Report of ACEJMC Evaluation

Undergraduate program
2023–2024

Name of Institution: **University of Missouri**

Name and Title of Chief Executive Officer: **Dr. Mun Y. Choi, Chancellor, University of Missouri and President, University of Missouri System**

Name of Unit: **School of Journalism**

Name and Title of Administrator: **Dr. David D. Kurpius, Professor and Dean**

Date of 2023-2024 Accrediting Visit: **Oct. 15-18, 2023**

Date of the previous accrediting visit: **Oct. 9-12, 2016**

Recommendation of the previous site visit team: **Reaccreditation**

Previous decision of the Accrediting Council: **Reaccreditation**

Recommendation by 2022-2023 Visiting Team:

Reaccreditation

Prepared and submitted by:

Team Chair
Name and Title: **Peter Bhatia, CEO**
Organization/School: **Houston Landing**

Signature

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Team Member
Name and Title: **George Daniels, Associate professor**
Organization/School: **College of Communication and Information Sciences, University of Alabama**

Signature

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Team Member
Name and Title: **Vincent Duffy, News director**
Organization/School: **Michigan Radio**

Signature

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Team Member
Name and Title: **Joel Kaplan, Professor and associate dean for graduate studies**
Organization/School: **Newhouse School of Public Communications, Syracuse University**

Signature

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Team Member
Name and Title: **Diana Martinelli, Professor and dean**
Organization/School: **Reed College of Media, West Virginia University**

Signature

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PART I: General information

Name of Institution: University of Missouri

Name of Unit: Missouri School of Journalism

Year of Visit: 2023*

1. Check regional association by which the institution now is accredited.
_X_ Higher Learning Commission
___ Middle States Commission on Higher Education
___ New England Commission on Higher Education
___ Northwest Commission on Colleges and Universities
___ Southern Association of Colleges and School Commission on Colleges
___ Western Association of Schools and Colleges

2. Indicate the institution's type of control; check more than one if necessary.
___ Private
_X_ Public
___ Other (specify)

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level. 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 University of Missouri System is a public land-grant institution, established through the Geyer Act in 1839. Since the 1870s, the University has been governed by a nine-member Board of Curators, appointed by the governor and confirmed by the state Senate. A Curator's term of service is for six years. Programs are reviewed and approved by the Missouri Coordinating Board for Higher Education. Undergraduate programs at the Missouri School of Journalism are approved emphasis areas under the Bachelor of Journalism (BJ) degree.

4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?
_X_ Yes
___ No

If yes, give the date of the last full accrediting visit. If there was a revisit, give the date of the last full visit and the date of the revisit: Oct. 9 – 12, 2016

5. When was the unit or sequences within the unit first accredited by ACEJMC?
1949

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

Our Mission

We **serve** students, the state of Missouri, and society at large by providing a world-class education to future leaders in journalism and strategic communication.

We **elevate** the standards and ideals of these fields by our exemplary teaching, research and innovation.

We **strengthen** democracy and the common good by informing and empowering Missourians and people around the globe through our professional news outlets and agencies, anchored in the highest ideals of truth, integrity, and public service.

Our Vision

We will shape the next generations of our professions with the Missouri Method and world-class research, scholarship and innovation to prepare journalists and strategic communication professionals for exemplary leadership and public service.

Our Values

We, the students, staff, faculty and alumni of the Missouri School of Journalism, in the spirit of diversity and inclusion, will uphold the values of the University of Missouri:

<div align="center">

Discovery | Excellence | Respect | Responsibility

</div>

We also pledge to live by the following journalistic and strategic communication values, to reflect them in our institutional policies and practices, and to model them as we work collaboratively to inform and engage local and global communities:

<div align="center">

Accountability | Courage | Public Service | Truth

</div>

Adopted May 13, 2022

Full Strategic Plan 22-27 is here:
https://journalism.missouri.edu/the-j-school/mission-and-strategic-plan/

7. What are the type and length of terms?
Number of weeks in a semester: 15 to 16
Number of weeks in a quarter: N/A
Number of weeks in summer sessions: 4, 8, and 12 week sessions are available
Number of weeks in intersessions: 4

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

_X_ Bachelor's degree
_X_ Master's degree
_X_ Ph.D. degree

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

Bachelor of Journalism
Bachelor of Journalism with an emphasis in Strategic Communication

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

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

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

Name of Sequence or Specialty/**Faculty Groups**	Person in Charge/**Faculty Chairs**
Journalism Professions	Mark Horvit
Journalism Professions	Associate Chair, Laura Johnston
Journalism Studies	Yong Volz
Strategic Communication (Emphasis Area)	Jon Stemmle

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

26,788 **full-time** equivalent students enrolled in fall semester 2022
31,318 total students enrolled in fall semester 2022

26,933 **full-time** equivalent students enrolled in fall semester 2023
31,041 total students enrolled in fall semester 2023

14. Number of undergraduate majors in the accredited unit, by sequence. (If the unit has pre-major students, list them as a single total). Give the semester and academic year represented. Add lines as needed.

	Fall 2022	**Fall 2023**
Undeclared Journalism (pre-majors)	859	943
Bachelor of Journalism	493	356
Bachelor of Journalism w/Emphasis in Strategic Communication	436	362
Total Undergraduate Enrollment	1788	1661

15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and for the preceding term. Submit two semesters with the self-study and update the list as needed for spring 2024 visits. Include a separate list for online skills courses, which also must meet the 20-1 ratio. (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

Missouri School of Journalism					
Skills Courses: Fall 2023 Enrollment* *(as of Sept 11, 2023)*					
NUMBER	**Course Title**	**Section**	**Enrollment**	**Instructor(s)**	**Course type**
1200	FUNDAMENTALS OF VISUAL JOURNAL	01	17	Smith, Rebecca	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	02	17	Lachnit Evan	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	03	16	Kelley, Justin	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	04	16	Xu, Mengyao	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	05	17	Rounkles Claire	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	06	17	Setiawati, Indah	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	07	17	McIlwain, Katelynn	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	08	17	Benner, Nicholas	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	09	17	Felling, Kyle	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	10	17	Cummings, Jacqueline	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	11	17	McCann, Katrina	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	12	17	Martinez Valdivia, Sebastian	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	13	16	Cummings, Jacqueline	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	14	17	Bell, Maya	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	15	17	Roe, Pamela	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	16	16	McMillen, Travis	Lab

1200	FUNDAMENTALS OF VISUAL JOURNAL	17		17	McMillen, Travis	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	18		17	Brasier, Jason	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	19		15	Theus, Joshua	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	20		6	Roe, Pamela	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	21		17	Schacht, Matthew	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	01		17	Fitzgerald, Austin	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	02		19	Keller, Rudolf	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	04		18	Kiesow, Damon	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	05		20	Stodghill, Ron	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	06		20	Horvit, Bev	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	07		19	Kozloskie, Donna	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	08		20	Johnston, Laura	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	09		20	Hiles, Sara	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	10		19	Bundy, Seth	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	11		19	Castranova, Michael Chevy	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	12		19	Hurst, Nathan	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	13		19	Hurst, Nathan	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	15		20	Frick, Lisa	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	16		18	Heiss, Andrea	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	17		19	Heck, Laura	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	18		19	Johnston, Laura/Zhang, Tianting	Lab

1300	FUNDAMENTALS OF WRITTEN JOURN	19		18	Stacy, Michael	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	20		19	Kozloskie, Donna	Lab
1400	APPLIED PROJECTS FOR JOURN	02		17	Dickson, Gordon	Lab
1400	APPLIED PROJECTS FOR JOURN	03		16	Lambson, Steve	Lab
1400	APPLIED PROJECTS FOR JOURN	04		17	Mosley, Joshua	Lab
1400	APPLIED PROJECTS FOR JOURN	05		17	Bremer, Arthur	Lab
1400	APPLIED PROJECTS FOR JOURN	06		17	Hildebrand, Brittany	Lab
1400	APPLIED PROJECTS FOR JOURN	07		15	Zimpfer, Travis	Lab
1400	APPLIED PROJECTS FOR JOURN	08		17	Zimpfer, Travis	Lab
1400	APPLIED PROJECTS FOR JOURN	09		17	Mitchell, Brad	Lab
1400	APPLIED PROJECTS FOR JOURN	10		17	McCann, Katrina	Lab
1400	APPLIED PROJECTS FOR JOURN	11		16	Spidel, Anna	
1400	APPLIED PROJECTS FOR JOURN	12		15	Lankitus, Abbie	
1400	APPLIED PROJECTS FOR JOURN	13		17	Drakas, Meghan	
1400	APPLIED PROJECTS FOR JOURN	14		17	Higham, Joan	
1400	APPLIED PROJECTS FOR JOURN	16		16	Tabak, Christian	
1400	APPLIED PROJECTS FOR JOURN	17		18	McCann, Katrina	
1400	APPLIED PROJECTS FOR JOURN	18		17	McMillen, Jen	
1400	APPLIED PROJECTS FOR JOURN	19		16	Dumas, Andrew	
1400H	APPLIED PROJECTS FOR JOURN	01		16	Arena, Kassidy	
4122	FUND OF DATA REPORTING	02		18	Hutchins, Sara	Lecture/Lab

4180W	NEWSROOM CONTENT CREATION-WI	01	43	Lucchesi, Kathryn	Lecture
4180W	NEWSROOM CONTENT CREATION-WI	01F	26	Lucchesi, Kathryn/ Feiner, Adam	Lab
4180W	NEWSROOM CONTENT CREATION-WI	01H	13	Kiely, Kathleen	Lab
4220	CREATIVE PORTFOLIO	01	4	Corridori, Frank	Lab
4220	CREATIVE PORTFOLIO	02	6	Corridori, Frank	Lab
4228	STRATGC DESIGN/VISUAL 2	01	13	Corridori, Frank	Lab
4228	STRATGC DESIGN/VISUAL 2	02	9	Arndt, Haley	Lab
4254	TECH VISUAL STORYTELLING	01	17	Flink, Jim	Lab
4270	PUBLIC RELATIONS WRITING	01	7	Heath, Tanya	Lab
4270	PUBLIC RELATIONS WRITING	02	10	Porter, Jeannette	
4274	EVENT PLANNING & PROMOTION	01	20	Chester, Bryan	Lab
4300	TV NEWS REPORTING 1	01	16	Stanfield, Kellie	Lecture
4300	TV NEWS REPORTING 1	01A	7	Stanfield, Kellie	Lab
4300	TV NEWS REPORTING 1	01C	9	Stanfield, Kellie	Lab
4304	TV NEWS PRODUCING 1	01	33	Reeves, Randy	Lecture
4304	TV NEWS PRODUCING 1	01A	33* Students assigned to shifts at KOMU-TV w/multiple supervisors and one-to-one attention	Reeves, Randy	Lab
4306	TV NEWS 2	01	13	Frogge, Elizabeth	Lecture
4306	TV NEWS 2	01A	13 Students assigned to shifts at KOMU-TV	Frogge, Elizabeth	Lab
4310	NEWS PRODUCING	01	5	Nevalga, Jeimmie	Lecture
4310	NEWS PRODUCING	01A	5	Nevalga, Jeimmie	Lab

4310	NEWS PRODUCING	02	4	Saidi, Janet	Lecture
4310	NEWS PRODUCING	02A	4	Saidi, Janet	Lab
4320	ADV BROADCAST REPORTING	01	11	Estrada, David	Lecture
4320	ADV BROADCAST REPORTING	01A	7	Estrada, David	Lab
4320	ADV BROADCAST REPORTING	01B	4	Arnet, Ben	Lab
4360	FUNDAMENTALS OF DESIGN	01	11	Martin - Kratzer, Renee	Lecture
4360	FUNDAMENTALS OF DESIGN	01A	7	Martin - Kratzer, Renee	Lab
4360	FUNDAMENTALS OF DESIGN	01B	4	Martin - Kratzer, Renee	Lab
4377	DOCUMENTARY PRODUCTION	01	13	Greene, Robert	Lecture/Lab
4430	COMPUTER-ASSIST REPORTNG	01	15	Herzog, David	Lab
4430	COMPUTER-ASSIST REPORTNG	02	10	Herzog, David	Lab
4432	ADVANCED DATA JOURNALISM	01	2	Lucas, Liz	Lab
4436	INVESTIGATIVE REPORTING	01	16	Horvit, Mark	Lecture/Lab
4438	BSNSS, FINANCL & ECON JOURN	01	17	Steffens, Marty	Lecture/Lab
4442	DRONE JOURNALISM	01	31	Lee, Dominick	Lecture
4442	DRONE JOURNALISM	01A	9	Lee, Dominick	Lab
4442	DRONE JOURNALISM	01B	9	Lee, Dominick	Lab
4442	DRONE JOURNALISM	01C	10	Lee, Dominick	Lab
4442	DRONE JOURNALISM	01D	5	Lee, Dominick	Lab
4450	REPORTING & WRITING I	01	45	Brixey, Elizabeth	Lecture
4450	REPORTING & WRITING I	01A	45*Shifts arranged for students at the Columbia Missourian	Brixey, Elizabeth; Feiner, Adam; Anklam, Fred; Dickson, Gordon; Abbott, Jeanne; Bland, Peter	Lab
4450	REPORTING & WRITING I	02	2	Brixey, Elizabeth	Lecture meets in fall/Lab meets over winter break

					in One Newsroom
4462	EMERGING TECHNOLOGIES	01		5	Stephens, Elizabeth	Lecture/Lab
4462	EMERGING TECHNOLOGIES	02		9	Duncan, Kat	Lecture/Lab
4490	REPORTING & WRITING 2	01		13	Abbott, Jeanne	Lecture
4490	REPORTING & WRITING 2	01A		13	Abbott, Jeanne	Lab
4490	REPORTING & WRITING 2	02		13	Anklam, Fred	Lecture
4490	REPORTING & WRITING 2	02A		13	Anklam, Fred	Lab
4490	REPORTING & WRITING 2	03		6	Rowe, Jennifer; Heck, Laura	Lecture
4490	REPORTING & WRITING 2	03A		6	Rowe, Jennifer; Heck, Laura	Lab
4490	REPORTING & WRITING 2	04		11	TBA	Lecture
4490	REPORTING & WRITING 2	04A		11	TBA	Lab
4500	PUBLICATION DESIGN	01		3	Martin - Kratzer, Renee	Lecture
4500	PUBLICATION DESIGN	01A		3	Martin - Kratzer, Renee	Lab
4502	MULTIMEDIA DESIGN	01		13	Lager, William	Lecture
4508	INFORMATION GRAPHICS	01		10	Jenner, Mike	Lecture
4508	INFORMATION GRAPHICS	01A		10	Jenner, Mike	Lab
4540	PHO-DOC REPORTING 1	01		20	Masrat, Jan Steele, Lynden; Martinez, Sebastian	Lecture
4540	PHO-DOC REPORTING 1	01A		20	Masrat, Jan; Steele, Lynden; Martinez, Sebastian	Lab
4560	PHO-DOC STAFF REPORTING	01		6	Bell, Jacquelyn	Lecture
4560	PHO-DOC STAFF REPORTING	01A		6	Bell, Jacquelyn	Lab
4824	APPL PRAC IN SOCIAL MED & AUD	01		9	Edgerson, Kara	Lecture
4824	APPL PRAC IN SOCIAL MED & AUD	01A		9	Edgerson, Kara	Lab
4830	CROSS-PLATFORM EDIT & PROD 1	01		38	Isherwood, Heather; Saidi, Janet	Lecture

4830	CROSS-PLATFORM EDIT & PROD 1	01A	38* Students assigned shifts in a variety of newsrooms including KBIA, the Missourian, Vox, Missouri Business Alert and KOMU-TV	Isherwood, Heather; Saidi, Janet	Lab
4832	CROSS-PLATFORM EDIT & PROD 2	01	14	Johnston, Laura	Lecture
4832	CROSS-PLATFORM EDIT & PROD 2	01A	14	Johnston, Laura	Lab
4970W	STRATEGIC CAMPAIGNS - WI	01	25	Higginbotham, Holly; Porter, Jeannette; Fischer, Lisa; Flink, Jim; Massey, Zach	Lecture
4970W	STRATEGIC CAMPAIGNS - WI	01A	6	Higginbotham, Holly; Porter, Jeannette	Lab
4970W	STRATEGIC CAMPAIGNS - WI	01B	19	Higginbotham, Holly; Flink, James; Massey, Zach	Lab
4970W	STRATEGIC CAMPAIGNS - WI	02	33	Best, Brad; Corridori, Frank; Flink, Jamie; Stemmle, Jonathan	Lecture
4970W	STRATEGIC CAMPAIGNS - WI	02A	33	Flink, Jamie; Stemmle, Jonathan	Lab
4972	PHOTO & VISUAL EDITING	01	9	Kratzer, Brian	Lecture/Lab
4980	THE PICTURE STORY	01	15	Bell, Jacquelyn	
4984	MAGAZINE STAFF	01	8	Isherwood, Heather	Lecture
4984	MAGAZINE STAFF	01A	8	Isherwood, Heather	Lab
4992	INNOV, OUTREACH IN CNVRG MED	01	9	Kiesow, Damon	

Missouri School of Journalism

NUMBER	Course Title	Section	Enrollment	Instructor(s)	Course type
Skills Courses: Spring 2023 Enrollment					
1200	FUNDAMENTALS OF VISUAL JOURNAL	01	20	Smith, Rebecca	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	02	11	Church, Andrew	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	03	20	Martinez, Sebastian	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	05	20	Nguyen Hong Luong, Vy	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	06	20	Brown, Katrina	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	07	20	Benner, Nicholas	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	08	20	Felling, Kyle	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	09	19	Church, Andrew	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	10	20	Khanom, Asma	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	11	20	Cummings, Jacqueline	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	13	20	Cummings, Jacqueline	Lab
1200	FUNDAMENTALS OF VISUAL JOURNAL	14	19	McMillen, Travis	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	01	21	Fitzgerald, Austin	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	03	20	Setiawati, Indah	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	04	22	Warhover, Tom	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	05	20	Heiss, Andrea	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	06	19	Hurst, Nathan	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	08	20	Heiss, Andrea	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	09	20	Frick, Lisa	Lab

1300	FUNDAMENTALS OF WRITTEN JOURN	10		21	Zhang, Tianting, Hiles, Sara Shipley	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	11		22	Heck, Laura	Lab
1300	FUNDAMENTALS OF WRITTEN JOURN	14		21	Kozloskie, Donna	Lab
1400	APPLIED PROJECTS FOR JOURN	02		11	Hilderbrand, Brittany	Lab
1400	APPLIED PROJECTS FOR JOURN	03		17	Areana, Kassidy	Lab
1400	APPLIED PROJECTS FOR JOURN	04		16	Dumas, Andrew	Lab
1400	APPLIED PROJECTS FOR JOURN	05		6	Flannigan, Scott	Lab
1400	APPLIED PROJECTS FOR JOURN	06		11	Brown, Katrina	Lab
1400	APPLIED PROJECTS FOR JOURN	07		16	Drakas, Meghan	Lab
1400	APPLIED PROJECTS FOR JOURN	08		17	McMillen, Jennifer	Lab
1400	APPLIED PROJECTS FOR JOURN	16		18	Zhou, Shuhua	Lab
1400	APPLIED PROJECTS FOR JOURN	17		17	Belobrovkina, Evgeniia	Lab
4122	FUND OF DATA REPORTING	01		17	Hutchins, Sara	Lecture/Lab
4138	PUBLIC RELATIONS TECHNIQ	01		7	Denny, Walt	Lab
4138	PUBLIC RELATIONS TECHNIQ	02		6	Denny, Walt	Lab
4146	STRATEGIC COMMUN TECHNIQ	01		11	Leigh, Geoffrey	Lab
4146	STRATEGIC COMMUN TECHNIQ	02		6	Duffy, Margaret	Lab
4180W	NEWSROOM CONTENT CREATION-WI	01		137	Lucchesi, Kat	Lecture
4180W	NEWSROOM CONTENT CREATION-WI	01B		40	Kiely, Kathleen; Lucchesi, Kat; Stacy, James	Lab
4180W	NEWSROOM CONTENT CREATION-WI	01C		18	Famuliner, Ryan	Lab

4180W	NEWSROOM CONTENT CREATION-WI	01F	42	Feiner, Adam; Lucchesi, Kat	Lab
4180W	NEWSROOM CONTENT CREATION-WI	01K	37	Dickson, Gordon; Goss, Caoilinn; Lucchesi, Kat	Lab
4214	INTEGRATED SPORTS PRODUCTION	01	20	Andrusisian, Nicholas; Silvey, Stan	Lecture
4214	INTEGRATED SPORTS PRODUCTION	01A	20	Andrusisian, Nicholas; Silvey, Stan	Lab
4218	MOJO AD STAFF	01	19	Best, Brad; Corridori, Frank; Flink, Jamie; Stemmle, Jonathan	Lecture
4218	MOJO AD STAFF	01A	19	Flink, Jamie; Stemmle, Jonathan	Lab
4220	CREATIVE PORTFOLIO	01	6	Corridori, Frank	Lab
4220	CREATIVE PORTFOLIO	02	7	Corridori, Frank	Lab
4228	STRATGC DESIGN/VISUAL 2	01	10	Corridori, Frank	Lab
4228	STRATGC DESIGN/VISUAL 2	02	14	Corridori, Frank	Lab
4254	TECH VISUAL STORYTELLING	01	19	Flink, Jim	Lab
4270	PUBLIC RELATIONS WRITING	01	12	Heath, Tanya	Lab
4274	EVENT PLANNING & PROMOTION	01	19	Lackland, Lorah	Lab
4300	TV NEWS REPORTING 1	01	32	Stanfield, Kellie	Lecture
4300	TV NEWS REPORTING 1	01A	12	Stanfield, Kellie	Lab
4300	TV NEWS REPORTING 1	01C	10	Stanfield, Kellie	Lab
4300	TV NEWS REPORTING 1	01D	10	Stanfield, Kellie	Lab
4304	TV NEWS PRODUCING 1	01	21	Reeves, Randy	Lecture
4304	TV NEWS PRODUCING 1	01A	21	Reeves, Randy	Lab
4306	TV NEWS 2	01	10	Frogge, Elizabeth	Lecture
4306	TV NEWS 2	01A	10	Frogge, Elizabeth	Lab
4310	NEWS PRODUCING	01	16	Nevalga, Jeimmie	Lecture
4310	NEWS PRODUCING	01A	16	Nevalga, Jeimmie	Lab
4310	NEWS PRODUCING	02	12	Saidi, Janet	Lecture

4310	NEWS PRODUCING	02A	12	Saidi, Janet	Lab
4320	ADV BROADCAST REPORTING	01	9	Arnet, Ben; Estrada, David	Lecture
4320	ADV BROADCAST REPORTING	01A	2	Estrada, David	Lab
4320	ADV BROADCAST REPORTING	01B	7	Arnet, Ben	Lab
4328	ADV NEWS COMMUNICATION	01	10	Spain, Emily	Lecture/Lab
4360	FUNDAMENTALS OF DESIGN	01	31	Martin - Kratzer, Renee	Lecture
4360	FUNDAMENTALS OF DESIGN	01A	22	Martin - Kratzer, Renee	Lab
4360	FUNDAMENTALS OF DESIGN	01B	9	Martin - Kratzer, Renee	Lab
4373	DOCUMENTARY DEVELOPMENT	01	11	Greene, Robert	Lecture/Lab
4379	DOCUMENTARY SENIOR CAPSTONE	01	11	Greene, Robert	Lecture/Lab
4430	COMPUTER-ASSIST REPORTNG	01	13	Greene, Robert	Lab
4430	COMPUTER-ASSIST REPORTNG	02	12	Herzog, David	Lab
4432	ADVANCED DATA JOURNALISM	01	10	Herzog, David	Lab
4434	ART/MECH OF BUSINESS STORY	01	16	Smith, Randall; Stacy, Michael	Lab
4436	INVESTIGATIVE REPORTING	01	12	Young, Virginia	Lecture/Lab
4438	BSNSS, FINANCL & ECON JOURN	01	21	Steffens, Marty	Lecture/Lab
4442	DRONE JOURNALISM	01	41	Lee, Dominick	Lecture
4442	DRONE JOURNALISM	01A	10	Lee, Dominick	Lab
4442	DRONE JOURNALISM	01B	9	Lee, Dominick	Lab
4442	DRONE JOURNALISM	01C	10	Lee, Dominick	Lab
4442	DRONE JOURNALISM	01D	12	Lee, Dominick	Lab
4448	PUB SVS JOURN	01	11	Anklam, Fred; Horvit, Mark	Lecture
4448	PUB SVS JOURN	01A	11	Anklam, Fred; Horvit, Mark	Lab
4450	REPORTING & WRITING I	01	24	Brixey, Liz	Lecture

4450	REPORTING & WRITING I	01A	24	Abbott, Jeanne; Bland, Peter; Brixey, Elizabeth; Dickson, Gordon; Horvit, Mark; Kiely, Kathleen; Littlejohn, Cary; Swafford, Scott; Young, Virginia	Lab
4462	EMERGING TECHNOLOGIES	02	11	Duncan, Kathleen	Lecture/Lab
4490	REPORTING & WRITING 2	01	12	Bland, Pete; Dickson, Gordon; Warhover, Tom	Lecture
4490	REPORTING & WRITING 2	01A	12	Bland, Pete; Dickson, Gordon; Warhover, Tom	Lab
4490	REPORTING & WRITING 2	02	6	Heck, Laura; Rowe, Jennifer	Lecture
4490	REPORTING & WRITING 2	02A	6	Heck, Laura; Rowe, Jennifer	Lab
4490	REPORTING & WRITING 2	03	11	Horvit, Mark; Swafford, Scott	Lecture
4490	REPORTING & WRITING 2	03A	11	Horvit, Mark; Swafford, Scott	Lab
4490	REPORTING & WRITING 2	04	14	Abbott, Jeanne; Brixey, Elizabeth	Lecture
4490	REPORTING & WRITING 2	04A	14	Abbott, Jeanne; Brixey, Elizabeth	Lab
4500	PUBLICATION DESIGN	01	9	Martin - Kratzer, Renee	Lecture
4500	PUBLICATION DESIGN	01A	9	Martin - Kratzer, Renee	Lab
4502	MULTIMEDIA DESIGN	01	14	Lager, William	Lecture
4508	INFORMATION GRAPHICS	01	19	Morris, Sarah	Lecture
4508	INFORMATION GRAPHICS	01A	19	Morris, Sarah	Lab
4540	PHO-DOC REPORTING 1	01	15	Kratzer, Brian; Martinez, Sebastian	Lecture
4540	PHO-DOC REPORTING 1	01A	8	Kratzer, Brian; Martinez, Sebastian	Lab
4540	PHO-DOC REPORTING 1	01B	7	Kratzer, Brian; Martinez, Sebastian	Lab

4560	PHO-DOC STAFF REPORTING	01	14	Bell, Jacquelyn	Lecture
4560	PHO-DOC STAFF REPORTING	01A	14	Bell, Jacquelyn	Lab
4824	APPL PRAC IN SOCIAL MED & AUD	01	11	Edgerson, Kara	Lecture
4824	APPL PRAC IN SOCIAL MED & AUD	01A	5	Edgerson, Kara	Lab
4824	APPL PRAC IN SOCIAL MED & AUD	01B	6	Edgerson, Kara	Lab
4830	CROSS-PLATFORM EDIT & PROD 1	01	40		Lecture
4830	CROSS-PLATFORM EDIT & PROD 1	01A	8	Isherwood, Heather; Saidi, Janet	Lab
4830	CROSS-PLATFORM EDIT & PROD 1	01B	10	Isherwood, Heather; Saidi, Janet	Lab
4830	CROSS-PLATFORM EDIT & PROD 1	01C	7	Isherwood, Heather; Saidi, Janet	Lab
4830	CROSS-PLATFORM EDIT & PROD 1	01D	5	Isherwood, Heather; Saidi, Janet	Lab
4830	CROSS-PLATFORM EDIT & PROD 1	01E	10	Isherwood, Heather; Saidi, Janet	Lab
4832	CROSS-PLATFORM EDIT & PROD 2	01	19	Johnston, Laura; Rowe, Jennifer	Lecture
4832	CROSS-PLATFORM EDIT & PROD 2	01A	19	Johnston, Laura; Rowe, Jennifer	Lab
4970W	STRATEGIC CAMPAIGNS - WI	01	165	Fischer, Lisa; Flink, Jim; Fuenfhausen, Scott; Fuller, Christopher; Higginbotham, Holly; Shade, Scott	Lecture
4970W	STRATEGIC CAMPAIGNS - WI	01A	28	Flink, Jim; Higginbotham, Holly; Porter, Jeannette	Lab
4970W	STRATEGIC CAMPAIGNS - WI	01B	22	Capizzo, Luke; Higginbotham, Holly	Lab
4970W	STRATEGIC CAMPAIGNS - WI	01C	21	Higginbotham, Holly; Shade, Scott	Lab
4970W	STRATEGIC CAMPAIGNS - WI	01D	21	Day, Ashton	Lab

4970W	STRATEGIC CAMPAIGNS - WI	01E	28	Fuller, Christopher	Lab
4970W	STRATEGIC CAMPAIGNS - WI	01F	32	Fuenfhausen, Scott	Lab
4970W	STRATEGIC CAMPAIGNS - WI	01G	13	Higginbotham, Holly	Lab
4970W	STRATEGIC CAMPAIGNS - WI	02	14	Best, Brad; Corridori, Frank; Flink, Jamie; Stemmle, Jonathan	Lecture
4970W	STRATEGIC CAMPAIGNS - WI	02A	14	Flink, Jamie; Stemmle, Jonathan	Lab
4972	PHOTO & VISUAL EDITING	01	15	Kratzer, Brian	Lecture/Lab
4984	MAGAZINE STAFF	01	20	Isherwood, Heather	Lecture
4984	MAGAZINE STAFF	01A	20	Isherwood, Heather	Lab
4988	ADVANCED PUBLICATION DESIGN	01	7	White, Thomas	Lecture
4988	ADVANCED PUBLICATION DESIGN	01A	7	White, Thomas	Lab
4992	INNOV, OUTREACH IN CNVRG MED	01	14	Kiesow, Damon	
4992	INNOV, OUTREACH IN CNVRG MED	04	30	Hiles, Sara; Horvit, Mark; Stodghill, Ron	Lecture/Lab
4992	INNOVATION IN DIGITAL MEDIA	05	14	Kiesow, Damon	Lecture
4994	MAGAZINE PUBLISHING	01	6	Stodghill, Ron	Lecture
4994	MAGAZINE PUBLISHING	01A	6	Stodghill, Ron	Lab

16. Total expenditures planned by the accredited unit for the 2023–2024 academic year:
$22,523,996
Amount expected to be spent this year on full-time faculty salaries: $7,848,872

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

LAST NAME	FIRST NAME	CURRENT RANK	TENURE STATUS
Abbott	Jeanne	Professor	Professional Practice

Anklam	Fred	Assistant Professor	Professional Practice
Bell	Jacquelyn (Jackie)	Professor	Professional Practice
Best	Brad	Associate Professor	Professional Practice
Bland	Pete	Assistant Professor	Professional Practice
Brixey	Elizabeth	Professor	Professional Practice
Capizzo	Luke	Assistant Professor	Tenure-Track
Corridori	Frank	Associate Professor	Professional Practice
Dickson	Gordon	Assistant Professor	Professional Practice
Duffy	Margaret	Professor	Tenured
Duncan	Kathleen	Assistant Professor	Professional Practice
Edgerson	Kara	Assistant Professor	Professional Practice
Estrada	David	Assistant Professor	Professional Practice
Feiner	Adam	Visiting Assistant Professor	
Flink	James (Jim)	Associate Professor	Professional Practice
Flink	Jamie	Associate Professor	Professional Practice
Frogge	Elizabeth	Associate Professor	Professional Practice
Fuentes	Diana	Assistant Professor	Professional Practice
Greene	Robert	Associate Professor	Professional Practice
Greenwood	Keith	Associate Professor	Tenured
Heiss	Andrea	Associate Professor	Professional Practice
Herzog	David	Professor	Professional Practice
Higginbotham	Holly	Professor	Professional Practice
Hiles	Sara Shipley	Associate Professor	Professional Practice
Hinnant	Amanda	Associate Professor	Tenured
Horvit	Beverly	Associate Professor	Professional Practice
Horvit	Mark	Professor	Professional Practice
Isherwood	Heather	Professor	Professional Practice
Jenkins	Joy	Assistant Professor	Tenure-Track
Jenner	Mike	Professor	Professional Practice
Johnston	Laura	Professor	Professional Practice
Kelley	Ron	Associate Professor	Professional Practice
Kiely	Kathy	Professor	Professional Practice
Kiesow	Damon	Professor	Tenured
Kratzer	Brian	Associate Professor	Professional Practice
Kraxberger	Lynda	Associate Dean & Professor	Professional Practice
Kurpius	David	Dean & Professor	Tenured
Lackland	Lorah	Assistant Professor	Professional Practice
Lee	Sungkyoung	Associate Professor	Tenured

Lee	Dominick	Assistant Professor	Professional Practice
Lucchesi	Kathryn	Assistant Professor	Professional Practice
Luisi	Monique	Assistant Professor	Tenure-Track
Martinez	Sebastian	Assistant Professor	Professional Practice
Massey	Zachary	Assistant Professor	Tenure-Track
Mathews	Nick	Assistant Professor	Tenure-Track
Mislan	Cristina	Associate Professor	Tenured
Nevalga	Jeimmie	Associate Professor	Professional Practice
Perry	Earnest	Associate Dean & Professor	Tenured
Porter	Jeannette	Assistant Professor	Professional Practice
Reeves	Randy	Associate Professor	Professional Practice
Renoe	Susan	Assistant Professor	Tenure-Track
Rodgers	Shelly	Professor	Tenured
Rose	Kathleen	Assistant Professor	Tenure-Track
Rowe	Jennifer	Professor	Professional Practice
Saidi	Janet	Assistant Professor	Professional Practice
Schroeder	Jared	Associate Professor	Tenured
Simons	Amy	Professor	Professional Practice
Smith	Randy	Professor	Professional Practice
Stacy	Michael	Assistant Professor	Professional Practice
Stanfield	Kellie	Associate Professor	Professional Practice
Steffens	Martha	Professor	Professional Practice
Stemmle	Jon	Professor	Professional Practice
Stephens	Elizabeth Connor	Associate Professor	Professional Practice
Stodghill	Ron	Professor	Professional Practice
Taylor	Alison Young	Professor	Professional Practice
Tong	Chau	Assistant Professor	Tenure-Track
Volz	Yong	Associate Professor	Tenured
Warhover	Tom	Associate Professor	Tenured

18. List names of part-time/adjunct faculty teaching at least one course in fall 2023. Also list names of part-time faculty teaching spring 2023. (If your School has its accreditation visit in spring 2024, also provide the spring 2024 adjunct list in the updated information.)

Fall 2023 - Part-Time/Adjunct
Andrusisian, Nicholas James
Arena, Kassidy Alyse
Arnet, Benjamin
Bell, Maya

Beloborvkina, Evgeniia (PhD Student)
Benner, Nicholas
Brasier, Jason
Bremer, Arthur (PhD Student)
Castranova, Michael Chevy
Chester, Bryan
Church, Andrew Brian
Coyle-Arndt, Haley
Cummins, Jacqueline
Denny, Walter Brent
De Santiago, Esmerelda
Dumas, Andrew Glynn
Felling, Kyle
Fischer, Lisa Lyn
Fitzgerald, Austin
Frick, Lisa Sue
Fuenfhausen, John Scott
Fuller, Christopher Todd
Heath, Tanya Suzanne
Heck, Laura
Hilderbrand, Brittany Marie
Hurst, Nathan
Hutchins, Sarah Elizabeth
Kauffman, Andrew Stewart
Kelley, Justin
Khanom, Asma (PhD Student)
Kozloskie, Donna
Lachnit, Evan Joseph
Lager, William
Lambson Jr., Steven William
Lankitus, Abbie
Littlejohn, Cary Lee
Lucas, Elizabeth
Mackinnon, Abigail Jean
Martin Kratzer, Renee Ann
McCann, Katrina Jean
McIlwain, Katelynn
McMillen, Jennifer Emilie
McMillen, Travis W.
Mitchell, Brad

Mosley, Joshua David
Perrett, Courtney
Redmon, Jeremy Lee
Roe, Pamela
Rounkles, Claire (PhD Student)
Schacht, Matthew Thomas
Schilb, Renee Marie
Setiawati, Indah (PhD Student)
Smith, Rebecca
Spain, Emily
Spidel, Anna
Steele, Lynden
Straub, Joanie
Tabak, Christian
Theus, Josh
White, Thomas Rodney
Xu, Mengyao (PhD Student)
Zhang, Tianting (PhD Student)
Zimpfer, Travis Garrett

Spring 2023 - Part-Time/Adjunct
Andrusisian, Nicholas James
Arena, Kassidy Alyse
Balozwi, Boitshepo (PhD Student)
Beloborvkina, Evgeniia (PhD Student)
Bremer, Arthur (PhD Student)
Britt-Rankin, Jo
Butcher, Brandon
Chester, Bryan
Church, Andrew Brian
Cummins, Jacqueline
Day, Ashton Elizabeth
Denny, Walter Brent
Drakas, Meghan Elizabeth
Dumas, Andrew Glynn
Dunn, Michael Wayne
Felling, Kyle
Fischer, Lisa Lyn
Fitzgerald, Austin

Frick, Lisa Sue
Fuenfhausen, John Scott
Giddens, Karl
Goss, Caoilinn Eleanor
Guillory, Austin Nicholas
Heath, Tanya Suzanne
Heck, Laura
Hilderbrand, Brittany Marie
Johnson, Brett Gregory
Johnson, Mark
Khanom, Asma (PhD Student)
Kozloskie, Donna
Krantz, Lisa (PhD Student)
Lager, William
Lawrie, LaRissa (PhD Student)
Leigh, Geoffrey David
Lucas, Elizabeth
Luong, Vy (PhD Student)
Mackinnon, Abigail Jean
MacNeil, Cory (PhD Student)
Martin Kratzer, Renee Ann
McCann, Katrina Jean
McMillen, Jennifer Emilie
McMillen, Travis W.
Rounkles, Claire (PhD Student)
Setiawait, Indah (PhD Student)
Shade, Scott Alaric
Smith, Rebecca
Stern, Reuben
Straub, Joanie
Terry, Catherine
White, Thomas Rodney
Willett, Justin (PhD Student)
Young, Virginia A

19. For each of the last two academic years, please give the total number of graduates from the unit.

Academic Year	Degree	SS2021	FS2021	SP2022	Total
2021-22	Bachelor of Journalism	45	67	279	391

Academic Year	Degree	SS2022	FS2022	SP2023	Total
2022-23	Bachelor of Journalism	35	63	363	461

PART II — Standard 1: Mission, Governance and Administration

The University of Missouri's School of Journalism has long been one of our best. Its Missouri Method – immersing students in real-world print/digital news, TV news and strategic communication work – remains an enduring method for preparing the next generation of professional communicators. Students have unparalleled opportunities to learn in a professional atmosphere, supported by working professionals, faculty and staff, whether it is producing news reports on a commercial and NBC-affiliated TV station, at the Columbia Missourian newspaper/website, real-life ad agencies and more.

The school is more than a century old, dating to its founding by Walter Williams in 1908. (Williams is the author of the Journalist's Creed, a wonderful declaration of how journalists should conduct themselves. While aged, and surpassed by today's technologies, it still has legs.) The school touts itself as the world's first journalism school.

The school's first bachelor's degrees were awarded in 1909, master's degrees in 1921, and doctorates in 1934. The school has roughly 1,700 majors and pre-majors today and has moved since the last ACEJMC visit to two undergraduate options: a Bachelor of Journalism degree or a Bachelor of Journalism degree with an emphasis in Strategic Communication. It also consolidated in 2019-2020 from seven faculty groups to three: Journalism Professions, Journalism Studies and Strategic Communication. It embraces ACEJMC's values and competencies and added an 11th, to "work collaboratively in a professional environment that provides opportunities for management and leadership." Befitting its reputation, in fall 2022, 62 percent of entering journalism undergraduates were from states other than Missouri or international students.

The school in 2021 received AEJMC's Equity and Diversity award, a tribute to its efforts to keep diversity front and center in a location where that can pose challenges. The school is healthy, with an overall endowment approaching $250 million, including $78 million that support the Reynolds Journalism Institute, David C. Novak Leadership Institute and Jonathan B. Murray Center for Documentary Journalism. Budgets have grown in recent years, with more growth expected, though shifting university budget systems have caused some concerns and adjustments. Facilities are up-to-date and impressive, through its web of multiple buildings that almost form a mini-campus of its own. The remodeled multi-platform newsroom for radio, TV, print and digital has wonderful space, with faculty offices bordering the newsroom. There are a wealth of global opportunities for students. New approaches to assessment have been adopted.

Candidly, the list of achievements is almost unending.

There are continuing efforts to keep the school on the cutting edge of the technology and evolution of our fields. Examples include a Changing Media Models class that is centered around

the use and ethics of AI, a journalism capstone that requires students to apply product strategies at the intersection of journalism, technology and audience. And who wouldn't want to take a class called Journalism and Chaos. (It's a class about changing business models.) Students also have the opportunity to become certified drone pilots. Undergrads are required to take two courses focused on social media that includes metrics, sourcing and accuracy, and content creation and distribution. The Mississippi River Basin Ag and Water Project is a grant-funded collaboration of the school, Report for America and the Society of Environmental Journalists that produces environmental journalism from Wisconsin to Louisiana.

The school used the self-study year to reflect on what it has accomplished and where it needs to go. A sampling (all the following is excerpted from the self-study) of what they found:

The school has faced many retirements and staff departures in the past seven years since the previous accreditation. Faculty and staff have pulled together in the face of significant challenges (the pandemic, challenging budget and enrollment cycles). Currently, many are adjusting to student apathy and student mental health challenges.

… (t)he school has hired to replace those who've left and faculty have pulled together to reinvigorate their teaching methods while rethinking the curriculum. Student services has adjusted to new technologies and the new reality of finding best ways to connect with students who seem overloaded by varying communication methods.

In preparation for accreditation, the school's leadership began a new strategic planning process in 2020. The resulting 2022-2027 plan makes clear the school is creating a culture of continuous improvement in all areas. To ensure accountability, administrators have implemented a project management system with routine checks on committee chairs and others who are responsible for leading specific strategic initiatives. Information about progress on the plan is routinely reported back to faculty at monthly meetings …

The self-study has helped to identify … the need for highly efficient staff in an era of increased accountability and transparency. Reporting, record-keeping and compliance, fiscal requirements and the ever-increasing needs for expert communication have outpaced the ability of administrators and chairs to keep up.

… (T)he last self-study (2016) showed a need for our committees to take greater ownership of faculty governance … As a result, standing committees:

- Changed workload guidelines and internal policy manuals to align with campus expectations.
- Updated the school's diversity and inclusion plan.

- Worked with individual faculty at every level to collect assessment data in all required coursework, using technology to aggregate the data and close the loop on assessment recommendations.
- Strategically targeted faculty award nominations to ensure faculty are recognized for achievements.
- Reinvigorated the Staff Council to provide professional development and create a more inclusive culture that values staff.

A recently revised strategic plan (see next item) has sped up progress at the school, the dean says, and while it remains a place that seeks the cutting edge in teaching our professions, "you can't get through this program without learning how to write," he says.

"Missouri (journalism school) kids are in demand. They are smart, well-prepared and coveted," one friend of the school said.

A faculty member: "One of our burdens is that we are the first and oldest so that's led to a lot of baggage even though people do want to change. (The dean) has brought in more forward thinking. He's brought in a lot of new initiatives."

Unit performance with regard to indicators:

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

Here's the mission statement:

Our Mission
We **serve** students, the state of Missouri, and society at large by providing a world-class education to future leaders in journalism and strategic communication.
We **elevate** the standards and ideals of these fields by our exemplary teaching, research and innovation.
We **strengthen** democracy and the common good by informing and empowering Missourians and people around the globe through our professional news outlets and agencies, anchored in the highest ideals of truth, integrity, and public service.
Our Vision

We will shape the next generations of our professions with the Missouri Method and world-class research, scholarship and innovation to prepare journalists and strategic communication professionals for exemplary leadership and public service.

Our Values

We, the students, staff, faculty and alumni of the Missouri School of Journalism, in the spirit of diversity and inclusion, will uphold the values of the University of Missouri:

Discovery | Excellence | Respect | Responsibility

We also pledge to live by the following journalistic and strategic communication values, to reflect them in our institutional policies and practices, and to model them as we work collaboratively to inform and engage local and global communities:

Accountability | Courage | Public Service | Truth

The mission statement and strategic plan are linked from the home page of the school's website.

Work on the current 2022-2027 strategic plan began in 2020 and was approved in May 2022. The associate dean for undergraduate studies oversaw the strategic plan with the help of an external consultant. Faculty and staff played a prominent role in the process and the faculty approved it on May 13, 2022. The self-study suggests the plan better aligns the school's strategic priorities with those of the campus.

The plan includes five sections:

- Student success
- Research and creative works
- Engagement and outreach
- Diversity, equity and inclusion
- Planning, operations and stewardship.

Each section includes aspirations (Desired outcomes/Where do we want to be in five years?) and strategies (How will we get there?).

Here, for example, is the DEI section:

DIVERSITY, EQUITY AND INCLUSION

We view diversity, equity and inclusion as catalysts for institutional and educational excellence, and we will invite and integrate diversity into all aspects of our enterprise.

Our desired outcomes: Where do we want to be in five years?

- A place with challenging courses and learning opportunities accessible to students from diverse backgrounds to prepare them for global citizenship and work
- A diverse faculty with multicultural competencies that serves as a magnet for diverse students and staff

- A climate that is supportive and respectful, values differing perspectives and experiences and expects continuous learning in DEI competencies
- An organization that is looked to as a model of best practices for applying DEI in newsrooms and board room

Our strategies: How will we get there?

- Create welcoming classroom and professional space experiences with multiple methods of accountability for diversity outcomes
- Recruit, retain and promote faculty and staff from diverse backgrounds, life histories and abilities
- Ensure increased access and success of undergraduate, graduate and professional students from diverse backgrounds, life histories and abilities
- Cultivate a supportive and respectful climate and a culture of personal accountability for continuous improvement in DEI competencies

Committee chairs and specific staff meet with key stakeholders at the beginning of each academic year and determine which initiatives to focus on each semester. Mid-semester reports are made to the consultant and information is provided to the dean and the associate dean for undergraduate studies. Status reports are given in a monthly newsletter and the dean's report in full faculty meetings.

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

The dean is in his ninth year and wryly notes he is still considered a newcomer, given the longevity of his predecessor, 26 years, and the longevity of many faculty and staff at the school.

He is a strong leader, supportive of his faculty (and quickly giving it credit for the overhaul of the strategic plan and the curriculum), but isn't shy about exercising his authority when decisions need to be made. He has enthusiastic support from much of the faculty, but there are pockets of dissent, especially among senior faculty who accuse him of a lack of transparency. (Some of this is due to a shift in emphasis on research to work that has a broader impact versus the traditional "publish or perish" approach.)

Faculty, campus leaders and alums all say he has made the school better. While some might prefer the dean be more vocal, his approach is to work behind the scenes to accomplish what is needed in the best interest of the school. At a time when the university's focus has turned more to STEM, the journalism school remains a crown jewel of the university and that is recognized by central administration (though there is always a desire for more funding). Campus leaders

from as diverse a group as arts and science, the law school and the nursing school praise the dean's collaborative approach and note shared faculty, programs and other collaborations. Campus leaders also say the journalism school is helping them attract students as high school guidance counselors with knowledge of the journalism school's excellence look more broadly at Missouri. State press leaders note the dean's regular visits to the state Capitol to lobby on behalf of the school and journalism in general, even given the tough task of representing higher education in a very red state. One person called the dean a "statesman and a diplomat." Another said: "He is the right dean at the right time."

(c) The unit annually updates its data on the ACEJMC searchable database website (https://lookup.acejmc.org).

 It is adequately in place and updated.

(d) The unit gathers, maintains and analyzes enrollment, retention and graduation data and posts them annually in a prominent, easy-to-find place on its websites.

Data is there. It could be easier to find.

https://journalism.missouri.edu/the-j-school/public-accountability/undergraduate-program/

On indicators (e), (f) and (g) the site team should make sure the unit operates within accepted academic norms and need only report in detail on extraordinary situations, cases or variances from policy.

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

The school has a strong commitment to faculty governance and recent overhauls of the curriculum and strategic plan had strong faculty leadership. The school's Policy Committee recently made a rule that requires all faculty to serve on at least one unelected school committee to help distribute the service work more evenly.

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

Processes for hiring and assessing administrators conform to norms. The Policy Committee also oversees annual evaluations of the associate deans and chairs through a Qualtrics survey. One committee member indicated they would like to change some of the questions to elicit more

concrete, constructive feedback. The Policy Committee solicits faculty input on the dean's performance, which is shared with the provost who evaluates the dean annually.

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

Methods of making complaints and grievances are in place.

SUMMARY: The School of Journalism at Missouri is a shining example of a place of outstanding preparation of students to be successful practitioners in journalism and strategic communication. The Missouri Method remains a unique hands-on experience for students working side-by-side with professionals in all our disciplines. The Columbia Missourian, produced by the school, has become the paper of record in town. And the side-by-side work with professionals at the local NBC affiliate (owned by the university) makes J-School students highly sought out by industry. The school is constantly moving to keep its curriculum nimble and up to date and has cutting-edge thinkers working to create a future for our fields. All of this work is being led and pushed forward by a dynamic dean and an accomplished leadership team. It isn't a stretch to suggest the Missouri School of Journalism has never been stronger with more to come.

Overall evaluation compliance/non-compliance:

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

(a) Students in the unit complete academic requirements for a baccalaureate degree that meet the liberal arts and sciences/general education requirements of the institution.

All School of Journalism students complete required courses as part of the University of Missouri General Education requirements, which are intended to provide breadth of knowledge and critical thinking and are external to the school. These required courses include math or statistics (3 credits), English (writing intensive, 3 credits), American history or government (3 credits), and three courses (9 credits) in two of the following areas: biological, physical and/or mathematical sciences; behavioral and/or social sciences; and humanities and/or fine arts.

In addition to the university's general education requirements, students must also take another 25 upper-level course credits in non-journalism electives within the liberal arts, i.e. sciences, social sciences, humanities or other electives external to the school. This requirement allows students to explore subjects broadly or to deepen their learning within a specific knowledge area.

Students must have 120 credits to graduate, with 51 major credits required. The university's degree audit system ensures students and their advisors can track their progress and comply with university and School of Journalism requirements.

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

The school has completed a total revamp of its curriculum, a process that started in 2019 and concluded in spring 2023. It provides a balance of conceptual/theoretical and professionally based skills requirements through its required major curricula. All students must take four theory courses as part of its 12-credit-hour core, and they take 15 credits of professional skills courses within their first two years of study. Together, these courses provide foundations for students to build upon and to apply in their upper-level courses.

In their third and fourth years of study, they take two courses (6 credits) of primarily skills-based instruction in their chosen "career-path" and then an additional 15 credits of specialty courses to

prepare them for their personal career aspirations, plus a capstone that requires students to apply both theoretical knowledge and high-level skills. The specialty courses include professional hands-on experiences, such as working for school-operated media outlets or professional internships and meets an additional (11th) learning outcome to ACEJMC's 10: "work collaboratively in a professional environment that provides opportunities for management and leadership." This competency is central to the school's "Missouri Method," its professional, hands-on, one-on-one approach to student learning.

Required theoretical core courses include:
- Principles of Journalism and Democracy
- Cross-Cultural Journalism
- History of American Journalism
- Communication Law

Other required courses for all School of Journalism students include:
- A university-designated Writing Intensive course within the major: either News Content Creation or Strategic Campaigns
- Social Media Foundations
- Audiences and Persuasion

Students must complete two courses in at least one career. They may take additional career path courses to fulfill the required 15 specialty courses, as they choose.

Career path areas in Journalism include the following:
- Cross-platform Editing and Producing
  - Cross-Platform Editing and Producing I
  - Cross-Platform Editing and Producing II

- Photojournalism and Documentary
  - Photojournalism and Documentary Reporting I
  - Photojournalism and Documentary Staff Reporting

- Reporting and Writing (across platforms)
  - Reporting and Writing I
  - Reporting and Writing II

- Television
  - TV News Reporting I

- ○ TV News Producing I

- ● Social and Audience Strategy
  - ○ Social Media and Audience Strategy
  - ○ Applied Practice in Social Media and Audience Strategy

Students in these career paths may choose from a wide variety of skills and specialty courses, including those focused on documentary journalism, visual storytelling, drone journalism, data journalism, multimedia planning and design, information graphics, investigative reporting, business reporting, magazine, innovation and outreach in converging media, among many others. They may take Drone Journalism and go on to be certified by the FAA and/or take Art and Mechanics of the Business Story and be certified in the use of a Bloomberg Terminal.

In addition they have numerous opportunities for capstone course options, where they apply what they've learned by producing work for six school-affiliated news organizations, representing commercial television, public radio, magazine, newspaper, a business publication and a statehouse bureau that now reaches hundreds of Missouri news outlets via partnerships with the Missouri Press Association and Missouri Broadcasters Association. A capstone called Innovation and Audience Research in Digital Media includes a delivery platform that includes various technologies to support sustainable business practices.

The Strategic Communications career path includes the following required courses (6 credits):
- ● Introduction to Strategic Writing and Design
- ● Strategic Communication Research

And one of the following two capstone courses (3 credits):
- ● Strategic Campaigns—Writing Intensive
- ● MOJO Ad Staff

Specialty courses (15 credits) for Strategic Communications majors include numerous options, such as internships, independent studies, study abroad, undergraduate research, media sales, creative portfolio, sports and entertainment promotion, public relations techniques, branded strategic storytelling, digital strategy, event planning and promotion, entrepreneurial leadership and innovation, among others.

Strategic Communications students take one of the following capstone courses: MOJO Ad Agency, for which students apply to work on a campaign for a real-world national client and can earn three elective specialty credits through two semesters' work; AdZou, which serves various types of clients, including university-affiliated, local nonprofits, and national clients; and

National Student Advertising Competition, which also provides six credits for two semesters work: three as specialty credits and three as capstone credits. This latter capstone has been selected as a top eight national finalist four of the last five years.

(c) Instruction, whether on-site or online, synchronous or asynchronous, is demanding and current, and is responsive to professional expectations of digital and technological media competencies.

Since 2019, the faculty redesigned its skills courses with the goal of embedding multimedia work in every class. A review of syllabi indicates that this is still a work in progress. Before students decide on a career path, they take a course that teaches them Adobe Creative Suite tools and video, audio and design fundamentals through two courses: Fundamentals of Visual Journalism and Strategic Communication and Applied Projects for Journalism and Strategic Communication.

Such courses as Topics in Journalism and Emerging Technologies have been developed that allow for rapid course topic deployment and experimentation with new ideas. Multiple examples of courses that embed current issues and technologies were evident, such as Changing Media Models, which uses Open AI/ChatGPT technology in project workflows; Journalism and Chaos; Innovation and Audience Research, among many others.

As new or updated courses are developed, the school ensured instructional designers were part of the process to incorporate assessment of learning outcomes. The Reynolds Journalism Institute's Innovation Lab provides students with access to technology, tools and platforms, and students employed there work with local and national news organizations, including the Washington Post and the Wisconsin Center for Investigative Journalism.

During the curriculum redesign, foundational courses were changed to include at least some strategic communications exposure and assignments, which addressed the complaint from one senior who said she wasn't sure what strategic communications was or entailed until the second semester of her sophomore year. Conversely, the newly required Audiences and Persuasion course exposes Journalism majors to strategic communications work.

Strategic Communication majors use online market research databases and Qualtrics in their classes and work with real organizations and clients in their capstone courses. Through electives, they work with data provided through Google Analytics and HubSpot and such digital video tools as GoPro.

Both Journalism and Strategic Communication majors have multiple opportunities for real-world work through campus media outlets, including the local newspaper, the Columbia Missourian; KOMU-TV, the school's commercial television station that is run by faculty and is part of the NBC and CW networks, full-time professionals and students; public radio station KBIA-FM; the Missouri Business Alert; Missouri News Network; VOX Magazine; and MOJO Ad agency.

Students may experiment and work with these outlets, regardless of their specialty, and faculty meet to help plan, support and amplify coverage across platforms and to engage in special course projects across specialty areas.

Students unanimously agreed that the instruction combined with their experiences in the professional newsrooms are unsurpassed. Many discussed being chosen for professional internships in the summer on the strength of their resumes after just their freshman or sophomore years over graduates of other universities.

On the flip side, many students complained about both the pressure to work long hours at the on-campus professional newsrooms and the fact that they are not paid for their work. Several said they need part-time jobs to help pay for their education but their instructors urged them to forego those jobs to concentrate on their unpaid journalism jobs, which are crucial to their future careers. "The pressure that our 'One Newsroom' puts on you is nothing like I have ever felt," said one student. Another added, "The workload has been insane." Some faculty are responding by providing options for students in the amount of work hours required, allowing additional class time to take the place of a longer news shift, for example. The school's curriculum committee has also been tasked to examine the workload of various courses.

(d) The unit demonstrates efforts to connect faculty and administrators to the professions they represent, with a specific understanding of the changing skills needed to be successful in the workplace.

Many of the School of Journalism's faculty are working professionals who guide students in creating award-winning professional work through the school's various news outlets and through capstone courses. The school's large adjunct faculty (69 in 2022-2023) are employed because of their current professional experience and skills and help ensure that current methods are incorporated into courses. They represent a wide swath of professional fields, including broadcast, investigative reporting, newsroom management, public relations, filmmaking, photography, videography, among others.

Many full-time faculty are members of professional organizations and attend those conferences to remain professionally current. These organizations are numerous, with only a few noted here:

American Academy of Advertising, Association for Business Journalists, American Journalism Historians Association, Association for Education in Journalism and Mass Communication, International Communication Association, Investigative Reporters and Editors, Missouri Broadcasters Association, Missouri Press Association, National Association of Black Journalists, National Association of Hispanic Journalists, National City and Regional Magazine Association, Online News Association, Public Relations Society of America, Society of Environmental Journalists, and Radio-Television Digital News Association.

Faculty also serve as judges, jurors and on boards of numerous professional organizations, including American Society for Magazine Editors, International Press Institute, College Photographer of the Year, Sundance Film Festival, Missouri Interscholastic Press Association, Society of Professional Journalists and Society of American Travel Writers.

Visiting professionals and alumni regularly interact with faculty and students through Reynolds Journalism Institute events, guest lectures, community events and assessment activities.

(e) Student-faculty classroom ratios facilitate effective teaching and learning in all courses. Except for campaigns courses, the ratio in skills and laboratory sections, whether on-site on online, should not exceed 20-1.

Despite the heavy enrollment in various skills courses, the school does a fair job of not exceeding the 20-1 student-faculty ratio. During the fall semester, of the more than 100 skills courses, none were over-enrolled. The school did not do as well in the spring, when eight courses were over-enrolled, five with 21 students and three with 22 students. The school also exceeds the ratio for skills courses involving those students who work at KOMU-TV, The Columbia Missourian, KBIA and VOX, but explains that these students work various shifts at these news organizations and that multiple supervisors oversee their work. The dean cited two reasons for the overenrolled courses: the latent impact from the pandemic combined with the new curriculum. The dean believes the school now has a better handle on enrollment and so these enrollment blips should cease to occur.

Students indicated they had no problems getting into the classes they wanted or needed to graduate.

(f) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. Units may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter hours).

The school's "Missouri Method," which calls for hands-on skills based learning, notably extends to the school's internship program. As noted above, students have an opportunity to work, for credit, at one of the school's public-facing news organizations (Columbia Missourian, KOMU-TV, KBIA-FM, the Missouri Business Alert, the Missouri News Network, Vox Magazine). Because of these on-campus media outlets available to students, the school does not require internships. However, the school does approve internships for no more than six credit hours at almost any journalism, media, public relations or strategic communications company. Some 60 different internship locations where students earned credit were listed within the last year and included major media outlets, federal agencies, sports organizations, political offices, health organizations, publishers, nonprofits, communications agencies and many more.

There are two types of internships, which must be vetted and approved in advance at least one week before the semester begins: international and domestic. Interns are evaluated by their workplace supervisors in three overall areas: approach to their work, job-related skills and outcomes. Outcomes are evaluated with five open-ended questions. The first two areas noted above are evaluated on a three-point scale from below average performance to above average. (The latter areas align with two ACEJMC learning outcomes: writing and accuracy.) The supervisor then recommends a "successful" (i.e. pass) or "unsuccessful" (i.e. fail) grade.

The associate dean of global programs oversees both domestic and international internships. The domestic internships involve study away programs in New York City and Washington, D.C. while the international internships are offered in a half-dozen foreign cities. Strategic Communications students may study abroad in Hong Kong, Prague, Tokyo, or New York with the marketing and creative services agencies. Students may also select their own individual internships domestically; internationally the school places students. Students also work at outlets, such as Detour, a Black travel-focused magazine started by an endowed professor.

Students may take up to nine semester credits (or their equivalent) at professional media outlets owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

Missouri's School of Journalism has no peer when it comes to operating professional media outlets on campus and, as a result, students can take multiple classes at those outlets. Each of these outlets are staffed by professional faculty members whose primary mission is to assist students in delivering a professional product.

SUMMARY: Since the last accreditation, the school's faculty have simplified the curriculum for students, compressing five formal journalism sequences into one, where students must take two

career-path courses but may then supplement them with additional "specialty" courses, depending on their interests. This flexibility allows students to pursue courses that build skills across platforms and professional areas. The famed Missouri Method, which involves real-world clients and media outlets, where students work in and across teams with experienced professional faculty, affords students a plethora of opportunities for professional practice and experience. That said, many students say they feel overwhelmed by these opportunities and can find it difficult to mesh them with their other academic requirements and student activities. A robust global program and major city internships offer additional meaningful experiences for students.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 3: Assessment of Learning Outcomes

Unit performance with regard to indicators:

(a) The unit has a written assessment plan that has been implemented, is up to date and addresses contemporary curricular issues, including instruction related to the rapidly changing digital media world.

The University of Missouri has a written assessment plan, and the Missouri General Assembly has required one since 1994.

The assessment program at the School of Journalism is designed to provide faculty and administrators with information about student learning on 11 program outcomes, 10 of which are aligned with ACEJMC's identified professional values and competencies. The assessment is also to identify learning gaps and areas for program improvement. The school's process for closing the loop on assessment is conducted by a standing assessment committee that meets on a calendar year cycle, collecting data each fall, with analysis in the spring, and implementation of recommendations the following fall.

The school's Teaching and Assessment Committee began designing the current plan in 2019. (Since then that committee has been divided into two separate committees.) Now known as just the Assessment Committee, its charge is to 1) measure the school's program outcomes in designated assigned undergraduate courses; 2) make recommendations based on the outcomes data; and 3) implement those recommendations via curriculum revisions, professional development, improvements to the assessment process or other efforts.

The plan is current, and because it is closely aligned with ACEJMC's values and competencies, addresses contemporary issues in instruction in digital content creation and distribution. Assessments of outcomes in the digital media world are measured in the Visual Fundamentals, Applied Projects, and Social Media Foundations courses.

The unit posts its assessment plan in a prominent, easy-to-find place on its website.

The school's journalism assessment plan is posted on the website and includes a list of direct and indirect measures and the program outcomes. The information may be found in the undergraduate course catalog and by searching "assessment" on the school's website, but it is not prominently displayed with an easy-to-find link.

(b) The unit defines the goals for learning that students must achieve, including the professional Values and Competencies of the council. (See Standard 2: Curriculum and Instruction.)

In December 2020, after ACEJMC released updated standards and more streamlined language in its professional values and competencies, the school's Teaching and Assessment Committee recommended adoption of ACEJMC's professional values and competencies as the school's own program outcomes. As a result, the school's measurements and outcomes are mapped directly to ACEJMC values and competencies.

The committee also recommended an 11th professional value and competency called Professional Collaboration, which measures and recognizes the pedagogical style the school calls the Missouri Method. This is the professional hands-on work that students are expected to complete in the school's numerous professional news organizations and agencies.

The following courses are used to measure specific outcomes:

1) Apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located:

- Principles of Journalism in Democracy
- History of American Journalism OR
- History of Photojournalism
- Communications Law

2) Demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications:

- Principles of Journalism in Democracy
- History of American Journalism OR
- History of Photojournalism
- Communications Law

3) Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts; diversity and inclusion:

- Fundamentals of Visual Communication
- Cross Cultural Journalism
- Capstone courses

4) Present images and information effectively and creatively, using appropriate tools and technologies:

- Fundamentals of Visual Communication
- Applied Projects in Journalism & Strategic Communication
- Audiences and Persuasion

5) Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve:

- Fundamentals of Writing.
- History of American Journalism OR History of Photojournalism
- Social Media Foundations and Practice

6) Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity:

- Principles of Journalism in Democracy
- Cross Cultural Journalism
- News Content Creation
- Principles of Strategic Communication

7) Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work:

- Fundamentals of Writing .
- Cross Cultural Journalism
- Career Path Level II – Journalism
- Career Path Level II – Strat Comm: Strategic Communication Research

8) Effectively and correctly apply basic numerical and statistical concepts:

- Audience and Persuasion
- Career Path Level II – Journalism
- Career Path Level II – Strategic Communication: Strategic Communication Research
- Capstone courses

9) Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness:

- Fundamentals of Writing
- Social Media Foundations and Practice
- News Content Creation OR Intro. to Strategic Writing and Design

10) Apply tools and technologies appropriate for the communications professions in which they work:

- Fundamentals of Visual Communication
- Applied Projects in Journalism & Strategic Communication
- Social Media Foundations and Practice

11) Work collaboratively in a professional environment that provides opportunities for management and leadership:

- Applied Projects in Journalism & Strategic Communication

- Audiences and Persuasion
- Capstone Courses

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

The school lists the following direct and indirect measures for assessment:

Direct measures

- Schoolwide assessment mapped to required courses (includes three measurements for each program outcome from first year through fourth year of students' journalism and strategic communication curriculum)
- Portfolio reviews (linked to select specialty and capstone classes)
- Employer feedback (Internships/Career Fair/school-organized recruitment days)
- Client feedback (linked to ADzou and MOJO Ad team presentations)

Indirect measures

- Schoolwide career outcomes survey (available on university website)
- Student awards (compiled throughout the year)

The primary direct measure of student learning is the school's "assessment map." This is a series of assessments linked to multiple required courses throughout the curriculum. Faculty in more than 35 courses (both in the required core and in career path and capstone classes) evaluate students on 11 program outcomes at multiple levels from their first year in the undergraduate program to their last.

Faculty input data into their online gradebooks and the school's administrative team pulls the data each semester, then aggregates the data at the end of each calendar year for evaluation by the Assessment Committee. The committee then makes recommendations, with additional support in implementation from the Curriculum Committee, Diversity Committee and other ad hoc groups, course coordinators and faculty chairs.

An indirect measure of student learning are the many awards students receive for their work. Faculty were very proud to share with the site team that students won 81 awards in the most recent Missouri Press Association awards, and that students and faculty had been in New York City the week before to receive a national Murrow Award from RTDNA for journalism work.

(d) At least one direct and/or indirect measure should include journalism and mass communication professionals engaged in assessment data collection.

Mass communication professionals are involved in the employer and client feedback provided as a direct measure, and in the judging of the many journalism awards as an indirect measure. Measures could be expanded to align with additional specific values and competencies, e.g. through the internship supervisor or capstone evaluation instruments.

(e) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction. There is substantial, concrete evidence of "closing the loop," generally and specifically. Multiple examples of "closing the loop" are evident.

The school tracks the mapping and collection of its assessment data with Airtable software, and analyzes its assessment data on an annual basis. An overview of the data is presented to the faculty and recommendations for improvements are made and further measured.

Faculty on the teaching and assessment committees report growing more comfortable with the data collection, review and recommendations process, and the retests that close the loop.

Recent examples of recommendations made include continuing to provide support for teaching numeracy across the curriculum and finding ways to address the challenges relating to implementation of diversity, inclusion and equity objectives in all courses.

SUMMARY: The school is in its fourth year of utilizing its current assessment plan and continues to make changes to improve it. Direct and indirect measurements are collected from students across the curriculum during all four years of the program in multiple classes, internships, surveys and award entries. Assessment outcomes are mapped across ACEJMC's 10 professional values and competencies, and the school has added an 11th measurement of professional collaboration, as it is a major part of the school's teaching process. Data suggest the curriculum is highly successful in achieving its goals across the student body, but improvements are being implemented to measure assessment more accurately and improve the curriculum.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 4: Diversity and Inclusiveness

Unit performance with regard to indicators:

(a) The unit has a written diversity plan that has been implemented and discussed annually, for achieving an inclusive curriculum, a diverse, culturally proficient faculty, staff and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity, identify under-represented groups and articulate key performance indicators upon which the unit intends to focus and improve.

The school has had a diversity plan since 1986. Its 2016-2021 diversity plan outlined activity in five areas: curriculum, diversifying faculty and staff, diversifying student body, supportive climate and culture, and assessing progress in these areas. On April 14, 2023, faculty approved a new 2023-2028 plan focused on the same five areas. It defines diversity with respect to race, color, religion, national origin, ancestry, sex, sexual orientation, gender identity, gender expression, age, ability, veteran status, family status, socio-economic status, experiences, opinions and ideas. The written plan articulates key performance indicators upon which the unit intends to focus and improve.

The school's faculty-led Diversity, Equity and Inclusion Committee meets monthly to review progress toward goals and takes on the primary responsibility for initiating and leading many of the school's most prominent diversity efforts. Site team members were told about current DEI committee projects led by subcommittees and focused on assessing diversity in individual courses, identifying speakers from diverse backgrounds to bring to classes and student organization meetings, and identifying resources for faculty training and professional development.

The unit posts its diversity plan in a prominent, easy-to-find place on its website.

The school has posted its 2023-2028 diversity plan on the "Diversity and Inclusion" portion of its website.
https://journalism.missouri.edu/wp-content/uploads/2019/05/diversity-and-inclusion-plan-2016-2021-1.pdf

(b) The unit's curriculum creates culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit's curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society.

The school considers itself a national pioneer among schools and departments of journalism in teaching issues relating to diversity and inclusion. Since 1998, it has required a course in Cross-Cultural Journalism that provides all students with opportunities for deep reflection as they consider how stakeholders, particularly minorities and marginalized groups, are presented in journalism and strategic communication. In 2019, faculty established new learning objectives for this course. Site team members were able to visit a lecture of the Cross-Cultural Journalism course focused on religious diversity, where students were shown tools for detecting hate speech while engaging in robust class discussions about their own perceptions of how their religious experience is presented in the media. In a student session with the site team, several students expressed concern about the size of the current sections of Cross-Cultural Journalism, which make discussion difficult, while acknowledging the importance of its topics. Less familiar to the students was how much diversity was addressed in other skills courses.

In 2020, faculty voted to require at least one diversity, equity or inclusion objective in every course within the school. The school's Assessment Committee collects data on program outcomes related to diversity, equity and inclusion. For example, over a three-week period in the Spring 2023, qualitative data were generated from small group discussions on how faculty were implementing diversity objectives in the courses they teach. Meanwhile, the DEI committee has continued to work on developing mechanisms for measuring achievement of these outcomes in both classes and news products generated by school-run media.

In terms of working on diverse teams, students questioned by the site team acknowledged the difference in a media product when students of color are part of the school-run media outlets. Within a year prior to the site team visit, one faculty member and a group of students launched a digital travel magazine for Black travelers. The faculty member pointed to the diverse work teams that helped achieve a successful launch while also contributing to coverage of issues of race at other school-run media outlets.

(c) The unit demonstrates effective efforts to enhance all faculty members' understanding of diversity, equity, inclusion and ability to develop culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit also demonstrates intentional efforts to recruit and retain faculty and professional staff who are from demographics that are historically, domestically marginalized.

The school's dean expressed great pride in his school having the highest percentages of faculty in the nation who have completed the Freedom Forum's Power Shift training designed to improve the quality and future of journalism by improving diversity, equity and culture of news organizations. Some 120 faculty and staff have now completed the training, which resulted from

the #MeToo Movement. Other examples of faculty training include a Community of Practice program that offers university financial incentives to guide a small cohort of faculty on best practices for creating inclusive, equitable and diverse syllabi. In 2022-2023, the school's staff council provided multiple "lunch and learn" workshops on topics related to accessibility and disability etiquette. Site team members were told about efforts by the school's DEI committee to seek out additional faculty training and professional development opportunities.

The site team members heard from multiple faculty that the dean has made it clear diversifying the faculty is a top priority. From issuing a directive to each search committee that a diverse pool of applicants be gathered for all openings to constantly being on the lookout for opportunities to bring more diverse professionals to the school-led outlets, the school's leadership has shown some results. While the 54% of the school's faculty identify as female, 24% identify as an ethnicity other than white. Attracting diverse adjunct faculty has not been as successful. (Only nine percent of adjuncts were diverse last academic year – a percentage significantly lower than the diverse adjuncts reported in the last self study.)

Site team members saw faculty of color on the professional track in action leading the school-run media outlets. For at least the second time in history, two of the leaders of those school-run outlets, who are also faculty on the professional track, are women, one of whom is a woman of color. Faculty of color in the school serve in leadership roles in research for the university and are giving leadership to the school's center for documentary journalism. In the year prior to the site team visit, one of those faculty members of color also was promoted to the rank of full professor. Another faculty member of color is under review for promotion to associate professor. Despite these efforts to recruit and promote faculty members from racial minority groups, retention remains a challenge.

(d) In alignment with the institution's mission, the unit demonstrates effective efforts to help recruit, retain and graduate a student population reflecting the diversity of the population the institution aims to serve.

While the school relies on the university's office of admissions to lead the way in identifying and recruiting diverse populations, the school has embarked on a robust diversity pipeline program that links recruitment through high school student outreach with retention through an array of student organizations and informal gatherings of students of color. Even during the COVID-19 pandemic, the school offered virtual editions of its decades-long Missouri University Journalism Workshop in 2020 and 2021. At least 45% of the participants in the summer program have been students from under-represented racial groups. The school's executive director of student development, diversity and inclusion shared with site team members a concern that the latest summer workshop had dipped to only a 35% minority student participation rate. Efforts were underway to continue to promote the workshop, which traditionally draws students from as many

as 17 states. While previous workshops were able to offer scholarships earmarked for participants from racial minority groups, such scholarships are now available to any student regardless of racial background. The school intends to continue to aggressively recruit participants from high schools with high racial minority populations.

Data provided in the self-study show in 2022-2023, both African American and Hispanic students each made up 6% of the school's student population, which is about the same as the percentage of the students from those race groups in the overall university student body. Once on campus, students are able to join an award-winning chapter of the National Association of Black Journalists or student chapters of National Association of Hispanic Journalists and Asian American Journalists Association. Additionally, the school has the Queer Media Association, which is affiliated with the Association of LGBTQ+ Journalists. After winning "National Chapter of the Year" in 2014, the site team was informed multiple times that the NABJ chapter had again won National Chapter of the Year in 2023.

Beyond the student journalism organizations, the executive director of student development, diversity and inclusion began in Spring 2023 convening gatherings of the school's minority male faculty with the minority male students. The most recent "get-together" brought together six male faculty of color with about 30 students, who asked if such a meeting could be held again in 2024. At least two of those male faculty members, who were graduates of the school themselves, expressed excitement about such an effort, which would not have been possible when they were students.

In terms of retention, data reported in the self-study showed the six-year graduation rates of first-time college students from under-represented racial minority groups exceeded graduation rates of the overall journalism student population – 88% in 2016 compared to the 86% of the school's population overall. At the same time, the one-year retention rate in 2021 from under-represented students of color was slightly lower, at 88%, compared to 91% for journalism students overall.

(e) The unit demonstrates that it has an inclusive climate, free of harassment and all forms of discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

The school uses both formal and informal methods to provide an environment that supports women, minorities and professional staff. The campus Division of Inclusion, Diversity and Equity oversee a campus Bias Hotline as an additional means of ensuring a protected learning and living experience for university students, employees and visitors. In the self-study, it was noted that the school's faculty and staff hear anecdotally from students that they have experienced hostility or incivility on campus. However, those same students follow up by saying

they feel supported and welcome within the school itself. During their visit, site team members heard from the university's Title IX officer about efforts from the journalism school to engage students on learning about issues of gender harassment and discrimination.

SUMMARY: The school has adopted a new 2023-2028 Diversity Plan covering five areas: curriculum, diversifying faculty and staff, diversifying student body, supportive climate and culture and assessing progress in these areas. The written plan articulates key performance indicators upon which the school intends to focus and improve. Under the leadership of an executive director for student development, diversity and inclusion, the school has implemented a robust diversity pipeline program that links recruitment through high school student outreach with retention through an array of student organizations and informal gatherings of students of color. While 54% of the school's faculty identify as female, 24% identify as an ethnicity other than white, an increase over the school's last accreditation review. The school uses both formal and informal methods to provide an environment that supports women, minorities and professional staff.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

Academic Year: 2022 – 2023 Full-time Faculty

	F-Female		M-Male	
	Number	Percent of Total Faculty	Number	Percent of Total Faculty
Black/African American	3	5%	4	6%
White	27	42%	22	34%
American Indian/Alaskan Native	0	0%	0	0%
Asian	2	3%	1	2%
Hispanic/Latino	1	2%	1	2%
Native Hawaiian/Oth Pac Islander	1	2%	0	0%
Multiple Race/Ethnicity	1	2%	1	2%
Not Specified	0	0%	0	0%
Non-Resident International	0	0%	1	2%
Grand Total	35	54%	30	46%

Academic Year: 2022 – 2023 Part-time/Adjunct Faculty

	F-Female		M-Male	
	Number	**Percent of Total Faculty**	**Number**	**Percent of Total Faculty**
Black/African American	3	4%	1	1%
White	20	29%	36	52%
American Indian/Alaskan Native	0	0%	0	0%
Asian	0	0%	0	0%
Hispanic/Latino	2	3%	1	1%
Native Hawaiian/Oth Pac Islander	0	0%	0	0%
Multiple Race/Ethnicity	0	0%	0	0%
Not Specified	2	3%	3	4%
Non-Resident International	1	1%	0	0%
Grand Total	28	41%	41	59%

PART II — Standard 5: Faculty

Unit performance with regard to indicators:

(a) Full-time faculty have primary responsibility for curricula, oversight of courses, research/creative activity and service.

In 2022-2023, full-time faculty taught 91% of core and required courses. This percentage is down from 96% in 2020-21, but significantly higher than the 83 to 86% of courses taught by full-time faculty during the last accreditation. Several faculty mentioned teaching overloads, owing to student demand.

Course coordinators oversee multi-section courses, and while faculty may add content or make lesson changes, they are discouraged from altering rubrics and assignments in required courses. Assessment provides additional feedback to instructors, chairs and coordinators. Of the 71 full-time faculty members in spring 2023, 23 (32%) are tenure track and 48 (68%) are professional practice faculty. Some hold dual or affiliated appointments with other university units.

Tenure-track faculty assignments are typically 40% research/creative activity, 40% teaching and 20% service, while professional practice faculty typically start at 80% teaching and 20% service, with service being evenly divided between university and professional/industry service. However, there is a great deal of variation in assignment percentages across faculty, as they are adjusted for grant activity, administrative assignments and professional work with the campus/school media outlets. A faculty workload policy, approved in April 2023, outlines expectations for those on the research, teaching, clinical teaching, service and administrative tracks.

The faculty are active in service within the university, community, state and nation. Examples include their work overseeing and managing campus and local media outlets, directing the Novak Leadership Institute, serving community clients through strategic communications courses and hosting the Pictures of the Year competition and Missouri Photo Workshop, among others; serving on university committees; providing expertise to nonprofit organizations; serving as reviewers for graduate research fellowships and journal articles and as judges and jurors of professional and student work; leading statewide training sessions and seminars; providing external promotion reviews; serving as editors or editorial board members of academic journals, as board members of national professional organizations and members of accreditation site teams, and as officers for such national organizations as AEJMC; making media appearances; participating in professional presentations and workshops; among many other service activities.

(b) The unit's faculty (full- and part-time) are highly qualified and keep their expertise current through professional development opportunities and maintain relationships with professional and scholarly associations.

Full-time faculty are active in a wide swath of professional associations, as noted above, serving as officers and board members and regularly attending their conferences and campus events, such as those involving university teaching seminars and those put on by the school's Reynolds Institute. A number of faculty have received research and teaching awards at the university and national levels.

During the last accreditation visit, some faculty complained about the lack of travel funding. Since that time, funds have been provided through Reynolds Faculty Fellowships, which 21 associate and full professors in the school enjoy. These fellowships provide a salary supplement of between $8,000 and $12,000 annually, plus another $3,000 annually to support their research and professional development. The school maintains a central travel fund for assistant professors, who work closely with their chairs for this support, and new faculty are provided with start-up funds for the first three years. Faculty said they had the funding support they needed to go to conferences and professional development meetings, but sometimes it was difficult for them to get away owing to teaching demands.

(c) The unit requires, supports and rewards faculty research, creative activity and/or professional activity. Expectations for promotion and tenure are clear.

Promotion and tenure processes and procedures are outlined in the school's Faculty Bylaws and Policies. Per this document, assistant tenure-track professors (both on the research and creative tracks) are required to conduct such activities "with a clear programmatic focus with demonstrably strong potential for significant impact on the field" to be tenured and promoted. These faculty undergo a more intensive three-year review and typically go up in their sixth year. Faculty are required to undergo five-year post-tenure reviews. Promotion to full professor requires that faculty have "a national or international reputation based on excellence in their research/scholarly activities."

Professional practice faculty are retained on an annual basis for their first year and may earn a three-year contract after two years of employment. In the third year of the three-year contract, professional practice faculty may apply to be promoted from assistant to associate professor. Professional practice faculty with a demonstrably effective teaching record may be promoted to full professor after two consecutive three-year reappointments following their promotion to associate professor. These faculty members' primary assignment can be traditional teaching or clinical/professional newsroom/agency teaching. They must have demonstrated "sustained

excellence and innovation in teaching and enhancement of the teaching mission of the school" to be promoted.

Overall, faculty seemed familiar with the requirements for promotion and supported by more senior faculty and administrators in the process. However, some tenure-track faculty were unsure of the research expectations around the numbers and types of publications required to be successful at tenure and, with the majority of faculty and the P&T committee being made up of professionals of practice, they did not always feel there was available mentorship to help them successfully navigate this process. One senior faculty member indicated that the professional practice guidelines to qualify for full professor could probably be more detailed to help reduce ambiguity.

Since the last accreditation, 14 faculty have been promoted to associate professor (two with tenure); another 12 have been promoted to full (one on the tenure track).

In addition to the travel support noted above, the university also provides funding support for international trips through its global programs office and scholarly/research support through the Provost's Office. Since 2022, three School of Journalism faculty have received the Provost's Arts & Humanities Research and Creative Works Fellowship, which provides two years of funding support, and one has benefitted the Great Books Program, which provides a course release.

However, there was some frustration expressed about the lack of sabbatical support. Although tenured faculty members are eligible to apply for sabbatical leave after six years of service, they receive only up to half of their salary for a semester or a year with approval of the dean. As a result, few faculty take sabbaticals, with only five taking them in the last two accreditation cycles (2016 and 2023): three during the previous six-year cycle and two during the last seven years. School leadership says taking sabbaticals is not part of the school's tradition.

(d) Faculty members communicate the results of research, creative and/or professional activity to other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institution.

Professional practice and tenure-track faculty relayed numerous examples of domestic and international conference travel to present their work to others, and most – if not all – believed support for such activities was strong. Collectively, full-time faculty produced 127 peer-reviewed journal articles and another 182 refereed conference papers. These numbers are down rather significantly since the last accreditation; however, there were more full-time faculty then and the pandemic years slowed such work. Publications included high-impact national and

international journals. Faculty also produced 12 juried exhibits and 10 textbooks; received 104 external grants from federal, humanities, science and other entities; and produced a plethora of other creative and professional works.

(e) The faculty has respect on campus for its university citizenship, the quality of education and the scholarly contributions the unit provides.

It is clear that the School of Journalism is a shining star at the University of Missouri. Administrators from across campus lauded the school for its role in attracting smart, motivated, out-of-state students to campus and for the engagement these students exhibited as interns and student leaders. They noted the long, storied history of the school; its contribution to the local media landscape and public-facing role in championing the First Amendment; the professional work, service and prestigious awards of students and faculty; and collaborative research projects that are under way. The provost and other campus deans praised the dean for his commitment to diversity and his fundraising and engagement with alumni.

SUMMARY: The School of Journalism has a large, multi-talented, hard-working faculty who contribute a mix of scholarship and traditional teaching and hands-on, real-world learning experiences. It is clear they care, provide valuable feedback and are available to students. Faculty are engaged regionally and nationally in professional organizations, serving as leaders and board members and sharing their expertise at conferences, workshops and seminars and through media interviews and journal publications.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

Scholarship, Research, Creative and Professional Activities	Total from Unit* (ITEMS)	Individuals				
		Full Professors (20)	Associate Professors (27)	Assistant Professors (23)	Other Faculty** (1)	Totals (CONT) (71)
Awards and Honors	168	51	80	37	0	168
Grants Received Internal	35	8	22	5	0	35
Grants Received External	104	41	41	22	0	104
Scholarly Books, Sole- or Co-authored	4	2	2	0	0	4
Textbooks, Sole- or Co-authored	10	8	2	0	0	10
Books Edited	9	5	4	0	0	9
Book Chapters	35	13	20	2	0	35
Monographs	0	0	0	0	0	0
Articles in Refereed Journals	127	65	52	35	0	152
Refereed Conference Papers	182	67	81	48	0	196
Invited Academic Papers	9	3	5	1	0	9
Encyclopedia Entries	5	0	5	0	0	5
Book Reviews	11	5	3	3	0	11
Articles in Non-refereed Publications	70	28	39	3	0	70
Juried Creative Works	12	6	6	0	0	12
Non-juried Creative Works	40	19	16	5	0	40
Other (please specify)	106	67	22	17	0	106

PART II — Standard 6: Student Services

Unit performance with regard to indicators:

(a) The unit provides students with the support and services that promote learning and ensure timely completion of their program of study.

The school employs a director of student services who oversees the work of seven academic advisors. A journalism academic mentoring program is available for students who are struggling. The school also utilizes a "flag outreach" program, which allows instructors to note particular concerns about a student, including lack of attendance, missing assignments or potential for failing the class. Those flags can be seen by advisors who can follow up with individual students.

Academic advising is designed to be a year-round activity, focused not just on academic needs, but also on identifying student needs and connecting students with appropriate resources such as mental health, disability and financial aid support.

Students are enrolled in an online, non-credit advising "class" that sets up tasks and assignments. Students are held accountable for completing assignments in order to progress to the next level in the school's program. The advising class contains online lessons and resources on every aspect of the journalism school and clearly outlines graduation requirements and potential tracks for majors.

Before beginning their junior year, students submit a graduation plan that outlines their intended coursework for their remaining semesters through to graduation. When students submit their plan, they also complete a brief survey that collects information about their intended career goals in the next three to five years.

Faculty also provide additional coaching and advising. They are required to post their office hours on syllabi and via the Canvas learning management system. All email and phone numbers are online in the school's faculty directory.

(b) Professional advisers, and faculty where appropriate, provide students with academic and career advice.

A staff of seven professional academic advisors are employed by the school. The Student Services office also employs a half-time administrative assistant and a number of student workers who provide peer mentoring, retention and outreach support. Each advisor has a

caseload of approximately 250 to 300 students. Advisors are available in person and via Zoom, and students can schedule their appointments online.

Recent high turnover rates among the academic advisors has led to student dissatisfaction with the process. Students complained about having gone through multiple (in one case five) different academic advisors and explained that the newly hired advisors occasionally gave poor advice that resulted in course overloads being required to graduate on time. Other students said it can sometimes take up to three weeks to schedule an appointment with an advisor.

The director of student services acknowledged the high turnover among advisors – a national phenomenon, recent reporting suggests – and stressed that newly hired advisors are being trained as quickly as possible. Exit interviews did not indicate a common reason for advisors leaving, but rather a combination of people leaving after the pandemic, family issues and career advancement opportunities, which all seemed to land at the same time.

The school provides career services information to students through the MU Career Center and through online tools and weekly communications that identify employment, internship, fellowship and scholarship opportunities. Students report that informal discussions and networking with faculty are also very helpful in finding out about job opportunities.

The school frequently provides professional development workshops, with alumni and faculty leading sessions. These workshops are usually sponsored by student organizations or a particular faculty group.

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

Students are provided with an advising syllabus when they first enroll at the university and are regularly reminded of assignments with due dates to help guide them in the advising process.

In addition to advising notices, the school distributes a weekly newsletter informing students and faculty about advising events, academic and social events, and other opportunities available that week through the school.

There are also additional communications targeted to specific populations, such as graduate students or students involved in particular school-operated activities or groups. Reminders about course requirements are also emailed by the school to students enrolled in hybrid or online courses.

Parents and families of students enrolled in the journalism school also receive a monthly email newsletter with information and resources they may find useful.

(d) The unit and institution provide extra-curricular activities and opportunities relevant to the curriculum and that help develop the students' professional and intellectual abilities and interests.

The school operates five professional news outlets and a combined statehouse news bureau that serves professional newspapers, radio stations and television stations throughout Missouri. The school also operates two strategic communication agencies. All of the news outlets and agencies are tightly integrated within the school's coursework, and the hands-on professional experience gained via the Missouri Method. Students are given the opportunity to report, write, produce, shoot and edit content that includes text, audio, still photography and video across various platforms and social media.

KOMU is an NBC-affiliated television station and the only university-owned commercial television station in the United States that uses its newsroom as a working lab for students. It is a 24/7 news operation that reaches 40,000 homes in 15 mid-Missouri counties. Students anchor, report, produce, and edit content alongside professionals and under the direction of a full-time news director. The station produces more than 40 hours of live broadcasts each week.

The other news media operations are housed in a collaborative space, known as the "One Newsroom," where faculty work together with students to produce journalism across media platforms and gain skills in multimedia production. Outlets working in the "One Newsroom" include:

- The Columbia Missourian, a digital-first publication founded in 1908 as a community newspaper. A print edition is published five days a week, but the Missourian website is a 24/7 operation. The paper is a newspaper of record for the Columbia community.
- VOX, an award-winning monthly city magazine published online and in print. VoxMagazine.com includes online exclusive material and multimedia content in collaboration and partnership with the school's other media outlets.
- KBIA-FM, a 100,000-watt National Public Radio affiliate that is among the top-rated university-owned stations in the country. Students produce daily turn stories for newscasts and the station website, and also produce long-form and serialized stories for podcasts. Students can gain experience anchoring and reporting under the direction of experienced professionals.
- Missouri Business Alert (MBA), a daily digital business publication for business leaders and owners across Missouri. Student editors and reporters aggregate, curate, produce and report on matters affecting commerce and industry. MBA content is overseen by professional practice faculty members with experience in business reporting and strategic communication.
- Missouri News Network, a collaborative statehouse bureau providing news on Missouri state government to news organizations (print, radio, and television) across the state. The

network shares content produced by the Columbia Missourian, KOMU-TV, Missouri Business Alert and KBIA-FM to produce and share a variety of multimedia content.

Students majoring in strategic communication have opportunities to work at agencies as part of their curriculum:

- MOJO Ad is a competitively student-staffed, faculty-led ad agency that serves as a capstone class. Students form teams and research, develop insights and create strategic campaigns for high-profile, nationally recognized paying clients.
- AdZou also serves as an agency capstone experience. Students work in teams to create research-based campaigns for real-world local, regional and national clients that include both commercial and non-profit organizations.
- The school operates a Global Programs Office that operates a number of short-term agency study-abroad experiences in Hong Kong, Prague and Tokyo.

Other faculty-led programs include working on science and environmental stories in Costa Rica and studying arts and culture during the summer in Florence, Italy.

In addition to the opportunities available in the journalism school, students can earn up to six journalism credits for internships at almost any off-campus digital publication, news outlet, radio or television station, advertising or PR agency.

There are a wide variety of student organizations within the school, ranging from professional interest (e.g. the American Advertising Federation and Magazine Club), to minority journalist associations (including the National Association of Black Journalists and the Queer Media Association), professional organizations (such the Radio/Television/Digital News Association, Public Relations Student Society of America, and Society of Professional Journalists) and student-led media outlets not affiliated with the school (i.e. KCOU radio and the Maneater newspaper).

The campus media outlets have a reputation across the industry of producing excellent journalists and producers. One television news director in a top-25 market said students who come through the program are "ready to hire."

(e) The unit uses retention and graduation data to improve student services, such as advising, and to reduce barriers to student success.

The school collects retention, graduation and student outcome data, all of which are very high and indicate the school is doing an excellent job in these areas. The data are available on the school's website.

Efforts to improve student services, such as advising, are done through post-advisement appointment surveys. The school works to improve its retention efforts with regular review and analysis of its Journalism Academic Mentoring program.

The most recent data from the advising surveys indicate overall success in academic planning and technology use. Students generally become more confident in their academic choices as they advance in their studies. The data also suggest that the academic advising and support system is effective in helping students align their academic choices with their career goals. However, there is room for improvement in terms of students' "grad plan" submission efficiency.

SUMMARY: The school has a robust and active system of student services that combine in-person and detailed online assistance and instruction for advising. Survey results indicate advising is done well, but in-person conversations with students uncovered a widespread frustration with recent high turnover in advising personnel. The school communicates regularly with students and their families through multiple channels about graduation requirements, departmental changes, and career and social opportunities. The extracurricular and professional opportunities available to students in the school are truly impressive and woven expertly into the curriculum. These professional opportunities are distinctions that set the School of Journalism apart from many other programs.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

Unit performance with regard to indicators:

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

The school provided a detailed annual budget of around $22 million but noted that there is little flexibility since the overall budget is mandated by the UM system and the Columbia campus. The university's budgetary system is in flux, having announced several years ago that it was moving from a central budgeting system to a responsibility-centered management model.

Recently the university implemented a budgetary process that falls somewhere in-between a central budgeting and RCM model. Most of the budget goes toward salaries, and the unit has had limited ability to raise additional revenues due to a state mandate that tuition and fees could not be increased beyond the raises in the consumer price index. However, earlier this year the University of Missouri Board of Curators implemented a three-tier tuition system (based on costs to deliver the programs and expected return in salaries on students' educational investments) to simplify tuition bills and eliminate fees. The school falls within the middle tier.

Despite the lack of flexibility that comes from the university's budget allocation, the school is blessed with a substantial endowment — currently approaching $250 million — that allows it to fund most of the priorities stated in its long-range strategic plan.

(b) Resources provided by the institution are adequate to achieve the unit's mission and are fair in relation to those provided to other units.

As the self study states, "the School of Journalism has areas that are richly supported and others where resources are tight." Among the areas of concern are faculty, particularly funding for adjunct teaching, which has not been raised in more than a decade. While the unit says the university has been quite supportive for hiring new faculty, including tenure-track faculty, their salaries have caused problems in terms of compression, with new faculty salaries starting close to what long-serving faculty are earning. In addition, the unit relies a great deal on professional practice faculty, but their salaries rarely equal industry standards, causing a challenge to fill newsroom positions.

One solution to these inequities is the awarding of 21 Reynolds Fellowships for faculty, which are funded by the school, which also has 10 endowed chairs that enable it to competitively hire experienced faculty.

It was difficult to determine whether the school is getting its fair share of resources compared to other schools on campus because the unit declined to address this issue, saying it would be counterproductive to compare the school's resources to other units on campus because of "the unique nature of each program." The provost was equally circumspect, saying "I don't know what that fair share is."

What is clear is that the school is getting fewer resources than it previously received from the university, though deans at other units on campus said they also were feeling the budgetary crunch. To be sure, the school remains in robust financial shape, due mainly to the generosity of its alumni, its professional partnerships and a dean who is a diligent and accomplished fundraiser.

The dean did say he believes the school has been treated fairly by the university and remains a leader on campus when it comes to generating outside funding for its projects.

(c) The unit's facilities and information resources enable and promote effective scholarship, teaching and learning.

The Missouri School of Journalism is the most prestigious school at the university and its prominence and facilities on campus are indicative of this prestige. The school currently operates out of five buildings that reside in the heart of campus. The unit has spent the past few years consolidating and remodeling space and vacating older offices. Neff Hall and Walter Williams Hall, the two oldest buildings in the group, are used primarily for administrative offices, faculty offices and auditorium and classroom space. (Neff Annex was outdated and demolished.)

Students can check out their substantial equipment options from the ground floor of Walter Williams. The building also houses the strategic communications faculty, the school's ad agency, MOJO Ad, and the Jonathan B. Murray Center for Documentary Journalism.

Several floors in Lee Hills Hall were remodeled in 2020 and now include the Novak Leadership Institute and a combined newsroom that involves magazine, photojournalism, print, radio and television. The building also contains office space for the internationally recognized Investigative Reporters & Editors and the McDougall Center, which recognizes excellence in photojournalism. Finally, Lee Hills Hall has created "Zoom Room" classrooms and offices used by the the J-School's news outlets.

The Reynolds Journalism Institute contains offices, the MOJO Ad agency, classrooms, an 80-seat auditorium, a full production studio and innovation lab.

Gannett Hall houses the Global Program Office and academic advising. It has a 280-seat auditorium as well as other classrooms. Fisher Hall, the large auditorium, dates back to the 1970s and is in dire need of renovation. Since virtually all of the school's undergraduates take at least one class in Fisher Hall, the school understands the importance of making it both accessible and technologically up to date. While its renovation is high on the school's priority list, the holdup appears to be how much the university is willing to help in that endeavor.

In addition to these five buildings, the school also operates television station KOMU, which is located on the outskirts of Columbia.

The school has a strong track record of using its facilities and equipment to help faculty and students succeed through research, teaching and learning.

(d) The institution and the unit provide faculty and students with equipment, or access to equipment, and technical assistance needed to support student learning, curriculum and the research, creative and professional activities of the faculty

The school is well-equipped for both its students and faculty. That said, the school is still facing some acute needs, particularly because of the age of some of the buildings it occupies and the nature of the "One Newsroom" it runs on the second floor of Lee Hills Hall.

For example, the school needs secure access to the KOMU-TV video server and the new Ross scripting system from the One Newsroom in Lee Hills Hall. As noted above, a pressing need is to rehab its 280-seat auditorium in Gannett Hall to make it accessible and equipped with proper audio/visual equipment.

The school is fortunate in that it was one of the first in the nation to require laptops for all its students. That enables it to supply necessary types of other equipment to all of its students as well as additional lab availability. The university and the school take care of the students' IT needs.

SUMMARY: Though the university's investment in the school is not as robust as in previous years, the school is blessed with exceptional resources due to the largess of some of its noted alumni and the dean's fundraising prowess. Many of the school's buildings have been updated

and modernized so that the complex, taken as a whole, is extremely attractive and promotes effective teaching, scholarship and collaboration. A renovation of the large auditorium, Fisher Hall, is next on the list to modernize its facilities.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

(a) The unit consults and communicates regularly with its alumni, and actively engages with them, other professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.

While not following a traditional "advisory board" model for alumni involvement, the school regularly communicates with its alumni, whether through classroom visits or service on the Missourian Publishing Association, which advises the Columbia Missourian. One example of direct alumni involvement and engagement is the Dean's Leadership Circle, which includes alumni who not only make an annual contribution to the school, but also are readily accessible for engagement with current students and faculty. The dean cited numerous examples of alumni who have offered assistance in advocating for support for capital improvements or in making the case for journalistic independence for the school's five main media outlets.

Many school alumni connect by attending gatherings hosted by the school during conferences and conventions, such as the Association for Education in Journalism and Mass Communication, International Communication Association, National Association of Black Journalists and National Association of Hispanic Journalists.

(b) The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance, and addressing communication issues of public consequence and concern.

The best evidence of the school's leadership in the development of high standards of professional practice comes in the numerous awards received by the school-operated news outlets, often in competitions with other news organizations operated fully by professionals. At the time of the site team visit, the Columbia Missourian was proudly displaying its Gold Cup Award from the Missouri Press Association, which had been presented only a few weeks prior to the visit. The school's 81 awards are reflective of the quality of journalistic work and standards of professional practice that other news organizations are seeking to imitate.

In addition to winning awards across multiple media platforms, the school's faculty participate as judges for numerous contests, including broadcast and professional association awards for states and regions across Missouri. By sponsoring multiple lecture series, symposia and conferences, the school is regularly addressing communication issues of public consequence and concern. For

example the Based on True Story (BOATS) Conference offers deep discourse into ethics and societal issues while introducing methods and techniques in visual storytelling. The school's commitment to public affairs journalism is reflected in its 2023 co-sponsorship with the Investigative Reporters and Editors on "Reporting on Threats to Democracy," an event held at the National Press Club in Washington, D.C.

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

The school's five professional media organizations, statehouse bureau and two ad agencies all have public service obligations. That service is aligned with the university's land-grant mission. Since 20 students and a faculty member launched the Missouri Business Alert as a website in 2013, it has served the entire state of Missouri with news not covered by existing news outlets. That includes profiles of emerging entrepreneurs and startup ventures. More recently, in the wake of the COVID-19 pandemic, Missouri Business Alert has engaged students in putting on a Kindness in Business awards event that celebrates Boone County, Mo., organizations that have shown kindness throughout the year. In partnership with the Columbia Missourian, the Missouri Business Alert published a print supplement in September 2023 called "Missouri Made," which for the first time extended the reach of its website beyond the online platform.

The faculty's civic engagement is exemplified by the Columbia Missourian executive editor's participation in the local Rotary Club each week to "connect with the community in a consistent way." In May 2023, the Columbia Missourian co-produced The CoMo Street Gazette as an outlet to allow citizens to tell their own stories. Further evidence of the fulfillment of the service mission of the school was the number of stories generated by students working in the school's statehouse bureau, which were printed and broadcast in communities around the state. And while the school has commissioned research that shows its commercial television station is among the most trusted news outlets in the state, the dean admitted there was some room for improvement in the station's efforts to serve those in the 40,000 homes throughout the 15 mid-Missouri counties that are within the reach of the station's signal.

(d) The unit supports scholastic journalism.

Since 1923, the school has been the home of the Missouri Interscholastic Press Association. Recently, the organization merged with the Missouri Journalism Education Association to form the Missouri Interscholastic Journalism Association. Each spring the school, through MIJA, sponsors J-Day, which brings more than a thousand students to campus for workshops and contests. Additionally, the Missouri University Journalism Workshop, which was founded as the African American, Hispanic, Asian and Native American Workshop in 1970, is now the longest

running summer journalism workshop of its kind. In 2007, it expanded to include all races and ethnicities. Now the workshop is the largest of three weeklong summer programs that run concurrently. The others focus on investigative reporting and the strategic sides of advertising and public relations. Together the most recent summer programs served approximately 80 high school students from across the country.

Beyond the student-facing events, school faculty have produced a set of 25 teaching modules on a host of subjects from audience engagement, sports writing, cross cultural journalism to videography, writing for social media and basic design. With lesson plans, narrated videos, presentations and additional activities, the 25 modules are designed to be easily integrated with platforms such as Google Classroom and Google Apps for Education.

SUMMARY: The school regularly communicates with its alumni with opportunities for direct alumni involvement in classes, special events and in the development of new learning opportunities. As evidenced by the award-winning work of five school-operated news outlets, the school exhibits leadership in the development of high standards of professional practice. Both through involving students with multiple opportunities to be involved in the production of special publications and the faculty's own civic engagement, the school contributes to its community, defined by both the county and state in which it is located. By developing online teaching modules for K-12 instructors, sponsoring an annual J-Day each spring and a trio of summer workshops for high school students, the school supports scholastic journalism.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

1) Summarize the strengths and weaknesses of the unit.

Strengths:
- Strong and dynamic leadership that is pushing an excellent school to even greater heights

- New curriculum that helps implement the "Missouri Method" of journalism education to deal with the rapidly changing media environment

- A hard-working faculty of professionals and scholars who believe in collaboration

- A hefty endowment and strong fundraising that allows the school to fund new initiatives and supplement faculty salaries

Weaknesses:
- Turnover of advising staff has led to lack of accessibility and consistency for students

- Over-enrollment of a few skills classes following the implementation of a new curriculum

- Some faculty feel squeezed between service commitments and lack of funded sabbaticals

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

N/A

3) In the case of a recommendation for accreditation or reaccreditation, *with standard(s) not in compliance,* list the deficiencies that need to be addressed before the next site team evaluation.

N/A

4) In the case of a recommendation for provisional accreditation, list the deficiencies that should be addressed before the provisional status can be removed.
N/A

5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to the recommendation.

N/A

6) If the unit was previously accredited, summarize *significant* deficiencies noted in the previous report and the actions taken to correct them. If the unit was in noncompliance on the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.

This was noted by the site team seven years ago: *The leadership and faculty are well aware of and concerned about the record in diversity of a school of this national and international stature. Action to diversify the student body and the faculty was underway at the time of the visit. The School should demonstrate continuing progress in these efforts and in enhancing a culture of inclusiveness.*

The school has done an excellent job of bringing diversity to every aspect of its operations. The dean is a committed diversity advocate and the school has continued to grow its numbers of faculty of color.

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

The self-study was thorough, detailed and written with a consistent voice, the result of the same person who did the same duty seven years ago being its primary author. Its clarity and completeness made the site team's work easier, especially given the five-person team had 68 faculty members to interview.