students entering University Fall 2013 or later**
- **33 hours for students who entered University prior to Fall 2013**
- **48 Hours Maximum**

#### JOMC Core Courses****

- JOMC 153  WRITING & REPORTING
- JOMC 141  PROF PROBS & ETHICS
- JOMC 340  INTRO MEDIA LAW

#### Reporting Core Specialization****

- JOMC 157  NEWS EDITING
- Choose THREE from: 252, 256, 258, 451, 452, 453, 454, 456, 457, 459, 463, 491 (when RP topic), 565

#### Journalism Core Courses****

**Note:** 255 or 256 is strongly recommended.

- JOMC 221  AUD-VIDEO INFO
- JOMC 253  INTRO PUBLIC AFFAIRS RP

#### 2 JOMC Electives (6 hours) *

(Choose 2 from the same immersion group below.)

1. JOMC _______  _______  1. JOMC _______  _______
2. JOMC _______  _______  2. JOMC _______  _______

#### State & Local Government: POLI 101

#### Outside Area (8hrs): ______________  or Major 2: ______________

2nd Quant. Reas. (QR)  or Minor 1: ______________  or Minor 2: ______________

(see 2nd major and/or minor advisor)

#### Other Electives to reach 120 hours

(At least 72 hours outside JOMC. Within those 72 hours, at least 65 must be in the College of Arts and Sciences.)

#### Usage & Grammar:

- Score of 70 or above

#### Hours Completed:

- September 2014

---

**Note:** A grade of D in a JOMC Core course cannot be counted toward graduation, and the course must be repeated.
## JOURNALISM AND MASS COMMUNICATION - STRATEGIC COMMUNICATION - BA (120 Hours)

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<th>Foreign Language*</th>
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<th>Quant. Reas. (QR)**</th>
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*Through level 3 unless placed into Level 4 of HSFL. **STOR 151 recommended. (May only count 1)

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<td>Literary Arts (LA):</td>
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<th>Experiential Ed. (EE)</th>
<th>Global Issues (GI)</th>
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<tr>
<td>JOMC 153</td>
<td>(JOMC 279 (QI))</td>
<td>(May be JOMC 393***) (or 232)</td>
<td>(May be JOMC 446)</td>
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<td>World before 1750 (WB)</td>
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(May be JOMC 441)

### MAJOR/MINOR/ELECTIVES

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<tr>
<th>JOMC Core Courses****</th>
<th>Strategic Communication Core Specialization****</th>
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<tr>
<td>JOMC 153</td>
<td>Writing &amp; Reporting</td>
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<td>JOMC 141</td>
<td>Prof. Pros &amp; Ethics</td>
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<tr>
<td>JOMC 340(210 preq)</td>
<td>Intro Media Law</td>
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<td>AD / PR Core Courses****</td>
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<tr>
<td>JOMC 137</td>
<td>Pen of AD &amp; PR</td>
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<td>JOMC 279(107 preq)</td>
<td>AD-PR Research</td>
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<td>State &amp; Local Government: POLI 101</td>
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<tr>
<th>IMMERSEIONS [Choose 2 from the same immersion group below]</th>
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Usage & Grammar: (score of 70 or above)

Hours Completed:

[September 2014]
<table>
<thead>
<tr>
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<th>No.</th>
<th>Time</th>
<th>Days</th>
<th>Instructor</th>
<th>Room</th>
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<tbody>
<tr>
<td>Entrepreneurship in American Journalism</td>
<td>89.1</td>
<td>12:30-1:45</td>
<td>TR</td>
<td>Guillory</td>
<td>CA 128</td>
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<tr>
<td>Science, Media and Public Life</td>
<td>89.2</td>
<td>1:00-2:15</td>
<td>TR</td>
<td>Kreiss</td>
<td>CA 253</td>
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<td>Grammar Review for JOMC students (8/19/14-10/14/14)</td>
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<td>10:00-11:15</td>
<td>MW</td>
<td>Gibson</td>
<td>CA 33</td>
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<tr>
<td></td>
<td>100.2</td>
<td>10:00-11:15</td>
<td>MW</td>
<td>Gibson</td>
<td>CA 33</td>
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* Requires permission of instructor.
** Requires permission of School in CA 154.
*** Graduate students should take this section.
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***Graduate students should take this section.
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<td>Brinson</td>
<td>CA 58</td>
</tr>
<tr>
<td>Southern Politics: Critical Thinking and Writing</td>
<td>458.1</td>
<td>3:30-4:45</td>
<td>MW</td>
<td>Guillory</td>
<td>CA 338</td>
</tr>
<tr>
<td>Community Journalism</td>
<td>459.1</td>
<td>4:00-5:15</td>
<td>MW</td>
<td>Lauterer</td>
<td>HofFame</td>
</tr>
<tr>
<td>News Lab: Creating Tomorrow's News Products</td>
<td>463.1</td>
<td>9:30-10:45</td>
<td>TR</td>
<td>J. Clark</td>
<td>CA 11</td>
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<tr>
<td>Advertising Campaigns</td>
<td>473.1</td>
<td>5:30-6:45</td>
<td>MW</td>
<td>McMahan</td>
<td>CA 142</td>
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<tr>
<td>Concepts of Marketing</td>
<td>475.1</td>
<td>5:30-6:45</td>
<td>MW</td>
<td>Nathanson</td>
<td>CA 283</td>
</tr>
<tr>
<td>Ethical Issues and Sports Communication</td>
<td>476.1</td>
<td>2:00-3:15</td>
<td>TR</td>
<td>Sweeney</td>
<td>CA 283</td>
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<tr>
<td>New Media Technologies</td>
<td>477.1</td>
<td>3:30-4:45</td>
<td>MW</td>
<td>Kayye</td>
<td>CA 143</td>
</tr>
<tr>
<td></td>
<td>477.2</td>
<td>5:00-6:15</td>
<td>MW</td>
<td>Kayye</td>
<td>CA 143</td>
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<tr>
<td>Advanced Photojournalism</td>
<td>480.1</td>
<td>11:00-12:50</td>
<td>MW</td>
<td>Taylor</td>
<td>CA 60</td>
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<tr>
<td>News Design</td>
<td>482.1</td>
<td>5:00-6:50</td>
<td>TR</td>
<td>Ruel</td>
<td>CA 59</td>
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<tr>
<td>Magazine Design</td>
<td>483.1</td>
<td>3:00-4:50</td>
<td>MW</td>
<td>Oliver</td>
<td>CA 59</td>
</tr>
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* Requires permission of instructor.
**Requires permission of School in CA 154.
*** Graduate students should take this section.
<table>
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<tr>
<th>Course</th>
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<th>Time</th>
<th>Days</th>
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<th>Building</th>
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<tr>
<td>Information Graphics</td>
<td>484.1*</td>
<td>11:00-12:50</td>
<td>MW</td>
<td>Oliver</td>
<td>CA 59</td>
</tr>
<tr>
<td>The American Journalistic Mind</td>
<td>490.1</td>
<td>2:00-4:45</td>
<td>T</td>
<td>Shaw</td>
<td>CA 268</td>
</tr>
<tr>
<td>Digital Marketing and Advertising</td>
<td>491.1</td>
<td>2:00-3:15</td>
<td>TR</td>
<td>Sciarrino</td>
<td>CA 143</td>
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<tr>
<td>Market Intelligence</td>
<td>491.2</td>
<td>11:00-12:15</td>
<td>TR</td>
<td>Sciarrino</td>
<td>HofFame</td>
</tr>
<tr>
<td>Design and Development of Mobile Apps</td>
<td>491.3</td>
<td>9:00-10:50</td>
<td>TR</td>
<td>Steven King</td>
<td>CA 59</td>
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<tr>
<td>Freelance Journalism</td>
<td>491.4</td>
<td>3:30-4:45</td>
<td>TR</td>
<td>Ogle</td>
<td>CA 21</td>
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<tr>
<td>Media Sales and Management</td>
<td>491.5</td>
<td>5:00-6:30</td>
<td>TR</td>
<td>Galloway</td>
<td>CA 283</td>
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<tr>
<td>International Advertising</td>
<td>491.6</td>
<td>11:00-12:15</td>
<td>MW</td>
<td>Kim</td>
<td>CA 253</td>
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<tr>
<td>Digital Media Economics and Behavior</td>
<td>551.1</td>
<td>12:30-1:45</td>
<td>TR</td>
<td>Abernathy</td>
<td>CA 283</td>
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<tr>
<td>Leadership in a Time of Change</td>
<td>552.1</td>
<td>2:00-4:45</td>
<td>R</td>
<td>Abernathy</td>
<td>CA 268</td>
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<tr>
<td>Medical and Science Journalism</td>
<td>560.1</td>
<td>10:00-11:15</td>
<td>MW</td>
<td>Linden</td>
<td>CA 340</td>
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<tr>
<td>Science Documentary Television</td>
<td>562.1</td>
<td>9:00-11:45</td>
<td>R</td>
<td>Linden</td>
<td>CA 340</td>
</tr>
<tr>
<td>Environmental Storytelling</td>
<td>565.1</td>
<td>12:30-1:45</td>
<td>TR</td>
<td>Peach</td>
<td>CA 132</td>
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<tr>
<td>Multimedia Design</td>
<td>581.1*</td>
<td>1:00-2:50</td>
<td>TR</td>
<td>Ruel</td>
<td>CA 59</td>
</tr>
<tr>
<td>Multimedia Narratives</td>
<td>582.1*</td>
<td>3:00-4:50</td>
<td>MW</td>
<td>Stevens</td>
<td>CA 60</td>
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<tr>
<td>3-D Design Studio</td>
<td>585.1*</td>
<td>9:00-10:50</td>
<td>TR</td>
<td>Barnes</td>
<td>CA 60</td>
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<tr>
<td>Intermediate Interactive Multimedia</td>
<td>586.1*</td>
<td>11:00-12:50</td>
<td>TR</td>
<td>Steven King</td>
<td>CA 60</td>
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<tr>
<td>Introductory Honors Course</td>
<td>691.1*</td>
<td>2:00-4:45</td>
<td>T</td>
<td>Johnston</td>
<td>CA 340</td>
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**Courses for Graduate Students**

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<tr>
<th>Course</th>
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<th>Time</th>
<th>Days</th>
<th>Instructor</th>
<th>Building</th>
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<tr>
<td>Mass Communication Research Methods</td>
<td>701.1</td>
<td>8:30-9:45</td>
<td>MW</td>
<td>Kreiss</td>
<td>CA 143</td>
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<tr>
<td>Mass Communication Pedagogy</td>
<td>702.1</td>
<td>9:00-11:45</td>
<td>T</td>
<td>Gibson</td>
<td>CA 340</td>
</tr>
<tr>
<td>Statistics for Mass Communication Research</td>
<td>704.1</td>
<td>3:30-4:45</td>
<td>TR</td>
<td>Carpentier</td>
<td>CA 58</td>
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<tr>
<td>Theories of Mass Communication</td>
<td>705.1</td>
<td>2:00-3:15</td>
<td>TR</td>
<td>Carpentier</td>
<td>CA 340A</td>
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* Requires permission of instructor.
** Requires permission of School in CA 154.
*** Graduate students should take this section.
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<tr>
<td>Writing for Digital Media</td>
<td>711</td>
<td>ONLINE</td>
<td>Bechtel</td>
<td>ONLINE</td>
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<tr>
<td>Writing for Digital Media</td>
<td>711</td>
<td>ONLINE MATC</td>
<td>Carroll</td>
<td>ONLINE</td>
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<tr>
<td>Database and Web Research</td>
<td>714</td>
<td>ONLINE</td>
<td>Tyburski</td>
<td>ONLINE</td>
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<tr>
<td>Research Methods and Applications</td>
<td>716</td>
<td>ONLINE MATC</td>
<td>Johnston</td>
<td>ONLINE</td>
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<tr>
<td>Strategic Communication</td>
<td>720</td>
<td>ONLINE MATC</td>
<td>Kaminski</td>
<td>ONLINE</td>
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<tr>
<td>Usability and Multimedia Design</td>
<td>721</td>
<td>ONLINE MATC</td>
<td>Villamil</td>
<td>ONLINE</td>
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<tr>
<td>Public Relations Foundations</td>
<td>730</td>
<td>12:30-1:45</td>
<td>Straughan</td>
<td>CA 340A</td>
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<tr>
<td>Media Law</td>
<td>740</td>
<td>5:00-6:15</td>
<td>Ekstrand</td>
<td>HofFame</td>
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<tr>
<td>Leadership in a Time of Change</td>
<td>752</td>
<td>2:00-4:45</td>
<td>Abernathy</td>
<td>CA 268</td>
</tr>
<tr>
<td>Reporting and Writing News</td>
<td>753</td>
<td>11:00-12:15</td>
<td>Thornburg</td>
<td>CA 268</td>
</tr>
<tr>
<td>Multimedia Storytelling (Graduate students only)</td>
<td>782</td>
<td>5:00-6:50</td>
<td>Taylor</td>
<td>CA 58</td>
</tr>
<tr>
<td>Seminar in Interdisciplinary Health Communication</td>
<td>825</td>
<td>12:30-3:15</td>
<td>Noar</td>
<td>CA 340A</td>
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<tr>
<td>Interdisciplinary Health Communication Colloquium</td>
<td>826</td>
<td>5:00-6:00</td>
<td>Cates</td>
<td>CA 340</td>
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<tr>
<td>Seminar in Public Relations</td>
<td>830</td>
<td>9:00-11:50</td>
<td>Comello</td>
<td>CA 340</td>
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<tr>
<td>Seminar in Media Law</td>
<td>840</td>
<td>11:15-2:00</td>
<td>Packer</td>
<td>CA 338</td>
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<tr>
<td>Seminar in Communication for Social Change</td>
<td>847</td>
<td>2:00-4:45</td>
<td>Vargas</td>
<td>CA 338</td>
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<tr>
<td>Seminar in Survey Research Methods</td>
<td>890</td>
<td>2:00-4:45</td>
<td>Riffe</td>
<td>CA 268</td>
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<tr>
<td>Media Processes and Production</td>
<td>890</td>
<td>2:00-4:45</td>
<td>Riffe</td>
<td>CA 340</td>
</tr>
</tbody>
</table>

**** Restricted to Interdisciplinary Health Communication Master’s track or Certificate students
Important policies about enrolling in courses

JOMC 181, 296, 421, 422, 423, 426, 451, 476, 480, 481, 482, 483, 484, 581, 582, 585, 586, and 691 require permission of the instructor. Students must go to the instructor’s office to get on the list for the course. Students who cannot be enrolled in those courses because of time conflicts or course overloads will be contacted to adjust their schedules/indicate they are no longer interested.

Many JOMC courses have prerequisites that are listed in the catalog. Students are responsible for completing prerequisites before they enroll in a course and will be required to drop courses if they have not completed the prerequisites.

In addition to the courses listed, graduate students may enroll for JOMC 900, 992, 993 and 994. JOMC majors normally have priority over other students for space in JOMC courses, but space is not guaranteed in all courses in any given semester.

Syllabi for JOMC courses are available on the Park Library website at [http://parklibrary.jomc.unc.edu/syllabi](http://parklibrary.jomc.unc.edu/syllabi).

JOMC students are expected to enroll in and complete at least 15 credit hours per semester. To register for more than 18 or fewer than 12 hours per semester, students must have permission from Sharon Jones (Carroll 158).

It is the policy of the School of Journalism and Mass Communication that a teacher may deny enrollment to any registered student who does not attend the first meeting of a course unless the student has made a prior arrangement with the teacher.

If you enroll for a course but decide later that you do not want to take it, you must initiate a drop procedure either online before the drop deadline or through the Student Records Office after that date. If you stop attending a course, you will not be automatically dropped, and a grade of AB or FA will be reported if you do not drop the course properly.

JOMC 89

The School of Journalism and Mass Communication is offering a first-year seminar during the Fall 2014 semester.
JOMC 89.1 Entrepreneurship in American Journalism (Professor of the Practice Ferrel Guillory). This course is a hybrid, fueled in part by the everyday practice of journalism and in part by the trends, issues and business decisions that have played a role in shaping the news media in the United States. It is about exploring how major figures in U.S. journalism used advances in technology and the capitalist system in their times to create ways and means of delivering information and analysis to the citizens of a democratic society. Throughout the course, you will read, think, talk and write about historical figures who transformed American journalism and exerted an influence on U.S. democracy. In this course we will focus mostly on the 20th and 21st centuries and how news has been delivered through various types of formats and technologies. We will look at newspapers and magazines, at radio and television, and at websites and other electronic media. The intent is to allow you to think creatively about the future of news reporting and analysis. This course seeks to give you a deeper appreciation for the entrepreneurship and creativity embedded in American journalism, and to prepare you to perform with confidence in developing your own creative and entrepreneurial skills.

JOMC 89.2 Science and Media in Public Life What role does science play in public controversies? What role does the public play in scientific controversies? How are media implicated in science and democracy? This seminar explores the place of media and science in public life through a series of case studies of current controversies, including fracking, e-cigarettes, and government surveillance. We will trace each controversy through newspapers, social media, films and other popular culture. Through class discussions and course assignments we will consider the sorts of stakeholders involved and how they communicate, critique, and justify public actions. We will also take advantage of the current elections and go outside the classroom to participate in public discussions, political campaigns, and social movements observing first-hand the role of media and science in public life.

JOMC 490, Proseminar in Mass Communication This is a special-topics course, and students may enroll in it more than once, provided the topics are different. These usually are all 3-credit courses and may count as an immersion if the course is three hours and if it has no restrictions. Some 490s might be a 1-hour credit course.

The following topics will be offered in Fall 2014:

JOMC 490.1 The American Journalistic Mind. (Professor Donald Shaw). You must register for 3 hours for this course. This course asks what is it about the journalistic career that remains constant, regardless of the medium through which journalists work. Students will read up to four to five journalists’ autobiographies and seek answers to three questions. 1) How did the journalists view their responsibilities to the public? 2) How did these journalists view their profession as a profession? 3) What seems to have been the basis for their value system? Students, individually or in some cases in teams of two, will read autobiographies (in a few cases biographies). The goal of the course will be to explore the contours of the American journalistic mind, following the traditions of American intellectual history.
JOMC 491, Special Skills in Mass Communication
This number is for courses that fulfill a skills course requirement. None of these courses fulfills an immersion.

The following topics will be offered in Fall 2014:

JOMC 491.1 Digital Marketing and Advertising. (Professor JoAnn Sciarrino). You must register for 3 hours for this course. Prerequisites are JOMC 279 and JOMC 475. Contemporary digital advertising comprises owned, paid promoted and earned media, with the growth in earned media representing the most significant change in consumer media behavior in history. These seismic shifts have created new opportunities for marketers to communicate with and engage consumers. This course provides the practical knowledge and insights required to establish digital advertising and marketing objectives and strategies, properly select the earned and paid media platforms, and monitor and measure the results of those efforts. While the course provides a framework of how to evaluate and construct digital advertising marketing strategies and plans, its focus is on applying critical reasoning skills through case studies for future advertising and communications managers who will be the ultimate directors of digital advertising and marketing strategies and plans. Possessing the skills to evaluate and create digital advertising is valuable for students planning careers in communications, branding, marketing, or in consulting, and is a fundamental function across all industries and organizations. AD, SC

JOMC 491.2 Market Intelligence. (Professor JoAnne Sciarrino). You must register for 3 hours for this course. Permission of instructor. Market Intelligence helps students learn to make better business decisions by teaching contemporary analytical tools to solve brand and advertising problems. The course is specifically geared for future agency account executives, planners and marketing communications managers who will be the ultimate users of the data, and who will determine the scope and direction of research conducted. Possessing the skills to gather and use market intelligence is valuable for students planning careers in branding, marketing, or in consulting, and is a fundamental function in industries like consumer packaged goods, entertainment, and financial services and sports management. In order to lend realism to the material, the course will introduce research techniques and data used in large companies like Coca-Cola, AT&T, American Express and Merck. AD, SC

JOMC 491.3 Design and Development of Mobile Apps. (Assistant Professor Steven King). You must register for 3 hours for this course. Prerequisite is JOMC 586 or similar experience. Learn mobile app development through hands-on development of application deployed on multiple platforms. Class teaches design and coding with focus on user experience, interface design and content presentation. Apps will be built using web technologies and mobile frameworks. Strong understanding of HTML/CSS and JavaScript required. MM

JOMC 491.4 Freelance Journalism (Adjunct Mike Ogle). You must register for 3 hours for this course. You will learn how to make and follow up with contacts, how to catch the eye of a potential employer or assigning editor, how to pitch and work with editors and writers and how to build upon those fruitful relationships. The goal is to help
you become a master communicator and thus get your career to where you want it to go in an increasingly competitive workforce.

**JOMC 491.5 Media Sales and Management (Staff). You must register for 3 hours for this course.** Most media today is advertising supported. Even “development” associated with public media is a form of sales. This is a course that examines the role of sales in providing the economic support for all forms of media. Magazines, television and cable networks, sporting events and internet sites -- in one form or another -- need to sell advertising and sponsorships to survive and prosper. The class will cover the techniques for targeting, selling and marketing media to advertisers and sponsors. It will also delve into the notion of sales account executives acting as marketing experts for clients through the use of quantitative and qualitative audience research. The course will examine marketing approaches for legacy media as well as the emerging role of sales and marketing as the primary revenue stream for new media, including mobile. The career prospects for students will also be considered. AD, SC

**JOMC 491.6 International Advertising (Staff). You must register for 3 hours for this course.** Advertising is now a global business and cultural force. The class will look at the issues affecting the global advertising industry. These issues include the demands of selling a global brand across dozens of distinct countries and markets, the individualistic nature of the media business in every nation, and the transformation of technology inventing an interactive global community for the first time. AD, SC

**Graduate Courses**

**JOMC 701.1. Mass Communication Research Methods.** (Assistant Professor Dan Kreiss). This is an introduction to quantitative and qualitative scholarly research required of all JOMC grad students. The course provides an overview of the research methods used in mass communication research, including but not limited to content analysis, experimental design, survey research, focus group research, field research and framing analysis. Students will learn to evaluate the strengths and weaknesses of the methods, to critique how these methods have been used in published research and to design a research study using one of the methods.

**JOMC 702.1 Mass Communication Pedagogy.** (Associate Professor Rhonda Gibson). Investigation of college teaching and academic life, including course planning, syllabus preparation, interpersonal skills, presentational modes, evaluation and ways of balancing teaching with other expectations.

**JOMC 704.1 Statistics for Mass Communication Research.** (Associate Professor Francesca Carpentier). Prerequisite, JOMC 701. Statistics with emphasis on application to studies in mass communication. Prior knowledge of statistics and familiarity with computer software are NOT assumed.

**JOMC 705.1. Theories of Mass Communication.** (Associate Professor Francesca Carpentier). This course introduces students to classic theories of the process and effects of mass communication. Students read summaries of theoretical approaches to several issues, including how the structure of news organizations affects the news, how media
affect cultural norms and values and whether media can be used to change behavior and the role of the audience. Students serve as discussants for topics during the semester, write critical literature reviews on a particular theoretical stream of interest to them, and produce preliminary thesis, project or dissertation proposals.

**JOMC 711.965. Writing for Digital Media.** (Associate Professor Andy Bechtel). Offered online. New technologies have in some ways transformed human communication, creating new meanings and even entirely new media. This course aims to foster effective communication in digital and online environments, a goal predicated on learning and understanding the audience(s); knowing how different media work, as well as the unique limits and possibilities of these new media; and learning how to develop appropriate content for different formats and environments. Students analyze the technical and rhetorical elements necessary to create content for online environments, including interactivity, hyperlinking, spatial orientation and nonlinear storytelling. Note: Enrollment limited to students admitted to the Certificate in Technology and Communication program and JOMC graduate students. See Rachel Lillis in CA 309 to sign up for this course.

**JOMC 714.965. Database and Web Research.** (Ms. Genie Tyburski). Offered online. For many people, including journalists, online research means going to Google, entering a couple of search terms and hoping for the best. The information you want might be there, but how long is it taking you to find it? What about the authority and timeliness of that information? Are there other sources available online (or in print) that might provide you with better or additional information? What strategies might improve the efficiency and effectiveness of your research? This course will answer those questions and others. Note: Enrollment limited to students admitted to the Certificate in Technology and Communication program and JOMC graduate students. See Rachel Lillis in CA 309 to sign up for this course.

**JOMC 716.966 Research Methods and Applications.** (Professor Anne Johnston). This course is designed to help communication professionals make better and more informed research decisions given compelling research challenges and resource constraints.

**JOMC 720.966 Strategic Communication.** (Associate Professor Heidi Hennink-Kaminski). Underpinned by appropriate theory, this course examines strategic communication in today's cluttered information environment. While developing strategic communication programs, students will analyze case studies and research comprehensive digital-influence strategies.

**JOMC 721.966 Usability and Multimedia Design.** (Staff). This course will introduce students to five basic areas of excellent multimedia design and help students develop expertise in their application. This class is not about learning software. Some advanced design techniques will be covered, but a working knowledge of a graphic design, layout or animation program such as Photoshop, Illustrator, InDesign or Flash is necessary. (A selection of these programs will be introduced in JOMC 717: Information Visualization, a pre-requisite for JOMC 721.)

**JOMC 730.1. Public Relations Foundations.** (Professor Dulcie Straughan). The
foundations of public relations practice and theory are explored in this graduate-level course through the lens of classic and contemporary case studies. Students will learn through extensive case analysis and exploration of theories pertinent to public relations. Students will also do research, undertake critical thinking and develop creative problem-solving skills, all leading to completing course assignments, including researching and writing an original case study.

**JOMC 740.1 Media Law.** (Assistant Professor Tori Ekstrand). Students will examine the delicate balance that exists between freedom and control of the mass media in the United States. The First Amendment of the U.S. Constitution is, of course, the major guarantee of freedom of expression. Because the courts, especially the U.S. Supreme Court, are ultimately responsible for interpreting the First Amendment and maintaining the balance between freedom and control, the course focuses on judicial decisions and reasoning. The bulk of the readings and class discussions will involve analyzing and interpreting court opinions affecting the mass media. It is important to recognize, however, that other very significant sources of press privileges and controls exist. Therefore, the course also covers statutory law and executive and administrative actions. Each student will complete a take-home exam, an in-class midterm exam, a comprehensive final exam and a legal research paper.

**JOMC 753.1 Reporting and Writing News.** (Associate Professor Ryan Thornburg). Combines instruction in news writing and reporting in an accelerated, graduate-level course designed to satisfy print sequence basic competency requirements for graduate students. Students will learn the fundamentals of news writing along with beat and general assignment reporting and apply those skills to a variety of practical reporting and writing assignments. Topics include fundamentals of news writing, story forms and organization, interviewing, reporting techniques, general news writing, feature writing, ethics, law, and the culture of news organizations. Prerequisites: graduate standing, keyboarding skills. This course is for graduate students only.

**JOMC 782.1 Multimedia Storytelling.** (Associate Professor Laura Ruel). Telling stories is the basis of what we do as communicators. Learning how to do this well requires a thorough understanding of the tools available and the strengths and weaknesses of each one. The objective of this course is to introduce you to the theories and practices of multimedia content creation. We will read and view scholarly and professional works that address multimedia presentation methods. You will be expected to gain a critical understanding of the value of each one. Recognition of the benefits and drawbacks of the written word, photography, audio, video, animated graphics and interactive applications will be addressed in class discussions and assigned projects. You will acquire knowledge about how to choose multimedia presentation methods based on a project’s audience and communication goals. You also will learn how to apply this knowledge by creating a multimedia storytelling project that will unfold throughout the semester.

**JOMC 810.1 Seminar in the Psychology of Human-Computer Interaction.** (Associate Professor Sri Kalyanaraman). Examines effects of computers, the Internet and World Wide Web from a psychological perspective. Adopts an empirical approach to understand ways in which people respond to computers and new technologies.
JOMC 825.1. Seminar in Interdisciplinary Health Communication. (Associate Professor Seth Noar). This course is part of the new graduate-level Certificate in Interdisciplinary Health Communication. For course information, go to www.ihc.unc.edu.

JOMC 826.1. Interdisciplinary Health Communication Colloquium. (Instructor Joan Cates). This course is structured for interactive student/faculty discussion on health communication research and practice. Seminar and online discussion format.

JOMC 830.1. Seminar in Public Relations. (Assistant Professor Nori Comello). The purpose of this course is to expose graduate students to the theoretical bases of public relations and provide insight into the development of public relations theory and practice. Through readings and group discussion, students will gain greater understanding of scholarly work in public relations and related disciplines and the application of those works. A variety of research approaches (historical, legal and social science) are included. Readings, discussion and a term paper, which may be the preliminary work for a student's thesis, are required.

JOMC 840.1. Seminar in Mass Communication Law. (Professor Cathy Packer). In this seminar we will explore free expression theory and the research perspectives, approaches and methods used in the study of mass communication law. The main goals of the course are to 1) familiarize students with First Amendment theories and interpretations; 2) expose students to an array of legal research focusing on communication law; 3) teach students to critically read and evaluate such research; and 4) provide students with experience in generating and investigating legal research questions, writing research proposals, and writing and defending papers presenting their research findings. Each student will be required to identify a legal research question he or she will investigate, write a paper proposal, and produce a research paper. It is expected that all papers will be of high enough quality to be presented at a scholarly convention and/or published in a journal of scholarly research.

NOTE: This seminar is not designed to teach the content of mass communication law. All seminar participants are expected to have a thorough knowledge and understanding of the substance and principles of mass media law. JOMC 740 is a prerequisite to JOMC 840.

JOMC 847.1 Seminar in Communication for Social Change. (Professor Lucila Vargas). This course examines the role of media and communication in progressive social change. It surveys the literature on development communication and introduces students to recent approaches in the field. These approaches pay attention to grassroots communication in both developing nations and “Third World settings” of the United States.

JOMC 890.1 Seminar in Survey Research Methods. (Professor Dan Riffe). This course covers the theory and practice of survey research, including planning and design, choice of survey mode, sampling, opinion/attitude/behavior measurement, questionnaire construction, interviewing and analysis of data. Students will participate in the design and execution of field survey project(s). Prerequisite: JOMC 701.
JOMC 890.2 Media Processes and Production. (Professor Dan Riffe). Mass communicators are individuals with varying psychological, ideological, demographic, cultural and social characteristics; who, to varying degrees, adhere to professional conventions that define the practices and boundaries of their field; within organizations that have their own group and business dynamics and that interface with larger social structural, economic, legal and ideological forces. This seminar introduces the conceptual and empirical literature on these factors and how they influence the processes and production of mass communication.
692H Honors Thesis in Information Science (3). Senior standing and permission of the instructor. Restricted to information science majors. Students in the SILS undergraduate honors program engage in independent research and write an honors thesis reporting the research under the supervision of a faculty member.

696 Study in Information and Library Science (1–3). Permission of the instructor. Study by an individual student on a special topic under the direction of a specific faculty member. Six credit maximum for master's students. Graduate faculty.

697 Information Science Capstone (3). Senior standing required. Information science major or minor. Contemporary topics of information science, information systems, information technology, information design, and information management. Assessment of future impact of new developments.

School of Journalism and Mass Communication

www.jomc.unc.edu

SUSAN KING, Dean

Christopher S. Roush, Senior Associate Dean for Undergraduate Studies

Heidi Hennink-Kaminski, Senior Associate Dean for Graduate Studies

Professors

Associate Professors

Assistant Professors
Spencer Barnes, Queenie A. Byars, Maria Cornello, Paul E. Cuadros, Tori Ekstrand, Steven King, Daniel Kreiss, Treyv McDonald, Dana McMahan, Terrence Oliver, Chad Stevens.

Professors of the Practice
David Cupp, J. Ferrel Guillory, Jim Hefner.

Lecturers
Winston Cavin, Valerie K. Fields, Jock Lauterer, Paul O’Connor.

Professors Emeriti

Introduction

The School of Journalism and Mass Communication (JOMC) was founded as the Department of Journalism in 1924 and became the School of Journalism in 1950. Forty years later, it expanded its purview by adding “and Mass Communication” to its title. The school offers a course of study leading to the bachelor of arts with a major in journalism and mass communication as well as a bachelor of arts with a major in business journalism. JOMC is the only school of journalism and mass communication in North Carolina.

For more than 75 years, the school has built an impressive record of service. Through excellent teaching, research, and public service, and through its students, faculty, alumni, and friends, the school has been a force in journalism–mass communication education and the mass media of North Carolina and beyond. When the school was last accredited in 2009 by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), the national team stated that the school “has earned a reputation as one of the premier programs in journalism and mass communication.”

Today, more than 9,000 of the school’s alumni are active in every aspect of journalism and mass communication. They hold high positions with newspapers, international news agencies, magazines, Internet companies, broadcasting companies, and advertising agencies; in public relations, business journalism, photojournalism, and graphic design; and in research, government, education, and industry.

The school has an excellent reputation, and relations with the mass media are first-rate. The primary role of the school has been and continues to be the education of young people for professional careers in mass communication in North Carolina and beyond.

Programs of Study

The degrees offered are the bachelor of arts with a major in journalism and mass communication and the bachelor of arts with a major in business journalism. The school also offers a minor in journalism and mass communication, with concentrations in reporting, business journalism, advertising, public relations, broadcast and electronic journalism, and mass communication and society. Certificates in sports communication, business journalism, and Latina/o journalism and media are also offered. Students are subject to the requirements in place when they are admitted to the School of Journalism and Mass Communication; consequently, the requirements described in this bulletin particularly apply to students admitted to the school during the 2014–2015 academic year.

Admission to the School

Students enroll in the General College of the University during their first two years, after which they may transfer to the School of Journalism and Mass Communication. (Students may take some JOMC courses in the first two years as noted in the section on preparing for the major.)

Undergraduate admission to UNC–Chapel Hill is handled by the University’s Office of Undergraduate Admissions, and requests for
information and application forms should be sent to that office. The Office of Undergraduate Admissions also will advise students on the proper first-year and sophomore courses to take in preparation for junior-year transfer to Chapel Hill from other campuses.

Students typically are admitted to the school when they attain junior standing and have completed most of the requirements of the General College on the Chapel Hill campus or have earned grades of C or better in equivalent courses at other recognized institutions. To qualify for admission from the General College or from another UNC-Chapel Hill department or school, students must meet the minimum overall 3.1 grade point average required for admission to the school.

Typically, students transfer into the school in their junior year if they meet the required grade point average. Although they can take up to 24 hours in JOMC courses prior to being admitted, the grade point average policy will be strictly followed. Students will not be admitted to the school to finish the courses required for the degree if they do not meet the grade point average requirement.

Because the University limits the number of transfer students from other institutions, transfer applicants compete for admission to the school on the basis of grade point averages and other academic credentials, and on such matters as commitment to a career in journalism or mass communication and letters of recommendation. The Office of Undergraduate Admissions makes the final decision on admitting transfer students, after consultation with the school.

Preparation for the JOMC Major

Students may take JOMC 153 Writing and Reporting in the first semester of their sophomore year. JOMC 101 Media Revolution and 102 Exploring the Visual World are open to first-year students and sophomores. Seniors have first priority for courses, then juniors, then sophomores. Many courses require prerequisites and are restricted to majors only.

Students should take the introductory courses in their major area of study as soon as possible because those courses are prerequisites for subsequent ones. Those introductory courses are as follows:

- Advertising/Public Relations area of study: JOMC 137 Principles of Advertising and Public Relations
- Journalism area of study: JOMC 221 Audio-Video Information Gathering, JOMC 253 Introduction to Public Affairs Reporting.

Majoring in Journalism and Mass Communication: Bachelor of Arts

The school prepares men and women for careers in journalism and mass communication by offering an academic program that provides a basic liberal arts education, an understanding of the responsibilities of a free press in a democratic society, and a fundamental knowledge of journalistic and mass communication techniques and substance.

The philosophy that guides the school is that journalists and communicators must understand the political, social, economic, and cultural forces that operate within society. For this reason, students acquire a background in the humanities, social sciences, and natural sciences while preparing themselves for journalism—mass communication careers. About one-third of the credit hours earned toward the bachelor of arts with a major in journalism and mass communication are in journalism—mass communication (JOMC) courses. The balance of each student's program is expected to provide the broad education necessary for those who plan careers in mass communication.

More than perhaps any other field, journalism requires a strong foundation in word usage, grammar, punctuation, and other writing skills, as well as technical proficiency in the use of computers. Students are expected to have this foundation before they enter the school; consequently, students must score at least 70 percent on the school's usage and grammar examination as a condition for graduation. The examination is administered several times a semester and during the summer.

Students are responsible for meeting all other graduation requirements. If they have questions about their requirements they should consult an advisor in the school's Student Records and Registration Office (Carroll Hall), or an associate dean. Specific information about graduation requirements, advising, registration, and other procedures is also available on the JOMC Web site.

The school cannot guarantee that courses needed to satisfy a student's degree requirements will be offered during summer school. Students who plan to complete degree requirements in summer school should be aware that low enrollments sometimes force the school to cancel certain courses or sections during either or both summer sessions.

Journalism—Mass Communication Requirements outside the School

Students in the school must take specified courses to satisfy General Education requirements:

- Foundations: Quantitative reasoning: JOMC students are advised but not required to take STOR 151 Basic Concepts of Statistics and Data Analysis to satisfy this requirement.
- Connections: Students must satisfy all eight Connections requirements.
- State and local government and politics requirement: Students must complete one of the following courses: POLI 101 State and Local Government in the United States or 405 North Carolina Politics and Public Policy.

Students are expected to gain a depth of knowledge of a topic outside the school. At a minimum, they must take an outside concentration of at least three courses (minimum of nine credit hours) in another department or school. Courses used to meet Foundations and Approaches requirements may not be used to satisfy this requirement. However, courses used to meet Connections requirements, including courses that are also meeting Approaches requirements, may be used for the outside area of concentration. Students may also satisfy the outside requirement by completing a minor or second major in another department or school. Students who wish to complete a second major outside the school and who did not declare the second major before being admitted to the school, must download a second-major declaration form from the school's Web site and return it to Student Records and Registration in Carroll Hall for approval. They must meet with an academic advisor in the College of Arts and Sciences.
to ensure that they can meet all requirements for the second major.

**Journalism–Mass Communication Requirements in All Sequences**

The degree earned is the bachelor of arts with a major in journalism and mass communication, and areas of study are not noted on the diploma. Two areas of concentration are offered: a concentration in advertising/public relations; or a concentration in journalism, with specializations in editing and graphic design, broadcast and electronic journalism, multimedia, photojournalism, or reporting. Some courses are required for all majors in the school, and each area of study has specific course requirements.

Students who enter the University in fall 2013 or later must complete a minimum of 39 credits in journalism–mass communication with a grade point average of 2.0 or better. A grade of D in a JOMC core course will not be counted in the minimum number of journalism–mass communication credits required for graduation; the course must be retaken if it is required for the major. If the course is not specifically required, then another course that meets the requirement the first course was meeting may be taken in its stead. JOMC 393 cannot be counted in the minimum of 39 credit hours required in journalism–mass communication for graduation. The school will normally accept only six credit hours of journalism–mass communication courses taken at other institutions and requires students to pass exemption examinations to receive credit for certain basic courses. The school does not accept transfer credit for JOMC 153.

Of the basic 120 hours for graduation, at least 72 hours must be outside journalism–mass communication. Within those 72 hours, at least 65 must be in the College of Arts and Sciences. Please check the courselist below or ConnectCarolina for prerequisite information for JOMC courses.

Students must achieve a passing score of at least 70 on the school’s usage and grammar examination.

**School Core**

All students in the school must complete the following courses in the school core:

- **JOMC 141 Professional Problems and Ethics**
- **JOMC 153 News Writing**
- **JOMC 340 Introduction to Mass Communication Law (JOMC 153 is a prerequisite)**

**Immersion Areas**

Students in the school must also complete two courses from a single group in an immersion area.

- **The Audience:** JOMC 376, 445, 449, 463, 474, 475, 477, 490 (when appropriate topic)
- **Mass Communication Theory:** JOMC 240, 445, 490 (when appropriate topic)
- **History, Law, and Regulation:** JOMC 242, 342, 424, 428, 440, 450, 448, 458, 490 (when appropriate topic)
- **Digital Media:** JOMC 349, 440, 449, 463, 474, 477, 490 (when appropriate topic)
- **Diversity:** JOMC 342, 441, 442, 443, 446, 447, 490 (when appropriate topic)
- **Political Communication:** JOMC 244, 446, 447, 458, 475, 490 (when appropriate topic)

- **Business and Entrepreneurship:** JOMC 424, 450, 475, 490 (when appropriate topic), 551, 552
- **Sports Communication:** JOMC 245, 376, 377, 455, 476, 490 (when appropriate topic)
- **Honors:** JOMC 691H, 692H

In addition to the school core and completion of two courses in an immersion area, students must complete a number of courses in each major area of study.

**B.A. Major in Journalism and Mass Communication: Advertising/Public Relations Curriculum**

The advertising/public relations curriculum is for students who wish to communicate on behalf of organizations, including corporations, government agencies, nonprofit and advocacy groups, and public relations and advertising agencies. Students learn to develop persuasive advertising messages or focus on strategic communication efforts for an organization. Both are pursued within an ethical framework of communication.

**Advertising/Public Relations Curriculum Core Requirements**

- **JOMC 137 Principles of Advertising and Public Relations**
- **JOMC 279 Advertising and Public Relations Research**
- At least four courses in one of three areas: advertising, public relations, or strategic communication:
  - Advertising (four-course minimum): JOMC 271, 272, 471, 472, 473, 495, 491 (when advertising is the topic), 671, 690
  - Public Relations (four-course minimum): JOMC 232, 431, 434, and at least one of the following courses: JOMC 182, 187, 333, 433, 435, 491 (when public relations is the topic). Not all of the courses in the preceding list may be offered every semester.
  - Strategic Communication (four-course minimum): JOMC 232, 271, 272, 334, 431, 491 (when strategic communication is the topic), 671, 690
- Two additional JOMC courses (six hours) to reach 39 hours

This specialization will equip students with basic skills in both disciplines and is most valuable for students who may work in small agencies or businesses after graduation, or for students whose goal is a law degree.

**B.A. Major in Journalism and Mass Communication: Journalism Curriculum**

The journalism curriculum is for students who wish to become journalists, who want to broadcast, report, write, photograph, and present news and information to better inform society. These students learn techniques and theories to conceptualize information within the context of an independent press designed to create an informed public able to govern itself.

**Journalism Core Requirements**

- **JOMC 221 Audio-Video Information Gathering**
- **JOMC 253 Introduction to Public Affairs Reporting. Students are encouraged to take this course simultaneously with 221. Students specializing in editing and graphic design must substitute 137 for 253.**
• At least four courses in one of five areas: editing and graphic design, broadcast and electronic journalism, multimedia, photojournalism, and reporting:
  • Editing and graphic design (four-course minimum): JOMC 182 and at least three of the following courses: JOMC 187, 253, 457, 482, 483, 484
  • Broadcast and electronic journalism (four-course minimum): JOMC 121, 421, 422 or 426, and at least one additional course from the following list: JOMC 422, 423, 424, 425, 426, 427, 428, 429
  • Multimedia (four-course minimum): JOMC 187, 581, 582 or 583, 586
  • Photojournalism (four-course minimum): JOMC 180, 480, 481, 582 or 584
  • Reporting (four-course minimum): JOMC 157 and at least three courses from the following list: JOMC 121, 256, 258, 451, 452, 453, 454, 456, 457, 459, 463, 491 (when appropriate topic)
• Two additional JOMC courses (six hours) to reach 39 hours

Majoring in Business Journalism: Bachelor of Arts

Stock market swings on Wall Street, changes in how corporate America operates and is governed, and fluctuations in the United States and global economies have left many journalists and communication professionals scrambling to improve their skills to cover such stories. The bachelor of arts with a major in business journalism teaches undergraduate students the concepts, skills, and techniques needed to report and write about such issues for journalism and mass communication in the 21st century. It is the only such program in the University system and the only such undergraduate program at any public university east of the Mississippi River.

The School of Journalism and Mass Communication, in conjunction with the Kenan–Flagler Business School, created the major in business journalism to enable potential journalists and other communication professionals to address the growing need for understanding how markets and business work and the ability to explain these increasingly complex areas in a way that the average mass communication consumer can understand. The program prepares undergraduate students for positions primarily in journalism but also in public relations and internal communications.

The major in business journalism builds on the success of the school's certificate program in business journalism, which began enrolling students in 2004. Graduates of the certificate program have gone on to jobs at The Wall Street Journal, The New York Times, Bloomberg News, Reuters, and other business media, as well as to jobs in corporate communications. Journalists and communicators with an understanding of how the business world works—and an ability to write about it—are valued employees in today's media world.

Admission Requirements

Students must apply within the School of Journalism and Mass Communication. Applications will only be accepted each fall. The earliest students may apply is the fall following their application and have a cumulative grade point average of 3.1.

Students must provide the following documents: 1) application, 2) résumé, 3) writing sample, 4) 200-word statement explaining why they want to join the program, and 5) two letters of recommendation.

Core Requirements
• BUSI 403, 404, 407, 408 (BUSI 101 and ECON 410 are prerequisites)
• JOMC 141, 153, 340, 450, 451, 452

Additional Requirements
• At least one course from BUSI 401, 405, 406, 409 (if you choose BUSI 409 you will need one additional BUSI course from this list.)
• At least one course from JOMC 137, 157, 221, 253, 551, 552
• MATH 152, 231, or 232; or STOR 112 or 113. Students receiving credit by examination for both MATH 231 and 232 are exempt from this requirement.
• STOR 155
• Social and behavioral sciences (nonhistorical) Approaches requirement: Students must take ECON 101 Introduction to Economics, and POLI 100 Introduction to Government in the United States, 208 Political Parties and Elections, or 209 Analyzing Public Opinion.
• Social and behavioral sciences (historical analysis) Approaches requirement: Students must take HIST 128 American History since 1865.
• Students must complete at least 21 credit hours with C grades or better in JOMC courses.
• Students must complete at least 13.5 hours with C grades or better in BUSI courses.

In order to graduate, business journalism majors must achieve a score of at least 70 percent on the school's usage and grammar exam. Students have several opportunities to take the usage and grammar exam before they graduate.

To receive a bachelor of arts degree with a major in business journalism, students must complete at least 120 credit hours with a minimum 2.0 grade point average as required by the University.

Minoring in Journalism and Mass Communication

Students from outside the school may earn a minor in journalism and mass communication. Participation is limited, and interested students must apply to the senior associate dean of the school by January 15. Preference is given to sophomores.

Students must choose one of the following specializations and complete at least 15 credit hours with C grades or better in JOMC courses taken at UNC–Chapel Hill.

Minors are not required to pass the school's usage and grammar exam.

Reporting
• Either JOMC 141 or 340
• JOMC 153, 157, and 253
• One course from the following list: JOMC 256, 258, 451, 452, 453, or 491 (when appropriate topic)
Business Journalism (6 courses)
• Either JOMC 137 or 253
• Either JOMC 141 or 340
• JOMC 153, 450, 451, and 452

Advertising
• JOMC 137, 153, 271, and 272
• One course from the following list: JOMC 141, 240, 242, 340, 342, 349, 441, 442, 445, 446, 448, 491 (when appropriate topic), 671, or 690

Public Relations
• JOMC 137, 153, and 232
• Either JOMC 431 or 434
• One course from the following list: JOMC 141, 240, 242, 340, 342, 349, 441, 442, 445, 446, 448, 450, or 491 (when appropriate topic)

Broadcast and Electronic Journalism
• JOMC 221, 252, and 421
• Either JOMC 141 or 340
• One course from the following list: JOMC 240, 242, 342, 349, 441, 442, 445, 446, 448, or 491 (when appropriate topic)

Mass Communication and Society
• JOMC 240
• Four courses from the following list: 141, 240, 342, 349, 424, 441, 442, 445, 446, or 448

Certificate Programs
A certificate signifying a concentration of three or more courses in a related field of study is noted on a student’s transcript. A limited number of students (within and outside the school) are admitted to each program and guaranteed a seat in the three required courses.

Certificate in Sports Communication
The program, which aims to lead the nation in educating young practitioners about important issues of sports in the United States and beyond, provides courses about sports and the media, offers internships and scholarships for students, and brings visiting lecturers to the school. Students interested in applying to the program should contact the director of the sports communication program. Students must complete three of the following four courses to receive the certificate: JOMC 376, 377, 429, 455, 476.

Certificate in Business Journalism
The certificate in business journalism is offered for students within and outside the school interested in a career in business reporting or editing as well as for students interested in careers in corporate communication and corporate advertising. Students interested in applying to the program should contact the director of the business journalism program. Students must complete three courses to receive the certificate: JOMC 450, 451, and 452.

Certificate in Latina/o Journalism and Media
The certificate is an interdisciplinary program of the School of Journalism and Mass Communication, the Department of Romance Languages and Literatures, and the Department of English and Comparative Literature through its Latina/o studies minor and program. It is offered only to journalism and mass communication majors. Students must complete four courses (12 credit hours) to receive the certificate.
• JOMC 443
• SPAN 369
• Advanced Spanish proficiency, which may be satisfied by completing SPAN 326, 335, 375, or by passing a proficiency examination
• An introductory Latina/o studies course, which may be fulfilled by ENGL 364, GEQG 430 or 452, HIST 241, LTAM 291, or MUSC 147.

One course (three credit hours) counting towards the certificate may double count in other majors or minors.

Honors in Journalism and Mass Communication
An honors program is available to students who have demonstrated their ability to perform distinguished work. Invitation to the senior-level honors courses (JOMC 691H and 692H) is based upon a grade point average of 3.5 or better in the major and 3.3 overall, recommendation by a faculty member in the school, and approval by the director of the honors program. Students successfully completing the program are graduated with honors or with highest honors.

Advising
When a student enters the School of Journalism and Mass Communication, all advising is in Carroll Hall, Student Records and Registration (Rooms 158–160), Monday through Friday, 8:00 a.m. to 5:00 p.m., year-round. Students are strongly encouraged to meet regularly with an advisor.

Special Opportunities in Journalism and Mass Communication

Student Involvement
Students are urged to work on campus publications and other programs, including The Daily Tar Heel, The Carolina Communicator, “Carolina Week,” “Carolina Connection,” Black Ink, and Blue & White. In addition, the school operates the Reese News Lab, where students can also gain experience. Students are also encouraged to join appropriate professional organizations, including campus chapters of the Society of Professional Journalists, American Advertising Federation, Public Relations Student Society of America, Carolina Association of Black Journalists (affiliated with the National Association of Black Journalists), Electronic News Association of the Carolinas, Society for News Design, and National Press Photographers Association.

Experiential Education
The practicum course (JOMC 393) offers students an opportunity to do supervised professional work during a regular semester for one credit hour, with a maximum of three credit hours total. Students work on area media or in media-related positions for eight to 10 hours a week and write a report at the end of the semester.

Internships
The school strongly encourages students to obtain internships, primarily in the summer, because they provide invaluable professional
experience. Reporting, advertising, photojournalism, graphic design, broadcast news, public relations, business, and other internships are possible. Students can enroll in JOMC 393 to receive internship credit. The school's career services director oversees internship credit. Many media organizations in North Carolina and other states send executives to the school to interview students for internships. When JOMC 393 or other courses are an internship, the credit does not count toward graduation requirements for journalism–mass communication. Approval is required from the senior associate dean for other special studies courses.

**Study Abroad**

Students are encouraged to study abroad. Students should consult with the study abroad advisor and the senior associate dean to determine any journalism–mass communication course credit prior to the study abroad term.

**Undergraduate Scholarships**

Many special scholarships are available to journalism–mass communication majors and to students transferring into the school. For information, see the school's Web site or write the senior associate dean of the school by December 1 for the following academic year.

**Undergraduate Research**

Undergraduates participate in research through a research pool that assists faculty in their research and creative activities, through independent studies, and through the school's honors program, which engages the student in substantive research that culminates in a thesis in the senior year.

**Graduate School**

The school offers an M.A. degree in mass communication and a Ph.D. degree in mass communication. JOMC graduate courses may be used as minor or supplementary courses for the M.A. and Ph.D. in other fields. For further information on the graduate program, write to the associate dean for graduate studies of the School of Journalism and Mass Communication or see the school's Web site.

**Career Opportunities**

The school operates a Career Services Office (located in Student Records and Registration Suite), which seeks to fit the right graduating senior (or alumnus or alumna) with the right job. Students in the school are also encouraged to use the services of University Career Services.

**Contact Information**

Information is available from the Office of Student Records and Registration in Carroll Hall, from the Dean's Office in 117 Carroll Hall, or from the senior associate dean or associate dean for undergraduate studies. Current and prospective students will also find the school's Web site helpful. A weekly newsletter is emailed to JOMC majors and premajors during the academic year. Contact the assistant dean for communication to be added to the listserv.


**JOMC**

61 First-Year Seminar: Sex, Drugs, and Rock 'n' Roll: Teen Health and the Media (3). Students will examine the existing research and gather their own evidence for or against negative health effects. They will create media literacy exercise that could help interpret/resist negative health effects.

89 First-Year Seminar: Special Topics (3). Special topics course. Contents will vary each semester.

100 Grammar for Journalists (1). The goal of this course is to teach students basic skills in grammar, punctuation, and spelling and help prepare them for the school's spelling and grammar exam. Students must earn a score of 70 or above on the exam to receive their degree.

101 The Media Revolution: From Gutenberg to Zuckerberg and Beyond (3). An introduction to the various facets of communication from the objective world of news media to the persuasive worlds of advertising, public relations, and social media. Developing skills and strengthening knowledge concerning media and communication industries, their content, and their effects on society as well as on individuals.

102 Future Vision: Exploring the Visual World (3). Survey of visual communication tools, techniques, and theories, and how they may be used in all areas of the mass media, present and future. Not open to students who have already taken JOMC 180, 182, or 187.

120 Introduction to Video Production and Editing (3). Prerequisite, JOMC 252. Permission of the instructor. Introduction to video production, with close attention to refining creative and technical skills while preparing professional-quality video segments.

137 Principles of Advertising and Public Relations (3). Survey of the economics, philosophy, and history of both fields with emphasis on research, foundations, design, execution, and assessment of strategic communication efforts. Provides an understanding of both disciplines, including historical developments, issues and controversies, best practices, career opportunities, and components of successful advertising and public relations campaigns.

141 Professional Problems and Ethics (3). Explore what constitutes ethical practices, what interferes with ethical practices, and what emerging ethical issues may challenge the newest generation of professional communicators. Cases involve print, broadcast, and Internet news media; photojournalism; graphic design; public relations; and advertising.

153 Writing and Reporting (3). A laboratory course that teaches journalistic skills essential to writing across platforms. Practice in using news gathering tools, such as sourcing and interviewing techniques; writing stories, including leads, organization, quotations, and data; editing for grammar, punctuation, brevity, style, and accuracy; and critical thinking about news values and audiences.

157 News Editing (3). Prerequisite, JOMC 153. Study and practice in copyediting, headline writing, and caption writing for print, digital, and social media.

180 Beginning Photojournalism (3). Permission of the school. An introductory course in photojournalistic technique and content gathering. Students photograph, edit, and publish assignments,
including general news events, sports, feature and portrait assignments, and a picture story.

181 Intermediate Photojournalism (3). Prerequisite, JOMC 180. Permission of the school. Students expand their personal photographic vision and professional portfolio by honing their knowledge and skills of studio and location lighting, propping, and styling. Students learn studio and location portraiture and photo illustration and create a photo essay or portrait series.

182 Introduction to Graphic Design (3). Permission of the school. Principles and practices of design, typography, graphics, and production for visual communication for print and electronic media. Computer graphics and pagination.

187 Introduction to Interactive Media (3). Permission of the school. Entry-level course in multimedia storytelling that includes modules on theory; the profession; design; content gathering; and editing, programming, publishing, and usability.

221 Audio-Video Information Gathering (3). Prerequisite, JOMC 153. Restricted to declared journalism majors and minors. Introduces students to the tools and skills needed to engage in quality news-oriented storytelling with audio, video, and multimedia. Students will learn to deliver news stories using multiple platforms, taking advantage of the strengths of each.

232 Public Relations Writing (3). Prerequisites, JOMC 137 and 153. Service-learning course provides hands-on practice in developing multimedia communication tools (print, digital, and social media) used by public relations practitioners.

240 Current Issues in Mass Communication (3). Analysis of the interrelationships between United States mass media and the society that they serve.

242 From Gutenberg to Google: A History of Media (3). A historical examination of the changing role of the media professional and forms of media and communication as they have developed in relation to particular social, political, economic, and technological conditions.

244 Talk Politics: An Introduction to Political Communication (3). Prerequisite, JOMC 153. An overview of political communication issues and an examination of political campaigns for students who intend to practice communication in the public arena and for those interested in political processes.

245 Sports and the Media (1). A comprehensive overview of the relationship between sports and the media. Athletes, coaches, and professionals share what goes into producing the sports journalism that we read, listen to, and watch.

252 Audio Journalism (3). Students learn how to conceive, research, report, and produce audio stories for broadcast on radio and/or streaming on the Web. Students also learn interviewing and reporting techniques that will prepare them for higher-level courses.

253 Introduction to Public Affairs Reporting (3). Prerequisite, JOMC 153. Exercises in news gathering, interviewing, and writing news regardless of the delivery platform.

256 Feature Writing (3). Prerequisite, JOMC 153. Instruction and practice in writing feature articles for newspapers and magazines.

258 Opinion Writing (3). Prerequisite, JOMC 153. Practice in writing commentary for all forms of mass communication, from journalism to public relations, no matter the delivery format.

271 Advertising Copy and Communication (3). Prerequisite, JOMC 137. Application of findings from social science research; social responsibility of the copywriter and advertiser; preparation of advertisements for the mass media; research in copy testing.

272 Advertising Media (3). Prerequisite, JOMC 137. The media-planning function in advertising for both buyers and sellers of media; the relationships among media, messages, and audiences; computer analysis.

279 Advertising and Public Relations Research (3). Prerequisite, JOMC 137. Critical understanding and application of quantitative and qualitative methods used in the strategic planning and evaluation of advertising and public relations campaigns.

296 Individual Study (3). Permission of the instructor. An individual readings and problems course to be directed by a faculty member in whose field of interest the subject matter lies.

333 Video Communication for Public Relations and Marketing (3). Prerequisite, JOMC 137. Introduction to the use of video as a means of communicating with a variety of an organization’s publics, both internal and external. Significant emphasis on building professional skills including teamwork, project management, client management, and creative problem solving.

334 Presentation Design for Strategic Communication (3). Students learn basic principles of graphic design vocabulary and work with related software. By the end of the course, students should be able to accomplish basic design tasks, understand how software applications work together, and be able to use software as a comfortable part of the creative design process.

340 Introduction to Media Law (3). Prerequisite, JOMC 153. Focuses on speech and press freedoms under the First Amendment. Topics include prior restraint, libel, privacy, free press-fair trial, federal regulation of electronic and new media, freedom of information, and international issues. Focused sections, one for advertising/public relations/strategic communication students and one for all other students, explore related topics.


344 Censorship (3). Its history, conflicting philosophies and practice through politics, government, ethnicity, religion, pressure groups, the media, and the law, with emphasis on events and personalities.

349 Introduction to Internet Issues and Concepts (3). Students develop an understanding of social, legal, political, and other issues related to the use of the Internet. Offered online.

376 Sports Marketing and Advertising (3). Examines the range of promotional techniques being used in the modern sports industry. Topics include sponsorships, advertising, merchandising, and the effects of commercialization.

377 Sports Communication (3). Permission of the instructor. Examination of organizations involved in the sports communication
field, including publishing, team and league media relations, college sports information offices, broadcasting, and advertising.

393 Mass Communication Practicum (1–3). Prerequisite, JOMC 153. Permission of the instructor for students lacking the prerequisite. Students work with area media and advertising and public relations firms and meet weekly for consultation and evaluation by the faculty advisor. Must be taken Pass/Fail only.

421 Television News Reporting and Producing (3). Prerequisites, JOMC 221 and 252. This course covers writing, reporting, and producing television news stories and programs, with emphasis onbasic as well as innovative broadcast story forms.

422 Producing Television News (3). Prerequisite, JOMC 421. Permission of the instructor. Students work under faculty guidance to produce “Carolina Week,” a television news program, and are responsible for all production tasks such as producing, reporting, anchoring, directing, and others.

423 Television News and Production Management (3). Prerequisite, JOMC 422. Permission of the instructor. Students participate in a collaborative-learning environment to hone skills learned in earlier courses and help less-experienced students acclimate to the broadcast news environment within the school. By invitation only.

424 Media Management and Policy (3). An introduction to media management, generally, and the supervision and motivation of employees, specifically. The course also delves into policy and legal issues impacting modern media operations. It explores the special skills associated with management of media properties in the context of constant change.

425 Voice and Diction (3). Designed to help students develop presentation skills and use voices effectively as professional broadcast journalists.

426 Producing Radio (3). Prerequisite, JOMC 252. Students work under faculty guidance to produce “Carolina Connection,” a weekly 30-minute radio news program, and are responsible for all production tasks: producing, reporting, anchoring, and editing.

427 Studio Production for Television News (3). Prerequisite, JOMC 221. This course is a project-based, hands-on studio production course with special focus on technical skill development and directing in a news environment.

428 Broadcast History (3). A theoretical course designed to help students develop an understanding of and an appreciation for the role broadcast journalism has played in recent American history.

429 Sports Xtra (3). Prerequisite, JOMC 221. In this course students will produce a weekly sports highlights, analysis, and commentary program for distribution via cable television. Students fill all editorial, field production, and studio production positions.

431 Case Studies in Public Relations (3). Prerequisite, JOMC 137. Helps students think as public relations professionals who deal with the demanding, dynamic environment of corporate, government, and nonprofit public relations. Students examine real-world situations and strategies, discussing factors that affect how public relations is practiced in organizations, including identifying stakeholder groups, developing strategies, embracing diversity, and recognizing ethical issues.

433 Crisis Communication (3). Prerequisites, JOMC 137 and 153. Provides an assessment and understanding of crises, examining the role public relations professionals play in helping organizations use mass communication theories and best practices. Includes media training. Introduces students to areas of crisis research, allowing them to complete the Federal Emergency Management Agency’s National Incident Management System certification.

434 Public Relations Campaigns (3). Prerequisites, JOMC 232, 279, and 431. In this capstone experience, students apply concepts and skills from earlier classes to develop a campaign plan for a client organization. Activities include conducting background and audience research; developing realistic objectives, strategies, tactics, and evaluation plans; producing a portfolio of supporting materials; and pitching the campaign to the client.

435 Public Information Strategies (3). Prerequisite, JOMC 137. This course provides a comprehensive assessment and understanding of the role of public relations professionals throughout government and the nonprofit sector as well. The course examines the unique requirements placed on communicators who are simultaneously responsible for representing their respective organizations while keeping the public informed.

440 Law of Cyberspace (3). Prerequisite, JOMC 340. Explains legal issues raised by Internet communication and guides students in thinking critically about how those issues can be resolved. Reviews how courts, other branches of government, the private sector, and legal scholars have responded to the Internet. Topics may include digital copyright, net neutrality, privacy, and Internet censorship abroad.

441 Diversity and Communication (3). An examination of racial stereotypes and minority portrayals in United States culture and communication. Emphasis is on the portrayal of Native Americans, African Americans, Hispanics, and Asian Americans in the mass media.

442 Gender, Class, Race, and Mass Media (WMST 442) (3). The media play a critical role in the construction and contestation of ideas about gender, class, and race. Using a range of methods, students will analyze media messages past and present to understand how gender, race, and class influence media production and consumption.

443 Latino Media Studies (3). An introductory course to the study of United States Latina/os and the media. It analyzes the media portrayal of Latina/os in United States mainstream media. The course also examines media that cater to Latina/os and explores the ways in which Latina/o audiences use the multiple media offerings available to them.

445 Process and Effects of Mass Communication (3). Mass communication as a social process, incorporating literature from journalism, social psychology, sociology, political science, and history. To acquaint students with factors in message construction, dissemination, and reception by audiences.

446 Global Communication and Comparative Journalism (3). Covers theories explaining the workings of global and local communication systems, the transnational flow of news, and opportunities and challenges that social media and other new platforms pose to the production and distribution of news. It also familiarizes students with the media communication systems of key countries.
447 International Media Studies (3). The study of media system operations in a particular country, such as Mexico, including how news and information are disseminated and used by audiences. Taught in the spring semester and includes a trip to that country during spring break.

448 Freedom of Expression in the United States (3). An examination of the development of freedom of expression in the United States within the context of the nation’s history.

449 Blogging, Smart Mobs, and We the Media (3). For advanced undergraduates through Ph.D. students. Practical and theoretical approaches to understanding, designing, building, and using virtual communities, including studies of network capital, social capital, and social production.


452 Business Reporting (3). Prerequisite, JOMC 153. Methods and tactics of covering businesses for mass communication. Why and how companies operate and how to write stories about corporate news from public records and other sources.

453 Advanced Reporting (3). Prerequisites, JOMC 153 and 253. Rigorous, in-depth instruction and critiques of students’ news and feature assignments done with different reporting methodologies: interviewing, official records, direct and participant observation, and survey research (the Carolina Poll).

454 Advanced Feature Writing (3). Prerequisites, JOMC 153 and 256. Writing and reporting important topics in in-depth feature articles. Discussion and utilization of writing and reporting techniques in order to complete articles for publication or other dissemination. In-depth instruction and critiques of student work.

455 Sports Writing (3). Researching and writing sports stories, including game coverage, magazine features, and opinion columns. Students complete reporting and writing exercises inside and outside of the classroom.

456 Magazine Writing and Editing (3). Prerequisites, JOMC 153 and 256. Instruction and practice in planning, writing, and editing copy for magazines.

457 Advanced Editing (3). Prerequisite, JOMC 157. Concentration on the editing and display of complex news and features stories and other print media content with a significant emphasis on newspaper design and graphics.

458 Southern Politics: Critical Thinking and Writing (3). Interpretive-contextual journalism focused on the trends, issues, and politics that influence democracy in North Carolina, the American South, and the nation. Through readings and the practice of analytical journalism, the course explores government policy making, election campaigns, social and economic trends, ethics, and citizen-leader relationships.

459 Community Journalism (3). Prerequisite, JOMC 153. Comprehensive study of the community press, including policies, procedures, and issues surrounding the production of smaller newspapers within the context of the community in its social and civic setting.

463 News Lab: Creating Tomorrow’s News Products (3). Students work under faculty guidance to develop and test an idea for a start-up news product. Students will create a prototype, test it on a target market, and compile a business feasibility report for the product. The course emphasizes collaboration among students with a variety of skills and experiences.

471 Advanced Advertising Copywriting (3). Prerequisite, JOMC 271. Permission of the instructor. Rigorous, in-depth instruction and critiques of student advertising writing.

472 Art Direction in Advertising (3). This course provides students with finished advertising for their portfolios through visual theory instruction, creative exercises, and strategy application.

473 Advertising Campaigns (3). Prerequisite, JOMC 271 or 272. Planning and executing advertising campaigns; types and methods of advertising research; the economic function of advertising in society.

474 The Branding of Me (3). Prerequisite, JOMC 477. What have you done to brand yourself? Students will use YouTube, Twitter, and Facebook in a calculated plan with other new-media marketing tools to land that first job.

475 Concepts of Marketing (3). Designed to provide the larger business context for students anticipating careers in advertising, public relations, and other media industries, the course teaches the vocabulary and basic concepts of marketing as it will be practiced.

476 Ethical Issues and Sports Communication (3). Permission of the instructor. Ethical dilemmas and decisions in the commercialization and coverage of sports, including the influence of television, pressure to change traditions and standards for monetary reasons, and negative influences on athletes.

477 New Media Technologies: Their Impact on the Future of Advertising, Marketing, and Public Relations (3). This course will introduce you to the nontraditional, future vision required to be successful in advertising, marketing, and public relations and the more personal, individualized technologies that will grab people’s attention in the future.

478 Media Marketing (3). Prerequisite, JOMC 137. Principles and practices of retail advertising in all media, with emphasis on selling, writing, and layout of retail advertising for the print media.

480 Advanced Photojournalism (3). Prerequisite, JOMC 180; pre- or corequisite, JOMC 153. Permission of the school. Advanced course in photojournalism content gathering, history, ethics and storytelling. Students shoot advanced newspaper and magazine assignments and create short multimedia stories combining photography, audio, and video.

481 Documentary Photojournalism (3). Prerequisite, JOMC 480. Permission of the school. Students study the documentary tradition and produce stories within the social documentary genre of photojournalism. Students choose a relevant social issue and create a multimedia Web site featuring long-form documentary storytelling.
482 News Design (3). Prerequisite, JOMC 182; pre- or corequisite, JOMC 153. Detailed study of page layout and graphics techniques for all forms of news media.

483 Magazine Design (3). Prerequisite, JOMC 482. Permission of the school. Detailed study of page layout and graphics techniques in magazines.

484 Information Graphics (3). Prerequisite, JOMC 182. Permission of the instructor for students lacking the prerequisite. Study and application of graphic design and information-gathering techniques to creating charts, maps, and diagrams.

485 Publication Design (3). Prerequisite, JOMC 182; pre- or corequisite, JOMC 153; permission of the instructor. Detailed study and application of graphic design techniques in magazines, newspapers, advertising, and corporate communication.

486 Motion Graphics (3). Detailed study and application of motion-graphics techniques that utilize the combination of words, photos, graphics, video, sound, and voice-overs to convey stories for news and entertainment. Students learn Adobe After Effects software and the art of storytelling to enable them to conceptualize and execute digital animations.

490 Special Topics in Mass Communication (1–3). Small classes on various aspects of journalism–mass communication with subjects and instructors varying each semester. Descriptions for each section available on the school's Web site under Course Details.

491 Special Skills in Mass Communication (1–3). Courses on various skills in journalism–mass communication with subjects and instructors varying each semester. This course satisfies a skills- or craft-course requirement. Descriptions for each section available on the school's Web site under Course Details.

515 Digital Media Economics and Behavior (3). The course will focus on the changing economics affecting 21st-century news organizations and the economic drivers of other content providers such as music companies, the film industry, online aggregators, and commerce sites for lessons that can be applied across industry segments.

552 Leadership in a Time of Change (3). Prerequisite, JOMC 452, 475, or 551. During a time of fast-paced technological innovation, this course examines the critical strategic choices facing media executives. Students will observe and research a media company that is making the transition, as well as produce a case study on that effort.

560 Medical and Science Journalism (HBEH 660, HPM 550) (3). Prepares students to work as medical and science journalists. The course emphasizes writing skills in all delivery formats and interpreting medical, health, and science information for consumers.

561 Medical and Science Video Storytelling (HBEH 561, HPM 551) (3). Students work in teams to produce, shoot, script and report medical, environmental, and science stories for broadcast on “Carolina Week,” the award-winning, student-produced television newscast.

562 Science Documentary Television (HBEH 562, HPM 552) (3). Students work in teams to conceive, produce, and script mini-documentaries on science and environmental topics for broadcast on North Carolina Public Television.

564 Medical and Science Reporting (3). Prerequisite, JOMC 153. Required preparation, a second reporting or writing course. Focuses on developing strategies to research and write about medical issues, specifically selecting topics, finding and evaluating sources, and information gathering. Students produce a range of stories, from short consumer pieces to in-depth articles.

565 Environmental Storytelling (ENEC 565) (3). An interdisciplinary course for students interested in environmental issues or journalism to produce stories about environmental issues that matter to North Carolinians. Students learn to identify credible sources, manage substantial amounts of information, and find story focus as they report on technical and often controversial subjects in a variety of media.

581 Multimedia Design (3). Prerequisite, JOMC 187. Permission of the instructor for students lacking the prerequisite. Theory and practice of multimedia design with an emphasis on usability, design theory, and evaluative methodologies, including focus groups, survey research, eye-track testing, and search engine optimization.

582 Multimedia Narratives (3). Prerequisites, JOMC 180 or 187, and 221. Permission of the school. Students learn how to gather audio and video content, editing and storytelling techniques, and how to publish these media onto a variety of multimedia platforms.

583 Multimedia Programming and Production (3). Prerequisite, JOMC 187. Permission of the school. Advanced course in multimedia programming languages that includes designing and building dynamic projects.

584 Documentary Multimedia Storytelling (3). Permission of the instructor. Students work on a semester-long documentary multimedia project that includes photo and video journalists, audio recordists, designers, infographics artists, and programmers. Open by application to students who have completed an advanced course in visual or electronic communication.

586 Intermediate Interactive Media (3). Prerequisite JOMC 187. Web programming, graphic design, and storytelling for the Web. Students will use HTML5 CSS3, JavaScript, and other Web publishing languages while learning how to design, storyboard, and script an interactive storytelling project. Students will collect and incorporate photos, text, video, graphics, and database information into interactive multimedia presentations.

585 3D Design Studio (3). Prerequisites, JOMC 187 and 182. Permission of the instructor. The use of three-dimensional design and animation to create visual explanations.

587 Multimedia Storytelling: Carolina Photojournalism Workshop (3). The Carolina Photojournalism Workshop has a dual mission: to provide an immersive, real-world learning experience for students, and to create and publish exceptional multimedia content on the culture of North Carolina that can be a resource for people in our state and the world.

602 Mass Communication Education in the Secondary School (3). Graduate standing. Readings, discussion, and projects fostering excellence in teaching journalism–mass communication in the high school, from philosophy and practice to professional skills.
Summer School
summer.unc.edu

JAN JOHNSON YOPP, Dean

History
The University of North Carolina at Chapel Hill established what was possibly the first United States summer school in 1877. It enrolled 235 students in courses from 10 disciplines. Women were first admitted into University courses during this summer session. Students came from 42 North Carolina counties and several neighboring states. By 1925, 19,983 students had enrolled in Summer School. The University has continued annually to provide a wide offering of summer academic opportunities to the people of North Carolina and other residents from this country and abroad. From 1934 to 1987 the programs were administered by the Office of Summer Sessions. The traditional name of Summer School was reinstated in 1988.

Opportunities
The College of Arts and Sciences as well as many professional schools offer summer courses for undergraduates and graduates. The same faculty members who make the University one of the nation’s best teach the courses, assisted by visiting professors who are specially recruited by departments for this purpose.

Summer School is central to the teaching mission of the University. The summer is one of the three periods during which the campus is open for formal instruction. Summer courses are of comparable quality and provide the same credit as corresponding courses in the fall or spring terms.

For students who have problems in the fall or spring terms getting courses they need or have to choose between courses, summer provides a time when the course can be taken. This option relieves pressure on fall and spring enrollments, creates opportunities to enhance students’ programs, increases student access to courses in nonmajor fields and other schools, and ensures that students can complete their degree requirements in a timely manner.

Because some subjects are best learned in an intensive and concentrated way, summer provides a time when students can focus on a single field. This learning style is particularly useful for some laboratory experiences, concentrated arts courses, and foreign languages. Some curricula require field study or research projects, and summer uniquely allows time for these studies.

During the summer, faculty members and students can concentrate on one or two courses without interruptions of other administrative, academic, and social events that exist during the year. The total number of students is fewer in the summer, and the mix includes greater diversity and a higher proportion of nontraditional and visiting students than during the fall or spring terms. Because class sizes are smaller and classes meet daily, students interact more with faculty and one another.

The summer program is also one of the key ways the campus reaches out to visiting and postdegree students who can benefit from what the University has to offer. Finally, summer is a time for faculty members to develop and experiment with new content and teaching models that can be incorporated into fall or spring courses as well.

Programs
Summer School within Academic Affairs offers two sessions of five weeks each, a three-week Maymester, and other short courses with various beginning and ending dates. In recent years about 600 different sections of courses have been offered each summer to about 5,000 students in Summer Session I and about 4,000 in Summer Session II. The available courses include many that satisfy undergraduate degree requirements. Twelve semester hours of credit typically would be earned by a full-time summer student over both summer sessions. Many students take fewer hours or attend only one session. Total credit hours earned by Academic Affairs students in the summer are about 40,000. About 95 percent of summer students are regular UNC–Chapel Hill students, and the other 5 percent are visiting students.

In recent summers, enrolled students have come from all 100 counties in North Carolina and all 50 states, as well as the District of Columbia, Puerto Rico, the Virgin Islands, and 60 foreign countries.

Highlights
Summer School highlights include concentrated three-week courses offered in Maymester, five-week online courses, some field courses
HIGHLIGHTS

• The School is fortunate to have the prestigious Park Fellowships for its graduate program.

• The School is enriched by 16 endowed professorships, more than most school’s at UNC-CH.

• The School’s total endowment of more than $40 million provides outstanding support for its faculty and students.

• The School has a detailed annual budget for the allocation of its state and Foundation resources that is related to its long-range goals.

• While buffeted by the recent recession, the School has received excellent support from the university, including budget increases in the 2012-13 and 2013-14 academic years.

RESOURCES, FACILITIES AND EQUIPMENT

Above: Students gather for research and study in the School’s Park Library, which offers resources, training and support for students, faculty and staff.
Introduction

The School is supported by more than $6 million in annual state funding (including funding allocated on the basis of enrollment) as well as fees and modest program-generated revenue. In addition, the School relies on gifts from individuals and organizations and annual distributions from its endowment funds, both restricted and unrestricted. The School also operates several successful revenue-generating programs, including a Visiting International Scholars program and an Executive Education program. Both of these programs charge fees to participants that generate unrestricted income for the School.

The majority of the private funds that support the School are held by its School of Journalism and Mass Communication Foundation of North Carolina (JOMC Foundation), which was founded back in 1949 by some far-thinking School supporters. As a supplement to state appropriations, these private funds add to the School’s resources and strengthen teaching, research and public service. The market value of the funds held by the JOMC Foundation was $18.2 million as of July 31, 2014. In addition, the overall university endowment manages an additional $23.7 million as of July 31, 2014 (primarily endowed professorships) on behalf of the School. So the total Foundation endowment, as it is referred to, amounts to just less than $42 million. The payout from the Foundation is around $2 million a year, most of which is for restricted purposes such as scholarships and professorships. The School also receives about $500,000 a year in unrestricted Foundation income, through both endowment payouts and annual gifts.

The School is exceedingly fortunate to have so many endowed professorships. The School currently has 16 professorships:

- W. Horace Carter Professorship.
- Edgar Thomas Cato Distinguished Professorship.
- Richard Cole Eminent Professorship.
- Reese Felts Distinguished Professorship.
- Glaxo Wellcome Distinguished Professorship in Medical Journalism.
- Walter E. Hussman Sr. Distinguished Professorship in Business Journalism.
- John T. Kerr Distinguished Professorship.
- Knight Chair in Digital Advertising and Marketing.
- Knight Chair in Journalism and Digital Media Economics.
- Hugh Morton Distinguished Professorship.
- James Howard and Hallie McLean Parker Distinguished Professorship.
- Distinguished Professorship in Sports Communication.
- Walter Spearman Professorship.
- John H. Stembler Professorship.
- Julian W. Scheer Term Professorship.
- James H. Shumaker Term Professorship.

Every full professor in 2013 held such a named professorship.

After the global financial crisis in 2008, the School faced annual budget reductions stemming from declining state support and shortfalls from underperforming endowments. The state cuts culminated with a 2011-12 reduction of $468,000 to the recurring state budget. The School managed reductions by canceling some tenure-track searches, reducing its staff somewhat, eliminating some course sections taught by adjuncts and not replacing a few retired faculty members.

During the six years that followed the financial crisis, university faculty and staff members received only one pay increase from the state (1.2% in 2012-13) and were, in fact, furloughed for 10 hours (.5% salary reduction) in 2009-10.

Since the 2011-12 academic year, the Office of the Provost at UNC-CH has protected the School from further cuts to state funding and has provided some new funding to support adjunct instructors and technology upgrades. Additionally, the 2011 launch of the School’s online M.A. in Technology and Communication (MATC) has brought in revenue to the School’s budget. The provost’s office committed almost $274,793 in recurring state funding to the School to cover the budgeted salary costs for the MATC program.

At the same time that state support decreased, the School benefitted from significant infusions of private support. In 2010-11, the School received the largest single gift ever by an individual to the School when the estate gift
of $4.1 million from UNC-CH alumnus Reese Felts was received. Felts had worked for more than 30 years as a radio and television broadcaster. He was an alumnus of the old Department of Radio, Television and Motion Pictures at UNC-CH, but he had been assiduously courted by our School. The gift had been secured in his will years before his death. The bequest launched Reese News Lab, an experimental media and research project where student journalists are encouraged to take risks and experiment. The gift also supports a distinguished professorship.

Other highlights of private gifts in the past five years include two estate gifts to establish professorships: the Edgar Thomas Cato Distinguished Professorship ($1 million) and the John H. Stembler Professorship ($2.9 million to date).

The School also has continued a long-standing partnership with the John S. and James L. Knight Foundation, which provided $250,000 in 2010 to convert an existing endowment into a second chaired professorship (UNC-CH is now only the second university in the country with two Knight Chairs). In 2011-12, before hiring a professor for the second Knight Chair, the Knight Foundation initiated a general expenditure evaluation of the 20-year-old original chair endowment. At the conclusion of that audit, the School agreed to add $300,000 to the endowment that supports the Knight Chair in Journalism and Media Economics (to be completed by June 2016). Since 2012, the Knight Foundation has continued its support for the School with more than $300,000 in additional support for projects and events.

The Park Fellowships

Since 1997, the largest single, ongoing supporter of the School has been the Park Foundation and now the Triad Foundation. This history is involved and deserves some explanation:

The Park Foundation is named for Roy H. Park Sr., the media mogul who was born in North Carolina and who died in 1993. Although he was a graduate of N. C. State University, he was active with our School on its boards and in other ways for years and was inducted into the N. C. Journalism Hall of Fame before his death. The School’s Park Library is named for him.

Money to create the fellowship program in our School originally came from the Park Foundation, which split into two foundations in 2003: one still bearing the Park name and one named Triad. The split was over differences of opinion among family members. Today the head of the Triad Foundation is the son of the media mogul. Roy Park Jr. is a graduate of our School. His son, Trip Park, is also a School alumnus and is quite active with our School.

When the Park Fellows program was established in 1997, it provided the most lucrative awards to mass communication graduate students in the country. Selection as a Park Fellow has come to denote a standard of excellence and to impart an expectation of leadership and achievement for the graduates of the program. Over the past 17 years, more than $30 million has been awarded from the Park Foundation, now the Triad Foundation. More than 325 students have completed their doctoral and master’s degrees as Park Fellows.

In 2009, because of the global economic situation, the Triad Foundation approached the School about decreasing the amount of annual support it would provide from the more than $2 million annually to approximately $1.5 million per year. In order to manage the decrease with minimal effect on the fellowships, the Triad Foundation and the School agreed to deploy accumulated reserves from previous years of Triad Foundation funding, and the program budget was revised to meet the reduced funding level. This included elimination of a visiting professor program and holding only one Park Lecture each year instead of two. As of 2012-13, the Triad Foundation began to increase the funding to the School through grants to specific initiatives and programs, and in December 2013 the Triad Foundation renewed its commitment to the graduate program through 2017-18. That grant will total $4.5 million for three years.
1. Complete and attach here Table 11, “Budget.”

Show below the annual unit budget for each of the three years preceding the accreditation visit. “Annual budget” refers to funds directly under control of the unit for the entire year (12 months). Budget figures should not include expenditures for building maintenance, retirement allowances, scholarships, prizes or student aid. List student newspaper budget only if it is under control of unit and is used in instruction.

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative salaries</td>
<td>$1,434,011</td>
<td>$1,356,322</td>
<td>$1,420,120</td>
<td>$1,425,000</td>
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<tr>
<td>Teaching salaries (full time)</td>
<td>$4,157,607</td>
<td>$4,552,394</td>
<td>$4,378,976</td>
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<tr>
<td>Teaching salaries (part time)</td>
<td>$464,868</td>
<td>$452,244</td>
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<td>Teaching assistants</td>
<td>$219,196</td>
<td>$127,282</td>
<td>$56,332</td>
<td>$60,000</td>
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<tr>
<td>Clerical salaries</td>
<td>$529,325</td>
<td>$405,948</td>
<td>$708,969</td>
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<tr>
<td>Equipment</td>
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<td>$83,409</td>
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<tr>
<td>Equipment maintenance</td>
<td>$11,233</td>
<td>$11,607</td>
<td>$11,999</td>
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<tr>
<td>Supplies</td>
<td>$24,574</td>
<td>$22,717</td>
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<tr>
<td>Library resources</td>
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<td>$36,653</td>
<td>$28,591</td>
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<tr>
<td>Databases, online info. services</td>
<td>$13,872</td>
<td>$18,742</td>
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<td>Travel</td>
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<td>Research</td>
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<td>Total</td>
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<td>$7,436,189</td>
<td>$7,737,488</td>
<td>$7,790,896</td>
</tr>
</tbody>
</table>

Please note: The Triad Foundation contributes approximately $1.5 million annually in student aid that is not reported here.

* 2014-15 includes a 2% increase for nonpersonnel expenditures except “Library resources” and “Databases, online information services.” Increases in these budget items came from the Park Fellowship budget.

2. Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of faculty in the process.

The School follows a year-round budget process that includes senior staff and faculty members in an ongoing review of spending and resource reallocation, as necessary. The key faculty members who participate in this process are the senior associate deans for graduate and undergraduate studies. The budget is also discussed with the dean’s senior leadership team – which includes three additional faculty members and five staff members – and is shared at a faculty meeting each year.

Currently, the budget process is initiated in the spring by the dean and begins with a review of the balances in nonstate accounts (e.g., annual gifts and money brought in by executive education and international programs) in conjunction with a review of the projected distributions from the restricted and unrestricted Foundation endowments for the coming year. The dean, the three senior associate deans and the associate dean for business and finance develop the School’s budget of approximately $500,000 for unrestricted funds. This unrestricted funds budget is presented to the JOMC Foundation Board for approval in April. The dean holds a series of meetings with the finance staff and the faculty and staff members who manage program budgets. The budget requests that they prepare are discussed with the dean and then integrated into the broader School budget. The budget is presented at one of the first faculty meetings in the fall.

The School also participates in an annual, campus-wide budget process relative to state funds that is initiated by the provost. Typically, in late spring the School is asked to plan for increases or reductions in state allocations. The dean and senior staff members prepare a document to describe the likely impact at prescribed levels of funding cuts as well as to highlight priorities for new resources. The final allocation is often communicated in the late summer. The timing depends on when the legislature passes the state budget. The overall UNC System and campuses make subsequent determinations about internal allocations. Almost all of the School’s state funding is dedicated to staff and faculty salaries, so decreases to the allocation of state funding that have come after the start of a fiscal year have been managed through lapsed salaries from vacant positions in that year or by using private funding from the Foundation when necessary.
The School has experienced significant turnover in financial leadership since the last site visit. The School’s associate dean for business and finance resigned at the end of 2012 to take a new job in human resources in another school on the campus. A new associate dean for business and finance joined the School in June 2013 but resigned eight months later to return to a central accounting role at UNC-CH. A new associate dean joined the School in July 2014 and is bringing renewed attention and oversight to the School’s finance and human resources operation.

UNC-CH implemented a PeopleSoft-based integrated management system, called ConnectCarolina, that increases the efficiency and effectiveness of business processes related to student services, human resources, payroll and finance. The finance section of the implementation went live on Oct. 1, 2014. The School’s business and finance staff worked diligently to ensure minimal disruptions to School operations during the transition.

3. Describe how the allocation of resources is related to the unit’s long-range, strategic plan.

The dean is hands-on throughout the budget process and ensures that resource allocation is aligned to the long-range, strategic goals of the School. The university and School have faced declining funding from the state over the past five years, precipitated by the national economic collapse of 2008. This necessitated a renewed focus on austere operations, combined with attention to careful budgeting and reliance on private fundraising to meet some operational needs. Priority has been placed on aspects of the operation that support its curriculum and the research, creative and professional activities of the faculty. This has included offering enough sections of courses to meet student demand and maintaining a modest level of support for faculty travel and research.

Examples include:

- **Designating money from the School’s unrestricted Foundation funds for use by the senior associate deans for undergraduate and graduate studies.** The senior associate deans work with faculty members to allocate these resources as needed for class projects, seed grants, an annual research colloquium, lab equipment, student competitions and other pressing needs as they arise.

- **Identifying funds for technology maintenance and upgrades.** The School’s director of information technology works closely with the dean and senior administrators to ensure that labs, classrooms and studios have the most up-to-date software and equipment possible. The dean has made funding these areas a priority in recent years, resulting in state-of-the-art resources for students and faculty members.

- **Upgrading the Park Library infrastructure.** The Park Library is a beautiful space, but its furniture had become a bit dated. The dean provided funding in spring 2014 to replace 70 chairs and several cracked glass table tops, creating a more comfortable and inviting environment for research and study.

4. Describe how the resources provided by the institution compare with similar units on your campus.

The university supports the School and treats it fairly in terms of the distribution of resources. Along with units throughout UNC-CH, the School experienced reductions in its state funding as a result of the national recession. The worst cuts came in 2011-12, when the School’s recurring allocation was reduced by $468,000. But through the campus-wide budget process, the School has been largely protected from the most severe state budget cuts. In the past two fiscal years, the provost’s office has provided the School with supplemental funding for adjunct instructors to increase course offerings and added support for new faculty positions. In 2013-14, the School was absolved of prior-year deficits due to overspending of state funds. The university has also supported the technology needs of the School, including technology upgrades for classrooms and labs in 2013-14. Additionally, the university has agreed to buffer the School from a significant decrease in revenue due to a new method of calculating the university’s education-and-technology fee. This change would have reduced the annual allocation to the School to one-third of the previous level: down to $124,162 from $371,898. But the university will provide the School with a supplement to maintain the full amount for 2014-16. And in 2013-14, the provost’s office facilitated matching funds for the Cato Professorship, which had been in a long queue waiting for matching state money. The match was an indication of the status of the School on the campus.
5. List the tuition (including fees) charged during the most recent academic year (two semesters or three quarters). Please include undergraduate and graduate tuition, for both in-state and out-of-state students.

### Tuition and Fees for 2013-14

<table>
<thead>
<tr>
<th></th>
<th>In-state</th>
<th>Out-of state</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>full-time (12+ credit hours)</td>
<td>$4,170.02/semester</td>
<td>$15,061.02/semester</td>
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<tr>
<td><strong>Graduate</strong></td>
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<tr>
<td>(residential M.A. and Ph.D.) full-time (9+ credit hours)</td>
<td>$6,415.53/semester</td>
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</tr>
<tr>
<td>(online M.A.)</td>
<td>$560.94/credit hour</td>
<td>$1,346.95/credit hour</td>
</tr>
<tr>
<td><strong>Certificate in Technology and Communication</strong> (online, 3-course graduate certificate)</td>
<td>$560.94/credit hour</td>
<td>$1,346.95/credit hour</td>
</tr>
</tbody>
</table>

6. Describe fund-raising goals and efforts undertaken by the unit.

The School raises private funds from individuals (alumni, parents, friends), corporations and corporate foundations, family foundations and private foundations.

Priority is placed on:

- Endowment gifts and expendable gifts for the priorities of the School.
- Endowment gifts and expendable gifts without designation by the donor to allow the dean to respond to important opportunities and challenges.
- Endowment gifts for distinguished professorships.
- Endowment gifts for scholarships and awards.

### Annual Private Fundraising Revenue

For years, the School has tracked cash received. The relevant numbers for cash over the last five years are below.

**Annual cash revenue totals, 2009-10 through 2013-14.**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Total</th>
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<tbody>
<tr>
<td>2010</td>
<td>$7,978,359*</td>
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<tr>
<td>2011</td>
<td>$2,958,850</td>
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<tr>
<td>2012</td>
<td>$3,125,124</td>
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<tr>
<td>2013</td>
<td>$3,839,320</td>
</tr>
<tr>
<td>2014</td>
<td>$2,766,272</td>
</tr>
</tbody>
</table>

* In 2009-10, the School received the largest single gift ever by an individual to the School: an estate gift of $4.1 million from UNC-CH alumnus Reese Felts. This is discussed in the introduction of this Standard.

In the past year, 847 School alumni gave to the School, and as of July 1, 2014, there were 11,614 total living School alumni. So 7.3 percent of total living alumni gave to the School. The dean would like to raise that to more than 10 percent.

### Multiyear Comprehensive Campaign Fundraising

The university expects to be in the quiet phase of a comprehensive campaign by spring 2015 that will have a goal of more than $3 billion. The School’s goal is $50 million over eight years. The School raised $45 million against a $30 million goal in the “Carolina First” campaign in 1999-2007, so the hope is that the $50 million goal will be exceeded as well.

7. Describe the unit’s classrooms, offices, computer labs or other building spaces, as well as technology support services. If the unit administers university media or student publications, include a description of equipment and facilities and devoted to those operations.

The School is housed in Carroll Hall, located at the heart of Carolina’s historic campus on Polk Place, one of the two main campus quadrangles. Carroll Hall
is close to South Building, home of the university’s main administrative offices, and to the major academic libraries. The School moved into Carroll in 1999, following a $12 million renovation. Formerly home to the UNC-CH Kenan-Flagler Business School, Carroll Hall was completed in 1953 and named after Dudley Dewitt Carroll, founder of the School of Commerce. An addition to the building was completed in 1972.

Carroll Hall now boasts nine teaching laboratories, seven traditional classrooms, three student computer labs, two large special-event spaces, the wonderful Park Library and a 425-seat auditorium that is mostly used by the greater university. The School does not house the student newspaper, “The Daily Tar Heel.” That independent publication maintains separate facilities off-campus.

The creation of collaborative spaces throughout the building has been a priority in the School in order to better reflect the assignments in the courses and the changing needs of students. In 2013, the School installed additional wireless access points to cover nearly all 56,000 square feet of the building, upgraded all of its network switches to gigabit speed and installed laptop stations throughout to foster a mobile and collaborative environment for student project work. The School also upgraded to digital signage in each of the lobby areas in 2013 so students may stay apprised of local calendar events and national and international breaking news.

Over the past couple of years, gathering areas have been created on each of the four floors in the building. The Thomas E. Boney Sr. Student Lounge is a popular undergraduate gathering spot on the first floor. It has several couches, circular padded pedestals, laptop worktables and a flat-screen television. On the third floor, the Gannett Foundation Graduate Resource Center and Lounge (Carroll 332) has a refrigerator, microwave, a wall-mounted flat-panel television, lockers, couches, tables and chairs and is a popular place for graduate students to gather.

Classrooms and Instructional Space

The School’s instructional spaces include computer laboratories, traditional classrooms and less traditional rooms that facilitate collaboration. Most of these rooms are used by courses in all areas of the curriculum, although some have specialized purposes, as noted below.

- The Reese News Lab (Carroll 11) has 17 iMac workstations, three Macintosh Pro video editing stations, four Mac mini-presentation devices in addition to mini-studio, a collaborative meeting area, multiple large-screen displays, a networked printer and seven Apple Thunderbolt displays that serve as docking stations for personal laptops. The News Lab serves as a classroom during the day and is available to Reese staff members at all times.

- The Hussman Foundation Classroom (Carroll 143) has 56 seats in a U-shaped tiered arrangement. The room has a Mac instructor station with high-definition projector, DVD player, surround-sound speakers and a document camera.

- The McClatchy Newspapers Center for Newspaper Reporting (Carroll 141) and The Charlotte Observer News-Editorial Classroom (Carroll 142) are the School’s PC-based teaching labs. Each room has 22 student seats, a networked printer, a PC instructor station, a high-definition projector with laptop connections and a document camera.

- Carroll 144 and 145, in addition to Carroll 67, described in more detail below, are available for individual student coursework and group work. The rooms are accessible via card swipe or door code, and together they offer 23 Apple 27” iMac workstations and four Mac Pro video editing stations. Carroll 145 has a professional recording station with soundboard. Four computer stations are dedicated to editing for the “Carolina Connection” radio program, and a phone interview system is available. The program is recorded with Marantz PMD 610 audio recorders at an offsite facility (WCHL, a local radio station.)

- The James F. Hurley Seminar Room (Carroll 253) seats 18 and has a Mac mini instructor station attached to dual flat-panel displays.

- The Charles Kuralt Learning Center (Carroll 281) seats eight around a conference table amid a showplace of books and furnishings from Kuralt’s penthouse office in New York City. Kuralt was an alumnus of the university, a former editor of “The Daily Tar Heel” student newspaper and a member of the Board of Visitors. He is buried in the Old Chapel Hill Cemetery on the campus. His wife donated his office after his death in 1997. The room is used for small classes, dissertation defenses and meetings.

- The John Mendenhall Gibson Conference Facility (Carroll 283) holds 32 seats around six conference tables. It has a Mac mini instructor station, high-definition projector, DVD player and document camera.
The Roy H. Park Reporting Laboratory (Carroll 338) seats 10 around a conference table. It has a flat-panel display driven by a Mac mini instructor station, and one of the building’s few remaining traditional chalkboards.

The classroom in Carroll 340A was created in 2008 when the Research Center was split into two rooms in order to keep up with demand for course enrollment. Carroll 340A seats 15 students in flexible configurations and has dual flat-panel displays driven by a Mac mini instructor station.

Three laboratory-classrooms on the ground floor are used primarily for courses in visual communication, although they are open to all students. A fourth room is a computer lab that is available to students 24-7 via card swipe access. Each of these rooms is outfitted with robust equipment to meet the intensive processing and storage needs of graphics and video manipulation.

The Knight Learning Center (Carroll 58) is used for teaching copy editing, graphics and production on 18 Apple 27" iMac workstations and an instructor station. The room has a high-definition projector, surround-sound speakers, a document camera and a networked printer.

The Graphics Lab (Carroll 59) is used primarily for teaching graphic-design courses on 21 Apple 27" iMac workstations and an instructor station. The room has a high-definition projector, surround-sound speakers, a high-quality image scanner, a document camera and networked printer.

The Digital Darkroom (Carroll 60) is used for courses in photojournalism and multimedia design on 21 Apple 27" iMac workstations and an instructor station. The room has a high-definition projector, surround-sound speakers, a document camera and a networked printer.

The Freedom Communications Inc. Multimedia Laboratory (Carroll 67) is a production lab for student work (it is not used for teaching) and is available via card swipe access to all School students. The room has 16 Apple 24" iMac workstations, a high-quality image scanner and a wide-format color printer used for graduate student research posters.

The School maintains high-definition broadcast facilities and equipment for teaching and student-run broadcasts, as well as a university studio that is the only live-broadcast location on the campus. Students gain hands-on experience with the software and hardware they will encounter in professional settings. Upgrading the School’s teaching and field equipment to high-definition was completed in 2009-10 with a gift from Capitol Broadcasting Co. (CBC). CBC, which developed the nation’s first HDTV station, WRAL-HD, in 1996, also provided engineering expertise and support during the School’s transition to the new technology.

The Greene-Waters High Definition News Center (Carroll 132) doubles as a lecture space for our broadcast courses as well as a control center for our student television broadcasts. The room has 18 Apple 21" iMac workstations, a Mac mini instructor station, high definition projector, DVD player, document camera and networked printer.

The James F. Goodmon Electronic Communication Studio and Newsroom (Carroll 135) serves as the School’s primary teaching studio, home to the School’s long-running, bi-weekly “Carolina Week” and “Sports Xtra” broadcasts. Both newscasts are entirely student-produced, broadcast live and now streamed in full HD. Students are trained to work with software such as the Essential News Production System and Harris Inscriber, and with hardware such as the Broadcast Pix Slate 5000 switcher, BitCentral’s Precis play-to-air video server and Sony PMW-EX3 studio cameras. Newer 4G LTE cellular transmission speeds allowed the School to purchase a LiveU broadcast-streaming kit in 2013 to enable student reporters to appear live on location for sporting events and breaking news. A soundproof recording booth allows students to record using a professional mixing board and an iMac as a capturing device. Other university departments periodically make use of the studio, allowing School students the opportunity to work on a variety of additional broadcasts and recordings throughout the year.

A secondary high-definition broadcast studio occupies rooms 343 and 344. The studio is outfitted with two Sony XDCams with remote-control units (CGU) and a Sony EVI-HDI robotic PTZ camera, driven by an Anycast video switcher. The studio is outfitted with an LTN link allowing Live HD broadcasts over IP, a technology quickly replacing traditional satellite uplinks. Thanks to the School’s early adoption, major news broadcasters such as CBS, CNN, Fox, and NBC look to us for high-quality sources of information on a quick turn-around. Our “Carolina Week” and “Sports Xtra” student broadcasts use the studio for in-house interviews, but it is available to the greater university and is the only live broadcast location on the campus. When the chancellor records a conversation with a political figure, or when a UNC-CH scientist is interviewed by major news broadcasters, they are broadcasting from the School.

Two rooms on the ground floor and a second-floor computer lab are specifically designed for advertising and
public relations students and courses. The hall that adjoins these two rooms has comfortable seating to allow additional space for meeting and collaboration.

- The Advertising and Public Relations Innovation Lab (Carroll 21) is a collaborative teaching space that has conference tables, group seating, transparent whiteboard-like erasable walls and an adjustable flat-screen display that can accommodate nearly any presentation device.

- Heelprint Communications is a student-run creative agency housed in Carroll 19. It is conveniently situated between Reese News Lab and the Advertising and Public Relations Innovation Lab. The agency space is equipped with three iMac workstations, a Hewlett Packard multifunction printer-scanner-copier, a canon color printer, and dedicated phone line.

- The computer lab adjacent to the Park Library (Carroll 268) has 18 Apple 27” iMac computers, a Mac mini instructor station connected to four flat panel displays and a document camera. The room is open to all students and classes and is located outside of the visual communication area to make it more available to advertising and public relations students and courses.

Library and Research Facilities

The School is fortunate to be home to the Park Library and to have additional dedicated facilities for research. The research facilities are available to all School students and faculty members but are a particular asset to graduate students and faculty scholars.

The Park Library offers specialized resources and assistance to faculty members, students and scholars in the School. It is a favorite place among students to study on the campus. The 5,000-square-foot facility is a tremendous asset and showplace, centrally located on the second floor in Carroll Hall. The library has a full-time director and a collection of more than 10,000 books, in addition to newspapers and serials, current or historic, and in print, online or multimedia formats. The facility also offers complete access to all materials in the broader UNC-CH library system. In July 2013, the university library had more than seven million volumes in its print and online collection, as well as 113,000 unique serial titles in print or online. The Park Library also subscribes to magazines, scholarly journals, trade publications, and newspapers of particular interest to School faculty and staff members.

The Park Library supports the curriculum of the School by acquiring items to support journalism, advertising, public relations and related disciplines; and by teaching and working with students and faculty members in the School and in the broader university. The library has been led by director Stephanie Willen Brown since June 2009. Previously, the library also had a library assistant, but the position is currently vacant due to budget constraints. Graduate students of the School and the UNC-CH School of Information and Library Science are employed in the Park Library in different capacities, and several undergraduate students are hired through the university’s work study program each year. The Park Library is currently open 46 hours per week, Monday through Friday.

The Park Library’s large reading room features 11 public Macintosh computers, a reference-circulation desk, closed stacks, high-quality image scanner, high-speed photocopier and a Carolina Computing Initiative (CCI) printer that may be used by any UNC-CH student. There are six study tables and two long window tables, along with 70 chairs. The Bloomberg terminal was a gift to the School that enables students to access the Bloomberg Professional service for real-time financial market data. The library also has iPads, Flip cameras, USB drives, wireless presenter-laser pointers, and other tools available for checkout by all students and faculty and staff members.

In 2013-14, an average of 643 people visited the Park Library each week, or an average of 128 people per day. Many patrons came in briefly to pick up a book or ask a question, while many more came in to study for periods of time. During 2013-14, library staff members answered almost 1,500 reference, technical and other questions (in person, via Twitter, and via synchronous chat). There were 32,688 visits to the library website ("pageviews") in 2011; in 2014, this number increased to 64,603, a jump of 97 percent. Of 2014 website visits, 35 percent were to the new course and subject guides facilitated by the UNC-CH Library system software called LibGuides.

The Research Center (Carroll 340) seats 15 around a conference table and has a high-definition projector, Mac mini instructor station, laptop connections, document camera, and a traditional combination TV-VCR.

The Media Effects Laboratory (Carroll 339) is used for special media-research projects, and offers four PC-based subject stations viewable by a fifth administrative station through a one-way mirror. In summer 2014, the School moved the laboratory to the ground floor (Carroll 041). The new facility offers more integrated space, including rooms for interviews, focus groups and for individual computer and eye-tracking experiments.

The School’s large meeting spaces are the Freedom
Forum Conference Center on the third floor and the N.C. Halls of Fame and Scholarship Room on the first floor. Both have been updated since the last site visit with an emphasis on versatility for the many internal and external events and meetings that take place there. The main auditorium on the first floor is the largest room in Carroll Hall, but it is scheduled by the university and is heavily used for non-School classes.

The Freedom Forum Conference Center (Carroll 305) is used for some undergraduate and graduate classes and for executive education programs, faculty meetings, receptions and other events. The room was renovated in 2013 with a gift from the Triad Foundation and is often used by the Office of the Chancellor for university-level meetings. The room can be reconfigured in several ways to seat up to 60 at tables or 100 with only chairs. It has six high-definition flat-panel displays, the largest measuring 90” diagonally, a Mac mini instructor station, DVD player and document camera, and live-streaming capabilities. It also has a full kitchen.

The N.C. Halls of Fame and Scholarship Room (Carroll 128) doubles as both a seminar room with high-definition projection hookups and a reception space with a full kitchen. The room was renovated in 2010 and has two large touchscreens that display the photos and biographies of the N. C. Journalism, Advertising and Public Relations Halls of Fame honorees.

The auditorium (Carroll 111) has 425 seats and is one of the largest classrooms on the campus. It is used extensively by the university’s General College. Our School uses it for guest speakers and special events. The university maintains the room’s equipment with offerings similar to the School’s: a Windows-based instructor station, A-V connections for laptops, a DVD player, a document camera and wireless microphones.

**Equipment**

School equipment is the best professional quality that the budget allows. Overall, the School maintains 330 Macintosh computers, 100 Windows-based machines and 35 Linux and Windows servers to support its teaching and research missions. The equipment in the computer labs is cutting-edge, primarily high-end iMacs that were new in 2014. All student, faculty and staff desktops and laptops run the latest operating system of their make and offer Microsoft Office, the Adobe Creative Suite, SPSS and open source web and multimedia programs. The School’s 48-terabyte NetApp filer serves as the storage foundation for all student, faculty and staff digital output.

A six-person staff of three information technologists, two broadcast engineers and an equipment room manager provide assistance with software and technology to students and faculty and staff members. David Alexander is the director of School information technology and services.

The School maintains easy-to-use and flexible yet standardized equipment for instructors, offering a Macintosh or PC instructor station, an A-V connection for laptops or tablets, and a DVD player in each room. Most classrooms also have an Elmo document camera, and the Macintosh-based instructor stations allow instructors to wirelessly project their iPad or iPhone screen through the instructor station for demonstrations. Instructors may also use Insight teaching software to control student screens, project any given student screen, or monitor all student screens during examinations.

**Wireless Networking, Printers and Multimedia Electronics**

Nearly all of Carroll Hall is covered by the School’s 34 wireless access points, which center around the classrooms and common areas. Students who require higher throughput than standard wireless protocols allow are welcome to plug their laptops into any of the School’s available gigabit data ports.

Classrooms and common areas are served by approximately 30 networked black-and-white printers; five of the faculty-staff office clusters are each outfitted with a Hewlett Packard enterprise multi-function printer-scanner-copier. The School has two high-quality, high-speed Xerox WorkCentre 7855 document stations that also function as networked printers for faculty and staff members.

The School’s Multimedia Equipment Room has more than 100 Sony and Canon digital and high-definition video cameras, voice recorders, tripods, Sennheiser microphones, Apple and Lenovo laptops, and other electronics available to students, faculty and staff for coursework and group projects.

**Servers**

The School’s Information Technology office maintains 35 Linux- and Windows-based servers to support the School’s digital initiatives, most of them virtualized across three VMware ESXi hosts with large-scale data storage on the School’s 48-terabyte NetApp storage. Most of these servers power the School’s panoply of news blogs, multimedia showcases, faculty projects and research. Nearly
all servers use the campus’s Single Sign-On for student and faculty convenience.

As the social web continues to take precedence over traditional websites, the School’s broadcast engineers assist students and faculty with suitable preparation of media for these sites, and IT provides software support to overcome any problems encountered.

**Faculty, Staff and Graduate Student Offices and Computers**

All full-time faculty members have private offices and are provided with the primary work equipment of their choosing, usually an Apple MacBook or Lenovo laptop, on a three-year life cycle. Many faculty members also have a 27” iMac on their desk, and the faculty members in need of intensive video editing and motion graphics capability received powerful new Mac Pros in summer 2014. Staff members generally receive 27” or 24” iMacs or a PC desktop as dictated by the nature of their work. Graduate students in the Ph.D. program are assigned shared offices that are outfitted with “trickle up” hand-me-downs – meaning that new equipment serves first in an instructional lab and is then repurposed for lighter service because it remains in high-quality condition and fully meets the needs of these users.

In summer 2014, some faculty and staff member offices were moved in order to create opportunities for closer faculty-member collaboration around areas of shared interest, to accommodate more graduate students and to move staff members who support the MATC program closer to the administrative office for the other residential graduate programs. Also, dedicated office space was created for adjunct instructors. The shared office provides a place to hold office hours and more effectively serve their students. Adjuncts also have access to the Kuralt Learning Center and the Advertising and Public Relations Innovation lab for student and small-group meetings.

8. **Describe the unit’s most urgent needs for resources, if any, and the plan to address these needs.**

The School is acutely aware of the rapid pace of technological change in the communication industries. The School seeks funding to fully implement recent curriculum changes, particularly in terms of offering all students a thorough grounding in storytelling for all platforms (print, video, audio and multimedia) and the opportunity to participate in immersive projects and courses. This includes ongoing support for technology upgrades and, as described above, the School will have to overcome a projected decline in revenue generated by the student education-and-technology fee when a provost-funded supplement ends in June 2016.

Another important need is for new faculty positions to meet exploding student demand for multimedia and data-visualization skills, as well as for a shortage of faculty members in the public relations area, which has the highest enrollment of the School’s specializations. The School also must address necessary upgrades to its space, including the need for more collaborative spaces for students and faculty and staff members, and for more flexible classroom space.

These are central aspects of the School’s fundraising priorities for the upcoming university campaign. In particular, there is a wonderful opportunity for a donor to name the School with a substantial gift that would have a transformative impact on the School.
HIGHLIGHTS

- In keeping with the university’s commitment to serve the people and organizations in North Carolina, the School’s faculty members are recognized for their extensive and wide-ranging service to the state, nation and beyond.

- To stress the power and importance of the First Amendment at UNC-CH and beyond, School faculty members in media law work with students to sponsor a campus-wide day of activities celebrating First Amendment freedoms each year.

- The School has several established, funded lecture series that bring some of the best and brightest minds in the profession and in academe to the campus annually for public speeches.

- The School’s Professional Education Program continues to evolve and grow, serving hundreds of professionals not only in North Carolina but also nationally and from abroad.
1. Summarize the professional and public service activities undertaken by the unit. Include operation of campus media if under control of the unit; short courses, continuing education, institutes, high school and college press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concern; and similar activities.

Both public and professional service are considered a top priority by the School, as shown through signature initiatives including the Professional Education Program, the UNC Center for Media Law and Policy, a number of lecture series, and pro bono classroom work by students and faculty.

Another example is “Carolina Week,” the School’s TV news show, which is discussed in Standard 6 of this self-study. It is a weekly program directed, anchored and reported by our students under direction of one of our faculty members. Area broadcasters often carry its content.

Professional Education

In 1998, the Professional Education Program was formally named as a School entity with its own staff and budget. Since then, it has sought to provide more and more programs. The mission is to offer frequent, timely and informative sessions on skills and concepts that participants can immediately apply in the workplace. Programs range from those designed to help experienced journalists stay current in today’s communication landscape to partnerships with corporations to provide executive training for their employees.

The School frequently offers seminars and workshops that cover all areas taught in the School but mostly in journalism, public relations and advertising. More and more programs for international professionals are being put on as well. Louise Spieler, senior associate dean for strategy and administration, works with faculty members and professionals to set the scope of each these professional-education programs. Michael Penny, assistant director of the program, handles all logistics.

The School offers an online Certificate in Technology and Communication aimed at working professionals seeking to update their communication skills. The certificate comprises three graduate-level courses: “Writing for Digital Media,” “Visual Communication and Multimedia” and “Database and Web Research” (to be replaced by “Digital Data and Analytics” in spring 2015.) Students completing all three courses earn the certificate.

Historically, the School offered programs to serve professionals and academics, of course. Two programs go back for years and are still held today because of their importance:

Multimedia Bootcamp. Chad Stevens, assistant professor, now leads the Multimedia Bootcamp, an intensive, weeklong training program to teach journalists, academics and communication professionals how to create a video package in five days.

Now in its 14th year, the boot camp has evolved to provide training that earlier participants said they needed. Stevens recently redesigned the program to give an introduction to video production and how to create a website for the video. Participants had said they wanted more time on each.

Newspaper Academy. Jock Lauterer, senior lecturer, has championed the Newspaper Academy, which is now in its 13th year. Each May, the academy, in cooperation with the N.C. Press Association, offers 15 to 20 sessions during a daylong program aimed at newspaper reporters, editors, designers and photographers. The program draws up to 100 journalists from throughout North Carolina, offering instruction and inspiration for a group sorely lacking in training options. The 2014 program featured sessions taught by seven faculty members: Andy Bechtel, John Clark, Paul Cuadros, Barbara Friedman, Anne Johnston, Jock Lauterer and Chris Roush.

In 2011, the School sponsored a program called Life After -30-. It provided journalists who were faced with the
In 2012, the Interactive Designer Workshop was launched. Led by Steven King, assistant professor, this weeklong program focuses on teaching participants how to create an interactive website using CSS, HTML and JavaScript. Instructors have included professionals from washingtonpost.com, PBS.com and “The New York Times.”

In 2013, the School sponsored a workshop on “Reporting Sex Trafficking: A Local Problem with Global Dimensions,” which was funded by the Robert R. McCormick Foundation. Professor Anne Johnston and Associate Professor Barbara Friedman led the workshop to provide journalists with tools and approaches necessary to recognize, understand and report sex trafficking in their communities. Further information about this project can be found in Standard 3.

The School has recently started a partnership with multinational energy corporation ExxonMobil to provide training for their global public and government affairs personnel. Recognizing that a good number of our faculty members possess the skills and knowledge needed to improve companies’ internal communications, this corporation has engaged the School to provide workshops and exercises that can be used by employees throughout the organization. Rhonda Gibson, associate professor, Ferrel Guillory, professor of the practice, and Paul O’Connor, lecturer, led the first program. Other journalism faculty members will join them on future programs.

Conferences and workshops with an international focus have increased in recent years, many of them growing out of the School’s greatly expanded Visiting International Scholars (VIS) program, which is discussed in Standard 3. These sessions benefit not only the international journalists and the academics who participate but also expose our own faculty members and students to wide-ranging discussions with people from other countries and cultures. The School has arranged a number of programs for Korean journalists, for example. These conferences have featured speakers from the School and university along with visits to media companies in North Carolina, Washington, D.C., Atlanta and New York City. These conferences were:

- New Media Workshop, Korea News Editors Association, November 2011.
- New Media in Broadcast Television, Korea Producers and Directors Educational Institute, June 2012.

Since 2005, the School has participated in the Edward R. Murrow Program for Journalists, which is sponsored by the U.S. Department of State. It is organized by region and language and each year brings 100-150 journalists to the United States. The program aims to examine the rights and responsibilities of a free press in a democracy; observe operational practices, standards and institutions of the media in the United States; provide insight into the social, economic and political structures of the U.S.; and offer professional-development seminars highlighting current trends and challenges in the media.

In 2009-11, the School was the host for Murrow delegations from countries throughout Europe. Since 2012, the School had Arabic-speaking journalists from the Middle East and North Africa. The most recent Murrow participants were from Algeria, Bahrain, Egypt, Iraq, Jordan, Lebanon, Mauritania, Morocco, Oman, Palestinian Territories, Qatar and Tunisia.

Each Murrow program features a week of programming including discussions with students about the media and journalism education in the U.S., visits to local newspapers, radio and TV stations, faculty presentations about current issues in journalism, and an introduction to North Carolina politics including a visit to a polling place. Students and faculty members interact with the journalists, leading to better understanding of the region.

Each semester the Center for Strategic and International Studies (CSIS), a non-profit organization based in Washington, D.C., sends an experienced professional journalist from a European country to the School for about a week. The person lectures to classes and interacts with faculty members and students informally. CSIS funds the visits.

The Professional Education Program has worked with Ferrel Guillyory, a professor of the practice in the School, to put on programs to give journalists a deeper understanding of North Carolina politics. For example, using the 2012 Democratic National Convention in Charlotte as a backdrop, Guillyory organized a panel of UNC-CH experts
to discuss the political and socioeconomic situation of North Carolina and the South on the first day of the convention. Reporters and editors from media organizations throughout the country attended. It was held at “The Charlotte Observer,” with whom the School partnered for this Democratic Convention event. In 2013, a roundtable discussion was held for journalists to discuss challenges the state was facing and changes in the political landscape. State politicians such as the deputy budget director and the state treasurer spoke.

The Professional Education Program is proud of its cooperation with a variety of industry organizations, corporate partners and academic groups that frequently cosponsor events. The groups include:

- DeWitt Wallace Center for Media and Democracy, Duke University.
- National Public Radio.
- CNN.
- Bloomberg.
- Carolina Center for the Study of the Middle East and Muslim Civilizations.
- UNC-CH European Studies Center.
- “The Charlotte Observer.”
- Thomson-Reuters.
- N.C. Board of Elections.
- “The News & Observer.”
- WUNC Radio.
- WRAL-TV.
- UNC-TV.

A list of Professional Education programs organized since 2009 is included at the end of this Standard (Supplemental 8-A.)

**UNC Center for Media Law and Policy**

The UNC Center for Media Law and Policy was launched in 2007 and is recognized in *A Path Forward* (a strategic vision for the School discussed in Standard 1), as one of the major thought centers of the School. The center, which is run jointly by the School and the UNC School of Law, provides a forum for study and debate about the broad array of media law and policy issues facing North Carolina, the nation and the world. Its work ranges from traditional media to new communication technologies, including social media, the Internet and mobile technology. Professor Cathy Packer has been the principal School faculty member involved, although others are active as well, including Associate Professor Michael Hoefges and Assistant Professor Tori Ekstrand.

Center events that have drawn national attention include a partnership with the Online News Association (ONA) to present the third-annual *Law School for Digital Journalists* at ONA’s annual conference in Atlanta in 2013. The intensive day of classes covered what digital journalists need to know about how the law affects their professional lives. The ONA’s membership comprises people whose principal livelihood involves gathering or producing news for digital presentation.

In 2013, the center sponsored the inaugural *Wade H. Hargrove Communications Law and Policy Colloquium*. Speakers were David Barrett, chairman and CEO of Hearst Television Inc., and Ben Sherwood, president of ABC News. They spoke about “The Future of Television News.” A dinner in conjunction with the colloquium brought together media lawyers and communications executives from across the nation plus a number of students and faculty members. This is now becoming an annual event.

At the state level, the center provides programs to address the needs of the news media and citizens. For example, with a grant from the Carnegie and Knight foundations, the center held a workshop in 2012 to explore how Internet, cable television, satellite television and mobile broadband service providers could help to meet the current need for local accountability journalism. This is one of the issues raised by the 2011 FCC report “Information Needs of Communities.” The center also has convened a working group that aims to provide free video of proceedings of the N.C. General Assembly.

At the university level, the center has organized a campus-wide, all-day *First Amendment Day* celebration for the last six years. Students learn about the importance of each of the rights protected by the First Amendment, the need to be tolerant when others exercise their rights, and a public university’s special role as a marketplace of ideas. In 2013-14, the keynote speaker was Bruce Brown, executive director of the Reporters Committee for Freedom of the Press. He spoke about the Obama Administration and the media. In 2014-2015, Greg Lukianoff spoke about university-based First Amendment issues.

**School-Sponsored Lecture Series**

The School serves the profession through several annual lecture series, all of which are open to the public. The lectures are delivered by some of the nation’s most prominent journalists and communicators. Large audiences of students, faculty, professionals and members of the local community attend. The series are:
**Nelson Benton Lecture Series.** Family and friends of Nelson Benton established this series in 1988 after Benton died. He had been a correspondent for CBS for more than 20 years. Speakers have included:

- 2008: **Bill Schneider**, senior policy analyst, CNN.

**Reed-Sarratt Distinguished Lecture Series.** This has brought some of the best and brightest minds in the field to the university to discuss matters of importance and concern, of philosophy and principle. Recent speakers have included:

- Spring 2012: **Paul Steiger**, editor-in-chief, CEO and president, ProPublica.

**Roy H. Park Distinguished Lecture Series.** This series brings outstanding mass communication professionals to the campus each year with the goal of enriching the educational experience of our undergraduates and graduate students, and of presenting speakers of interest to the public:

- April 2014: **Dana Perino**, FOX news host and former press secretary to President George W. Bush.

**Women in Media Leadership Series.** Dean King created this series in 2013 to bring influential women leaders and communicators to campus to share their experiences and mentor students. The speakers through September 2014 were:

- March 2014: **Amanda Bennett**, Pulitzer Prize-winning author.
- October 2013: **Mary Junck**, CEO of Lee Enterprises and chairman of the board of directors of Associated Press.
- September 2013: **Brooke Baldwin**, CNN anchor.
- April 2013: **Tia McCollors**, author.
- February 2013: **Kayla Tausche**, CNBC correspondent.

**Service-Learning Opportunities in the Classroom**

The School’s commitment to public service originates in the classroom, inspiring students to make a difference during their time at Carolina and instilling a spirit for public service in the future. For example, each semester students in all sections of the required, lab-based JOMC 232, “Public Relations Writing,” course (80 to 100 students in all) work with nonprofit or government agencies to provide pro bono public relations expertise as part of the UNC-CH APPLES Service Learning Program. Client organizations have included Piedmont Community Health, A Helping Hand, Cornucopia Cancer Support Center, YMCA, Upward Bound, N.C. Department on Aging, Orange County Rape Crisis Center, Habitat for Humanity, Carnivore Preservation Trust, and Hillel Foundation for Jewish Campus Life. Associate Professor Lois Boynton and Professor Dulcie Straughan lead the coordination efforts for these partnerships.

Students in JOMC 333, “Video Communication for Public Relations and Advertising,” develop public service announcements and short video programs each semester under the leadership of Bruce Curran, an adjunct instructor in the School for many years. Several of these efforts have received public attention. Nonprofit and government clients have included Nourish International, TIC-NC (tick-borne disease prevention), Chapel Hill Fire Department, Full Frame Film Festival, Astronaut Scholarship Foundation and the national Center for Infectious Disease Research. The program developed for the Chapel Hill Fire Department has been used as a model for fire departments across the nation, and the program for the Astronaut Scholarship Foundation was presented at the organization’s 30th anniversary.
ceremony at the Kennedy Space Center.

2. Provide brochures and other publications that describe the unit’s professional and public service.

A selection of brochures that show the School’s professional and public service are included on the following pages. A complete collection of brochures will be available in the appendices in the team’s workroom.
Examples of “Brochures and publications that describe the School’s professional and public service.”
The Race Beat: History and Legacy

a roundtable discussion among acclaimed reporters and editors who covered the American civil rights movement
moderated by Hank Klibanoff, co-author of the Pulitzer Prize-winning “The Race Beat”
with panelists Hodding Carter III, Joseph Cumming, Moses Newson and Gene Roberts

Oct. 14, 2010
5:30 p.m.
Carroll Hall auditorium

Free and open to the public
the Roy H. Park Distinguished Lecture Series

Roger Ailes
Chairman and CEO
FOX News

April 12, 2012, 5:30 p.m.
Carroll Hall Auditorium

jomc.unc.edu/ailes

Please use the hashtag #ailesunc when tweeting about this event.
The South and Presidential Politics 2012
Red States and Purple States

The Charlotte Observer Sunday, Sept. 2

11:30 a.m.  **BRUNCH**

Noon  **WELCOME AND OPENING REMARKS**
Susan King, dean, UNC School of Journalism and Mass Communication
Rick Thames, editor, *The Charlotte Observer*

**THE STATE OF THE SOUTH**
Ferrel Guillory, professor of the practice, UNC School of Journalism and Mass Communication
Scott Keeter, director of survey research, Pew Research Center

12:30 p.m.  **RED STATES AND PURPLE STATES**
MODERATOR:
Judy Woodruff, senior correspondent, PBS NewsHour

PANELISTS:
Hodding Carter, University Professor of Leadership and Public Policy
Peter Coclanis, Albert Ray Newsome Distinguished Professor of History; director, Global Research Institute
Kareem Crayton, associate professor of law
Jacquelyn Hall, Julia Cherry Spruill Professor of History; senior research fellow, Southern Oral History Program
Gene Nichol, Boyd Tinsley Distinguished Professor of Law; director, Center on Poverty, Work and Opportunity
Jesse White, adjunct professor of government; former executive director, Southern Growth Policies Board

1:30 p.m.  **Q&A AND DISCUSSION**

2:00 p.m.  **ADJOURNMENT**
Reed Sarratt Distinguished Lecture

Matthew Winkler
Editor-in-Chief
Bloomberg NEWS

“2012: The Economy Election”

Oct. 16, 2012, 5:30 p.m.
George Watts Hill Alumni Center

jomc.unc.edu/winkler

/uncjschool

#WinklerUNC
women in media leadership series
THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
SCHOOL OF JOURNALISM AND MASS COMMUNICATION

JAN. 17, 2013, 4 p.m.
NELSON MANDELA AUDITORIUM
FEDEX GLOBAL EDUCATION CENTER

featuring
BEV PERDUE
FORMER GOVERNOR OF NORTH CAROLINA
Welcome to the Multimedia Bootcamp brought to you by the School of Journalism and Mass Communication at the University of North Carolina Chapel Hill.

The UNC Multimedia Bootcamp is designed for professional communicators and journalists who seek an immersive workshop experience in documentary video storytelling. The intensive, hands-on training environment introduces participants to project planning strategies, video content gathering, visual composition, audio recording, interviewing techniques for character-driven storytelling and non-linear video editing in Adobe Premiere Pro.

Expectations

For you to get the most out of this experience we expect to start on time, work a full day and for you to overcome challenges as you learn new concepts. In the second half of the week the lab will be open after hours for optional extra time to work on your project.

Faculty

Chad A. Stevens is a documentary filmmaker, journalist and a professor at UNC where he teaches photojournalism and filmmaking and is a producer for the award-winning Powering A Nation project. Most recently, he was a documentary producer/editor at MediaStorm. Currently he is working on a feature length documentary film, A Thousand Little Cuts, exploring the conflict over energy extraction in Appalachia.

Catherine Orr is a multimedia journalist specializing in documentary storytelling. She received her bachelor’s degree from the College of William and Mary and recently completed her master’s degree at the University of North Carolina, where she was a Roy H. Park Fellow. Catherine was a contributing multimedia producer for the award-winning project “Now What, Argentina?” and a multimedia producer and project manager for the acclaimed “CP-JW-Little Switzerland Stories.” She recently released her thesis project, “Dreams Delayed,” a multimedia documentary project about people whose daily lives are affected by college access for undocumented students.

Elena Rue is the Director of the Lewis Hine Documentary Fellowship Program at the Center for Documentary Studies at Duke University. She teaches photography and multimedia courses the University of North Carolina at Chapel Hill and is the co-founder of StoryMineMedia (http://www.storyminemedia.com/), a visual storytelling company based out of Carrboro, NC, that specializes in documentary stories for nonprofits.
Pearl Hacks
a hackathon for college and high school women interested in technology

Saturday, March 22 and Sunday, March 23
Carroll Hall
More info: pearlhacks.com
Friday, Oct. 24, 2014

11 a.m.
Welcome
Dean Susan King
UNC School of Journalism and Mass Communication

Contemporary Democracy in a Multicultural Society
Frank Baumgartner, UNC Department of Political Science
Charles Price, UNC Department of Anthropology
Andrea Benjamin, UNC Department of Political Science
Paul Cuadros, UNC School of Journalism and Mass Communication

Moderator:
Assistant professor Daniel Kreiss, UNC School of Journalism and Mass Communication

12:30 p.m.
Lunch
Barry Saunders, columnist for The News & Observer

1:45 p.m.
Civil Rights Then and Now
Charmaine McKissick-Melton, N.C. Central University Dept. of Mass Communication
Jarvis Hall, N.C. Central University Department of Political Science
Anita Brown-Graham, N.C. State University Institute for Emerging Issues
Paul Delaney, veteran N.Y. Times editor and correspondent who covered civil rights issues

Moderator:
Assistant professor Trevy McDonald, UNC School of Journalism and Mass Communication
3. Describe the unit’s contact with alumni, professionals and professional organizations to keep curriculum and instruction, whether online or onsite, current and to promote the exchange of ideas. (Alumni and professional involvement in the assessment process will be discussed in Standard 9.)

For many years, the School has had an active advisory board, and a number of people on the original board have, at their request, remained on the board because of their loyalty to the School. New members continue to be added, of course, and membership covers traditional media through cutting-edge digital communication. Some are School alumni; some are not.

The current 48-member Board of Advisers is comprised of leading journalists, media and communication professionals, and executives. Meeting twice a year, the board discusses School plans and advises on how to best reach School goals. Board members provide insight about industry trends and how that may affect the curriculum. Many board members also speak to classes or student groups when they are on the campus. Edward H. Vick, retired chairman and chief operating officer of Young & Rubicam, is the chair of the board. Board members are:

- Joe Benton, NASA TV (retired.)
- Wendy Bounds, senior director of video and TV, “Consumer Reports.”
- Lisa Church, president, eMarketer.
- Brandon Cooke, global chief marketing officer, McGarryBowen.
- Susan Credle, CCO, Leo Burnett USA, Inc.
- Sabrina Crow, managing director of local television client services and senior vice president, Nielsen Media Research, Inc. (retired.)
- Joel Curran, vice chancellor for communications and public affairs, UNC-CH.
- Donald W. Curtis, chairman and CEO, Curtis Media Group.
- Clyde Ensslin, financial services professional, Capitol Financial Partners.
- Ken Eudy, CEO, Capstrat.
- Joyce Fitzpatrick, owner and president, Fitzpatrick Communications.
- Randall Fraser, independent telecommunications professional.
- Robert Friedman, vice president for programming and scheduling, Sundance Channel.
- Deborah Fullerton, associate vice president, USC Health Sciences Public Relations and Marketing.
- Sam Fulwood, senior fellow, Center for American Progress.
- Shailendra Ghorpade, head of international business operations, MetLife Bank (retired.)
- Bill Goodwyn, president and CEO, Discovery Education.
- Wade Hargrove, partner, Brooks, Pierce, McLendon, Humphrey & Leonard, L.L.P.
- Bryant Haskins, strategic communications counselor, Otter Creek Communications.
- Meg Merrill Holt, marketing segment manager, IBM.
- Tom Howe, former director and general manager, UNC-TV.
- Kenny Irby, director of community relations, Poynter Institute for Media Studies.
- Jamie Jacobson, vice president, Adams & Longino Advertising.
- Larry Keith, retired editorial projects director, “Sports Illustrated.”
- Brian Kelly, president, BEK Ventures, LLC.
- William Keyes, president, Institute for Responsible Citizenship.
- Jason Kilar, CEO, The Fremont Project.
- David Kirk, business development, RR Donnelly Digital Solutions Group.
- Sarah Lamm, public relations director, Rivers Agency.
- Barb Lee, owner and executive producer, Point Made Films.
- Donna Leinwand, reporter, “USA Today.”
- Draggan Mihailovich, producer, CBS “60 Minutes.”
- Janet Northen, partner and director of agency communication, McKinney.
- David Oakley, president and founding partner, BooneOakley.
- Roy H. “Trip” Park III, illustrator and animator, Trip Park Productions.
- Roy H. Park Jr., president, Triad Foundation Board, and chairman and CEO, Park Outdoor Advertising.
- Cathy S. Roche, vice chair, CSR Communications, LLC.
- Merrill Rose, consultant, Merrill Rose LLC.
- Susan Ross, co-founder and partner, moss+ross.
- J. Walker Smith Jr., global executive chairman, The Futures Company.
- Gene Upchurch, owner and consultant, Gene Upchurch.
- Stacy Wall, director, Imperial Woodpecker.
- Jim Wallace, retired curator and director of imaging, print and photography, Smithsonian Institution.
- David Woronoff, publisher, “The Pilot.”

Another way that faculty and staff members keep current with changes in the professional world is through...
engagement with media and communication leaders at conferences and other events. Faculty members are active in the following professional organizations:

- American Bar Association.
- American Copy Editors Society.
- Association for Practical and Professional Ethics (APPE.)
- Business and Media Institute.
- CBS Television Network Affiliates Board.
- Compassion Med International Board.
- Interactive Journalism National Board.
- Media Bloggers Association.
- National Association of Black Journalists.
- National Association of News Executives.
- National Association of Science Writers.
- N.C. Association of Broadcasters.
- N.C. Open-Government Coalition.
- Online News Association.
- Public Relations Society of America (PRSA.)
- Radio-Television News Directors Association – Carolinas RTNDA-C.
- Society of American Business Editors and Writers.
- Society of Environmental Journalists.
- Society of Midland Authors.
- Society for News Design.
- Society of Professional Journalists.
- Triangle Association of Black Journalists.
- Women’s Forum of North Carolina.

**Hearst Visiting Professionals Program**

Professionals and some academics are invited to speak to classes and meet with faculty members and students in the School each year through this longstanding program. Speakers from the past six years include:

### 2012-13 Hearst Visitors

- Dan Childs, 2002 graduate of the School’s master’s program and recently named managing editor of medical coverage, ABC News.
- Martin Gee, art director, designer and illustrator, “The Boston Globe.”
- Richard Griffiths, vice president and senior editorial director, CNN.
- Jackie Jones, marketing and communications manager, BMW.
- Professor Md. Abu Naser, Oakland University in Michigan.
- Rashaun Rucker, assistant director of photo and video, “Detroit Free Press.”
- Chuck Tobin, media lawyer with Holland & Knight, Washington, D.C.
- Eric Tung, social media strategy consultant.

### 2011-12 Hearst Visitors

- Dr. Celeste Bustamante, expert on Mexican TV, University of Arizona.
- Gary Chapman, Atlanta-based freelance photojournalist specializing in humanitarian and NGO documentary photographs.
- Richard Griffiths, vice president and senior editorial director, CNN.
- John Grimwade, designer, Conde Nast publications.
- Dr. James Hickey, Korean War veteran.
- Chris Higginbotham, public outreach manager, Blue Grass Chemical Stockpile Outreach Office.
- Andre Lee, documentary filmmaker.
- Matthew Rhoades, global creative director, Nike.
- Jed Williams, program director for BIA/Kelsey’s Social Local Media in Washington, D.C.

### 2010-11 Hearst Visitors

- Jim Bunn, health journalist, Global Health Communications.
- Dr. Celeste Bustamante, expert on Mexican TV, University of Arizona.
- Rodrigo Cervantes, editor, MundoHispanico newspaper in Atlanta.
- Richard Griffiths, vice president and senior editorial director, CNN.
Innovative Classroom Connections

The School offers several innovative experiences that directly align faculty members and students with industry professionals – either through partnerships in the classroom or on-campus events. These experiences help the School keep abreast of industry changes and in some cases allow faculty members and students to work on emerging...
One example is the **Next World Workshop**, a fall event organized by Professors John Sweeney and JoAnn Sciarino in the advertising sequence. **Well-known practitioners share their views** about where the field is headed. The workshop was first offered in 2013 and featured Darryl Evans, vice president of advertising and marketing communication at AT&T, and two people from the BooneOakley agency: David Oakley, creative director, and Greg Johnson, president. In 2014, the workshop focused on the emerging prosperity of small, entrepreneurial firms.

In 2013, Chad Stevens, assistant professor, collaborated with “*National Geographic*” magazine to design a new **visual communication entrepreneurship** course in which a class of 12 students worked on a real-world client project. It included the creation of 38 videos profiling the most influential “*National Geographic*” photographers and the production of a two-minute trailer and a seven-minute film. The videos are showcased on “*National Geographic*” digital platforms, and the trailers were published in the October 2013 photography special issue. The short film premiered at the Visa pour L’Image international photography festival in Perpignan, France, in September 2013. Students in the course transcribed, crafted and edited 24 of the videos and assisted in the development of the film. Each week the class interacted virtually with editors from the magazine, receiving feedback on their work.

Since 2009, students interested in art direction, new-product development and entrepreneurialism have had the opportunity to participate in the **Workroom** class created by Dana McMahan, a professor of the practice. Workroom began as a volunteer group and evolved into a 3-credit class. It provides **hands-on design and entrepreneurial training** with a national client. Students get an inside look at how a brand positions itself in the marketplace. They meet creative professionals from across the industry and participate in the visioning and development process. Students have partnered with leading brands such as Vietri Inc., American Eagle and Burt’s Bees to design products and develop businesses. The next step for Workroom is to become a part of the university-wide entrepreneurship minor.

Since 2010, the School has partnered with **FOX Sports** in FOX Sports’ university program to involve students in solving real-world communication challenges. In 2013-14, students in the advertising campaigns class competed against one another to **create a comprehensive marketing campaign for NASCAR Speedweeks**. Students on the winning team joined the production team of FOX Sports 1 and NASCAR in 2014 to produce the national advertising campaign they called “Life on NASCAR.”

**4. List examples of professional and public service activities undertaken by members of the faculty in the past six years (before the self-study year.) Please do not refer team members to faculty vitae for this information. Do not include service to the unit or institution; this information should be presented in Standard 4.**

Individual faculty members serve the profession and public in important ways. Below are key professional and public service activities by a number of faculty members over the past six years, both tenure-track and fixed-term, starting with the dean and then by faculty members in alphabetical order. (The list follows individual faculty members’ styles of notation.)

**Susan King**
- Member, Board of Advisors, WUNC Radio.
- Member, UNC-TV Study Panel focused on the future of the PBS station in North Carolina.
- Trustee, IREX, a nonprofit focused on development with particular emphasis on building an independent media in emerging economies.
- Member, Board of Directors, BBC Global Media Action.

**Penny Abernathy**
- Convener, “Journalism in the Service of Democracy: A Summit of Deans, Faculty, Students, and Journalists” to The Paley Center for Media.
Deb Aikat
- Member, Accrediting Council on Education in Journalism and Mass Communications (ACEJMC.)
- Member, AEJMC Committee on Professional Freedom & Responsibility.
- Member, Public Insight Network, American Public Media.
- Manuscript reviewer, *Journal of Magazine and New Media Research, Journalism and Communication Monographs, Journalism and Mass Communication Quarterly*.

Spencer Barnes
- Panelist, Industrial Design Society of America (IDSA) Portfolio Review and Networking Event.
- Reviewer, *Journalism and Mass Communication Quarterly*.

Andy Bechtel
- Moderator, American Copy Editors Society conference and member of the ACES executive committee, 2009-13.
- Panelist, “The State of Things” radio program on WUNC-FM.
- Panelist, “Fact Checking and Avoiding Errors,” national conference of Capitolbeat, the national organization of state government reporters and Editors.

Lois Boynton
- Manuscript reviewer: *Electronic News Journal*.
- Book reviews: for *Journalism History and Journalism and Mass Communication Quarterly*.
- Presenter, Orange County Health Department, professional workshop on risk and crisis communication.
- Co-chair, Research committee, AEJMC Public Relations Division.

Napoleon Byars (retired June 2014)
- Workshop presenter, “War Between the Lines: The Military & the Media,” attended by Air Force senior leaders, public affairs officers and aerospace industry communicators, Air & Space Conference.
- Panelist, “Blurring the Lines between Reporting & Analysis,” The O’Reilly Factor, Fox News Channel.

Queenie Byars (retired June 2014)
- Recruiter and participant, HBCU Student News Media Conference & Job Fair, hosted by North Carolina Central University.
- Participant, AEJMC diversity panel/workshop.
- Reviewer, *Case Studies in Strategic Communication*.
- Speaker, “Embracing Entrepreneurship,” North Carolina Public Relations and Marketing Seminar panel, NC PRSA.

Francesca Dillman Carpentier
- Chair, Mass Communication & Society Division, co-chair Professional Freedom & Responsibility, AEJMC.
- Secretary, Mass Communication Division and Information System Division, ICA.
- Editorial Board member: *Media Psychology and Mass Communication and Society*, reviewer; *Electronic News; Open Communication Journal*.

John Clark
- Panelist, “Learning from the Best: How Leading Media & Entertainment Companies are Doing Online Video Right,” Business Video Network.
- Presenter, “Telling the Story with Video – Easily,” North Carolina City County Communicators.
Richard Cole
• Member, Lee Enterprises Inc., national Board of Directors.
• Consultant to several state governments in the U.S. and universities in the U.S., Mexico, China, Puerto Rico, Russia, Cuba, Chile and the United Arab Emirates.

Nori Comello
• Manuscript reviewer, Case Studies in Strategic Communication; Cases in Public Health Communication and Social Marketing; Communication Research; Communication Theory; Health Communication; Human Communication Research; Journal of Communication; Journal of Health Communication; Journal of Health Psychology; Journalism & Mass Communication Quarterly; and Media Psychology.
• Consultant on research and evaluation methods, U.S. High Speed Rail Association.
• Judge, National Council of Farmer Cooperatives Information Fair.

Paul Cuadros
• Fundraising organizer for Paul Braxton Soccer Field, Siler City, N.C.

David Cupp
• Book reviewer, Electronic News, Journalism and Mass Communication Quarterly.
• Panelist, Broadcast Education Association (BEA) National Conference.
• Workshop presenter, Radio Television Digital News Association (RTDNA) of the Carolinas.
• Executive committee member, Radio-Television Journalism Division; vice-head, research chair and secretary, Electronic News Division, AEJMC.
• Consultant, PBS program “Nightly Business Report.”

Patrick Davison
• Judge, Fulbright/National Geographic Fellowship.
• Presenter, “Multimedia Projects,” Multimedia Visions Conference, Pictures of the Year International and College Photographer of the Year.
• Judge, Re:Act Media Re:Invent Competition.

Tori Ekstrand
• Editorial board member, American Journalism.
• Chair, Professional Freedom and Responsibility, AEJMC Law Division.
• Panelist, “Critical Legal Studies and Information Law, Cardozo Law School.

Valerie Fields
• Chairman of the Board, Miracle Ministries, Inc.
• Vice President of Small Business, Executive Committee, Board of Directors, Greater Raleigh Chamber of Commerce.

Barbara Friedman
• Member, Emerging Scholars Committee, presidential appointment, AEJMC.
• Mid-winter Chair, Commission on the Status of Women, AEJMC.
• Speaker, “Teaching Historical Methods with Oral History,” Southern Oral History Program Colloquium Series.
• Editorial board member, Journalism History.
• Co-host, “Reporting Trafficking: A Local Problem with Global Dimensions,” a McCormick Specialized Reporting Institute.
Rhonda Gibson

- Division Head, research chair, vice-head programming chair, AEJMC GLBT Interest Group.
- Reviewer, *Journalism and Mass Communication Quarterly* and *Media Psychology*.

Ferrel Guillory

- Member, Board of Trustees, North Carolina Center for the Advancement of Teaching, appointed by Governor Bev Perdue.
- Member, Council on the Southern Community, Southern Growth Policies Board, appointed by Governor Mike Easley.
- Member, Governor’s Email Records Review Panel.

Jim Hefner


Heidi Hennink-Kaminski

- Member, Executive Committee, Advertising Division, AEJMC.
- Organizer and Moderator, “Brands under fire: The importance of authenticity, transparency and trust,” Association for Education in Journalism and Mass Communication Conference, Chicago, IL.

Joe Bob Hester

- Webmaster, *Journal of Advertising Education* and AEJMC Advertising Division.
- Member, Editorial Board, *Journal of Advertising Education*.

Michael Hoefges

- Member, Editorial Boards, *Journal of Current Issues and Research in Advertising* and *Communication Law & Policy*.
- Member, American Bar Association, Section of Antitrust Law, Committee on Advertising Disputes and Litigation, Committee on Consumer Protection and Forum on Communication Law.
- Member, Publications Committee, Association for Education in Journalism and Mass Communication (AEJMC.)
- Member, National Advertising Review Board (NARB), panels chaired include: Appeal of the NAD Final Decision Regarding Advertising for Oracle Exadata Systems – Oracle Corporation (IBM Corporation, challenger); Appeal of the NAD Final Decision Regarding Advertising for MaxPerks Bonus Rewards – OfficeMax North America, Inc. (Office Depot, Inc., challenger); Appeal of the NAD Final Decision Regarding Advertising for Staples Rewards Program Program – Staples (Office Depot, Inc., challenger); Appeal of the NAD Final Decision Regarding Advertising for IDEAL Sweetener – Heartland Sweeteners, LLC (Merisant Company, challenger); and Appeal of the NAD Final Decision Regarding Advertising for Sprint’s 3G Network – Nextel Corporation (Sprint) (Cellco Partnership d/b/a/ Verizon Wireless, challenger.)

Anne Johnston

- Book reviewer, “Daisy Petals and Mushroom Clouds: LBJ, Barry Goldwater, and the Ad That Changed American Convention or Conference Participation.”

Sri Kalyanaraman (moved to another university in June 2014)

Steven King
- Board member, Interactive Journalism.
- Panel moderator, “Current state and Future of Data Journalism”, Interactive Journalism Conference, with Hannah Fairfield of NYTimes and Jeremy Bowers of NPR.
- Member, curriculum advisory panel for photography and videography courses, North Carolina Virtual Public School.
- Speaker, “Video Journalism at The Washington Post,” at The Mountain Workshops (a leading national photojournalism and multimedia journalism workshop.)
- Judge, national Emmy Awards.

Daniel Kreiss
- Editorial board member, Journal of Information Technology and Politics and Journal of Broadcasting and Electronic Media
- Grant reviewer, National Science Foundation: Science, Technology, and Society Program

Jock Lauterer
- Workshop Leader, Weekly Community Newspaper Division, Pennsylvania Press Association and Arkansas Press Association Annual Conference.
- Panelist, “Community Newspapers are Surviving: But for How Long?” for the Community Journalism Interest Group, AEJMC.

Trevy McDonald
- Parliamentarian, Triangle Association of Black Journalists (TABJ.)
- Judge, Headliner national/local television news awards competition, 2011-2012.
- Program Chair, Triangle Association of Black Journalists (TABJ), Durham, NC. Event planning and marketing of TABJ Programming including panels on “The Role of Social Media for Today’s Journalist,” and “The Impact of the Economy on the Media Industry.”
- Judge, Media Business Projects. Introduction to Mass Communication course (Brett Chambers professor.)

Dana McMahan
- Member, capital campaign committee for the expansion of Kidzu Children’s Museum.
- President and vice-president, board of directors and chair, marketing committee of SECU Family House at UNC Hospitals.
- Member, advisory board, Chapel Hill Preservation Society, 2007-2009.

Seth Noar
- Member, Women at Risk Subcommittee, HIV Prevention Trials Network.
- Secretary, Health Communication Division, International Communication Association.

Terence Oliver
- Judge, Delaware Press Association’s Communications Contest.
- Beta Tester, Adobe’s CS6 software programs.
- Judge, North Carolina Media Association photography contest.

Cathy Packer
- Discussant, Law and Policy Division, AEJMC Southeast Colloquium.
- Reviewer, AEJMC Law and Policy Division.
- Speaker, “Edward Snowden and Julian Assange: Heroes or Terrorists” and “The Law and Future of the U.S. Media” at the University of Navarra, Pamplona, Spain.
- Speaker, “Freedom of Expression and Media Law in the United States” for the U.S. State Department’s Edward R. Murrow Program for Journalists.

Dan Riffe
- Former Editor, Journalism & Mass Communication Quarterly.

Chris Roush
- Lecturer, Universidad de Los Andes, Santiago, Chile.
- Instructor, online personal finance journalism courses for Latino journalists, International Center for Journalists.
- Research Director, Society of American Business Editors and Writers, a non-profit organization for business journalists.

Laura Ruel
- Speaker, “Making the stories of climate change personal,” to conference on Communication and Climate Change, University of Navarra, Pamplona, Spain.
- Speaker, “Multimedia Trends in Western Media,” Zhengzhou Chinese Media Workshop.

JoAnn Sciarrino
- Speaker, “The Impact of Brand Attachment on Online Diffusion,” to BBDO.

Brian Southwell
- Speaker, "Social Networks and Popular Understanding of Science and Health." National Institute on Minority Health and Health Disparities.
- Speaker, “Energy Information Engagement Among the Poor,” New York State Energy Research and Development Authority.
- Senior Editor, Health Communication.

Chad Stevens
- Presenter, “Multimedia Storytelling,” to the Open Society Foundation’s Documentary Photography Project, Tbilisi, Georgia.
- Panelist, “Innovative Storytellers,” Columbia University Graduate School of Journalism, presented by the Tow Center and the Alfred I. duPont Awards for outstanding journalism.

Dulcie Straughan
- Editorial board member, Public Relations Review.
• Member, ACEJMC, with site visits to seven Universities since 2008.
• Reviewer, AEJMC public relations research division.

**John Sweeney**

• Reviewer, *Journal of Advertising Education*.
• Member, editorial board of the *International Journal of Sports Communication*.

**Ryan Thornburg**

• Member, inaugural Advisory Committee. Reporter’s Lab, DeWitt Wallace Center for Media and Democracy, Duke University.
• Reviewer, *World Journalism Education Congress* conference, Ghamstown, South Africa.
• Lead instructor, “Social Media for Journalists,” MOOC course for the Knight Center for Journalism in the Americas at The University of Texas at Austin.
• Workshop leader, “Launching a Digital News Site” for *Arab Journalists at the International Center for Journalists*, on behalf of Webmedia Group.

**Lucila Vargas**

• Instructor, Media literacy course, Hispanic Youth Forum sponsored by the non-profit El Pueblo, Inc. Chapel Hill, N.C.
• Member, Editorial boards for *Communication Theory*, *Global Media Journal*, and *International Journal of Hispanic Media*.
• Director, Radio Pa’lante, a youth weekly radio program produced by Latina/o teens at WCOMLP-FM 103.5 Carrboro, NC.

**Jan Yopp**

• Member, Executive Committee, North American Association of Summer Sessions.
• President, N.C. Association of Summer Sessions.

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5. Describe the role of professional and public service in promotion and tenure decisions. Describe travel funding or other support by the unit for faculty involvement in academic and professional associations and related activities.

Professional and public service activities are expected of all faculty members and are obviously part of promotion and tenure decisions. Activities are also part of a faculty member’s record in post-tenure decisions. The School has traditionally emphasized such service, assessing it as one of the three areas of excellence for faculty members (along with teaching and research or creative activity.) The university, of course, also expects faculty members to engage in such service, and the provost’s office now requires faculty members to list their activities not only in teaching but also in professional service and in research or creative activity.

Faculty members are encouraged to become active in professional and academic organizations. The School has a rich history of faculty members’ holding officer positions in such groups, including AEJMC, the International Communication Association and the National Communication Association, to name only a few. In addition, several faculty members have served as editors of academic journals that have been housed in the School (*Journalism & Mass Communication Quarterly*, *American Journalism and Media Psychology*.) Editors receive appropriate course releases and teaching assistants for their work. Faculty members often present papers at meetings and chair or participate on conference panels.

For many years, the School has provided travel support for a faculty member who presents a conference paper or moderates a panel session or has other appropriate duties at a convention. That applies to faculty members in both the research and professional tenure tracks. As budgets have tightened in recent years, however, the dean has had to set a limit on travel funds per faculty member and has prioritized assistance to pre-tenured faculty. At present, assistant professors receive up to $2,000 per year and associate professors and full professors receive up to $1,500.
per year. Funds may be available from alternate sources to ensure that junior faculty members can attend conferences (e.g., from untapped research funds allotted to an endowed professorship.) Most full professors have named positions with professorships that provide travel support.

6. Describe the unit’s support of scholastic (high school) journalism, including workshops, visiting lectures, critiques of student work, etc.

N.C. Scholastic Media Association

Since 1938 the School has provided support for scholastic journalism. The School houses the N.C. Scholastic Media Association (NCSMA), which develops and implements a range of scholastic journalism programs. To help fund these programs, NCSMA coordinates faculty judging of several competitions, including the Lowell Thomas Travel Journalism Competition sponsored by the Society of American Travel Writers Foundation. NCSMA receives a portion of judging fees to sustain its outreach services.

NCSMA taps into a network of some 25 high school journalism teachers who serve as its board of advisers. In fall 2013, this group completed a Common Core journalism standards project, resulting in a presentation on journalism curriculum standards posted on the NCSMA site and available to teachers and administrators throughout the state and beyond.

Monica Hill, Director, NC Scholastic Media Association, directs all NCSMA activities. She has a strong national reputation and won an AEJMC national award in 2013. She has served in high offices in national scholastic organizations.

Some NCSMA outreach programs include:

The N.C. College Media Association has been based in the School since 2007 and supports college media operations on public and private university and college campuses and provides instructional and networking opportunities for college journalists and media advisers. Each February a different college campus in the state serves as the host for the association’s annual one-day conference. Since 2008, the annual conference has been hosted by N.C. State University, Elon University, Appalachian State University, Winston-Salem State University, N.C. A&T State University and UNC-Asheville.

NCSMA puts on the annual four-day N.C. Scholastic Media Institute in conjunction with “The News & Observer” in Raleigh each summer. The institute attracts more than 300 high school students and teachers. It offers instruction in online news, newspapers, yearbooks, photojournalism, broadcast news, literary magazines, publication and digital design, and advising student media. NCSMA selects six high school students who serve as student officers and help plan the summer institute each year.

NCSMA also sponsors a statewide college student media contest. Each December college media advisers meet in Chapel Hill as volunteer judges for the association’s media contest.

Chuck Stone Program for Diversity in Education and Media

The Chuck Stone Program for Diversity in Education and Media supports young high school journalists across all types of diversity (including religion, ethnicity, socioeconomic status and gender) as they pursue careers in news and media. The program equips young people with skills and knowledge to inform and educate a diverse audience with sensitivity and awareness. Each year faculty directors select 12 rising high school seniors to participate in the fully funded one-week program. An anonymous donor provides the funding. The Gannett Foundation funds the Chuck Stone College Mentoring and Career Preparation Program for all Chuck Stone alumni, allowing those same faculty directors to stay connected to program alumni as they enter college and eventually the workforce. This is further discussed in Standard 3.

Carolina Sports Journalism Camp

Since 2012, 40 students throughout the country are selected each year to attend the Carolina Sports Journalism Camp, an annual four-day writing workshop. It is put on by Tim Crothers, an adjunct faculty member in the School, in collaboration with an advisory council of individuals from UNC-CH Athletics, UNC-CH Summer School, “The Washington Post,” “The News & Observer” and the Carolina Panthers. Advisory council members volunteer as instructors.

Carolina Association of Black Journalists (CABJ)

The School sponsors an annual one-day high school minority workshop sponsored by the Carolina Association of Black Journalists, the student chapter of National
Association of Black Journalists. This is further discussed in Standard 3.

**Newspapers in Education (NIE)**

For many years, the School has been home to the state office of NIE, a program of the N.C. Press Foundation that works closely with the School’s N.C. Scholastic Media Association to advocate for literacy and civic learning.

NIE developed projects that served young readers and their teachers and parents by providing training, curricula and other support for teaching and learning in homes and in schools. Some newspapers published stories written by and for young readers, maintained e-newsletters and blogs for young readers, teachers and parents, and engaged young readers by tweeting headlines of special interest to them.

Examples of NIE projects over the past six years include:

- Offering one- and two-day credit workshops for teachers throughout the state.
- Developing curricula on newswriting, the U.S. Constitution, elections, visual literacy, character and civic education, and other topics. Contracting to obtain other curricula and serialized stories for young readers to distribute through state newspapers.
- Working cooperatively with the N.C. Department of Public Instruction to distribute information to state newspapers on current educational standards and best practices.
- Creating and maintaining a website that supports the use of local and state news for teaching and learning.
- Offering webinars for teachers.

With the retirement of the NIE director in summer 2014, the North Carolina Press Foundation decided to end the NIE program.

7. Describe the unit’s method for communicating with alumni, such as newsletters or other publications. Attach copies of publications during the previous academic year. (These documents can be placed in the appendices binder.)

The School communicates with alumni through a mix of digital, broadcast and print materials, special events and gatherings, and direct person-to-person contacts. The communications reflect all work being done in the School, of course, but some emphasis is placed on immersive student experiences, faculty research that addresses real-world challenges, new digital efforts and innovation throughout the curriculum.

Alumni are contacted through:

**Carolina Communicator.** This is mailed to more than 8,000 alumni twice a year. The publication was converted from a 40-page alumni magazine to a square trifold with shorter stories that point to extended pieces or companion material online. The new format allows the School to reach more alumni more quickly and more frequently than the previous format, and is more cost effective to produce. It is also available online.

**Carolina J-School News.** This is a monthly emailed newsletter that goes to more than 10,000 alumni. It has information about coming events, videos from recent events, promotional videos, faculty research items, information about how to contribute to the School, social media links, and other ways to stay connected to the School.

**Special events and receptions.** The School holds a variety of events and receptions each year. Many are designed to attract alumni back to Chapel Hill, such as Homecoming, career fairs and prominent speakers. Others are held in cities and regions where our alumni are concentrated. Most feature a presentation from the dean or other faculty members.

**Website.** The School’s website (jomc.unc.edu) has about 150,000 unique visitors a year and about 900,000 page views a year. It is a source for general School news, examples of student work, calendar and event information, faculty and staff member biographies and contact information, giving opportunities, social media links and an interactive alumni database.

**Social media platforms.** The School uses Twitter (@uncjschool; 7,600-plus followers), Facebook (fb.com/uncjschool; 3,600-plus likes), YouTube (youtube.com/uncjschool; 63,000-plus video views) and Instagram (instagram.com/uncjschool; 300-plus followers.)

Many faculty and staff members maintain their own dialogues with alumni using various methods, of course. They are rightfully proud of their personal contacts. And the “Carolina Week,” “Carolina Connection” and “Sports Xtra” broadcast programs have their own websites and alumni listservs, through which former program participants exchange job information and stay in contact with one another. The science and medical journalism program
distributes a quarterly newsletter to its alumni.

The School's placement-career services office. Jay Eubank, the School's director of career services, has many contacts with alumni every year, of course, regarding job placement, internships and the like. His work is described in Standard 6.

The School's development office. This office obviously plays an important role with alumni and others. The office is described in Standard 7.

Copies of School alumni publications will be provided for the site team in its workroom during the site visit.

8. Describe the involvement of alumni in the unit's educational and public-service programs (placement, internships, fundraising, curriculum development, etc.) and in advisory or visitors boards.

The School's Board of Advisers has already been discussed in this Standard.

The School also has the Journalism Alumni and Friends Association (JAFA), which was formed in 1980. Through JAFA, alumni and friends mentor students, participate in social activities, promote the School in their communities and encourage others to support the School. JAFA has its own board, led by president Sarah Lamm. Members are:

- Andrea Blanford ’10, morning news anchor, WNCT-TV.
- Bob Bryant ’86, president and CEO, Team Works Marketing Inc.
- Annie Cauthren ’04, VP and account supervisor, Ketchum Public Relations.
- Tom Clifford ’76, executive news director, “The Post and Courier.”
- Jeff Eisenberg ’05, product marketing manager, Google Inc.
- John Frank ’04, political reporter, “The Denver Post.”
- Liz Hamner ’03, account executive, Capstrat.
- Justin Lyons ’06, director, public affairs, The Glover Park Group.
- Peter Mitchell ’79, president and CEO, The Woodbine Agency.
- Danita Morgan ’81, development director, Urban Ministries of Wake County.
- Gregory Paige ’06, MBA candidate, UCLA Anderson School of Management.
- Andrew Park ’97 MA, director, global communication and branding, Information Services Group.
- Adam Rhew ’08, business reporter, News 14 Carolina.
- Kayla Tausche ’08, correspondent, CNBC.
- Martha Waggoner ’81, correspondent, The Associated Press.

Alumni play an important role in helping students land internships and entry-level positions. During each fall and spring break, the School works with JAFA to sponsor a networking trip to a major media market. Recent trips include New York, Washington, D.C., San Francisco, Chicago and Atlanta. In spring 2014, students on the San Francisco trip went to Silicon Valley and met with alumni at Google, Pixar, Electronic Arts, FleishmanHillard and Mother Jones magazine.

The School also offers J-Link, an online social network where students and alumni are able to create profiles and connect with each other. The site allows members to search the database for contact information on current students and alumni, post and read updates on career moves and personal news, and establish mentoring connections. The School's Career Services office plays an important role in matching students with alumni seeking interns or employees.

School alumni obviously play an important role in fundraising. We enjoy the annual support of 7.3 percent of our alumni, and they continue to be the main source of annual support by individuals to our $40 million endowment. Those gifts have made possible about $300,000 in scholarships and awards given out each year plus $2 million in annual graduate student support (most of the graduate support by far comes from the Triad Foundation, which is headed by members of the Park family, which includes alumni.)

Our alumni are not only donors; they are fundraisers. They help to cultivate other alumni and seek out additional donors.
Supplemental 8-A:
Professional Education Programs Organized by the School Since 2009

2014
- Edward R. Murrow Program for Journalists.
- Chuck Stone Symposium on Diversity.
- Corporate workshops on writing for global and public affairs communicators.
- Multimedia Boot Camp.
- Interactivity Workshop.
- Newspaper Academy.

2013
- Edward R. Murrow Program for Journalists.
- “Reporting Sex Trafficking: A Local Problem with Global Dimensions.”
- Multimedia Boot Camp.
- Interactivity Workshop.
- Newspaper Academy.

2012
- “Red States and Purple States, Democratic National Convention.”
- Edward R. Murrow Program for Journalists.
- Korean Producers and Directors Educational Institute, “New Media in Broadcast Television.”
- Multimedia Boot Camp.
- Newspaper Academy.

2011
- Edward R. Murrow Program for Journalists.
- “Life After -30-: How to Recast Your Journalism Career and Reinvent Yourself.”
- Korean Broadcast Journalist Association, “New Media Workshop.”
- UNC Library Media Training.
- Multimedia Boot Camp.
- Newspaper Academy.

2010
- Korean News Editors Association, “New Media Workshop.”
- Edward R. Murrow Program for Journalists.
- Multimedia Boot Camp.
- Newspaper Academy.
- American Association of Advertising Agencies, “How to Sell Creative to Clients.”
- Roundtable on National Security Issues Relating to Journalism and Reporting.
• “Getting Started in Business News.”
• Edward R. Murrow Program for Journalists.
• Talecris writing workshop.
• Swedish Journalism Institute.
• Multimedia Boot Camp.
• Newspaper Academy.
• North Carolina Editorial Writers Roundtable.
**HIGHLIGHTS**

- The School assesses undergraduate student learning through three direct measures: assessment exam of graduating seniors, aggregate analysis of internships and assessment modules for core classes. It also measures assessment through three indirect measures: survey of graduating seniors, student awards across the curriculum and an employment survey of recent graduates.

- The teaching of our core courses has been sharpened by our assessment measures. In particular, the teaching of JOMC 153, “Writing and Reporting,” now places a heavier emphasis on story organization and fact-gathering due to our assessment evaluations of what students have learned in that course.

- Significant student achievements nationally include winning the overall Hearst championship (the most points won by a school) in 2010 and 2011 and placing in the top five every year in the overall school category during the time period of this self-study. Another example of student achievement is a student-produced documentary – “100 Gallons” – that was an Emmy finalist.

- The M.A. program assesses student learning through two direct measures and three indirect measures. A task force has been working for the past two years to sharpen our professional M.A. program.
Introduction

Assessment became a special focus of attention for the School following the 2009 accreditation process when Standard 9 was found out of compliance, the first time the School had ever received an out-of-compliance on any standard.

Leadership in the School explored how better to assess learning outcomes and to create a dynamic learning loop that could constantly improve the curriculum.

A new senior survey was established for the class of 2011 and was implemented in fall 2011, six months after the class was graduated. The survey was designed to systematically gather information each year on students’ attitudes about their education. The survey focused on students’ thoughts about curriculum – its strengths and weaknesses – and on their perceptions about their readiness to enter the workplace.

The School also focused attention on two of its core courses required for all students regardless of their specialization: JOMC 340, “Introduction to Media Law,” and JOMC 153, “News Writing” (now “Writing and Reporting”).

Poor grades and low understanding of certain concepts by some, but not a majority, of students was an indicator to media law professors that JOMC 340, the introductory law course, needed to be changed. Faculty members concluded that students needed context for the concepts explored in the course. Since 2009, the media law faculty members have continued to monitor grades and analyze student surveys to refine the course further so that students can successfully master certain key concepts critical in today’s challenging media world.

Faculty leaders began making changes to JOMC 153, called “News Writing” for many years, to focus on the digital challenges that online writing demands. The first step was to expand the syllabus to include elements of clear and accurate writing into the online experience.

Next the JOMC 153 committee created an outside professional advisers committee that could help shape the course and ensure cutting-edge professional education for our students. The course is still undergoing revisions that expand its skill base and has been given a new name to reflect the importance of its skills training: “Writing and Reporting.” The changes in JOMC 153 that were stimulated by the assessment are outlined in full later in this Standard.

When Dean Jean Folkerts announced in fall 2010 that she would be retiring at the end of the academic year, Senior Associate Dean Dulcie Straughan assumed the leadership of the School’s assessment program. She created a faculty committee that represented all the sequences. The committee began meeting to map out how best to create both direct and indirect indicators that could systematically focus attention on curricular improvements. During this time, the JOMC 153 assessment rubric was created. This rubric can be found on page 7 of this Standard.

It was decided that an assessment exam of graduating seniors would offer metrics to better understand student outcomes and competencies. This senior assessment exam was different from the School’s previous senior survey. The new exam was given for the first time to seniors in spring 2013. A copy can be found in the materials at the end of this Standard (Supplemental 9-B.)

The timing was fortuitous since the School had also decided to offer a new large course that would attract first- and second-year UNC-CH students. The course, JOMC 101, “The Media Revolution: From Gutenberg to Zuckerberg,” attracted almost 300 students the first semester it was taught. That course offered the School a chance to gauge an incoming university class’s baseline knowledge of key media concepts against graduates’ knowledge assessed in the new senior final assessment exam.

The assessment committee decided to give the same academic assessment exam to JOMC 101 students. The results would offer a baseline for what college students know about media, journalism, ethics, advertising, public relations and First Amendment rights when they first arrived at the university, before they chose a major. That baseline information now can be assessed against the outcomes of the same exam taken by the recent graduates.

The assessment committee was folded into the School’s overall curriculum committee in fall 2014. The curriculum committee was focused on a bold rewriting of
the curriculum to integrate more effectively the changing media environment with the School’s fundamental values of good journalism and good communication. **Senior Associate Dean of Undergraduate Studies Chris Roush** leads the curriculum committee. It is made up of sequence leaders who have been working with Roush to strengthen and revitalize the whole undergraduate curriculum.

The assessment exam produces first-year knowledge vs. graduate-outcome data and is a rich information trove that the curriculum committee is mining as it tweaks and rewrites the curriculum. Roush has taken the lead on assessment with sequence heads so that the learning loop is creating a direct infusion of information, nuance and data to undertake the best curricular changes that we can make.

The School’s assessment plan is at the end of this Standard (Supplemental 9-A.)

### 1. Provide the unit’s definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.

The School aims to produce students who are proficient in a variety of areas. We want our students to master the basic concepts surrounding media writing and persuasion as well as understand the theories and concepts of media law and ethics.

The goals for learning at the School are the professional values and competencies set forth by the Accrediting Council on Education in Journalism and Mass Communications:

- Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.

- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

- Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

- Understand concepts and apply theories in the use and presentation of images and information.

- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

- Think critically, creatively and independently.

- Conduct research and evaluate information by methods appropriate to the communications professions in which they work.

- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

- Apply basic numerical and statistical concepts.

- Apply tools and technologies appropriate for the communications professions in which they work.

- Contribute to knowledge appropriate to the communications professions in which they work. (master’s students only.)

These goals guide how we assess student learning. This is explained below in item 3 of this Standard.
2. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.

Professionals, including alumni, are actively engaged with the School and offer invaluable perspectives to students when assessing their work and performance across the communication disciplines. Professionals assist with assessment during the semester. They visit classes to interact with students and provide feedback on projects and other work, which allows for mid-course corrections and helps identify areas that need further attention. At the end of the semester professionals help evaluate final projects. Professional assessment is factored into student grades by the instructor. In addition, professional assessment has been used to help refine and improve our curricula.

Professionals' expertise have strengthened the emphasis on certain aspects of course content for JOMC 153, “Writing and Reporting,” for example. There is a longer explanation about how we assessed JOMC 153 later in this Standard on page 6.

Here are some specific examples of professional and alumni involvement in the assessment process:

**Campaigns and Other Experiential Learning**

Students work with professionals as their clients in a number of courses. In addition to providing students with direction and feedback throughout the courses, these professionals play critical roles in assessing student performance and the final work products of student teams.

JOMC 232, “Public Relations Writing.” Students in this course have worked with more than 50 nonprofit organizations since the last accreditation team visit. They write press releases and other material for these clients who review the strategies and PR products.

JOMC 333, “Video Communication for Public Relations and Advertising.” In this course, students work with several clients on diverse video projects. Clients review the final pieces and provide their feedback to the instructors, who then relay comments to the students in class and discuss them in light of project goals, target audience and budget-time constraints.

JOMC 376, “Sports Marketing and Advertising.” This class works each semester with a client that is a major sports organization. Clients and other professional guests provide input and feedback to students at several points throughout the semester.

JOMC 434, “Public Relations Campaigns.” Clients in all sections of this capstone course formally evaluate students for at least three campaign components over the course of the semester: research reports, final presentations and a written plan. Some faculty members teaching this course use a formal client-evaluation form; others enable clients to provide verbal feedback directly to students.

JOMC 552, “Leadership in a Time of Change.” This course is equally divided between classwork and a field assignment with a client that is typically a community newspaper or consulting firm. The grading on the field assignment includes the client’s assessment of a student’s work, provided in the form of verbal feedback from at least two people, such as the publisher and editor, or advertising director and general manager.

JOMC 671, “Social Marketing Campaigns.” This course works with clients from the public health sector who come to class three times during the semester. First they present an overview of the public health challenge and answer questions from students. Next, they attend a strategy presentation, where student teams present the results of their formative research and what they plan for interventions. Last, they attend the final presentation. Clients provide verbal comments during the final session, which the instructor collects and incorporates into a feedback rubric.

JOMC 690, “Advanced Advertising Campaigns.” Students in this course enter their campaign in the American Advertising Federation’s National Student Advertising Competition. The campaigns (a written plan plus a 20-minute live presentation) are judged by professionals at the district level, with the district winners advancing to the semifinals. In the semifinals, a second panel of professionals evaluates the campaigns; winners advance to the national finals, where they are judged a third time.

**Critiquing Student Work**

Students who are producing broadcast, audio, print and multimedia projects, and public relations-advertising campaigns as part of their coursework and extracurricular activities frequently have the opportunity for their work to be reviewed and critiqued by professionals in these fields. A few examples follow:

JOMC 422, “Producing Television News.” This class produces the School’s “Carolina Week” TV news program.
Each semester broadcast professionals spend a day with the team of this student newscast, assisting with its production and being part of the critique following the newscast. They provide a real-world assessment of what the team is doing well and how it might improve. Professional critiques are provided to individuals as well as to the group.

**JOMC 252, “Audio Journalism,” and JOMC 561, “Medical and Science Video Storytelling.”** Both classes use professionals to critique student work and present examples of professional work from their organizations.

**JOMC 434, “Public Relations Campaigns.”** Student public relations materials – press releases, fact sheets, public service announcements, social media campaigns – are critiqued by professionals, and often the materials and ideas are used by their organizations.

**JOMC 452, “Business Reporting.”** All students participate in a mock news conference competition against a Kenan-Flagler Business School class. The mock news conference is judged by public relations and journalism professionals, and the mock news conference counts as 10 percent of the student’s grade in the course.

### Improving Curricula

Faculty members also seek professional perspectives as they refine and update the School’s curriculum. A recent example illustrates how professionals have helped assess and refine a core course:

**JOMC 153, “Writing and Reporting.”** A panel of three professionals evaluated a random selection of student stories written across all sections of this class for the first time in spring 2014. Instructors were asked to pick two student papers at random from each of their sections in the second or third week of class and submit them to the faculty coordinator. After removing all identifying information, the faculty coordinator submitted 26 stories to the review panel, which met together and assessed the stories using a standard rubric. Again, that rubric can be found on page 7 of this Standard.

Instructors were then asked to submit a second round of student stories written in the last three weeks of the semester using the same process. The goal was to see how the students were doing by the end of the semester and where more attention needed to be paid in future semesters, for example, on leads, quotes, etc. The reviewers were a local daily newspaper editor, a former reporter who is now communications director of an association, and a former sports reporter who is now a university information officer.

3. **Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide copies of any end-of-year assessment reports. Provide a written assessment plan for the master’s program. Provide any end-of-year assessment reports. If there are multiple reports from the six-year period, summarize the findings and make the reports available in the appendices or in the workroom.**

### DIRECT MEASURE 1

Since the last accreditation visit, the School launched an **assessment exam for graduating seniors** in spring 2013. The questions for the exam were developed by our faculty members, who are experts in a variety of areas that ACEJMC deems important that students learn, such as law, ethics, history and major mass communication concepts.

The questions also mirror the ACEJMC core values and competencies, which the School uses to determine actions to be taken to improve the curriculum.

The School’s assessment exam was distributed to graduating seniors using Qualtrics. The exam began with questions from the three core classes that every School student must take, and then it asked the students what specialization – advertising, public relations, broadcasting, reporting or visual communication – they had studied. Once they answered that question, the students were given assessment questions pertaining to their specialization.

**The assessment exam and learning outcomes from that assessment are provided at the end of this Standard (Supplemental 9-B.) The answers in bold denote the correct learning outcome for each question. The percentage of correct and incorrect responses show the School faculty members where improved teaching is needed. We distribute these results to our faculty members at the beginning of the academic year and collect feedback from them on how they are changing their courses as a result. This feedback is collected by the senior associate dean of undergraduate studies through email and in conversations with faculty members.**
The same assessment exam was also distributed in fall 2013 to the nearly 300 first- and second-year students enrolled in JOMC 101, “Media Revolution: From Gutenberg to Zuckerberg.” This allowed the School’s administration to compare results with those from the seniors to determine what students have, and have not, learned. The responses of first-year students are in blue.

The School’s assessment exam has now been administered to the last two senior classes and the last two freshman classes. A comparison of these two exams has been instructive for those focused on the assessment question. Below we outline some specific actions that were taken to improve specific courses in our curriculum based on the exam data.

### Analysis of Assessment-Exam for Graduating Seniors and Actions Taken

Based on results of the School's assessment exam for graduating seniors, the following actions have been taken related to each of the ACEJMC core values and competencies:

1. **Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.**

   **Action taken:** Improved training modules on prior restraint, the “marketplace of ideas” metaphor, and actual malice for public officials in JOMC 340, “Introduction to Media Law,” classes.

2. **Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.**

   **Action taken:** Emphasized teaching modules for 19th century partisan press, entry points for women in early newspapers and muckrakers in history courses.

3. **Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.**

   **Action taken:** Emphasized ethnic newspapers as an advocacy press, the threatening- issue-development phase of media and the Kerner Commission Report in our ethnic and diversity courses.

4. **Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.**

   **Action taken:** A course called “International Advertising” was added to the curriculum for the fall 2014 semester. In addition, “Sexual Minorities and the Media,” was brought back into the curriculum and will be taught in the fall 2015 semester.

5. **Understand concepts and apply theories in the use and presentation of images and information.**

   **Action taken:** Improved the teaching of topics such as the goals of advertising campaigns, creative briefs, cutaway shots in television, and the framing practice by the media in various courses.

6. **Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.**

   **Action taken:** Two of the 10 questions on the assessment exam for graduating seniors were on media codes of ethics and received the correct response only slightly more than half the time. An ethics course assessment of students’ use of a three-step decision-making model revealed that they were omitting a portion of the second step in their analysis. To help ensure they did not omit a crucial element of the model, the instructor now breaks the model down into four steps. The students’ use and understanding of the model has improved as a result, and their decisions better reflect the course objective, “integrate ethical foundations and apply those ideas to professional situations.”

7. **Think critically, creatively and independently.**

   **Action taken:** Although student group projects have considerable value and are important in a number of courses, we advocated for somewhat fewer group projects in our overall curriculum in order to improve our students’ abilities to think creatively and independently instead of relying on the collective knowledge of their peers. While the assessment exam for graduating seniors has high scores with these questions, we believe we can always do better.

8. **Conduct research and evaluate information by methods appropriate to the communications professions in which they work.**

   **Action taken:** We are improving our education on gathering and presenting information. One change was with JOMC 153, “Newswriting,” which in fall 2013 was changed to “Writing and Reporting,” to incorporate more research and evaluation of information.
9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

Action taken: We are working with our faculty members and adjuncts to ensure that the teaching modules for JOMC 153, “Writing and Reporting,” are uniform across all sections every semester. In fall 2012 modules on media law basics and information-gathering produced by News U were added to the overall handout in JOMC 153 to ensure students received the same information. We need to improve our student education in punctuation, capitalization and proper word usage. The News U modules are also being utilized in JOMC 232, “Public Relations Writing.”

10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

Action taken: We have added a 1-credit grammar course to the curriculum that aims to improve student outcomes on the School’s grammar-and-word-usage exam.

11. Apply basic numerical and statistical concepts.

Action taken: We have improved instruction for photography students on how to calculate equivalent exposure. We have also added media business courses such as “Digital Media Economics” and “Digital Advertising” that incorporate data and analytics in evaluating media.

12. Apply tools and technologies appropriate for the communications professions in which they work.

Action taken: We have updated teaching modules on topics such as responsive design, programming instructions for web-based software applications, XML and equivalent exposures. We are also proposing a joint major with the computer science department on the campus. We are also offering well-attended workshops on coding as we assess demand for new courses around coding and hacking.

DIRECT MEASURE 2

An internship is a form of experiential education that extends the classroom beyond the walls of the university. The School does not require students to have an internship, but it does strongly encourage students to complete an internship.

Most of the internships that our students complete are arranged with the assistance of our career services director, Jay Eubank. Some students elect to receive academic credit for their internships. The course, JOMC 393, is 1 credit, and a student may take it up to three times. The grade is Pass or Fail. It is offered in fall, spring and summer. In the fall and spring, students work at least eight hours a week. In the summer, they work at least 20 hours a week. Some students receive pay; others do not.

Eubank sends a survey at the end of each term to internship coordinators, and those data are collected and evaluated as an aggregate analysis of internships. Results from our most-recent internship evaluations for spring 2014 are included at the end of this Standard (Supplemental 9-C.) The spring 2014 results are similar to previous terms as to the comments and scores. They are quite positive.

As a result of these evaluations, the following action was taken:

Action taken: Beginning in fall 2014, there will be a mandatory meeting of all students who enroll in JOMC 393 to emphasize workplace expectations such as being enthusiastic and engaged and to communicate well with supervisors. Employers will also be encouraged to be forthcoming earlier if there are any deficiencies with interns.

Overall, we believe the internship program is working well. Students rate internships quite highly, and the evaluations by internship supervisors are quite positive.

DIRECT MEASURE 3

This measure examines outcomes by assessing modules for two core classes: JOMC 153, “Writing and Reporting,” and JOMC 340, “Introduction to Media Law.” All School students are required to take these two courses, so we feel that it is a valid assessment measure. Assessing the work in JOMC 153 began shortly after our 2009 accreditation visit.

In JOMC 153, students are assessed at the beginning of the semester and at the end of the semester based on the rubric on the following page. They are evaluated on their competency to demonstrate written communication skills through the ability to write and edit a news story for a professional news outlet regardless of medium. Four is the top grade, down to zero:
JOMC 153 Assessment Rubric

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>No grammatical errors</td>
<td>No grammatical errors</td>
<td>Some grammatical errors</td>
<td>Major grammatical errors</td>
<td>Major grammatical errors</td>
</tr>
<tr>
<td>Lead is interesting and grabs readers attention</td>
<td>Lead is interesting and grabs readers attention</td>
<td>Lead is buried</td>
<td>Lead is buried; story has fact error</td>
<td></td>
</tr>
<tr>
<td>Proper usage of quotes that help tell the story</td>
<td>Proper usage of quotes that help tell the story</td>
<td>Quotes repeat what writer has written</td>
<td>Quotes in story do not help tell the story</td>
<td>No quotes, or poorly used quotes</td>
</tr>
<tr>
<td>Punctuation is correct</td>
<td>One or two punctuation issues</td>
<td>Punctuation errors</td>
<td>Multiple punctuation errors</td>
<td></td>
</tr>
<tr>
<td>Structure of story flows well and keeps readers engaged</td>
<td>Structure of story flows well and keeps readers engaged</td>
<td>Story structure is disjointed and takes reader on wild ride</td>
<td>Story does not flow at all; No nut paragraph</td>
<td></td>
</tr>
</tbody>
</table>

Methodology

In the beginning of a semester, faculty members are asked to select assignments from their own students and assess the papers using the criteria above. Faculty members evaluate their own students so they can see first-hand where students are weakest near the end of the semester (most of these faculty members teach the course regularly.) The review also shows where the course syllabus might need to be strengthened going forward. In spring 2013, faculty members not teaching the course reviewed a sample of stories at the end of the semester and applied the same rubric.

Here are the results from fall 2012 with the scores and the number of students making each score:

<table>
<thead>
<tr>
<th>October (155 papers assessed)</th>
<th>November/December (150 papers assessed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>2</td>
<td>59</td>
</tr>
<tr>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td>0</td>
<td>17</td>
</tr>
</tbody>
</table>

Faculty members noted that students had shown improvement in AP style, lead structure and story completeness. Grammar and usage errors were significantly reduced but not eliminated. Students also had improved in their use of sources and appropriate attribution.

The faculty assessment showed the need to continue to stress grammar, punctuation and spelling, as the School has always tried to do. Years ago a spelling-grammar exam was created in the School, and all students had to pass it to be graduated. It remains a requirement for graduation today. It is now called the grammar-and-word-usage exam. For years, the exam was administered in JOMC 153. It was moved out of that course in fall 2013 and is now given separately. But JOMC 153 instructors, of course, still take off points for lack of that knowledge on student papers and stress basic rules in class. The fact that a large number of students still had issues with newswriting skills after six weeks of classes (when the first assessment was done and when one-third of the students scored 0 or 1) made clear to instructors that they needed to use exercises to test students' skills of organization and structure even more, and earlier in the course. That needed to be done at the same time that instructors were focusing on AP style and news judgment. Instructors tended to work longer on leads before moving into story structure. The end-of-the-course assessment showed improvement, but a good number of students still had not grasped newswriting concepts and skills effectively enough.

The assessment data collected from JOMC 153 have led to changes in how the course is being taught. For example, the course now includes more on writing for social media and more on how writing formats and styles are applicable across all forms of mass communication. The course also now emphasizes more instruction in fact-gathering.

As a follow-up to the assessment in fall 2012, when instructors used the above rubric to evaluate their own papers, a panel of three faculty members who had taught JOMC 153 previously but who had not taught in several years reviewed in spring 2013 student papers selected randomly by instructors across 13 sections of the course. A selection of papers written by students during the last three weeks of classes was used; the papers covered different topics, such as news conferences and speeches.

The resulting scores, using the numbered rubric described above, can be found on the following table:
Here are the professors’ comments in brief form:

- **Leads and general copyediting were acceptable.**
- **More work is needed on punctuation.**
- **Writers also need to give more attention to organization to provide some “connective tissue” to develop the stories.**
- **In speech stories, reporters need quotes from others in attendance and with different perspectives.**
- **In these speech stories, there is a tendency to string quotes together rather than write transitions.**

**Action taken:** The scores led to an expectation that few stories would be at level 4 by the end of the first writing course. At least two-thirds of the stories scored a 2 or 3, showing that students had grasped concepts of writing leads, overall editing and basic organization. JOMC 153 instructors were advised for the fall 2013 semester to spend more time on story organization and to get students to put the latest information earlier in their stories. Instructors were advised to spend more time on using quotes and transitions in stories. Based on professors’ comments in the assessment, we will select the same type of story for the next assessment, such as all speech coverage or all event coverage.

For spring 2014, a team of three professionals, each with considerable media experience and currently in a communications-related job, read a random sample of student papers selected in the second to third week of class in what is called round 1. Two papers were selected from each of the 13 sections. Instructor and student names were removed from the papers, and reviewers used the rubric above. In round 2, those same reviewers read papers randomly selected from the same sections of JOMC 153 in the last two to three weeks of class. The stories in round 2 covered a speech, a news conference or a topic of the student’s choosing. The assessment results are in the following table.

<table>
<thead>
<tr>
<th>Round 1: 26 papers assessed</th>
<th>Round 2: 26 papers assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 3 2 1 0</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>Professor A</td>
<td>1 6 6 6 1*</td>
</tr>
<tr>
<td>Professor B</td>
<td>3 4 8 5 0</td>
</tr>
<tr>
<td>Professor C</td>
<td>4 6 7 3 0</td>
</tr>
</tbody>
</table>

*Found a fact error not noticed by the other two professors.

In round 1, the reviewers noted “lots of buried leads” that didn’t focus on the most important or newsworthy facts or have sufficient information. Student writers also let some opinion sneak in, and one reviewer noted, “Reporters can’t ‘know’ what subjects are thinking.” Punctuation was a challenge, as was story flow. One reviewer noted that the stories seemed “pretty good” for early in the semester for a first writing class, and another saw “glimmers of hope” in the writing as well as some good uses of quotes.

In round 2, the reviewers pointed to some leads that were label leads or used quotes unsuccessfully, resulting in buried leads. In some cases, students needed stronger support and more detail for the leads they selected. Overall, reviewers noted improvement in copy editing with fewer corrected punctuation errors.

**Actions taken:** The summary results of the assessment were shared with instructors teaching in 2014-15 so that they can specifically address continued work on strengthening leads on stories. Instructors will emphasize that the body of the story needs to support what is laid out in the lead, and that writers need to avoid label leads that provide no information on the actual event—or that indicate the writer even attended. The JOMC 153 syllabus has been strengthened to include a “lead refresher” topic later in the semester.

The other core course in this measure is JOMC 340, “Introduction to Media Law.”

The current UNC-CH catalogue (Undergraduate Bulletin 2014-15) describes JOMC 340 as:

Introduction to press freedom and the First Amendment, including libel, privacy, access to information, free-press fair-trial, advertising and broadcast regulation, journalistic privilege and prior restraint.

The aim of JOMC 340 is for students to be able to demonstrate the ability to correctly identify and describe a significant mass communication law issue and, utilizing sound legal reasoning and analysis, apply appropriate legal rules or principles, and appropriate court precedents, to reach a conclusion that is legally sound and supported by the
reasoning and analysis.

To assess these components, students provide written responses to a hypothetical factual scenario at least one time per semester in this course. Randomly selected responses from various sections of the course are independently scored using the criteria and scale described in Supplemental 9-D, which can be found at the end of this Standard.

The sample is usually drawn from the second examination given in each section each semester. The results of this analysis are used to assess teaching and learning in these sections and to make improvements in future semesters.

In the fall of 2013, a sample of answers from the second exam in all four sections of JOMC 340 were scored by a doctoral student with a J.D. who did not participate in the grading of the exams during the course. Using a scale of 0 to 3 (where 0 represents Failure, 1 represents Poor, 2 represents Good, and 3 represents Excellent), the doctoral student scored the exam early in the spring 2014 semester and distributed to JOMC media law faculty members the following analysis:

“We had a sample of 11 exams from each of our sections (from fall 2013).

Here are the averages on the criteria across our sections:

A: (Issue) 2.44
B: (Rule) 2.13
C: (Application) 1.82
D: (Conclusion) 2.13
E: (Case precedents) 1.70

So our students are doing better than ‘good’ on average on identifying legal issues and the correct rule of law, and reaching a sound legal conclusion. They are scoring just below the “good” range on applying the law to the facts and supporting their reasoning and analysis with appropriate case precedents. Of course, those are the two most difficult aspects. A reasonable goal would be to try to average in the ‘good’ to ‘excellent’ range on all the criteria (and we are just about there).

So we can work on ways to help students better apply rules of law to the facts of a case, and also support their reasoning and analysis with appropriate case precedents.”

It’s clear from this analysis the power of the assessment.

In addition, instructors of different sections make similar assessments independently, comparing student performance on the first and second examinations in their sections, to make necessary teaching and learning adjustments during the semester.

Specific details on the assessment of the basic law course are provided at the end of this Standard (Supplemental 9-D.)

Here are actions taken as a result of this assessment:

**Actions taken:** We added a chapter on international media law for all JOMC 340 sections in 2014-15. We have a sample of written responses from the second exams in all of the JOMC 340 sections from spring 2014, which we will have independently scored using the assessment tool. That will take place in the early part of the fall 2014 semester (scoring to be completed by an incoming doctoral student with a J.D. who has no connection with the classes taught in the spring.)

**INDIRECT MEASURE 1**

Every year the School conducts a survey of its graduating seniors. They are asked a variety of questions, such as their thoughts on the School's courses and the ease of getting into those courses.

Here are some data from the most recent graduating senior survey, in spring 2014, in which 5 was a perfect score:

**Student Perceptions of Preparedness for the Workforce and Evaluating Work**

<table>
<thead>
<tr>
<th></th>
<th>4.16</th>
<th>4.55</th>
<th>4.43</th>
<th>4.52</th>
<th>4.46</th>
<th>4.44</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering the workforce</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluating work for accuracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluating work for fairness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluating work for clarity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluating work for style</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluating work for grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It’s clear from this analysis the power of the
**Student Perceptions of Amount Learned**

In looking at your JOMC courses as a whole, how much did you learn about . . .?

<table>
<thead>
<tr>
<th>Area</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mass media and freedom of speech law and issue</td>
<td>4.27</td>
</tr>
<tr>
<td>Media history</td>
<td>2.83</td>
</tr>
<tr>
<td>Diversity of groups in society</td>
<td>2.99</td>
</tr>
<tr>
<td>Professional ethical principles</td>
<td>3.87</td>
</tr>
<tr>
<td>Thinking critically</td>
<td>4.12</td>
</tr>
<tr>
<td>Thinking creatively</td>
<td>4.19</td>
</tr>
<tr>
<td>Thinking independently</td>
<td>4.19</td>
</tr>
<tr>
<td>Researching information</td>
<td>3.92</td>
</tr>
<tr>
<td>Basic numerical and statistical concepts</td>
<td>2.94</td>
</tr>
</tbody>
</table>

**Action taken:** The School’s curriculum committee makes recommendations on adjusting the curriculum based on the survey results. For example, the School has added courses emphasizing basic numerical and statistical concepts since the last accreditation visit to improve student learning of those topics. Those courses include “Digital Media Economics” and “New Media Technologies.”

Another change made as a result of the survey was the creation of the student-run Heelprint advertising and public relations agency, which gives students from across the curriculum a chance to work with real clients. One of Heelprint’s clients in 2013-14 was the U.S. State Department. Heelprint’s offices are located in the School.

Courses in media history and diversity are not requirements in the School’s curriculum, which may be why these two areas received lower scores. However, the School’s curriculum committee is reviewing whether to make a diversity class part of the core.

**The surveys of graduating seniors from 2014 and 2013 will be available in the team’s workroom.**

**INDIRECT MEASURE 2**

Student awards across the curriculum are listed under items 4 and 5 later in this Standard. We use student awards to assess where we need to focus more attention in our curriculum. For example, in recent years the School has traditionally not placed highly in Hearst Contest categories that focus on feature writing and breaking news writing. While the School believes that it does a good job teaching in these areas, an emphasis on longer and more vigorously reported stories has now been put into our reporting classes, such as JOMC 253, “Introduction to Public Affairs Reporting.”

**INDIRECT MEASURE 3**

The School also does an informal employment survey of recent graduates each November. The most recent survey was completed in November 2013. Detailed results as well as some summary data going back to 2010 are given at the end of this Standard (Supplemental 9-E.)

The School believes that the increase in the percentage of its alumni who are employed six months after graduation is a good barometer of career preparedness. Most alumni by far are in communication or communication-related fields. Improvements in the School’s curriculum have improved the quality of the education provided, although other factors probably figure into the employment increase, such as an economic improvement nationally.

**4. If campus media operations are under unit control, discuss awards they have won in local, regional or national competitions in the past six years.**

Please note: The campus media are listed and described in Standard 6 under examples of student media, as called for in the accreditation document.

Both WUNC-TV and WUNC radio are educational licensees but neither are under the direct management of the School.

WUNC-TV is a PBS station. It is under the leadership of the University of North Carolina’s statewide higher education system. The President of UNC has control of the station. In 2014, the long-time general manager of WUNC-TV announced his retirement. UNC Chief of Staff Kevin Fitzgerald organized a Study Panel to explore what was needed at this time in a general manager. The group’s mandate was to make recommendations about the future of the station and its mission as a statewide education and entertainment media. Dean Susan King was a member of that Study Panel along with WUNC-TV’s board of trustees, members of the UNC’s Board of Governors and state industry and broadcasting leaders.

WUNC radio has a direct relationship with UNC-CH and reports directly to the Vice Chancellor of Communications and Public Affairs, Joel Curran. The station is independent in editorial practice and has a close, but not...
direct, relationship with the School. Dean Susan King serves as a member of the station’s board of trustees.

“Carolina Week,” “Sports Xtra” and “Carolina Connection” are TV and radio shows that the School controls editorially. They have won numerous awards and placed well in national competition. The list of awards is at the end of this standard.

These School media operations often collaborate with WUNC-TV and WUNC radio and student work is often featured in the programming on both stations. Student work frequently appears on other radio and TV stations in the state, as well. “Carolina Connection” is featured every Saturday morning on Chapel Hill’s WCHL, a commercial radio station. Because the shows have won so many awards (and many of them major awards), the lengthy list is at the end of this Standard (Supplemental 9-F.)

School students are heavily involved in the various Hearst competitions, and the School believes that its performance in the Hearst rankings helps assess its curriculum when compared with peer schools.

In the five years of the Hearst competition leading up to this self-study, the average finish in the overall Hearst championship by the School was second in the nation. In the five years of the overall Hearst competition leading up to its last self-study, written in 2008, the average finish by the School was third in the nation.

“Powering a Nation,” which is the School’s summer multimedia project overseen by faculty members, has been recognized nationally and internationally for its in-depth reporting, powerful videos, and innovative design and interactive graphics, in both student and professional competitions, including the Emmys. The students who work on “Powering a Nation” produce a website every year. “Powering a Nation” awards are listed at the end of this Standard (Supplemental 9-G.)

5. Discuss awards won by the unit’s students in local, regional or national competitions in the past six years. If campus media operations are not under unit control, please list only awards won by the unit’s majors.

“The Daily Tar Heel,” the student newspaper at the university, is independent of the School and of UNC-CH. It started in 1893 and has played a vital role on the campus ever since. It moved a block off the campus a few years ago; it treasures its independence. Over the years, many of the students who work there, and most of the top editors, have been majors in the School. Awards won by School students working at the “DTH,” as it is called, since 2009 are listed at the end of this Standard (Supplemental 9-H.) These awards were in contests sponsored by the Associated Collegiate Press, the Society of Professional Journalists, the American Copy Editors Society and the N. C. Press Association.

In addition, our students have done well in the North Carolina College Media Association’s contest. Those awards since 2009 are at the end of this Standard (Supplemental 9-I.)

Students in the public relations specialization have done very well in various regional and national competitions. Those awards are listed at the end of this Standard (Supplemental 9-J.)

6. List by specialty each member of the graduating class of three years ago and those graduates’ current jobs. If practical, please give a total number of “unknowns” rather than including them in the list.

Please note: Our alumni database does not allow us to break out our 2011 graduates by specialty.

- Marlene Alvarez, job title unknown, Baltimore Ravens.
- Sophie Setareh Amini, community manager, Ignite Social Media.
- Maria Paz Araya Zimmerling, assistant account executive, Publicis NY.
- Amber Maria Arciero-Ireland, field sales manager, Constellation Brands, Inc.
- Laura Arredondo-Santisteiba, student, UNC-CH.
- Kelly Hart Askew, graphic designer, Office of U.S. Foreign Disaster.
- Claire Elizabeth Atwell, project manager, New Media Campaigns.
- Mary Elizabeth Avant, associate editor, “QSR Magazine.”
- Pressley Kay Baird, copy editor, “The Dallas Morning News.”
- Whitney Ellen Baker, community coordinator, Music Maker Relief Foundation.
- Kaitlyn Thomas Barnes, account associate, Ketchum.
- Allison Nelson Barnes, university relations coordinator, UNC-CH.
- Evan Nicole Bell, graphic designer, Joe Gibbs Racing.
- Ashley Alycia Bennett, Web developer, New Media Campaigns.
• Daniel Paul Bethea, Web specialist, Institute of Medicine, UNC-CH.
• Gretchen Louise Bitar, unknown job title, UNC-CH.
• Erin Brawley Blonkvist, photo assistant, ELLE Décor.
• William Alexander Bocholis, membership coordinator, The Carolina Club at UNC-CH.
• Danielle Shea Bolger, public relations coordinator, Brandlínx DC.
• Caitlyn Christine Bostock, brokerage assistant, Jones Lang La Salle.
• Tracie Kenley Brannon, marketing manager, Business Empire Consulting.
• Nicholas Kreager Brenton, project coordinator, McKinney.
• Teryn Deboer Brill, director of operations, UNC-CH.
• Leah Elizabeth Brinks, events manager, Denver Center for the Performing Arts.
• Lauren Allyson Bristol, account coordinator, French/West/Vaughan.
• Joshua Oren Britton, graduate student, unknown university.
• Angela In-He Brockelsby, director of communications, N.C. State University.
• Wyatt Elliott Bruton, fellow, Teach for China.
• William Smith Bryant, assistant editor, "The Herald Weekly."
• Ashley Marie Buchanan, unknown job title, Altria Group Inc.
• Kristen Marie Butler, retail sales representative, Hershey.
• Daniel Brendan Byrnes, media assistant, Sierra Club.
• Melissa Elizabeth Cahoon, account executive, RepEquity.
• Samantha Reimer Carpenter, stylist-editor, Hanger Envy.
• Joshua Lantz Carter, teacher, Craven County Schools.
• Alexandra Jo Casmer, marketing manager, The Impact Partnership.
• Nicole Marie Cestaro, brand strategist, SapientNitro.
• Anna Therese Chase, marketing research representative, Cora Health Services.
• Yee Wei Jocelyn Choi, assistant account executive, McCann Erickson Advertising.
• Caitlyn Cook Clendenin, unknown job title, Saint Timothy’s Episcopal Church.
• Cody Christian Clifton, unknown job title, McKinney.
• Seth Steven Cline, reporter, “U.S. News & World Report.”
• Stephanie Michelle Cohen, project manager, Blue State Digital.
• Erin Elizabeth Collums, privileges, services and hospitality assistant, Carolina Panthers.
• Alletta Elizabeth Morri Cooper, reporter, 97.9FM-WCHL in Chapel Hill-Carrboro.
• Katie-Leigh Lubinsky Corder, Web managing editor, Sigma Xi.
• Margaret Dawn Craig, account coordinator, The Artigue Agency.
• Ryan Michael Crawford, unknown job title, Gotham.
• Deborah N. Creech, communications coordinator, Carolinas Healthcare System.
• Chelsea Lauren Crites, account manager, Insight Global.
• Robbie Elizabeth Crowell, administrator, Estee Lauder.
• Jessica Lauren Cruel, editorial assistant, Sugar Publishing, Inc.
• Jesse Logan Dearing, associate producer, Talking Eyes Media.
• Reyna Lopesh Desai, copy editor, “Chicago Tribune.”
• Lennon Glenn Dodson, unknown job title, N.C. Bankers Association.
• Haley Ottem Dorgan, publicist, Sunshine Sachs.
• Amanda Saunders Dworaczyk, business analyst, Attain, LLC.
• Anna Claire Eddington, admissions counselor, American University.
• Erin Anderson Engstrom, communications manager, Illinois College of Optometry.
• Margaret Mcvey Faircloth, music and entertainment P.R. coordinator, Purple Agency.
• Anna Elizabeth Feagan, market coordinator, Athlon Sports.
• Natalie Michelle Fioto, marketing coordinator, Koroberi.
• Sarah Victoria Frier, reporter, Bloomberg News.
• Chelsea Michelle Gabardine, banquet manager, Courtyard by Marriott.
• Lacy Ann Gallagher, P.R. coordinator, Last Public Relations.
• Carrie E. Gann, health and community specialist, State of Georgia.
• Kirstin Chloe Garriss, news reporter, WHAG-TV.
• Sheridan Sue Gibbons, unknown job title, Netoptix.
• Louisa Angelina Glynne, development coordinator, Harvard University.
• Alyssa Faye Griffith, event coordinator, “Our State” magazine.
• Savannah Michelle Haas, teacher, Teach for America.
• Jonathan Eric Hall, graphic designer, Wood Designs.
• Davis Hillman Harper, Web producer, National Hockey League.
• Hannah Alexandra Harrill, social media project coordinator, Capstrat in Raleigh.
• W. Tyler Harris, professional athlete, Trojan Swim Club.
• Tyler Kathryn Harris, account assistant, JWT.
• Andrew Hayden Hartnett, unknown job title, Home Depot.
• Woodrow Neal Hartzog, assistant professor, Samford University.
• Michael Perry Henson, dispute resolution specialist, Better Business Bureau of Central N.C.
• Paige Marshall Heskamp, corporate sponsorships coordinator, Discovery Communications, LLC.
• Julienne Capel Hoell, communications assistant, The Island School.
• Heather Renee Hosey, assistant account executive, McGarry Bowen.
• Christopher Steven Howerton, sales, Cintas.
• Laura Tappan Hoxworth, content manager and writer, Coker College.
• Charles Samuel Hulme, unknown job title, ESPN.
• Latoya Renae James, research and marketing specialist, Alphabet Education.
• Katherine Diane Jameson, marketing manager, StrikeIron.
• Kara Elizabeth Jenkins, account executive, Serino/Coyne.
• Anne Frances Johnson, freelancer, Self-employed.
• Kathryn Jokipii, strategist, OMD.
• Jonathan Davis Jones, director, N.C. Open-Government Coalition at Elon University.
• Gabrielle Denise Jones, executive secretary, Chapel Hill-Carrboro City Schools.
• M. Flynn Jones, director of marketing, Tri Properties Inc.
• Georgia Gerbeth Jones, nutrition policy coordinator, Center for Science in the Public Interest.
• Leah Nicole Josephson, development and communication associate, N.C. Hillel.
• Trevor David Kapp, reporter-producer, DNainfo.com.
• Carol Bain Kelly, project director, MDB Inc.
• Emily Elaine Kennard, associate producer, Trailblazer Studios.
• Danna Klein, associate, Ogilvy.
• Karen Cooper Kornegay, public relations manager, UNC-CH.
• Ann deRosset Kovan, account executive, Time Warner Cable.
• Anne Elizabeth Kreuser, account executive, Edelman.
• Paul Francis Labarbera, sales and marketing associate, ESPN.
• Jessica Yuk-Kay Lam, account coordinator, Ignite Social Media.
• Cathryn Mallory Little, news associate, CNBC.
• Mina Lian Liu, production designer, unknown employer.
• Andrea Louise Ludkte, production assistant, Bloomberg Television.
• Kelly Margaret Lynch, marketing communications specialist, UNC-CH.
• Alyson Leigh Mackenzie, assistant account executive, Digital Brand Architects.
• Amanda Dawn Maclaren, assistant editor, “Durham” magazine.
• Julian Austin March, reporter, “Star-News.”
• Kristen Alexandra Marion, waitress, Two Guys Grill.
• Nicholas Brant Marsden, unknown job title, Message Inc. Advertising and Design.
• Kyle Joseph Marshall, public relations manager, B&B Marketing Communications.
• Emily Kate Mather, law student, Campbell University.
• Maria Elena Mayorga, unknown job title, Coalmarch Productions.
• Erin Rae McClary, associate, Comvest Group.
• Catherine Ann McCormick, student, UNC-CH.
Group Inc.
• Deanna Michel Rothberg, sales consultant, Houston Astros.
• Elena Marso Surin Rue, documentarian, Story Mine Media.
• Lindsay Anne Ruebens, reporter, “Charlotte Observer.”
• Amanda Alice Ruehlen, Web project manager, Viget.
• Claudia Cristina Rupchich, reporter-Web managing editor, WSET-TV.
• Katherine Jane Sawyer, account management intern, McGarry Bowen.
• Rachel Alexa Scall, legal assistant, Skadden Arps Slate Meagher Flom, LLP.
• Jacqueline Alexandra Scott, event planning, self-employed.
• Maria Christina Serrano, office coordinator, Success Academy.
• Janine Adell Shao, unknown job title, ESPN.
• Elizabeth Poland Shugg, associate editor, “Carolina Parent” magazine.
• Dean Christian Smith, visiting teaching professor, UNC-CH.
• Janie Elizabeth Smith, editor, Scholastic Inc.
• Lesley Maxine Smith, director, Davita Inc.
• Jeremy Clinton Spearman, staff assistant for educational innovation, Duke University.
• Daniel John Sullivan, copy editor, Civitas Consulting Services, LLC.
• Kelsey Amanda Swanson, member relations coordinator, The Carolina Club, UNC-CH.
• Edward Farrior Sykes, television reporter, NBC.
• Cory Sanders Talton, production manager, AGI.
• Aaron P. Taube, researcher-journalist, Wall Street 60.
• Nancy Caroline Thomas, account executive, MSL Group.
• Alana Grace Tipton, account coordinator, Mottis.
• Cynthia Scott Traeger, web contact editor, UNC-CH.
• Pamela Tseng, graphic designer I, Gannett headquarters.
• Cameron Ellis Vann, account manager, unknown employer.
• Christine Michelle Vaughan, unknown job title, Premier Inc.
• Taylor Walters, unknown job title, Macy’s.
• Samuel Wentworth Ward, digital media assistant producer, Colgate University.
• Amanda Kristen Warren, account manager, BuzzFeed.
• Hannah Christine Watts, SEO copywriter, Click Optimize.
• Meredith Elizabeth Weisler, craft beer specialist, United Beverages of N.C., LLC.
• Ashlie Brook White, director of project development, Adaptive Technologies Inc.
• Clare Elizabeth White, associate, unknown employer.
• Scott Matthew Wilkins, assistant planner, Mullen Advertising.
• Alesia Marie Williams, marketing events coordinator, Georgia Tech.
• Anna Lee Winker, project manager, WorldOne.

• Megan Nicole Winterhalter, marketing assistant-Copywriter, New Media Campaigns.
• Bartosz Wojtek Wojdynski, assistant professor, Virginia Tech University.
• John William Wood, unknown job title, N.C. State Employees Credit Union.
• Seth Adam Wright, Web programmer, Swarm Interactive.
• Nicholas Marsh Yarbrough, assistant email marketing producer, Metropolitan Museum of Art.
• Thomas Christopher Zawistowicz, digital sales leader, Cooke Communications N.C.
• Valerie Marie Zefiretto, marketing specialist, RN Rouse & Company.
• Lilly Min Zhang, unknown job title, William Morris Endeavor.
• Kevin Charles Ziechmann, unknown specialty, self-employed company.

There are 239 “unknown” from the class of 2011, which had 375 students. So we do not have employment records for approximately 63 percent of the class. We rely on the university’s alumni office to help us track our students.

7. List graduates who have established distinguished careers in journalism and mass communications.

Because UNC-CH has been teaching journalism and mass communication for more than 100 years, its list of notable journalism-mass communication alumni is vast and deep. Notable journalism alumni from its first 75 years of education include industry and education leaders such as Thannasis Cambanis, Cole Campbell, Jonathan Daniels, Susan Miller Fulton, Peter Gammons, Lou Harris, Mary Junck, Karen Jurgensen, Larry Keith, Rolfe Neill, Walter Spearman, Hugh Stevens, Peter Wallsten, Thomas Wolfe, Jonathan Yardley, Edwin Yoder and many others.

Notable School alumni graduated in the past decade are listed below:

Journalism
• Kat Downs, graphics director, “The Washington Post.”
• Jonathan Jones, sportswriter, “The Charlotte Observer.”
• Sapna Maheshwari, reporter, BuzzFeed.
• Edythe McNamee, digital content producer, CNN.com.
• Chloe Park, experience designer, OpenTable.com.
• Tarini Parti, reporter, POLITICO.
Advertising

- Susan Credle, chief creative officer, Leo Burnett Advertising.
- Greg Johnson, president, Boone Oakley Advertising.
- Jason Kilar, CEO, Fremont Project, and former head of Hulu.
- David Oakley, founder and creative director, Boone Oakley Advertising.
- Stacy Wall, commercial director, Imperial Woodpecker productions.
- Danielle Whalen, executive vice president, Crispin Porter Bogusky.

Public Relations

- Chad Carroll, executive officer, Chief of Public Affairs of the U.S. Army.
- Julie Dixon, deputy managing director and co-leader of diversity and inclusion, Golin Harris, Washington, D.C.
- David Gercken, commander, 10th Press Camp Headquarters, Fort Bragg.
- Justin Lyons, director, strategic communications, Glover Park Group.
- Michael Steele, press secretary to Speaker of the House John Boehner.

Broadcast

- Brooke Baldwin, CNN anchor.
- Pam Brown, CNN justice correspondent.
- Bridgette Williams Ellison, WKMG Local 6 (Orlando) reporter-anchor.
- Aaron Mesmer, Fox 13 (Tampa) reporter.
- Stuart Scott, ESPN anchor.
- Fred Shropshire, ABC 11 (Raleigh-Durham) anchor-reporter.

Business Journalism

- Melvin Backman, CNNMoney.com.
- Sarah Frier, Bloomberg News.
- Emily Steel, “The New York Times.”
- Amy Thomson, Bloomberg News.

8. Describe the program used to track graduates to assess their experience in the professions and to improve curriculum and instruction. Discuss measures used to determine graduates’ satisfaction with the educational experiences provided by the unit. Describe maintenance of records of alumni employment histories and other alumni records.

The School uses a database maintained by the university’s office of development and the university’s General Alumni Association to contact alumni by mail, e-mail and phone. The School has 11,614 living alumni in the database (5,000 in North Carolina, with the remainder in the other 49 states and in 29 countries.) We can sort by class year, areas of study in the School, employment, the person’s record of giving to the university and to the School, the person’s address and various other information.

Additionally, the School maintains its own alumni records, of course. We have an online community, named J-Link, which makes it possible for alumni and students to stay connected with one another and with the School. Members of this online community include alumni, students, and faculty and staff members. The School also sends out a monthly electronic newsletter to alumni. It includes information about School news, alumni news and notes, event promotions and online-giving links. Alumni can use this service to comment on a variety of topics.

As discussed earlier in this Standard, the School surveys seniors who are about to graduate. The survey, which is sent via e-mail, asks students about a variety of topics, including their overall satisfaction with the education they received in the School. Typically students give the School very high ratings. In the spring 2014 survey, for example, students were asked to assign a grade for the quality of their overall education in the School. The average score was a 4.68 on a 5-point scale, up from 4.59 in the 2013 survey. Again, the 2013 and 2014 surveys will be available in the team’s workroom.

Students also rate the quality of advising, the School’s Student Records and Services, and the School’s Career Services. In addition, through open-ended questions students can provide comments. They are asked what their favorite and least favorite courses were, and why; who their favorite professors were and why; and what they liked and didn’t like about their specific education in their sequence area, and why.
Results of the survey can be helpful in making decisions about curricular changes. For example, in the past three to four years, a number of students commented that they wished some courses, particularly in the news-editorial area, contained more material on online writing, reporting and editing. This information confirmed that we should modify our curriculum to include a variety of information-gathering, writing and editing styles, as well as presentation of that information. We have done that and will continue to do so. Also, several students from outside the visual communication sequence commented that they would like to be able to take some visual communication classes, which led to creating more availability for some of these classes.

9. Attach the unit’s written assessment plan for the master’s program. Provide any end-of-year assessment reports. If there are multiple reports from the six-year period, summarize the findings and make the reports available in the appendices or in the workroom.

RESIDENTIAL MASTER’S PROGRAM

The School’s residential master’s program is comprised of a research track and a professional track.

Since the last accreditation in 2009, graduate faculty have debated, discussed and assessed the School’s professional-track master’s program in order to align the course of study with new digital realities. Although assessment was part of the early analysis, a formal assessment plan for the master’s program was not written during the initial program review.

Following Dean Jean Folkert’s 2010 announcement that she would be resigning as dean, the graduate studies program experienced a number of leadership changes. In 2011, a master’s degree task force was formally established to re-examine the professional-track program and to recommend improvements. The task force was chaired by Heidi Hennink-Kaminski, who then served as director of the master’s program. In 2012, a process to develop a strategy with specific goals and objectives was begun. The work of the task force converged with recommendations from the A Path Forward study on the whole School, which was done during 2012-13 by faculty and staff members. A copy of A Path Forward is found in Standard 1, Supplemental 1-A. The master’s group’s work also converged with the Percept Report conducted during spring 2013; this study is discussed below under Indirect Measure 2.

In July 2013, Hennink-Kaminski was named senior associate dean for graduate studies – the third person in four years to hold that top graduate studies position. The flux in graduate studies leadership stymied the School’s advancement of the master’s program assessment plan prior to 2012. However, the School has made notable strides in the area of assessment since formal discussions commenced in 2012 under Hennink-Kaminski’s leadership.

For example, in addition to final project evaluations and graduate employment tracking, which have been in place since 2009, the School instituted three new measures and an enhancement to the final project evaluation beginning the 2014-15 academic year. These measures are detailed in the sections that follow:

- End-of-program exam (Direct Measure 2).
- Exit survey (Indirect Measure 1).
- Percept study (Indirect Measure 2).
- Addition of an internal final project feedback form to the final project evaluation (Direct Measure 1).

Other master’s task force recommendations have been implemented as well. Since fall 2013, incoming professional-track M.A. students are now advised to take the required course, JOMC 740, “Media Law,” in the fall of their second year, rather than in the fall of their first year, enabling students to engage more readily with topics relevant to their area of study. And beginning in fall 2014, residential master’s students with three-plus years of professional experience may enroll in select online MATC courses, increasing access to courses comprised solely of graduate students.

Detailed findings and strategic recommendations can be found in the Professional Master’s Program Task Force Report provided as part of Standard 1, Supplemental 1-B. The material below outlines the assessment program planned beginning in fall 2014.

The School now applies two direct measures and three indirect measures to assess student learning in the professional-track master’s program:

DIRECT MEASURE 1

Final Project Evaluations

The majority of professional-track master’s students complete a professional project thesis, such as a series of in-depth articles, a documentary or a marketing communication campaign. As with a written thesis, the
student’s chair evaluates the professional project several times during the process, making suggestions about structure, style and production values along the way. Once the chair has given final approval, the project then goes before the full thesis committee for more suggestions and possible revisions in order to bring the project into line with the highest professional standards. The committee always involves at least one member from outside the School. During the past six years, a working professional served as the outside person for 33 of the 121 professional-project theses, providing another opportunity to bring professional expertise and rigor to the table.

Beginning in fall 2014, we are implementing an additional assessment component during the oral thesis project defense for our professional-track M.A. students. Each committee member will evaluate the student using the Internal Final Project Feedback form, returning the form to the chair in an envelope after the defense. This form is not a substitute for the Graduate School’s evaluation and reporting of the thesis. This is an internal document to provide feedback to specialization faculty members in guiding future thesis defenses. Feedback could generally be used to help future students in writing and presenting theses.

The form covers both written and oral components of the project and asks each committee member to rate several criteria on the written and oral components. Each criterion is to be rated “professional,” “novice” or “unacceptable.” The form itself is provided at the end of this Standard (Supplemental 9-K.)

**DIRECT MEASURE 2**

**End-of-Program Examination**

A new assessment exam has been developed based on knowledge that professional-track master’s students are expected to have acquired during their time in the program. The 15-question end-of-program exam includes questions from the core research methods and media law courses, as well as questions tailored for students in each specialization.

Beginning in fall 2014, administrators will give the exam to all incoming professional-track M.A. students, and then will give them the exam a second time upon completion of the program to assess knowledge gained during their time in the program. We will then make any adjustments necessary to ensure that every student has a solid grasp on the material to which he or she is exposed. The exam questions can be found at the end of this Standard (Supplemental 9-L.)

**INDIRECT MEASURE 1**

**Exit Survey**

A new exit survey has been developed for all students in the residential master’s program to assess their academic experience. The survey was administered for the first time in May 2014 to provide a benchmark and will be administered to each subsequent graduating class. The entire May 2014 master’s graduating class was comprised of 19 residential master’s students; 14 were in the professional track. Twelve of the 14 professional-track students completed the exit survey. Results of the May 2014 exit survey can be found at the end of this Standard (Supplemental 9-M.)

**INDIRECT MEASURE 2**

**2013 Percept Report**

The School commissioned a study by Percept to examine the application pipeline and brand-positioning perceptions of prospective and current master’s students, as well as students offered admission but who decided to enroll elsewhere. Here are key findings:

**Residential M.A. Program Challenges**

- Course quality, selection and relevance need improvement.
- Not enough graduate-only courses, which would allow for shared life and work experiences-interests.
- Too much emphasis on concepts-theory at the expense of practical skills and applied research.
- Better communication about path exam and thesis processes and expectations.
- More assistance with summer internships, networking and career services.

**Residential M.A. Program Strengths**

- Quality of faculty-staff and knowledge-skills-aptitudes were rated above average in both importance and performance.
- Warm, friendly culture.
- Most graduate alumni (M.A.) are likely to recommend the School, are very satisfied with their experience and expect to remain engaged with the School.

The Percept Report concluded that the School’s graduate faculty was a strong asset. “JOMC’s commitment to offering personal attention to prospective students is a strategic advantage that keeps prospective students engaged in the application process,” it stated. It also found that the School offered professional graduate students access to both strong faculty members and facilities. The study noted, “JOMC’s ability to support students’ work with high-quality
facilities and equipment serves as an asset and student recruitment tool.” The Percept Report will be available in the team’s workroom.

**INDIRECT MEASURE 3**

**Graduate Employment**

Many of our graduate students come to our School to further develop skills and enhance leadership abilities that they gained from their undergraduate experience in journalism at other universities. Many others are making the transition from unrelated fields into journalism. Below is a representative sampling of the kinds of jobs our professional-track master's students have gone into after graduating from our program. The success of graduates in finding good positions in fields related to their studies is an indirect measure of the success and quality of the program. We believe that our graduates have done and continue to do well in getting positions after graduation.

2013
- Amanda Adams, account manager, Sharedvue, part of the Channel Company.
- Cindy Austin, communications strategy, Kimberly-Clark Corp.
- Jeanne-Marie Destefano, manager, Corolla Surf Shop.
- Calin Gunn, account executive, Merritt Group.
- Scott McBride, Fifth Coast Guard district external affairs officer, U.S. Coast Guard.
- Patrick Mustain, communications manager, Yale Rudd Center for Food Policy and Obesity.
- Carol Perry, photography, self-employed.

2012
- Joshua Davis, multimedia producer, NPR, Planet Money.
- Tiffany Devereux, CEO, TDx Media LLC.
- Stephanie Gillam, corporate communications associate, Carolinas HealthCare System.
- Kelly Izlar, freelance science journalist.
- Vanessa Patchett, audiovisual producer, Second Story Interactive Studios.
- Amy Schiffman, digital content producer-editor, CNN.
- Stephanie Silverman, social media specialist, V Foundation.
- Eric White, founder and owner, Prescripted Media, LLC.
- Barbara Zellweger, investment writer, Bank Vontobel.

2011
- Delphine Andrews, advertising operations coordinator, Blogads.
- Michelle Cerulli, communication and public affairs senior writer, Brigham and Women’s Hospital.
- Carol Kelly, communications project manager, MDB Inc.
- Deborah Neffa, corporate communications associate, Carolinas Healthcare System.
- Sheila Read, assistant, justice and peace office, Catholic Community of St. Francis of Assisi.
- Elena Rue, 2011, multimedia producer, Story Mine Media.

2010
- Lauren Frohne, multimedia producer, Open Society Foundations.
- Jessica Fuller, field instructor, National Outdoor Leadership School.
- Andrew Gaerig, web developer and software engineer, Pitchfork Media.
- Christine Perry, communications technology manager, FHI360, a large international research organization based in Durham.
- Allison Soule, senior associate communications specialist in internal communications, SAS, the large research firm in Research Triangle Park.
- Erica Yamauchi, social marketing director, Project Kealahou.

2009
- John Carmichael, Owner, Chris Carmichael Multimedia.
- Phillip Daquila, Digital media producer and editor, UNC Center for European Studies.
- Melissa Eggleston, multimedia communications specialist, self-employed.
- Christopher Higginbotham, digital communication specialist, U.S. Department of Commerce, the Trade Administration.
- Erik Holmes, writer, “Air Force News.”
- Elizabeth McCamic, Web editor and writer, Duke University Department of Medicine.
- Patrick O’Donnell, international study adviser, Boston College.
- Sara Peach, lecturer, UNC-CH School of Journalism and Mass Communication.
- Tiffany White, Ph.D. student, Ohio State University School of Communication.
ONLINE MATC PROGRAM

As noted earlier, the online MATC program admitted its first class of 19 students in fall 2011. Sixteen of those students were graduated by August 2014. As a new program, the MATC has been evaluated systematically at several points during the program’s existence, in addition to regular course evaluations by the students. Members of each class complete:

- A survey at the conclusion of each of the two on-campus sessions (orientation and summer residency.)
- A curriculum survey two months after the final written exams.
- An exit survey after the final project is successfully defended.

Plans are under way to conduct an MATC alumni survey one year after each class graduates from the program. The first of these surveys is planned for summer 2015.

A number of changes have been made to the MATC program as a result of findings from the surveys already conducted, including:

- Establishing an ad hoc committee to investigate the possibility of developing a waiver policy for the GRE requirement. (This is on hold pending action by the UNC-CH Graduate Administrative Board.) The reasoning behind this is that the vast majority of students in this degree program are full-time employees in their jobs and have not been in school for some time.
- Refining promotional messages and channel strategies to reflect more effectively how the degree benefits students academically and professionally.

The School now applies one direct and three indirect measures to assess student learning in the MATC program.

Direct Measure 1

Final Project Evaluations

All MATC students complete a professional final project such as a website or a marketing communication campaign. The student’s chair evaluates the professional project several times during the process, making suggestions about structure, style and production values along the way. Once the chair has given final approval, the project then goes before the student’s full committee for more suggestions and possible revisions in order to bring the project in line with the highest professional standards. In virtually all cases, the committee involves at least one member from outside the School. For the first MATC class (the only class to have completed a final project thus far), a working professional served as the outside person for 15 of the 16 professional projects completed to date, providing another opportunity to bring professional expertise and rigor to the table. In the 16th project, the student’s outside person was a professor from another professional school.

Beginning in fall 2014, we plan to implement a new Internal Final Project Defense Feedback Form as an additional assessment component to be used during the oral final project defense. This form will be identical to the one that will be used for our professional track M.A. students (see above) and provide another direct assessment measure for the program.

Indirect Measure 1

Exit Survey

The MATC program exit survey is sent to students after they successfully defend their final projects. The survey was administered for the first time in the spring 2014 semester. Data collection is still under way as of this writing, as members of the first class continue to complete and defend final projects. At the end of August 2014, 13 of the 16 students who had defended their final projects had responded to the survey, for an 81 percent response rate. Preliminary results from this survey are provided at the end of this Standard (Supplemental 9-N.)

Indirect Measure 2

2013 Percept Report

The 2013 Percept Report also asked questions about the MATC program. Following are key findings from the study, which have been used to inform redevelopment of the MATC program. A copy of the Percept Report can be found in appendices in the team’s workroom.

MATC Program Challenges

- Current on-campus sessions can overwhelm some students as they begin to fully realize the work, responsibility and commitment necessary to complete the program.
- With no guarantees for the value the degree will bring to their careers, some students – who are full-time employees for the most part and have only so much time – wonder whether they can finish the program, or whether the challenges to work and home life are worth the sacrifices for the program.
• Some respondents report mixed attitudes from colleagues about the value of the MATC degree in general.
• Respondents suggest that instructors’ course designs may seem appropriate for live class interactions but don’t always translate well in the online arena.
• MATC students have found some assignment communications confusing; e.g., some objectives and required materials seem unclear.
• Students seem to feel reluctant to communicate needs like these to instructors; instead, they come up with their own solution in the student-only Facebook group.

MATC Program Strengths

• Initial class and prospective students implicitly trust the quality implied by the UNC-CH and JOMC brands.
• The program’s design permits a student to continue working while pursuing a master’s degree, which serves as an asset and allows students to avoid the anxieties of economic and industry instability.
• The cohort nature of the program allows students to create a deep network of fellow working professional students and a palpably collegial bond.
• MATC students rationalize that they can learn technical skills alone; in contrast, learning conceptual and analytical skills that help them think managerially must be done in community. Students say they have already derived value from the MATC experience. Some report being able to apply their learning immediately in their work environments; others say that the program influenced recent promotions they received.

Indirect Measure 3

Career Advancement

Because the vast majority of students in the program are working professionals, the School considers career advancement, or a new job, to be an important indicator of how well the program prepares its students for industry demands. Fourteen of the 19 students (74 percent) in the 2011 class occupied a different position at the conclusion of the program than when they began the program.

Here is a review of position changes for some students in the 2011 and 2012 MATC classes:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Employer Upon Entry</th>
<th>Current Title/Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alanna Brock</td>
<td>Communications associate, TrueBridge Capital Partners</td>
<td>Communications manager, TrueBridge Capital Partners</td>
</tr>
<tr>
<td>Andy Cagle</td>
<td>Community school coordinator, Scotland County Schools</td>
<td>Director of marketing and communications, Richmond County Community College</td>
</tr>
<tr>
<td>Meg Crawford</td>
<td>Social media marketing specialist, SAS Institute</td>
<td>Social media marketing manager, Lulu.com</td>
</tr>
<tr>
<td>David DeFranza</td>
<td>Assistant editor, Discovery Communications</td>
<td>Content strategist, Brooks Bell</td>
</tr>
<tr>
<td>Darin Dillenburg</td>
<td>Creative producer, ABC11-WTVD in Durham</td>
<td>Senior creative producer, ABC11 (the Walt Disney Company)</td>
</tr>
<tr>
<td>Lauren Flowers</td>
<td>Editor and graphic designer, Travel Weekly</td>
<td>Creative content designer, Airlines Reporting Corporation (ARC)</td>
</tr>
<tr>
<td>Crystal George</td>
<td>Alumni relations, marketing and communications coordinator, UNC-Wilmington</td>
<td>Communications manager, UNC-Wilmington</td>
</tr>
<tr>
<td>Gareth Gwyn</td>
<td>Talent strategist, Quintiles</td>
<td>Global talent programs and communications strategist, Quintiles</td>
</tr>
<tr>
<td>Steve Jamroz</td>
<td>Sales support consultant, Kelly Services</td>
<td>Marketing consultant, Jamroz Creative, LLC</td>
</tr>
<tr>
<td>Kathryn Kennedy</td>
<td>Reporter, “The Daily Reflector”</td>
<td>Public relations specialist, East Carolina University News Bureau</td>
</tr>
<tr>
<td>Andria Krewson</td>
<td>Community editor, “Charlotte Observer”</td>
<td>Correspondent, Swing States project, “Columbia Journalism Review”</td>
</tr>
<tr>
<td>Teresa Kriegsman</td>
<td>Design editor, “The News &amp; Observer”</td>
<td>Director of digital strategy and design, S&amp;A Cherokee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Employer Upon Entry</th>
<th>Current Title/Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Bowman</td>
<td>Public affairs manager, city of Wilson</td>
<td>Communications director, town of Knightdale</td>
</tr>
<tr>
<td>Teresa</td>
<td>Design editor, “The News &amp; Observer”</td>
<td>Director of digital strategy and design, S&amp;A Cherokee</td>
</tr>
</tbody>
</table>
### Name | Title/Employer Upon Entry | Current Title/Employer
--- | --- | ---
Julie Macie | Graphic designer, Wake Med Health and Hospitals | Internal communications specialist, ABB
Danielle Passingham | Marketing specialist, Burt’s Bees | Associate brand manager, Seventh Generation Ventures
Jill Powell | Campus housing marketing manager, UNC-CH | Director of arts marketing, Arts N.C. State
John Roberts | Founder, president and creative director, Third Floor Productions | Director of information and communications, UNCH Eshelman School of Pharmacy’s office of advancement
Randall Roberts | Editorial cross platform, Bloomberg | Executive director, Moore Forward
Marybeth Sandell | Project Manager, Eric Mower + Associates | Wholesale user-experience application producer, Wells Fargo
Kristin Thompson | Web editor, N.C. Biotechnology Center | Online communications manager, BASF Plant Science
Katie Trapp | Online producer, Creative Loafing | Editor and art director, A.P.E. Publications
Priscilla Tsai | Designer and copy editor, “The News & Record” | Special sections editor, “The News & Record”
Mel Umbarger | Government liaison, N.C. Orthotics and Prosthetics Trade Association | Director of project development, Adaptive Technologies
Ashlie White | | 

### Name | Title/Employer Upon Entry | Current Title/Employer
--- | --- | ---
Laura Worthington | Marketing manager, Capitol Broadcasting Co. “StepLeader” | Director of marketing, Ginzametrics, Inc.
John Zhu | Assistant director of communication, UNC-CH Eshelman School of Pharmacy | Senior public affairs officer, Duke University Graduate School

Overall, the promotions or new positions make us believe that the MATC program is effective. Evaluations by the students have been quite positive, and all the assessment measures have greatly helped to improve this new program.

**10.** Show that the unit has defined outcomes in the professional master’s program appropriate to such a program, such as a professional project, a thesis or a comprehensive exam demonstrating development of analytical and critical thinking abilities appropriate to the profession.

**Residential M.A. Program – Professional Track**

Students in the residential master’s program must complete a comprehensive exam (called a “path exam”) as well as a traditional thesis or a nontraditional thesis project as the culmination of their studies. The details for each follow.

The **path exam** tests students’ mastery of their coursework through a four-hour examination process. Path-exam questions are written by the students’ three committee members, and responses are distributed to committee members for grading.

The majority of students in the professional track elect to complete a thesis project that draws upon the wide range of skills and knowledge attained during their course of study. A three-member committee is established, comprised of two graduate faculty members from the School and a third member from outside the School (typically a professor in another school or department or a professional with subject
Every project, regardless of medium, must include a writing component that includes a literature review of approximately 20 pages to contextualize the project and establish its significance. Students must also include a method section that explains how the student gathered the information, analyzed it and prepared the content.

Some examples of thesis projects include but are not limited to:

- A series of in-depth articles about a subject of public concern.
- A fully detailed public relations or advertising campaign.
- A multimedia, photo, audio or video presentation of significant depth and length.

The thesis project is comprised of three stages of work:

1. A written proposal, which must be approved by all three committee members. In most cases, this includes the first three chapters of the thesis and a detailed outline of the remaining components.

2. Completion of the thesis project in its final form.

3. A final oral thesis defense. Each student makes a formal presentation of his or her work to the committee and completes an oral examination.

Regardless of the final form the project takes, it should demonstrate the student’s mastery of a variety of information-gathering techniques and content-creation styles. A wide array of sources must be used in the preparation of the content. It is expected that the student will use both documentary and human sources, including different levels of sources, from officials and experts to ordinary people affected by or involved in the issue or problem being explored. It is expected that the project will demonstrate the depth and level of effort required for a traditional M.A. thesis.

Online MATC Program

At the culmination of their studies, students in the online MATC program also must complete a comprehensive examination and a final project. The comprehensive exam tests students’ mastery of their coursework through a four-hour examination that involves answering three questions written by full-time MATC faculty members.

The final project involves study of an issue or challenge with a digital-media focus faced by an organization or business. It emphasizes both scholarly and practical application in line with the professional orientation of the MATC. The final project is comprised of four stages of work:

1. A prospectus. Students prepare a one-page description of their final project idea, which is circulated to prospective committee members (all of whom are graduate faculty members in the School or working professionals in a relevant field.)

2. A written proposal, which must be approved by all three committee members. The proposal includes a rationale for doing the project, a literature review and a proposed methodology.

3. Completion of the project in its final form.

4. A final oral thesis defense. Students make a formal presentation of their work to their committee and complete an oral examination.

Examples of final projects completed by the first online MATC cohort include:

- “The Effect of a Redesigned Website on Selected Web Traffic at Greensboro College.” The student analyzed data from Google Analytics, a website form and a user survey to determine whether a college’s redesigned site was increasing selected web metrics and recommended ways to improve the site and data-gathering methods.

- “Public Educators, Social Media, and The First Amendment: When, If Ever, Do Tweets and Facebook Posts Warrant Punishing Educators?” Another student examined policies of educational institutions in North Carolina and court decisions involving public educators who suffered adverse employment actions due to social media speech, culminating in a new social media policy for teachers at a North Carolina community college.

- “An Exploration of the Content Components that Lead to Increased Interactivity in Public-Facing Blogs in Multinational Corporations.” Another student conducted a content analysis to discover how content components play a role in interactivity in corporate blogs of multinational companies to provide a snapshot of corporate blogging during this time period, knowledge for companies creating corporate blogging strategies, and a foundation for future corporate blogging studies on a global scale.
Supplemental Materials: Standard 9
Assessment Plan for 2014 - 17

Summer 2014

“Ignite the public conversation.” That is the phrase that expresses how we inspire our students to lead when they are graduated with a degree from the School of Journalism and Mass Communication.

We are committed to challenging students – undergraduates and graduates – to engage the public in meaningful conversations about issues, ideas, policies and programs that serve the public and democracy. As a professional school in a great public research university, we believe we must produce knowledge that will advance the field, serve the industry and strengthen the values of free expression. We are committed to research with impact, to experiential teaching and immersive learning, and to a system of assessment to determine the ability of our students to master the skills, concepts and competencies expected of our profession.

Those values and competencies, built on the canon outlined by the Accrediting Council on Education in Journalism and Mass Communications, are expressed this way:

**Our students understand, embrace and respect:**

- Principles of freedom of expression
- History and role of media in society
- Diverse society and audiences
- Global cultural perspectives
- Academically informed communication practices
- Ethical principles for communications
- Critical, creative and independent thinking
- Research methods and analysis
- Clear and precise writing
- Accuracy, fairness and clarity
- Data, numbers and statistics
- Communications tools and technology

**Our commitment to students:**

- 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 communication, 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 social life; explores the impact and interaction of law and policy on free expression rights; contributes to our shared body of knowledge about psychological and social processes; and helps news and other media organizations better understand their audiences and customers.

**Our commitment to assessment:**

At least since 2004, the School has honed in on measuring the outcome of our students’ learning in a systematic fashion in order to ensure that they are learning what our curriculum intends them to master. The School uses multiple direct and indirect measures of student learning outcomes to help us improve our curriculum, instruction and student learning.

As the concept of assessment moved into higher education, our faculty began engaging in an analysis of the
assess assessment data collected through various direct and indirect measures. Grades were a part of that method of assessment. So, too, were surveys, placement and internship records, and capstone courses. For years, student experiences in the industry and the bi-annual meeting of the School’s Board of Advisers and the School’s Foundation Board had directly informed the curriculum and helped faculty members update course offerings.

In 2006-07, the School began to plan specific assessment measures. Along with the national discussion on assessing whether university students were clearly learning the intended goals and objectives, ACEJMC was strengthening its own assessment objectives.

One of the new methods of assessment introduced in the School was the revised senior survey. As the 2006-07 assessment report laid out, “In the spring senior survey, we asked students to self-assess how much they had learned in eight professional values and competencies. That information was compared to how much teaching of those items is conducted in classes, again so the administration could determine if some courses needed content changes.”

Since that time, a School assessment committee made up of representatives of the various sequences has focused on classes in their areas to examine closely whether students were achieving the learning and skill mastery that the sequence expected. Those assessment discussions, led by a former senior associate dean, have been incorporated into the formal curriculum review committee currently chaired by the senior associate dean for undergraduate studies. A stronger and more systematic measurement system was introduced into the School, building on the assessment and learning loop that improved our core course on writing and reporting: JOMC 153, “Writing and Reporting.” That assessment plan is described below.

Faculty members in the School are committed to an assessment plan that will lead to stronger graduates and deeper learning. Faculty members are determined to produce students who have mastered ACEJMC’s 12 professional values and competencies and to continually measure that progress.

Already, specific measures mapped into undergraduate core courses in the curriculum have led to changes. The assessment measures introduced have resulted in upgraded classroom experiences. Internship supervisors report that our students are experienced in research requirements, planning and strategic demands and that they outperform many other interns who are not equipped with the conceptual framework of engaging audiences that is a touchstone of our top-level courses required of majors. We are monitoring the measures to ensure that outcomes of student learning match the aspirations of the course and the School.

The notion of a continuous curriculum review that involves specific assessments of the core courses is now embedded in the DNA of our curriculum committee. We emphasize the importance of assessing how our students reflect the values and master the competencies of ACEJMC. We believe that assessing and measuring the core of our curriculum, as well as the core courses of our sequences, will keep the teaching and learning fresh, focused and relevant.

**How We Measure**

As a School, we focus on the core courses in our curriculum and monitor closely whether they are preparing students for the changing world of communication and giving them critical thinking and professional skills. Our plan calls for direct and indirect measures.

**Undergraduate Students**

<table>
<thead>
<tr>
<th>Direct measures</th>
<th>Indirect measures</th>
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</thead>
<tbody>
<tr>
<td>2. Aggregate analysis of internships.</td>
<td>2. Student awards across the curriculum.</td>
</tr>
<tr>
<td>3. Assessment modules for core classes.</td>
<td>3. An employment survey of recent graduates.</td>
</tr>
</tbody>
</table>
Graduate Students

Residential Master’s Program

Direct measures:
1. Final project evaluation.
2. End-of-program examination.

Indirect measures:
1. Annual exit survey.
2. The Percept study.
3. Graduate employment.

Online MATC Program

Direct measures:
1. Final project evaluation.

Indirect measures:
1. Annual exit survey.
2. The Percept study.
3. Career advancement survey.

These measures have changed since the 2009 site team visit. In the self-study for that visit, the School said it would conduct three assessments: 1. Assistant professors would do an annual self-assessment; 2. Data would be collected on skills; 3. A senior survey would be conducted to ask students how much they had learned in the professional values and competencies.

After some experience with these measures, we dropped the assistant professor annual self-assessment and adjusted the senior survey and how we collected data on skills. The previous assessment measures were not informing our learning loop with the kind of information that could truly move the program forward.

For example, the data on skills were not tied to any specific course, so determining where changes in the curriculum needed to be made was difficult. It was decided that data would be collected in our core skills courses, beginning with JOMC 153, “Writing and Reporting,” and that began in 2010.

The senior survey is better used as an indirect measure of learning, not a direct measure, we learned. So the School developed an assessment exam for graduating seniors that better measures professional values and competencies, and also better allows us to adjust our curriculum.

Implementing the Plan

Implementing a plan is critical to its success. During the past six years, we have made progress in making the assessment plan actionable. Our plan has followed phases, focusing initial attention and measures on core courses critical to what we demand of our students. We have focused and changed our core courses as a result of assessment measures and what we have learned. We continue to focus attention on core courses throughout the sequence curriculum and to suggest changes to the curriculum and individual courses as a result of the assessment learnings.

The School’s strategic plan calls for reassessing the curriculum to ensure that it reflects demands of a changing communication environment. After a year of discussion, the faculty voted to implement a five-year curriculum plan with a new core course. At the August 2014 retreat, curriculum changes were approved by the faculty. An existing course that is new to the core, JOMC 221, “Audio and Video Information Gathering,” will be assessed as part of the modular assessment measure. In addition, new skills such as writing for Twitter and Wiki pages have been introduced into JOMC 153, “Writing and Reporting,” based on the assessment results from that course.

Curriculum reform calls for a three- and five-year plan of change informed by the assessment measures.

Embedding the ideals of assessment and assuring that there is a learning cycle that informs curriculum success and
the necessity of change is an ongoing process. Although a plan was put into place before the reaccreditation visit in 2009, a culture of assessment had not permeated the School. The administration was focused on the plan, but individuals and students were not that engaged in the process. Since that time, the School created a committee focused on assessment, and there have been regular reports at faculty meetings. The senior associate dean for undergraduate studies, Chris Roush, has led the successful curriculum review and has, with the curriculum committee he chairs, taken responsibility for deepening the culture of assessment.

Roush explained in an email to the faculty and staff how this process has taken root in an effort to personalize the process of assessment and make it real for individual faculty members. This is his email:

A site team from the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) visited the School in February 2009. The School was found not in compliance with the ACEJMC assessment standards.

At that time the School began a more vigorous effort to collect data that evaluates how its undergraduate students are learning the subject matters that it teaches.

I have been heavily involved in this data collection in two ways:

1. As coordinator of the School's JOMC 153, “Writing and Reporting,” classes, I met with an assessment expert from the University of Maryland and developed an assessment module for the School's introductory writing course; and

2. As the senior associate dean beginning July 2011, I developed a School-wide assessment exam now being administered to our entering students and our graduating seniors.

These two assessments are now two of the direct measures that the School uses to determine whether its students are learning the ACEJMC professional values and competencies. The School has data for JOMC 153 assessments dating back to 2010. The School has data for the School-wide assessment exam dating back to the graduating class of 2013.

Due to the success of the JOMC 153 assessment module, the School added an assessment used for JOMC 340, "Introduction to Media Law,” in the 2013-14 academic year.

The School uses a third direct measure for assessment, and that is aggregate evaluations collected on students who are enrolled in JOMC 393, “Mass Communication Practicum.” Jay Eubank, the director of career services at the School, collects this data and shares it with me. Data for these evaluations are collected every summer and have been, dating back to before the 2009 accreditation team visit.

The School also uses three indirect measures of assessment. They are:

1. **Senior survey** at the end of every academic year;

2. **Student awards** across the curriculum; and

3. An **employment survey** of recent graduates.

The senior survey is conducted shortly before graduation in May. The School has data from the student survey dating back to before the 2009 accreditation team visit. The survey instrument was revised in 2011 and is now conducted by Louise Spieler, the senior associate dean for strategy and administration.

The student awards are collected every year as well and are the responsibility of each individual sequence head. The senior associate dean compiles those lists into one uniform list.

The employment survey is conducted in September and October every year after graduation, and the primary assessment tool here is whether the alumni have mass communication jobs. The survey is unscientific in nature. The employment survey data is available dating back to 2010. These survey data are collected by Louise Spieler, the senior associate dean for strategy and administration.
In addition, the School uses alumni and professional media workers to assess work in specific courses. Examples are listed here:

**JOMC 232, “Public Relations Writing.”** Students in this course have worked with more than 50 nonprofit organizations since the last accreditation team visit. They write press releases and other material for these clients.

**JOMC 333, “Video Communication for Public Relations and Advertising.”** In this course, students work with several clients on diverse video projects. Clients review the final pieces and provide their feedback to the instructors, who then relay comments to the students in class and discuss them in light of project goals, target audience and budget-time constraints.

**JOMC 376, “Sports Marketing and Advertising.”** This class works with a client that is a major sports organization each semester. Clients and other professional guests provide input and feedback to students at several points throughout the semester.

**JOMC 434, “Public Relations Campaigns.”** Clients in all sections of this capstone course formally evaluate students for at least three campaign components over the course of the semester: research reports, final presentations and a written plan. Some faculty members teaching this course use a formal client-evaluation form; others enable clients to provide verbal feedback directly to students.

**JOMC 552, “Leadership in a Time of Change.”** This course is equally divided between classwork and a field assignment with a client that is typically a community newspaper or consulting firm. The grading on the field assignment includes the client’s assessment of a student’s work, provided in the form of verbal feedback from at least two people, such as the publisher and editor, or advertising director and general manager.

**JOMC 671, “Social Marketing Campaigns.”** This course works with clients from the public health sector who come to class three times during the semester. First they present an overview of the public health challenge and answer questions from students; next they attend a strategy presentation, where student teams present the results of their formative research and what they plan for interventions; last they attend the final presentation. Clients provide verbal comments during the final session, which the instructor collects and incorporates into her feedback rubric.

**JOMC 690, “Advanced Advertising Campaigns.”** Students in this course enter their campaign in the American Advertising Federation’s National Student Advertising Competition. The campaigns (a written-plans book plus a 20-minute live presentation) are judged by professionals at the district level, with the district winners advancing to the semifinals. In the semifinals, a second panel of professionals evaluates the campaigns; winners advance to the national finals, where they are judged a third time.

**Critiquing Student Work**

Students who are producing broadcast, audio, print and multimedia projects, or public relations or advertising campaigns, as part of their coursework and extracurricular activities frequently have the opportunity for their work to be reviewed and critiqued by professionals in these fields. A few examples follow:

**JOMC 422, “Producing Television News.”** This class produces the School’s “Carolina Week” TV news program. Each semester broadcast professionals spend a day with the team of this student newscast, assisting with its production and being part of the critique following the newscast. They provide a real-world assessment of what the team is doing well and how it might improve. Professional critiques are provided to individuals as well as to the group.

**JOMC 252, “Audio Journalism,” and JOMC 561, “Medical and Science Video Storytelling.”** Both classes use professionals to critique student work and present examples of professional work from their organizations.

**JOMC 232, “Public Relations Writing,” and JOMC 434, “Public Relations Campaigns.”** Student public relations materials – press releases, fact sheets, public service announcements, social media campaigns – are critiqued by professionals, and most of the materials and ideas are used by their organizations.

**JOMC 452, “Business Reporting.”** All students participate in a mock news conference competition against a Kenan-Flagler Business School class. The mock news conferences are judged by public relations and journalism professionals, and
the mock news conference counts as 10% of the student’s grade in the course.

The School also has assessment tools for its residential professional master’s program. Those are administered by Charlie Tuggle, the director of the master’s program; and Heidi Hennink-Kaminski, the senior associate dean for graduate students.

Those are the direct measures of a final project evaluation and an end-of-program evaluation, and the indirect measures of an exit survey and an employment survey. Each of these is done annually beginning with the 2013-14 academic year. The end-of-program evaluation and exit survey were new in 2013-14, while the final-project evaluation and employment survey have been done since before the last site team visit.

The online master’s in technology and communication (MATC) also has an assessment plan.

The direct measure is the final project evaluation. Indirect measures include an exit survey completed after the final project is successfully defended and a career-advancement survey.

Plans are under way to conduct an MATC alumni survey one year after each class graduates from the program. The first of these surveys is planned for summer 2015.

In 2013, an additional indirect measure of assessment of the residential master’s program and the MATC program was conducted by an outside research firm, Percept.

Every two years, this plan will be updated by the senior associate dean for undergraduate studies. Assessment is part of this senior associate dean’s portfolio. The report will be done in conjunction with the senior associate dean for graduate studies. The updated plan will be shared with faculty before votes are taken on phase two and phase three curriculum changes.
### Supplemental 9-B: Assessment Exam for Graduating Seniors and First-Year Students

#### Assessment Exam for Seniors and First-Year Students

The answers in bold denote the correct learning outcome.

1. In the Public Relations Society of America ethics code, which of the following would be considered inappropriate:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
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<tbody>
<tr>
<td>1 A PR professional representing a ski manufacturer gives a pair of expensive racing skis to a sports magazine columnist to influence the columnist to write favorable articles about the product.</td>
<td>5%</td>
<td>11%</td>
</tr>
<tr>
<td>2 A PR professional employs people to pose as volunteers to speak at public hearings and participate in grass roots campaigns.</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>3 A PR professional represents a competitor company without informing a prospective client.</td>
<td>2%</td>
<td>11%</td>
</tr>
<tr>
<td>4 All of the above</td>
<td>91%</td>
<td>72%</td>
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2. What is the major criticism and/or challenge of John Stuart Mill’s utilitarianism philosophy and its focus on the outcome of an action?

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<tr>
<th>Answer</th>
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<th>First-Year %</th>
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<tbody>
<tr>
<td>1 It does not treat all people equally</td>
<td>15%</td>
<td>16%</td>
</tr>
<tr>
<td>2 <strong>It is difficult to accurately anticipate all of the ramifications of a particular act.</strong></td>
<td>53%</td>
<td>33%</td>
</tr>
<tr>
<td>3 It does not focus on the moral character of an individual who is making a decision.</td>
<td>22%</td>
<td>32%</td>
</tr>
<tr>
<td>4 It does not place enough emphasis on the value of social justice.</td>
<td>11%</td>
<td>19%</td>
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3. All of the following are rights protected by the First Amendment of the U.S. Constitution except

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<tr>
<th>Answer</th>
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<tbody>
<tr>
<td>1 freedom of speech</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>2 freedom of press</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>3 petitioning the government for a redress of grievances</td>
<td>7%</td>
<td>18%</td>
</tr>
<tr>
<td>4 <strong>keep and bear arms</strong></td>
<td>93%</td>
<td>76%</td>
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4. The caveat emptor (“let the buyer beware”) philosophy of advertising puts the burden of determining if an advertisement is truthful on the__________.

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<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
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<tbody>
<tr>
<td>1 group that creates the advertisement</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>2 government</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>3 <strong>consumer</strong></td>
<td>84%</td>
<td>75%</td>
</tr>
<tr>
<td>4 marketplace</td>
<td>4%</td>
<td>7%</td>
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</table>
5. The Society of Professional Journalists ethics code allows reporters to use undercover reporting methods when traditional open methods of reporting will not yield information vital to the public. What requirement does the SPJ have for reporters who do undercover reporting?

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<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Use of the undercover reporting methods should be explained in the story.</td>
<td>53%</td>
<td>19%</td>
</tr>
<tr>
<td>2 Editors at the publication must know and approve of the undercover methods to be used by the reporter</td>
<td>29%</td>
<td>37%</td>
</tr>
<tr>
<td>3 The subject of the undercover reporting must be notified in a timely manner of the situation.</td>
<td>15%</td>
<td>17%</td>
</tr>
<tr>
<td>4 Lawyers must agree in advance that the undercover methods do not violate any laws.</td>
<td>4%</td>
<td>27%</td>
</tr>
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</table>

6. The NPPA visual journalism ethics code allows visual journalists to pay sources for information/participation under what type of circumstances?

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<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
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</thead>
<tbody>
<tr>
<td>1 When the issue is of importance to national security.</td>
<td>7%</td>
<td>12%</td>
</tr>
<tr>
<td>2 When the source owns the legal rights to the information.</td>
<td>40%</td>
<td>54%</td>
</tr>
<tr>
<td>3 When the source is impoverished and has no other viable means of support.</td>
<td>0%</td>
<td>11%</td>
</tr>
<tr>
<td>4 The code states that visual journalists should not pay sources or reward them materially for information/participation.</td>
<td>53%</td>
<td>22%</td>
</tr>
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</table>

7. A headline for a news story or a press release should:

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<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
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<tbody>
<tr>
<td>1 Reflect the tone and content of the story or release</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>2 Help readers using search engines find the story or release</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>3 Communicate news and information</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>4 All of the above</td>
<td>96%</td>
<td>89%</td>
</tr>
</tbody>
</table>

8. A lead of a news story or press release is

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The story’s introduction, often the first sentence of the paragraph</td>
<td>91%</td>
<td>40%</td>
</tr>
<tr>
<td>2 The primary source of information in the story or release</td>
<td>9%</td>
<td>36%</td>
</tr>
<tr>
<td>3 A source who provides information anonymously</td>
<td>0%</td>
<td>17%</td>
</tr>
<tr>
<td>4 The file name of the story or release</td>
<td>0%</td>
<td>7%</td>
</tr>
</tbody>
</table>

9. Many news stories and press releases are written in this format:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The narrative</td>
<td>0%</td>
<td>26%</td>
</tr>
<tr>
<td>2 The profile</td>
<td>0%</td>
<td>23%</td>
</tr>
<tr>
<td>3 The sidebar</td>
<td>0%</td>
<td>7%</td>
</tr>
<tr>
<td>4 The inverted pyramid</td>
<td>100%</td>
<td>43%</td>
</tr>
</tbody>
</table>
10. The standard style guide for journalists and other media practitioners is:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Chicago Manual of Style</td>
<td>0%</td>
<td>31%</td>
</tr>
<tr>
<td>2 The Associated Press Stylebook</td>
<td>100%</td>
<td>64%</td>
</tr>
<tr>
<td>3 The Yahoo! Style Guide</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4 Word into Type</td>
<td>0%</td>
<td>5%</td>
</tr>
</tbody>
</table>

11. Which of the following does not require a citation?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Summarizing President Obama’s State of the Union speech</td>
<td>9%</td>
<td>12%</td>
</tr>
<tr>
<td>2 Stating that the U.S. constitution includes a Bill of Rights</td>
<td>84%</td>
<td>83%</td>
</tr>
<tr>
<td>3 A portion of an article from Time magazine on Wikileaks</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>4 A quote from the National Weather Service about winter storms for the remainder of February</td>
<td>7%</td>
<td>3%</td>
</tr>
</tbody>
</table>

12. Assume you’re a reporter covering city government. You’re waiting for a meeting with the mayor and you spot some confidential papers on the secretary’s desk about the topic you’re going to discuss with the mayor. Would you copy the information down? Ross would say:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 No, because I might get caught</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>2 No, because my duty proper is veracity</td>
<td>71%</td>
<td>38%</td>
</tr>
<tr>
<td>3 No, because there are rules against stealing</td>
<td>27%</td>
<td>51%</td>
</tr>
<tr>
<td>4 No, because Ted Koppel wouldn’t</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>5 Why not? The mayor’s a fink!</td>
<td>2%</td>
<td>5%</td>
</tr>
</tbody>
</table>

13. Ethical relativism...

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Takes into consideration the reality of the current situation</td>
<td>35%</td>
<td>32%</td>
</tr>
<tr>
<td>2 Requires that the decision maker consider rules and consequences</td>
<td>15%</td>
<td>31%</td>
</tr>
<tr>
<td>3 Indicates that no universal principles exist</td>
<td>49%</td>
<td>16%</td>
</tr>
<tr>
<td>4 Reflects the veil of ignorance</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>5 Shows a high level of moral conduct</td>
<td>2%</td>
<td>17%</td>
</tr>
</tbody>
</table>

14. Pragmatism argues that:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Truth comes from objective science</td>
<td>42%</td>
<td>29%</td>
</tr>
<tr>
<td>2 Science does not take into account human fallibility</td>
<td>18%</td>
<td>14%</td>
</tr>
<tr>
<td>3 There is value in vigorous debate</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>4 Truth is the meaning we assign to beliefs</td>
<td>24%</td>
<td>26%</td>
</tr>
<tr>
<td>5 We can strive for truth through intelligence</td>
<td>11%</td>
<td>24%</td>
</tr>
</tbody>
</table>
15. An ethical dilemma will always result in a right or wrong decision

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior</th>
<th>First-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>True</td>
<td>2%</td>
<td>25%</td>
</tr>
<tr>
<td>False</td>
<td>98%</td>
<td>75%</td>
</tr>
</tbody>
</table>

16. When media use framing, they are being unethical

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior</th>
<th>First-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>True</td>
<td>35%</td>
<td>52%</td>
</tr>
<tr>
<td>False</td>
<td>65%</td>
<td>48%</td>
</tr>
</tbody>
</table>

17. Persuasion is the same as lying by omission

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior</th>
<th>First-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>True</td>
<td>20%</td>
<td>26%</td>
</tr>
<tr>
<td>False</td>
<td>80%</td>
<td>74%</td>
</tr>
</tbody>
</table>

18. Newspapers in the nineteenth century that argued the political viewpoints of the parties or individuals subsidizing the newspapers are considered an example of:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior</th>
<th>First-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yellow journalism</td>
<td>44%</td>
<td>48%</td>
</tr>
<tr>
<td>Penny press</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>Partisan press</td>
<td>51%</td>
<td>41%</td>
</tr>
<tr>
<td>Interpretive reporting</td>
<td>0%</td>
<td>3%</td>
</tr>
</tbody>
</table>

19. Historians credit this technological milestone with initiating mass communication:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior</th>
<th>First-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invention of the telegraph</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td>Discovery of radio waves</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>Development of the Internet</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td>Invention of the printing press</td>
<td>91%</td>
<td>82%</td>
</tr>
</tbody>
</table>

20. An entry point for many women working in early newspapers was:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior</th>
<th>First-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women’s pages</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Obituaries</td>
<td>24%</td>
<td>20%</td>
</tr>
<tr>
<td>Copyediting</td>
<td>49%</td>
<td>50%</td>
</tr>
<tr>
<td>Editorial page</td>
<td>5%</td>
<td>11%</td>
</tr>
</tbody>
</table>
21. As part of their media strategy in the mid-20th century, some civil rights activists staged campaigns in racially tense cities, where their actions provoked Southern white violence and attracted widespread news coverage. What form did these mass protests take?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Boycotts</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>2 Sit-ins</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>3 Freedom rides</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>4 All of the above</td>
<td>93%</td>
<td>86%</td>
</tr>
</tbody>
</table>

22. Ethnic newspapers have traditionally served as ____________ press in their respective communities.

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 an informational</td>
<td>16%</td>
<td>26%</td>
</tr>
<tr>
<td>2 an entertainment</td>
<td>9%</td>
<td>4%</td>
</tr>
<tr>
<td>3 an advocacy</td>
<td>60%</td>
<td>41%</td>
</tr>
<tr>
<td>4 a progressive</td>
<td>15%</td>
<td>28%</td>
</tr>
</tbody>
</table>

23. The growing racially and ethnically diverse population is ____________ for media outlets.

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 a problem</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>2 an opportunity</td>
<td>96%</td>
<td>82%</td>
</tr>
<tr>
<td>3 a projection</td>
<td>0%</td>
<td>8%</td>
</tr>
<tr>
<td>4 a correlation</td>
<td>2%</td>
<td>3%</td>
</tr>
</tbody>
</table>

24. In the ____________ developmental phase of media instills fear in the way minorities are presented.

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 threatening issue</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>2 exclusionary</td>
<td>42%</td>
<td>31%</td>
</tr>
<tr>
<td>3 stereotypical</td>
<td>44%</td>
<td>44%</td>
</tr>
<tr>
<td>4 multiracial</td>
<td>5%</td>
<td>17%</td>
</tr>
</tbody>
</table>

25. The ________________ opened the doors for minority reporters in newsrooms across the country in the...
26. This journalist who started an anti-lynching campaign was known as a muckraker.

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Walter Cronkite</td>
<td>18%</td>
<td>10%</td>
</tr>
<tr>
<td>2 Robert S. Abbott</td>
<td>33%</td>
<td>30%</td>
</tr>
<tr>
<td>3 Roland Martin</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>4 Ida B. Wells-Barnett</td>
<td>38%</td>
<td>50%</td>
</tr>
</tbody>
</table>

27. The primary governing agency for broadcasting in the United States is

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Federal Trade Commission</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>2 Federal Communications Commission</td>
<td>85%</td>
<td>71%</td>
</tr>
<tr>
<td>3 Securities and Exchange Commission</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>4 Federal Aviation Administration</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>5 all of the above</td>
<td>0%</td>
<td>13%</td>
</tr>
</tbody>
</table>

28. Of the following types of speech, which type is not protected under the First Amendment, according to the U.S. Supreme Court?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 political and social speech</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>2 commercial speech</td>
<td>18%</td>
<td>14%</td>
</tr>
<tr>
<td>3 obscene sexual expression</td>
<td>71%</td>
<td>48%</td>
</tr>
<tr>
<td>4 indecent sexual expression</td>
<td>9%</td>
<td>35%</td>
</tr>
</tbody>
</table>

29. The Pennsylvania Railroad sought the public relations counsel of Ivy Lee on how best to communicate in the aftermath of train accidents primarily because of

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 survivor lawsuits that threatened to bankrupt the railroad</td>
<td>33%</td>
<td>26%</td>
</tr>
<tr>
<td>2 government regulations passed in 1903 and 1906</td>
<td>20%</td>
<td>18%</td>
</tr>
<tr>
<td>3 pressure from the news media</td>
<td>46%</td>
<td>49%</td>
</tr>
<tr>
<td>4 the consensus among railroad management was for change</td>
<td>0%</td>
<td>7%</td>
</tr>
</tbody>
</table>

30. The “marketplace of ideas” metaphor for protecting free expression is most closely related to which of the following theoretical First Amendment issues?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 attainment of truth</td>
<td>53%</td>
<td>39%</td>
</tr>
<tr>
<td>2 change with stability</td>
<td>2%</td>
<td>10%</td>
</tr>
<tr>
<td>3 democratic governance</td>
<td>29%</td>
<td>32%</td>
</tr>
<tr>
<td>4 check on government power</td>
<td>16%</td>
<td>19%</td>
</tr>
</tbody>
</table>
31. Assume that a trial judge enters an order against a publisher that prohibits the publication of specific secret government documents that have been leaked to the publisher by an unknown government insider. This court order would best be described as a:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>content-based regulation of speech</td>
<td>33%</td>
</tr>
<tr>
<td>2</td>
<td>content-neutral time, place or manner regulation of speech</td>
<td>4%</td>
</tr>
<tr>
<td>3</td>
<td>prior restraint that would be presumed unconstitutional</td>
<td>57%</td>
</tr>
<tr>
<td>4</td>
<td>post-publication punishment that would be presumed unconstitutional on appeal</td>
<td>6%</td>
</tr>
</tbody>
</table>

32. Pursuant to rulings by the U.S. Supreme Court, the First Amendment requires that “public officials” who sue in court for harm to their reputation from the publication of an allegedly false and defamatory statement must prove “actual malice” when the statement relates to their:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>personal lives only</td>
<td>27%</td>
</tr>
<tr>
<td>2</td>
<td>official conduct only</td>
<td>11%</td>
</tr>
<tr>
<td>3</td>
<td>official conduct or their personal lives</td>
<td>47%</td>
</tr>
<tr>
<td>4</td>
<td>official conduct or touches on their fitness to hold office</td>
<td>15%</td>
</tr>
</tbody>
</table>

34. Media measurement companies have different specializations. For example, A.C. Nielsen

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>focuses on measuring radio audiences in local markets</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>studies public policy issues and attitudes toward the media</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>makes sure media circulation claims are accurate</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>is best known for its television ratings</td>
<td>100%</td>
</tr>
</tbody>
</table>

35. A television rating represents

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>households watching a program out of all households with televisions turned on</td>
<td>50%</td>
</tr>
<tr>
<td>2</td>
<td>households that have a television versus households that do not</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>households watching a program out of all households with television, on or off</td>
<td>50%</td>
</tr>
<tr>
<td>4</td>
<td>individual viewers at home versus individual viewers watching television in public areas</td>
<td>0%</td>
</tr>
</tbody>
</table>

36. The old TV screen format of 4:3 has evolved into a high-definition format of 16:9. These numbers (e.g., 4:3) are called
37. In writing in broadcast style, attribution should

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 appear at the beginning of the sentence</td>
<td>100%</td>
<td>39%</td>
</tr>
<tr>
<td>2 follow established newspaper style</td>
<td>0%</td>
<td>14%</td>
</tr>
<tr>
<td>3 never be used in broadcast writing</td>
<td>0%</td>
<td>11%</td>
</tr>
<tr>
<td>4 always be at the end of the sentence</td>
<td>0%</td>
<td>36%</td>
</tr>
</tbody>
</table>

38. Using a cutaway shot in television is a way to

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 add important supplementary information</td>
<td>0%</td>
<td>7%</td>
</tr>
<tr>
<td>2 show information not in the basic scene</td>
<td>0%</td>
<td>11%</td>
</tr>
<tr>
<td>3 direct attention to a related element</td>
<td>0%</td>
<td>14%</td>
</tr>
<tr>
<td>4 avoid a jump cut</td>
<td>50%</td>
<td>4%</td>
</tr>
<tr>
<td>5 all of the above</td>
<td>50%</td>
<td>64%</td>
</tr>
</tbody>
</table>

39. When invisible lines are used to divide a frame vertically and horizontally into three equal sections and you place the center of interest at one of the line crosspoints, you are following the

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 180-degree rule</td>
<td>0%</td>
<td>11%</td>
</tr>
<tr>
<td>2 rule of thirds</td>
<td>100%</td>
<td>57%</td>
</tr>
<tr>
<td>3 general statement</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>4 selective focus guideline</td>
<td>0%</td>
<td>29%</td>
</tr>
<tr>
<td>5 desensitization principle</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

40. The public relations efforts of Carl Byoir led to

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 bankruptcy of the Warm Springs Foundation</td>
<td>8%</td>
<td>14%</td>
</tr>
<tr>
<td>2 Congress approving funding of FDR’s public relations machine</td>
<td>48%</td>
<td>68%</td>
</tr>
<tr>
<td>3 creation of the March of Dimes</td>
<td>40%</td>
<td>17%</td>
</tr>
<tr>
<td>4 national celebration of the Fourth of July</td>
<td>4%</td>
<td>2%</td>
</tr>
</tbody>
</table>

41. President Franklin Roosevelt employed early public relations pioneers in the Office of War Information to help

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 sell bonds to finance the war</td>
<td>4%</td>
<td>12%</td>
</tr>
<tr>
<td>2 recruit Americans to join the military</td>
<td>0%</td>
<td>9%</td>
</tr>
<tr>
<td>3 promote Rosie the Riveter</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>4 all of the above</td>
<td>96%</td>
<td>75%</td>
</tr>
</tbody>
</table>
42. The main job of the __________________ is to coordinate research to understand how consumers relate to the brand and product category.

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 account planner</td>
<td>89%</td>
<td>19%</td>
</tr>
<tr>
<td>2 media planner</td>
<td>0%</td>
<td>37%</td>
</tr>
<tr>
<td>3 production coordinator</td>
<td>0%</td>
<td>35%</td>
</tr>
<tr>
<td>4 account executive</td>
<td>11%</td>
<td>9%</td>
</tr>
</tbody>
</table>

43. The first advertising agent, Volney Palmer,

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 was the first to place an illustration on an ad</td>
<td>11%</td>
<td>24%</td>
</tr>
<tr>
<td>2 was hired to write advertising copy for his clients</td>
<td>22%</td>
<td>24%</td>
</tr>
<tr>
<td>3 sold ad space for newspapers</td>
<td>44%</td>
<td>39%</td>
</tr>
<tr>
<td>4 offered creative and media services</td>
<td>22%</td>
<td>13%</td>
</tr>
</tbody>
</table>

44. All of the following are true statements concerning the creative brief except:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 the creative brief is written by the copywriter and art director</td>
<td>67%</td>
<td>28%</td>
</tr>
<tr>
<td>2 the creative brief is a one-page document</td>
<td>11%</td>
<td>30%</td>
</tr>
<tr>
<td>3 the creative brief lists reasons for the target to believe the key promise that is presented</td>
<td>11%</td>
<td>28%</td>
</tr>
<tr>
<td>4 the creative brief describes the target audience</td>
<td>11%</td>
<td>15%</td>
</tr>
</tbody>
</table>

45. The goals of an advertising campaign are best describes as

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 marketing objectives</td>
<td>33%</td>
<td>22%</td>
</tr>
<tr>
<td>2 media strategies</td>
<td>0%</td>
<td>13%</td>
</tr>
<tr>
<td>3 increasing brand sales</td>
<td>0%</td>
<td>15%</td>
</tr>
<tr>
<td>4 informing, persuading, and/or reminding</td>
<td>67%</td>
<td>50%</td>
</tr>
</tbody>
</table>

46. The percentage of people in a target audience who will be exposed to a media vehicle or vehicles in a media plan is equivalent to

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 impressions</td>
<td>11%</td>
<td>17%</td>
</tr>
<tr>
<td>2 reach</td>
<td>89%</td>
<td>44%</td>
</tr>
<tr>
<td>3 gross rating points</td>
<td>0%</td>
<td>19%</td>
</tr>
<tr>
<td>4 frequency</td>
<td>0%</td>
<td>20%</td>
</tr>
</tbody>
</table>
47. What is responsive design?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Design that adapts to preferences the user indicates when logging on to a website</td>
<td>20%</td>
<td>50%</td>
</tr>
<tr>
<td>2. Design that is liquid and resizes the width of elements relative to a changing window size</td>
<td>60%</td>
<td>18%</td>
</tr>
<tr>
<td>3. Design that has defined layouts for different resolutions. Within each layout, resizing the window does not change the design</td>
<td>20%</td>
<td>24%</td>
</tr>
<tr>
<td>4. none of the above</td>
<td>0%</td>
<td>9%</td>
</tr>
</tbody>
</table>

48. When conducting a usability test, it is important to let test participants know

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. that they are voluntarily participating and can choose not to participate at any time</td>
<td>20%</td>
<td>32%</td>
</tr>
<tr>
<td>2. that their names will not be associated with their response</td>
<td>0%</td>
<td>18%</td>
</tr>
<tr>
<td>3. that they cannot make mistakes</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td>4. all of the above</td>
<td>80%</td>
<td>44%</td>
</tr>
</tbody>
</table>

49. What is API?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A set of programming instructions and standards for accessing a Web-based software application</td>
<td>40%</td>
<td>26%</td>
</tr>
<tr>
<td>2. the Associated Press Interface</td>
<td>40%</td>
<td>29%</td>
</tr>
<tr>
<td>3. an advanced programming interface that uses HTML5</td>
<td>20%</td>
<td>24%</td>
</tr>
<tr>
<td>4. a software engineering methodology that deals with object-oriented development in the analysis and design phases</td>
<td>0%</td>
<td>21%</td>
</tr>
</tbody>
</table>

50. Which of the following describes a type of database?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. analytic</td>
<td>0%</td>
<td>18%</td>
</tr>
<tr>
<td>2. operational</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td>3. hierarchical</td>
<td>20%</td>
<td>12%</td>
</tr>
<tr>
<td>4. all of the above</td>
<td>80%</td>
<td>65%</td>
</tr>
</tbody>
</table>

51. Imagine that you were to measure public opinion on a news issue and then you subsequently grouped respondents into categories of supportive, unsupportive, and neutral based on their opinion of the news issues. Which type of chart would be most effective for visualizing your groupings?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. line graph</td>
<td>20%</td>
<td>6%</td>
</tr>
<tr>
<td>2. scatter plot</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td>3. pie chart</td>
<td>80%</td>
<td>85%</td>
</tr>
<tr>
<td>4. network</td>
<td>0%</td>
<td>3%</td>
</tr>
</tbody>
</table>
52. In a traditional 3-Act structure, what is the inciting incident?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The moment the audience first meets the main character of the story</td>
<td>0%</td>
<td>12%</td>
</tr>
<tr>
<td>2 <strong>The event that launches the main character on his/her journey</strong></td>
<td>100%</td>
<td>56%</td>
</tr>
<tr>
<td>3 The incident that occurs when the main character is in his/her lowest point</td>
<td>0%</td>
<td>15%</td>
</tr>
<tr>
<td>4 The point in the story that the main character overcomes his/her biggest challenge</td>
<td>0%</td>
<td>18%</td>
</tr>
</tbody>
</table>

53. What is XML?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 <strong>A structured language for storing and transmitting data</strong></td>
<td>40%</td>
<td>15%</td>
</tr>
<tr>
<td>2 Extensive Modern Language used in creating interactive websites</td>
<td>20%</td>
<td>48%</td>
</tr>
<tr>
<td>3 Language for designing websites</td>
<td>20%</td>
<td>18%</td>
</tr>
<tr>
<td>4 Similar to HTML but for mobile devices</td>
<td>20%</td>
<td>18%</td>
</tr>
</tbody>
</table>

54. Eyetracking research suggests that photos with ______ tend to get the most eye fixations, or user views.

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Landscapes</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td>2 Technical diagrams</td>
<td>0%</td>
<td>9%</td>
</tr>
<tr>
<td>3 <strong>Faces of people</strong></td>
<td>100%</td>
<td>59%</td>
</tr>
<tr>
<td>4 All of the above</td>
<td>0%</td>
<td>26%</td>
</tr>
</tbody>
</table>

55. Vector graphics are

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 primarily created by using Adobe Illustrator</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td>2 can be used to fill gradients</td>
<td>0%</td>
<td>15%</td>
</tr>
<tr>
<td>3 a series of lines and curves that can be scaled larger without losing quality</td>
<td>20%</td>
<td>47%</td>
</tr>
<tr>
<td>4 <strong>all of the above</strong></td>
<td>80%</td>
<td>32%</td>
</tr>
</tbody>
</table>

56. When using Photoshop,

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 images can be greatly scaled without losing quality as long as you are careful</td>
<td>0%</td>
<td>24%</td>
</tr>
<tr>
<td>2 rely on filters because that is what professionals do</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td>3 it is OK to stretch news images out of proportion if you think it would help the design</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td>4 <strong>none of the above</strong></td>
<td>100%</td>
<td>65%</td>
</tr>
</tbody>
</table>
57. What does C.R.A.P. stand for in terms of design principles?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 your page is pretty bad</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td>2 creativity, roughs, alignment, and precision</td>
<td>0%</td>
<td>18%</td>
</tr>
<tr>
<td>3 <strong>contrast, repetition, alignment, and proximity</strong></td>
<td>100%</td>
<td>44%</td>
</tr>
<tr>
<td>4 creativity, repetition, alignment, and proximity</td>
<td>0%</td>
<td>32%</td>
</tr>
</tbody>
</table>

58. When selecting music for a multimedia production, which of the following factors should you consider...

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 the emotional influence of the music</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>2 the audience of the multimedia project</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td>3 the content of the story, i.e., is it a feature story versus a breaking news story?</td>
<td>0%</td>
<td>9%</td>
</tr>
<tr>
<td>4 <strong>all of the above</strong></td>
<td>100%</td>
<td>82%</td>
</tr>
</tbody>
</table>

59. In photojournalism, with which of the following types of photos is it ethically acceptable for the photographer to exert some control?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 news photos</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>2 sports photos</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>3 <strong>portraits</strong></td>
<td>40%</td>
<td>21%</td>
</tr>
<tr>
<td>4 feature photos</td>
<td>40%</td>
<td>15%</td>
</tr>
<tr>
<td>5 all of the above</td>
<td>20%</td>
<td>59%</td>
</tr>
</tbody>
</table>

60. Chose the equivalent exposure to 1/250 @ f/8

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 1/1000 @ f/2.8</td>
<td>0%</td>
<td>11%</td>
</tr>
<tr>
<td>2 1/50 @ f/22</td>
<td>60%</td>
<td>30%</td>
</tr>
<tr>
<td>3 1/8 @ f/32</td>
<td>40%</td>
<td>37%</td>
</tr>
<tr>
<td>4 1/2000 @ f/1.4</td>
<td>0%</td>
<td>22%</td>
</tr>
</tbody>
</table>

62. A wide-angle lens _______ perspective, but a telephoto lens _______ perspective

<table>
<thead>
<tr>
<th>Answer</th>
<th>Senior %</th>
<th>First-Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 flattens/opens</td>
<td>20%</td>
<td>24%</td>
</tr>
<tr>
<td>2 <strong>expands/compresses</strong></td>
<td>80%</td>
<td>68%</td>
</tr>
<tr>
<td>3 tilts/straightens</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>4 sharpens/softens</td>
<td>0%</td>
<td>6%</td>
</tr>
</tbody>
</table>
Supplemental 9-C:
Evaluation Comments from Student Internship Supervisors

Please note that the comments are given here just as the supervisors wrote them.

The names of students have been deleted, of course, per FERPA regulations.

- L. worked with me as a sales and marketing intern. On a weekly basis she assisted me with setting up social media, marketing, advertising and even helped with some graphic design. She worked with me to reach out to different businesses, campus departments, student organizations and more about hosting events at Fitzgerald’s as well as informing them about our private event space and catering service. She helped set up and maintain several private events and catering orders. She was involved in the planning process for our 1 year anniversary party and was essential in the execution of the event the day of. When we had a public relations issue this year involving a group of students and our establishment, she was able to provide input on handing the situation appropriately.

- Marketing assistant duties including: Internet Search Optimization and Google Adwords Analysis and Reporting; Client Call Tracking, Analysis and Reporting Copy writing, Proofing and editing Facebook promotion research and analysis, General office organization, filing, etc.

- K. works as a news production assistant, the weekend assignment editor, and our lottery host. Kristin works directly with all of the staff who make our newsgathering decisions each day.

- Communicate to Carolina’s alumni, friends, faculty and students; tailor communications to the GAA’s 69,000 members; write copy and design ads for the Carolina Alumni Review; manage the GAA’s social media channels including but not limited to Facebook, Twitter, Pinterest, Instagram and G+; create campaigns to gain followers on Instagram; work with outside vendors to quote promotional items and social media management platforms; design various pieces in the Adobe Creative Suite; edit marketing and Web copy; create the storyboard for GAA anniversary video and work with various people on recording narration, etc.

- Writings and editing news releases and stories for the UNC website and University Gazette. Because of her interest in broadcast journalism, C. also helped staff on-campus coverage by various broadcast journalists and helped our resident videographer with various assignments.

- K. was a Customer Relations Associate. She worked directly with our customers and helped support our sales staff of over 700 people. Kayla was responsible for managing several school publications and worked to actively seek customer approval on the advertisements we had created. Kayla also managed incoming calls and questions related to orders, billing, timelines and troubleshooting.

- H. was responsible for managing client online reputation on review websites as well as creating social media posts for individual clients and contributing content to our social media library. He worked with
several of our account managers on some of their daily tasks and special projects including some campaign data analysis.

- J. primarily shot and edited videos for our company.

- E. has been a part of the YMCA Youth In Government movement since high school. He continued to grow the movement by serving as a founding member of our collegiate program - College Youth In Government - and was pivotal in building our online presence. This year, E. served as our communications and web development intern during the spring semester to upgrade our current website and develop an online database - SLY, short for Student Legislation of the YMCA and named after one of our program founders, Professor John F. Sly of Princeton. His work has helped us increase access to the program for college students around the country, and bolstered our efforts to remain in contact with our alumni.

- M. help write case studies, review and contributed content to RFPs, research competitive for Samsung and other prospects, built client/agency partner database, managed NB proprietary asset management system, transcribed all video case studies.


- Public relations activities for technology clients including media list and pitch development, monitoring, analytics report development, research and media outreach.

- K. wrote a weekly recap on Carolina baseball for CAROLINA digital magazine.

- J. served as our event planner tasked with scheduling home parties and trunk shows to sell Symbology merchandise.

- B. wrote weekly articles for CAROLINA digital magazine, covered UNC basketball games, and wrote stories for GoHeels.com.

- Much of D.’s time was spent working on client reporting and research (client and industry) while here at Rockett. After she was comfortable, she started sitting in on client and vendor meetings to get a better understanding of how we evaluate and present data/insights.

- Thanks to the classes she had taken in the journalism school, R. was able to provide us with a range of useful services, including graphic design, writing, editing, social media and others. She worked on our Wordpress site and also traveled with us to several trade shows, where she helped us cover the shows as an online publication via videos, blogs and social media.

- All Marketing Communications, Planning and Market Research and Community Relations/Outreach staff, Rex co-workers and volunteers working with internal/external events promotions in which Marketing is involved, and Rex patients, visitors and members of the community Role and Purpose of Assignment: The intern will be an integral part of the Marketing team and will gain valuable experience in healthcare
marketing and public relations. The intern should be interested in hands-on experience and is willing to work on all aspects of our marketing, public relations and communications strategy. This experience will assist the student in better understanding the career opportunities available to them. This is not an administrative position. We need someone capable of working alongside our coordinators, managers and director on daily projects.

Essential Job Duties and Responsibilities:
- Research, write and edit marketing materials (brochures, flyers, web content, editorial content);
- Work with graphic designers to create materials;
- Support event coordinator;
- Work with clinical staff to gather content and verify facts for marketing materials;
- Assist with media shoots and Rex broadcast products such as Rex On Call;
- Assist with database management;
- Update web content;
- Assist with social media updates and new campaigns;
- Take photos and/or videos of hospital events

- Assisted with research. Wrote blog entries. Participated in agency meetings and creative sessions.

- A. assisted with the research and writing of internal communications materials, with a focus on development of content for our corporate intranet. This included writing scripts for video productions, interviewing leadership for intranet articles, reporting on developments related to product news and media events, and monitoring and reporting on industry and product-related media coverage.

- H. worked in our Raleigh newsroom with our reporters, photographers, editors, producers and web team. She helped post stories to the web as well as shadowed photographers and reporters out in the field during her time.

- D. was required to work with producers, reporters, photographers, web staff and just about every work group in the newsroom.

- As a marketing intern, Katherine has managed our weekly social media presence and some of our content creation. She’s planned and executed several weekly content series. She’s also assisted on short term project sprints including event proposals and pitch presentations.

- Worked 2 days/week - daily photo assignments - responsible for editing, toning and writing full caption information - relied upon for same things as staff photographer

- Social media post drafting/content creation; media list compilation; media pitch drafting; secondary research; media monitoring

- Assist with the identification, collation and distribution of news items of significance to state and national politics to more than 5000 subscribers daily. Assist with preparation of content (language and information) for new website launch. Assist with collateral material for events. Assist with duties as needed in other departments.

- Worked as Web editor intern including Writing and copy-editing news and feature stories; cutting and editing video; managing digital story collections; working with photos; reporting; various duties as assigned.
• Work 2 days/week - daily photo assignments - responsible for editing, toning, writing full caption information - relied upon for same things as staff photographer. Design and produce news and feature pages and infographics. Work closely with editors, reporters, and photographers to develop content.

• K. worked as our social media manager this semester, responsible for creating content for our blog, facebook, Pinterest, Instagram and Twitter accounts.

• K. worked to research a new media product idea, develop a business plan, prepare documentation and other materials while testing media delivery platform using a wide array of journalistic, multimedia and business skills. K. was a member of the team exploring Capitol Quest, an interactive game (similar to World of Warcraft) that is based on events in the state legislature. While successfully fulfilling many duties, K. excelled when creating the prototypes and all visual elements associated with the idea.

• K. worked on the capital desk at the N&O, learning and reporting on all manner of politics and state government. She covered legislative committee meetings, general assignment political stories, multiple campaign profile pieces and most recently a U.S. Senate debate.

• R. has been a great asset to Social Media Guardian, specifically in helping us grow our business in the Real Estate vertical. With minimal direction, R. has taken the initiative to help us not only create powerful social media post content, but also provided insight and recommendations for additional content categories that have been well received from our clients.

• C. was responsible for adding event submissions to CED’s online calendar (average 5-7 per week) and schedule associated tweets with each event. She was also responsible for writing and scheduling social media efforts pertaining to CED events, news and members via Twitter, LinkedIn and Facebook. C. wrote blog posts, which included interviewing a local CEO, attending startup workshops and events. Lastly, she completed two research projects for us comparing membership models and marketing strategies for an upcoming Conference.

• He posted regularly on social media sites Twitter and Facebook. He used the statistics given from our website hosting company to try to increase sales based on targeting. As the semester progressed he was given more responsibilities including tasks associated with maintaining relationships with our long-term customers.

• Interviewing residents, employees and community residents for inclusion in press releases, stories, etc for media outlets. B. reviewed background information on specific subjects/topics as it related to story development for various media outlets. Comprising story for possible publication in local, state and national publications as well as trade journal for senior industry.

• M. worked 2-3 days per week as a photojournalist shooting a variety of still and video assignments for print and online publications.

• C.’s tasks varied from day-to-day. She learned how to transcribe interviews, compile clip files of celebrity cover stars, conduct major research for a lead feature in magazine, pitch story ideas for the website and
features sections, and assist with social media campaigns for Marie Claire @ Work. Courtney also directly assisted the editor in chief and executive editor while their assistant’s were on holiday vacation.

- Assisted with the creation and implementation of marketing plans for concerts at Walnut Creek and Red Hat Amp.

- T. led our efforts to redesign our corporate website and created and implemented all outbound marketing campaigns during her tenure here. She also created all web content and templates for our corporate blogs as well as stepping in wherever else we needed her. She did an incredible job!

- Helped to promote brand awareness on UNC’s campus. Hosted on campus events to spread awareness of our two brands Geneologie and Morgan Row. Aided in gaining contacts for different organizations on campus.

- C. interned as a general assignment reporter. She covered a variety of features and hard news, and generated many of her own story ideas.

- As an intern at MMI, M. was responsible for supporting the firm’s efforts, specifically through working one-on-one with an account executive (in this case, me), playing an active role on supporting accounts. Responsibilities and learning opportunities cover the PR industry across the board, including but not limited to the following: social media content development, social media reporting, press release development, podcast production and editing, pitching the media on behalf of clients, research, event support, and more.

- A. was individually responsible for Contacting, Renewing, and Managing over 141 of our Customer Accounts. Required to meet a minimum of 15 hours per week in our office in Chapel Hill, NC during the Spring Semester. Attended and Completed the 2014 Inside Sales Training Program. Responsible for hitting assigned inventory goals and sales goals associated with his accounts. Required to average at least 10 phone calls per hour and send contact either via email or fax to connect with our customer base.
A. Identify a significant mass communication law issue

0. Failure – Complete failure to correctly identify and describe the legal issue.

1. Poor – Identification and description of legal issue are mostly incorrect or incomplete, or both, but not a complete failure; answer has major errors or relevant omissions on this criterion.

2. Good – Identification and description of legal issue are mostly correct; answer has some minor errors or relevant omissions, or both, on this criterion.

3. Excellent – Identification and description of legal issue are fully correct; answer has no errors or relevant omissions on this criterion other than perhaps one or two minor.

B. Identify and describe appropriate rule of law

0. Failure – Complete failure to correctly identify and describe appropriate rule of law to resolve the issue raised by the hypothetical set of facts.

1. Poor – Identification and description of appropriate rule of law are mostly incorrect or incomplete, or both, but answer is not a complete failure; answer has major errors or relevant omissions, or both, on this criterion.

2. Good – Identification and description of appropriate rule of law are mostly correct and complete; answer may have some minor errors or relevant omissions, or both, on this criterion.

3. Excellent – Identification and description appropriate rule of law are correct and complete; answer has no errors or relevant omissions on this criterion other than perhaps one or two minor ones.

C. Apply the rule of law

0. Failure – Complete failure to apply the rule of law correctly and completely using sound legal reasoning and analysis.

1. Poor – Answer mostly fails to apply the rule of law correctly or completely with sound legal reasoning and analysis, but is not a complete failure; answer has major errors and relevant omissions on this criterion.

2. Good – Answer mostly applies the rule of law correctly and completely to the facts using sound legal reasoning and analysis; answer has some minor errors or relevant omissions, or both, on this criterion.

3. Excellent – Answer applies the rule of law correctly and completely to the facts using sound legal reasoning and analysis well; answer has no errors or relevant omissions other than perhaps one or two minor ones.
D. Reach a conclusion

0. Failure – Complete failure to reach and describe a conclusion that is legally sound and supported by the reasoning and analysis.

1. Poor – Answer reaches and describes a conclusion that is not entirely legally sound or supported by the reasoning and analysis, but is not a complete failure; answer has major errors or relevant omissions, or both, on this criterion.

2. Good – Answer reaches and describes a conclusion that is mostly legally sound and supported by the reasoning and analysis; answer has some minor errors or relevant omissions, or both, on this criterion.

3. Excellent – Answer reaches and describes a conclusion that is legally sound and well supported by the reasoning and analysis, and has no errors or relevant omissions on this criterion other than perhaps one or two minor ones.

E. Reasoning and analysis is supported by appropriate case precedents

0. Failure – Complete failure to use any appropriate case precedents to support the legal reasoning and analysis.

1. Poor – Answer uses some case precedents to support the legal reasoning and analysis but they are mostly inappropriate, although answer is not a complete failure; answer has major errors or relevant omissions, or both, on this criterion.

2. Good – Answer uses case precedents that are mostly appropriate and support the legal reasoning and analysis; answer may have some minor errors or relevant omissions, or both, on this criterion.

3. Excellent – Answer uses appropriate case precedents that fully support the legal reasoning and analysis well; answer has no errors or relevant omissions on this criterion other than a one or two minor ones.
Supplemental 9-E:
Employment Survey of Recent Graduates

ALUMNI SURVEY RESULTS

Response rate
- **2013**: 44%, 123 out of 279
- **2012**: 45%, 132 out of 292
- **2011**: 46%, 144 out of 315
- **2010**: 201 answered

Are you employed?

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes (%)</th>
<th>No, looking for work (%)</th>
<th>No, not looking for work (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>72.6%</td>
<td>13.4%</td>
<td>13.9%</td>
</tr>
<tr>
<td>2011</td>
<td>76.4%</td>
<td>13.9%</td>
<td>9.7%</td>
</tr>
<tr>
<td>2012</td>
<td>82.6%</td>
<td>9.8%</td>
<td>7.6%</td>
</tr>
<tr>
<td>2013</td>
<td>87.0%</td>
<td>6.5%</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

If yes, what type of employment are you currently in?

<table>
<thead>
<tr>
<th>Employment Type</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent position in desired field</td>
<td>53.1%</td>
<td>60.5%</td>
<td>73.0%</td>
<td>60.4%</td>
</tr>
<tr>
<td>Temporary position in desired field</td>
<td>14.5%</td>
<td>12.3%</td>
<td>12.6%</td>
<td>12.9%</td>
</tr>
<tr>
<td>Temporary position outside of desired field</td>
<td>13.9%</td>
<td>9.7%</td>
<td>2.7%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Paid internship</td>
<td>11.0%</td>
<td>11.4%</td>
<td>7.2%</td>
<td>16.8%</td>
</tr>
<tr>
<td>Unpaid internship</td>
<td>9.0%</td>
<td>3.5%</td>
<td>2.7%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Freelance</td>
<td>5.3%</td>
<td>2.1%</td>
<td>1.8%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Other</td>
<td>9.0%</td>
<td>7.0%</td>
<td>7.2%</td>
<td>10.7%</td>
</tr>
</tbody>
</table>

If not employed, please select what best describes your current situation.

<table>
<thead>
<tr>
<th>Situation</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job hunting</td>
<td>48.4%</td>
<td>57.1%</td>
<td>51.9%</td>
<td>53.8%</td>
</tr>
<tr>
<td>Travelling</td>
<td>9.7%</td>
<td>2.9%</td>
<td>3.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Graduate/law/medical school, etc.</td>
<td>38.7%</td>
<td>34.3%</td>
<td>37.0%</td>
<td>46.2%</td>
</tr>
<tr>
<td>Preparing to attend graduate school</td>
<td>3.2%</td>
<td>5.7%</td>
<td>7.4%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>4.8%</td>
<td>8.6%</td>
<td>3.7%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
What was your specialization in the journalism school?

<table>
<thead>
<tr>
<th>Specialization</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting</td>
<td>23.7%</td>
<td>12.7%</td>
<td>8.5%</td>
<td>15.3%</td>
</tr>
<tr>
<td>Electronic Communication</td>
<td>8.6%</td>
<td>9.2%</td>
<td>14.6%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Visual Communication (photo, editing/graphics, multimedia)</td>
<td>15.2%</td>
<td>25.4%</td>
<td>13.1%</td>
<td>12.7%</td>
</tr>
<tr>
<td>Advertising</td>
<td>23.2%</td>
<td>19.7%</td>
<td>24.6%</td>
<td>18.6%</td>
</tr>
<tr>
<td>Public Relations</td>
<td>29.3%</td>
<td>33.1%</td>
<td>39.2%</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

Where are you currently employed?

<table>
<thead>
<tr>
<th>Location</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC</td>
<td>38</td>
<td>36.5%</td>
</tr>
<tr>
<td>Chapel Hill</td>
<td>8</td>
<td>7.7%</td>
</tr>
<tr>
<td>Durham</td>
<td>1</td>
<td>1.0%</td>
</tr>
<tr>
<td>Raleigh</td>
<td>12</td>
<td>11.5%</td>
</tr>
<tr>
<td>Charlotte</td>
<td>7</td>
<td>6.7%</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>9.6%</td>
</tr>
<tr>
<td>Outside NC</td>
<td>64</td>
<td>61.5%</td>
</tr>
<tr>
<td>New York and metro</td>
<td>25</td>
<td>24.0%</td>
</tr>
<tr>
<td>DC and metro</td>
<td>9</td>
<td>8.7%</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>6</td>
<td>5.8%</td>
</tr>
<tr>
<td>Atlanta</td>
<td>4</td>
<td>3.8%</td>
</tr>
<tr>
<td>Other</td>
<td>20</td>
<td>19.2%</td>
</tr>
<tr>
<td>Outside US</td>
<td>2</td>
<td>1.9%</td>
</tr>
<tr>
<td>Total</td>
<td>104</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

The survey also asked recent alumni for their place of employment. Here are those results from 2013:

- Communication and Publication Specialist, UNC Department of Computer Science, Chapel Hill, NC
- CAD Operator, NAVTECH, New Bloomfield, PA
- Press Officer, Congress of Colombia, Bogota
- Assistant Connectivity Planner, Mullen, Winston-Salem, NC
- Interactive Marketing Coordinator, Redeye Distribution, Haw River, NC
- Social Media Coordinator, Kaplan Early Education Company, Winston-Salem, NC
- Creative associate, Clark Realty Capital, Arlington, VA
- Creative Marketing Intern, Joe Gibbs Racing, Huntersville, NC
- Assistant Account Executive, Porter Novelli, New York, NY
- Intern, LG Ad, Englewood Cliffs, NJ
- Public Relations Specialist, Novant Health, Charlotte, NC
- Account Coordinator, Rachel Kay Public Relations, San Diego, CA
- Actor, Actor, Los Angeles, CA
- Community Partnerships Program, Google, Los Angeles, CA
- Communications Intern, Carolina Panthers, Charlotte, NC
- Operations Intern, Charlotte, NC Sports Foundation, Charlotte, NC
- Associate Technical Writer, Allscripts, Raleigh, NC
- Business Development Associate, Hanover Research, Washington, DC
- Public Relations and Social Media Account Coordinator, Howard, Merrell & Partners, Raleigh, NC
- Data intern, Digital First Media, New York, NY
- Language and Culture Assistant in Spain (English Teacher), Spanish Ministry of Education, León, Spain
- Public Relations Intern, Backbone Media LLC, Carbondale, CO
- Account Coordinator, Largemouth Communications, Raleigh, NC
- Jewish Student Life Engagement Coordinator, The College of Charleston Jewish Student Union/Hillel, Charleston, SC
- Reputation and Communications Freelancer, Leo Burnett, Chicago, IL
- Account Coordinator, JCUPL media group, Los Angeles, CA
- Assistant Connectivity Planner, Mullen, Winston-Salem, NC
- Intern, Stratacomm, Washington, DC
- Press Assistant, U.S. House of Representatives, Washington, DC
- Receptionist, Family Law Group, Asheville, NC
- Graphic designer, Aramark, Chapel Hill, NC
- Community Relations Intern, Orlando Magic, Orlando, FL
- Associate, Ogilvy & Mather, Chicago, IL
- Alfred Fleishman Fellow, FleishmanHillard, New York, NY
- Digital Strategy Intern, The Richards Group, Dallas, TX
- Marketing and Communications Intern, Active Living By Design, Chapel Hill, NC
- Junior Account Executive, Gibbs & Soell, Raleigh, NC
- Human Resources Project Manager, Wells Fargo, Charlotte, NC
- Page, NBC Universal, New York, NY
- News Application Specialist, The Atlanta Journal-Constitution, Atlanta, GA
- Content Management Intern, New Media Campaigns, Chapel Hill, NC
- Account Coordinator, Ketchum, New York, NY
- Account Coordinator, Schroder Public Relations, Atlanta, GA
- Media Strategy Intern, RP3 Agency, Washington, DC
- Assistant Account Executive, Ogilvy & Mather, Atlanta, GA
- Marketing assistant, Wagon Wheel Arts Promotion, Chapel Hill, NC
- Communications Coordinator, Atlantic BT, Raleigh, NC
- Web Designer, Ralph Lauren, New York, NY
- Photographer and Graphic Designer, Southeastern Baptist Theological Seminary, Wake Forest, NC
- Public Affairs Assistant, National Institutes of Health, Bethesda, MD
- Marketing Coordinator, Victory Junction, Randleman, NC
- Freelance and sports news aide, The Washington Post, Washington, DC
• Assistance Account Executive, BBDO Worldwide, New York, NY
• Associate Product Marketing Manager, Google, Mountain View, CA
• Inside Sales Account Manager, Dell, Nashville, TN
• Assistant Account Executive, Erwin Penland, Greenville, SC
• Membership Coordinator, Students for Education Reform, New York, NY
• Contributor, Women's Adventure Magazine and Vagabond Explorer, Remote
• Reporter, The Oregonian, Portland, OR
• Production Assistant, Fox Sports 1, Los Angeles, CA
• Digital Content Producer, News 14 Carolina, Charlotte, NC
• Associate Account Executive, Bliss Integrated Communication, New York, NY
• Analyst, Citigroup, New York, NY
• Marketing Specialist, Cisco, San Jose, CA
• Account coordinator, social media, Capstrat, Raleigh, NC
• Corporate Intern, Edelman, Atlanta, GA
• Communications Department intern, Charlotte, NC Motor Speedway, Concord, NC
• Intern, WCG, New York, NY
• Marketing Consultant, Michael Page, New York, NY
• Communications Intern, Carolina Panthers, Charlotte, NC
• Reporter, GTN News, Gainesville, FL
• Marketing and Communications Intern, Morehead Planetarium and Science Center, Chapel Hill, NC
• Account Coordinator, French West Vaughan, Raleigh, NC
• Associate Publicist, Sacks & Company, New York, NY
• Editorial intern, Garden & Gun magazine, Charleston, SC
• Reporter, Bloomberg LP, New York, NY
• Marketing Assistant, Bailey's Fine Jewelry, Raleigh, NC
• Assistant Graphic Designer, Denver Broncos Football Club, Denver, CO
• Assistant Account Executive, TogoRun (affiliate of Fleishman-Hillard), Washington, DC
• Consumer Marketing Intern, Zeno Group, New York, NY
• Software designer, IBM, Austin, TX
• Regional Marketing Services Coordinator, IMG College, Winston-Salem, NC
• Digital Marketing Associate, 3 Birds Marketing, New York, NY
• Assistant Account Executive, Grey, New York, NY
• Quantitative research intern, THREE, Raleigh, NC
• Special Projects Assistant, Richir Outreach, Raleigh, NC
• Editorial Intern, Refinery29 and NYLON Magazine, New York, NY
• Marketing Assistant, ASOS, New York, NY
• Junior Copywriter, Red Ventures, Charlotte, NC
• Development Assistant, Duke Children’s Hospital & Health Center, Durham, NC
• Assistant Account Executive, BBDO Worldwide, New York, NY
• Project Editor, Time Inc., Oxmoor House, Birmingham, AL
• SEO Copywriter, Click Optimize, Raleigh, NC
• Project Assistant, APCO Worldwide, New York, NY
• Planning Assistant, Carat, Los Angeles, CA
• Associate, OgilvyOne Worldwide, San Francisco, CA
• Marketing Coordinator, Ebby Halliday Realtors, Dallas, TX
• Development Assistant, Ronald McDonald House of Chapel Hill, NC, Chapel Hill, NC
• Intern, The Wall Street Journal, New York, NY
• Grant Writer, Autism Society of North Carolina, Raleigh, NC
• Event coordinator, Loulie Walker Events, New York, NY
• Assistant Editor, Wetpaint Entertainment, New York, NY
• Press Associate, Center for American Progress, Washington, DC
Employment Survey of May 2013 JOMC Graduates

Jobs are grouped by the following specializations:

- Public Relations
- Advertising
- Reporting, Visual Communication and Broadcasting

Abbreviations for job duties are:

- SM = social media
- CR = client relations
- RPTG = reporting
- MR = media relations
- WB = web development
- EV = event planning
- MKTG = marketing
- CON = writing and video content
- MED = media planning
- RES = market research
- GD = Graphic Design
- PM = Project Management
- ED = Editing

Number of jobs with specific job duties:

<table>
<thead>
<tr>
<th></th>
<th>PR</th>
<th>AD</th>
<th>RP/VIS/BRD</th>
</tr>
</thead>
<tbody>
<tr>
<td>SM</td>
<td>34</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>CR</td>
<td>18</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>RPTG</td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>MR</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WB</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>EV</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MKTG</td>
<td>4</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>CON</td>
<td>29</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>MED</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RES</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>GD</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PM</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ED</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
Public Relations

- Public Relations Specialist (SM; MR; Content)
- Account Coordinator (SM; MR; Event; CR)
- Communications Intern (Content; SM; MR)
- Operations Intern (Event; Content; SM; MKTG)
- Public Relations and Social Media Account Coordinator (SM, MR, CR)
- Public Relations Intern (SM; CR; Content; MR)
- Account Coordinator (MR; SM; CR)
- Jewish Student Life Engagement Coordinator (Event; Content; MKTG)
- Account Coordinator (MR; SM; RES; CR)
- Intern (MR; Content; SM)
- Press Assistant (MR; Content; SM)
- Community Relations Intern (Event; Content; MKTG; SM)
- Alfred Fleishman Fellow (RES; SM; CR; Event; MR)
- Marketing and Communications Intern (MR; Content; RES)
- Junior Account Executive (MR; Content; SM; CR)
- Account Coordinator (MR; SM; CR; Content)
- Account Coordinator (MR; SM; CR; Content)
- Assistant Account Executive (MR; SM; CR; Content)
- Communications Coordinator (SM; MR; Event; Content)
- Public Affairs Assistant (MR; Content; SM)
- Assistant Account Executive (MR; SM; CR)
- Account Coordinator (RES; SM; CR; Content; MR)
- Associate Account Executive (SM; CR; Content; MR)
- Account Coordinator/Social Media (SM; Content; CR)
- Corporate Intern (MR; SM; Content)
- Communications Department Intern (MR; SM)
- Communications Intern (MR; SM)
- Marketing and Communications Intern (MKTG; SM)
- Account Coordinator (MR; SM; Content; CR; RES)
- Associate Publicist (Content; MR)
- Assistant Account Executive (MR; SM; CR; Content)
- Special Projects Assistant (RES; MR; SM; CR; Content)
- Development Assistant (SM; Content)
- Project Assistant (Content; SM; RES)
- Associate (SM; Content; CR)
- Development Assistant (Content; SM)
- Event Coordinator (Event; Content)
- Grant Writer (Content)
- Press Associate (MR; SM; Event; Content)

Advertising

- Community Partnerships Program (MKTG; RES; CR)
- Business Development Associate (RES; Content)
- Assistant Connectivity Planner
- Associate
- Digital Strategy Intern
- Media Strategy Intern
- Inside Sales Account Manager
- Analyst
- Marketing Specialist
- Marketing Consultant
- Digital Marketing Associate
- Assistant Account Executive
- Quantitative Research Intern
- Marketing Assistant
- Junior Copywriter
- Assistant Account Executive
- SEO Copywriter
- Planning Assistant
- Associate

**Reporting/Visual Communication/Broadcasting**
- Associate Technical Writer
- Data Intern
- Graphic Designer
- Page
- News Application Specialist
- Content Management Intern
- Web Designer
- Photographer and Graphic Designer
- Sports News Aide
- Reporter
- Production Assistant
- Digital Content Producer
- Reporter
- Editorial Intern
- Reporter
- Assistant Graphic Designer
- Software Designer
- Regional Marketing Services Coordinator
- Website Designer
- Editorial Intern
- Project Editor
- Intern
- Assistant Editor

(CR; SM; Media Planning)
(CR; Project Mgt.)
(CR; SM; Content)
(Adv. Sales)
(RES; Content)
(MKTG; Event; Content)
(MKTG; SM; RES)
(RES; SM)
(CR; Project Mgt.)
(RES)
(Content; Event)
(Content; CR)
(CR; Project Mgt.)
(SM; RES)
(Media Planning; CR; SM)
(Direct Mktg; CR; SM)

(Reporting/Visual Communication/Broadcasting)
(Content; RPTG)
(WEB; GD)
(Content)
(Content; RPTG; WEB)
(Content; RPTG)
(WEB; Content)
(GD)
(RPTG; Content)
(RPTG; Content; SM)
(Content; WEB)
(RPTG; Content)
(Content; RPTG; Editing)
(RPTG; Content)
(GD; WEB)
(WEB)
(Content; RPTG; SM; Editing)
(WEB; Content)
(RPTG; Content; Editing)
(Editing; RPTG; Content)
(RPTG; Content)
(SM; Content; RPTG)
Supplemental 9-F:  
Awards to Student Broadcast Programs “Carolina Week,” “Sports Xtra” and “Carolina Connection”

2014

Hearst National Competition

- UNC-CH, third place: National Broadcast Championship
- Landon Dowdy, first place: Television Broadcast Hard News Reporting
- Landon Dowdy, National Finalist: Television News Reporting
- Charlie Shelton, fourth place: Radio Broadcast Competition
- Charlie Shelton, National Finalist: Radio
- James Kaminsky, eighth place: Radio Broadcast Competition

College Television Awards


Society of Professional Journalists, National

- Carolina Connection, National Winner: Best All-Around Radio Newscast
- Daniel Lane, National Winner: Radio Feature, “Bird-cams aim to explain ‘peacocking’”

Society of Professional Journalists, Region 2

- Carolina Connection, Winner: Best All-Around Radio Newscast
- Daniel Lane, Winner: Radio Feature, “Bird-cams Aim to Explain ‘Peacocking’”
- Janelle Davis, Finalist: Television Sports Photography, “Maggie Bill – Lacrosse and Soccer Player”

National Broadcasting Society

- James Kaminsky, Andrew Tie, Finalist: Audio Newscast, Carolina Connection, 11/9/2013

Broadcast Education Association

- Dan Lane, second place: Radio Feature Reporting, “Bird-cams Aim to Explain Peacocking”
- James Kaminsky, Andrew Tie, first place: Radio Newscast, Carolina Connection
- Brenna Cukier, Madison Morgan, Kiara Palmer, Landon Dowdy, 2nd Place: Television Newscast, Carolina Week
2013

Hearst National Competition

- UNC-CH, first place: National Broadcast Championship
- Avery Harper, first place: TV Hard News
- Mike Rodriguez, fifth place: Radio News & Features
- Grace Joyal, sixth place: Radio News & Features

College Television Awards

- Victoria Cook, Katie Murray, second place: Newscast, Carolina Week 11/28/2012
- Averi Harper, Lindsey Hawkins, third place: Newscast, Carolina Week 4/18/2012

Society of Professional Journalists, National

- Carolina Connection, National Winner: Best All-Around Radio Newscast
- Carolina Connection Staff, National Finalist: Radio In-Depth Reporting, “Chancellor Thorp’s Resignation” (Series)

Society of Professional Journalists, Region 2

- Carolina Connection, first place: Best All-Around Radio Newscast
- Carolina Week, second place: Best All-Around Television Newscast
- Carolina Connection Staff, first place: Radio In-Depth Reporting, “Chancellor Thorp’s Resignation (Series)”
- Ashley Gunsteens, first place: Radio News Reporting, “UNC Police Urge Pedestrians, Drivers to Pay More Attention”
- Michael Tomsic, Kirsten Chang, John Caisson and Wesley Graham, 2nd Place: Radio News Reporting, “President Obama visits UNC”
- Grace Joyal, first place: Radio Feature, “Cats Find Refuge with Pittsboro Artist”
- Daniel Lane, second place: Radio Feature, “Student All-Nighters may do more Harm than Good”
- Mike Rodriguez, first place: Radio Sports Reporting, “UNC Uniform Palette Now Includes More Than Carolina Blue”
- Averi Harper and Alex Giles, first place: Television In-Depth Reporting, “NC a Swing State”
- Julian Caldwell, third place: Television Sports Reporting, “Profile of Hubert Davis”
- Mike Rodriguez, second place: Television Sports Photography, “UVA vs. UNC”
- Johnny Gil, third place: Television Sports Photography, “Late Night with Roy”

National Broadcasting Society

- Preston Jones, Winner: Video News Package, “Tuition Hike Controversy”
- Brenna Cukier, Winner: Video Sports Package, “Indie Cowie”
- Mark Haywood, Winner: Audio Feature Segment, “The Best BLT in Town”
- Michael Tomsic, Kirsten Chang, John Caisson and Wesley Graham, Finalist: Audio News Segment, “President Courts Young Voters at UNC”
- Patrick Wright, Finalist: Video Feature Package, “New Towing Laws”

Broadcast Education Association

- Grace Joyal, Student Radio News Best of Festival, “Cats Find Refuge with Pittsboro Artist”
- Patrick Wright, first place: Television Feature Reporting, “New Towing Laws”
- Drew Day, first place: Television Weathercaster
- Carolina Week, third place: Television Newscast, April 18, 2012
- Alex Giles, Honorable Mention: Television News Anchor
Radio Television News Directors Association of the Carolinas

- Victoria Cook, second place: Best Student News Producing, Carolina Week – 3/27/2013
- Katie Murray, Sefe Emokpae, first place: Best Student Newscast, Carolina Week 4/17/2013
- Will Rimer, Natalia Perez-Segnini, second place: Best Student Sportscast, Carolina Week Sportscast
- Drew Day, first place: Best Student Weathercast
- Katie McGee, second place: Best Student Weathercast
- Alex Giles, first place: D. Haney Howell Student Journalist of the Year
- Averi Harper, second place: D. Haney Howell Student Journalist of the Year

2012

Hearst National Competition

- UNC-CH, second place, National Broadcast Championship
- Reema Khrais, second place: Radio News Championship
- Reema Khrais, first place, Radio News & Features
- Kathleen Witte, fifth place, Television News

SPJ National

- Carolina Connection, National Finalist: Best All-Around Radio Newscast
- Justin Page, National Finalist: Television Sports Reporting, “Cost of Bowls”
- Justin Page, National Finalist: Television Feature Photography, “Outdoor Movie Theater”

SPJ Region 2

- Carolina Week, Best All-Around Television Newscast
- Carolina Connection, Best All-Around Radio Newscast
- Kassy Scarcia, Television Feature Reporting, “North Carolina Wine”
- Justin Page, Television Feature Photography, “Outdoor Movie Theater”
- Justin Page, Television Sports Reporting, “Cost of Bowls”
- Lindsey Hawkins, Television Sports Reporting, “Renner Siblings”
- Michael Tomsic and Alletta Cooper, Radio Feature, “Students’ 9/11 memories”
- Reema Khrais, Radio Feature, “The myth of the ‘freshman fifteen’”
- Lydia Wilson, Radio In-Depth Reporting, “UNC Sexual Assault Policy”
- Reema Khrais, Radio News Reporting, “Occupy Chapel Hill”
- Alletta Cooper, Radio News Reporting, “Guns on campus”

National Broadcasting Society

- Michael Tomsic, Alletta Cooper and Reema Khrais, 1st Place, Audio News Program, “Carolina Connection 12/03/2011
- Kathleen Witte, first place, Video News Segment, “Sexual Assault Cases”
- Justin Page, first place, Video Feature Package, “Outdoor Movie Theatre”
- Justin Page, first place, Video Sports Segment, “Cost of Bowls”
- Patrick Wright, National Finalist, Video News Segment, “Excessive Towing”
- Alletta Cooper, first place, Audio News Segment, “Students Protest for Guns on Campus”
- Reema Khrais, first place, Audio Feature Segment, “The myth of the ‘freshman fifteen’”
- Alletta Cooper, first place, Audio Sports Segment, “What It Takes To Be A Mascot”
- Reema Khrais, National Finalist, Audio News Segment, “Occupy Chapel Hill”
- Alletta Cooper, National Finalist, Audio Feature Package, “Holi Moli! Students Celebrate Spring”

Broadcast Education Association

- Carolina Week, third place, TV Newscast
Carolina Connection, Best of Festival, Radio Newscast Category
- Reema Khrais, first place, Radio Feature News Reporting, “Tweet more, Eat less”
- Alletta E. Cooper, second place, Radio Hard News Reporting, “Students protest for guns on campus”
- Preston Jones, second place, Television Hard News Reporting, “Tuition Increase Protesters”
- Patrick Wright, Honorable Mention, Television Hard News Reporting, “Predatory Towing Investigation”
- Kassy Scarcia, Honorable Mention, Television Feature News Reporting, “NC Wine”

Radio Television News Directors Association of the Carolinas
- Carolina Week, first place, Best Student Newscast, April 18, 2012
- Patrick Wright, D. Haney Howel Student Journalist of the Year
- Lindsey Hawkins, Television Sports Reporting, “Renner Siblings”
- Preston Jones, second place, Television Hard News Reporting, “Tuition Increase Protesters”
- Tom Meiner, first place: Best Student Weathercast
- Drew Day, second place: Best Student Weathercast
- Patrick Wright, first place: Best Student Photography, “Chapel Hill Towing”

Collegiate Broadcasters Incorporated National Student Production Awards
- Carolina Week, Best Television Newscast, February 29, 2012
- Patrick Wright, Finalist: Best Television News Reporting, “New Predatory Towing”
- Kathleen Witte, Finalist: Best Television Vodcast, “Wheelchair Accessibility on Campus”
- Carolina Connection, Winner: Best Radio Feature

2011
Hearst National Competition
- Carolina Week, second place, TV, Intercollegiate Broadcast News Competition
- Justin Page, third place, TV championships
- Justin Page, fifth place, TV Hard News
- Joelle Kaplan, sixth place, TV Hard News
- Michael Tomsic, fourth place, Radio Championships
- Michael Tomsic, second place, Radio, “Live at the Rally to Restore Sanity,” and “Alcohol Abuse Goes Unnoticed on Campus”
- Reema Khrais, sixth place, Radio, “Day with the Homeless” and “Brew to You”

Society of Professional Journalists, National
- Carolina Connection, first place, Best All-Around Radio Newscast
- Justin Page, first place, TV Sports Reporting, “Cost of Athletics”

Society of Professional Journalists, Region 2
- Carolina Connection, first place, Radio Newscast
- Reema Khrais, “A Day with the Homeless,” first place, Radio Feature
- Alletta Cooper, “Painted People,” second place, Radio Feature
- Carolina Connection staff, “NCAA Football Investigation,” first place, Radio In-Depth Reporting
- Adam Salloum, “UNC Cheerleaders,” first place, Radio Sports Reporting
- Stefano Rivera, “Matt Harvey profile,” second place, Radio Sports Reporting
- Carolina Week, second place, Best All-Around TV Newscast
- Bethany Tuggle, “Student Fees,” second place, TV In-Depth Reporting
- Justin Page, “Cost of Athletics,” first place, TV Sports Reporting
• Eddie Sykes, “Football,” third place, TV Sports Reporting

National Broadcasting Society

• Dandria Young, first place, Video News Program, “Carolina Week for 3/3/10
• Dandria Young, National Finalist, Video News Program, “Carolina Week for 3/31/10
• Nick King, first place, Video Sports Package, “Piegare”
• Justin Page, first place, Video Sports Segment, “Cost of Athletics”
• Adam Yosim, National Finalist, Video Feature Package, “Girl Talks Back”
• Adam Yosim, National Finalist, Video News Segment, “Haiti Relief”
• Eddie Sykes, National Finalist, Video News Segment, “NCAA Investigation”
• Will Gorham Michaels, Karen Bernstein, Michael Tomsic and Alletta Cooper, National Finalists, Audio News Program, “24 April Carolina Connection”
• Rheema Khrais, National Finalist, Audio Feature Segment, “Homelessness”
• Rheema Khrais, National Finalist, Audio News Segment,”Mopeds on Campus”

National Broadcasting Society, Region 2

• Dandria Young, first place, Video News Program, “Carolina Week for 3/3/10
• Dandria Young, National Finalist, Video News Program, “Carolina Week for 3/31/10
• Nick King, first place, Sports Package and Sports Segment, “Mike Copland”
• Nick King, second place, Sports Package and Sports Segment, “Piegare”
• Nick King, third place, Sports Package and Sports Segment, “Golf”
• Bethany Tuggle, first place, Feature Package and Feature Segment, “Krispy Kreme Challenge”
• Adam Yosim, second place, Feature Package and Feature Segment, “Girl Talks Backwards”
• Andrea Blanford, third place, Feature Package and Feature Segment, “Remembering Eve”
• Andrea Blanford, first place, News Segment, “Emily Kennard”
• Adam Yosim, second place, News Segment, “Haiti Relief”
• Bethany Tuggle, third place, News Segment, “Student Fees 2”
• Adam Yosim, first place, News Package, “Chile”
• Andrea Blanford, second place, News Package, “Inauguration”

Broadcast Education Association

• Justin Page, third place, Television Sports Anchor
• Carolina Connection, third place, Radio Newscast
• Michael Tomsic, third place, Radio Hard News Reporting, “Alcohol Abuse Goes Unnoticed”
• Reema Khrais, Honorable Mention, “A Day Spent Homeless in Chapel Hill”

Radio Television News Directors Association of the Carolinas

• Nicole McGinley, producer, first place, Best Student Newscast, Carolina Week 02/23/2011
• Justin Page, Ciarra Watkins, first place, Best Student Sportscast, Carolina Week Sportscast 02/23/2011
• Stefano Rivera, second place, Best Student Sportscast, Carolina Connection 09/18/2010
• Claudia Rupcich, first place, Best News Reporting, “Immigration”
• Eddie Sykes, first place, Best Sports Story, “NCAA Investigation”
• Justin Page, second place, Best Photography, “Outdoor Movie Theater”
• Reema Khrais, second place, Best Student Feature Reporting, “Day With Homeless”
• Michael Tomsic, second place, Best Student News Reporting, “Alcohol Abuse”
• Stefano Rivera, second place, Best Sports Story, “Josh Adams”
• Justin Page, second place, D. Haney Howell Student Journalist of the Year

College Broadcasters Incorporated National Student Production Awards

• Carolina Week, first place, Best Sportscast, 02/23/2011
• Carolina Week, Finalist, Best Student Media Website
• Carolina Week, Finalist, Best Special Broadcast, “Election Show 2011”
• Carolina Connection, Finalist, Best Sports Reporting, “Josh Adams profile.” Stefano Rivera
• Carolina Connection, Finalist, Best News Reporting, “Alcohol abuse on campus often goes unnoticed,” Michael Tomsic
• Carolina Connection, Finalist, Best News Production, 09/11/10

2010

New York Festivals International Television & Film Awards®
• Bethany Tuggle, Silver Medal, Student Best On-Campus Anchor/Reporter, “Las Abuelas” (Television)

Hearst National Competition
• Ashley Lopez, second place, Radio Hard News Reporting
• Will Gorham Michaels, third place, Radio Feature Reporting
• Bethany Tuggle, fifth place, TV Hard News Reporting
• Carolina Week, second place, TV, Intercolligate Broadcast News Competition

Society of Professional Journalists, National
• Carolina Connection, first place, Best All-Around Radio Newscast
• Bethany Tuggle, first place, TV In-Depth Reporting, “Las Abuelas Series”

Society of Professional Journalists, Region 2
• Carolina Connection, first place, Radio Newscast
• Yasmin Amer, “Laughing Therapy,” first place, Radio Feature
• Jason Kahn, first place, TV Sports Photography
• Karen Bernstein, Charlotte Lazimi and Annie Norton, “Swine Flu Series,” first place, Radio In-Depth Reporting
• Karen Bernstein, “Granville Towers Renovation,” first place, Radio News Reporting
• Ashley Lopez, “Texting While Driving,” second place, Radio News Reporting
• Michael Tomsic, “R/V Dan Moore Fate in Limbo,” third place, Radio News Reporting
• Bethany Tuggle, “Las Abuelas Series,” first place, TV In-Depth Reporting
• Sam Rosenthal and Jason Kahn, “Franklin Street: April 6-7, 2009,” first place, TV Sports Photography
• Samuel J. Rosenthal, “Nogueira Story,” first place, TV Sports Reporting
• Nick King, Emily Hawkes and Simone Scott, “UNC Sports Highlights Fall 09,” second place, TV Sports Reporting

National Broadcasting Society
• Carolina Week, April 1, 2009 (Christina Monserrate), National Finalist, Video News Program
• Bethany Tuggle, National Finalist, Video News Segment, “Abuelas 2”
• Michael Tomsic, first place, Audio News Segment, “Obama and Young Voters”
• Karen Bernstein, National Finalist, Audio News Segment, “Granville Towers Renovation”
• Yasmin Amer, National Finalist, Audio Feature Segment, “Laughing Yoga”
• Will Gorham Michaels, National Finalist, Audio Feature Segment, “Panhandling”
• Carolina Connection, Sept. 9, 2009 (Karen Bernstein and Will Gorham Michaels), National Finalist, Audio News Program
• Carolina Connection, March 7, 2009 (Will Gorham Michaels, Walter Storholt and Elizabeth Edmonds), first place, Audio News Program
• “Campus Edition” (Karen Bernstein and Will Gorham Michaels), National Finalist, Audio Magazine Program
• Michael Tomsic, first place, Audio Sports Package, “Fencing Team Returns Trophy”
• Jason Kahn, National Finalist, Audio Sports Package, “Atlas Fraley”
• Jason Kahn and Michael Tomsic, Carolina Connection Sportscast “Final Four,” first place, Audio Sports Segment
• Jason Kahn, National Finalist, Video News Package, “Budget Impact”
• Jen Carpenter, first place, Video Feature Segment, “Drag Racing”
• Jen Carpenter, National Finalist, Video Feature Segment, “Battle of Forks Road”
• Jason Kahn, first place, Video Sports Package, “Badminton”
National Broadcasting Society, Region 2

- carolinaweek.org, first place, Interactive Media
- Bethany Tuggle, Video News Segment, “Abuelas 1”
- Jennifer Carpenter, Video Feature Segment, “Civil War Re-enactors”
- Carly Swain, Video Feature Package, “Anoop Vs. Obama”
- Jason Kahn, Video News Package, “Budget Impact”
- Jason Kahn, Video Sports Package, “Badminton”
- Will Gorham Michaels, Audio Feature Segment, “Panhandling”
- Yasmin Amer, Audio Feature Package, “Laughing Yoga”
- Carolina Connection, March 7, 2009, Audio News Program
- Karen Bernstein, Audio News Segment, “Granville Towers Renovation”
- Michael Tomsic, Audio Sports Package, “Fencing Team Returns Trophy”

Broadcast Education Association

- Carolina Week, second place, TV Newscast
- Carolina Connection, first place, Radio Newscast
- Andrew Ritchey, third place, Radio Feature News Reporting, “Facial Hair”
- Ashley Lopez, second place, Radio Hard News Reporting, “Texting While Driving”

Radio Television News Directors Association of the Carolinas

- Dandria Young, Lauren McGaha, producers, second place, Best Student Newscast, Carolina Week 03/03/10
- John Boyer, first place, Best Student Weathercast, Carolina Week Weather 01/27/10
- Justin Page, Nick King, Emily Hawkes, first place, Best Student Sportscast, Carolina Week Sportscast 02/15/10
- Adam Yosim, second place, Best Student Feature Reporting, “Girl Talks Backwards”
- Bethany Tuggle, second place, D. Haney Howell Student Journalist of the Year

College Broadcasters Incorporated National Student Production Awards

- Carolina Week, 12/02/09, Finalist, Best Newscast: Jeremy Spearman, Christina Monserrate, producers
- Carolina Week, 03/03/09, Finalist, Best Newscast, Dandria Young, producer
- Carolina Connection, “Runoff Election,” first place, Best Special Broadcast, Jeremy Spearman, Christina Monserrate, producers
- Carolina Week, 02/15/10, Finalist, Best Technical Production, Mia Moore, producer
- Carolina Week, 03/31/10, Finalist, Best Technical Production, Dandria Young, producer
- Carolina Week, 02/15/10, first place, Best Sportscast
- Carolina Week, 03/17/10, Finalist, Best Sportscast
- Carolina Connection, “Fastest Tar Heel,” Finalist, Best Sports Reporting, Alletta Cooper

2009

College Television Awards

- “Carolina Week,” first-place Emmy, Student Newscast

Hearst National Competition

- UNC-CH, third place, National Broadcast Championship
- Carly Swain, second place, TV Features Reporting
- Bethany Tuggle, Top 10, TV Features Reporting
- Jason Kahn, Top 10, Radio Hard News Reporting
- Will Gorham, Top 20, Radio Feature Reporting
Society of Professional Journalists, National

- “Carolina Connection,” National Finalist, Radio Newscast
- Carly Swain, National Winner, Television General News Reporting
- Jason Kahn, National Finalist, Television Sports Reporting
- Jennifer Carpenter, National Finalist, Television Feature Photography
- Jason Kahn, National Finalist, Television Sports Photography

Society of Professional Journalists, Region 2

- “Carolina Week,” first place, TV Newscast
- “Carolina Connection,” first place, Radio Newscast
- Jason Kahn, first place, TV Sports Reporting
- Jason Kahn, first place, TV Sports Photography
- Carly Swain, first place, TV General News Reporting
- Erin Franklin, second place, TV General News Reporting
- Jen Carpenter, first place TV Feature Photography
- Bethany Tuggle, third place, TV Feature Photography
- Caroline Dieudonne, third place Radio Feature
- Jason Kahn, second place, Radio Sports Reporting
- Adam Rhew, third place, TV Breaking News Reporting
- Bethany Tuggle, third place, TV Feature

National Broadcasting Society, National

- “Carolina Connection,” first place and National Finalist, Audio News Program (two submissions)
- “Carolina Week,” first place and 3 National Finalists, Video News Program (four submissions)
- Eric Ellington, first place, Audio News Package
- Jason Kahn, first place, Video Sports Segment
- Walter Storholt, first place, Audio Sports Segment
- Elizabeth Edmonds, National Finalist, Audio Feature Package
- Lynn Keck, National Finalist, Audio Feature Segment
- Jason Kahn, National Finalist, Audio Sports Package
- Walter Storholt, National Finalist, Video News Segment
- Jen Carpenter, National Finalist, Video News Segment
- “Carolina Week: Remembering Eve,” National Finalist, Video Magazine Program
- Sara Moore, National Finalist, Video Sports Package
- Jason Kahn, National Finalist, Video Sports Package
- “Carolina Connection,” National Finalist, Audio Magazine Program
- CarolinaWeek.org, National Finalist, Overall Website

National Broadcasting Society, Region 2

- Sarah Moore, first place, Feature Package
- Hilary Erin Schronce, second place, Feature Package
- Rebecca Hilton, third place, Feature Package
- Ashley Wilkinson, second place, Video News Package
- Kate Howard, third place, Video News Package
- Nikkissia Craig, first place, News Segment
- Gervais Hagerty, second place, News Segment
- Bethany Tuggle, first place, Feature Segment
- Bethany Tuggle, second place, Feature Segment
- Sara Moore, first place, Sports Package
- Kate Howard, second place, Sports Package
- Jason Kahn, third place, Sports Package
- Jason Kahn, first place, Sports Segment
- Kate Howard, Caroline Dieudonne, tie for first place, Audio Feature Segment
- “Carolina Connection 10/25/08, first place, Audio News Program
• “Carolina Connection 11/11/08, first place, Audio News Program
• “Carolina Week 2/27/08, first place, Video News Program
• “Carolina Week 3/19/08, second place, Video News Program
• “Carolina Week 10/27/08, third place, Video News Program
• “Carolina Week 11/05/08,” third place, Video News Program

Broadcast Education Association

• Adam Rhew, first place, TV News Anchor
• Jason Kahn, third place, TV Sports Reporting
• Kethevane Gorjestani, third place, Radio Feature Reporting

Radio Television News Directors Association of the Carolinas

• Jennifer Carpenter, first place, Best Student Photography
• Bethany Tuggle, second place, Best Student Photography
• John Boyer, first place, Best Student Weathercast
• Jason Kahn, first place, Best Student Sportscast
• Jason Kahn, “Chapel Hill High School Football Star Dies,” first place, Best Student Radio Sports
• Mike Tomsik, “UNC-CH Fencing,” second place, Best Student Radio Sports

Collegiate Broadcasters Incorporated National Student Production Awards

• “Carolina Week,” “Cold Is Hotter,” Winner, Best PSA
• “Carolina Week,” March 4, 2009, Finalist, Best Newscast
• “Carolina Week,” “Budget Impact,” Finalist, Best News Reporting
• “Carolina Week,” “Drag Racing,” Finalist, Best News Reporting
• “Carolina Connection,” “Granville Brick Repair,” Finalist, Best News Reporting
Supplemental 9-G: Awards for “Powering a Nation”

2013

National Emmy Award

• Finalist nominee for News and Documentary: New Approaches, “100 Gallons” by the 2012 Powering a Nation team.

Ivy Film Festival, REACT to FILM Award

• Best Documentary, “A Beautiful Waste” by Jon Kasbe, part of “100 Gallons” by the 2012 Powering a Nation team.

2012

South by Southwest (SXSW) Interactive Awards

• Champion (Student), “Coal: A Love Story.”

Grantham Prize for Environmental Journalism

• Award of Special Merit, “Coal: A Love Story.”

Vimeo Awards

• Shortlisted (Documentary), “Born Into Coal.”
• Staff Pick, “Born Into Coal.”

2011

Horizon Interactive Awards

• Best in Category, School/University Website, “Coal: A Love Story.”
• Gold, Short Film/Entertainment, “Born Into Coal.”

Society for News Design (SND)

• Silver, Student Work, “Coal: A Love Story.”

Pictures of the Year International (POYi)

• Third place, Issue Reporting Multimedia Story, “Born Into Coal.”

College Photographer of the Year 2011

• Gold, Large Group Multimedia Project, “Coal: A Love Story.”
• Award of Excellence, Individual Multimedia Story or Essay, “Born Into Coal.”
• Gold, Multimedia Project, “Born Into Coal.”

Framework — LA Times Photography Blog

• Best of the Web, “Coal: A Love Story.”
SND “Make an Impression” Design Awards

- First place, Digital Storytelling, “Powering a Nation.”
- First place, Standalone Multimedia, “Coal & You.”
- Second place, Standalone Multimedia, “Coal: A Love Story (Introduction.)”
- Third place, Standalone Multimedia, “From Coal Towns to Ghost Towns.”
- Third place, Standalone Multimedia, “World of Coal.”

2010

College Photographer of the Year 2010 (CPOY)

- Gold, Large Group Multimedia Project, “Powering a Nation.”
- Gold, Multimedia Project, “Spilling Over.”
- Silver, Multimedia Project, “Power Play.”
- Award of Excellence, Multimedia Project, “Splitting Main Street.”

Business Insider — The Wire

- Most Innovative Alternative News Stories of 2010

National Press Photographers Association - September 2010 Multimedia contest

- First place, Video, “Spilling Over.”

2009

Society of Environmental Journalists

- First Place, Outstanding student reporting, Awards for Reporting on the Environment, “Powering a Nation: Mining the Mountains – Debating Coal’s Future.”

NPPA’s Best of Photojournalism

- Overall Best Use of the Web Award, “Powering a Nation.”
- First place, News or Feature Multimedia Package, “Powering a Nation.”
- Second place, Documentary Video “Mining the Mountains.”
- Second place, Feature Video, “Roping the Wind.”
- Award of Excellence, Documentary Project of the Year, 67th Pictures of the Year International (POYi), “Powering a Nation.”
- Award of Excellence, Issue Reporting — Multimedia, “Mining the Mountains.”

College Photographer of the Year

- Gold, Large Group Multimedia Project, “Powering a Nation.”
- Gold, Individual Multimedia Story or Essay, “Roping the Wind.”
- Bronze, Multimedia Project, “Battle for the Mountains.”

National Press Photographers Association – August Multimedia Contest

- First place, Team Video, “Debating Coal’s Future.”
- Second place, Team Video, “Battle for the Mountains.”
- Second place, Multimedia Project, “Powering a Nation.”
National Press Photographers Association – September Multimedia Contest

• First place, Individual Video, “Roping the Wind.”
• First place, Team Video, “Down the Lines.”
• Second place, Team Video, “Moving to Higher Ground.”
• Third place, Team Video, “Voices of Roscoe.”

National Press Photographers Association – October Multimedia Contest

• First place, Team Video, “Religion Rejuvenates Environmentalism.”

Society for News Design Best of Multimedia Quarterly (SND)


Society of Professional Journalists Mark of Excellence Awards (SPJ)

• Finalist, Best Independent Online Student Publication, “Powering a Nation,” UNC News21 staff.
• Finalist, Online in-depth reporting, “Debating Coal’s Future,” Sara Peach, Monica Ulmanu, Chris Carmichael, Jenn Hueting.
• Finalist, Online in-depth reporting, “Down the Lines,” Eileen Mignoni, Ashley Zammitt, Courtney Woo, Monica Ulmanu.
• Finalist, Online feature reporting, “Reclaiming Creation,” Courtney Woo, Eileen Mignoni, Monica Ulmanu.
• Finalist, Online in-depth reporting, “Roping the Wind,” Nacho Corbella, Jenn Hueting, Monica Ulmanu.

Student Society for News Design (SSND)

• First place, Best overall college news Web site, “Powering a Nation.”
• First place, Best display for multimedia, “Powering Down.”
• First place, Best interactive or animated graphic, “Powering Down.”
• First place, Best one-subject stand-alone mini-site or special section/special package of a larger Web site, “Debating Coal’s Future.”
Supplemental 9-H:  
Awards for “The Daily Tar Heel”

Associated Collegiate Press Individual Awards

2012-13

• Reporter of the Year, Second Place: Caitlin McCabe for coverage of how UNC-CH handles reports of sexual assault.
• Newspaper Page 1 Design, Second Place: Kevin Uhrmacher for the April 1, 2013, front page. The page contained a front-page editorial dedicated to ways UNC-CH could improve its sexual assault policies.
• Sports Story of the Year, Third Place: Kelly Parsons for October 2012 story “Players see a blurry future.” Concussions.
• Infographic of the Year, Honorable Mention: Staff, for a graphic explaining how the endowment fund at UNC-CH works.

2011-12

• News Story of the Year, Third Place: Daniel Wiser Jr. Story on tuition policy.

2010-11

• Infographic of the Year, First Place: Sara Gregory, Jonathan Jones, Ryan Kurtzman, for Connecting the Dots.
• Newspaper Page One design of the year, fifth place: Kelly McHugh.

2009-10

• Sports Story of the Year, Third Place: Powell Latimer

Society of Professional Journalists Mark of Excellence

2012

• National Finalist, General News Reporting, Caitlin McCabe.

2009

• National Finalist, Best All-Around Daily Newspaper.

American Copy Editors Society

2011-12, 2012-13, 2013-14

• Staff, Best Headline Writing, student publication category.
N.C. Press Association News-Editorial and Photojournalism Contest

2012-13

First-Place Awards

- Editorials. To 2012-13 Editor-in-Chief Andy Thomason, for a trio of editorials including a front-page editorial advocating a new approach to handling sexual assault on campus.
- News enterprise reporting. To reporters Madeline Will, Thomason, Caitlin McCabe and Jordan Bailey for a series of articles detailing how UNC-CH has handled sexual assault. The judges wrote: “This was a great body of work that focuses intense scrutiny on an issue that deserves attention that results in drastic changes.”
- Education reporting: To 2013-14 Managing Editor Cammie Bellamy for her story on the opening of the new Northside Elementary, “New school, old ground.”
- Special Section: Mail home edition for new students. “Excellent presentation and comprehensive content. The depth of the content, facts and stories rivals what is found in the metro paper entries.”

Second-Place Awards

- General Excellence for Websites. Of “The Daily Tar Heel” website, the judges wrote: “Great videos, and very clean layout. Easy to read.”
- Sports Feature Writing. To 2013 graduate Kelly Parsons for her story “Players see a blurry future” on concussions among football players.
- Sports Coverage: To the sports staff. The judges wrote: “A near dead-heat for first. Love the page’s flow and the artwork. The writing is crisp and clean.”

2011-12

First-Place Awards

- Graphics: Meg Wrather.
- Best Special Section: Mail-home edition.

Second-Place Awards

- General Excellence for Web Sites. For staff.

Third-Place Awards

- Appearance and Design.
- Duke University Green-Rossiter Award for Distinguished Newspaper Work in Higher Education. Daniel Wiser, Isabella Cochrane, Memet Walker and Nicole Comparato.

2010-11

First-Place Awards

- Best Video for a piece called “I cannot read” by Nushmia Khan.
Second-Place Awards

• Illustration/photo illustration by Lauren McCay and Kelly McHugh. Their illustration commemorated the 10th anniversary of 9/11.
• Graphics for several pieces by Meg Wrather.
• News section design by the design staff.

Third-Place Awards

• News feature, Jeanna Smialek and Caroline Watkins.
• Profile Feature, Kelly Poe.

2009-10

First-Place Awards

• Duke University Green-Rossiter Award for Distinguished Work in Higher Education. Kevin Kiley, Ariel Zirulnick, Eliza Kern, Dean Drescher and Courtney Tye, for coverage of grade inflation, Erskine Bowles’ tenure and administrative hiring practices. Judge’s comments: “The Daily Tar Heel’s stories were written with such authority that after judging I googled the paper. I didn’t believe that such impressive work came from a student-run paper.”
• Sports Feature Writing: Powell Latimer.
• Best Video: The MP3 Experiment, by Jarrard Cole, Brittany Bellamy, Kristen Chavez, Lydia Walker, Colleen McNamara and Rachel Scall.

Second-Place Awards

• General Excellence: Staff (believed to be first and only college newspaper to receive a General Excellence Award). Judges’ comments: “The future is bright for N.C. journalism. Design and graphics shine. Imminently readable for anyone, on or off campus.”
• News Section Design. Staff, for Aug. 23-24, 2010, issues.

2010-11

First-Place Awards

• Sports News Reporting: David Ely and Jesse Baumgartner.

Second-Place Awards

• Graphics: Kristen Long, numerous awards.
Supplemental 9-I:
Awards won by the School in the N. C. College Media Association Contest Since 2009

2013

Photography
- Second Place Mary Stevens, “Turning two months to two years.”
- Honorable Mention Melissa Key, “Fish fresh from the farm.”

Illustration/Graphic/Cartoon
- Second Place Mary Burke, “Dismantling the development trap.”

Multimedia Package
- First Place Lindsay Carbonell, “Watch: ASG.”
- Third Place Brittany Hendricks/Mary Stevens, “Students Enjoy Rain-Free Fall Fest.”
- Honorable Mention Brittany Hendricks & Staff, “Stepping Through Stereotypes.”

News Writing
- Second Place Julia Craven, “A Disproportionate Reality.”
- Honorable Mention Anna Long, “Firetruck.”

Feature Writing
- First Place Katie Quine, “Turning two months into two years.”
- Honorable Mention Caroline LeLand, “In the Bubble.”

Sports Writing
- First Place Michael Lananna, “Class by day, pads by night.”
- Second Place Aaron Dodson, “Close to home, close to heart.”
- Honorable Mention Aaron Dodson and Brooke Pryor, “Hairston says he’ll play this season.”

Opinion Writing
- First Place Staff, “Rape is a violent crime.”
- Third Place Memet Walker, “More innocent time capsules.”

2012

Photography
- First Place Chris Conway, “A call to arms.”
- Honorable Mention Brookelyn Riley, “Good guy with a big heart.”
- Third Place CeCe Pascual and Kevin Uhrmacher, “Holden Thorp’s Time To Go.”

Illustration/Graphic/Cartoon
- First Place Kevin Uhrmacher, “Swept up in scandal.”
- Second Place Staff, “Field Hockey Breakdown.”
Multimedia Package

- First Place Paula Seligon, “Incident Map.”
- Honorable Mention Delia D’Ambra, Brooke Pryor, “Field Hockey Preview.”

News Writing

- First Place Chelsey Dulaney, “On last night, a timeline with holes.”
- Second Place Jenny Surane, “Expect Delays.”

Feature Writing

- Second Place Katie Reilly, “A neighborhood in flux.”

Sports Writing

- First Place Robbie Harms, “Time of the essence for UNC’s Presson.”
- Second Place Brooke Pryor, “Third time not the charm.”
- Honorable Mention Brandon Moree, “Great win for Goodwin.”

Opinion Writing

- Honorable Mention Jagir Patel, “Thinking ‘No hair, don’t care.”

2011

Photography

- Second Place Allison Russell, “Expression Uncensored.”
- Honorable Mention Spencer Herlong, “Thrown to the Wolves.”

Design

- First Place Alyssa Bailey and CeCe Pascual, “Choose your horror.”
- Third Place Kelly McHugh and Lauren McCay, “10 years later.”

News Writing

- First Place Daniel Wiser, “Unsustainable Path.”

Feature Writing

- Second Place Jeanna Smialek, “A halt to panhandling.”
- Honorable Mention Chelsae Bailey, “UNC students recall living in New York.”

Sports Writing

- First Place Kelly Parsons, “Just take it, and run.”

Opinion Writing

- First Place C. Ryan Barber, “On to the state.”
- Third Place Andrew Harrell, “A degree in four minutes, not years.”

2010

Opinion Writing

- First Place Editorial Board, “Double Standard?”
Sports Writing

- First Place Mark Thompson, “The Mind of a Coach.”
- Second Place Aaron Taube, “Ackley a hit from coast to coast.”

News Writing

- Third Place C. Ryan Barber, “Waiting for Work.”
- Honorable Mention Victoria Stilwell, “Open container citations multiply sixfold.”

Design

- First Place Sara Gregory and Ryan Kurtzman, “Connecting the Dots.”

Photography

- Honorable Mention Nivi Umasankar, “UNC Salutes Veterans.”

Feature Writing

- Second Place Olivia Barrow, “The Dart: Penning a Love Story.”

2009

Opinion Writing

- Second Place Christian Yoder, “Make ‘access’ meaningful.”
- Third Place Hannah Thurman, “Medicine to help with stage fright?”

Sports Writing

- First Place Mike Ehrlich, “Dewitt’s long journey back to North Carolina.”
- Second Place Jesse Baumgartner, “Hansbrough gets national title.”
- Honorable Mention David Ely, “Runaway Champions.”

News Writing

- First Place Brian Austin, “Greeks, UNC at new crossroads.”
- Second Place Andrew Harrell, “UNC professors provide expertise to lawmakers.”

Design

- First Place Duncan Hoge, “Label Him a Winner.”
- Third Place Jillian Nadell, “A Legacy Fulfilled.”

Photography

- First Place Emma Patti, “National Championship.”
- Third Place Phong Dinh, “Marquee Victory.”

Feature Writing

- First Place Meghan Cooke, “Soldiers in Need.”
- Second Place Amanda Ruehlen, “Tuition increases intensify personal struggles.”
**Supplemental 9-J:**
**Student Public Relations Awards**

**2014**
- NCPRSA Inspire Award in 2014 to team in student campaign category (best in category/best in show) for campaign produced in PR Campaigns for UNC Office of Fraternity & Sorority Life and Community Involvement. Under the guidance of Assistant Professor Nori Comello.

**2013**
- NCPRSA InSpire Award in 2013 to team in student campaign category (best in category) for campaign produced in PR Campaigns for Orange County Partnership to Prevent Homelessness. Under the guidance of Assistant Professor Nori Comello.

**2012**
- Zenith Awards (national competition) in 2012 to undergraduate student Caroline Smith in the PR research category.
- NCPRSA Inspire Award in 2012 to team in student campaign category for their “No Need to Speed” campaign for the city of Raleigh, NC. The city began implementing the campaign in 2013. Under the guidance of adjunct instructor Scott Misner (MA-1998)

**2011**
- ‘Continuing the streak in winning two awards in the Arthur W. Page Society Case Study Competition in 2008, Andrea Goetschius received the 2011 grand prize (among communications and business applicants) for her case, “Just a Ding? The NFL Responds to Research on Football-related Concussion,” under the direction of her Professor Dulcie Straughan.
- NCPRSA Inspire Award of Excellence in 2011 for their grassroots campaign, “Grow Your Own Green,” designed to educate women on financial literacy. Under the guidance of Assistant Professor Queenie Byars, Assistant Professor Nori Comello, and (then) adjunct instructor Valerie Fields.

**2010**
- Zenith Award (national competition) in 2010 to Dan Byrne in social media category (second place) for work produced in PR Campaigns for American Red Cross Central North Carolina Chapter. Under the guidance of Assistant Professor Nori Comello.
- NCPRSA Inspire Award of Excellence in 2010 for their Census Awareness Campaign in North Carolina. Under the guidance of Assistant Professor Queenie Byars.
INTERNAL FINAL PROJECT FEEDBACK FORM

To be used in oral defenses for all master’s professional-track students and MATC students.

Instructions:
Each member of the assembled faculty committee should complete this form at the conclusion of the faculty discussion during the oral defense, but before the student returns to the room (if applicable). Do not identify yourself or the student by name on this form. Add your form to the envelope held by the chair of this committee.

Specialization:___________________________________________________

Term: (please circle and fill in year): Fall ____ Spring ____ Summer ____

Check one for each listed criterion:

<table>
<thead>
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<th>Criteria for written components</th>
<th>Professional</th>
<th>Novice</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of problem and purpose is clear and well-conceptualized.</td>
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<tr>
<td>Conclusions are well-justified.</td>
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<tr>
<td>Approach to gathering information and data are justified by the author and well-executed.</td>
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<td>The research base is appropriate and thorough.</td>
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<tr>
<td>There is appropriate use of primary and secondary sources.</td>
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<td>The project is well-written.</td>
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<td>The project is publishable.</td>
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Check one for each listed criterion:

<table>
<thead>
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<tr>
<td>The student answered the questions faculty asked.</td>
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<td>The student observed time limitations, spoke with clarity and sense of organization, and overall gave a compelling oral performance.</td>
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<tr>
<td>The student answered questions in ways that deepened the discussion.</td>
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Comments:
Correct answers are in **bold**

**RESEARCH METHODS & THEORY QUESTIONS**

1. Generally, laboratory experiments have high internal validity, but may have low:
   a. **External validity**
   b. Face validity
   c. Reliability
   d. Measurement error
   e. None of the above

2. A moderating variable:
   a. Is the mechanism through which a causal effect occurs
   b. Is the cause of an effect
   c. Is only valid when there is a negative relationship between the independent and dependent variable
   d. **Affects the strength or direction of a relationship between two other variables**
   e. None of the above

3. Inter-coder reliability refers to:
   a. The degree to which content analysis can track changes in an independent variable over time
   b. The degree to which content analysis can track changes in a dependent variable over time
   c. Achieving a correspondence between the number of coders and the units of analysis
   d. **The extent of agreement between coders**
   e. None of the above

4. Grounded theory refers to:
   a. Using theory to ‘ground’ hypotheses
   b. Theory that has high external validity
   c. **An inductive approach of analyzing data to develop theory**
   d. An approach that uses asynchronous data collection and analysis
   e. None of the above
5. One strength of qualitative research is:
   a. The ability to generate large, representative samples
   b. Research designs that have high internal validity
   c. Research designs that have high reliability
   d. The generation of data that has statistical significance
   e. None of the above

LAW QUESTIONS

1. According to the U.S. Supreme Court, the First Amendment protects
   a. obscene sexual expression.
   b. false defamation published with actual malice.
   c. fighting words, illegal advocacy and true threats.
   d. truthful, non-misleading commercial advertising for lawful products and services.

2. When the government tries to regulate the content or message of protected political and social speech under the First Amendment, such a regulation would be tested in court for constitutionality using
   a. rational basis review – the most lenient form of constitutional scrutiny.
   b. intermediate scrutiny – also referred to as relaxed scrutiny.
   c. strict scrutiny – the most stringent level of scrutiny for a government regulation of expression.
   d. the time, place and manner test – a variation of intermediate scrutiny.

3. Under the First Amendment, the U.S. Supreme Court has held that public officials suing media defendants in libel cases must prove actual malice as the level of fault in the case regarding
   a. any allegedly defamatory statement whatsoever – in all cases.
   b. any allegedly defamatory statement about their purely private lives.
   c. an allegedly defamatory statement related to their official conduct, which includes their fitness or qualifications to hold office.
   d. None of the above is correct. Public officials in libel cases against the media never have to prove actual malice to recover – only negligence.
4. The U.S. Supreme Court has recognized a qualified right of access, under the First Amendment of the Constitution, for the public including the press to
   a. all state and federal prisons and all prisoners in these facilities.
   b. observe all stages of all state and federal executions.
   c. attend and observe all juvenile criminal proceedings.
   d. attend and observe state and federal criminal trials and certain related criminal proceedings.

5. According to the U.S. Supreme Court, the Internet, as a medium, receives First Amendment protection
   a. at the highest level similar to traditional print media.
   b. at the same level as regulated broadcast media – no more.
   c. at the same level as regulated cable television media – no more.
   d. None of the above. The Court has not addressed this issue yet.

REPORTING SPECIALIZATION QUESTIONS

1. What is the first paragraph of a news story called?
   a. The lead
   b. The nut graph
   c. The header
   d. None of the above

2. Which one of these is not a “news value”?
   a. Proximity
   b. Prominence
   c. Magnitude
   d. Historical Significance

3. Which of these must a plaintiff prove in order to win a libel case?
   a. Defamation
   b. Falsity
   c. Identification
   d. All of these
   e. None of these
4. Which of these is a tool that journalists use to incorporate social media into their reporting and distribution?
   a. HootSuite
   b. Storify
   c. Reddit
   d. All of the above
   e. None of the above

5. In a database table, each attribute of a record is stored in which of the following?
   a. Row
   b. SQL
   c. Field
   d. None of the above

STRATEGIC COMMUNICATION SPECIALIZATION QUESTIONS

1. A communication audit:
   a. Includes primary and secondary research
   b. Requires a marketing plan
   c. Should be completed annually
   d. Ensures you don’t have internal bias
   e. Is done by the marketing department

2. A SWOT analysis:
   a. Includes assessments of internal and external communication
   b. Can be done internally or by a consultant
   c. Helps identify what’s working and what’s not within your organization
   d. Can be used to prioritize strategies
   e. All of the above
3. Which objective below incorporates all the components of the SMART criteria?
   a. Our objective is to have 40 percent of college seniors come to Career Services.
   b. The objective is to get college graduates, prior to the application process, to use and monitor their social media presence responsibly.
   c. To increase LinkedIn membership among UNC-Chapel Hill seniors by 20% before December 2014, using 40% of the communications budget.
   d. By May 2015, 60 percent of UNC-Chapel Hill seniors will believe that their online presence will impact their ability to secure a job.
   e. The client’s objective is to, through marketing and workshops, motivate its students who are in the fall of their senior year, so that 50% successfully go through the Facebook and other Social Media Clean-Up Checklist, and to raise the rate of students with an active LinkedIn Profile to 55% of the senior class by January of the year they will graduate.

4. An attitude objective will generally require
   a. A large budget
   b. A pretest to know what current attitudes are
   c. Fewer tactics
   d. More benchmarks than other types of objectives
   e. A safe harbor statement

5. How do public relations and advertising differ?
   a. Advertising is strategic communication and PR is not
   b. Only advertising is part of the marketing mix
   c. There is no difference
   d. Advertising controls the message and public relations influences the message
   e. Only advertising costs money

BUSINESS AND MEDIA SPECIALIZATION QUESTIONS
1. If you wanted to find out how much debt a publicly owned company is carrying, where would you look?
   a. Income Statement
   b. Balance Sheet
   c. Cash Flow Statement
   d. All of the above
   e. None of the above
2. Accountants often refer to a company’s earnings before interest and taxes or EBIT. EBIT is equivalent to:

   a. Operating Income
   b. Net Income
   c. Gain on Sale
   d. Assets
   e. Cash Flow

3. The media industry, and in particular print newspapers, are still in a state of ‘creative destruction’ which was primarily caused by:

   a. Declining print newspaper subscriptions
   b. IT infrastructures didn’t keep up with the pace of information age and Internet innovation
   c. Owning printing presses became unsustainable
   d. Declining advertising revenue
   e. All of the above

4. Today, advertisers commonly categorize their media as “Paid, Earned and Owned” media. Paid media includes all but the following sources:

   a. Display advertising
   b. Print advertising
   c. Direct mail
   d. Search Engine Optimization
   e. None of the above

5. When conducting basic data analysis to determine overall consumer engagement of a website, a media executive should measure which of the following metrics:

   a. Number of total visitors
   b. Number of unique visitors
   c. Bounce rate
   d. Time on site
   e. Time on site by pages viewed
MEDICAL AND SCIENCE JOURNALISM SPECIALIZATION QUESTIONS

1. What's the best source for recent medical research information?
   a. Google search
   b. Medical textbook
   c. PubMed
   d. Compendium site for media releases

2. Which of the following should not be in a medical or science news lede?
   a. Who
   b. What
   c. When
   d. How

3. Which one of the following words is acceptable for a reporter to use in a medical news story?
   a. Advance
   b. Breakthrough
   c. Hope
   d. Miracle

4. Which of these elements would NOT be in a science radio news story?
   a. Natural sound
   b. Reporter track/narration
   c. Expert sound bites
   d. Sound effects

5. HIPAA rules prevent which one of the following:
   a. Doctors from talking to reporters about their patients when the patients freely give consent
   b. **Health care providers from giving patient information to the media without the patient's consent**
   c. Emergency personnel from giving media general information about disasters
   d. Police from giving media general information following an incident
VISUAL COMMUNICATION/PHOTOVIDEO SPECIALIZATION QUESTIONS

1. When selecting music for a multimedia production, which of the following factors should you consider?
   a. The emotional influence of the music
   b. The audience of the multimedia project
   c. The content of the story, i.e., Is it a feature story versus a breaking news story?
   d. All of the above

2. In photojournalism, with which of the following types of photos is it ethically acceptable for the photographer to influence the situation?
   a. News photos
   b. Sports photos
   c. Portraits
   d. Feature photos

3. Chose the equivalent exposure to 1/250 @ f/8
   a. 1/1000 @ f/2.8
   b. 1/30 @ f/22
   c. 1/8 @ f/32
   d. 1/2000 @ f/1.4

4. A wide-angle lens _________ perspective, but a telephoto lens _________ perspective
   a. flattens / opens
   b. expands / compresses
   c. tilts / straightens
   d. sharpens / softens

5. In a traditional 3-act structure, in which act would the inciting incident occur?
   a. Act 1
   b. Act 2
   c. Act 3
   d. It can occur in anywhere in the story structure
VISUAL COMMUNICATION SPECIALIZATION QUESTIONS (NOT PHOTO/VIDEO)

1. A wireframe is:
   a. A full-color panel design for a web page, complete with annotations
   b. A simple sketch of a page that blocks out roughly where each item should go.
   c. The design for a phone display of a web page.
   d. A way to show what advertisements will look like on a web page.

2. Responsive design:
   a. Is aimed at crafting sites to provide an optimal viewing experience across a wide range of devices
   b. Provides for easy reading and navigation from mobile phones to desktop computer monitors.
   c. Adapts the layout of a web page to the viewing environment by using fluid, proportion-based grids
   d. All of the above.

3. Eyetracking research can measure:
   a. Whether a test subject must use glasses to clearly see all elements on a webpage.
   b. How a phone display of a site compares with its display on a computer monitor.
   c. Eye movements as a means of studying how people interact with online documents.
   d. Each individual's comprehension of a website.

4. When planning a usability test, it is important to let participants know:
   a. That you are testing the site, not them, and they cannot make mistakes.
   b. That they should ask the researcher as many questions as they need to in order to complete a task.
   c. That it is unnecessary to pay attention to directions on the website you are testing.
   d. All of the above.

5. When selecting music for a multimedia production, which of the following factors should you consider?
   a. The emotional influence of the music
   b. The audience for the multimedia project
   c. The content of the story, i.e., Is it a feature story versus a breaking news story?
   d. All of the above.
Supplemental 9-M: Residential Master’s Exit Survey Results, May 2014

1. **How likely would you be to choose this program again based on the experience you had?**

<table>
<thead>
<tr>
<th>Not Very Likely (1)</th>
<th>Very Likely (7)</th>
<th>Rating Average</th>
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</thead>
<tbody>
<tr>
<td>0</td>
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</table>

2. **How likely would you be to recommend this program to a friend or colleague?**

<table>
<thead>
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<th>Very Likely (7)</th>
<th>Rating Average</th>
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3. **How helpful was the assistance you received from the Master’s Program Director during your time in the program (Dr. Hennink-Kaminski your first year and Dr. Charlie Tuggle your second year)?**

<table>
<thead>
<tr>
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<tbody>
<tr>
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4. **How helpful was the assistance you received from the Graduate Program Manager (Cindy Morton)?**

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5. **How helpful was the mentoring you received from your academic adviser/committee chair during your time in the program?**

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6. **How well do you believe the program has prepared you for your next career?**

<table>
<thead>
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<th>Very Well (7)</th>
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7. Please rate the following in regard to the residential MA program:

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<th>Very Poor</th>
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<td>curriculum to your professional goals</td>
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8. What is your overall level of satisfaction with the program?

<table>
<thead>
<tr>
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<td>1</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>5.53</td>
</tr>
</tbody>
</table>

9. Please indicate your present working status:

| Working full-time in my desired field | 47.1% | 8   |
| Working full-time and still looking for a job in my desired field | 5.9% | 1   |
| Working part-time in my desired field | 0.0% | 0   |
| Working part-time and still looking for a job in my desired field | 17.6% | 3   |
| Seeking employment | 29.4% | 5   |

Other (please specify):
- Internship in my desired field.
- Freelancing in my desired field.
- Still enrolled at UNC. Had to select incorrect bubble to proceed to next page in survey.
- Intern.

10. What was your track/specialization?

**Non-Professional Tracks**

<table>
<thead>
<tr>
<th>Track</th>
<th>Percent</th>
<th>Count</th>
</tr>
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<tr>
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<tr>
<td>Mass Communication Track</td>
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</tr>
<tr>
<td>MAJD</td>
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**Professional Tracks**

<table>
<thead>
<tr>
<th>Track</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Communication</td>
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</tr>
<tr>
<td>Broadcast and Electronic Journalism</td>
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<tr>
<td>Visual Communication</td>
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</tr>
<tr>
<td>Science &amp; Medical Journalism</td>
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<tr>
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</tr>
<tr>
<td>Design/Editing</td>
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<td>0</td>
</tr>
<tr>
<td>Business &amp; Media</td>
<td>5.9%</td>
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</table>
Responses to Open-ended Questions

11. What do you personally identify as the greatest strength of the residential master’s program?

- Faculty’s high expectations and connections to industry.
- Extremely capable and helpful professors.
- My focus was visual communication, with a concentration on documentary video production. The professors and students create an environment that encourages high-quality photo and video journalism. We win awards (student and pro) for our work.
- The supportive environment of the program as well as the encouragement of different/varied areas of study. Notably, having everyone take classes together the first semester helps to build this environment as well.
- I feel that the residential master’s program’s greatest strength is its faculty members who had significant corporate, hands-on experience before teaching. There needs to be more of this caliber of instructor. Second, I feel its affiliation with UNC-Chapel Hill and its alumni, and its location in the heart of the campus, add so much to the experience.
- The professors.
- University staff; Park Fellowship; Chapel Hill.
- I would say the professors are great.
- The outside events and activities offered by the School of Journalism.
- The students. The Park Fellowship.
- The greatest strength of the residential master’s program was the resources available to students. Ranging from equipment to the experience and knowledge of faculty, to the collaboration with both undergraduate and graduate students, a master’s student in the residential program could find the support and ability to carry out any sort of project they could think of.
- Quality of faculty.
- Funding.
- The greatest strength has to do with the fellowship - allowing me to focus on this field without worrying about financials.
- The cohort model and peer support. The environment here is one of cooperation, not of competition.
- The faculty, students and general atmosphere of collaboration. everyone works together to help you succeed-- I liked that I could trust my classmates for support rather than the single-minded, competitive, divisive nature that I see at other schools.
- Brilliant professors with strong industry background who _care_ about their students’ success.
12. **What do you personally identify as the greatest weakness of the residential master's program?**

- Requirements that don’t fit a person’s desired educational outcomes.

- The course offerings within my program were heavily supplemented with upper level undergraduate classes. While this program was fine for me (coming from a non-journalistic background), I think that someone who had an undergraduate degree in journalism, marketing or PR would be disappointed by the limited quantity and variety of true MA level courses.

- Not enough emphasis on reporting and investigative journalism.

- It would have been nice to find a few more JOMC courses available that incorporated cultural studies.

- I feel that the program’s greatest weakness is lack/absence of focused guidance for students as we created our schedules and selected courses to fit our professional goals. There was little, if any, two-way understanding between advisers and students at the outset and too much chaos each semester at registration time. I also sensed low morale, general agitation and overall disconnection among the faculty members.

- Lack of communication - Lack of flexibility with choosing courses - a strict requirement to take two outside courses is unnecessary, especially when there are courses inside the J-School that could greatly enhance the graduate’s experience or help him/her meet desired goals - Partnerships with outside schools, especially the business school.

- Career placement; recruitment.

- Curriculum setting; received limited help on selecting courses.

- The M.A./J.D. students in the School of Journalism should have their own academic track within the school. Placing those students within the Mass Comm track makes little sense, as most of the classes associated with that track have little applicability to students pursuing a J.D. The M.A./J.D. program needs to be reworked so those students can take more classes that will assist them with their future careers.

- That master’s students take so many undergraduate classes. The faculty in my specialization were extremely research focused, which weakened their ability to mentor industry-oriented students.

- From the point of view of a professional track student (reporting, electronic communication, med/sci journalism, etc.) the curriculum contains a significant percentage of courses without any direct relevance to what they study. While interesting, the research methods course does not really contain any material meant to advance a student’s journalistic practice. While the exposure to research is good for those who might one day consider doing a PhD, students just looking to hone their reporting craft do not benefit as much. Media law and policy is a course that is absolutely relevant to reporters, but the method in which it is taught is more geared toward those students who are working to become better researchers as opposed to better reporters. That said, the course does offer a wealth of practical knowledge. The biggest issue I had with the curriculum was the lack of a reporting-related 800 level seminar. Again, these courses really benefit PhD and research track master’s students who can publish their projects and advance their careers through these courses. But for a reporting track student, the closest the 800 level seminars come is PR. A seminar focused on critique of modern reporting or a practical long-form or investigative journalism seminar would provide reporting track students with the same benefit that research, PR and IHC students get. Alternatively, a seminar on media ethics would be extremely interesting and help reporting students consider how to deal with ethical issues that arise in their stories.

- Lack of integration between core/required classes and specialty

- Lack of exposure to business/professional concepts as they relate to communication fields.
• There are way too many requirements, or badly thought out requirements, that don’t allow students to focus on their chosen field.

• As the program adds more credits in pursuit of academic rigor, I think the quality of work that students can produce in any given seminar decreases. I’d rather have had more time to build foundational skills in research and practice. Quality over quantity.

• Sometimes the protocol for certain things could have been clarified more—acceptable courses, thesis project etc.

13. Do you have any other suggestions or comments you would like to share?

• Please consider revising the curriculum of the Media Law class. I found the insistence and immersion in conducting legal research extremely prohibitive to my attention to other classes. I found Research Methods thought-provoking, though and got valuable transferable skills. This was not the case from Media Law. In fact it prohibited me from concentrating on actual practical do’s and don’ts of legal issues I will face as a professional and wish the curriculum had focused more on that.

• The MAJD program was still under development when I came through and suffered from the lack of a committed and qualified program coordinator on the law side. I think that this has improved with the addition of David Ardia to the program, but it was a difficult experience on a variety of levels. I was the 5th person to attempt the program, and it took longer than 4 years nearly all of us. Ultimately I had to sever the degrees. Even if I had completed the dual degree and done it in the expected time frame, I would probably not recommend it for the stress alone. It creates constant back and forth with registrars and financial aid, all of your friends (from both programs) graduate before you do, and you find yourself living awkwardly between two worlds and never fully a part of either. It would have been better for me if I had completed one degree and then the other (or only the one).

• The media law course was intensive and rigorous, but I don’t think it will be useful for my career. It was useful to learn the basics of media law relevant to professional journalists, it’s not useful to write an academic paper, and learn tedious conventions (blue book). I wish the class was more basic and geared toward the professional journalist.

• The mass comm track, as you know, has quite different course requirements and different timelines for the completion of the thesis than the professional or IHC tracks. It would have been helpful to have a bit more contact to prepare those of us in the mass comm track for the requirements. Students in other tracks often are able to gain support in the overlapping classes they take, but the students in the mass comm track might have incredibly different interests and might be taking several classes outside of the school. As such, it would be nice to have a few more points of interaction to discuss the track. Even 5-10 minutes after other master’s meetings might have tied in solitary studies outside the school back to the track.

• I would suggest making more opportunities for M.A. students to meet as a group with the program advisers/managers TOGETHER, maybe even monthly, to voice questions, concerns and to get information, feedback and encouragement. I would hope that future students will receive more one-to-one counsel and guidance before and during the educational process.

• JoAnn Sciarrino is a tremendous asset to the school, and one of the best, most challenging professors I’ve had the privilege to learn from.

• IHC has so much potential, but needs to be better marketed to employers.

• I understand that IHC is a fairly new track, but there is still some room for improvement. I appreciate that there are some classes outside J-school we can take, such as those in school of public health and psychology which I found helpful to
understand literature in health comm field. But I am not sure how the information science class fits in this program. Also, I felt quantitative research methods and experiment design is very important to health comm, however these are not built into this program. I understand that some students may look for professional (non-academic) job, then more industry connection and potential job opportunities may need to be provided, like what school of public health does.

- I don’t think the school can maintain its quality and at the same time provide so many graduate specializations. Overall the program didn’t feel much like a program -- I felt community among my peers (because we made an effort to socialize) but little connection to most of the faculty and little cohesion within the program.

- Just that I’m thankful for all the opportunities I’ve gotten in the J-School!

- The lack of appropriate seminar class for the visual communication track or lack of flexibility with that requirement was my largest frustration with the program. If there is a required class, there ought to be an appropriate selection for all students.

- The faculty was very supportive. However, I found the requirements to be a big detraction, and the administration was not always open to hearing student criticism.

- Hope the program will continue and expand, reaching (perhaps) to international markets.
Question 1:
How have you already used the knowledge and skills gained through the program? For example, have you taken on new responsibilities in your job, received a promotion or changed positions? (These are direct quotes from students.)

- Primarily, I’ve gotten a lot better at responsibilities I already had. Secondarily, my MATC projects have benefited my employer in marketing and copyright law, among other things.
- Yes, I got a new job because of the knowledge and skills gained through the program.
- Yes. By org chart, I am boxed in to some limitations because of reporting structure. However, to use and hone my skills, I’ve taken on a role outside of my traditional work that utilizes what I’ve learned.
- Some basic things, but not really yet. Working on that.
- I have already used my graphic design skills from Alberto’s infographics class to make numerous successful information graphics for my organization. I also got a lucrative freelance gig designing gear for a Brazilian Jiu-Jitsu company. Who knew? Most importantly, my thesis research has helped guide my employer’s strategy on messaging. This will be a long-lasting positive effect.
- Yes, my ability to format and write copy for online readers has improved quite a bit, and I’ve gained a lot of knowledge about strategic communications. I had never used Adobe Illustrator prior to the program, but today I feel at least adequate with it. Also enjoyed the business and investing data gathering we covered in Penny’s class.
- Yes, I’ve called on the knowledge and skills I gained through the program to solve problems for my clients and develop more strategic and integrated programs.
- I changed positions, to a higher level position that requires more strategy and leadership than my former position. I educate the people around me often, using the knowledge I gained in the MATC.
- Promotion within current company, have become renaissance employee in terms of marketing and social media!
- I have landed a new job that represents a step up in responsibilities. Before that, the things I’ve learned in the program also helped me take what I was doing at work to a higher level in terms of quality.
Question 2:
What skills acquired in the MATC do you think will be most useful in your career? (These are direct quotes from students.)

- Analytics and marketing.
- Web design/usability and integrated communications strategy/marketing.
- Writing, data visualization, copyright law info, strategic communication, research application.
- Being able to assess new technology and ideas in an academically rigorous way. Learning about usability and human-computer interaction.
- Data visualization: this is a large and growing part of modern communication.
- Online writing; strategic communication; better understanding of web design, graphics.
- Integrated marketing (Heidi's class), information visualization, leadership in digital economics. Other classes didn't provide skills I'll use on a daily basis (research, database use, web design, new media law). However, the information was relevant to my career and has helped me in small ways (e.g., understanding what UX is for web design to make sure our web development team is doing that well/right).
- Understanding what is good quality and what is not -- in writing, usability, best practice, visual design, conceptual strategy and steering audience behavior. Learning how to pick a direction for an organization's marketing communication strategy and pursue it, focusing on the "why" and driving people toward achievement of a communication goal, not getting bogged down in arbitrary opinion battles.
- Adaption to change -- both in technology and in marketing. MATC, though it cannot predict what's around the corner, can prepare you on how to handle what is coming.
- Strategic communications - Design and usability - Data visualization.

Question 3:
List any skills, topics or theories that were not included in the MATC that you think should have been. (These are direct quotes from students.)

- Less on business "leadership" vs. sound management and strategic planning.
- More practical applications - an advanced course in design/usability, more information about measuring ROI online.
- I wish there had been a little more practicum - I realize MA is a lofty abstract thing, but a little more "How-to" / practical application would have been extremely valuable in making the abstract concrete. Brian Carroll and Genie did this successfully. Updating Google maps, Wikipedia pages made the classes a little more real. I felt there could have
been more classwork related to visual side of digital media but that was short-shrifted to a degree because writing skills are given more weight, and thus more value.

- Basic coding and data journalism.

- There was much in the way of business-specific subject matter, but little comparatively for non-profit folks.

- Video. All indicators point to more online video in the future. The cost has come down a lot, and many of us can use it. Felt like we squeezed it in during orientation.

- Larger emphasis on social media and when/how to use them in communications. We did discuss social media and its impact on theoretic basis, but we missed the practical application of how to and not to involve this new channel.

- Advice about how to deal with people around you who did not go through the MATC! Half joking with this one. It’s very hard to come away from such a rich learning experience and go back to what feels like a dead end with co-workers and bosses. People didn’t learn what we learned, so I find that I have to coach them out of their old ways (some of which used to be my old ways, too). It’s been a steady challenge getting them to understand and buy into the concepts/theories, ditch their preferences for proven research, and focus on quality and efficacy rather than pizazz.

- No answer.

- Photography -- More hands-on experience with some of the topics discussed (e.g., SEO).

**Question 4:**

How well did the MATC Academic Director assist you with your academic-related questions and mentoring?

<table>
<thead>
<tr>
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<th>Percent</th>
<th>Count</th>
</tr>
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<tbody>
<tr>
<td>Exceptionally Well</td>
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<tr>
<td>Well</td>
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<td>Adequately</td>
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<td>0</td>
</tr>
<tr>
<td>Poorly</td>
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<td>0</td>
</tr>
<tr>
<td>Very Poorly</td>
<td>0.0%</td>
<td>0</td>
</tr>
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</table>

Comments:

- Direct us to a helpful resource about IRB application.
- I thought all the MATC program staff were outstanding.
- I’d like more information about how to market myself to potential employers. I have the degree, but want to ensure I’m making the most of it.
- I felt supported and connected the whole time.
Question 5:
How satisfied are you with:

<table>
<thead>
<tr>
<th></th>
<th>Very D Dissatisfied</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
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<td>Overall graduate experience</td>
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<td>The MATC curriculum</td>
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<td>63.6% (7)</td>
<td>36.4% (4)</td>
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<td>Degree to which the MATC prepared you for growth in your career</td>
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<td>The intellectual quality of the faculty</td>
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<td>9.1% (1)</td>
<td>90.9% (10)</td>
<td>3.91</td>
</tr>
<tr>
<td>The overall quality of teaching in the MATC</td>
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<td>0.0% (0)</td>
<td>27.3% (3)</td>
<td>72.7% (8)</td>
<td>3.73</td>
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<tr>
<td>The intellectual quality of my fellow graduate students</td>
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Question 6:
Please indicate your level of agreement.

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<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Rating Avg</th>
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</thead>
<tbody>
<tr>
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<td>0.0% (0)</td>
<td>27.3% (3)</td>
<td>72.7% (8)</td>
<td>3.73</td>
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<tr>
<td>Amount of coursework seems appropriate to the degree.</td>
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<td>0.0% (0)</td>
<td>36.4% (4)</td>
<td>54.5% (6)</td>
<td>3.36</td>
</tr>
</tbody>
</table>

Comments:

- I think that the classroom environment allows for some healthy discourse that can be regarded as venting. Online is different, because healthy discourse can ricochet in the compact online environment space, which had the capability of becoming negative.
There was one class that I think most students found a substantial degree of negativity, but other than that, almost none.

The offline/unofficial discussion boards got intense sometimes, but since this part is optional, I stepped away when I needed to unplug from any negativity there.

I think our professors erred on the side of rigorous coursework wherever possible, potentially because we were the first class. I didn’t mind this but some folks found the work a tad onerous.

The workload is too much for working professionals. It becomes about surviving the coursework before it buries you vs. truly having the time to absorb and learn. Maybe it was just me given my high-pressured job, but from our MATC Facebook group I don’t think so.

Question 7:
Is there anything that has hindered your academic progress or MATC experience?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.5% (5)</td>
<td>54.5% (6)</td>
</tr>
</tbody>
</table>

If yes, please specify.

- Trying to do the program while also being a dad and working full-time. At my age I need more sleep than I used to.
- The IRB experience was painful. I wish there had been more guidance on how to tackle that.
- My full-time job!
- I wish the digital economics course had been a bit more academically rigorous.
- Had a big life experience happen during the program. Faculty was very caring and helpful. Pleasantly surprised at how responsive they were personally. Much appreciated. :)
- Same as above. Too much work led to overload vs. learning.
Question 8:
Overall, the amount of time needed for coursework each semester

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>significantly less than I expected</td>
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<tr>
<td>less than I expected</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>about the same as I expected (20 hours/week)</td>
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<td>5</td>
</tr>
<tr>
<td>more than I expected</td>
<td>45.50%</td>
<td>5</td>
</tr>
<tr>
<td>significantly more than I expected (30+ hours/week)</td>
<td>9.10%</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 9:
What do you perceive as the greatest strength(s) of the MATC?
- Quality of teaching, with one exception.
- The relationships among class members, the involvement of top faculty
- The class’s own support system. The flexibility of leadership to allow for growing pains and to hear us out when we had concerns.
- The close ties you develop with peers, and the exposure to a lot of great ideas and ways to look at emerging technology.
- Terrific program staff and largely excellent professors.
- Knowledge, experience of faculty; knowledge, experience of class; academic rigor
- The class. The teachers. The interface and ability to do the work when you can fit it into your schedule.
- The reputation of UNC for journalism/communication, which stems from the faculty on board.
- The Class - with their varied backgrounds they each contribute something of value and perspective to discussions
- Class’s knowledge, experience, and mutual support - Expertise of the faculty - Rigorous curriculum

Question 10:
What do you perceive as the greatest weakness(es) of the MATC?
- Possible complacency. You’re sharp; stay that way!
- Lack of practice with Final Cut Pro - the summer course where we had to find our own story and produce it was too heavy on finding the story and left little time to actually learn how to edit. Also, the name of the program: “Technology and Communication” is
nebulous and difficult to explain to potential employers. Maybe it could be “Digital Communication.”

- It was easy to get disoriented and feel alone at times because of the online environment. Usability-wise, there were consistency issues on where things were on Sakai, etc.
- The few professors who are not comfortable teaching online.
- Without more of an in-person component, persona attention for students is at risk. This puts more of a burden on the student to excel independently, which is the price of admission, I think.
- Online format was somewhat difficult for me. Of course, it’s also the reason I was able to take on the work, so I can’t complain much. Had to put extra effort into connecting with faculty. Face-to-face is still helpful for me.
- The workload. Courses more applicable to PhD work or J-school (research methods, database research). And although some of the information was interesting in Penny’s course, she at times was a bit much.
- The unconventional package (the curriculum, the name, etc.) This is only a temporary weakness. Once hiring managers become more familiar with the skill set, and graduates do their job to reverse-educate the public about this degree, UNC will simply be seen as a leader in online higher education. I would not change a thing, but in its early stages, the package is a slight weakness.
- Adapting teaching styles to be effective in an online-only setting. - Organization of the course materials
Question 11:
Please rate the level to which you believe the program delivered on each of these value statements.

<table>
<thead>
<tr>
<th>Value Statement</th>
<th>Lowest</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Highest</th>
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<td>Uniquely positions graduates for leadership careers by providing them with current knowledge of communication technologies and digital media business concepts and models.</td>
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<td>Enables students to use today's communications tools strategically and effectively.</td>
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<td>Broadens and deepens students' knowledge of communication theory as it applies to digital media.</td>
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<td>Fosters skills needed to conduct innovative research and analysis.</td>
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<td>Increases familiarity with digital media tools and their constantly evolving roles in business and communication, including blogs and wikis; social networking sites; and RSS feeds.</td>
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Question 12:
If you could only name one thing that would have made the MATC a better program for you (either personally or professionally), what would that be?

- More sleep. :-)
- Advanced courses in web design/usability and in strategic communication.
- Maybe more information on what to expect. Of course none of us knew what that would be. Just like any other class, each teacher is different. I think if they were to provide a statement at the beginning of class of more clear expectations. Brian Carroll loved the "more is better" posting style vs Penny saying "cut to the chase". I think everyone would benefit from knowing what the posting expectations are.
- More in-person get-togethers.
- More information about career development, specifically how to make the most of the degree and the career resources offered by UNC.
- More time.
- More examples of actual marketing and communication plans (not case studies). I felt like we saw corporate/retail marketing/comm plans, and I would have liked more examples for non-profit, small organizations, shorter time frame campaigns, etc. When I go to draft a marketing plan, I feel like I am always starting from scratch and don't have a good bank of examples to inspire ideas. When I draft a full length marketing plan, my co-workers find it cumbersome and don't take the time to work from it. I find myself needing assistance with writing brief, workable marketing plans that outline the goals and objectives and nail the key highlights without getting bogged down in lengthy commentary. As a firm believer in "simple is difficult," I could use examples to help me achieve "simple yet meaty."
- More opportunities to become acquainted with faculty members who do not teach in the MATC but whose areas of expertise are relevant.

Question 13:
Would you be interested in additional professional development opportunities offered online through the school? Is there anything specific you would like to see us offer?

- I would, but I’d need to think about what would be most interesting and/or useful to me.
- Advanced courses in web design/usability and in strategic communication.
- Boot camp in google, facebook and twitter analytics
- Yes. I would love a coding for journalists program, as well as classes in data journalism skills.
Perhaps the occasional webinar covering program topics? I’d love to see another Alberto Cairo technique session.

Yes!

Yes, if it was also online. I’d like to see 1-2 hour webinars with professors on hot topics or skill refreshers.

Yes! I worry I’ll lose once I’m not working at the momentum we did during the program. Social media, digital advertising, content strategy, web usability, audience behavior, all of interest.

Definitely interested. More training in web development and multimedia that goes deeper than what can be achieved in a bootcamp setting.

**Question 14:**  
**Would you recommend this program to a colleague?**

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<tr>
<th>Response</th>
<th>Percent</th>
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<td>Definitely Yes</td>
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<td>Probably Yes</td>
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<td>Not Sure</td>
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<td>Probably Not</td>
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<td>Definitely Not</td>
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How would you describe the program?

- As a digital-media management program - an MBA with somewhat less accounting and many more electrons.
- An investigative reporter asked me whether he should apply to the program. As we looked at the curriculum, we realized that all of the research classes and the writing for the web class were skills in which he was already advanced. Since there are no options for other classes, he decided that this wasn’t the program for him, even though he was interested in the leadership course.
- It's still hard to describe. Overarching skill set critical to digital media.
- It's like a tech MBA.
- A cutting-edge program that melds theory and practice, providing vital communications education in the digital age.
- The MATC is an online, project-based program that teaches critical thinking through a broad understanding of media trends.
- It's a good way to start to wrap your head around how technology has forever changed communications. You'll also learn some practical skills you can apply to your job.
• You’ll gain a very deep understanding of how people behave when using digital media, and that will enable you to guide your client/organization’s communication strategy. You’ll touch on creative production enough to intelligently work with web/design/developer vendors. And you’ll gain the confidence to step into leadership roles and be regarded as the communication expert in your organization.

• A master’s in Digital Media.
• A career booster rather than a career changer. Looks at how various communication disciplines converge online and how to strategically use them. Prepares you not to be a specialist in any one of these disciplines, but to be the person who can coordinate with and manage specialists from all these disciplines by learning to at least speak their language.

Question 15:
What suggestions or additional comments would you like to share with us?

• I had a really good committee chair.
• Thank you for the great experience!
• You guys are great. Thank you to everyone who has contributed to the program. Better for the experience!
• The administrative staff and teachers were really terrific. You all did a great job ensuring we felt connect to the school and the program. I’d just suggest shifting the courses to the working professional, and possibly having tracks like you do in undergrad (PR/ad vs. news media).
• Thanks for creating this degree and offering it online, part-time. It has changed my life, I am not exaggerating at all.
• Overall, the MATC was a terrific experience, especially considering we were the first class. A couple thoughts on the thesis project: 1. Timing for picking a project topic seems rather tricky. We’re encouraged to pick one very early on and try to make our individual course projects related to that. But personally, it wasn’t until midway through the fall of the second year that I had absorbed enough from the MATC curriculum to clearly envision a project that makes use of what I’ve learned. The project deadlines were also a bit too close together and could potentially cause problems in completing the project on time. 2. We need more guidance for things related to our project, such as the IRB approval process, how much involvement and effort is appropriate to expect from the committee chair (e.g., am I talking to my chair too much/not enough?). And we need it before we settle on a project topic to help us plan out our timetable and decide whether a project topic is feasible.
Appendix Documents in the Team’s Workroom

The following materials will be available in the team’s workroom throughout the site visit.

Please note: If materials are mentioned in the self-study, they will be ordered in the appendices according to the Standard in which they were first referred.

CVs of all full-time, part-time and adjunct faculty

Syllabuses of all courses in the School from fall 2014 and spring 2015

Standard 1

- Faculty meeting minutes for the 2013-14 academic year.
- Copies of all “Dean’s Update” emails sent to School faculty and staff members by Dean Susan King since August 2014.
- The Percept Report.
- Materials related to the Ad Hoc Naming Committee.
- 2013-14 performance review of Dean Susan King.
- Results of a spring 2014 faculty and staff member survey about their views of communication within the School.

Standard 2

- Academic worksheets for all specializations in the residential master’s program.

Standard 3

- UNC-CH 2011-12 Diversity Plan.
- The Heritage Calendar: Celebrating the NC African American Experience.

Standard 4

- UNC-CH policies, procedures and guidelines for evaluating faculty members.
Standard 5

- UNC-CH School of Journalism and Mass Communication Policies and Procedures Manual. (Found in Standard 1 materials.)
- UNC-CH policies and procedures on tenure and promotion.

Standard 6

- Complete results of the recent-graduate employment survey since 2011.
- 2013 and 2014 Senior Surveys.

Standard 8

- Brochures and fliers of the School’s professional and public service activities.
- Copies of alumni communications.

Standard 9

- 2013 and 2014 Senior Surveys. (Found in Standard 6 materials.)