

Report of ACEJMC Evaluation

Undergraduate program
2024-2025

Name of Institution: **University of Georgia**

Name and Title of Chief Executive Officer: **Jere W. Morehead, president**

Name of Unit: **Grady School of Journalism and Mass Communication**

Name and Title of Administrator: **Charles N. Davis, dean**

Date of 2024-2025 Accrediting Visit: **Nov. 17-20, 2024**

Date of the previous accrediting visit: **Oct. 15-18, 2017**

Recommendation of the previous site visit team: **Re-accreditation**

Previous decision of the Accrediting Council: **Re-accreditation**

Recommendation by 2024-2025 Visiting Team: **Re-accreditation**

Prepared and submitted by:

Team Chair

Name and Title: **Peter Bhatia, CEO**

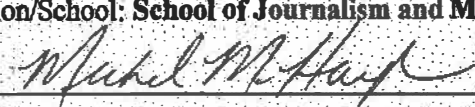
Organization/School: **Houston Landing**

Signature 

Team Member

Name and Title: **Michel Haigh, professor**

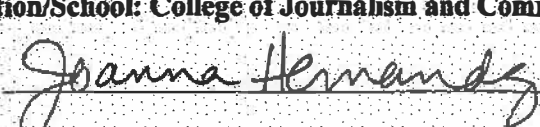
Organization/School: **School of Journalism and Mass Communications, Texas State University**

Signature 

Team Member

Name and Title: **Joanna Hernandez, director of inclusion and diversity, and lecturer**

Organization/School: **College of Journalism and Communication, University of Florida**

Signature 

Team Member

Name and Title: **Kathryn McManus, co-founder EducatioGlobal**

Organization/School: **Faculty associate at Walter Cronkite School of Journalism & Mass Communication, Arizona State University**

Signature 

Team Member

Name and Title: Emily Metzgar, professor and director

Organization/School: School of Media & Journalism, Kent State University

Signature



Team Member

Name and Title: Brad Rawlins, dean of the graduate school

Organization/School: Arkansas State University

Signature

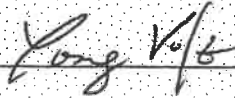


Team Member

Name and Title: Yong Volz, associate professor and chair of journalism studies

Organization/School: Missouri School of Journalism

Signature



PART I: General Information

Name of Institution: The University of Georgia

Name of Unit: Grady College of Journalism and Mass Communication

Year of Visit: 2024

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

- ☐ 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
- ☒ 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 Georgia was chartered on January 27, 1785, by act of the Georgia General Assembly, which met in Savannah.

The University of Georgia is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, specialist, and doctoral degrees. The University of Georgia also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of the University of Georgia may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website.

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

- ☒ Yes
- ☐ No

If yes, give the date of the last full accrediting visit. If there was a revisit, give the date of the last full visit and the date of the revisit:

Last full visit, Oct. 15-18, 2017

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

1948

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

Mission of the College of Journalism and Mass Communication, affirmed with adoption of revised bylaws, May 2, 2023:

The College of Journalism and Mass Communication prepares students to be effective and critical consumers, scholars and practitioners of media and communication industries; improves the services these industries provide their consumers; and facilitates the public use of the media to meet personal and community needs. Teaching, research and service are all integral parts of this mission.

7. What are the type and length of terms?

The University of Georgia operates on a semester system, with shorter sessions in summer and during intersessions.

Number of weeks in a semester: 16

Number of weeks in summer sessions: 4 or 8 weeks

Number of weeks in intersessions: 4 weeks

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

☒ Bachelor's degree

☒ Master's degree

☒ Ph.D. degree

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

Bachelor's degree (A.B.): Advertising major, Entertainment and Media Studies major, Journalism major, and Public Relations major.

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

121 semester hours are required for graduation.

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

A student may earn up to 3 semester credit hours for internship experience.

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.

Advertising: Dr. Juan Meng

Entertainment & Media Studies: Dr. Jay Hamilton

Journalism: Dr. Jon Peters

Public Relations: Dr. Juan Meng

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

Fall 2024: 42,760, as of Aug. 21, 2024

Fall 2023: 41,615

Spring 2024: 40,790

14. Number of undergraduate majors in the accredited unit, by sequence

Fall/2024 Undergraduate Majors

Advertising: 345

EMST: 237

JOUR: 353

Public Relations: 303

Intended: 753

Total: 1,991

Fall/2023 Undergraduate Majors

Advertising: 268

EMST: 191

Journalism: 306

Public Relations: 274

Intended majors: 795

Total: 1,834

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.

FALL 2024

ADVERTISING AND PUBLIC RELATIONS DEPARTMENT

AdPR 3110 Brand Storytelling, 5 sections — 20, 20, 20, 20, 11

AdPR 3520 Graphic Communications, 2 sections — 20, 19

AdPR 3550 Social Media Content and Production, 1 section — 20

AdPR 5120 Crisis Communication, 2 sections — 20, 18

AdPR 5740 Advertising and Communications Campaigns, 2 sections — 19, 14

AdPR 5741 Integrated AdPR Campaigns, 2 sections — 17, 17

AdPR 5742 Health Campaigns, 1 section — 17

AdPR 5750 Social Media Analytics, 3 sections — 13, 17, 13

AdPR 5920 Public Relations Communication, 4 sections — 19, 19, 18, 19

AdPR 5950 Public Relations Campaigns, 2 sections — 18, 20

AdPR 5990 Seminar in Advertising and Public Relations, 2 sections — 15 (Corporate Communication), 14 (Podcasting)

ENTERTAINMENT AND MEDIA STUDIES DEPARTMENT

EMST 3110 Writing for Entertainment Media, 4 sections — 20, 20, 17, 18

EMST 3210 Production Basics, 3 sections — 20, 20, 20

EMST 4110 Screenwriting, 1 section — 12

EMST 4120 Producing for the Screen, 1 section — 18

EMST 4130 Writing for Television, 1 section — 20

EMST 4200 Cinematography and Visual Language, 2 sections — 12, 20

EMST 4210 Sound and Picture Editing, 1 section — 18

EMST 4230 Directing for the Screen, 1 section — 19

EMST 4240 Color Correction and Visual Effects, 1 section — 5

JOURNALISM DEPARTMENT

JOUR 3090 Reporting 1: Critical Skills for Reporting and Storytelling, 9 sections (also required for Public Relations majors) — 20, 18, 14, 14, 20, 19, 20, 20, 20
JOUR 3280 Introduction to Video Journalism, 2 sections — 13, 15
JOUR 3330 Introduction to Photojournalism, 2 sections — 16, 20
JOUR 3380 Introduction to Digital Design, 1 section — 19
JOUR 4090 Reporting III: Storytelling Across Platforms, four sections — 18, 19, 20, 20; SPTM 4800 Multiplatform Storytelling for Sports may be substituted, 3 sections — 15, 10, 17
JOUR 5090 Multiplatform Newsroom: Newsource, 1 section, 18
JOUR 5091 Reporting IV: Capstone: In-Depth Projects, 4 sections. — 11, 10, 20, 10
JOUR 5160 Advanced Photojournalism, 1 section — 19
JOUR 5190 Feature Writing, 1 section — 20
JOUR 5280 Advanced Video Journalism, 1 section — 9
JOUR 5490 Introduction to Podcasting, 1 section — 20
JOUR 5640 The Business of News, 1 section — 20
JOUR 5990 Seminar in Journalism and Mass Communication, 3 sections — 15 (Memoir Writing), 12 (Narrative Journalism), 19 (Home & Garden Reporting)

SPRING 2024

ADVERTISING AND PUBLIC RELATIONS DEPARTMENT

AdPR 3110 Brand Storytelling, 5 sections — 15, 14, 20, 20, 20
AdPR 3520 Graphic Communications, 2 sections — 19, 20
AdPR 3550 Social Media Content and Production, 1 section — 20
AdPR 3910 Graphic Communications History, 1 section — 20
AdPR 5120 Crisis Communication, 2 sections — 14, 20
AdPR 5770 Social Media Analytic, Listening and Engagement, 2 sections — 5, 15
AdPR 5920 Public Relations Communication, 4 sections — 20, 20, 13, 20
AdPR 5990 Seminar in Advertising and Public Relations, 3 sections (AdPR and Virtual Reality, Corporation Communications, Podcasting) — 14, 13, 20

JOURNALISM DEPARTMENT

JOUR 3090 Reporting 1: Critical Skills for Reporting and Storytelling, 9 sections (also required for Public Relations majors) — 19, 15, 20, 19, 20, 20, 18, 20, 15
JOUR 4090 Reporting 3: Storytelling Across Platforms, 5 sections — 10, 12, 10, 12, 11; SPTM 4800 Multiplatform Storytelling for Sports may be substituted, 1 section — 15
JOUR 5090 Multiplatform Newsroom: Newsource, 1 section — 17
JOUR 5091 Reporting IV: Capstone: In-Depth Projects, 3 sections — 20, 19, 19
JOUR 3280 Introduction to Video Journalism, 2 sections — 12, 17
JOUR 3330 Introduction to Photojournalism, 2 sections — 20, 20
JOUR 3380 Introduction to Digital Design, 2 sections — 16, 11
JOUR 5190 Feature Writing, 1 section — 21 (NOTE: The overload of 1 seat was due to a scheduling error/conflict with a Double Dawg student. She needed it to graduate on time, and this course was her only option.)
JOUR 5290/7290 Financial Journalism, 1 section — 14
JOUR 5380/7370 Documentary Photojournalism, 1 section — 19
JOUR 5490 Introduction to Podcasting, 1 section — 20
JOUR 5990 Seminar in Journalism, 3 sections (Narrative Writing, Producing Newscasts, Memoir Writing) — 14, 20, 18

ENTERTAINMENT AND MEDIA STUDIES DEPARTMENT

EMST 3110 Writing for Entertainment Media, 3 sections — 19, 19, 20

EMST 3210 Production Basics, 3 sections — 18, 15, 13

EMST 4110 Screenwriting, 1 section — 19

EMST 4120 Producing for the Screen, 1 section — 14

EMST 4130 Writing for Television, 1 section — 20

EMST 4200 Cinematography and Visual Language, 2 sections — 20, 20

EMST 4210 Sound and Picture Editing, 1 section — 18

EMST 4230 Directing for the Screen, 1 section — 20

EMST 4240 Visual Effects and Color Correction, 1 section — 20

EMST 5990 Seminar in Media Arts, 1 section (AVID Level 01 Certification) — 14

NOTE: The Advertising and Public Relations class ADPR 3515 Foundations in Graphic Communication and the Journalism class JOUR 3190 Reporting 2: Research, Data, and Documents for Reporting are taught in large-lecture format, though both classes offer some hands-on instruction. The AdPR course is intended to help students learn to understand, analyze and create graphic communication and prepare students for AdPR 3520, Graphic Communication, AdPR 3910 Graphic Communication History, which are capped at 20 students per section according to ACEJMC policy. The Journalism course covers methods of news gathering via observation, interviewing, capturing visuals, accessing documents, analyzing and visualizing data, fact-checking and verification, and the use of digital tools to analyze audiences and optimize content for digital distribution. It is intended to prepare students for JOUR 4090 Reporting III and JOUR 5091 Reporting IV, which are capped at 20 students per section according to ACEJMC policy.

16. Total expenditures planned by the accredited unit for the 2024–2025 academic year:

Budgeted expenditures: The college anticipates spending \$18,689,844 in FY25, including funds from both the state and foundation.

Amount expected to be spent this year on full-time faculty salaries:

\$7,456,353

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.

1. Carolina Acosta-Alzuru, Professor, in Turkey as a 2024-2025 Fulbright U.S. Distinguished Scholar, not teaching
2. Sun Joo (Grace) Ahn, Professor
3. Karin Assmann, Assistant Professor
4. Lauren Baggett, Instructor
5. Moni Basu, Assistant Professor
6. Laurena Bernabo, Assistant Professor
7. James Biddle, Principal Lecturer
8. Amanda Bright, Senior Academic Professional
9. Michael Cacciatore, Associate Professor
10. Dodie Cantrell-Bickley, Senior Lecturer
11. Shira Chess, Associate Professor
12. Nick Chiles, Instructor, limited-term
13. David Clementson, Associate Professor
14. Joshua Cloudy, Assistant Professor

15. Tom Cullen, Lecturer
16. Charles Davis, Professor
17. Sabrena Deal, Senior Lecturer
18. Nicholas Eng, Assistant Professor
19. Nathaniel Evans, Associate Professor
20. Matthew Evans, Assistant Professor
21. Carlo Finlay, Senior Academic Professional
22. Chris Gerlach, Lecturer
23. Jennifer Griffith, Principal Lecturer
24. Jay Hamilton, Professor
25. Jeong-Yoeb Han, Associate Professor
26. Benjamin Min Han, Associate Professor
27. Keith Herndon, Clinical Professor
28. Itai Himmelboim, Professor
29. Andrea Hudson, Lecturer
30. Janice Hume, Professor
31. Yan Jin, Professor
32. Mark Johnson, Principal Lecturer
33. Lori Johnston, Lecturer
34. Andy Johnston, Academic Professional
35. Jeffrey Jones, Professor
36. Anandam Kavoori, Professor
37. Jooyoung Kim, Professor
38. Nathaniel Kohn, Professor
39. Neil Landau, Associate Professor
40. Kim Landrum, Senior Lecturer
41. David Lawson, Lecturer
42. Sanghoon Lee, Clinical Associate Professor
43. Maggie Liao, Assistant Professor
44. Kyser Lough, Associate Professor
45. Booker T. Mattison, Associate Professor
46. Tyler Mazurek, Instructor
47. Juan Meng, Professor
48. Vicki Michaelis, Professor
49. Leah Moss, Instructor
50. Lauren Musgrove, Assistant Professor
51. Glen Nowak, Professor
52. Jonathan Peters, Associate Professor
53. Ivanka Pjesivac, Associate Professor
54. Lance Porter, Professor
55. Glenna Read, Associate Professor
56. Karen Russell, Professor
57. Chris Shumway, Senior Lecturer
58. Kristen Smith, Principal Lecturer
59. Jeff Springston, Professor
60. Kyla Sterling, Associate Academic Professional
61. Kristen Strausbaugh, Senior Lecturer
62. Welch Suggs, Associate Professor
63. Ruoyu Sun, Assistant Professor
64. Ralitsa Vassileva, Lecturer

- 65. Denetra Walker, Assistant Professor
- 66. Megan Ward, Senior Academic Professional
- 67. Joseph Watson, Professor
- 68. John Weatherford, Principal Lecturer
- 69. Keith Wilson, Lecturer
- 70. Bartosz Wojdyski, Associate Professor
- 71. Hye Jin Yoon, Associate Professor

18. List names of part-time/adjunct faculty teaching at least one course in fall 2024. Also list names of part-time faculty teaching spring 2024.

Part-time faculty, Spring 2024: Rebecca Burns, Tracy Coley, Ben Caruso, Ben Deutsch, Sam Jones, Diana Keough, Darryl Ledbetter, Ramsey Nix, Ashley Patterson, Kelsey Schmitt and Charlotte Varnum.
Part-time faculty, Fall 2024: Rebecca Burns, Tracy Coley, Ramsey Nix, Charlotte Varnum, Skylar Nicholson, Ben Deutsch, Ashley Patterson, Kelsey Schmitt and Sam Jones.

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

Degrees awarded: 2023-24 academic year, 537; 2022-23 academic year, 562
Certificates awarded: 2023-24 academic year, 157; 2022-23 academic year, 142

Part II — Standard 1: Mission, Governance and Administration

Journalism dates back to 1913 at the University of Georgia. The school dates to 1915. The school gained independent status in 1932 and changed its name to the Henry W. Grady School of Journalism and Mass Communication in 1977. It attained college status in 1988.

It has offered a master's degree since 1932 and established a doctoral program in 1983. ACEJMC has accredited the program since 1948. Today, the college offers four undergraduate majors – Advertising, Entertainment & Media Studies, Journalism, and Public Relations. It also offers two MFA degrees in Narrative Media Writing and Film, Television & Digital Media, five undergraduate certificates and two graduate certificates.

Fall 2024 enrollment:

- Advertising: 345
 - Entertainment and Media Studies: 237
 - Journalism: 353
 - Public relations: 303
 - Intended: 753
- TOTAL: 1,991.

That is an increase of roughly 150 from Fall '23.

In a book celebrating the college's 100th anniversary, the current (and eighth) dean was quoted: "Through the decades, the college has reinvented itself again and again, rising to meet transformational changes in the mass media. Whether technological, cultural or socioeconomic, the one constant through all the years is change." In its own words, the college "prepares students to be effective and critical consumers, scholars and practitioners of media and communication industries, improves the services these industries provide their consumers and facilitates the public use of the media to meet personal and community needs. Teaching, research, and service are all integral parts of this mission."

The college's 2025 Strategic Plan has three overarching goals: to promote excellence in teaching and learning, to grow research, innovation, and entrepreneurship, and to strengthen partnerships with communities across Georgia and worldwide. (More below.) The college 2025 Diversity and Inclusion Excellence Plan includes building an inclusive living/learning environment that supports access and success for diverse students, recruiting and retaining a diverse workforce, and expanding partnerships and outreach to strengthen diverse communities. Each plan includes measurable goals and key performance indicators that are reported annually.

The college has two new podcasting studios, expanded and modernized its newsroom, updated its Games and Virtual Environments Lab, Brain Body and Media Lab, and Digital Media and Cognition Lab, and added the new Center for Advanced Computer-Human Ecosystems (CACHE).

The college has launched two new undergraduate certificate programs, bringing the total to five: New Media, Sports Media (with plans for a master's program), Public Affairs Communication, News Literacy, and Health and Risk Communication. A sixth certificate in Corporate Communication is under development. In Spring 2024, 686 undergraduates were enrolled in Grady certificate programs. The certificate programs were characterized as "minors on steroids."

A chief goal for the college is to maintain strong enrollment numbers. The faculty voted unanimously in Spring 2023 to allow earlier admission of undergraduates to the college. Students now apply after completing 24 credit hours toward a required 60-hour core rather than completing the full 60 hours. Students who arrive with enough AP credit may now apply during their first semester for admission in

their second. Students still acquire a strong liberal arts background, with 72 credit hours required outside the majors.

The university requires that each graduate complete at least one approved experiential learning unit. Grady majors have myriad experiences, including capstone courses, internships and study abroad. Grady students have many other opportunities for hands-on work. Talking Dog, a volunteer student-run integrative advertising and public relations agency, takes on real-world clients. Digital Natives sends journalism students to newsrooms across the state that need help with digital problems and initiatives. In 2021, a 148-year-old family-owned weekly newspaper in the adjoining county was about to shutter. The dean and a retired alumnus worked together to acquire the newspaper, *The Oglethorpe Echo*, and turned it into a non-profit and staff it with student reporters and photographers, some in capstone classes and others as paid interns.

The college is home to numerous special centers, including the New Media Institute; James M. Cox Jr. Institute for Journalism Innovation, Management and Leadership; John Huland Carmical Sports Media Institute; James M. Cox Jr. Center for International Mass Communication Training and Research; Center for Health and Risk Communication; Peabody Media Center; and the new CACHE: Center for Advanced Computer-Human Ecosystems. The college is home to the Georgia Scholastic Press Association, founded in 1928, and the National Press Photographers Association. The college holds 13 endowed chairs and professorships and the Charlayne Hunter-Gault Distinguished Writer in Residence. It has 71 full-time faculty members.

In 1941, the college awarded the first George Foster Peabody Awards for excellence in radio broadcasting in 1940. The university houses the awards archives as part of the third-largest audio-visual archive in the United States. (They've saved every entry since the beginning.)

Since the last accrediting cycle, UGA has established a "Double Dawgs" program, allowing students to earn bachelor's and master's degrees in five years. The college has 86 students enrolled at the undergraduate level, including all four undergraduate majors. The college added a new MFA degree in Film, Television and Digital Media, a two-year residential program in which students are trained in screenwriting, directing, and producing. The MFA is offered in partnership with UGA's Franklin College of Arts and Sciences and the Georgia Film Academy, with courses at studios near Atlanta and Athena Studios in Athens in a 14,000-foot sound studio donated for exclusive use by students in the MFA and the Entertainment and Media Studies undergraduate major. The new MFA complements the existing low-residency MFA in Narrative Media Writing.

The college is one of 18 independent schools and colleges at the University of Georgia, which is one of 26 colleges and universities in the University System of Georgia. The system includes four research universities, four comprehensive universities, nine state universities and nine state colleges. Students may transfer, without loss of credit, most core liberal arts courses across the USG system.

The budget environment in Georgia remains stable, but UGA and USG faced budget cuts, including a 10 percent cut in FY21 (during the Covid-19 pandemic) of \$230 million system-wide, and another \$66 million cut in FY24. The FY21 cut, which swept three Grady College faculty lines, has not been restored, though the smaller cut was restored for FY25.

Development activities have been successful since the last accreditation cycle. The college's total endowment fund balance for FY24 is \$38 million, a significant increase from the last accreditation cycle, FY18, when the total was \$23 million.

Over the years, regents' policies and the system chancellor's administrative actions have given UGA a high degree of autonomy.

The university attracts highly qualified students from the state and beyond. In Fall 2024, more than 43,000 prospective students applied for a class of 6,175 admitted students. They are among the most academically qualified classes in UGA history and represent 463 Georgia high schools, 144 Georgia counties, 44 states and 12 nations.

The strengths cited by the 2017 site team remain among the college's strengths:

- Reputation of excellence on campus and in the state and nation; national leadership through the Peabody Awards and the Cox Center
- Intelligent and motivated students
- A collaborative and forward-thinking faculty -- students effusively praised faculty
- A highly regarded dean who has increased the momentum of the college
- Strong alumni and professional relations
- Uncommonly competent professional advising staff
- A clear understanding of promotion and tenure standards

The college took seriously weaknesses cited in the last site visit (excerpted from self-study):

- **The 2017 site team said the college needs to make more progress on diversity issues.**

In Fall 2024, the college's full-time faculty is 18.3% Asian or Indian, 8.4% African-American (up from 4% in 2017) and 2.8% Hispanic. Total: 70.4% white, 29.6% minority. Forty-three percent of full-time faculty members are women. Twenty-six percent are international (up from 20 percent in 2017), from Bulgaria, South Korea, China, Israel, Venezuela, Germany, India, Serbia, Canada and the United Kingdom.

The faculty embraces strategies regarding the recruitment of diverse faculty and students. A checklist for faculty hiring was approved in 2018 and then reaffirmed and included as an appendix to revised faculty bylaws in 2023. In it, search committees are charged with seeking diverse candidate pools, developing rubrics to ensure equity and warding against unconscious bias in the process. The college engages in numerous recruiting programs to increase diversity in both graduate and undergraduate student populations.

In 2022, the college adopted its latest Diversity and Inclusion Excellence Plan as part of a four-year university-wide endeavor. (The college has had a diversity plan since 2000.) Among the priorities: 1) Building an inclusive living/learning environment that supports access and success for diverse students; 2) Recruiting and retaining a diverse workforce to advance our mission in the 21st century; and 3) Expanding partnerships and outreach to strengthen diverse communities. Each priority has goals and key performance indicators, which are reported annually to the university.

- **Weakness: The 2017 site team said that the college does not showcase enough of its George Foster Peabody Awards.**

In 2020, after 80 years of holding the Peabody Awards ceremony in New York, the college planned to move it to Los Angeles to increase attendance from the media industry, talent and press. The ceremony had to be canceled due to COVID for the next several years and was replaced by a virtual ceremony where acceptance videos from each of the winners were pushed out through a week-long celebration in social media.

The Peabody Awards resumed its in-person awards ceremony on June 9, 2024, at the Beverly Wilshire Hotel in Los Angeles.

- **Weakness: The 2017 site team said that students are challenged by not having a consistent rotation of courses and the ability to take desired courses due to a lack of available seats.**

Required courses in all majors and many electives are offered consistently, and seats are always available for students enrolled in any of the four majors when needed to graduate on time. However, because Grady majors are designated as “high demand,” there rarely has been space for students to cross over and take courses in other majors. This problem has been addressed in three significant ways.

1. Students in the Advertising and Entertainment and Media Studies majors now have the option to enroll in 6 hours of upper-division coursework offered by other departments in the college, and Public Relations majors now have the option to enroll in 9 hours.
2. The college offers five undergraduate certificates, open to majors in and out of the college, in high-demand subjects: New Media, Sports Media, News Literacy, Public Affairs Communication, and Health and Risk Communication. (A new certificate in Corporate Communication is under development.) As of Spring 2024, 686 undergraduate students were enrolled in college certificate programs, including 13 percent of Grady majors.
3. The college participates in the aforementioned Double Dawgs program, which allows a student to get a bachelor’s and a master’s degree in five years. Grady College students are able to cross tracks for their master’s degree. For example, public relations majors can study advertising, and vice-versa. In Fall 2024, 86 Grady College students are enrolled in Double Dawgs at the undergraduate level. Grady’s action has gone a long way toward alleviating student frustration about access to courses outside their majors.

- **Weakness: The Grady building is in dire need of more renovation and additional space for classrooms and offices.**

The college still needs additional space, particularly for faculty offices. There is no room for growth.

However, the college has completed major renovations since the last site visit, representing an investment of more than \$6 million.

- **Weakness: The 2017 site team said some equipment, particularly in the Entertainment and Media Studies Department, needs to be upgraded; some classrooms need high-definition monitors.**

Classrooms and labs are supported by an expanded information technology department that oversees instructional technologies, web and data servers and student checkout equipment. Over the last three years, the college has reorganized several positions, moving the broadcast facility engineer and the field equipment manager into the IT department. As classrooms are refreshed, the college’s Information Resource Committee assesses the space and needs to determine the ideal technologies to install. All classrooms now work on a common touch-screen control surface, allowing multiple inputs. AV display systems are chosen based on the size of the room, viewing angles and budgetary constraints.

Over the last six years, the college has eliminated several computing labs that were not being fully utilized. It has begun replacing desktop computers with docking stations for students in some of the remaining labs. The docking stations allow students one-cable access to power, large monitors, full-size keyboards and mice.

The college also offers this self-assessment:

Strengths: The strength of Grady College emanates from its faculty and the students they serve. The deeply experiential curriculum engages students through a number of real-world learning laboratories, all designed to shrink the gap between academe and industry partners. Faculty research productivity also is a great strength, and fuels much of what happens in the classroom.

Weaknesses: The college is lean, too lean in places. It could use another faculty position here and there, most noticeably in the film production area. That program does more with fewer people than any in the college and has just enough staff to support the mission, barely. Everyone is stretched thin, and the college does so much that it's a delicate balancing act.

Most urgent need for resources: Support for student experiential learning has been a priority. Students need help in getting to that dream internship, to the ideal study abroad destination, or field study programs in New York, Los Angeles and Washington, D.C. The college seeks to ensure that all students get those opportunities. To that end, the college has begun an Ex-PRIZE initiative, asking alumni to support experiential learning. Thus far, the initiative has raised over \$800,000 and hopes to top \$1 million soon as a starting point.

In summary, more office and classroom space is needed, a problem that carries over from the last site-team visit. Space remains Grady's final frontier.

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.

Both are easily accessed on the college website.

Mission Statement: The College of Journalism and Mass Communication prepares students to be effective and critical consumers, scholars and practitioners of media and communication industries, improves the services these industries provide their consumers and facilitates the public use of the media to meet personal and community needs. Teaching, research and service are all integral parts of this mission.

The mission and college bylaws were updated in 2023.

The college is in the last year of a five-year strategic plan. The plan features three strategic directions:

- Promoting excellence in teaching and learning
- Growing research, innovation and entrepreneurship
- Strengthening partnerships with communities around Georgia and around the world

Each direction has multiple strategic goals and unit goals within them. There are annual targets and annual reports (delivered Oct. 1) that assess progress. For example, under the first strategic direction on teaching and learning::

Strategic Goal 1.1: Expand experiential learning opportunities for all students.

Unit Goal 1.1.1: Broadening and diversifying experiential learning opportunities across college departments.

Key Performance Indicator: Measure experiential learning opportunities and student engagement.

Data Source: Samantha Meyer, Director of Experiential Learning (Tracking survey of student engagement in EL activities)

Annual targets:

Year 1/FY 2021: Conduct an inventory of experiential learning opportunities in three focus areas (study abroad, internships and service learning) and identify in-person and virtual opportunities to establish a baseline.

Year 2/FY 2022: Work with individual departments to continue to identify new opportunities for virtual experiential learning (across three focus areas) and assess increase from baseline.

Year 3/FY 2023: Re-establish internship placement network in preparation for return to increased face-to-face experiential learning and strive to achieve or exceed baseline.

Year 4/FY 2024: Expand outreach to identify greater numbers of experiential opportunities in underrepresented and underserved workplaces where the college may have little presence, including those that serve cross-cultural markets.

Year 5/FY 2025: Investigate ways to better link experiential learning to career services and placement.

Annual performance:

In FY24, Grady continued its work to identify new experiential opportunities for students at home and away.

In the summer of 2024, the college added a new travel writing study away program in Hawaii, led by Jon Peters, based in Waikiki. Working as storytellers and travelers, students experienced the wide differences in perspectives and values found among different cultures in the only U.S. state that was once a kingdom. They considered the importance of place and history in the stories they reported. They met local journalists, government officials, and residents, including some of the tens of thousands who identify as Native Hawaiian or Pacific Islander.

Led by Kim Landrum, in partnership with Lamar Dodd, the college offered its second Summer Studio in June 2024, with hands-on training in Adobe Photoshop, Illustrator, InDesign, layout, typography, photography (including studio, underwater and drone photography), digital design, copywriting, personal branding and strategy. Eighteen students from seven majors completed the program, which included faculty from Calor Creative, UGA Photography, Lamar Dodd Graphic Design, Marketwake, See Spark.Go, Apple and the Advertising and Public Relations Department in Grady.

In FY24, a variety of internships and full-time roles for students were promoted in the college's weekly DEI Careers Newsletter and weekly Jobs & Internships Newsletter. A sampling of new roles from underrepresented and underserved workplaces to increase college presence included:

- UGA Experiential Learning Student Industry Fellows Program – UGA EL has requested more Grady student representation to contribute to their interdisciplinary student teamwork.
- Report for America – a national service program that places journalists into local newsrooms to report on under-covered issues and communities.
- UGA CyberArch internships – a program focused on hands-on practical experience directly impacting cybersecurity in Georgia. The program reached out to include Grady students in Fall 2024.
- Videography Internship with Athens Area Habitat for Humanity – reached out for specific assistance from Grady College.
- Freelance Reporters and Photographers Positions with 285 South, Metro Atlanta's first and only publication dedicated to its immigrant and refugee communities.

And it goes on from there ... The entire description, detail, and assessment of the plan runs more than 90 pages. This is not a strategic plan that has gathered dust on a shelf. It is part of the daily life of the college.

(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 a gregarious, effective, and much-beloved figure in the college and across the campus. His tenure has been transformative for the college in terms of renovation, reorganization, innovation, development, and outreach. His 2021 administrative review noted, "Students, staff, faculty and alumni agreed that (the dean) has built a healthy, productive and collegial culture. The energy in the college is palpable, fueled by his passion, vision for innovation, commitment to students, care for faculty and staff, transparency and trust." His engagement in the hallways – he walks them daily, checking in on students and faculty – and at events like 'Dogs with the Dean,' when he grills hot dogs on the lawn twice a year, gives students a sense of connection to the college. "I love him," one student said in a 2023 meeting. Another student in a meeting with the site team said: "He's the coolest guy in the world." Another who attended a well-attended student meeting with the site team noted, "When the dean asks, we show up."

Other campus leaders celebrated the dean and his faculty as easy to work with and for bringing strengths to the table for interdisciplinary research. They praised the school's new media center as being a resource. Another dean praised the dean for "knowing his school and then leaning on relationships to build awareness (of Grady). He'll call up and say, "Hey, I've got this great group of students who, for the right price, can produce a great video for you." Many praised the dean and his leadership team for "always starting with yes." One faculty member talks of how the dean "lets us run with things when they are a good idea. At the end of the day, we do the right thing."

Staff and faculty development is always on his mind. His elevation of a photojournalism professor to the college director of technology and leader of the updating and modernizing of the college's building speaks to his eye for talent.

One student said of Grady: "It's a family," and credits the dean. The provost simply said the dean is "excellent."

The dean, for his part, says his college is in the business of preparing students to be "digital Swiss Army knives."

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

Fully updated and in place.

(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.

The "Retention and Graduation Facts and Figures" page is on the Grady College website: <https://grady.uga.edu/facts-figures/>

It takes a couple of clicks to find, but is housed under the "About" tab and "Our College" link, along with the diversity plan, assessment plan and college bylaws.

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

The faculty has primary responsibility for the college's priorities, policies, and procedures, as well as faculty hiring, review, tenure, promotion and curriculum. In addition to numerous standing committees, ad hoc committees are used for specific purposes, including preparing the self-study for this review.

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

Deans of schools and colleges are appointed by the university president with the approval of the Board of Regents. It's been 12 years since a dean search occurred, but at the time the provost appointed nine faculty members, one graduate student, one undergraduate student, one staff member and three alumni to a search committee. The dean of the College of Veterinary Medicine served as chair. The committee presented four unranked candidates to the provost and president and the dean was selected.

Associate deans are appointed by the dean in consultation with the college executive committee, comprised of the department heads and one elected member from each department. Department heads are recommended for appointment by the dean in consultation with faculty and serve at the pleasure of the dean.

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

Student concerns are generally resolved with a discussion between the faculty member and the student. If needed, the department head is involved. A formal Student Problem Resolution and Appeal Process exists if the matter cannot be resolved. Faculty and staff concerns are handled at the college level as well. Issues are first taken to the supervisor and, if necessary, the dean's office for a full discussion. The university has a formal grievance procedure if necessary.

SUMMARY:

Rarely does a site team encounter a unit that is so successful, respected and collegial. At Grady, this all flows from the extraordinary leadership of the dean, a superb and productive faculty, and outstanding students, which reflect the university's increasingly difficult admission standards. The dean is known for his gift for "yes," his engagement with students and faculty and his twice-annual "Dogs with the Dean," where he grills hot dogs for all. His congeniality should not distract from his remarkable work over the last decade, which has improved every aspect of the college, from being on the cutting edge of curricular evolution to certificate programs that expand enrollment and student options to updating and improving an aging building.

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. Programs may identify classes within the unit that contribute to a liberal arts and social sciences perspective for graduates from the unit.

The school offers bachelor's degrees in Advertising, Public Relations, Journalism, and Entertainment and Media Studies. They also offer five undergraduate certificates (New Media, Sports Media, Public Affairs Communication, News Literacy, and Health and Risk Communication).

Students must complete at least 120 credit hours plus one credit of physical education to earn a bachelor's degree. Students earn 72 credits outside the college, including 60 credits in the liberal arts core. Students take 48 hours in the college and an additional 12 hours of electives.

(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.

Each major has a set of core courses for its students. The core courses in each major include theoretical and conceptual courses and skills courses. They map the courses in each major to the ACEJMC values and competencies to make sure students are exposed to them.

Advertising

Advertising had a total of 345 majors in the fall of 2024. Students in the program take Principles of Advertising and a 33-credit core:

- Principles of Advertising
- Brand Storytelling
- Media Strategy and Activation
- AdPR Research: Insights and Analytics
- Foundations of Graphic Communication
- Advertising and Society OR Law of Mass Communication
- Advertising and Communication Management
- Advertising and Communication Campaigns OR Integrated AdPR Campaigns OR Health and Risk Communication Campaigns
- Social Media Analytics, Listening and Engagement or Digital and Social Communication Strategies
- Principles of Marketing (offered in the College of Business)

Advertising students choose six additional hours from any Grady upper-division courses and 15 hours of upper-division courses in no more than two disciplines outside of Grady; a minor or dual major may fulfill upper-division elective requirements.

Entertainment and Media Studies

Entertainment and Media Studies had 237 majors in the Fall of 2024. Students in the program take a 15-credit core:

- Media Entertainment and Popular Culture
- Writing for Entertainment Media
- Entertainment Media Industries
- Production Basics
- Entertainment Media Analysis

EMS majors will take 15 credits of electives from an approved list of college electives and 15 credit hours of upper-division courses in no more than two disciplines outside the college or complete a minor or certificate program in a field other than journalism and mass communication.

Journalism

Journalism had 353 majors in the Fall of 2024. The students take a 24-credit core:

- Media, News and Consumers
- Reporting I: Critical Skills for Reporting and Storytelling
- Reporting II: Research, Data, and Documents for Reporting
- Reporting III: Storytelling Across Platforms
- Multiplatform Newsroom: Newsource (6 hours) OR Reporting IV Capstone: In-Depth Projects
- Journalism Ethics and Diversity
- Law of Mass Communication

They choose one course from Introduction to Video Journalism, Introduction to Photojournalism, Introduction to Digital Design.

They also choose one course from Credibility, the News Media, and Public Trust; Media Savvy Becoming Digitally Literate; International Mass Communication; Social Effects of Mass Communication; Race, Gender, and the Media; or History of the Mass Media in the United States.

They then select 3 to 6 credits from a list of specialty courses depending on if they took Multiplatform Newsroom: Newsource which is worth 6 credit hours. Journalism majors take 15 hours of upper-division courses in no more than two disciplines outside the college or complete a minor or certificate in a field other than journalism and mass communication.

Public Relations

There were 303 public relations majors in Fall 2024. Students in the program take a 33-credit core:

- Public Relations
- AdPR Research: Insights and Analytics
- Foundations of Graphic Communication
- Introduction to Public Affairs Communication OR Crisis Communication OR Public Relations Management
- Public Relations Communications (writing)
- PR Ethics, Diverse Cultures, and Cross-Cultural Leadership OR Law of Mass Communication
- Public Relations Campaigns OR Integrated AdPR Campaigns OR Health and Risk Communication Campaigns
- Reporting I: Critical Skills for Reporting and Storytelling
- Principles of Marketing

Students take nine credit hours of upper-division electives in the college and 15 credit-hours of upper-division courses outside the college or complete a minor or certificate program outside of journalism and mass communication.

(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.

Advertising

Student interviews indicated the advertising curriculum prepared them for internships. There was some concern about not learning some of the software or programs in the courses prior to obtaining an internship. Another concern was tied to Adobe Creative Suite licenses. There seems to be a backlog of gaining access at the start of the semester, so some purchased it independently. They also noted the study abroad and other experiential learning opportunities they have available were great learning opportunities. The Media Strategy and Activation class was noted to include a Google Analytics certification, and another course included the Brandwatch certification. Students noted there was flexibility in the schedule to complete the major courses and electives. Some were also taking part in the certificate programs.

Entertainment and Media Studies

Student interviews indicated students feel prepared for the internships. They noted that the equipment is industry standard, and the study abroad and other experiential learning opportunities are “amazing.” Some mentioned a concern that they are not required to take a media law class, and through site team questioning, it was clear that students also do not have a good understanding of ethics as conceptualized by ACEJMC.

Journalism

Journalism students were happy with the overall curriculum, technology, and internship and study abroad opportunities. Several discussed Newsource (a student-produced news program) and opportunities at *The Oglethorpe Echo* – a legacy newspaper acquired by Grady that was turned into a nonprofit for students to create content through the capstone class or paid positions.

Journalism students gave mixed reviews to Reporting II, the second of the four-course reporting core and the only one taught in a large-lecture format and not as a skills class per ACEJMC rules. Students are divided into teams (in a class that can be of around 100 students) to do research work and other tasks for local Georgia newspapers. They are taught source-building, interviewing, data visualization, how to write records requests and other essential news-gathering skills. The course serves as a bridge between the beginning reporting course and the multi-platform journalism course.

Student comments range from enjoying the team-building and camaraderie built in the group parts of the class to suggesting it could be subsumed into the initial reporting class. Some felt that the class numbers may make it too large and unwieldy.

Public Relations

Public relations students said their courses were preparing them for their internships. Some had studied abroad and thought the experience went well. One concern students expressed was the lack of experience with some of the programs they used at their internships (e.g., Brandwatch, Hootsuite,

Talkwalker, Critical Mention, or Muck Rack). One student mentioned she gained the Google Analytics certification in the media planning course, but most students had not been exposed to the programs even though several offer education certifications and access for students in college (e.g. Hootsuite and Muck Rack).

Several mentioned taking the AI course *Public Relations Communication 2.0*, an online Maymester special topics course exploring the public relations industry through the lens of online writing tools and AI software. Students raved about this course and its instructor. Students noted the professor's readings, assignments, and feedback were great. They were able to learn what ChatGPT spit out was only as good as the prompt being put in. One even gave a presentation at her internship based on what she had learned in the class.

One weakness was centered on the AdPR Research: Insights and Analytics class. Students felt the experience in that class varied based on the instructor (some grad assistants were teaching the course). Rather than the course focusing on applied research (secondary databases such as Simmons, SimplyAnalytics, Winmo) and conducting primary research with the target audience, the research framework was more academic and not industry-focused.

The other weakness was focused on the Foundation of Graphic Communication course. Students did not enjoy the LinkedIn Learning modules and mass lecture. They preferred taking an elective course where the instructor walked around the room, assisted them with their layout design projects, and spent time teaching the Adobe Suite. They also mentioned the course was missing an Adobe Illustrator component.

(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.

The school engages with alumni and industry professionals in a variety of ways. They have a robust internship program that ties them to working professionals in various industries. The college also has an active Alumni Board of Trust, which meets on campus twice a year. The self-study noted a list of guest speakers from a variety of industries. They also partner on projects with the National Press Photographers Association, headquartered in the college, the Georgia Association of Broadcasters, the Georgia Press Association, and the Georgia Film Academy.

The Cox Institute for Journalism Innovation, Management, and Leadership partners with the Society for the Advancement of Business Editing and Writing to prepare and connect students with those working in financial journalism. The James M. Cox Jr. Center for International Mass Communication Training and Research is dedicated to international outreach and research. The center brings international journalists and professional communicators to campus from around the world. They have hosted more than 100 international fellows.

Faculty interviews revealed the strength of faculty ties to industry. They noted the ways they stay in contact with industry professionals to make connections to keep the curriculum updated and make connections students can leverage. Faculty in all disciplines are in contact with industry professionals as evidenced by students noting faculty members picked up the phone and got them internships or mentorships.

(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 or online, should not exceed 20-1.

When reviewing the information provided in the self-study, skills classes had an enrollment as low as 5 or as high as 20.

(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).

Students are not required to take internships, but at student meetings said they had internship experience. Some students had multiple internship experiences. Students must take several prerequisite courses before they can take an internship for course credit.

Once students obtain an internship, they will complete an internship packet that outlines the expectations of the student and the organization. There is a standardized memorandum of understanding the college uses.

The internship is reviewed by the department head and/or the director of experiential learning. The department head serves as the instructor of record and primary point of contact for the student and internship site. Students must track their work and write reflections. The internship supervisors complete an evaluation of the student. The department head assigns a pass/fail grade based on the quality of the student's assignments and the supervisor's evaluation.

The students noted how well the director of experiential learning does at communicating about internship opportunities. She sends at least two emails a week with career notes and opportunities. Internship hours abide by ACEJMC policies.

SUMMARY:

The college has a vibrant curriculum that is updated as industry changes. The students felt prepared for their internships and were happy with the course offerings. There were some weaknesses identified in the student interviews, the most concerning was class content varying based on instructor when there were multiple sections of the courses (Advertising, Public Relations, and Entertainment and Media Studies). There are ample opportunities for students to work with clients in classes because of the experiential learning requirement at the UGA.

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 assessment plan addresses contemporary curricular issues.

<https://grady.uga.edu/wp-content/uploads/2023/10/Assessment-Plans-Grady-College.pdf>

This document appears to have been last updated with data from the 2021-2022 academic year.

(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.)

The unit has clearly defined goals for student learning objectives. They are aligned with ACEJMC’s Professional Values and Competencies.

By most metrics provided in the assessment plan, Grady College students do good work. Their instructors and professional contacts challenge them to continue raising the bar. And based on the site team’s interactions with these happy, bright and ambitious students, they are up to the task.

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

The unit’s written assessment plan is comprehensive and captures both direct and indirect measures for assessment of student learning, including capstone course evaluations, alumni survey responses, and feedback from student internship supervisors. The breakdown of measures for each major is provided below.

- Advertising & Public Relations
 - Direct
 - Capstone campaign books and presentations (professionals involved)
 - Indirect
 - Alumni survey
 - Internship employment evaluations (professionals involved)
 - Professional survey
 - Student achievements

- Entertainment & Media Studies
 - Direct
 - Final exam for Entertainment & Media Industries
 - Major project for Directing for the Screen
 - Major class assignment for Entertainment Media Analysis
 - Indirect
 - Alumni survey
 - Internship employer evaluations (professionals involved)
 - State and national student awards
- Journalism
 - Direct
 - Capstone project evaluations (professionals involved)
 - Digital portfolio evaluations (professionals involved)
 - Indirect
 - Alumni survey
 - Internship employer evaluations (professionals involved)
 - Professional survey

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

As outlined above, the assessment plan for each unit incorporates feedback provided by communication professionals. But as noted in the 2017 site team report, “Assessment instruments... should only be considered a direct measure if it is a requirement of all students.” By this metric, internship employer evaluations do not count as a direct measure, even though they provide an opportunity for professionals to evaluate student performance.

- Advertising & Public Relations has one direct measure where professionals are involved: Capstone campaign books and presentations.
- Entertainment & Media Studies has no direct measure where professionals are involved.
- Journalism has two direct measures where professionals are involved: capstone project evaluations and digital portfolio evaluations.

(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. Multiple examples of “closing the loop” are evident.

The self-study points to each unit’s assessment report, directing attention to “a section titled ‘Improvement Based on Analysis,’ providing annual documentation on how the college closes the loop on assessment.” The site team notes that while this section is present in each unit’s report, the information provided in that section is often general or repeated across each outcome considered for a particular academic year.

In discussion about data collected in a university-generated graduating senior survey in 2019-2020, new Journalism graduates indicated they would have liked more training on tools specific to their jobs and selected industries. The unit’s response in the assessment report was “Keeping up with changing technologies in the field of journalism is an ongoing challenge that we try hard to meet. Our students [sic] up-to-date technologies, but more importantly, they understand that technology is just a tool in

storytelling. To make sure every Journalism major has access to technology we keep video and still camera kits that are available for check-out for students who do not have the financial means to purchase their own equipment.” The site team notes this comment does not reflect a plan for improvement.

In the Advertising & Public Relations assessment report for 2022-2023, the unit offered the same comment in response to three separate measures, “Based on the data analysis, there are two areas we can continue emphasizing in our core classes: 1) to make sure students can write correctly and clearly in forms and styles appropriate to the profession, and 2) to make sure students are familiar with the data collection methods that are commonly applied to the profession. These foundational skills will be integrated into not only writing and research classes, but also throughout other core courses and the capstone projects.” The site team notes this response is not specific, measurable, achievable, relevant, or time-bound.

Entertainment & Media Studies’ assessment report provides a lot of data demonstrating how well students perform in state and national competitions. In reply to alumni survey responses (alumni from 2020, 2021, and 2022), the unit writes, “This data provide a strong indication of excellence. Faculty will continue to teach and prepare students at the highest level in professionalism and soft skills as well as in technical expertise.” They provide the same reply in response to internship employment evaluations. As with the Advertising & Public Relations unit, this type of comment in a section titled “Improvement Based on Analysis” is not consistent with “closing the loop.”

While the college has made significant progress in the collection and analysis of data for the purpose of providing direct and indirect measures, the site team believes more progress is necessary for the college to demonstrate that it is successfully “closing the loop.” The site team would have liked to see more direct measures that rely on the expertise of practicing professionals. More importantly, it would have liked to see more thoughtful responses to the data, including a clear path from receipt of data to changes downstream that resulted from the collected information.

SUMMARY:

The unit collects a great deal of information consistent with the comprehensive assessment plan and all metrics point to solid outcomes for students in majors across the college. The weakness, however, remains failure to consistently close the loop.

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

The college's diversity and inclusion plans have been in place since 2000. The plan was amended in 2003 and revised in 2012, 2017, 2018 and 2019. The most recent four-year diversity plan, 2025 Diversity & Inclusive Excellence Plan, was updated and approved by full faculty in 2022, and is entering the end of its timeframe. The associate dean for academic affairs chairs the college's Diversity Committee and is responsible for tracking progress. The associate dean presents progress reports to the full college faculty for review twice a year and to the university once a year. The college's diversity plan aligns with the college and university's strategic plan and has three priorities 1) Building an inclusive living/learning environment that supports access and success for diverse students; 2) Recruiting and retaining a diverse workforce to advance our mission in the 21st century; and 3) Expanding partnerships and outreach to strengthen diverse communities. Each priority further breaks down into three goals, articulates key performance indicators as well as data sources, targets and progress for each year of the plan. The written plan includes the unit's definition of diversity. It identifies underrepresented groups. The diversity plan is housed on the college's website and can be found in the About section.

(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 university requires all students to complete cultural diversity coursework. Cultural diversity coursework includes Public Relations Ethics, Diverse Culture, and Cross-Cultural Leadership; Representation and Identity in Entertainment Media; Telenovelas, Culture and Society; Race, Gender and Media; and Race, Public Relations and Civil Rights. In addition, during the curriculum review in 2022, the Journalism Department changed Journalism Ethics and Diversity from an elective to a requirement.

There is also a Diversity, Equity and Inclusion Jobs and Internships newsletter emailed weekly to students that features information about how potential employers deal with diversity issues. In addition, the college sponsors training and educational programs for faculty, staff and students.

The college hosted a diversity of speakers and held discussions on diverse cultures. The college hosted career development events with diversity-focused organizations for students, including information sessions with the T. Howard Foundation and the 4A's Multicultural Advertising Internship Program. The college also co-sponsored, with the UGA Women's Institute, the campus-wide 30th anniversary Andrea Carson Coley Lecture in LGBTQ+ Studies. Two Lunch & Learn programs featured Andrea Wenzel of Temple University, author of "Anti-Racist Journalism,"; and Brian Leffler, winner of UGA's

2024 Fulfilling the Dream Award, on “Reframing When Connecting with the Deaf.” Thirty students of diverse backgrounds from colleges and universities across the Southeast, including five HBCUs, participated in the seventh annual Myra Blackmon AdPR Academy for Diversity and Inclusion. Students attending the academy received 35 hours of training and mentorship from advertising and public relations experts.

(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 university conducts new faculty orientation, where attendees receive information that includes training about diversity, inclusion, and ethics.

Faculty and staff can take a continuing education course to earn a Certificate in Diversity and Inclusion. The six-session course focuses on building and maintaining a diverse and inclusive environment for learning and teaching. Eight college faculty and staff members have so far earned the certificate.

The UGA Center for Teaching and Learning also provides resources for faculty and graduate teaching assistants on inclusive teaching practices. Graduate students who serve as teaching assistants or instructors of record are required to complete a Graduate Teaching Seminar, which includes diversity lessons and a focus on rules related to maintaining a safe and inclusive campus.

The college required all faculty, staff and graduate teaching assistants to attend three mandatory training sessions — “Create a Sense of Belonging and Inclusion,” “How do We Talk About Race” and “Unconscious Bias: An Introduction,” — each followed by voluntary discussion sessions. Faculty and staff were also provided with voluntary opportunities such as college-wide book readings on topics like mental health and race, and Lunch and Learn sessions, book readings and panel discussions.

The college created a policy in 2018 that required each faculty search committee to follow specific procedures to ensure equity in recruiting and hiring. The process was reaffirmed in May 2023 and included as an appendix in the college bylaws. The policy requires: 1) a charge to each search committee from the dean or associate dean reminding them of the procedures and the importance of recruiting for a diverse faculty; 2) creating a job advertisement that includes appropriate language regarding openness to diversity and inclusion; 3) posting the job advertisement in multiple appropriate sites; 4) developing a rubric to ensure equal treatment for all candidates; 5) conducting active recruitment that reaches beyond usual candidate pools; 6) fair and equitable search committee deliberations, with consideration of possible unconscious bias; 7) using the rubric to make unbiased recommendations for candidate campus interviews; 8) getting feedback from a diverse group of students; 9) documentation of recruiting activities and rubrics.

In July 2023, the University System of Georgia mandated a change in employment practices to prohibit diversity statements in the hiring process.

(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.

Data shows that Georgia’s white population has decreased slightly since the last site visit. Area

demographics from the most recent Census show a 52% white population; a slight decline from the previous visit's 53.9%. The college and university also slightly declined the white student populations. In addition, the college had a higher number of white undergraduates than the university as a whole. The college's white undergraduate population was 75.30% (the previous visit, it was 76%) as opposed to the university's 67% (70% previously).

The second highest demographic group was Black/African Americans at 31% of the state population (a 0.7% decrease from the previous site visit). The college's undergraduate Black population was 6.44% (a decrease from 9%); the university's Black undergraduate population was 6% (a decrease of 2 percentage points).

Latinos were the third largest demographic, making up 10.48% of the area population, an increase from 9.4% previously. The college also saw a slightly higher number of Latino undergraduate students at 8.3%, which represents a 3.3-percentage point increase from the previous visit's 5%. At the university, the Latino undergraduate population was 7.7% (6% previously).

Asians make up 4.47% of the area population (0.47% increase); the college's Asian undergraduate population was 4.2% (a decrease from 5% during the last site visit); and the university population was 13.5% (12% previously).

Other racial/ethnic groups were 5.2% of the area population (previously, it was fewer than 1%); however, these figures were not captured for the undergraduate student population in the fall 2023 report.

Two or more races make up 7% of the area population, 4.7% of the college's undergraduate population and 4.2% of the university's undergraduate population.

The state's female undergraduate population held steady from the previous report at 51.2 %. The college has 1,914 students (23 fewer than the prior visit), 1,400 are female (it was 1,467 previously; 9 international students were not divided by gender and were not included in the above calculation).

International students dropped to .47% at the college (2% previously) and formed 2.33% of the university population (1.85% previously).

In all categories, females make up the majority of the population.

Data on the college's retention rate for underrepresented students was not available.

However, the college created programming to reach underrepresented students. For example, the John Huland Carmical Institute for Sports Media sponsors the High School Sports Broadcast Program. The program connects high school students from underrepresented and underserved communities with University of Georgia students, who help them develop and produce live broadcasts of their own sports events.

It also needs to be noted that faculty voted in spring 2023 to change admission policy in an attempt to mitigate declines in application numbers from 2022-2023. This was intended to help with diversity as well as to maintain a robust enrollment. Admission requirements were revised to permit earlier applications from students by reducing the 60-hour core requirement to just 24 hours, which could include AP course credits. Applications rose from 270 for fall 2023 admissions to 489 for fall 2024 admissions.

(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.

Faculty and staff worked together to create a fresh way to make new students feel welcome. In summer 2023, they joined in 25 events welcoming new students. They staffed tables, answered questions and distributed SEC stadium-friendly “clear bags” that were stuffed with information about majors (and candy). Similar efforts continued in summer 2024.

The college’s website underwent a redesign in November 2023. The site is representative of a diverse campus population, and includes a DEI section if one were to hover a mouse over the About button on the toolbar.

SUMMARY:

The college has a diversity plan that was updated and approved by the full faculty in 2022 and is entering the end of its time frame. The university requires all students to complete cultural diversity coursework. The university has conducted workshops, training opportunities and offers certification courses to enhance faculty members’ understanding of diversity, equity, inclusion with the goal of developing culturally proficient communicators. In July 2023, the University System of Georgia mandated a change in employment practices to prohibit diversity statements in the hiring process and also banned the use of DEI terminology in teaching training standards. The state’s white population has decreased slightly since the last site visit, as did the college and university’s white undergraduate population. The Black/African American area demographic also slightly decreased, as did the undergraduate population both at the university and college levels. The Latino population has grown, as has the undergraduate student population. The Asian population has also grown along with the university undergraduate population; however, the college experienced a slight decline in Asian undergraduate students. Data on the college’s retention rate for underrepresented students was not available.

Overall evaluation, compliance/non-compliance: COMPLIANCE

Table 6. Faculty Populations, Full-time and Part-time

Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit's total faculty. (Report international faculty the same way the university reports them.)

SCHOOLS LOCATED OUTSIDE OF THE UNITED STATES should adjust the response and listing below to best represent the racial/ethnic/socio-economic groups of the area's population.

Do not count any individual in more than one group.

Academic year: 2024 – 2025 Full-time faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American	1	1.41%	5	7.04%
White	20	28.17%	29	40.85%
American Indian/Alaskan Native	0	0%	0	0%
Asian	5	7.04%	5	7.04%
Hispanic/Latino (any race)	1	1.41%	0	0%
Native Hawaiian / Other Pacific Islander	0	0%	0	0%
Two or more races	0	0%	0	0%
Other race				
International (any race)	11	15.49%	9	12.68%

*not all faculty reported race

Academic year: 2023 – 2024 Full-time faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American	2	2.86%	4	5.71%
White	20	28.57%	28	40.00%
American Indian/Alaskan Native	0	0%	0	0%
Asian	4	5.71%	5	7.14%
Hispanic/Latino (any race)	1	1.43%	0	0%
Native Hawaiian / Other Pacific Islander	0	0%	0	0%
Two or more races	0	0%	0	0%
Other race				
International (any race)				

*not all faculty reported race

Academic year: 2023 – 2024 Part-time/adjunct faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American	6	8.57%	3	4.29%
White	24	34.29%	18	25.71%
American Indian/Alaskan native	0	0%	0	0%
Asian	1	1.43%	0	0%
Hispanic/Latino (any race)	0	0%	2	2.86%
Native Hawaiian/other Pacific Islander	0	0%	0	0%
Two or more races	0	0%	0	0%

*not all faculty reported race

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.

The expected load for tenure-stream faculty is 50 percent teaching, 45 percent research and 5 percent service. The unit reports that faculty have primary responsibility for curriculum. Research is expected from all tenure-stream faculty and the report on research production gives evidence that they are very active. Service plays a much smaller role, but each faculty member is expected to serve on a committee or other service assignment.

Tenure-track faculty usually teach two three-hour courses a semester for a total of four courses per academic year. Summer teaching is not required but is available to those who choose it. Faculty with administrative duties usually have a reduced teaching load.

The university requires full-time lecturers to teach four, three-hour courses per semester, but some of them have reduced loads as well to help with administrative duties. Some of the senior lecturers were hired with a three-course load expectation and that contract is still honored. Clinical faculty teach two three-hour courses and are responsible for administering significant programs

Overall, the full-time faculty are primarily responsible for teaching the core and required courses as demonstrated by the reported percentages below.

- 2023-24: 87.5%
- 2022-2023: 82%
- 2021-22: 84%

(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.

The tenure-track faculty are expected to have a terminal degree, while lecturers and instructors should hold at least a Master's in their discipline. Of the 71 faculty members, 41 hold doctorates, 11 have MFAs, three have a JD, 16 have MAs, and one is a doctoral candidate.

The university's Center for Teaching and Learning offers many courses and workshops to improve instruction and learning. The college also offers a Lunch & Learn series to address specific teaching and learning practices specific to the media and communication disciplines. In Spring 2024, three faculty in the New Media Institute were recognized with the university's inaugural innovation AI Teaching Award.

A review of faculty vita indicates faculty are well connected to scholarly associations as well as professional associations.

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

Faculty report feeling well supported, both financially and by their colleagues. Each unit head has a budget for allocating travel and other support. The result is a significant presence for Grady in a range of organizations, including the Association for Education in Journalism and Mass Communication, American Association of Advertising, Asian American Journalists Association, Broadcast Education Association, Georgia Association of Broadcasters and Georgia Press Association, National Association of Black Journalists, National Press Photographers Association, Online News Association, Public Relations Society of America, Society of Professional Journalists, Solutions Journalism Network and more. Faculty also serve on numerous editorial boards and review panels.

Expectations for tenure and promotion are clear, and an informal system of mentorship ensures junior tenure-stream faculty have support for both teaching and research. One senior faculty member told a member of the site team that if they see a colleague is struggling to meet research expectations in advance of tenure and promotion, they reach out to engage them in projects. The goal, they reported, is to help them succeed, not to shut the door in their face. Another faculty member commented on the college's remarkable commitment to teaching while meeting research expectations consistent with the university's R1 status. The college has a strong track record of success regarding tenure and promotion, with all candidates since 2019-2020 navigating the process successfully.

Some faculty noted they would like more research funding (such as \$1,000) so they could conduct a study that would lead to larger grants later.

(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.

The unit reports nearly 1,800 scholarships, creative and professional activities. This includes 375 peer-reviewed articles, 383 refereed conference papers, and 78 external grants. A review of academic and professional activities demonstrates a very active faculty that contributes to the stated university mission to "contribute to the general reservoir of knowledge, [and] extend the horizons of the human intellect." Scholarly faculty typically publish 1-3 articles per year and present 2-3 papers at leading conferences such as AEJMC, ICA and discipline specific associations.

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

In a meeting with the site team, the provost spoke highly of the unit's contributions to the university. He noted that a member of the faculty had been asked to serve on a university committee to help advise in the creation of the university's new independent school of medicine. More broadly, he spoke of the contributions the college makes on various markers (i.e., federal research funding, research productivity, national and international reputation, etc.) that are contributing to the university's efforts to earn AAU status within the next five years.

Other university leaders told the site team about the Grady faculty's embrace of teaching and learning resources on campus, cross-campus interest in the certificates the college offers, and the media training that Grady faculty provide to faculty and students in the College of Public Health. The dean's genial manner and collaborative style were also frequently mentioned as important contributors to the college's reputation on campus. Indeed, the dean of the Honors College told the site team that she had met earlier

in the day with a non-Grady student who, in the course of conversation, declared, “Grady is great!” The point is, she noted that everyone on campus knows that Grady College is a good place to be.

SUMMARY:

The unit has productive faculty. The tenured/tenure-track faculty are producing research, obtaining grants, and being active members of scholarly associations. All faculty regardless of title or rank take part in professional development opportunities. Faculty are active in research and service at the college, university, and national level.

Overall evaluation, compliance/non-compliance: COMPLIANCE

Full-time faculty productivity, Fall 2018-January 2024

Scholarship, Creative and Professional Activities	Unit Total	Full Professors	Associate Professors	Assistant Professors	Other Faculty	Total Individuals
Awards and honors	186	51	41	51	46	189
Grants received, internal	50	11	15	9	15	50
Grants received, external	78	25	21	14	21	81
Scholarly books, sole- or co-	6	3	2		2	7
Textbooks, sole- or co-	10	4	3		3	10
Books edited	11	6	5			11
Book chapters	79	50	21	4	8	83
Monographs	11	5	5	1		11
Articles in refereed journals	375	168	167	61	14	410
Refereed conference papers	282	171	152	65	7	395
Invited academic papers	25	22	5			27
Encyclopedia entries	8	4	3	1		8
Book reviews	12	2	1	2	7	12
Articles, non-refereed, published	102	21	10	6	65	102
Juried creative works	52		3	27	22	52
Non-juried creative works	83	1	5	1	76	83
*Other (please specify)	212		197	5	10	212

*The other category included MFA residency programming, invited talks, LinkedIn learning course creation, conference panels, film festival participation, external judge, sponsored projects, work on documentaries, amicus briefs, op-eds, research-in-progress presentations, panels, an essay, multimedia reporting kit for sustainability, fellowships and curated exhibitions.

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.

- Once admitted to one of Grady College's four undergraduate degree programs, each student is assigned a Grady primary advisor who meets with the student each semester to plan the subsequent semester's course schedule. During the initial advising appointment, the student's timeline to graduation is mapped out by semester. This plan is reviewed during each advising appointment.
- Students are required to meet with their advisors once each semester to be advised regarding the courses they should take in the following semester to minimize time to graduation.
- A student's registration time ticket is determined by her/his/their class level and hours earned. Special populations, including student-athletes and veterans, receive priority registration status.
- Grady College advisors are members of the larger academic advising community at UGA. The Academic Advising Coordinating Council is made up of members from each unit that provides academic advising services to students and a network of campus partners who service students in a variety of offices.

The student population feel that they are getting the courses they need for an on-time graduation. Students feel that they are well supported by their professors, and are comfortable turning to their advisors for assistance.

Grady's student services are well-architected. Students feel that all faculty, administrators, and advisors are positive, easily approachable, and want the students to succeed. In a feedback session of 20+ students, they all said they would recommend Grady to their family members and siblings. Students feel that there is a robust offering of student activities, career advice, and opportunities.

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

Experiential Programs coordinates internships, runs career fairs, plans programs featuring notable industry professionals, executes two newsletters featuring job and internship possibilities, and works with UGA's Career Center to prepare students for their job searches and entry-level careers. Students feel well-informed and appreciate the opportunities presented to them.

Academic advisors play a key role in students' academic and professional experience at Grady. The Office of Undergraduate Services encourages students to take an active and responsible role in their personal academic and career planning and to develop connections with their advisors and instructors. Beyond meeting with their advisors students are able to access UGA software Degree Works for additional information and assistance.

Faculty members also provide mentoring for students averaging 2.5 hours per week of drop-in office hours and other meetings by appointment. Grady's use of professional academic advisors allows faculty-student contact time to be devoted to working on classroom issues and professional mentoring.

In Fall 2024, the college is in the process of piloting a new employer connections program, which guides students through career development tasks (workshops, resume review, mock interviews, LinkedIn profiles, mentor programs) and then provides them with enhanced access to employers.

Students across the board say that Grady's coursework provides them the hands-on skills needed to be successful. Students say that Grady's coursework outshines the lecture style classes they are taking in their non-Grady courses.

Transfer students and students switching majors are vocal that they need more time with their advisors. They are asking for advising video calls before the start of their first semester. They believe having a preplanning session would alleviate many of the problems they face when navigating their academic pathways. Additionally they said it would be helpful if there is a full orientation day dedicated for transfer students.

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

Beyond advising sessions, *The UGA Bulletin* provides policy information about each major. Students are aware and utilize the resource. Students receive timely career and events newsletters. Grady's webpage has a link to events.

Students feel that there are tremendous opportunities to get involved and participate in activities. There is a real sense of community at Grady. Beyond student clubs and events Grady leadership is highly involved. The dean participates in orientation and hosts "Dogs with the Dean," held once per semester. Leadership holds monthly events to promote student wellness, including "Paws with the Dean" when therapy dogs and students mingle.

Additionally, Grady hosts New Admit Celebrations, which includes a student organization fair, t-shirts, snacks and games for all new Grady students.

(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.

Students are automatically added to the Grady Job Leads listserv when they are admitted into their majors. The listserv is run by the director of experiential programs, who sends two weekly newsletters and additional one-off emails for employer events and major deadlines. The newsletters feature opportunities to gain experience in the communications industry through jobs, internships, employer connections, distance learning programs, company and agency tours.

The DEI Jobs and Internships Newsletter is shared weekly and bi-weekly in the summer. It features content focused on diversity, equity and inclusion related to careers, internships, scholarships in the communications industry.

The college works closely with the university's centralized Career Center, which dedicates one full-time career consultant to serving Grady College students. The career center offers workshops, employer visits and provides mentorship opportunities.

Additionally, alumni relations are very strong. Professors are able to tap into many different connections to strengthen their courses and internship opportunities for their students.

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

The UGA Career Center surveys Grady graduates annually. The Career Outcomes Initiative provides insight into the employment and continuing education status of Grady graduates within an average of 6 months of their graduation date. This self-reported data details employment, salary, and graduate school information. These reports constitute the only centralized employment data collection for the University of Georgia. Ninety-five percent of the college's class of 2023 was employed or pursuing a graduate degree within six months of graduation.

Additionally, students provide feedback on advising services by completing a survey developed by the Office of Academic Advising and the Academic Advising Coordinating Council. Survey participation is voluntary, and responses are anonymous. Since 2020, 94% of Grady students report being "Highly Satisfied" or "Satisfied" with the quality of academic advising they receive from their Grady primary academic advisor. There is a section where the students can reflect and write suggestions which are reviewed by the advising team.

SUMMARY:

Student interviews indicated students are able to graduate on time in four years, the professional advisors are well respected, and the director of experiential programs does a great job of informing students about career/internship opportunities.

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 college provided a detailed annual budget of approximately \$17 million over the last three years. Its overall financial growth, including both state and private funding, has been driven by strong faculty credit hour production, expanded enrollment in graduate programs, and successful fundraising efforts. Notably, the dean and the development team have doubled the college's average annual fundraising totals from \$2 million to more than \$4 million over the last three years. In FY24 alone, the college raised over \$800,000 to support experiential learning initiatives. During this accreditation cycle, the college's endowment has also grown from \$23 million to \$38 million, bolstered by several principal gifts annually, including the fourth-largest gift in UGA Foundation history.

The budget and fundraising efforts are strategically aligned with the college's five-year plan, incorporating mechanisms to address both ongoing and one-time expenditures. The dean works collaboratively with the director of finance and administration, associate deans, department heads, and the chief technology officer to ensure financial priorities align with the college's mission. Faculty travel funding is managed centrally at the college level but is also supplemented by individual departments through foundation funds or endowments. Additionally, endowed chairs and professors have access to dedicated travel funds, providing further support for research and professional development.

The college's financial planning and allocation processes are structured. Each spring, the dean and the administrative team participate in a formal budget conference with the provost and university vice presidents to assess programs and expenditures. Following this review, the dean submits the proposed budget to the provost in May, ensuring alignment with broader institutional goals and priorities.

(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.

The college has made significant progress in restoring and increasing its financial resources since the pandemic-induced budget cuts. While the overall university funding is adequate to support its mission, there are challenges in hiring sufficient faculty and addressing space limitations.

Resources provided by the institution. Despite budget cuts imposed by the university at the beginning of the pandemic—including the elimination of the college's entire travel budget for 2020-2021, the college's financial position has since improved. State funding increased following the implementation of blanket cost-of-living raises for university faculty and staff, with \$5,000 per employee added in FY23 and \$2,500 per employee in FY24.

For the 2022-23 fiscal year, the college operated on a budget of \$16,891,070 in state and university funding, allocated as follows: \$8,475,043 (50.17%) for instruction, \$2,007,111 (11.88%) for research, and the remainder for general operations, departmental services, and sponsored activities. In 2023-24, The budget increased to \$17,791,332, marking a 42.38% growth compared to \$12,496,076.33 in 2016-

17, the final fiscal year of the previous accreditation period. This upward trend highlights the college's improving financial resources and ability to address institutional priorities.

Faculty and staff support. Since FY19, comprehensive merit raise pools have not been available due to the state's focus on cost-of-living salary adjustments. While this approach has addressed general salary increases, it has limited the college's ability to reward individual performance. However, in FY25, the university reinstated a merit-based salary increase pool. At the college level, 23 faculty members and 8 staff members are slated to receive a 4% salary increase, based on the college's established raise decision process.

From interviews with the dean and department chairs, it is evident that the college needs additional faculty lines to fully achieve its mission in teaching and research. The budget cut during the pandemic left several faculty positions unfilled. In the current academic year, the college is conducting five faculty searches: three as replacement positions in EMST, and two new positions (one in Journalism and the other in AD/PR) funded by the provost and president's initiatives. The college is expecting one or two more faculty searches in the coming year.

Space limitations. While the self-report states that the university "is equitable in its distribution of resources," space allocation appears to be a point of disparity. The college, with an enrollment of 1,834 majors, currently has access to 80,097 square feet of classroom and lab space—a notable increase from 60,000 square feet during the last accreditation cycle. However, this allocation contrasts with the College of Family & Consumer Sciences, which, despite having fewer students, has 111,538 square feet of classroom and lab space.

Interviews with department chairs, faculty and students highlighted challenges related to instructional and office space. The first four floors of the journalism building have limited classroom capacities, and there are no vacant faculty offices. The fifth-floor classrooms are centrally managed and have limited availability for journalism classes. The provost acknowledged these space constraints, attributing them to increasing enrollment demands and renovation needs for old buildings, which affect many units across the university, including dormitories.

Funding allocation and future implications. The college's general budget is guided by the provost's office, which establishes institutional parameters. University funding allocations are primarily based on credit hour production, among other factors. Starting in FY26, the rate for credit hours generated by tenure-track and tenured faculty for undergraduate courses is expected to increase from \$225 to \$275 per credit hour. Rates for non-tenure-track faculty and graduate instructors will remain unchanged. This adjustment may have significant implications for the college, where many courses are taught by non-tenure-track faculty.

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

The college occupies a prime location in the Journalism Building, described during interviews as the best piece of "real estate" on campus. Its central location provides convenient access to key campus resources, including the Miller Learning Center, Tate Student Center, the main library, and transportation hubs, enhancing the overall student experience. Beyond the main campus, the college

leases specialized spaces in Fayetteville, GA, and at Athena Studios in Athens, including a sound stage, classrooms, editing suites, and collaborative spaces, which expand opportunities for hands-on learning and professional training.

During this accreditation cycle, the college has invested more than \$6 million in strategic renovations and upgrades, making significant changes to improve the functionality and efficiency of its facilities to support scholarship, teaching, and learning. Underutilized computing labs have been eliminated, and the remaining labs have been upgraded with docking stations that allow students to connect their personal devices to large monitors, full-size keyboards, and mice. This transition reflects thoughtful adaptations to evolving technological needs. Grady-specific workspaces now include 18 classrooms, 22 centers and institute offices, 19 computer labs, edit suites, and studios, as well as eight conference rooms and eight student common areas.

Research at the college is supported by research labs located on the fifth floor of the Journalism Building. Facilities such as the Brain Body and Media Lab, the Center for Advanced Computer-Human Ecosystems (CACHE), and the Digital Media Attention and Cognition Lab provide faculty and students with top-of-the-line tools to conduct innovative experiments and engage in impactful scholarship. The recent relocation and centralization of the CACHE lab further enhance collaboration and productivity by consolidating resources into one cohesive space.

Renovations have also prioritized improving faculty workspaces. Faculty offices, while sometimes cramped, provide sufficient privacy for research and student meetings. Over the last three years, the college has systematically refreshed these spaces with updated paint, carpet, lighting, and furniture. No complaints were raised by faculty regarding the size of their offices, and many expressed appreciation for the systematic efforts to update the instructional spaces. Efforts to strategically cluster faculty who collaborate in closer physical proximity reinforce departmental cohesion and maximize available space. Since 2020, five additional offices have been added through renovations, although as of spring 2024, there are no vacant offices, reflecting the growing demand for space within the building.

During the site visit tour, the team was impressed by the state-of-the-art facilities and the thoughtful integration of various pedagogical considerations. Renovated spaces, such as the film production sound stage, podcasting studios, and Grady Newsource newsroom, reflect the college's commitment to providing students with real-world, professional learning environments. The accessibility improvements to the Field Equipment Supply Room and the updated collaborative spaces further enhance the student experience. Student interviews highlighted their appreciation for modern classrooms, attractive edit suites and studies, and comfortable common areas, particularly those that foster collaboration and teamwork.

Despite these advancements, the college continues to face challenges with limited classroom and office space, particularly as enrollment grows and new faculty hires are made. Both students and the site visit team noted that the building's layout is difficult to navigate, primarily due to the illogical placement of stairways and elevators in relation to the classrooms. The elevator's location outside the main structure further adds to the inconvenience. During interviews, students and faculty expressed a strong interest in having the fifth floor fully allocated to the college to provide additional classroom spaces. When the site team discussed this possibility with the provost, no commitment was made regarding the classroom allocation of the fifth floor for the college's use.

(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 college provides comprehensive equipment and technical support that supports its students and faculty in teaching, research, and creative activities. The college's expanded IT department oversees instructional technologies, web and data servers, and the distribution of equipment.

Recent organizational changes, such as incorporating the broadcast facility engineer and the field equipment manager into the IT department, have improved efficiency by allowing cross-training and better resource allocation. The IT team is further supported by the university's Enterprise Information Technology Services unit, which provides network and data service assistance.

A key resource is the Field Equipment Supply Room, located on the first floor of the college. It houses over 50 video cameras and a wide range of audio, lighting, and support equipment. This facility ensures that students in production courses have access to professional-grade tools for their projects, with equipment use managed via instructor approval. The college tracks an inventory of over 1,500 pieces of equipment, including still and video cameras, lighting kits, microphones, and audio recorders, reflecting current industry standards. While some students expressed a desire for longer borrowing periods or additional equipment, one faculty member noted that the current inventory is sufficient if students plan their work effectively.

Faculty interviews revealed satisfaction with the college's proactive approach to resource allocation and upgrades. For example, one faculty member teaching podcasting shared their positive experience in securing a grant for the purchase of microphones and headphones for students to use. The faculty member noted that their initial request was for one set but was thrilled to receive five fully equipped podcast sets. The process of obtaining these resources was described as smooth and efficient. The faculty member also praised the podcasting studio for its size, state-of-the-art facilities, and cutting-edge technology, which have significantly enhanced their ability to teach hands-on skills in podcast production.

The college's Information Resource Committee plays a central role in assessing and maintaining technology needs. This includes evaluating classroom spaces during renovations to install optimal technologies, such as the common touch-screen control systems now standard across all classrooms. The IRC also tracks the usage of existing resources, identifies wear and tear, and monitors industry trends to ensure that students and faculty have access to up-to-date tools. The committee has successfully secured additional funding for projects like the first-floor podcasting studio and a video server for large-scale production classes, further enhancing the learning environment. However, EMST has reported greater needs for equipment due to a significant increase in enrollment, highlighting the need for careful monitoring and resource planning to meet the demands of this growing program.

Faculty and staff are also well-supported with technical resources. Offices are equipped with computers, printers, and peripherals, with most employees using laptops and docking stations for flexibility. Devices are refreshed on a four-year cycle, and faculty have access to essential software, including Adobe Creative Cloud, SPSS, and video editing tools like Final Cut Pro and Avid. Reliable wired and wireless networks ensure connectivity for research, teaching, and administrative tasks.

The college demonstrates a strong commitment to maintaining and enhancing its technical resources, as

evidenced by its strategic upgrades, smooth equipment acquisition processes, and responsiveness to the needs of students and faculty. The integration of professional-grade equipment, cutting-edge facilities, and experienced technical support fosters an environment conducive to effective student learning, innovative teaching, and impactful research and creative activities. While some challenges remain regarding equipment availability for extended periods, the college's overall resources are well-suited to meet its academic and professional goals.

SUMMARY:

The college benefits from strong institutional support, significant donations, endowments, and other private funds, as well as renovated facilities and robust equipment and technical resources that effectively meet the needs of its students and faculty. During the last accreditation cycle, outdated facilities and equipment were identified as weaknesses, but significant improvements have been made in this round. The college's central location on campus and state-of-the-art facilities, including research labs, TV and podcasting studios, now provide students with access to industry-standard tools and professional-grade learning environments. Strategic upgrades, such as the adoption of docking stations, technology refreshes, and the proactive work of the Information Resource Committee, ensure that resources remain aligned with current trends and needs. Faculty and staff are well-supported with flexible office technology and essential software, and student technology fees enable the ongoing replacement and expansion of equipment. However, challenges persist with limited classroom and office space and growing equipment needs, particularly in the Entertainment and Media Studies program due to increased enrollment.

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.

The college has two advisory boards:

The Alumni Board's 28 members represent a variety of professions, geographic areas and graduation years. It meets in Athens twice yearly with students, faculty and staff and serves as a conduit between the college and alumni.

The Board of Trust includes 20 members representing a variety of professions and organizations who support and advise the college. The Board of Trust meets in Athens twice a year.

Various entities within the college also have advisory boards, such as the New Media Institute Advisory Council, made up of professionals at technology firms. They give feedback on student projects, input on industry trends and networking both on campus and by hosting student groups at their workplaces.

The AdPR Executive Advisory Board, created in 2014, includes a diverse group of communications professionals. Board members support internships and other professional experiences.

Talking Dog, the student-led integrated advertising and public relations agency, has a new board established in 2024.

The college boasts one of the highest number of alumni mentors in the UGA Mentor Program, with 753 currently enrolled. Students in the program can connect with a mentor for a 16-week period or request "quick chats" with professionals. As of spring 2023, 658 students had participated.

The college also annually networks with alumni on the road, including New York, Nashville, Washington, D.C., and Los Angeles.

The college sends monthly e-newsletters to more than 15,000 alumni, updating them on upcoming programs, events and news. The newsletter has an open rate of more than 40 percent. Targeted email communications are sent to select alumni groups periodically throughout the year. The college has more than 14,000 followers on X, 8,000 on Linked In, 7,400 on Instagram and 5,500 on Facebook.

(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.

Faculty are active members or partner with the Public Relations Society of America, American Association of Advertising, Online News Association, Solutions Journalism Network, Society of Professional Journalists, National Association of Black Journalists, Broadcast Education Association, Georgia Association of Broadcasters and Georgia Press Association.

A faculty member presides over the college's Crisis Communication Think Tank, which builds collaborations among leading crisis scholars and practitioners. Another serves as First Amendment

Chair of the Civil Rights Litigation Committee of the American Bar Association, as a member of the Freedom of Information Committee of the Society of Professional Journalists, as head of the Georgia First Amendment Foundation, and as head of the Law and Policy Division of the Association for Education in Journalism and Mass Communication.

The college hosts Grady Salutes, an annual “Celebration of Achievement, Leadership and Commitment.” In 2023, nearly 170 Grady College alumni, faculty, students and friends celebrated Grady Salutes at the new Athena Studios, a 14,000-square-foot creator space that the College shares with Georgia Film Academy. The event included the presentation of the Dean’s Medal for Leadership Excellence to Private First Class Officer Caroline Edwards (ABJ ’12). Edwards was the first police officer injured during the attack on the U.S. Capitol on Jan. 6, 2021. She testified to the Jan. 6 House Select Committee on June 9, 2022. In Spring 2024, Grady Salutes was held on the college’s Schnitzer Family Media Lawn.

Faculty routinely bring influential professionals from a variety of communication industries to campus for class visits and student organization activities. Just last year:

- Liza Dunning, Creative Director for Apple, visited as part of the college’s Hearst Visiting Professional Series and spoke on “All about the creative process: How to turn an idea into reality and your creativity into a career.”
- Lynsey Addario, delivered the 43rd McGill Lecture, “Of Love & War: Humanity & Resilience on the Front Lines” and participated in the McGill Seminar on Journalistic Courage.
- A diverse leadership panel, “Closing the Equality Gaps,” was sponsored by The Female Quotient, an equality services company that provides thought leadership platforms for women and develops solutions for organizations committed to closing the gender gap in the workplace. It featured Debbie Ebalobo (ABJ 2010), director of global external and financial communications at The Coca-Cola Company; Soon Mee Kim, chief diversity, equity & inclusion officer at the Omnicom Communications Consultancy Network; Roma Desai Patel, founder and CEO at Tejari; and Candii Woodson, director of media strategy at Cricket Wireless. Emily Moody (BA 2019) from The Female Quotient moderated.
- Students and faculty attended a Grady-sponsored breakfast networking session with alumni honored by UGA’s Forty Under Forty award, including Kim Gebbia Chappel, vice president of marketing and communications at Bobbie; Kaitlin Miller Febles, principal category lead at Chick-fil-A, Inc.; Christina Koebel, chief of staff to the CEO of The Weather Company; Mallory O’Brien, global brand marketing at General Electric; Mandy Rodgers, founder and CEO of Mandy Kay Marketing; and Stacy Willingham, New York Times best-selling novelist.

In addition to personal and professional contacts faculty have in their individual networks, a college-wide Speakers Bureau was established in 2020 to increase interaction with alumni professionals and provide a resource for faculty, staff and students. The bureau currently has more than 180 members.

Each year advertising and public relations students (and faculty) travel to Washington, D.C., New York and Chicago, visiting agencies and organizations and networking with alumni in the area. Visual journalism students work with nationally recognized photo editors during fall workshops at the Georgia National Fair, spring workshops in communities around the state and the National Press Photographers Association’s international competition judging.

(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 college serves the public and professionals in myriad ways. A few examples:

- The James M. Cox Jr. Center for International Mass Communication Training and Research seeks to empower communicators and facilitate media insights worldwide, including the promotion of free and independent press and the roles of communication in all aspects of business and society. The center has hosted numerous international groups of professionals, international journalism educators, and journalists from over 48 countries. In 2023, the program hosted 23 researchers and trainees from Seoul. The center has a strategic partnership with a Romanian university and in the last 15 years has collaborated on more than 50 programs together, including joint research, certificate programs, joint publications, conferences, workshops. In collaboration with the U.S. Department of State, in November 2022, the Cox Center implemented a training program for 17 international journalists from countries around the world, including Australia, Taiwan, South Korea, Sri Lanka and the Philippines.
- The college is home to the National Press Photographers Association and hosts its annual international Best of Photojournalism Competition. In 2023, more than 140 visual journalists evaluated nearly 30,000 entries, selecting which photographs and videos would make the final round. A team of student volunteers, faculty and staff set up six classrooms at the University of Georgia, built out live streaming kits and then welcomed in more than two dozen final round judges from around the world who then reviewed, debated and decided winners.
- The first Carmical Symposium on Sports Media, hosted by the John Huland Carmical Sports Media Institute, coincided with National Girls and Women in Sports Day in 2022. The symposium focused on women in sports to mark the 50th anniversary of Title IX.
- Covering Poverty, an online training resource, includes a toolbox for journalists who want to improve coverage of poverty. It is administered through the Cox Institute for Journalism Innovation, Management and Leadership's Journalism Writing Lab. Since the project's inception in 2009, the site has provided reporting resources to more than 500 journalists.
- The McGill Program for Journalistic Courage honors Ralph McGill's legacy as editor of the Atlanta Constitution by highlighting courage in journalism through an annual lecture, symposium and awarding of the McGill medal. McGill was regarded as the "conscience of the south" for his editorials challenging racial segregation in the 1950s and 1960s. McGill Medal winners since the last re-accreditation site visit have included Rana Ayyub, global opinions writer at the Washington Post, who has reported on religious violence and extrajudicial killings by the state in India (2020); Omar Jimenez, a CNN correspondent based in Chicago, for courage in his reporting mission when he was arrested during the protests following the murder of George Floyd (2021); and Lynsey Addario, an American photojournalist who has been covering conflict, humanitarian crises and women's issues around the Middle East and Africa on assignment for The New York Times and National Geographic for more than two decades (2023).
- The college leads Grady Digital Natives, an innovative Cox Institute program that trains students to help Georgia news organizations accomplish specific digital goals. For example, in 2023 a journalism student spent the week at *The Northeast Georgian* in Cornelia and its sibling paper. She created new content for the newsroom's Instagram and Facebook accounts, created templates for best social media practices, and developed an analytics sheet for the newsroom staff to track their monthly analytics. Another student spent the week at *The Current* in Savannah, teaching the journalists how to edit video both on their phone and in iMovie, and on their laptops and in Adobe Premiere Pro.
- The college is one of only four Solutions Journalism Hubs located in journalism schools throughout the U.S. that support storytelling covering both the problems and the actions being taken to address them.

(d) The unit supports scholastic journalism.

Founded in 1928 by what was then UGA's School of Journalism, The Georgia Scholastic Press Association assists high school and middle school media programs and students in the state of Georgia by encouraging quality publications and broadcast programs through instruction and local competitions. It is housed in the Grady College and has more than 100 member schools.

GSPA sponsors three major events annually: a statewide conference, a spring workshop and awards program and the Summer Media Academy. An advisers workshop is offered every other summer, the latest in summer 2024.

More than 800 high school students and teachers attended the October 2024 statewide conference, participating in 45 sessions on topics such as student press freedoms, media literacy, behavioral and mental health coverage. The spring 2024 awards program recognized recipients of awards administered throughout the year.

Each year the college runs the Summer Media Academy, offering weeklong, in-person camps in advertising and public relations, broadcast journalism, news website journalism and entertainment and media studies for students ages 13 through 17. In summer 2023, 63 students attend four camps: ADPR, Broadcast, EMST and Multimedia. Sixteen participants were from outside of Georgia. They represented Alabama, California, Colorado, Connecticut, Florida, Missouri, New Jersey, North Carolina, South Carolina, Texas and Virginia. Six participants received need-based scholarships. In 2024, 67 middle and high school students participated, including students from Florida, Georgia, Maryland, North Carolina and Texas. Need-based scholarships were awarded to nine participants.

The John Huland Carmical Sports Media Institute has a high school broadcast partnership with Southwest DeKalb High School. The school produced 31 broadcasts of its sporting events, including football, volleyball, basketball, soccer and lacrosse. The institute is in the early stages of creating a similar partnership with Arabia Mountain High School, also located in DeKalb County.

SUMMARY:

Professional and public service is in the DNA of Grady. From its long-standing commitment and housing of scholastic journalism in Georgia to the important work done by its many special centers and its engagement and involvement of alumni in the college, it serves as a model for how a unit can embrace the outside world.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and areas for improvement.

STRENGTHS:

- Remarkable leadership from an incredibly effective and charismatic dean, who leads an innovative school constantly looking to create new programs as industries and technology evolve.
- Development of specialized certificate programs that are growing in popularity and drawing students from outside the college. AKA “Minors on steroids.”
- Committed, collaborative and happy faculty who are fully engaged with their students and with preparing them for the workplace. Students rave about the quality of instruction and the time and commitment of their professors. “We are 110 percent prepared” for the real world, one student said. Research productivity is high.
- Dedicated and very bright, accomplished students who know that they want and are being prepared, as the dean puts it, to be “digital Swiss Army knives.” Because of their accomplishments and earned state “Hope” scholarship programs, a large percentage of Grady students attend UGA at a steep discount.
- An old building has been made new by a steady modernizing of spaces for contemporary professional needs and in an inviting, open fashion.
- Solid financials and development efforts, and an endowment that has grown dramatically since the last site-team visit.

WEAKNESSES:

- Space, space and space. The college is full up and despite regularly remodeling and modernizing of space has no room to maneuver. There is literally no space for more faculty offices.
- More attention to detail and specificity is needed in “closing the loop” on assessment in all the college’s majors.
- Inconsistency across multiple sections of courses in the areas of advertising, public relations, and entertainment and media studies. The syllabi look similar but the teaching varies based on professor.

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.

N/A

4) In the case of a recommendation for provisional accreditation, list the deficient standard(s) 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 that recommendation.

N/A

6) If the unit was previously accredited, summarize noncompliances and significant deficiencies noted in the previous report and the actions taken to correct them.

- **Student learning outcomes reflecting the 12 ACEJMC values and competencies must be listed in all course syllabi; all 12 ACEJMC values and competencies must be addressed across required courses in each department.** Faculty include the (now 10) ACEJMC professional values and competencies in their undergraduate syllabi. All competencies are addressed in required courses in each major.
- **Assessment instruments should measure against the 12 ACEJMC values and competencies; and should only be considered a direct measure if it is a requirement of all students.**

Grady College assessment instruments measure against the (now 10) ACEJMC professional values and competencies and the University of Georgia's required student learning outcomes, per SACS policy.

Direct measures: Digital portfolios, capstone projects, campaigns and short films are required of all students, depending upon their majors, and evaluation of these work products by industry professionals and faculty is part of annual assessment. **Indirect measures:** The college surveys alumni, industry professionals and graduating seniors on a rotating basis.

The college also continues to assess student performance in internships based on supervisor evaluations, acknowledging that this does not count as an official "direct measure" for ACEJMC because internships are not required of all students. Those taken for credit require supervisor evaluations. Students completing internships that do not earn academic credit are asked to volunteer their supervisors' names and email addresses, and those supervisors are also surveyed regarding student mastery of professional values and competencies. This latter measure was added at the suggestion of the last accreditation site team. Though not required, most Grady majors have more than one internship, and the college still considers this data important for assessment.

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

The self-study was excellent, well-written, organized and complete, and presented in an easily accessible digital format. The site team had to ask for some supporting documents not included in the study (around assessment and the strategic plan), but they were quickly presented.