2015-2016 Self Study

ACEJMC Site Visit – Philip Merrill College of Journalism – Feb. 7-10, 2016

PHILIP MERRILL
COLLEGE OF JOURNALISM
Self-Study Report
for Accreditation in Journalism
and Mass Communications

Undergraduate and graduate site visit during 2015-2016

Submitted to the
Accrediting Council on Education in Journalism and Mass Communications

Name of Institution: University of Maryland
Name of Journalism/Mass Communications Unit: Philip Merrill College of Journalism
Address: 2200 John S. and James L. Knight Hall, College Park, MD 20742
Date of Scheduled Accrediting Visit: February 7-10, 2016

We hereby submit the following report as required by the Accrediting Council on Education in Journalism and Mass Communications for the purpose of an accreditation review.

Journalism/mass communications administrator:

Name: Lucy A. Dalglish, J.D.
Title: Dean
Signature: [Signature]

Administrator to whom journalism/mass communications administrator reports:

Name: Mary Ann Rankin, Ph.D.
Title: Senior Vice President and Provost
Signature: [Signature]
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Part I:
General Information
PART I: General Information

This general information section will be included in its entirety in the site team’s report, and it must present the most current information available. Before the site visit, the unit should review its responses to the questions below (especially 14 – 21) and update them as necessary. The unit then should print a copy of this updated section for each team member when they arrive on campus. A digital copy in Word document format of the updated responses also must be provided to the team chair to be included in the digital team report sent to the ACEJMC office.

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

Name of Institution: University of Maryland

Name of Unit: Philip Merrill College of Journalism

Year of Visit: 2015-16

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

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

   *If the unit seeking accreditation is located outside the United States, provide the name(s) of the appropriate recognition or accreditation entities.*

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

   ___ Private
   X Public
   ___ Other (specify)

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

The University of Maryland was chartered as a corporation of higher education by the General Assembly of the State by the Act of 1812, Chapter 159, as amended and supplemented by the Act of 1882, Chapter 88. The Maryland State College of
Agriculture was similarly created by the Act of 1856, Chapter 97. The two entities were merged and consolidated by the Act of 1916, Chapter 372.

The current legal authority establishing a consolidated system of public higher education, the University of Maryland System (later renamed the University System of Maryland), of which the University of Maryland, College Park, is one constituent part, is found in the Annotated Code of Maryland, at title 12-101 et seq. This most recent law granted to the Board of Regents all the previous powers to provide higher education in the State of Maryland as granted under the above-cited statutes.

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

X Yes
___ No
If yes, give the date of the last accrediting visit: 2009-2010

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1960

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

Mission

The college educates students at the undergraduate, master’s and doctoral levels within a liberal arts context, preparing them for careers in journalism and related fields, as well as careers in academic research and teaching. The college works to elevate professional and ethical standards of practice, as well as advocates for increased public knowledge and involvement in democratic processes through dissemination of news. The mission of the college is to improve the production, delivery and access to news, as well as to enhance the understanding of journalism’s political, cultural and social roles in the United States and around the globe.

Undergraduate Mission

Our undergraduate mission is an uncompromising dedication to the principles of the journalism profession, with training in evolving types of newsgathering and delivery.

Master’s Mission

Our master’s education concentrates on professional development, providing post-graduate education to those seeking to enter the field and intensive professional
training for mid-career journalists with a particular focus on investigative, sports, security, and computational journalism.

7. What are the type and length of terms?

Semesters of 15 weeks
Summer sessions of 6 weeks
Intersessions of 3 weeks

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

X Bachelor’s degree
X Master’s degree
X Ph.D. degree

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

B.A. in Journalism
Master of Journalism
M.A. in Journalism

10. Credit hours required by the university for an undergraduate degree:

122 semester hours (semester- credit)

Both the M.J. and the M.A. require the successful completion of a minimum of 30 graduate credit hours; students typically complete 36 credits because of their 500-level courses, which provide basic skills in journalism and do not count as credits toward the degree.

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

Undergraduates are required to complete an internship for credit before graduating. Under the current curriculum, the two-credit (semester hour) JOUR 396 meets the requirement. Previously, the one-credit (semester hour) JOUR 399 was required of undergraduates. Because undergraduates are encouraged to secure more than one internship during their time at Merrill, the college also offers a one-credit elective internship option, JOUR 199. (This provision is allowed as many internship opportunities require students to register for academic credit to qualify.) Students may
enroll for multiple internship experiences under JOUR 199. Master’s students are not required to secure an internship, but they are strongly encouraged to do so.

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

The college is a single-department unit. Dean Lucy Dalglish oversees both specializations.

**Name of Specialties:**
- Multiplatform Journalism
- Broadcast Journalism

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

In Fall 2014 (the most recent official census), there were 32,938 full-time students at the University of Maryland, of which 25,027 were undergraduates and 7,911 were graduate students.

14. **Number of undergraduate majors in the unit, by sequence and total (if the unit has pre-major students, list them as a single total):**

<table>
<thead>
<tr>
<th>Name of Sequence or Specialty</th>
<th>Undergraduate majors fall ‘15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broadcast</td>
<td>248</td>
</tr>
<tr>
<td>Multiplatform</td>
<td>294</td>
</tr>
<tr>
<td>News Editorial</td>
<td>1</td>
</tr>
<tr>
<td>Magazine</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>544</td>
</tr>
</tbody>
</table>

15. **Number of graduate students enrolled onsite 2015-16:**

M.J.: 40
M.A.: 6

16. **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 (spring 2016) and the preceding term (fall 2015). Attach separate pages if necessary. Include a separate list for online skills courses, which also must meet the 20-1 ratio. (*The Council has ruled that campaigns courses are exempt from the 20-1 ratio.*)
Fall 2015

JOUR501 – Fundamentals of Writing and Editing, Section 0101, Banisky, 10.

JOUR504 – Introduction to Multimedia Skills, Section 0101, McIntyre, 12.

JOUR620 – Public Affairs Reporting, Section 0101, Flynn, 11.

JOUR603 – News Videography, Section 0101, Swain, 1 – (crosslisted with JOUR 262, Section 0401, 9).

JOUR625 – Advanced Capital News Service Bureau, 3 (0101 Section, D.C., Carroll), 3.

(0201 Section, Annapolis, Denny) (D.C. is cross-listed with JOUR 325, 0101, 3; Annapolis is cross-listed with JOUR 325, 0201, 3).

JOUR652 – section 010, Young, 7; (cross-listed with JOUR 352, section 0401, 9).

JOUR627 – section 0101, Urban Affairs Reporting, Banisky, Bettag, Wells, 4; (crosslisted with JOUR 327, section 0101, 5).

JOUR628B – Sports Reporting and Writing, section 0101, Solomon, 5 (crosslisted with JOUR 328B, section 0101, 12).

JOUR628N – National Security and Press Freedom Reporting, section 010, Priest, 6; (crosslisted with JOUR 328N, section 0101, 15).*

JOUR654 – Advanced Interactive Multimedia Storytelling, section 0101, Kliewer; 4;
(crosslisted with JOUR 354, section 0101, 6).

JOUR655 – Advanced Online News Bureau, section 0101, Mussenden, 5; (crosslisted with JOUR 353, section 0101, 6).

JOUR661 – Television Reporting and Production, section 0102, Filburn & Feldstein, 9;

JOUR662 – Broadcast News Producing, section 0101, Wright, 3; (crosslisted with JOUR 362, sections 0101 and 0201, 4)

JOUR667 – Broadcast News Bureau, section 0101, Katcef, 2; (crosslisted with JOUR 367, section 0101, 11.)

JOUR668V – Advanced Video Storytelling, section 0101, Swain, 3; (crosslisted with JOUR 368V, section 0101, 7).

JOUR670 – Photojournalism; section 0101, Meyer, 2; (crosslisted with JOUR 370, section 0201, 10).

JOUR779V – Computational Journalism, section 0101, Diakopoulos, 4.

JOUR 201, News Writing and Reporting I, section 0201, Harvey, 18; 0401, 17; 0501, Henry, 1.

JOUR 202, News Editing, section 0101, Goldman, 16; 0301, Huffman, 18.

JOUR 203, Introduction to Multimedia Skills, section 0101, 17; 0201, 17; 0301, 18; 0401, 18; 0501, 13; 0601, 12; 0701, 18; 0801, 18.

JOUR262 – News Videography, section 0101, 9; section 0301, 7; section 0401, 9; section 0401 is crosslisted with JOUR 603, with 1 student.

JOUR320 - News Writing and Reporting II, Multiplatform; section 0101, 11; section 0201, 14; section 0301, 17.

JOUR324 – Commentary and Editorial Writing, section 010, 8.
JOUR325 – Capital News Service Bureau, section 0101, 3 (D.C.); section 0201, 3 (Annapolis); section 0301, 1 (College Park). Crosslisted with JOUR 625, above.
JOUR327- Urban Affairs Reporting, section 0101, 5. Crosslisted with 625, above.
JOUR328B- Sports Reporting and Writing, section 0101, 12. Crosslisted with 628B, above.
JOUR328M – Magazine Journalism, section 0101, 17.
JOUR328N – National Security and Press Freedom Reporting, section 0101, 15. (Crosslisted with 628N, above)*
JOUR350 – Multimedia Presentation, section 0201, 16.
JOUR352 – Intermediate Multimedia Reporting, section 0101, 18; section 0201, 17; section 0301, 18; section 0401, 9 (crosslisted with JOUR 652, above); section 0501, 18.
JOUR353 – News Bureau, Multimedia Reporting, section 0101, 6 (College Park); section 0201, 4 (Annapolis); section 0301, 6 (D.C.) Crosslisted with JOUR 625 and 655, above.
JOUR354 – Interactive Multimedia Storytelling, section 0101, 6. Crosslisted with JOUR 654, above.
JOUR360 – News Writing and Reporting II, Broadcast, section 0101, 11; section 0102, 17; section 0103, 6; section 0104, 11.
JOUR361- Television Reporting and Production, section 0101, 8; section 0201, 5; section 0301, 13; 0501, 12; 0601, 12; 0701, 11.
JOUR362 – Broadcast News Producing, section 0102, 2; 0104, 2. Crosslisted with JOUR 662, above.
JOUR367 – Broadcast News Bureau, section 0101, 11. Crosslisted with JOUR 667, above.
JOUR368B – Broadcast Sports Reporting, section 0101, 10.
JOUR368M- Multimedia Mobile Journalism, section 0101, 15.
JOUR368V- Advanced Video Storytelling, section 0101, 7. (Crosslisted with 668V, above.)
JOUR370 – Photojournalism, section 0101, 8; section 0201, 10. Section 0201 crosslisted with 670, above.
JOUR371 – Feature writing, section 0301, 18.
JOUR389B – Broadcasting the Games: Covering the Sports Action, section 0101, 6.

Spring 2016: Not yet known.
* Five students who registered for 328N audited this class; graded tests and coursework are not required for an audit.

17. Total expenditures from all sources planned by the unit for the 2015 – 2016 academic year: $6,285,041

Percentage increase or decrease in three years: 10 percent
Amount expected to be spent this year on full-time faculty salaries:
$2,810,570

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

Full-time Faculty 2015-16

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandra Banisky</td>
<td>visiting professor</td>
</tr>
<tr>
<td>Kevin Blackistone</td>
<td>visiting professor</td>
</tr>
<tr>
<td>James Carroll</td>
<td>lecturer</td>
</tr>
<tr>
<td>Kalyani Chadha</td>
<td>assistant professor</td>
</tr>
<tr>
<td>Ira Chinoy</td>
<td>associate professor</td>
</tr>
<tr>
<td>Cassandra Clayton</td>
<td>lecturer</td>
</tr>
<tr>
<td>Lucy A. Dalglish</td>
<td>professor / dean</td>
</tr>
<tr>
<td>Josh Davidsburg</td>
<td>lecturer</td>
</tr>
<tr>
<td>Karen Denny</td>
<td>lecturer</td>
</tr>
<tr>
<td>Nicholas Diakopoulos</td>
<td>assistant professor</td>
</tr>
<tr>
<td>Mark Feldstein</td>
<td>professor</td>
</tr>
<tr>
<td>Adrianne Flynn</td>
<td>lecturer</td>
</tr>
<tr>
<td>Christopher Hanson</td>
<td>associate professor</td>
</tr>
<tr>
<td>Chris Harvey</td>
<td>lecturer</td>
</tr>
<tr>
<td>Diana Huffman</td>
<td>senior lecturer</td>
</tr>
<tr>
<td>Sue Kopen Katcef</td>
<td>lecturer</td>
</tr>
<tr>
<td>Kevin Klose</td>
<td>professor</td>
</tr>
<tr>
<td>Rafael Lorente</td>
<td>associate dean</td>
</tr>
<tr>
<td>Susan Moeller</td>
<td>professor (2015 sabbatical)</td>
</tr>
<tr>
<td>Sean Mussenden</td>
<td>lecturer</td>
</tr>
<tr>
<td>Deborah Nelson</td>
<td>associate professor</td>
</tr>
<tr>
<td>Sarah Oates</td>
<td>professor</td>
</tr>
<tr>
<td>Marissa Osorio</td>
<td>lecturer</td>
</tr>
<tr>
<td>Dana Priest</td>
<td>professor</td>
</tr>
<tr>
<td>George Solomon</td>
<td>professor of the practice</td>
</tr>
<tr>
<td>Linda Steiner</td>
<td>professor</td>
</tr>
<tr>
<td>Carl Sessions Stepp</td>
<td>professor</td>
</tr>
<tr>
<td>Bethany Swain</td>
<td>lecturer</td>
</tr>
<tr>
<td>Leslie Walker</td>
<td>visiting professor</td>
</tr>
<tr>
<td>Cindy Wright</td>
<td>lecturer</td>
</tr>
<tr>
<td>Ronald A. Yaros</td>
<td>associate professor</td>
</tr>
</tbody>
</table>
19. List names of part-time/adjunct faculty teaching at least one course in fall 2015. Also list names of part-time faculty teaching spring 2015. (If your school has its accreditation visit in spring 2016, please provide the updated list of faculty at time of visit).

Part-time Faculty Fall 2015

<table>
<thead>
<tr>
<th>Name</th>
<th>Courses Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shanaz (Stokely) Baksh</td>
<td>George Lanum</td>
</tr>
<tr>
<td>Saranaz Barforoush *</td>
<td>David Lightman</td>
</tr>
<tr>
<td>William Beecher</td>
<td>Thomas Linthicum</td>
</tr>
<tr>
<td>Mary (Alison) Burns</td>
<td>Cheryl Diaz Meyer</td>
</tr>
<tr>
<td>Chartese Burnett</td>
<td>James McIntyre</td>
</tr>
<tr>
<td>Marlene Cimons</td>
<td>Sharon O'Malley</td>
</tr>
<tr>
<td>Linda Coleman</td>
<td>Dave Owens</td>
</tr>
<tr>
<td>Merrilee Cox</td>
<td>Renee Poussaint</td>
</tr>
<tr>
<td>David Cross</td>
<td>Elaine Povich</td>
</tr>
<tr>
<td>John DeDakis</td>
<td>Alexander Pyles</td>
</tr>
<tr>
<td>Sean Filburn</td>
<td>Scott Rensberger</td>
</tr>
<tr>
<td>Jamie Forzato</td>
<td>Luke Rollins</td>
</tr>
<tr>
<td>Michael French</td>
<td>Anne Rosen</td>
</tr>
<tr>
<td>Jay Goldman</td>
<td>Jennifer Rynda</td>
</tr>
<tr>
<td>Mark Gray</td>
<td>Sarah Schaffer</td>
</tr>
<tr>
<td>Pallavi Guha *</td>
<td>Stuart Schwartz</td>
</tr>
<tr>
<td>Tamara Henry</td>
<td>Jonathan Sham</td>
</tr>
<tr>
<td>Nabila Hijazi</td>
<td>Christopher Shlemon</td>
</tr>
<tr>
<td>James Hill</td>
<td>Mark Smith</td>
</tr>
<tr>
<td>Ljilana (Lily) Ciric Hoffmann</td>
<td>Priya Sridhar</td>
</tr>
<tr>
<td>Justin Hudson *</td>
<td>Kelly Stepno</td>
</tr>
<tr>
<td>Roland Hudson</td>
<td>Rob Wells *</td>
</tr>
<tr>
<td>Timothy Jacobsen</td>
<td>Boya Xu *</td>
</tr>
<tr>
<td>Kevin Johnson</td>
<td>Jeffrey Young</td>
</tr>
<tr>
<td>Daniel Keating</td>
<td>Mark Young</td>
</tr>
<tr>
<td>Corey Kliwer</td>
<td></td>
</tr>
<tr>
<td>Sheila Lalwani</td>
<td></td>
</tr>
</tbody>
</table>

* Denotes Ph.D. student serving as teacher of record.
## Part-time Faculty Spring 2015

<table>
<thead>
<tr>
<th>Name</th>
<th>Faculty of Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>Halimah Abdullah</td>
<td>Miranda Kennedy</td>
</tr>
<tr>
<td>Saranaz Barforous *</td>
<td>Corey Kliewer</td>
</tr>
<tr>
<td>William Beecher</td>
<td>George Lanum</td>
</tr>
<tr>
<td>Jaclyn Borowski</td>
<td>Carole Lee</td>
</tr>
<tr>
<td>Jody Brannon</td>
<td>David Lightman</td>
</tr>
<tr>
<td>Matthew Brown</td>
<td>Charles MacDonald</td>
</tr>
<tr>
<td>Chartese Burnett</td>
<td>Sharon O’Malley</td>
</tr>
<tr>
<td>Mary (Alison) Burns</td>
<td>Steven Overly</td>
</tr>
<tr>
<td>Albert Calogero</td>
<td>David Owens</td>
</tr>
<tr>
<td>Marlene Cimons</td>
<td>Renee Poussaint</td>
</tr>
<tr>
<td>Linda Coleman</td>
<td>Elaine Povich</td>
</tr>
<tr>
<td>Merrilee Cox</td>
<td>Alexander Pyles</td>
</tr>
<tr>
<td>David Cross</td>
<td>Scott Rensberger</td>
</tr>
<tr>
<td>John Davidson</td>
<td>Luke Rollins</td>
</tr>
<tr>
<td>John DeDakis</td>
<td>Anne Rosen</td>
</tr>
<tr>
<td>Manny Fantis</td>
<td>Jonathan Sham</td>
</tr>
<tr>
<td>Sean Filburn</td>
<td>Christopher Shlemon</td>
</tr>
<tr>
<td>Jamie Forzato</td>
<td>Kathryn Smith</td>
</tr>
<tr>
<td>Kathy Gambrell</td>
<td>Mark Smith</td>
</tr>
<tr>
<td>Tamara Henry</td>
<td>Paul Sparrow</td>
</tr>
<tr>
<td>Justin Hudson *</td>
<td>Kelly Stepno</td>
</tr>
<tr>
<td>Daniel Jacobs</td>
<td>Benjamin Toff</td>
</tr>
<tr>
<td>Timothy Jacobsen</td>
<td>Rob Wells *</td>
</tr>
<tr>
<td>Kevin Johnson</td>
<td>Boya Xu *</td>
</tr>
<tr>
<td>Daniel Keating</td>
<td>Mark Young</td>
</tr>
</tbody>
</table>

* Denotes Ph.D. students as faculty of record for a class.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduates</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015 academic year</td>
<td>148</td>
<td>148</td>
<td>100%</td>
</tr>
<tr>
<td>2013-2014 academic year</td>
<td>139</td>
<td>139</td>
<td>100%</td>
</tr>
</tbody>
</table>
Part II:
Supplementary Information
PART II: Supplementary Information

Note: Responses to the following should include discussion of the undergraduate and professional master’s programs.

1. Complete and attach here in the main body of the self-study report the following tables:

Table 1. Students
List below each of the separate programs of study in the unit. These may be called emphases, concentrations, sequences, or majors; please identify each program with a separate set of requirements. Please also provide separate sequence or emphasis listings for all graduate programs in the unit. Give the number of students by class (year in school) in each of these programs at the end of the 2014 – 2015 academic year. If all of your students technically come under one major but you subdivide those majors into sequences or tracks, please list students by those sequences or tracks. Please be sure to list separately all subsidiary programs of study even if not formally identified by computer or register codes. Please also list any such subdivisions in your graduate programs. Add or delete lines as needed. Show the number of undergraduate and graduate degrees conferred during academic year 2014 – 2015. Please include all semesters or quarters. If the unit has a formal pre-major status, list the number of such students.*

<table>
<thead>
<tr>
<th>Undergrad/Grad Programs of Study</th>
<th>Fresh</th>
<th>Soph.</th>
<th>Jr.</th>
<th>Sr.</th>
<th>Prof master’s (M.J.)</th>
<th>Total Students</th>
<th>Degrees Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-majors, if any*</td>
<td>19</td>
<td>104</td>
<td>102</td>
<td>33</td>
<td></td>
<td>258</td>
<td></td>
</tr>
<tr>
<td>1. Broadcast</td>
<td>24</td>
<td>58</td>
<td>74</td>
<td>110</td>
<td>9</td>
<td>275</td>
<td>86</td>
</tr>
<tr>
<td>2. Multiplatform</td>
<td>70</td>
<td>71</td>
<td>74</td>
<td>74</td>
<td>24</td>
<td>313</td>
<td>55</td>
</tr>
<tr>
<td>3. News Editorial</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>4. Magazine</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total Students</td>
<td>94</td>
<td>129</td>
<td>148</td>
<td>191</td>
<td>33</td>
<td>595</td>
<td>148</td>
</tr>
</tbody>
</table>

*Students who have declared their intention but have not completed the requirements for admission to the major.

NOTE FROM ASSOCIATE DEAN OLIVE REID: 1) The degree recipients are from December 2014, May 2015 and August 2015. The campus’ office of Institutional Research, Planning and Assessment provided official degree numbers through May 2015; August degree numbers are from the college’s internal record keeping. 2) Fall 2011 is when Multiplatform replaced News-Ed and Magazine as a program of study. 3) Pre-majors have been identified as nonjournalism majors enrolled in a gateway course (required for admission or retention in the major) during the 2014-15 school year.
Table 2. Full-time Faculty
List names of full-time journalism and mass communications faculty members assigned to the unit and provide requested information for the quarter or semester immediately preceding the accreditation visit. Add or delete lines as needed. (As part of the updated General Information Section, faculty lists will be updated to reflect the academic term when the visiting team is on campus. For more information, see the “General Information” section of the Self-Study report form.)

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Supplementary Philip Merrill College of Journalism Self Study Report 2
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*Started with Merrill College fall 2015 semester. Will start teaching spring 2016.

Table 3, Part-time Faculty
List names of part-time faculty paid from journalism and mass communications funds and provide requested information. List should include personnel, including laboratory instructors and teaching assistants, who taught any regular course during the year preceding the accreditation visit. Present the names in groups by semester or quarter. Put an X under the appropriate teaching responsibility. Add or delete lines as needed.

---

**Fall 2015 – Part-time Faculty Teaching Responsibilities, Experience**

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**Spring 2015 – Part-time Faculty Teaching Responsibilities, Experience**

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2. Describe the history of the unit in no more than 500 words.

The University of Maryland offered its first courses in journalism in 1947 with a few regular faculty members as well as a few Washington-area professionals who served as adjunct instructors. The Department of Journalism and Public Relations was housed within the university’s College of Business and Public Administration. The unit moved into a new building on the campus mall in 1958. In 1960, the unit was accredited, and the department dropped “public relations” from its title in 1966. A Master of Arts program was launched in 1971. During a campus-wide reorganization in 1972, the journalism department became the College of Journalism. Ray Hiebert became the first dean of the new college in 1973. The college curriculum allowed students to specialize in journalism or public relations.

Reese Cleghorn, a respected editor in Atlanta, Charlotte and Detroit, became dean in 1981 and served 19 years. Cleghorn established a Board of Visitors, mostly outstanding practitioners who assisted in envisioning a nationally heralded journalism program. In 1989, the college created the Capital News Service, a student-produced supplementary news service that launched with a bureau in Annapolis and expanded to Washington, D.C., the following year. In 2001, the college added a broadcast bureau and a news program, “Maryland Newsline,” that reaches hundreds of thousands of homes in suburban Washington via Comcast Cable. A multimedia bureau in College Park was also added in 2001, along with the website Maryland Newsline, which packaged content from all four CNS bureaus. All candidates for a Master of Journalism degree participate in CNS, and undergraduates are allowed to take the CNS class as a capstone course.

In the late 1990s, the college dropped public relations from the curriculum. That program is now taught within the College of Arts and Humanities. For the next 15
years, the journalism-only curriculum emphasized print (news editorial and magazine), broadcast and online news.

Tom Kunkel, a former editor for the San Jose Mercury News and Miami Herald, succeeded Cleghorn as dean in 2001, and served for eight years. Also in 2001, the college was named for Philip Merrill, publisher and owner of The Capital daily newspaper in Annapolis and Washingtonian magazine, in recognition of his $10 million gift to the College of Journalism. Kunkel also launched a capital fund drive to replace the college’s outdated building.

Kunkel was succeeded as dean by former National Public Radio President Kevin Klose in 2009. John S. and James L. Knight Hall, a $30 million facility that allowed the college to bring most of its operations and auxiliary programs under one roof, opened in 2010.

Lucy A. Dalglish, a journalist and lawyer who had spent the previous 12 years as executive director of the Reporters Committee for Freedom of the Press, succeeded Klose in 2012.

The college is a limited enrollment program with approximately 550 undergraduates. Under curriculum changes made in 2011, undergraduates choose either the multiplatform or broadcast track. The master’s program admits 25 to 30 students a year. The doctoral program, designed to appeal primarily to students with professional media experience, admits a cohort of five or six a year.

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

The University of Maryland, College Park, was founded in 1856 and serves as the state’s flagship campus. It is a Carnegie Research Institution ranked 19th among the nation’s top 20 public universities, according to U.S. News and World Report’s 2016 rankings. (See http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities/top-public.) Over the past 15 years, the university has experienced transformational growth and intense budget challenges. The 1,250-acre campus is inside the Capital Beltway, four miles from Washington, D.C., enabling researchers and students to take advantage of all that the seat of the nation’s government offers. In 2015, as in most years, the university attracted more than $500 million in external research grant funding. The university boasts top faculty (including three current Nobel Prize winners and Merrill’s own six current Pulitzer Prize winners) and numerous new and under-construction facilities, including an arts center, a computer science building, a high-tech learning center, a biomedical engineering building and a “redesigned” Cole
Fieldhouse that will not only house indoor football facilities, but a state-of-the-art sports medicine and kinesiology center.

Undergraduates can choose from more than 90 majors, and there are more than a dozen “living-learning” honors programs spanning topics such as media, the arts, life sciences and languages. In-state tuition for undergraduates in 2015-16 is $9,996; out-of-state tuition is $31,144. The university is in the process of “amending” its 10-year strategic plan completed in 2008-09 to make it current. As part of the process, Merrill College adopted revisions to its six-year-old strategic plan in May 2015. (See Appendix ST1-A.) State budget cuts over the past two years resulted in temporary faculty hiring freezes and across-the-board furloughs in spring 2015. It has been difficult to sustain student services and delivery of academic programs by full-time faculty members across the university. The university raised more than $1 billion in a 10-year Great Expectations campaign that ended in 2013. Most of Merrill College’s contribution to that campaign was focused on the construction of Knight Hall.

John S. and James L. Knight Hall opened at about the time of the last re-accreditation visit. The building has worked even better than expected. Knight Hall has a 70-seat teaching theater wired for television; a 24-hour, seven-day-a-week student “news bubble” for non-instructional student use; broadcast capability from a small Knight Hall studio; a large multi-function room with a kitchen that is the envy of campus; large conference rooms; and seven state-of-the-art computer labs. Merrill’s main broadcast operations are housed at UMTV, the college’s Comcast cable facility across Knight Hall’s courtyard in Tawes Hall. The two studios at UMTV are being retooled during fall 2015 using TriCaster digital studio systems that will allow our students to work in HD.

As with the entire University System of Maryland, all UMD units are under budget constraints because of lingering recession issues and substantial reductions in state support, largely due to a drop in expected tax revenue. As explained elsewhere, Merrill College was in a particularly bad position in 2008-10 after 10 years of over-spending by the college resulted in a new provost requiring it to “pay back” more than $1.5 million in “debt” to the university. Dean Klose laid off three FTE employees in an effort to close the gap. The fallout from the laying off of beloved staff members caused considerable acrimony among faculty and staff. Several staff members are now working the jobs previously done by three people. Several full-time lecturers have also added administrative duties. There is no question Merrill College is the most thinly staffed college on campus.

But the strict spending measures put into place by Dean Klose allowed the college to end FY2012 in the black for the first time in a decade. Although Dean Dalglish brought
$200,000 in new “hard” state money with her in fall 2012, those funds have largely been stripped away by state revenue clawbacks in FY2014 and FY2015. The college has built a $900,000 reserve over the past three years. That balance largely comes from two sources: about $300,000 from a rebate related to the lengthy remodeling of Tawes Hall, and salary not spent after the unexpected and tragic deaths of two beloved faculty members, Haynes Johnson and Penny Bender Fuchs, during the 2012-13 school year. College administrators plan to spend that money on one-time projects and initiatives that will position the college to attract more outside revenue.

Over the past three years, campus leaders have made clear that priorities shall be programs related to innovation/entrepreneurship and cross-college collaborations, particularly those that envision a cybersecurity, big data or sustainability component. Merrill has spent the past two years focused on those areas as well, hiring in 2014 an assistant professor with a Ph.D. in computer science to launch a computational journalism program and continue his noteworthy research in that field. The university expects Merrill College to become more active in the funded academic research realm, and the college has worked hard to respond. In FY2014, only two grant proposals were submitted by faculty members seeking external funding. In FY2015, faculty members submitted seven. Thus far, two of the seven grant proposals have been successful.

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

During the 2008-09 academic year, Merrill College participated in a university-wide process to adopt a strategic plan. Ten-year plans were adopted for both the college and the university. Merrill’s plan emphasized enhanced multimedia use, faculty training in multimedia use and delivery, and enhanced course offerings. The weaknesses identified then were chronic underfunding, a deficit of research faculty members; deficits in faculty diversity; outdated equipment and inadequate administrative support.

At the time, faculty members pledged to recruit and retain outstanding new tenure and tenure-track faculty in the following areas: a media economist; a broad-based media studies theoretician; a scholar in global media systems; a media historian; an expert in emerging media; a research scholar in science or environmental reporting; a political communication analyst; and a distinguished professional journalist.

The 2008-09 strategic plan has largely been followed as funds have become available. The college has hired a media historian; a distinguished professional; a scholar in global media systems and an expert in political communication. But changes in the media ecosystem prompted Merrill to change focus somewhat over the past three years, and that is reflected in the 2015 revised Strategic Plan for the next
five years (an exercise all units on campus were required to do in 2015). Merrill hired a computational journalist instead of a media economist. Its next tenure/tenure-track hire will likely be a visual communicator/designer. If the funds become available, this hire will hopefully allow the college to take advantage of efforts the university is making to create a cross-disciplinary art and design minor with faculty from journalism, the School of Architecture, Planning and Preservation, the Department of Art and the Department of Computer Science.

Perhaps the most noticeable change from the 2010 site team visit is the emphasis Merrill College is now placing on sports journalism. The family of the late Shirley Povich funded an endowed chair in sports journalism about a decade ago. Five years ago, they made the decision to move their investment to a center for sports journalism. The Shirley Povich Center for Sports Journalism hosts events year round, including symposia, panel discussions and sports journalism camps for high school journalists. The college has two full-time professional faculty members dedicated to sports journalism.

In addition, the college has eliminated several auxiliary programs that had been supported by philanthropy: American Journalism Review, the Journalism Center for Children and Families and the Knight Center for Specialized Journalism. Each of these programs was more than 20 years old and focused on enlightening or training professional journalists. Students seldom were involved with JCCF and Knight, other than as graduate assistants. When outside funding for each of them ran out, the college made the difficult decision to focus its fundraising efforts on programs and projects that more directly affected the college’s undergraduate and graduate mission. The cancellations of these programs made it look as though donations and grants to the college had fallen precipitously. But it must be noted that few of the programs provided significant curriculum or services to Merrill College’s students and faculty. The editor of American Journalism Review in later years taught a class for Merrill students, and during its final two years, the magazine was taught as a capstone class focused on media innovation and entrepreneurship. Because of the “brand” recognition it brought, shutting down American Journalism Review was the hardest of these decisions.

5. If the unit was previously accredited, summarize each deficiency noted in the previous accreditation report (Part 3, item 6) that the site team said should be addressed, followed by a response to each of actions taken and the results. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify these standard(s), the reasons cited, and how these problems have been addressed.

During the 2010 reaccreditation visit, Merrill College was found out of compliance on two standards: Standard 4 and Standard 9 (with regard to the master’s program only).
Standard 4. The site team expressed concerns about the “balance” between professional and tenured/tenure-track faculty. At the time, half of the college’s 26 full-time faculty were tenured or tenure-track, with eight full professors, four associate professors and one assistant professor. But the team was particularly concerned that the tally of full professors included several who had left the faculty, were shared with another college, were retiring in the near future or were listed on the roster but not teaching. The team was also sharply critical of the structure of the one-year contracts held by full-time lecturers, noting it led to instability and angst. Those situations have been corrected.

Today the college has eight full professors, four associate professors and two assistant professors. Except for the dean, all have an active teaching and/or research load. None of them are approaching retirement or splitting their teaching between two or more colleges. Seven of the T/TT faculty members have been hired since the last accreditation visit. Within two months of the 2010 accreditation report, Dean Klose had changed the contract structure for full-time lecturers. Once a lecturer has worked for one year, he or she is eligible for a three-year contract. This has greatly improved the morale, professionalism and stability of the non-tenure/tenure-track faculty. Of the 13 full-time lecturers, one has a one-year contract, two have two-year contracts, and the others have three-year contracts.

While state budget cuts have made it impossible to fill every open tenure/tenure-track line, great strides were made to increase the number of T/TT faculty who had significant academic research portfolios. In the last year, seven T/TT faculty members presented research at academic conferences or published significant peer-reviewed research papers. This is a dramatic improvement from the 2010 accreditation visit.

Standard 9. The 2010 site visit found Merrill’s master’s program to be non-compliant on assessment for two reasons. First, there was no outside professional review of master’s student portfolios. The team also noted that the college appeared to have not acted on assessment results to make curriculum changes.

Merrill now includes a professional on each student’s committee to review his or her body of published work. During this MJ Day review – a few weeks before graduation – master’s students are required to present their work to four-person teams that include faculty members and at least one outside professional. Critiques of student work are detailed and thoughtful. Professionals are invited to lunch with the students and faculty, to continue their conversations. The day has become a festive hallmark of the program.
In addition, careful evaluation of assessment results led to changes in the master’s curriculum over the past three years. In general, there were some deficiencies in both the multi-platform and broadcast tracks in writing and editing. Special attention was paid toward improving the writing skills of broadcast students. Additional writing requirements were added for all master’s students, and master’s students who enroll in courses cross-listed with undergraduate classes are required to perform additional work. The college compressed separate media law and ethics courses into one “Ethics and Law” course to make room for the additional writing/reporting course for all master’s students. The college also added more intense Web coding instruction to its curriculum, in response to student surveys indicating a desire for more.

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

Our preparation for the self-study began the day Dean Dalglish took office in August 2012. Among the first things she did was read the site team’s report, noting the deficiencies found by the team. It was clear that faculty balance between research and professional members had been a concern. Former Dean Klose addressed this by hiring two very talented research professors, Assistant Professor Kalyani Chadha (who had been affiliated with the college in other roles) and Professor and Senior Scholar Sarah Oates. It was essential to build upon those important hires. Within a year, two associate professors retired after Dalglish developed retirement packages that suited their needs, and Knight Professor Haynes Johnson died. By the end of FY 2014, two new T/TT faculty members, one on the professional track and the other on the research track, had been hired. There is one remaining faculty “line” available, but the college does not have the state funding at this time to make the hire.

Because two of the faculty members deeply involved in the 2010 report, Professor Lee Thornton and Penny Bender Fuchs, had unexpectedly died in 2013 and 2012 respectively, there was little institutional memory at the college in regard to re-accreditation. Associate Dean Olive Reid was the only co-author of the last report who also worked on this one. Dalglish attended a workshop in October 2013 designed to prepare her to be on site teams. Dalglish and Assessment Director Chris Harvey attended Accrediting Committee meetings in Chicago in 2014 and 2015, to get an idea of how the process works and what the committee focuses on. Dalglish, Harvey and Associate Dean Rafael Lorente attended the August 2015 accrediting workshop in Chicago. The college also engaged the services of Dr. Trevor Brown, former dean of the journalism program at Indiana University, to review our assessment plan in 2014. We made adjustments to it as the result of his advice.
In early 2015, faculty members were asked to begin compiling lists of speakers they had invited to class. They were reminded to submit all syllabi. They were told to update resumes and turn them into the Dean’s office. In addition, Dalglish, Harvey, Associate Deans Lorente (academic affairs) and Reid (undergraduate studies), Assistant Deans Emily Hart (business operations) and Elizabeth “Lele” Ashworth (development), and Director of Computer Services Clint Bucco were assigned responsibility for portions of the self-study. Executive Assistant Natalie Cosner was tasked with day-to-day coordination of the files to be assembled for the self-study. Dalglish and Harvey took final responsibility for the report.

**Strengths:** Our students and faculty are our biggest strengths. We are blessed to attract outstanding students from across the country. The average GPA of the incoming class of freshmen in 2015 was 4.15. Our national reputation for quality is reflected in the 55.6 percent of our incoming freshmen in 2015 who are from out-of-state. Another hallmark of our program is that our undergraduate and M.J. students are encouraged to publish their work from their first reporting classes – and have the vehicles in our college and on our campus to do so. Our faculty, from tenured professors to adjuncts, is composed of top-notch researchers and gifted teachers, most of whom have years of experience covering the biggest stories of the past two decades. We’re small, but we have far more than our share of Pulitzer, Emmy, DuPont and Peabody Award winners.

Capital News Service remains Merrill’s signature program, and continues to look for opportunities to expand. The budget is balanced, and the college has a small reserve. The curriculum is vibrant and up-to-date. The assessment process has been improved over the last six years. The faculty is now balanced between professionals and scholars with active research portfolios. Knight Hall provides a fantastic base for all classes and programs, housing everything except the broadcast studios under one roof. The college has been successful at developing cross-campus affiliations and projects.

**Weaknesses:** The college’s financial operations are run on the thinnest of margins. Although extraordinary efforts were made over the past six years, the racial diversity of the faculty should continue to increase. Since completion of Knight Hall, fundraising has been slower than we’d like, partly because of frequent turnover in the assistant dean for external relations position. The future of the program depends largely on the strength of the Maryland economy. As part of the staff layoffs that occurred in 2011, the college lost key student services personnel. As a result, current staff members are overloaded. The situation has been exacerbated because two members of the staff have been out on family medical leave. The crucial function most obviously missing is in our recruiting. Efforts are underway in fall 2015 to fill this gap.
7. Provide the Web links to undergraduate and graduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements. If this information is in print-only formats, provide a print copy in the workroom.

Merrill College Home Page:  http://www.merrill.umd.edu

Merrill College overview:  http://merrill.umd.edu/about-merrill/overview/

Merrill Undergraduate admissions link:  http://merrill.umd.edu/admissions/why-merrill/

Merrill Master’s admissions link:  http://merrill.umd.edu/academics/masters-programs/
Standard 1: Mission, Governance and Administration
Part II, Standard 1. Mission, Governance and Administration

During the visit, the unit should provide the following documents in the workroom:

- internal reports on curriculum, educational policy, etc.
- files related to searches and hiring decisions regarding administrators
- files related to concerns and complaints expressed by faculty, staff or students

Executive summary (optional).

INTRODUCTION

Merrill College of Journalism has spent the past six years tackling thorny budget issues, managing the unexpected loss of several beloved faculty members, and hiring innovative faculty members who are taking our curriculum to new heights. Unlike its status during the site team visit six years ago, when the college was negotiating $1.5 million in “debt” to be repaid to the university, the budget is balanced and the college has reserves for the first time in at least a decade. Like all state universities, some success is subject to the state economy and whims of lawmakers, but Merrill College remains strong, taking advantage every day of the luxury of being located within the Washington, D.C., beltway.

Highlights of the last six years include:

- Growth: Merrill has experienced slow, steady growth in its undergraduate enrollment, even while the arts, humanities and social sciences have lost enrollment to STEM fields over the past six years at UMD.
- Graduation rate: Merrill’s four-year graduation rate is 74.1 percent and its six-year rate is 88.2 percent, rates that continue to be higher than the campus average.
- Updated curriculum: The curriculum has been updated, with more emphasis placed on writing and reporting at the master’s level, and incorporating digital technology into everything that goes on at the college.
- Quality students: The incoming GPAs of Merrill’s fall freshmen classes are high; the average GPA for fall 2015 is 4.15.
- Out-of-state enrollment: Merrill is accustomed to having the highest out-of-state enrollment rate on campus, but the out-of-state admission rate for fall 2015 was an astonishing 71 percent, yielding a class that was 55.6 percent out of state, reflecting our outstanding reputation and location inside the Washington beltway. The university’s out-of-state enrollment typically ranges from 22 percent to 27 percent. While the university as a whole benefits financially from a higher out-of-state student body count, it has no impact on the state funding the college receives.
- Faculty: Merrill experienced several unexpected and tragic deaths and a few retirements since 2010. The college carefully considered the 2010 re-accreditation report’s concerns about faculty balance, and the tenured/tenure-track faculty is now carefully balanced between academic and professional members. The college has made several spectacular hires over the past several years.
• Student experiences: Merrill students often graduate with three or four internships on their resumes, and the college’s job placement is very good.
• Collaborations: The college has increasingly collaborated with other colleges and programs, particularly the College of Information Studies, the computer science department, the School of Public Policy, and the university system’s law school located at the University of Maryland, Baltimore.
• Restructuring: Programs and centers that could no longer be supported philanthropically have been eliminated, and others have been added that have a stronger relationship with the college’s academic mission.
• Research: Faculty members are increasingly applying for, and receiving, research grant support.
• Anniversary: Capital News Service, Merrill College’s regional online and broadcast news service, is celebrating its 25th anniversary in 2015-16 with a series of events and initiatives. Merrill continues to stress hands-on newsroom education through this signature program.

Please respond to each of the following instructions:

1. Describe the administrative structure of the unit, including to whom the unit administrator reports to within the university. Include names and titles. The information should extend from the lowest level of administrative responsibility within the unit to the institution’s chief executive officer.
Unit Head. **Lucy A. Dalglish** (B.A., M.S.L., J.D.) was named dean of the Philip Merrill College of Journalism in May 2012. The dean of the college is its chief academic and administrative officer. The dean is responsible for the business operations of the college, professional and academic leadership, and ties to the campus community and the professions served by the college. She provides leadership in maintaining accreditation of the college; she acts as the chief advocate of the college and is responsible for the unit’s budget and for fund-raising. In addition, the dean reviews and recommends campus-level action proposals made by the unit’s governing body, the College Assembly and the Promotion and Tenure Committee. The dean directs the advising of students and certifies them for degrees awarded by the college, encourages interdisciplinary programs in which the college might be included, and prepares or directs the preparation of materials needed for planning purposes for such programs. The dean advises the College Assembly and college committees when she cannot follow through on college proposals.

The dean of the Merrill College reports to the university’s senior vice president for academic affairs and provost.
Senior Vice President and Provost. Mary Ann Rankin (Ph.D.) As second to the president, the provost is the chief academic officer of the university, with responsibility for guiding its mission; ensuring that programs and faculty are of the highest caliber; building the diversity of the student body, faculty and staff; and building academic excellence across the university. The deans of the 11 colleges and schools of the university report to the senior vice president and provost, as do the deans of undergraduate studies, graduate studies, and professional studies; the dean of the libraries, the vice president and chief information officer, and the associate provost for international affairs.

Associate Dean, Academic Affairs. Rafael Lorente (M.A.) was appointed to the position in January 2015. Lorente had been a lecturer responsible for the master’s program and one of the college’s Capital News Service bureau chiefs. He continues to teach master’s students in his new role. Lorente is the fifth individual to fill this role since the 2010 accreditation visit. In 2010, the late Professor Lee Thornton was serving as interim associate dean after serving as interim dean before Kevin Klose’s appointment. Dr. Kathy McAdams replaced her, but took early retirement in spring 2012. Lecturer and Director of Assessment Penny Bender Fuchs assumed the position in May 2012, but died one month into Dean Dalglish’s tenure in August 2012. Associate Professor Ira Chinoy assumed the position for an agreed-upon two-year term in September 2012 and served with distinction (and with Dalglish’s considerable gratitude for stepping in during a difficult time) through 2014. The associate dean supports the work of the dean and serves as the chief administrator of the unit in the absence of the dean.

Associate Dean for Undergraduate Studies. Olive Reid (M.A.) oversees undergraduate recruitment, orientation and advising. She is the instructor of a university-level course, UNIV 100, which orients first-semester freshmen to the university and to the journalism major. She is also the college’s equity officer.

Assistant Dean for Business Operations. Emily Hartz (B.A.) manages the budget, business, personnel and facilities functions of the college and advises the dean on budget and resources. She supervises Business Manager Vanessa Nichols-Holmes, who provides administrative support for the entire college.

Assistant Dean for External Affairs. Elizabeth (“Lele”) LeVay Ashworth (B.S.) is the college’s development officer. She reports to the dean and to the university’s vice president for university relations. She is assisted by Program Development Coordinator Kayla Newton (B.A.).

Director of Career Services. Adrianne Flynn (B.A.) administers the college's student internship program, has responsibility for career placement and serves as scholarship liaison. She is also a lecturer who chairs the Masters Committee.
Director of Assessment. Christine Harvey (B.S.) is a lecturer and monitors the college’s compliance with its assessment policy. She also directs the Graduate Certificate of Professional Studies in Multimedia Journalism. She has a substantial role in vetting adjunct lecturers and serves as “lead teacher” for all JOUR 201 (News Writing and Reporting I) classes for undergraduates. She chairs the college’s Programs, Courses and Curricula Committee.

Director of IT and Computer Services. Clint Bucco (B.S.) oversees the college’s computer laboratories and office technology. He provides computer technical support to faculty, staff and students. He works with the office of the assistant dean for business operations on resources for new equipment needs.

Director of Student Services. Joshua Madden (M.A.) oversees the college’s student services office and undergraduate academic advising staff. He assists with the scheduling of undergraduate and graduate courses, curricular issues, recruitment, orientation, and special events at the college. Rachel Pleatman is the other full-time academic adviser for the undergraduate program. There is also usually at least one student graduate assistant helping with undergraduate advising.

Program Support Specialist. Hope Mookim (B.A.) is the first point of contact for any and all questions about the Merrill College, tours, written materials and advising appointments. She also handles all Knight Hall building reservations.

Communications Manager. David Ottalini (M.A.) maintains the college’s website and facilitates special projects. He keeps all of the college’s communications channels updated and pushes news out to alumni and the public. He also assists with alumni outreach and undergraduate recruitment.

Executive Assistant. Natalie Cosner (B.A.) is the executive assistant in the Dean’s Suite and provides support for the dean and others in the college’s administration.

Humphrey Fellow Director. Serap Rada (Ph.D.) oversees the Hubert H. Humphrey Fellowships program. The program hosts 10 to 12 foreign journalists each year. The fellows take classes at UMD and earn experience through professional internships during their stay. Rada’s assistant director, Marisa Osorio (B.A.), is also a lecturer at the college.

Graduate Studies Coordinator. David Watson (M.A.) oversees all administrative procedures related to enrollment and management of master’s and doctoral students. He also coordinates the college’s commencement ceremonies.
Director, Shirley Povich Center for Sports Journalism. George Solomon (B.S.) directs the Povich Center and also teaches several sport journalism classes each year.

Coordinator, Shirley Povich Sports Journalism Center. Beth Mechem (B.A.) coordinates all seminars and administrative functions for the center.

UMTV Manager and Chief Engineer. William Parker (A.A.) is responsible for managing and maintaining UMTV and the Richard Eaton Broadcast Center in Tawes Hall. He also frequently heads freelance teams that broadcast and livestream campus-wide events, such as commencement and the annual Shirley Povich Sports Symposium. Student Newsroom Supervisor Al Perry assists all classes that use the studios at the Richard Eaton Broadcast Center in Tawes Hall.

Centers and Affiliates [Please also see Standard 8.]

Hubert H. Humphrey Fellows Program
The University of Maryland is one of 15 American universities that welcome mid-career professionals from around the world to pursue individualized, non-degree programs of study. Through the Hubert H. Humphrey Fellowship Program, a Fulbright exchange funded by the U.S. Department of State, about a dozen individuals spend 10 months attending classes and seminars in the college. Beyond academics, the fellows often take field trips, conduct research and network with professionals in their field. Since the program’s formation in 1993, the college has hosted about 250 fellows, one of whom was recently elected president of Guyana (a “first” for the U.S. Department of State). Funding of about $200,000 annually comes from the International Institute of Education, and the equivalent of another $200,000 comes in university support for graduate student tuition for all fellows, office space outside of the college, IT support, etc. Dr. Serap Rada leads the program, assisted by Marisa Osorio, a former journalist and lecturer at the college. (See Appendix ST1-C.)

Shirley Povich Center for Sports Journalism
The children of venerated Washington Post sports reporter and columnist Shirley Povich, who worked at The Post for 70 years, first contributed money for an endowed chair in sports journalism, which was awarded to George Solomon, long-time sports editor at The Post. Five years ago, Maury, Lynn and David Povich asked the university to shift the funds to support an endowed center for sports journalism directed by Solomon. (Appendix ST1-D) In 2015, the center hosted the 10th Shirley Povich Symposium, which is always televised and hosted by Maury Povich. The symposium attracts hundreds of guests who listen to speakers ranging from Scott Van Pelt, to Big 10 Commissioner Jim Delany, to Washington Redskins owner Dan Snyder and a host of professional athletes. (Appendix ST1-E) In addition, the center sponsors multiple panel discussions and speakers throughout the year. The center’s one-day spring
“boot camp” for aspiring high school sports journalists attracted more than 150 students last year from a five-state area. More than 50 high school students also participated in a weeklong summer day camp each year in 2014 and 2015, which was wholly supported by donors. (Appendix ST1-F) About 30 percent of the Merrill undergraduate student body take at least one course related to sports journalism. Over the past two years, the college has also worked with the Department of Athletics to recruit student athletes who have graduated but have remaining eligibility. Several of these students (particularly women) have enrolled in the Master of Journalism program, which the university pays for until their eligibility expires.

**Journalism Interactive**

Four years ago, Visiting Professor of Digital Innovation Leslie Walker and Dr. Kalyani Chadha proposed a conference designed to teach a national audience of journalism teachers how to teach digital media. Initially sponsored by SAGE Publications, the conference attracted about 250 journalism educators. Several other journalism schools, including the University of Florida, the University of North Carolina and the Missouri School of Journalism, were particularly intrigued by the conference and a loose “consortium” was formed, particularly between Maryland and Florida. Merrill College hosted the conference in 2011 and 2014. Florida hosted in 2013 and Missouri hosted in 2015. Merrill College “owns” the conference, but the experience working with other premiere J-schools has been energizing and useful to all of us. (See Appendix ST1-G.)

**Future of Information Alliance**

In the face of a continually changing information landscape that presents both rich opportunities and high-stakes challenges, the Future of Information Alliance (http://fia.umd.edu/) was created at the University of Maryland in 2011 to foster transdisciplinary dialog, networking, research and action. The FIA’s founding directors are Merrill College Associate Professor Ira Chinoy and Allison Druin, a professor in the College of Information Studies. With $1 million in foundation funding, $500,000 in university funding, and more than $300,000 in in-kind support from various partners, the FIA has run seed grant programs for students and their faculty mentors; organized programs and events bringing together leading experts, innovators and engaged audiences; and assisted the university in creating broadly collaborative approaches to important issues, including a program leading to a new task force of UMD centers and labs to identify and address common challenges and opportunities. The FIA has a brainstorming board with representation from all 12 academic colleges and schools on the College Park campus, as well as the libraries; an association with Google since inception; support at UMD from all campus deans, the provost, the president, and the vice president for research; and 10 founding partners: the Newseum, the National Geographic Society, the Library of Congress, the National Archives, the Smithsonian Institution, the U.S. National Park Service, Sesame Workshop, the Barrie School, WAMU 88.5 and the Office of the Governor of Maryland. (See Appendix ST1-H.)
National Association of Black Journalists
The college maintains a special affiliation with NABJ by virtue of being the headquarters for the nation’s oldest and largest minority journalism organization. With about 3,000 members and more than 100 professional and student chapters, NABJ offers professional development opportunities such as seminars, training sessions, educational programs and other resources through its Media Institute, funded by corporate grants and private donations. It also offers scholarships and internships to students and fellowships to professionals. Founded in 1975, the organization accepted an offer from then-Dean Reese Cleghorn to move from Reston, Virginia, and make the college its headquarters location. NABJ had been located near the campus. Under a 20-year lease agreement with the college, the organization moved its headquarters into John S. and James L. Knight Hall in December 2009. While affiliated with the college because of its location, NABJ is wholly independent of the college and its budget is in no way related to the college’s. Darryl Matthews is NABJ’s executive director, and he meets at least twice a year with Dean Dalglish. In addition, the organization frequently hosts committee and board meetings in Knight Hall. (See Appendix ST1-I.)

Society for Features Journalism
The Society for Features Journalism (formerly the American Association of Sunday and Feature Editors) began in 1947 and has been affiliated with the college since 2000. It links members with a network of writers and editors, hosts an annual conference, judges two writing contests and publishes a magazine called /Style/. SFJ holds writing and editing workshops and offers diversity fellowships for minority journalists to attend its convention. Its website contains resources for feature writers and member blogs. Several consecutive Merrill Ph.D. students have served as executive director, most recently Andrew Nynka. SFJ pays for his graduate assistantship and modest rent. SFJ’s funds come from memberships, conference registrations, contest entries and advertising. The average annual income for the organization is today in the range of $100,000, down from previous years. (See Appendix ST1-J.)

Legacy Centers
For a variety of budget reasons, the college no longer operates several programs and centers mentioned in the 2010 self-study. While the Maryland-District of Columbia Scholastic Press Association is no longer operated by the college, for example, the college maintains a good relationship with that now-independent group, and hosted the association’s annual fall conference in 2015, which attracted more than 300 high school students.

The Knight Center for Specialized Journalism and the Journalism Center for Children and Families (formerly the Casey Center) were defunded by their sponsoring groups, and the college was unable to find funders willing to pick up programs that were so closely identified
with their funder originators. Both centers focused on continuing education programs for professional journalists.

**American Journalism Review**, which featured stories and content prepared by a handful of staff and numerous professional freelancers, had for decades been owned by the University of Maryland Foundation. The UMD Foundation gave the magazine (and all financial responsibility for it) to the college in 2011. When philanthropic support for AJR ran out in 2013, the provost allowed the college to spend some of the money saved by a two-year leave of absence taken by former Dean Kevin Klose (who as a former dean is paid directly out of the provost’s budget, not the college’s) and move the magazine into the curriculum to be taught by regular faculty and produced primarily by students. Significant effort was made to work with the students to create a funding model for the AJR class. While some financial support was raised by this exercise in entrepreneurship, it was not enough to pay for a teacher’s salary. The AJR capstone course was a wonderful opportunity for Merrill students to learn about journalism innovation and entrepreneurship, but Professor Klose has returned to the faculty and the AJR capstone class was cancelled. A new class related to digital innovation is in the planning stage and expected to be offered in spring 2015 from The Washington Post newsroom.

2. **Describe the unit’s process for strategic or long-range planning. Attach a copy of the unit’s written strategic or long-range plan. This plan should give the date of adoption/revision and any timeline for achieving stated goals. Discuss how the plan provides vision and direction for the unit’s future.**

College Strategic Plan attached original date: Spring 2008, revision date: May 7, 2015. (See Appendix ST1-A.)

The University of Maryland engaged in a year-long process that resulted in a 10-year strategic plan for the university adopted in 2008. As part of that process, Merrill College adopted a parallel plan, and it was reviewed by the accrediting team in 2010. In late 2014, President Wallace Loh ordered all units on campus to review and revise their 2008 plans, updating them for the next five years. Merrill College spent about six months revising its plan, which was adopted by the college Assembly on May 7, 2015.

Merrill’s 2008 plan had ambitiously predicted a fundraising goal and increase in state aid, including new faculty support, which has not proved to be realistic. A significant goal of that plan was met, however, with the hiring in 2012 of Professor and Senior Scholar Sarah Oates, an internationally recognized expert on political communication, particularly relating to the use of the Internet in supporting democracy in Russia and the former Soviet republics.

The plan also postulated the fields where the next significant academic hires would come from. The Appointments Committee has altered the plan significantly over the past three years as it reset priorities to hiring a professor steeped in national/global security issues, a
computational journalist, and, as soon as funds allow, experts in visual communication and business journalism. It has been useful in recent months to review the plan and recognize that we have made progress in several areas, particularly regarding interdisciplinary research and affiliated appointments with other colleges. For example, Assistant Professor Nicholas Diakopoulos, a computational journalism specialist, has been appointed to affiliated faculty status with both the graduate Information School and the Computer Science Department.

3. Describe the unit’s policies and procedures for faculty governance. Provide the Web link or make available in the site team workroom a print copy of faculty policy manuals, handbooks or other documents specifying policies, procedures and the roles of faculty and students in governance and in development of educational policy and curriculum.

(See Appendix ST1-K for Merrill College’s Plan of Organization.)

Article II of the college’s Plan of Organization addresses the issue of shared governance:

Shared governance in the College means governance shared among administration, faculty, students, staff, and affiliate organizations. The faculty has a fundamental role in the governance of the College. The administration is responsible for seeking advice, initiating action, making decisions, and implementing policy, and for maintaining accountability for its actions. Administrative accountability means active accounting to the other constituencies with whom governance is shared regarding policies recommended by those constituents. The faculty has a responsibility for informed and regular participation in governance activities related to all aspects of the academic mission of the College. Staff and affiliate organizations have a vital role in support of the College mission and have the responsibility for informed and regular participation in governance activities. Undergraduate, master’s, and PhD students have a responsibility for informed and regular participation in governance activities. Any individual who is simultaneously student and staff member, or student and administrator, must choose one role for purposes of voting and participation in governance.

The elected Faculty Advisory Committee plays a key role in shared authority with the dean. Among the college’s standing committees, it is the key committee to ensure accountability on the part of the college’s administration. Its authority and functions are written into the college’s Plan of Organization. The FAC advises the dean on facilities, strategic planning and faculty matters.

Membership consists of six full-time faculty members with duties as defined by the university. All members serve for two years and are not eligible for re-election for one year after completing a term. Members are elected by fellow faculty members by secret ballots. Two members are full professors. Two members are associate or assistant professors. Two are lecturers. The Plan of Organization provides for staggered replacement of committee
members to ensure continuity. The FAC elects its own chair each year from among its members. The chair of the FAC chairs the College Assembly.

The FAC acts as a conduit for information between the faculty and the dean. It meets monthly with the dean before meetings of the full College Assembly. It meets during the summer, as needed, on urgent matters. The FAC proposes names for membership on the college’s other standing committees to be ratified by the College Assembly.

While the FAC advises the dean on budget matters, it has no budget powers. The FAC has responsibility to review complaints or grievances lodged by a faculty member if asked to do so by the faculty member. The dean reports to the FAC on all matters of importance to the college coming out of other college committees. The FAC chair reports regularly on its activities to the College Assembly.

The College Assembly consists of all full-time faculty members; a representative from the centers, the exempt employee ranks (one) and the nonexempt employee ranks (one); and three student representatives chosen by peers in online balloting. The College Assembly meets monthly during the academic year. The assembly is called into special session if necessary during the winter or summer breaks.

The assembly debates and approves or rejects proposed changes to the curriculum. The assembly also debates and votes by secret ballot on tenure-track appointments, new tenured appointments, changes in college policies, and other major aspects of college operations.

In addition to their representation in the College Assembly, students are appointed to serve on a number of key standing committees and ad hoc committees in the college and on search committees. The representatives may be either graduate or undergraduate students.

The Programs, Courses and Curriculum Committee is key in governance. The college’s Plan of Organization calls for this committee to be composed of seven faculty members. Proposals to modify the college’s curriculum may be initiated by any member of the faculty or staff but must be presented to the PCC for action. Once a proposal is formulated, it must be presented to the College Assembly for discussion; a majority vote of the assembly is required before the proposal is sent with a recommendation to the dean, who sends proposals she endorses to the campus PCC committee, followed by the University Senate, for final approval.

Faculty have a number of resources available online:

The UMD Faculty handbook can be found on the Faculty Affairs website: https://faculty.umd.edu/index.html.
4. How often did the faculty meet during the most recent academic year?

The faculty meet on a monthly basis during College Assembly meetings in the fall and spring semesters.


5. List faculty membership on and responsibilities of the unit’s standing and ad hoc committees. (The list should include the names of faculty serving on each committee.)

<table>
<thead>
<tr>
<th>Committee</th>
<th>Responsibilities</th>
<th>Committee Members 2015/2016</th>
</tr>
</thead>
</table>
| Appointments Committee                         | The Appointments Committee has broad representation of faculty, one graduate student, one undergraduate student, the dean as ex-officio, nonvoting, and others as necessary. The committee recommends search committees to the dean to initiate full-time and center director appointments in the college. Those committees report to the Appointments Committee. The committee recommends position descriptions to the dean. The Appointments Committee recommends all proposed part-time faculty and affiliate appointments to the college. The committee reviews and recommends whether part-time appointments should be renewed. The committee acts in accord with the college’s Procedures on Appointments, Tenure and Promotion policy. | Cassandra Clayton
|                                                | Nick Diakopoulos                                                                                                                                  |                             |
|                                                | Chris Harvey                                                                                                                                       |                             |
|                                                | Sarah Oates                                                                                                                                         |                             |
|                                                | Leslie Walker                                                                                                                                       |                             |
|                                                | Ron Yaros                                                                                                                                          |                             |
|                                                | Lucy Dalglish (Dean-ex-officio), Sandy Banisky - chair                                                                                             |                             |
|                                                | Grad Student Rep – Oray Egin                                                                                                                      |                             |
|                                                | Undergrad Rep – Lauryn Froneberger                                                                                                                |                             |
| Committee on Centers and Affiliate Organizations| The Committee on Centers and Affiliate Organizations serves as a conduit for information among the dean, the faculty and the centers. The committee meets at least once a semester with the dean and during the summer as necessary. The committee is charged with advising the dean and the faculty on matters involving the centers, and with soliciting faculty input about the operation of the centers and the substance of the program offerings. The committee is intended as a vehicle for integrating the centers into the life of the college and ensuring that the centers and the core faculty take maximum advantage of available talent and resources. The chair of the committee reports regularly on its activities to the College Assembly. | Kevin Klose
|                                                | Dana Priest                                                                                                                                       |                             |
|                                                | William Parker                                                                                                                                     |                             |
|                                                | Serap Rada                                                                                                                                       |                             |
|                                                | George Solomon – chair                                                                                                                             |                             |
| Committee for Doctoral Studies | The Committee for Doctoral Studies monitors the college’s doctoral program and policies and works with the administration to select candidates for the doctoral program. Curriculum or course modification proposals are considered first by the Programs, Courses and Curriculum Committee and then go to the Committee for Doctoral Studies. | Kalyani Chadha  
Ira Chinoy  
Nick Diakopoulos  
Mark Feldstein  
Adrienne Flynn  
Chris Hanson  
Linda Steiner  
Ron Yaros  
Sarah Oates (Director of Doctoral Studies) – chair  
Doctoral Student Rep –  
Katy June-Friesen |
| Masters Committee | The Masters Committee monitors the college’s master’s program and policies and works with the administration to select candidates for the master’s program. Curriculum or course modification proposals are considered first by the Programs, Courses and Curricula Committee and then go to the Masters Committee. | Sandy Banisky  
Chris Hanson  
Chris Harvey  
Sue Kopen Katcef  
Deb Nelson  
Dana Priest  
Carl Sessions Stepp  
Bethany Swain  
Rafael Lorente (Director of the Master’s Program),  
Adrienne Flynn – chair |
| Programs, Courses and Curricula Committee | The Programs, Courses and Curriculum Committee is key in governance. The college’s Plan of Organization calls for this committee to be composed of seven faculty members and two students. Proposals to modify the college’s curriculum may be initiated by any member of the faculty or staff but must be presented to the PCC for action. Once a proposal is formulated, it must be presented to the College Assembly for discussion; a majority vote of the assembly is required before the proposal is sent with a recommendation to the dean. | Nick Diakopoulos  
Sue Kopen Katcef  
Sean Mussenden  
Deb Nelson  
Carl Sessions Stepp  
Leslie Walker  
Chris Harvey – chair  
Undergrad Student Rep – Anna Muckerman  
Doctoral Student Rep – Saranaz Barforoush |
| Promotion and Tenure Committee | The Promotion and Tenure Committee is composed of all tenured faculty. Full professors consider by secret ballot each question of promotion with tenure. Their | Ira Chinoy  
Mark Feldstein  
Chris Hanson |
decisions go to the dean. The dean meets with the committee but is not present when votes are taken. The dean reports his/her decisions to the committee, including cases that the dean agrees should go forward to the campus Appointments, Promotion and Tenure Committee. The committee invites assistant professors annually to discuss their progress toward promotion. Associate professors may request meetings with full professors to discuss their progress. The performance of lecturers is monitored by the dean annually. Lecturers serving three years undergo a formal review by a three-member subcommittee appointed by the Promotion and Tenure Committee.

| Undergraduate Committee (including Scholarship Committee) | The Undergraduate Committee monitors the college’s undergraduate program and policies and reviews students’ admissions. Curriculum proposals by this committee go to the PCC for review before any action is taken by the College Assembly. |
| Sandy Banisky | Kevin Klose<br>Deb Nelson<br>Sarah Oates<br>Dana Priest<br>Carl Sessions Stepp<br>Ron Yaros<br>Linda Steiner – chair |
| Undergrad Student Rep – Nicole Curtis |
| Undergrad Student Services Office Rep – Rachel Pleatman |

<p>| Awards Committee | The Awards Committee considers all campus and University System of Maryland awards to faculty and staff and makes nominations to the dean. The committee was created to bring equity and process to the business of nominating candidates for standard university awards. |
| Awards Committee | Kevin Blackistone&lt;br&gt;Josh Davidsburg&lt;br&gt;Karen Denny&lt;br&gt;George Solomon&lt;br&gt;Dave Ottalini&lt;br&gt;Sue Kopen Katcef – chair |</p>
<table>
<thead>
<tr>
<th>Committee on Diversity</th>
<th>The Committee on Diversity meets each semester to monitor the college’s compliance with its policy on diversity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership and Duties</td>
<td>Committee on Diversity consists of five full-time faculty members with duties as defined by the university. All members serve for two years and are not eligible for re-election for one year after completing a term. Members are elected by fellow faculty members by secret ballots. Two members are full professors, two members are associate or assistant professors and one member is a lecturer. The Plan of Organization provides for staggered replacement of the committee members to ensure continuity. The FAC elects its own chair each year from among its members. The FAC acts as a conduit for information between the faculty and the dean. It meets monthly with the dean before meetings of the full College Assembly. It meets during the summer, as needed, on urgent matters. The FAC proposes names for membership on the college’s other standing committees to be ratified by the College Assembly. The FAC advises the dean on budget matters, but it has no budget powers. The FAC has responsibility to review complaints or grievances.</td>
</tr>
<tr>
<td>Committee Chair</td>
<td>Cassandra Clayton – chair</td>
</tr>
<tr>
<td>Exempt Staff Rep</td>
<td>David Watson</td>
</tr>
<tr>
<td>Nonexempt Staff Rep</td>
<td>Hope Mookim</td>
</tr>
<tr>
<td>Tenure-Track Faculty Rep.</td>
<td>Ira Chinoy</td>
</tr>
<tr>
<td>Staff Reps</td>
<td>Natalie Cosner and Dave Ottalini</td>
</tr>
<tr>
<td>Kevin Blackstone</td>
<td>Kalyani Chadha</td>
</tr>
<tr>
<td>Karen Denny</td>
<td>Kevin Klose</td>
</tr>
<tr>
<td>Olive Reid</td>
<td>(College’s Equity Officer)</td>
</tr>
<tr>
<td>Cassandra Clayton</td>
<td>– chair</td>
</tr>
</tbody>
</table>

Ira Chinoy
Adrienne Flynn
Sean Mussenden
Deborah Nelson
Linda Steiner
Mark Feldstein – chair
lodged by a faculty member if asked to do so by the faculty member. The reports to the FAC on all matters of importance to the college coming out of other college committees. The FAC chair reports regularly on its activities to the College Assembly.

6. Describe the faculty’s contributions to the administration and governance of the university.

Kevin Blackistone, Visiting Professor – member, Vice President for Student Affairs’ Retention Work Group; member, President’s Inauguration Committee.

Kalyani Chadha, Assistant Professor – member, Graduate Council; member, McNair Fellowship Committee; search committee member, Associate VP for International Affairs; search committee member, Global Communities Program Director; search committee member, Executive Director of College Park Scholars; search committee chair, Assistant Director for Communications College Park Scholars; search committee member, Assistant Director College Park Scholars; member, Service Day Implementation Committee, College Park Scholars.

Ira Chinoy, Associate Professor – search committee member, Dean of Libraries; chair, University Library Council; member, Council of Associate Deans for Faculty Affairs; member, Council of Associate Deans for Graduate Education; member, Research Development Council; member, Action Learning Program Advisory Board National Center for Smart Growth; member, Historic Maryland Newspapers Project Advisory Board; member, Provost’s Commission on Learning Outcomes Assessment; charter member, Future of Information Steering Committee; member, University Medal Committee; member, Academic Planning Advisory Committee.

Lucy Dalgllish, Dean and Professor – member, Provost’s Strategic Planning Work Group; chair of Area 2 Subcommittee for university re-accreditation; chair, Dean’s Review Committee, Arts & Humanities; member, Strategic Plan Subcommittee of Flagship 2020 Initiative; search committee chair, VP and University Counsel; Council of Deans Representative on UMD Athletic Council; Council of Deans Representative on Graduate Council; co-chair of Honors College Internal Review Committee; member, President’s Task Force on potential merger with the Corcoran College of Art and Design; search committee chair, Dean of Robert H. Smith School of Business; member, Provost’s Committee on Collaboration with Phillips Collection.

Adrianne Flynn, Lecturer/Internships and Career Development Director – reviewer, Banneker Key Scholarship.
Chris Harvey, Lecturer/Director of Assessments and Director of the Graduate Certificate Program in Multimedia Journalism – member, provost’s working group for the development of the self-study for the University of Maryland’s Middle States 2017 accreditation review; member, Provost’s Commission on Learning Outcomes Assessment; member, Vice President’s Advisory Committee on Curriculum Management.

Diana Huffman, Lecturer – faculty representative to the University Honor Council Hearings.

Rafael Lorente, Associate Dean – Director of the Master’s Program; Member, Council of Associate Deans for Faculty Affairs; Member, provost’s focus group for creation of non-tenure-track faculty survey; co-writer of diversity charge for associate deans across the university.

Susan Moeller, Professor – member, Provost’s Commission on Blended and Online Education; appointed fellow, Undergraduate Studies Faculty Fellow Committee; search committee member, Dean of the School of Public Policy; search committee member, Director of Education Abroad; member, Kirwan Award Committee; member, Research and Scholarship Awards, UMD Graduate School; member, Scholarship in Practice Faculty Committee; member, Education Abroad Advisory Board, International Programs.

Deborah Nelson, Associate Professor – member, UMD Senate General Education Committee; member, UMD Campus Writing Board; member, Provost and Senate Non-Tenure Track Task Force; member, Senate Campus Affairs Committee; member, Undergraduate Studies General Education Committee on I-Series courses; member, Campus Committee on International Education.

John Newhagen, Associate Professor (retired 2013) – University senator.

Sarah Oates, Professor and Senior Scholar – college representative, College Associate Deans for Graduate Education; ADVANCE Professor; ADVANCE Leadership Fellow; member, University Research Development Council; member, Committee of Associate Deans of Graduate Education.

Dana Priest, John S. and James L. Knight Chair in Public Affairs Journalism – member, UMD Council on the Environment; judge, Anwar Sadat Art Competition.

Carol Rogers, Professor of the Practice (retired 2014) – University senator.

George Solomon, Professor of the Practice and Director, Shirley Povich Center for Sports Journalism – advisory board member, UMD Athletic Department Advisory Board on Marketing.
Linda Steiner, Professor – University Senator; faculty adviser, Project HEAL; member, President’s Commission on Women’s Issues; member, Graduate Council; associate member, Department of Women’s Studies; ADVANCE Program Fellow; mentor, College of Journalism, School of Public Policy, Department of Communication.

Carl Sessions Stepp, Professor – member, UMD Educational Affairs Committee

Leslie Walker, Visiting Professor – member, UMD General Education Review Panel; member, UMD Office of Undergraduate Studies; member, Scholarship in Practice Faculty Committee; member, General Education Scholarship in Practice Faculty Board, 2013-15.

Ron Yaros, Associate Professor – member, UMD Office of Undergraduate Studies, Faculty Committee, Scholarship in Practice; member, UMD Faculty Committee, Blended Learning; Member, UMD Research Development Council; evaluator and interviewer, Banneker Key; judge, Campus Mobile App Competition; counselor, Graduate Faculty Committee; member, UMD Graduate PCC Committee; chair, Faculty Advisory Committee for the UMD Division of Information Technology.

Eric Zanot, Associate Professor (retired 2013) – University senator.

7. Describe the process for selecting, appointing and evaluating unit administrators.

Nearly all full-time unit administrators are exempt employees of the university and are hired after a search. The position must be approved by the university and posted and advertised in publications designed to attract a diverse pool of candidates. All search committees at the University of Maryland are required to have at least one woman and one domestic minority member. All search committees are “charged” by the hiring official (usually the dean) and the college’s equity officer in order to encourage search committee members to work hard to locate under-represented domestic minority candidates. If the list of finalists does not include at least one woman or domestic minority, the search committee chair must explain in writing to the hiring official and the university’s director of Diversity and Inclusion the circumstances that failed to produce a woman or minority finalist.

If an emergency arises (which occurred at least three times in the past four years when the associate dean for academic affairs resigned abruptly or died), the college can seek a search waiver from the provost in order to fill the position quickly. However, the most recent associate dean, Rafael Lorente, was hired following a search. Associate Dean Lorente is also a lecturer and is evaluated annually by Dean Dalglish as part of his administrative contract renewal.
All exempt employees are evaluated in writing once a year by their supervisors. The supervisor and the employee meet in May of each year to discuss the evaluation. The performance of exempt employees is in line with the university’s “Performance Review and Development Process Setting Expectation” procedure. The performance of those under review may be deemed outstanding; exceeded expectations; met expectations; does not meet expectations; or unsatisfactory. In years when merit pay is available, employees must at least “meet expectations” to be eligible for merit raises.

A handful of administrators, including the director of career services and the assessment director, are non-exempt lecturers. They are evaluated periodically according to the procedures found in the college’s Plan of Organization. Informal reviews are done annually, but formal peer reviews managed by the college’s Promotion and Tenure Committee are done on a three-year cycle.

The dean is reviewed annually by the provost and will be formally reviewed by an outside committee in spring 2016 during her fourth year in office in order to advise the provost as to whether she should be offered another five-year term commencing in 2017.

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

Faculty members have several avenues for pursuing complaints and/or concerns. A faculty member can go to the Faculty Advisory Committee, the Promotion and Tenure Committee, the associate dean or the dean for academic affairs, depending on the nature of the issue. He or she may also go to university bodies outside of the College of Journalism. The Faculty Advisory Committee serves as the main faculty conduit and upon request can review complaints or grievances.

Issues involving promotions and tenure are handled by the Promotion and Tenure Committee.

Other concerns – particularly when they involve course schedules and other academic issues — are often brought directly to the associate dean for academic affairs and resolved at that level.

The dean is always available to discuss almost any issue.

With the exception of the graduate coordinator, who reports to the associate dean for academic affairs, and the advising office staff, who report to the director of undergraduate studies, the college’s staff members report to the dean and refer issues directly to her office.
Students have a variety of options for reporting complaints and concerns. The first level is often the college’s advising office, led by the director of undergraduate studies, who is also one of the two associate deans. Students may also go directly to the associate dean for academic affairs, and as a last resort, to the dean herself. At the university level, graduate students are assigned an ombudsman. Undergraduates may direct academic complaints to the dean of undergraduate studies. For all other matters they go to the vice president for student affairs. Finally, concerns about discrimination or harassment can be brought to the university’s Office of Civil Rights & Sexual Misconduct. (See Appendix ST1-L)

Professional master’s program:

9. Describe the role of the graduate director, other persons or committees assigned to the professional master’s program.

The director of the master’s program, the Master’s Committee and the graduate coordinator oversee the professional master’s program.

The dean appoints the director of the M.J. and M.A. programs, with recommendations from the Faculty Advisory Committee and the College Assembly. The director oversees the recruitment and selection of master’s students and their orientation and advisement.

The Master’s Committee monitors the program, selects applicants seeking admission to the program and considers modifications in the program’s curriculum prior to final review by the College Assembly. The chair of the committee is appointed to one-year, renewable terms.

The graduate coordinator reports to the associate dean for academic affairs. In addition to other duties, the graduate coordinator works closely with the director of the master’s programs and the chair of the Master’s Committee on admissions, orientation for new students and the annual revision of the master’s handbook. The graduate coordinator also ensures master’s students are aware of important university deadlines, serves as the main adviser for the students and is primarily responsible for organizing MJ Day, the end-of-semester portfolio review by a committee of faculty and alumni.

10. Attach a copy of the written strategic or long-range plan for the professional master’s program.

See attached copy of The Strategic Plan for the Philip Merrill College of Journalism. (See Appendix ST1-A.)

11. Describe the unit’s policies and procedures for faculty governance of the professional master’s program. Provide copies of faculty policy manuals, handbooks or other documents specifying policies, procedures and the roles of faculty and students in governance and in development of educational policy and curriculum of the profession master’s program. (If these documents are the same as those provided in
response to Q. 3, there is no need for duplication. Note the passages and pages specific to the professional master’s program.

See attached copies of the college’s Plan of Organization, Faculty Handbook and Master’s Program Handbook.

The college’s Plan of Organization references the governance of the Master’s program on pgs. 4, 7, 11, 13 and 15. (See Appendix ST1-K.)

UMD Faculty handbook can be found on the Faculty Affairs website:
https://faculty.umd.edu/index.html.

Standard 2: Curriculum and Instruction
Part II, Standard 2. Curriculum and Instruction

During the visit, the unit should provide the following documents in the workroom:

- a complete set of syllabi for all courses, both undergraduate and graduate, offered by the unit during the current term, the immediate past regular term, and the immediate past summer and special session (including interim terms and courses offered by correspondence, online or distance education).
- transcripts of the first 15 graduate students on an alphabetical list of those who received professional master’s degrees during the year preceding the visit. (These may be copies of the official transcripts and do not have to carry the official university seal. Team members may want to review additional student records during the visit.)

Executive Summary:

The Philip Merrill College of Journalism retains its commitment to excellence in journalism fundamentals, while preparing students to become leaders in a global digital media landscape.

To signal its commitment to the future of journalism, the college in 2011 compressed its coursework in both undergraduate and master’s professional programs into just two specializations: multiplatform and broadcast. (The news editorial/magazine specialization courses previously offered at the undergraduate level and the print specialization courses previously offered at the graduate level were updated to become a part of the new multiplatform specialization.)

The college has made significant curricular enhancements over the last six years in both its undergraduate and master’s requirements, adding coursework from computational journalist /Assistant Professor Nicholas Diakopoulos in data visualization and from Pulitzer Prize-winning investigative reporter Dana Priest (the college’s John S. and James L. Knight chair in Public Affairs Journalism) in coverage of national security and press freedom issues. The college’s curriculum committee voted Sept. 8, 2015, to create a master’s focus in Computational and Data Journalism. The full faculty approved this focus at its Oct. 7, 2015, meeting, and the proposal is now awaiting university approvals. The focus would allow Master of Journalism students to take four, three-credit courses in data journalism: JOUR 652 (which the faculty voted to re-name and re-focus as Interactive Design and Development; JOUR 772, Methods in Computer-Assisted Reporting; and two additional courses selected from a menu of options that include JOUR 654, Advanced Interactive Multimedia Storytelling; JOUR 779D, Seminar in Research Problems: Storytelling with Data Visualization; and JOUR 779V, Seminar in Research Problems: Computational Journalism.
Despite the updates to the college’s course offerings, the curriculum at the undergraduate and graduate levels continues to stress the fundamentals of excellent journalism. All students in the college take multiple reporting and writing classes, and in their required capstone and internship classes expect to have some of their work published or broadcast. Premiere capstone classes continue to be Capital News Service, which just celebrated its 25th anniversary and which operates news bureaus at the state capital in Annapolis, in Washington, and on campus (TV and multimedia). All Master of Journalism students are required to cap their studies with a semester in one of the CNS bureaus, working four days a week under the direction of a top-notch faculty editor. Undergraduates must apply for a part-time or full-time spot in one of the CNS bureaus, or take another capstone course, such as investigative reporting, Baltimore urban affairs reporting, health reporting, radio reporting or long-form broadcast.

With its location a few miles outside the nation’s capital, and the work of an internship and career coordinator, the college helps students land internships for credit and pay at some of the nation’s leading media outlets, including The New York Times, the networks, CNN, National Geographic, NPR, ESPN and USA Today.

While keeping those basics intact, the college has steered its curriculum into the digital future. Beginning with the freshmen who entered in fall 2008, all undergraduate students are required to take a multimedia course that trains them in the basics of audio, photo and video reporting for Web platforms. Students are also required to take a Web coding and design class. They must finish their studies with a capstone skills class — the news bureaus are just one possibility — that aims to bring all their skills together in an immersive, collaborative newsroom environment that, where possible, is also entrepreneurial.

Please respond to each of the following instructions:

1. Provide an outline of the curriculum required for the major and for each of the unit’s specializations.

Students majoring in journalism take approximately one-third (42 credits, with an option to take three additional credits) of their total coursework in the Philip Merrill College of Journalism. Journalism courses are designed to provide students with a working knowledge of the tools and concepts they will need to perform as top-flight professional communicators across multiple media platforms, including the Web, television, radio, newspapers, magazines and social media.

Within these credits, journalism students must choose a platform (broadcast or multiplatform) to establish competency in a specialized area of knowledge they will be
able to use as professionals.

**Journalism majors’ requirements inside the college are:**
- JOUR 200: History, Roles and Structures (three credits)
- JOUR 201: News Writing and Reporting I (three credits)
- JOUR 203: Introduction to Multimedia Skills (three credits)
- JOUR 300: Journalism Ethics (three credits)
- JOUR 352: Intermediate Multimedia Journalism (three credits)
- JOUR 396: Supervised Internship (two credits)
- JOUR 400: Media Law (three credits)
- JOUR 410-469: Journalism and Society (choose from a menu of course options) (three credits)
- JOUR 470-479: Media Research (choose from a menu of options) (three credits)
- Journalism Capstone Experience (choose from a menu of skills options) (three credits)
- JOUR 480: Capstone Colloquium: The Business of News (one credit)

**Journalism college specializations (12 credits):**

**Multiplatform:**
- JOUR 202: News Editing (three credits)
- JOUR 320: News Writing and Reporting II: Multiplatform (three credits)
- JOUR 321-389: Elective (choose from a menu of options) (three credits)
- JOUR 321-389: Elective (choose from a menu of options) (three credits)

**Broadcast:**
- JOUR 262: Broadcast Field and Studio Production (three credits)
- JOUR 360: News Writing and Reporting II: Broadcast (three credits)
- JOUR 361: Television Reporting and Production (three credits)
- JOUR 321-389 Elective (choose from a menu of options) (three credits)

2. Explain how requirements for the major do not exceed the maximum credit hours allowable under the 72-credit hour rule and how students comply with the minimum of 72 hours they must take outside journalism and mass communications. If a minor is required, include these details.

Two-thirds of journalism undergraduates’ 122-credit total (77 to 80 credits) consists of a variety of nonjournalism subjects such as history, economics, government, sociology and psychology. This exposure acquaints students with fundamental problems and issues they will encounter in their careers. (See [http://merrill.umd.edu/students/degree-requirements/](http://merrill.umd.edu/students/degree-requirements/).)
Journalism majors’ requirements outside the college:

Students must complete the following liberal arts coursework complementing the university’s general education requirements.

Abstract thinking skills requirement (nine credits):
One three-credit statistics course from the following list:
BIOM 301, BMGT 230, CCJS 200, ECON 321, EDMS 451, GEOG 306, HLTH 300, PSYC 200, SOCY 201, STAT 400 or a more advanced statistics course.

Plus:
A minimum of six credits through one or a combination of the following options. Should a student choose to combine the options, at least one language course must be at the intermediate level:
- **Language:** up to two courses with at least one course at the intermediate level and no more than one course at the introductory level. (High school equivalency does not satisfy this requirement.)
- **Math/statistics/computer science:** up to two courses: Any mathematics (MATH) course numbered 111 or higher. Any computer science (CMSC) course.

Public Speaking:
One course from COMM 100, 107, 200, or 230. (three credits)

History:
One course from HIST 200 or 201 (three credits)

Behavioral or Social Science:
One course from ANTH 260; PSYC 100 or 221; SOCY 100, or 105. (three credits)

Economics:
One course from ECON 200 or 201. (three credits)

Government and Politics:
GVPT 170 (three credits)

Supporting Area:
Four upper-level courses (numbered 300 or higher) for a minimum of 12 credits in a supporting field (cannot be in communication or journalism).
**Upper-level electives**: Four upper-level (numbered 300 or higher) courses for a minimum of 12 credits (cannot be in communication, but three credits can be in journalism).

**General Education Requirements:**
Fundamental studies courses ensure that students have the basic skills in written and oral communication, in mathematical analysis, and in critical thinking that are important to their success across the curriculum and in their professional lives.

The General Education program has four Distributive Studies categories: History and Social Sciences, Humanities, Natural Sciences, and Scholarship in Practice.

The program has three additional categories that may be taken on their own or, through double counting, may be rolled up into the Distributive Studies categories. Two of these comprise the diversity requirement: Understanding Plural Societies and Cultural Competency. The third is the I-Series program, which offers students two courses that deal with major issues, usually from an interdisciplinary perspective. With double-counting, students will have a minimum of 40 credits in General Education.

The General Education requirements include:
- Fundamental Studies (Academic Writing, Professional Writing, Mathematics, Analytic Reasoning, and Oral Communication) [five courses, 15 credits]
- Distributive Studies (two Humanities, two Natural Sciences [one must be a lab course], two History and Social Sciences, and two Scholarship in Practice [only one may be in student’s major]) [eight courses, 25 credits]
- The I-Series courses [two courses, may be double counted with Distributive Studies and/or Diversity]
- Diversity (Understanding Plural Societies and Cultural Competency [two courses, may be double counted with Distributive Studies])

3. **Describe how the core and required courses instruct majors in all of ACEJMC’s 12 professional values and competencies with a balance of theoretical and conceptual courses and skills courses.**

The college follows a rigorous assessment program, described in detail in Standard 9, to test the curriculum’s compliance with and success in teaching values and competencies set by ACEJMC.

This section describes how each of those competencies is incorporated into the undergraduate curriculum.
Competency 1: Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.

All undergrad students must complete JOUR 400, Media Law. After successfully completing the course, students will be able to demonstrate their mastery of the competency by their ability to:

- Be solidly grounded in the legal principles that govern the news media.
- Have explored the rights and protections journalists have under the law, as well as journalists’ ethical responsibilities as they gather and publish news.
- Understand the laws and regulations regarding public records, government meetings, court proceedings and the protection of news sources.
- Understand the laws of libel, privacy and copyright.
- Have analyzed and applied court decisions, state laws and administrative rules to real and hypothetical journalism situations.
- Have a fundamental understanding of the history of our laws, from whom we inherited our legal concepts, and how those concepts developed differently over time.
- Have a deeper understanding of the media’s role in a democratic society.

In addition, in the last two years, the college’s Knight Chair in Public Affairs Journalism, Dana Priest, has taught JOUR 328N/628N: News Writing and Reporting: National Security and Press Freedom Reporting. In this class for undergrads and grads, students learn to research and report on select U.S. agencies, on bilateral relations, on Washington’s many national security resources, and on press freedom problems overseas.

Competency 2: Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

All undergraduates must complete JOUR 200: Journalism History, Roles and Structures. After successfully completing the course, students will be able to demonstrate their mastery of the competency by their ability to:

- Gain an understanding of journalism and what journalists do.
• Study individuals and events that have shaped journalism, focusing on journalism’s role in history, its economic evolution, its relationships with diverse populations, and laws and ethical standards that guide the profession.
• Follow current events and examine how news is disseminated.
• Consider students’ interests and career goals.

The course introduces students to the rise of print, a free press and the First Amendment; to the birth of the penny press and crusading journalism; to the rise of professionalism; and to challenges for women and minority journalists. The rise of photography, radio, television and new media are also explored, along with media ethics and law, free speech and war reporting.

Competencies 3 & 4: Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications; and demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

Diversity components are built into all graduate and undergraduate courses. In addition, all undergraduates must complete JOUR 200, Journalism History, Roles and Structures, and they are required to complete two campus courses that satisfy a diversity requirement. They are also encouraged to complete JOUR 452, Women in the Media; and JOUR 453, News Coverage of Racial Issues.

After completing JOUR 452, students will be able to demonstrate their mastery of the competency by their ability to:

• Examine how gender ideas (and ideologies) have affected the participation and portrayal of women (and men) in journalism and other media.
• Compare the experiences and representations of women of different races/ethnicities, religions, classes and sexual orientations.
• Analyze how different groups of women (including as compared to men) are addressed as audiences (for news of various kinds as well as for entertainment).
• Evaluate coverage of women and women’s issues, issues affecting specific groups of women, and issues important to everyone.

After completing JOUR 453, students will be able to articulate:

• How “difference” is defined and formulated in American society, and how it is affected by and affects media.
• The history and nature of discrimination in the United States, including discrimination based on race, ethnicity, religion, sexual orientation and disability.
• Current and projected demographic patterns in the United States, and how they compare to media or news organization demographics.
• The role of media in shaping racial images, perceptions and realities in American society.
• Reasons for disparities in coverage of minority groups in the United States.
• The historical and contemporary role of minority and alternative media institutions in filling the gaps in coverage of minority groups in America.
• The role and influence of advocacy media.
• The role of public and private institutions, and media coverage of those institutions, that create or eliminate barriers to diversity in America.
• The history of integrating mainstream media in the second half of the 20th century.
• The influence of emerging media on representation of difference in the United States.

Competency 5: Understand concepts and apply theories in the use and presentation of images and information.

All undergraduates must complete JOUR 203, Introduction to Multimedia Skills, while graduate students take JOUR 504, Introduction to Multimedia Skills. All undergrads must also take JOUR 352, Intermediate Multimedia Journalism, while graduate multiplatform students take JOUR 652, Intermediate Multimedia Journalism. JOUR 203 and 504 introduce students to audio, photo and video collection and editing for journalistic storytelling. JOUR 352 and 652 teach students basic Web coding (html and css); they describe basic Web design principles and eye tracking studies; and they introduce students to the creation of interactive graphics, among other things.

Students are also encouraged to take other visual skills courses, which include JOUR 350, Multimedia Presentation; JOUR 354 and 654, Interactive Multimedia Storytelling; JOUR 370 and 670, Photojournalism; and JOUR 479D: Special topics in Data Gathering and Analysis: Storytelling with Data Visualization.

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

All undergraduate students must take JOUR 300, Journalism Ethics, and all M.J. students must take JOUR 702, Media Law and Ethics. Undergraduate and graduate students are also required to take a capstone class, which typically requires writing
stories for publication under close supervision of a faculty editor – which provides frequent opportunities for dealing with ethical dilemmas under the guidance of a faculty member. In addition, most journalism skills classes devote at least one class to discussions of all of these topics.

JOUR 300 outlines the following goals:

- **Identify ethical issues** — from conflict of interest to deceptive reporting to stereotyping — when you encounter them on the job or as a news consumer and critic.
- **Identify the morally relevant facts** in an ethical controversy and distinguish them from facts that are not morally relevant.
- **Identify basic values of ethical journalism** and see how they are reflected in specific cases.
- **Identify ethical dilemmas** that are posed when journalists’ values are in conflict.
- **Learn ethical principles** and frameworks that can be used to help find the best solution when faced with an ethical dilemma.
- **Apply those principles** in evaluating actual and hypothetical cases in journalism. Learning to apply such principles coherently and persuasively is the most challenging part of the course.

**Competency 7: Think critically, creatively and independently.**

Critical thinking skills are integral to all our skills classes, particularly to the news bureaus and other capstone courses and to intermediate and advanced reporting and writing classes, such as JOUR 320. After successfully completing these courses, students will be able to demonstrate their mastery of the competency by their ability to:

- Apply advanced interviewing techniques and develop in-depth backgrounding of stories.
- Employ state and federal freedom-of-information and open-meetings laws.
- Develop geographical and topical beats and demonstrate an ability to develop sources and create news and enterprise story ideas.
- Deliver longer and more sophisticated news and feature stories than in the introductory reporting classes.
• Display a deeper and more sophisticated understanding of newsworthiness, journalism ethics and news diversity than in the introductory reporting classes.

**Competency 8: Conduct research and evaluate information by methods appropriate to the communications professions in which they work.**

All undergraduates and multiplatform graduate students must complete a course in research methods. For the undergraduates, this may include JOUR 470, Journalism & Public Communication Research; JOUR 472, Methods in Computer-Assisted Reporting, (JOUR 772 is required of all multiplatform graduate students); and JOUR 479E, Special Topics in Data Gathering and Analysis: Reporting on the Economy, among others. After successfully completing these courses, students will be able to demonstrate their mastery of the competency by their ability to:

• Perform data analysis using statistical tests and software.
• Use databases, interviews, reports and other methods to conduct a research survey, prepare a research report or prepare a data analysis project story.

**Competency 9: Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.**

All undergraduates and graduate students take at least four writing and editing courses, capping their experiences with a capstone class. After successfully completing these courses, students will be able to demonstrate their mastery of the competency by their ability to:

• Properly construct a news story for print, broadcast or online.
• Construct a story with no factual errors.
• Write clearly and concisely under deadline pressure.
• Employ basic interviewing and newsgathering techniques.
• Understand different types of stories and approaches to each.
• Have a journalist’s passion for accuracy, objectivity and fairness and disdain for sloppiness and plagiarism.

**Competency 10: Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.**

All undergraduate students must take JOUR 201, News Writing and Reporting I, and all master's students must take JOUR 501, Fundamentals of Writing and Editing. After
successfully completing these courses, students will be able to demonstrate their mastery of the competency by their ability to:

- Edit copy for mechanical errors, including spelling, grammar and AP style.
- Employ basic interviewing skills and the Internet and commercial databases, such as LexisNexis, to background and find documentation for stories.
- Apply professional judgment to news content, for balance and taste.
- Fact-check news copy for spelling of proper names and verifiable facts.

**Competency 11: Apply basic numerical and statistical concepts.**

All undergraduate and Master of Journalism students must pass a basic math competency exam (required by the college), and all undergraduates must pass an applied statistics course (required by the university). After successfully completing these courses, students will be able to demonstrate their mastery of the competency by their ability to:

- Pass a basic math competency exam with a perfect score, demonstrating the ability to accurately interpret and calculate basic statistics, analyze budgets and compute tax rates.
- Demonstrate a level of mastery in applied statistics by successfully completing a course in applied statistics.

**Competency 12: Apply tools and technologies appropriate for the communications professions in which they work.**

Beginning with the freshmen who entered in fall 2008, all undergraduate students have been required to take JOUR 203, Introduction to Multimedia Skills, which trains them in the basics of audio, photo and video reporting and editing for Web and social media platforms. The college also requires master’s students to take JOUR 504, Introduction to Multimedia Skills. After successfully completing this introductory class, students will be able to demonstrate their mastery of the competency by their ability to:

- Use the power of sound in storytelling and have the skills necessary to collect and prepare audio for multiple platform distribution.
- Understand the fundamentals of framing, lighting, composition and sequencing, be able to approach stories in different ways, and be comfortable with technology and story-telling techniques that will allow them to do so.
- Master the fundamentals of shooting and editing photos and video for the Web.
In addition, a multitude of other courses allow students to master skills in Web coding, interactive storytelling and data visualization, broadcast production, and audio storytelling. Broadcast students perform in technical positions in the control room and studio in several courses, including the capstone course at CNS-TV. Courses offered include: JOUR 352/652, Intermediate Multimedia Journalism; JOUR 354/654, Interactive Multimedia Storytelling; JOUR 262/603 News Videography; JOUR 361/661, Television Reporting and Production; JOUR 364, Radio Broadcasting; JOUR 368M, Multimedia Mobile Journalism; JOUR 368V, Advanced Video Storytelling; JOUR 370/670, Photojournalism; and JOUR 479D, Storytelling with Data Visualization.

4. Explain how instruction, whether onsite or online, responds to professional expectations of current digital, technological and multimedia competencies.

The college’s curriculum committee continually updates the undergraduate and professional master’s courses and requirements to ensure they meet current digital and technological competencies. All undergraduates and professional graduate students are required to complete Introduction to Multimedia Skills (JOUR 203/504), which teaches the basics of collecting/shooting and editing audio, video and photos for journalistic storytelling. All undergraduates and the multimedia graduate students must successfully complete Intermediate Multimedia Journalism (JOUR 352/652), which teaches basic and intermediate html and css for news website construction; introduces students to the formulation and construction of informative interactive graphics for journalistic storytelling; and describes the usefulness of social media tools (such as Twitter, Facebook, Instagram, YouTube and Storify) to audience building, branding and live reporting from the field. All undergrads must also take a capstone class in their senior year, which reinforces reporting/writing/mobile editing and group multimedia work, typically for publication. M.J. students must work four days a week in their final semester in Capital News Service (http://cnsmaryland.org), which is our longest-running capstone (having just celebrated its 25th anniversary). Other undergraduate capstones (which graduate students may take as an intermediate reporting requirement) include the Baltimore Urban Affairs Reporting class (which publishes its work on CNS); the Kaiser Health Multimedia Reporting class (which publishes its work on CNS); Radio Broadcasting (which publishes its work on Terp Weekly Edition, http://www.twe.umd.edu); and Advanced Public Affairs Reporting/Investigative Reporting (which publishes on CNS).

In addition, all of the college’s skills classes have been integrating new software and skills into the requirements. For instance, JOUR 201, the introductory reporting and writing class required of all undergrads, now introduces students to Web headlines and blurbs, and gets students started live tweeting.
5. Explain how the accredited unit ensures consistency in learning objectives, workload and standards in courses with multiple sections.

Full-time faculty members are assigned as lead instructors for core courses with multiple sections at Merrill. These are especially important in some skills classes where part-time instructors teach multiple sections.

Merrill’s director of assessments and associate dean for academic affairs review syllabuses for consistency in learning objectives, standards, workload and other issues. They also offer a detailed orientation session for adjuncts every semester that includes modules on learning objectives, syllabus construction and other best teaching practices. They review student evaluations of instructors to ensure standards are being met. And they sit in on classes to assess interactions between students and instructors and the clarity of instruction. As part of that review, the administrators speak to students with the instructor out of the room, to get verbal feedback on that class.

In addition, for several core classes — including JOUR 201/501, JOUR 203/504 and JOUR 352/652 — the college has created Google sites or Google doc folders that give full-time and part-time instructors teaching the courses access to common syllabuses, learning outcome objectives and/or assignments.

6. Describe the methods used to select sites for internships for credit in the major; to supervise internship and work experience programs; to evaluate and grade students’ performance in these programs; and to award credit for internships or work experiences.

Merrill College believes that the hands-on practice of the skills and ethics we teach in class are so important that every degree-seeking journalism undergraduate student must land a journalism internship and take and pass a corresponding one- or two-credit internship class in order to graduate. Undergraduates may also receive internship credit for a one-credit elective class. Master’s students are encouraged to find internships and may take one for credit.

Internships in the newsrooms of independent, general-interest newspapers, news websites, magazines, television or radio news departments or network news operations count for journalism required credit (JOUR 399 is being phased out, JOUR 396 is taking its place). So do production internships at most commercial sports news operations (such as Comcast SportsNet or ESPN), and internships at specialty publications, such as the Baltimore Business Journal, The Daily Record in Baltimore, special-interest magazines, trade publications, and the Washington bureaus of news outlets.
These and our other internship sites are largely selected by the students and by the internship providers, but are vetted by the college’s internship director, typically through research and phone calls, to assure that the interns will have professional supervision, largely in an office environment, and have ample opportunity to use many of the journalism tools they use in the classroom. Internship supervisors must assure a safe workplace and adequate supervision.

Because this is a journalism internship, rather than a public relations one, work for teams, team owners, stadiums, leagues, nonprofit advocates, entertainment television/film producers, federal or state government press offices or religious organizations, except independent news producers, is not approved. No public relations, marketing, communications, sales, events or promotions opportunities are going to qualify for the required internship credit.

Nor can internships be virtual. We want students in the newsroom regularly. They can work virtually on occasion, but those hours won’t count toward the required number for the internship class. We expect students to put to use the tools they have learned in journalism classes, such as reporting, story research, writing, copy editing, broadcast news production, assignment desk duties, Web production or editing, news videography or photography, audio editing, graphics, page design, social media management or data-driven graphics.

Internship Director Adrianne Flynn sends out — through student listserv blasts and social media — information about internships as she hears about them. Information is also posted on the boards on the first- and third-floor hallways. Students and their proposed newsroom supervisors must sign a contract outlining the specific newsroom duties and hours the student can expect during the internship. Flynn reviews all contracts to ensure they meet the college’s guidelines. If the internship is approved for credit, Flynn clears students to register for JOUR 396.

The course requires students to work a minimum of 90 hours over at least 10 weeks during the spring or fall sessions and a minimum of eight weeks in the summer. (It is offered only during the first summer session, but students have until the end of the second summer session to complete the requirements.) Students may work more than required, but not less, or risk failing the class. Students must also complete a reflection essay about the company and their experiences, which must adhere to all journalism standards for spelling, punctuation, grammar and style, as well as be responsive to questions about the company for which they are working. They must meet once with the internship director during the semester and complete job-seeking documents: a resume, cover letter and reference list. They must produce a portfolio of work or a diary.
of experiences gained during the internship. They must turn in timesheets signed by their newsroom supervisor, verifying their hours worked. And they must be evaluated twice by this newsroom supervisor about their work performance. The internship director refers to those evaluations to help compute the student’s grade in the internship class. Students who successfully complete JOUR 396 earn two credits; under the older requirement of JOUR 399, students earned one credit.

7. Attach a copy of the unit’s internship policy. Provide copies of questionnaires and other instruments used to monitor and evaluate internships and work experiences.

Syllabi for JOUR 396 and 399 are available as Appendix-ST2A (396) and Appendix-ST2B (399). Internship supervisor forms are available as Appendix-ST2-C (399 midterm) and Appendix-ST2-D (399 final). The JOUR 396 evaluation forms mirror those for JOUR 399.

Professional master’s program:

8. Describe the process and requirements for admission to the program. If requirements are different for an online program, please explain.

Applicants to our professional master’s program complete The Graduate School’s online application process. This process is managed through the Hobsons ApplyYourself Graduate Admissions System. Through Hobsons, applicants fill out the general graduate school application, upload all required materials and pay the non-refundable application fee.

The following are required for admission:
• Four-year baccalaureate degree from a regionally accredited U.S. institution or equivalent degree from a nationally recognized non-U.S. institution
• Cumulative 3.0 GPA in prior undergraduate and graduate coursework
• Transcript copies from their undergraduate and graduate institutions
• GRE scores and TOEFL scores (international applicants only)
• Three letters of recommendation
• Three writing samples
• Statement of purpose
9. Report the applications, admissions and enrollment for the previous three years. If the program is offered onsite and online, provide each in the chart below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications</th>
<th>Admissions</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015 academic year</td>
<td>103</td>
<td>40</td>
<td>28</td>
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<tr>
<td>2013-2014 academic year</td>
<td>137</td>
<td>48</td>
<td>22</td>
</tr>
<tr>
<td>2012-2013 academic year</td>
<td>127</td>
<td>43</td>
<td>17</td>
</tr>
</tbody>
</table>

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

Merrill offers a Master of Journalism, which is a professional degree aimed at would-be journalists with little or no experience, as well as a Master of Arts aimed at returning journalists with years of experience.

The M.A. degree is tailored to individual students and shares little, if anything, in common with the undergraduate program. Students are required to take a research methods course, a theory course and six credits of thesis research. The rest of their program is individualized to meet their research and writing interests.

The undergraduate program and the professional M.J. do share common goals and values, as well as an emphasis on ethical standards, strong writing and public affairs journalism.

They differ, however, in some important ways. All M.J. students are required to take six credits of Capital News Service. In addition, multiplatform students are required to take three credits of computer-assisted reporting.

In the other courses, where some of the requirements are nearly identical to their undergraduate equivalents, graduate students are asked to complete additional, or more complex and intensive, assignments.

The M.J. is designed to be completed in 12 to 16 months, or the equivalent of three semesters. Even the courses that are similar in design to their undergraduate
counterparts include more rigorous requirements. For example, in the basic reporting and writing course (JOUR 501), graduate students are required to go out on their own and get stories and/or multimedia published by news outlets in the area. They must establish relationships with local editors and get the publication pre-approved by the professor.

Graduate students also take a more demanding version of our Intermediate Multimedia Journalism course (JOUR 652), going further in interactive coding and design. The undergraduate version includes sessions on social media and multimedia storytelling elements. Graduate students are taught these skills as part of other courses. (NOTE: The transition of the graduate version to a more coding- and design-intensive course has been successful, so the college’s curriculum committee is discussing doing the same for the undergraduate version.)

Like their undergraduate counterparts, graduate students are required to take law and ethics as part of the program. But for undergraduates these are two courses, one in ethics, one in law. For graduate students they are combined into one very rigorous, semester-long course.

In addition to basic reporting and multimedia courses that are similar to the undergraduate program, graduate students are required to take a number of courses that are not required in the undergraduate program. One of these is Computer-Assisted Reporting (JOUR 772), an intensive database reporting class required of all multiplatform graduate students. The course, which students take during their second semester, is a hands-on class that teaches students the value of data and then has them spend the semester obtaining real-world data sets, usually from a state or federal agency. While the students work to obtain the data, they are taught analysis techniques using Microsoft Excel and MySQL. Students who successfully obtain the data are then encouraged to use it the next semester for their required CAR project as part of Capital News Service.

During their final semester, all M.J. students are required to take six credits of Capital News Service. As part of their CNS experience, the students spend four days a week as full-time reporters, coders, producers and anchors covering state and national news for the service’s website, as well as dozens of clients in Maryland, Virginia, Delaware and Washington, D.C. The students are given full-time beats and stationed in one of four bureaus in Washington, Annapolis or College Park. A computer-assisted reporting project is required of all of the multiplatform students.
Undergraduates may enroll in CNS for their capstone requirement, but it is not required and they are not guaranteed a seat. They must apply and demonstrate that they are advanced enough for the course. If they are accepted, they are allowed to do a less intense, three-credit version that only requires two days per week. They are not required to complete a computer-assisted reporting project.

Multiplatform graduate students are required to take an advanced writing or video class. Broadcast graduate students are required to take a production class. Undergraduates must take advanced skills classes, but the requirement is not as specific.

All graduate students also are required to take an upper-level critical thinking course. Options for this course have included advanced courses in public affairs, journalism history and national security reporting.

All graduate students also are required to take one intermediate reporting elective. Examples of these courses include Urban Affairs Reporting (JOUR 627), Kaiser Health (JOUR 656), Long Form Broadcast Journali$m (JOUR 663), Sports Reporting and Writing (JOUR 628B) and Investigative Journalism (JOUR 698I). These courses are allowed as capstones for undergraduates, but are required for graduate students before they enter their CNS capstone class.

Finally, all M.J. students must successfully complete a portfolio review on MJ Day. Students present all of their published work from their time at Merrill to a panel of three professors and one alumnus for review and critique. Undergraduates do not have a panel review requirement.

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

**JOUR 459P: Special Topics in Journalism: The Impact of 9/11 on Journalism and Civic Life** – Explores the impact of the September 11th terrorist attacks on journalism and American civic life. Students will examine the growth of secret government institutions and technology, Western government leaders’ willingness/unwillingness to speak truthfully with citizens about threats, and the historic role journalism has played in shaping public debate on critical issues facing the nation.

**JOUR 479K: Special Topics in Data Gathering and Analysis: Building Systems for Reporting** – Students will learn how to craft a systemic approach to beat reporting by collecting and structuring data to add greater context to their stories. Students will gain
experience using spreadsheets, databases, pattern matching and some computer programming, including web scraping and building simple sites for reporting.

JOUR 627: Urban Affairs Reporting – Students are immersed in coverage of issues affecting cities, working on a semester-long, multiplatform reporting project based in Baltimore.

JOUR 628B: Specialized Topics in News Writing and Reporting: Sports Reporting and Writing – A skills course designed to give students a full and wide-ranging experience in all aspects of sports journalism, including social media, the history of the craft and other specialties in reporting, investigative journalism, writing, layout, game coverage and editing. Thoughtful review of issues such as ethics, objectivity, fairness, diversity, the future of sports journalism and multimedia will be included, as well as practical hints for interviewing and job-searching.

JOUR 628N: Specialized Topics in News Writing and Reporting: National Security and Press Freedom Reporting – Students will learn to research and report on select U.S. agencies, on bilateral relations, on Washington's many national security resources, and on press freedom problems overseas.

JOUR 663: Long Form Broadcast Journalism – Production of long-form broadcast news reporting, reality videos or documentaries.

JOUR 656: Advanced Kaiser Health Reporting – Advanced reporting on health topics, using traditional and multimedia storytelling tools.

JOUR 668T: Topics in Broadcasting and Electronic Media: On-Camera Performance – Develop and refine broadcast skills in anchoring, doing stand-ups, and interviewing. Learn to use your voice as a tool of journalistic expression – how to track with authority and emotion.

JOUR 668V: Topics in Broadcasting and Electronic Media: Advanced Video Storytelling – Students will learn advanced storytelling, shooting and editing techniques for multiplatform video, using character-driven, natural sound packages to produce in-depth projects on a common theme.

JOUR 689Y: News Coverage of Special Topics: Reporting on Cybersecurity Journalism – Students learn the essentials of cybersecurity as a journalistic beat. This course will balance an exploration of key issues in the field with practical guidance on how journalists approach the subject. Topics include: balancing security and civil
liberties; the different roles and responsibilities of government and business; how to find sources in a very secretive field; ethics of coverage and the role of advocacy journalism; and more. Assignments will include reporting a story in text or audio.

**JOUR 698I: Investigative Journalism** – Students will investigate crumbling cities — urban sinkholes, falling bridges, exploding gas lines — and work in teams to produce multimedia stories for publication/broadcast.

**JOUR 779D: Storytelling with Data Visualization** – This course covers the use of data visualization as a method to communicate news stories (narrative visualization) and as a way to find new news stories (visual analytics) in a journalism context. Students will learn core concepts of visualization like how to apply theories of perception, color and visual mapping, while also practicing design skills and implementing interactive data visualizations using off-the-shelf tools and custom-built code.

**JOUR 779E: Reporting on the Economy** – Students will examine how the U.S. economy works and how to find news in business, market and government data sources.

**JOUR 779V: Seminar in Research Problems: Computational Journalism** – This course explores the conceptualization and application of computational and data-driven approaches to journalism practice. Students will examine computational approaches to journalistic data gathering, curation, sensemaking, presentation and dissemination, and learn to apply methods such as text analysis, natural language generation, social computing, simulation, machine learning and algorithmic accountability, among others.

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

**JOUR 501: Fundamentals of Writing and Editing** – Principles of news and feature writing. For graduate students with limited prior training or experience in journalism. *(Three credits; required of broadcast and multiplatform students.)*

**JOUR 504: Introduction to Multimedia Skills** – Examining the basics of producing and editing digital photos, video and audio. Topics include: framing, lighting, and other aspects of composition; sequencing, using wide, medium, and tight shots; and ethical considerations when collecting sound and visuals. *(Three credits; required of broadcast and multiplatform students.)*

**JOUR 603: News Videography** – Introduction to shooting, editing and production of video stories for broadcast and the Web; includes newsgathering in the field. *(Three
JOUR 620: Public Affairs Reporting – Introduction to "beat" reporting that allows students to sample the most common new beats while reporting and writing on deadline. Students are required to develop and hone their multimedia skills by reporting in a variety of media. (Three credits; required of multiplatform students and part of a two-course menu, along with JOUR 772, that is required of broadcast students.)

JOUR 660: Broadcast News Writing – Descriptive and critical analysis of broadcast news; methods of evaluation of news judgments; decision-making and organizational aspects of the broadcast news industry. (Three credits; required of broadcast students.)

JOUR 652: Intermediate Multimedia Journalism – Editing and writing online, using basic Web-coding skills and tools to create news and feature packages for the Internet. New-media issues are also discussed and social media tools and ethics explored. (Three credits; required of multiplatform students.)

JOUR 661: Television Reporting and Production – Reporting, writing, editing and production of broadcast news. (Three credits; required of broadcast students.)

JOUR 772: Computer-Assisted Reporting – Computer-assisted (database) journalism; obtaining, manipulating and analyzing complex government data for journalism projects. (Three credits; required of multiplatform students and part of a two-course menu, along with JOUR 772, that is required of broadcast students.)

JOUR 625 or 655: Advanced Capital News Service Bureau (Annapolis or Washington) or Advanced Online News Bureau (College Park) (Six credits; one bureau is required of multiplatform students.)

JOUR 667: Broadcast News Bureau – Advanced broadcast journalism training. Students report as part of the college’s Capital News Service program. (Three credits; required of broadcast students.)

In addition: All multiplatform students are required to take an intermediate reporting or other journalism skills elective, selected from a menu of options. All broadcast students are required to take an intermediate broadcast elective, selected from a menu of options. See partial list in number 11, above. More in Master’s Handbook: http://merrill.umd.edu/wp-content/uploads/2015/04/Masters-Handbook-2015-2016-Final.pdf. (Appendix ST1-M)
13. Describe the unit’s curricular efforts to develop in its master’s graduates the ability to contribute knowledge appropriate to the communications professions in which they work.

The curriculum for the Master of Journalism program is intended to give students with little or no experience in the field the knowledge and tools they need to immediately contribute in their chosen communications field. Every student gets a foundation of reporting and writing, law and ethics, and multimedia.

In addition, all broadcast students are required to take a reporting and production class meant to prepare them to successfully take positions as producers and other behind-the-scenes jobs. Our multiplatform students are all required to take a database reporting class to ensure that they will be able to identify, acquire, analyze and report stories using the ever-proliferating sets of data in the modern world.

Beyond those requirements, M.J. students are able to specialize in several subject areas. The college offers a four-course focus in sports reporting and in investigative reporting. It recently sent to the university for approval a new focus in Computational and Data Journalism. To support these specializations, courses have been developed in investigative reporting, urban affairs reporting, sports reporting, data visualization and computational journalism.

The college is working toward a focus in global security reporting. Knight Chair Dana Priest has developed a course in national security and press freedom reporting. A course in cybersecurity journalism, as well as a course examining the effects of the September 11 attacks on journalism, will be taught starting in spring 2015.

The college’s Master of Arts students, who are typically returning journalists with years of experience, are required to write a thesis on a topic of interest and relevance to their work. In order to prepare for the thesis, students are guided through an individualized program of study that helps them take advantage of the best the Merrill College has to offer, as well as the abundant resources available at a Research I university. M.A. students take courses in kinesiology, business, history, public policy, education and many other disciplines.

14. Complete and attach Table 4 and Table 4A.

Table 4 – Curriculum for Graduate Professional Programs
Provide the first 15 names on an alphabetical list of the graduate students who received a professional master’s degree during the 2014 – 2015 academic year. Provide each student’s name, undergraduate major and school attended as an undergraduate. Use the numbers from this list in the table below.
### Alpha List, First 15 Graduates Receiving Master’s Degree, 2014-15:

<table>
<thead>
<tr>
<th>Name</th>
<th>Major</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Idrees Ali</td>
<td>Business</td>
<td>Queen’s (India)</td>
</tr>
<tr>
<td>2. Max Bennett</td>
<td>English</td>
<td>Bloomsburg University of Pennsylvania</td>
</tr>
<tr>
<td>3. Timothy Curtis</td>
<td>English</td>
<td>University of Maryland College Park</td>
</tr>
<tr>
<td>4. Patrick Donohue</td>
<td>Communication</td>
<td>Indiana University of Pennsylvania</td>
</tr>
<tr>
<td>5. Stephanie Gutierrez-Munguia</td>
<td>Sociology</td>
<td>Towson University</td>
</tr>
<tr>
<td>6. Alexander Holt</td>
<td>Journalism</td>
<td>Ithaca College</td>
</tr>
<tr>
<td>7. Stephanie Martinez</td>
<td>Marketing</td>
<td>George Mason University</td>
</tr>
<tr>
<td>8. Deidre McPhillips</td>
<td>Business</td>
<td>Fordham University</td>
</tr>
<tr>
<td>9. Gillian Morley</td>
<td>Political Science</td>
<td>University of Delaware</td>
</tr>
<tr>
<td>10. Michael Persley</td>
<td>Political Science</td>
<td>University of Illinois-Chicago</td>
</tr>
<tr>
<td>11. Brandie Peterson</td>
<td>Biology</td>
<td>Bowie State University</td>
</tr>
<tr>
<td>12. Lejla Sarcevic</td>
<td>Screen Production (Film Studies)</td>
<td>Flinders University of South Australia</td>
</tr>
<tr>
<td>13. Anjali Shastry</td>
<td>English</td>
<td>University of California–Santa Barbara</td>
</tr>
<tr>
<td>14. Danielle Thompson</td>
<td>Environmental Studies</td>
<td>Dickinson College</td>
</tr>
<tr>
<td>15. Yevgeniy Trapeznikov</td>
<td>Journalism and Mass Communication</td>
<td>American University in Bulgaria</td>
</tr>
</tbody>
</table>
Table 4a – Graduate Professional Curriculum Academic Year: 2014 – 2015
Show master’s credit hours earned in all courses by the 15 students listed above.

<table>
<thead>
<tr>
<th>Student#</th>
<th>Courses Inside Unit</th>
<th>Master’s Credit Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Online Journalism, Seminar in Public Affairs Reporting, Methods in Computer-Assisted Reporting, Journalism Law and Ethics, Advanced Kaiser Health Multimedia Reporting, Advanced Interactive</td>
<td>30</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Multimedia Storytelling, Storytelling with Data Visualization, Professional Seminar in Public Affairs Reporting, Advanced Online News Bureau</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Seminar in Broadcast News, Reporting for Broadcast, Journalism Law and Ethics, Broadcasting Producing, Television and Reporting and Production, Public Affairs Reporting, Reporting on the Economy, Broadcast News Bureau, Long Form Broadcast Journalism</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Seminar in Broadcast News, Reporting for Broadcast, Journalism Law and Ethics, Television Reporting and Production, Urban Affairs Reporting, Public Affairs</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Course Options</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Standard 3:
Diversity and Inclusiveness
Part II, Standard 3. Diversity and Inclusiveness

Executive Summary

A journalism program in a state university that is just miles from the nation’s capital has the ability, and responsibility, to make diversity an integral part of its teaching, research and service. That is why diversity and inclusiveness are vital to the vision and mission of the Merrill College, and to the University of Maryland as a whole.

We believe Merrill and the university have taken great strides toward creating a more diverse and inclusive culture for students, faculty and staff.

This year, the University of Maryland received a Higher Education Excellence in Diversity Award from INSIGHT Into Diversity magazine. One reason is the university’s and the college’s work to close the achievement gap.

Merrill has a very diverse student population.

Of the 562 undergraduates enrolled at Merrill during the 2014-15 academic year, 14 percent were African-American, 10 percent were Hispanic and 6 percent were Asian. Another 4 percent reported being of two or more races.

Of the 27 master’s students who enrolled in Merrill for the 2014-15 academic year, six, or 22.2 percent, were African-American. The class also included two Latina students and five Asian students. Overall, 19 were women.

At 80.9 percent for African-Americans and 80.4 percent for Hispanics, the university has one of the highest six-year graduation rates for underrepresented minorities in the nation, according to the university. The overall six-year graduation rate at the university is 86.4 percent.

Merrill’s rates are even better. The overall, six-year graduation rate for the college was 88.2 percent during the same period. For African-Americans it was 100 percent. For Hispanics it was 90.9 percent.

Merrill’s leadership team includes a female dean, an associate dean who is a Latino male, an associate dean who is an African-American woman and two female assistant deans. A female professor serves as director of the doctoral program.
Nineteen of the college’s 30 full-time faculty members in 2014-15 were women. Seven of those, including an Asian female, were tenured or on the tenure track.

Distinguished women journalists hold the Abell and Knight professorships, two of the college’s high-profile faculty positions.

The full-time faculty includes an African-American female, an African-American male and the Latino male who serves as associate dean. The college has also hired a Latina as a lecturer with a dual responsibility for some administrative functions for the Hubert H. Humphrey program.

The college’s part-time, adjunct faculty members come from the ranks of accomplished journalists in the Washington and Baltimore area. Of the 62 adjuncts in the 2014-15 school year, 29 were women, eight were African-American and five were international.

Merrill’s staff is also highly diverse. Including the aforementioned associate and assistant deans, 12 of the 19 staff members are women and six of the 19 are African-American.

The college and its leadership team and faculty are aware of the need to hire more tenured and tenure-track faculty of color. Recent budget reductions and a lack of openings have hindered our ability to diversify the tenured and tenure-track faculty as fast as we would like.

The college made several offers for a tenured position to candidates of color since the last accreditation visit. Unfortunately, for a variety of reasons, those offers were not fruitful.

**Diversity Highlights**

- Merrill’s newly approved student chapter of the National Association of Hispanic Journalists is the first in the Washington region.
- Merrill continues its long-standing partnership with the National Association of Black Journalists, which has its national headquarters at Knight Hall. In April 2015, the Shirley Povich Center for Sports Journalism hosted more than 150 guests for a luncheon to honor the second Sam Lacy/Wendell Smith Award winner for contributions to racial and gender equality. The award went to CBS sports commentator James Brown for his public stance on domestic abuse.
On Aug. 7, 2015, nearly 50 Merrill College alumni, students and friends gathered to celebrate the 40th anniversary of the National Association of Black Journalists at a networking reception in conjunction with the annual NABJ convention. The event marked a successful collaboration between Merrill college student Shannon Clash ’15, graduate Rick Martin ’92, and Merrill’s office of external affairs.

Merrill’s project-based capstone courses continue to work on issues of critical importance to minority communities, such as human trafficking, income inequality and urban redevelopment. In the 2015-16 academic year, several classes are working on health inequities in Freddie Gray’s Baltimore neighborhood.

The college’s 25-year-old news service, Capital News Service, recently added a Spanish-language newspaper as one of its clients.

Merrill’s recent commencement speakers have included an African-American man, ABC’s Pierre Thomas, and a Latina woman, Merrill graduate and El Nuevo Herald Executive Editor Myriam Marquez. Merrill graduate and NBC4 anchor Eun Yang served as commencement speaker for the campus-wide ceremony in December 2014.

The college’s Diversity Committee is working to organize a forum on media coverage of the Freddie Gray killing and subsequent riots in Baltimore.

A member of the Diversity Committee is piloting a diversity initiative known as Sticks and Stones, designed by the university to encourage cultural sensitivity in a freshman honors program sponsored by the college.

The college’s 20 Board of Visitors members includes seven women (35 percent). The board includes one Asian and two African-Americans.

The college continues to host Hubert H. Humphrey International Fellows from all over the world.

Dana Priest, a Pulitzer Prize-winning reporter from The Washington Post, was hired as the John S. and James L. Knight Chair in Public Affairs Journalism.

Kalyani Chadha, an Asian woman, was hired as an assistant professor.

Sarah Oates was hired as professor and senior scholar.

David Watson, an African-American, was hired as the college’s graduate coordinator.

Rafael Lorente, a Latino, was promoted to associate dean for academic affairs.

Karen Denny was hired as Annapolis bureau chief of Capital News Service.

Emily Hartz, the college’s assistant dean for business operations, is a woman.

Olive Reid, associate dean for undergraduate programs, is an African American woman.
• Business Manager Vanessa Nichols-Holmes, an African-American woman, is a leader in the university’s LGBTQ community on campus.
• Carol Rogers became the first emeritus professor of the practice in the University of Maryland’s history.
• Serap Rada, a Turkish woman, was promoted to director of the Hubert H. Humphrey program.
• Marisa Osorio, a Latina woman, was recently hired as a lecturer and part-time assistant director of the Hubert H. Humphrey Fellows program.
• Elizabeth Ashworth was hired as the college’s assistant dean for external relations.
• Kayla Newton, an African-American woman, was hired as the development coordinator.
• Lecturer Adrianne Flynn became Internships and Career Development director.
• Lecturer Chris Harvey became director of assessments and director of the Graduate Multimedia Certificate Program.

Please respond to each of the following instructions:

1. Complete and attach the following tables:

Table 5. Area Population

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

Merrill’s national reputation as a top journalism school helps the college to attract students from throughout the country. University data, by home state, of the 81 incoming freshmen for fall 2015 at Merrill College show that Maryland supplied more freshmen than any other state, but the majority of the freshmen came from out of state: 44.4 percent of incoming freshmen hailed in fall 2015 from Maryland; 55.6 percent came from outside the state.

Thus, the college’s key service areas are 1) the United States; 2) Maryland.

Here are the home states of the 81 incoming freshmen for fall ‘15:

MARYLAND – 36 STUDENTS

NEW YORK AND NEW JERSEY - 16 STUDENTS:
NEW JERSEY – 9 students
NEW YORK – 7 students
BORDER STATES OF PENNSYLVANIA AND VIRGINIA – 9 STUDENTS:
   PENNSYLVANIA – 5 students
   VIRGINIA – 4 students

THE REMAINING 20 STUDENTS, FROM A VARIETY OF U.S. STATES:
   FLORIDA - 5
   OHIO – 4
   CALIFORNIA – 4
   MASSACHUSETTS - 3
   ILLINOIS - 2
   CONNECTICUT - 1
   MICHIGAN - 1

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

Based on the incoming freshmen data above, the college did racial breakouts for the U.S. and Maryland, using Census data:

<table>
<thead>
<tr>
<th>Group</th>
<th>% of Population in the United States, 2010</th>
<th>% of Population in Maryland, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African-American</td>
<td>12.6%</td>
<td>29.4%</td>
</tr>
<tr>
<td>White</td>
<td>72.4%</td>
<td>58.2%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0.9%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>4.8%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>16.3%</td>
<td>8.2%</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>0.2%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2.9%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Some other race</td>
<td>6.2%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Female</td>
<td>50.8%</td>
<td>51.6%</td>
</tr>
</tbody>
</table>

Sources: U.S. Census 2010 Demographic Profile Data:
http://www.census.gov/prod/cen2010/briefs/c2010br-03.pdf
http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk

Table 6. Undergraduate Student Populations

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

### Academic Year: 2014 – 2015: Merrill and UMD Undergraduate Demographic Data

<table>
<thead>
<tr>
<th>Group</th>
<th>Male</th>
<th>Female</th>
<th>% of total in unit</th>
<th>% of total in institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African-American</td>
<td>20</td>
<td>59</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>White</td>
<td>154</td>
<td>201</td>
<td>63%</td>
<td>52%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>5</td>
<td>26</td>
<td>6%</td>
<td>16%</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>22</td>
<td>36</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>5</td>
<td>19</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Unknown/Other Race</td>
<td>3</td>
<td>8</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>International Students (any race)</td>
<td>1</td>
<td>3</td>
<td>1%</td>
<td>4%</td>
</tr>
</tbody>
</table>

### Table 6a. Graduate Student Populations (Master’s)

<table>
<thead>
<tr>
<th>Group</th>
<th>Male</th>
<th>Female</th>
<th>% of total in unit</th>
<th>% of total in institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African-American</td>
<td>2</td>
<td>4</td>
<td>22.2%</td>
<td>7.2%</td>
</tr>
<tr>
<td>White</td>
<td>6</td>
<td>8</td>
<td>51.8%</td>
<td>43.3%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>5</td>
<td>18.5%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>0</td>
<td>2</td>
<td>7.4%</td>
<td>4.01%</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0.07%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Unknown/Other Race</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>5.6%</td>
</tr>
<tr>
<td>International Students (any race)</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>31.2%</td>
</tr>
</tbody>
</table>

### Table 7. Faculty Populations, Full-time and Part-time

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

Our full-time faculty in the 2014-15 academic year was 13 percent minority and 63 percent female. African-American faculty made up 6.6 percent of the total; Asian 3.3 percent; Hispanic 3.3 percent.
### Academic Year: 2014 – 2015 Full-time Faculty

<table>
<thead>
<tr>
<th>Group</th>
<th>Female</th>
<th>% of total faculty</th>
<th>Male</th>
<th>% of total faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>1</td>
<td>3.3%</td>
<td>1</td>
<td>3.3%</td>
</tr>
<tr>
<td>White</td>
<td>17</td>
<td>56.6%</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>3.3%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>0</td>
<td></td>
<td>1</td>
<td>3.3%</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Other race</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>International (any race)</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Our part-time faculty in the 2014-15 academic year was 19.2 percent minority; 6.4 percent international; and 43.5 percent female. African-American adjuncts accounted for 12.8 percent of the total; Asians 4.8 percent; Other (Middle Eastern) 1.6 percent.

### Academic Year: 2014 – 2015 Part-time/Adjunct Faculty

including PhDs leading classes (TAs not listed) (62 during school year)

<table>
<thead>
<tr>
<th>Group</th>
<th>Female</th>
<th>% of total faculty</th>
<th>Male</th>
<th>% of total faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>5</td>
<td>8%</td>
<td>3</td>
<td>4.8%</td>
</tr>
<tr>
<td>White</td>
<td>19</td>
<td>30.6%</td>
<td>31</td>
<td>50%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
<td>4.8%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1.6%</td>
</tr>
<tr>
<td>Other race</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International (any race)</td>
<td>2</td>
<td>3.2%</td>
<td>3</td>
<td>3.2%</td>
</tr>
</tbody>
</table>
Table 8. Full-time Faculty Recruitment
Provide the following information for any searches for full-time faculty members conducted by the unit within the past three years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Openings</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Total Applicants in Hiring Pool</td>
<td>105</td>
<td>97</td>
<td>23</td>
</tr>
<tr>
<td>Females in Hiring Pool</td>
<td>39</td>
<td>38</td>
<td>9</td>
</tr>
<tr>
<td>Female Finalists Considered</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Offers Made to Females</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Offers Accepted by Females</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Minorities in Hiring Pool</td>
<td>28</td>
<td>27</td>
<td>3</td>
</tr>
<tr>
<td>Minority Finalists Considered</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Offers Made to Minorities</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Offers Accepted by Minorities</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International Faculty in Hiring Pool*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Faculty Finalists Considered*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers Made to International Faculty*</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Offers Accepted by International Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The university does not track the citizenship status of job candidates.

Table 9. Part-time/adjunct Faculty Recruitment:
Provide the following information for any searches for part-time or adjunct faculty members conducted by the unit in the past three years.

The university does not require formal searches for adjunct faculty, and the college does not conduct them. It relies on outreach to the wealth of news organizations in the Baltimore/Washington area and a network of alumni and present and former adjuncts. Recruitment of adjuncts is an ongoing process coordinated by the associate dean for academic affairs, who also reviews adjunct performance and evaluations.

Appointments are based on the desire to teach and a review of previous teaching experience; the adjunct’s depth of professional experience; diversity interests; and the ability to make the necessary time commitment to teach. Merrill College hires about 50 adjuncts each fall and spring semester (many are in place for years), and a handful for summer courses. Winter term courses are usually not taught by adjuncts.
2. Attach a copy of the unit’s written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit’s definition of diversity and the underrepresented groups identified by the unit.

The College Assembly approved an updated version of the diversity plan on May 1, 2014. It is included as Appendix ST3-A Diversity Plan.

3. Describe how the unit assesses its progress toward achieving the plan’s objectives.

Updates to the exit surveys given to undergraduate and graduate students include questions related to the college’s diversity climate. Over time, these will provide the college with data that can be used to better assess and improve the climate as it relates to diversity.

The university’s course evaluation form, given to students in every section of every course with at least five students, also includes questions related to climate and the “fairness with which the instructor treated students and/or class content with regard to gender, race, ethnicity or other diversity factors.”

The college’s Committee on Diversity — which includes four faculty members, one non-exempt staff member, one exempt staff member, the college’s equity officer, and one student — monitors diversity plans and reviews curriculum-related diversity issues. The committee may make curricular recommendations to the Programs, Courses and Curricula committee. The committee has also been looking at ways to help students design and lead diversity-related conversations and programs in the college.

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

The college encourages diverse perspectives that are sensitive to issues of gender, race, ethnicity and sexual orientation throughout its curriculum. Faculty members are encouraged to invite diverse guest speakers with diverse points of view.

All university students are also required to take a university-approved class on diversity.

The specifically relevant course offerings in the college include campuswide electives on "Women in the Media” and the "News Coverage of Racial Issues,” as well as an urban reporting course focused on Baltimore.
A number of our courses include readings on the African-American press, discrimination against women, the rising participation of women and minority groups in journalism, the role of Latino and LGBTQ media outlets, and of religious and foreign-language outlets.

All undergraduates take a mandatory reporting and writing course in which they discuss diversity as it applies to newsrooms, news sources and news content.

The college’s required ethics course identifies diversity as a component of newsroom ethics and explores stereotyping in news coverage based on gender, race and ethnicity. The editors of Capital News Service, which uses undergraduate and graduate students to produce multimedia content for professional news outlets, work hard to promote diversity and inclusion within news coverage and in beat assignments. CNS beats have included social justice, same-sex marriage, transgender issues, juvenile justice, the Legislative Black Caucus and the new Legislative Hispanic Caucus, religion, Native American communities and the disabled.

Capital News Service and other capstone courses frequently collaborate on reporting projects involving issues of importance to diverse communities. Examples include packages on human trafficking, casino gambling and the state of women in Maryland. As part of the collaborative effort on human trafficking, El Tiempo Latino joined CNS’ list of clients, making the college’s multimedia news available to the area’s growing Spanish-speaking population. El Tiempo Latino translated the college’s human trafficking project into Spanish and ran it both online and in print.

This year, the Baltimore Urban Affairs class, the Kaiser health reporting class and others are working on a series of stories on health outcomes in Freddie Gray’s Baltimore neighborhood. The college is working to raise money for the project and has committed significant resources to ensure its success. In addition to Sandy Banisky, who teaches the Urban Affairs reporting class, a business reporting instructor and Tom Bettag, the legendary, Emmy Award-winning producer, are assisting student reporters with the project.

College courses that often include presentations and discussions on diversity include:

JOUR 150: Introduction to Mass Communication
JOUR 200: History, Roles and Structures
JOUR 201: News Writing and Reporting
JOUR 289E: Media Law and Ethics in the Digital Age
JOUR 289F: Beyond Facebook: How Social Media are Transforming Society, Culture, Business and Politics
JOUR 300: Journalism Ethics
JOUR 320: News Writing and Reporting II
JOUR 324: News Commentary and Critical Thinking
JOUR 325: Capital News Service Bureau
JOUR 327: Urban Affairs Reporting
JOUR 328B: Special Topics in News Writing and Reporting: Sports Reporting and Writing
JOUR 328I: Special Topics in News Writing and Reporting: Advanced Public Affairs Reporting/Investigative Reporting
JOUR 328N: Special Topics in News Writing and Reporting: National Security and Press Freedom Reporting
JOUR 328R: Special Topics in News Writing and Reporting: Business Reporting
JOUR 352: Intermediate Multimedia Journalism
JOUR 353: News Bureau: Multimedia Reporting
JOUR 354: Interactive Multimedia Storytelling
JOUR 356: Kaiser Health Multimedia Reporting
JOUR 360: News Writing and Reporting II: Broadcast
JOUR 361: Television Reporting and Production
JOUR 363: Long Form Broadcast Journalism
JOUR 368B: Topics in Broadcast and Electronic Media: Broadcast Sports Reporting
JOUR 368V: Topics in Broadcasting and Electronic Media: Advanced Video Storytelling
JOUR 370: Photojournalism
JOUR 371: Feature Writing
JOUR 400: Law of Public Communication
JOUR 451: Advertising and Society
JOUR 452: Women in the Media
JOUR 453: News Coverage of Racial Issues
JOUR 456: Literature in Journalism
JOUR 458L: Special Topics in Journalism: Leadership: Making a Difference
JOUR 459G: Special Topics in Journalism: Sports, Society, Culture and the Media
JOUR 459Z: Special Topics in Journalism: Journalism in the Near East and North Africa
JOUR 476: Researching Emerging Media in Journalism: Past, Present and Future
JOUR 479O: Special Topics in Data Gathering and Analysis: Understanding Audiences
5. Describe the unit’s curricular instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

Themes of diversity, gender and race are addressed in the core courses.

In addition, students in Priest’s inaugural press freedom reporting class led Press Uncuffed, a project that reported on, and raised money toward alleviating, the plight of imprisoned journalists all over the world. Several students shared front-page bylines with Priest in The Washington Post.

Our winter term courses abroad have featured two-week long reporting trips to Latvia, Hungary and Slovakia, among others. Led by professors Banisky and Nelson, these courses explored press issues in countries not long removed from Soviet control.

The college also teaches a number of courses with national and international themes of diversity across cultures, including:

JOUR 175 (Media Literacy) involves an analysis of the information, values and underlying messages conveyed via television, newspapers, the internet, magazines, radio and film. Examines the accuracy of those messages and explores how media shape views of politics, culture and society.

JOUR 200 (History, Roles and Structures) is an introduction to the study of journalism from the standpoint of media history and sociology.

JOUR 289 (Probing War) explores how wartime propaganda — often conveyed by news media — defines enemies or potential enemies as “the other.” Lectures address gender stereotyping and crimes against women in the U.S. Military and African-Americans’ struggle for recognition and equal opportunity in the ranks.

JOUR 328/628N (National Security and Press Freedom Reporting) exposes students to the constraints and dangers faced by journalists all over the world and actively engages them in communicating with these journalists and producing work focusing on their struggles.

JOUR 452 (Women in the Media) explores the “participation and portrayal of women in the mass media from colonial to contemporary times.”
JOUR 453 (News Coverage of Racial Issues) looks at “news media coverage of issues relating to racial minorities in the United States, with special attention to Hispanics, Asian Americans, African-Americans and Native Americans.”

JOUR 458L (Special Topics in Journalism; Leadership: Making a Difference) introduces and analyzes the careers of leaders whose lives, words, and deeds have shaped today’s world. Participants will engage in explorations of the challenges, values, and actions of individual leaders whose efforts have strengthened civil society and spirit in these times.

6. Describe efforts to establish and maintain a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

At the university level, all supervisors take mandatory training on “Responding Effectively to Discrimination and Sexual Misconduct.”

The university also maintains an Office of Diversity & Inclusion led by the chief diversity officer and associate vice president. The chief diversity officer leads a campuswide diversity committee with representatives from every college. Each college is required to submit a diversity plan and offer annual progress updates.

In addition, the university maintains the Disability Support Services office to help students and instructors determine how best to accommodate the needs of students. The college requires language in every syllabus informing students that any necessary accommodations will be made in private between the instructor and the student. At the college level, all incoming journalism freshmen are required to take an introductory course that introduces them to potential issues such as harassment, and provides them with phone numbers that cover campus resources for health, police, mental health and other such issues. Students also are instructed in workplace behaviors before they begin an internship, and told to immediately report any issues to the internship coordinator, who reports her assessment to the dean, and, where appropriate, to the Title IX coordinator on campus.

The university provides full-time faculty with instruction regarding workplace conduct at orientation. The college does the same for adjuncts.

Both associate deans maintain an open door policy for students and/or faculty. The graduate coordinator, the internship coordinator and others around the building do the same for students.
7. Describe the unit’s efforts to recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting underrepresented groups.

The college works hard to recruit and retain a diverse student population, with special attention to recruiting underrepresented groups. The associate dean for undergraduate programs works closely with the university admissions office to identify prospective minority undergraduates and give special consideration to students of color who may not meet all journalism admission requirements but show promise in other ways. Some of our scholarships that are endowed by private donors are aimed at incoming freshmen from geographic areas with large numbers of underrepresented minorities, and we go to significant effort to direct such scholarships in ways that address our interest in diversity and inclusion.

Our Young Scholars class (JOUR 150, Introduction to Mass Communication) the last two summers has benefitted from The Lee Thornton Young Scholars Scholarship, jointly awarded by the college and the university to high-achieving minority students (African-American, mixed-race, Latino, Asian). Last summer, four high school students were awarded scholarships to the class and the program. In 2014, six high school students were awarded scholarships. All of the scholarship students earned As or Bs in the class. The scholarship students hailed from Prince George’s and Montgomery counties, as well as Washington, D.C. The hope is not only to interest minority students in journalism as a profession, but to showcase the University of Maryland and Merrill College.

This was the class blog, which included students’ thoughts on diversity: http://youngscholars2015.blogspot.com/.

The college also has recruited at conventions for the Journalism Education Association, the Society of Professional Journalists and the Asian American Journalists Association. Most important, the college has begun a search for a recruiter on a two-year contract. The goal is to increase overall student numbers, with a special emphasis on diversity.

The college has a very active student chapter of the Maryland Association of Black Journalists that is advised by a black woman who is a longtime, full-time lecturer.

In 2013, several black undergraduates received a grant under a university diversity program to start a news website, Stories Beneath the Shell. The website, http://www.umdsbs.com, has been up and running for more than a year and has
emerged as an important outlet that frequently covers issues related to race and diversity.

The National Association of Black Journalists is headquartered in Knight Hall.

In September, the college became host to the first student chapter of the National Association of Hispanic Journalists in the Washington area. In fact, it is the only NAHJ student chapter on the East Coast between New York and Puerto Rico. The chapter’s faculty adviser is the associate dean for academic affairs, who is a Latino man.

In October, the chapter cosponsored its first event — a resume critique session — along with the student chapter of the Society of Professional Journalists. The chapter is also working on a co-sponsored election panel with the D.C. professional chapter of NAHJ. The event is tentatively scheduled to take place in the college’s classroom in the Ronald Reagan Building and International Trade Center in Washington.

Among our most successful programs — one that brings in many enthusiastic and diverse visitors — is the Shirley Povich Center for Sports Journalism, which has events at least once a month. These typically feature guest speakers from professional sports and national news media, a good percentage of whom are African-American. The center’s signature annual Shirley Povich symposium has frequently focused on issues of race and gender as they relate to sports. The fall 2014 symposium was titled "Racism in Sports: How Far Have We Really Come?" In addition, the center’s summer camp draws a diverse group of high school students to campus.

The Hubert H. Humphrey International Fellows Program brings in journalists from around the world for a year. The fellows are highly diverse in very important ways (color, ethnicity, religion, political situation). Humphrey Fellows occasionally audit courses, with their contributions enriching the classroom discussion. They also are occasionally invited to make presentations to classes. Humphrey Fellows worked closely with other students and were instrumental in the development of Press Uncuffed, a public affairs class campaign to raise awareness of and help free imprisoned journalists by selling bracelets bearing their names. In 2015, the Humphrey program was successfully renewed for another five-year term.
8. Assess the unit’s effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit in the retention of minority students. Note the role of advising in this process.

In fall 2014, out of 94 entering freshmen, minorities made up 33 percent of the class. Underrepresented groups made up 24 percent of the class.

In fall 2015, out of a final freshman class of 80, 22.5 percent are minorities. Of these, six are Latino, five are African-American, five are Asian and two are of mixed race. Women made up 57.5 percent of the incoming freshman class in 2015, almost identical to the 2014 percentage.

Our retention and graduation rates for minorities usually exceed those of the university as a whole, according to the most recent statistics. The college’s four-year graduation rate for African-Americans is 84.6 percent; the university’s four-year graduation rate is 49.4 percent. According to university statistics, the college’s three-year retention for African-American students stood at 88.9 percent, compared to 85.7 for the university as a whole.

The college’s four-year graduation rate for Latinos is 76.5 percent, while the university’s four-year graduation rate is 59.3 percent. The college’s three-year retention rate for Latinos stands at 78.6 percent, while the university’s rate is 84.4 percent.

9. Describe the unit’s efforts to recruit women and minority faculty and professional staff (as enumerated in Table 8, “Full-time Faculty Recruitment”).

The college advertises openings in publications and sites with the goal of attracting a broad and diverse pool of candidates. The college has advertised in the university’s jobs website, The Chronicle of Higher Education, Higheredjobs.com, JournalismJobs.com, Mediabistro.com, the Public Relations Society of America, Idealist. We have also sent postings to NABJ and NAHJ.

The college has been quite successful at recruiting women faculty at both the tenured and tenure-track levels and the professional level. Among the full-time faculty, 56.6 percent are women, including full professors Susan Moeller, Sarah Oates and Linda Steiner. Knight Chair Dana Priest, Professor of Investigative Journalism Deborah Nelson, Visiting Professor in Digital Innovation Leslie Walker and Abell Professor in Baltimore Journalism Sandy Banisky are women.
Despite our efforts, recruiting full-time, minority faculty has proven more challenging. The college hired Assistant Professor Kalyani Chadha, an Asian woman, in 2011, but Latinos and African-American faculty members have been more difficult to recruit.

As stated in the executive summary above, the college made offers to several candidates of color for a tenured position since the last accreditation, without success. We hope to have other chances in the near future when finances allow tenure-track positions to become available.

At the professional track level, the college has been slightly more successful. As previously stated, the college has an associate dean who is a Latino, a high-profile, visiting professor in sports journalism who is a black male, a broadcast lecturer who is a black female and a newly hired lecturer who is a Latina.

10. Describe the unit's efforts to provide an environment that supports the retention, progress and success of women and minority faculty and professional staff.

College faculty have been extensively engaged with ADVANCE, a program supported by the National Science Foundation that is focused on improving work environments, retention and advancement of women faculty in ways that improve the culture for all faculty. Two professors — Sarah Oates and Linda Steiner — have served two terms each as ADVANCE professors. They have served as mentors for individuals as well as advocates for changes at the college and university to improve working environment equity. For example, the college recently reduced the size of some committees and redistributed committee appointments to make sure that most people had the same number and quality of roles. Oates and Kalyani Chadha have completed yearlong ADVANCE programs in leadership and development. Based on the size of faculty, Merrill has been one of the most engaged colleges on campus with the ADVANCE program and principles, which could well be linked to the fact that no journalism faculty member reported feeling discrimination based on race or gender in the 2015 Faculty Work Environment Survey run by the university. (See Appendix ST3-B.)

Each junior faculty member in the college is assigned a mentor, with whom he or she has regular meetings during the year. We have very clear rules for tenure articulated in our Plan of Organization, which was revised and updated in 2013. We have successfully mentored several faculty members (both professional and research) to tenure in the past six years. Five eminent members of retiring tenured faculty were granted emerita/emeritus status since 2010, and the college was able to secure the first emerita status for a Professor of the Practice, Carol Rogers, who retired in 2015. We routinely
encourage faculty to attend career management and development opportunities throughout the university and beyond.

As is customary, the college has provided a reduced teaching load in FY15 for Assistant Professor Chadha as she approaches her time to apply for tenure to help her spend more time on necessary research.

11. If the unit hires adjunct or part-time faculty members, describe the unit’s effort to hire minority and female professionals into these positions (as enumerated in Table 9, “Part-time/Adjunct Faculty Recruitment”) and list those who are minority and female professionals.

The college depends on the talented pool of professionals in the Washington and Baltimore metropolitan area to teach a number of its courses. The associate dean for academic affairs hires adjuncts. The director of assessments, who is also the lead instructor for several key courses, as well as faculty who have subject expertise in the needed areas, are a key part of the process.

The diversity of our adjunct faculty in terms of gender, race, ethnicity and sexual orientation is very important to the college. The associate dean makes a special effort to stay connected with professionals in the area, with a keen eye toward diversity. This includes staying active in the local chapter of NAHJ, as well as connecting with other professional organizations.

When we have openings the college reaches out to its network of area professionals. We also use social media postings in ONA, NABJ, SPJ, RTDNA and other regional chapters of professional organizations.
### Minority PT Faculty 2014-15:

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<th>Last Name</th>
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<td>Hudson</td>
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<td>Owens</td>
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<tr>
<td>Poussaint</td>
<td>Renee</td>
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### Female PT Faculty 2014-15

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<tr>
<td>Poussaint</td>
<td>Renee</td>
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</table>
12. Provide examples of professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives.

Khalil Abdallah, photojournalist, CNN
David Aldridge, sportswriter, NBA.com
Sakinah Abdullah Almushaykhis, freelance journalist, Shams (Saudi Arabia)
Kevin Anderson, athletic director, University of Maryland
Allison Arden, publisher, Advertising Age
Lavar Arrington, analyst, NFL Network
Sharyl Attkisson, former CBS correspondent
Jeannine Aversa, chief of public affairs and outreach, U.S. Bureau of Economic Analysis
Andrew Bauer, regional economist, Federal Reserve Bank of Richmond
Maurine Beasley, media historian, University of Maryland
Lori Beecher, executive vice president, Ketchum Inc.
George Behan, staffer, Congress
Mark Benjamin, reporter, Time
Anubha Bhonsle, Humphrey fellow, India
George Borowsky, entrepreneur
Craig Boswell, network correspondent, CBS
Rim Bouguerra, journalist, Hakaek (Tunisia)
Jody Brannon, vice president, Online News Association
Marcus Brauchli, vice president and former executive editor, The Washington Post
Christine Brennan, sports columnist, USA Today
Desair E. Brown, reader advocacy editor, USA Today
Angie Cannon, partner, The Hatcher Group
Rosario Carmona Meza, freelance journalist, Animal Politico (Mexico)
Aaron Carter, sportswriter, The Philadelphia Inquirer
Leon Carter, editor, ESPN
Wendi Cassuto, group associate publisher, Hearst Magazines,
Guy Cecala, publisher, Inside Mortgage Finance
Wendy Chan, Ph.D. student, Hong Kong Baptist University School of Communication
Imani M. Cheers, NewsHour Extra, director, PBS NEWSHOUR
Sue Lin Chong, senior communications manager, Annie E. Casey Foundation
Angie Chung, associate professor, School of Communication at American University
Liz Clarke, sports writer, The Washington Post
Keith Clinkscales, The Shadow League
Julius Colon, president, Park Heights Renaissance
Sam Daniels, former Baltimore liquor board inspector
David Davies, professor in the School of Mass Communication and Journalism and dean of the Honors College at the University of Southern Mississippi
Jennifer Davis Heffner, photographer, Vita Images
Alyssa deWolfe, LGBTQ Speakers Bureau, University of Maryland
Ryan Donmoyer, analyst, Ernst & Young LLP (former Bloomberg reporter)
Robert Doubek, co-founder and former director, Vietnam War Memorial
Darren Durlach, co-owner, Early Light Media
Jon Ebinger, former producer, ESPN and ABC News Nightline
Gabriel Edward Mrad, reporter, Sawt El Mada (Lebanon)
Tarik El-Bashir, sports writer
Hasan Elahi, interdisciplinary artist and associate professor, University of Maryland Department of Art
Len Elmore, sportscaster
Eduardo Encina, sports writer, The Baltimore Sun
Asher Epstein, director, University of Maryland Business School - Dingman Center for Entrepreneurship
Alexis Evans, editorial assistant, Law Street Media
Manny Fantis, director of digital content, Sinclair Broadcasting
Liz Farmer-Bedard, reporter, Governing magazine
Jared Favole, senior director, Hamilton Place Strategies
Michael Fletcher, reporter, The Washington Post
Dominique Foxworth, chief operating officer, National Basketball Players Association
Tom Frank, reporter, USA Today
Kirk Fraser, black filmmaker
Michael Freedman, media historian, George Washington University
Yehia Gaheen, former imprisoned journalist in Egypt
Jed Gamber, photojournalist, WBFF
Sharmilla Ganesan, Humphrey Fellow, Malaysia
Mannie Garcia, freelance photojournalist
Amos Gelb, former producer, CNN and ABC News Nightline
Amb. Robert Gelbard, U.S. Ambassador to Colombia, Indonesia
Justin George, reporter, The Baltimore Sun
Paul Gessler, reporter/photographer, WBFF
Siamak Ghaderi, former imprisoned journalist in Iran
Dr. Kumea Shorter-Gooden, chief diversity officer and associate vice president, University of Maryland
L.A. Goree, football player, University of Maryland
Erica Green, reporter, The Baltimore Sun
Alissa Gulin, reporter, The Daily Record
Cliff Hackel, video editor, CNN
Jay Hancock, reporter, Kaiser Health News
Dale Hargrave, president, Greenmount West Community Association
Catherine Harrington, editor, Trove
Head-Roc, D.C. hip-hop artist
Stan Heist, director of news training and development, Sinclair Broadcasting
Baltimore City Councilman Bill Henry
Arelis Hernandez, Metro reporter, The Washington Post
Chick Hernandez, anchor, Comcast SportsNet
Darryl Hill, former football player, University of Maryland
Lou Holder, sports reporter, Back9 Network
C.J. Holley, ESPN
Moira Hopkins, videographer, Fox News
Etan Horowitz, former mobile editor, CNN, now the editorial lead for Apple News
Tara Houska, attorney, Native American advocate
El Houssein Ould Meddou, Freelance Journalist (Mauritania)
Garry Howard, former editor, The Sporting News
Theresa Howard, documentatrian
Kelsey Hughes, LGBTQ Speakers Bureau, University of Maryland
Terry Irving, former producer, CNN and ABC News Nightline
Former Maryland Delegate Jolene Ivey
Danny Jacobs, reporter, The Daily Record
Larry Jennings Jr., chairman, Park Heights Renaissance
Ataf Kedadra, journalist, El Khabar (Algeria)
Aviva Kempner, filmmaker
Tom Kent, editor, Associated Press
Anita Komuves, Hungarian journalist, Humphrey fellow
Richard Kraemer, Iraq program manager, National Endowment for Democracy
Kim LeDuff, chief diversity officer and associate vice provost, University of West Florida
Gail Leftwich Kitsch, EVP - Finance & Communication, The Voter Participation Project
Robert Klemko, sportswriter, Sports Illustrated
Charles LaHaie, director of the Financial Markets Laboratory, Robert H. Smith School of Business, University of Maryland
Michelle LaRoche, editor of development, The Wall Street Journal
Kara Lawson, analyst, ESPN
Michael Lee, sports writer, The Washington Post
Brittany Lee-Richardson, lawyer,
George Lettis, reporter, WBAL TV
Frank LoMonte, lawyer, Student Press Law Center
Amanda Lucidon, independent filmmaker and White House photographer
Charlie MacDonald, Supervising Editor/Videographer, National Geographic
Anneliese Mahoney, lead editor, Law Street Media
Rob Malda, chief strategist and editor-at-large of WaPo Labs
Jean Marbella, reporter, The Baltimore Sun
Mary McCarthy, author, blogger and senior editor at Slice Today
Tara McKelvey, reporter, self-employed
Chad McNeeley, Nikon Professional Services
Monica McNutt, reporter/anchor, American Sports Network
Kevin Merida, managing editor, The Washington Post
Cheryl Diaz Meyer, visual editor, McClatchy D.C.
Rosario Carmona Meza, Humphrey Fellow, Mexico
Bobby Mitchell, former football player, Washington Redskins
Constance Mitchell-Ford, real estate bureau chief, Wall Street Journal
Alex Moe, producer, NBC News
Fred Monyak, D.C. news editor, The Associated Press
Safia Mounir Abdel Fatah Mohamed, journalist, Al Sharouq (Egypt)
Ariel Moutsatsos, minister of Public Affairs, Mexican Embassy
Aaliyah Muhammad, prosecutor, Baltimore State’s Attorney’s Office
Chris Mullen, photojournalist, WUSA
Pete Muntean, reporter/anchor, WGAL
Sondra Myers, member, Commission for U.S. Presidential Scholars
Elias Nadjib Mabrouka, journalist, N’Djamena Al Djadida (Chad)
Said Nazir, editor in chief, the Tribal News Network (Pakistan)
Amy Newman, VP, marketing, iHeart Media
Lacey O’Neal, Olympian
Joseph Onek, former senior counsel to Speaker Nancy Pelosi
Rosemary Ostmann, owner of RoseComm
Steven Overly, reporter, The Washington Post
Brig Owens, businessman and former Washington Redskins player
Dave Owens, sports anchor, WUSA TV
Brandon Parker, sports reporter, The Washington Post
W. Lawrence Patrick, president of Legend Communications and founder/managing partner of Patrick Communications
Kristina Peterson, reporter, The Wall Street Journal
Deborah Potter, president and executive producer, NewsLab
Mark Potts, media entrepreneur
Amb. Joseph Prezel, U.S. ambassador to Uzbekistan
Tolleah Price, digital journalist, CBS TV/Washington Bureau
Alex Pyles, reporter, The Baltimore Sun
Courtney Radsch, outreach director, Committee to Protect Journalists
Sudarsan Ragavan, Afghanistan correspondent, Washington Post
Vijay Ravindran, CEO of Trove and chief digital officer of Graham Holdings (formerly The Washington Post Co.)
Kevin Rector, reporter, The Baltimore Sun
Adrianna Rodriguez, lawyer, Holland & Knight
Amanda Rodriguez, lawyer, State of Maryland
Jose Rodriguez, LGTBQ Speakers Bureau, University of Maryland
Tom Roussie, reporter, WJLA-TV
Emilio Ruiz-Garcia, managing editor, The Washington Post
Mohamed Saadouni, journalist, Alayam (Morocco)
Sultan Said Al Maqrashi, journalist, Al Royal (Oman)
Nicholas Sakurai, activist/entrepreneur
Jackie Sauter, webmaster, Kogod School of Business, American University
Mara Schiavocamp, correspondent, ABC TV
Ray Schoenke, former football player, Washington Redskins
Fern Shen, founder/publisher of the Baltimore Brew
Dan Silverman, founder/publisher of D.C.'s “Prince of Petworth” blog
Claire Smith, news editor, ESPN
Kelyn Soong, reporter, The Washington Post
Matt Speiser, former D.C. deputy bureau chief, CNN
David Steele, sportswriter, The Sporting News
Sage Steele, television host, ESPN
Mark Suban, Nikon Professional Services
Sandy Sugawara, vice president and managing editor of Trove, a division of Graham Holdings Co.
Maryland Delegate Michael Summers, D-Prince George's County
Priyali Sur, Humphrey Fellow, India
Barry Sussman, former special Watergate editor, The Washington Post
Michael Sweeney, media historian, Ohio University
Lisa Sylvester, anchor, WPXI
Ioana Tamas, Humphrey Fellow, Romania
Firas J M Taweel, senior reporter, Ajyal (West Bank)
Rob Terry, managing editor, The Washington Business Journal
Amber Theoharis, main anchor, NFL Network, Los Angeles
Damion Thomas, curator, Smithsonian
Beatrice Tignor, president, Board of Elections for Prince George's County
Mike Tillery, NBA columnist/blogger
Charles Tobin, lawyer, Holland & Knight
Stephanie Tsoflias, reporter, WXIA
K.T. Tyson, Baltimore City Police
U.S. State Department delegation from Afghanistan visited with students from the
  Capital News Service Annapolis bureau
U.S. State Department delegation from Ghana visited with students from the Capital
  News Service Annapolis bureau
Jodi Upton, data journalist, USA Today
Doc Walker, radio host, ESPN 980
Del Walters, main anchor, Al-Jazeera America
Christine Walz, lawyer, Holland & Knight
William Wan, China correspondent, The Washington Post
Gene Wang, sports reporter, The Washington Post
Pat Washburn, media historian, Ohio University
Julia Weaver, editor, WTOP
David Weaver, associate administrator for the Office of Communications, NASA
Christine White, professor, University of Maryland
Michael Wilbon, co-host/commentator, ESPN
Christy Winters Scott, basketball commentator/analyst
David Wood, reporter, Huffington Post
Rob Woodfork, Sports and Traffic Reporter, WTOP Radio
Mary Woolley, president, Research!America
Tony Wyllie, vice president, Washington Redskins
Amanda Yeager, reporter, The Howard County Times
Husain Yusuf Abdulrasool Abdula Marhoon, Quality Assurance Manager, 5Ws Media
  Company (Bahrain)
Jonathan Zittrain, co-founder, director, faculty chair, Berkman Center for Internet and Society, Harvard Law School

Professional master’s program:

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

As it does in the undergraduate program, the college encourages diverse perspectives that are sensitive to issues of gender, race, ethnicity and sexual orientation throughout its curriculum. Faculty members are encouraged to invite diverse guest speakers with diverse points of view.

The college’s required law and ethics course identifies diversity as a component of newsroom ethics and explores stereotyping in news coverage based on gender, race and ethnicity.

As described above, the editors of Capital News Service promote diversity and inclusion within news coverage and in beat assignments. Master’s students have been a part of all projects listed above, including a multiclass spring 2015 project on human trafficking and 2015-16 work in Freddie Gray’s Baltimore neighborhood.

College courses that often include presentations and discussions on diversity include:

JOUR 600: Journalism Ethics
JOUR 601: Theories of Journalism and Public Communication
JOUR 610: Seminar in Mass Media History
JOUR 620: Public Affairs Reporting
JOUR 624: Commentary and Editorial Writing
JOUR 625: Advanced Capital News Service Bureau
JOUR 627: Urban Affairs Reporting
JOUR 628B: Specialized Topics in News Writing and Reporting: Sports Reporting and Writing
JOUR 628M: Specialized Topics in News Writing and Reporting: Magazine Journalism
JOUR 628N: Specialized Topics in News Writing and Reporting: National Security and Press Freedom Reporting
JOUR 652: Intermediate Multimedia Journalism
JOUR 654: Advanced Interactive Multimedia Storytelling
JOUR 655: Advanced Online News Bureau
JOUR 660: Broadcast News Writing
14. Describe curricular instruction in the master’s program in issues and perspectives relating to mass communications across diverse cultures in a global society.

The courses described in the undergraduate section above (Question 5), taught by professors Banisky, Nelson and Priest, all included master’s students.

15. Describe the unit’s efforts to recruit and retain professional master’s students who reflect the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting underrepresented groups.

Most master’s students enroll for a one-year M.J. professional degree. In fall and summer 2014, 27 students enrolled for the master’s program. The master’s student cohort had six African-Americans, two Latinos and five Asians, with 15 students identified as white or unknown.

The current master’s class includes 32 students. Of them, 12 are African-American, one is Latina and one is Asian. Of the cohort, 22 are women.

In 2014, the college made 28 financial aid offers, of which 12 were accepted. Scholarships were given to two African-American students as well as two Asian students. In 2015, the college made 19 offers of financial assistance, of which 10 were accepted. Two of these scholarships went to African-American students and two to Latino students.

The college also makes a special effort to connect our students with graduate assistantships around the campus. These are especially valuable to out-of-state students for whom the university’s tuition is much higher than for in-state students. The assistantships provide the students with generous stipends, tuition remission of five to 10 credits per semester, health care benefits, and most important, in-state tuition rates for any uncovered costs.
The college has established relationships with more than a half-dozen offices around campus that look to us to provide high-quality applicants. These include the School of Public Health, the university’s video operations and the College of Arts and Humanities, to name a few. If one of our students wants or needs an assistantship, we almost always connect them with one. We also adjust their program of studies so that the added workload of the assistantship does not interfere with their ability to complete the degree.
Standard 4:
Full-Time and Part-Time Faculty
Part II, Standard 4. Full-Time and Part-Time Faculty

During the visit, the unit should provide the following documents in the workroom:
• curriculum vitae of each full-time faculty member (Full-time faculty refers to those defined as such by the unit.)
• résumés of adjunct or part-time faculty, and of graduate students serving as teachers of record, teaching during the fall 2014 semester
• records on faculty promotion and tenure
  The following P&T packets are available electronically:
  Ron Yaros, Sarah Oates, Dana Priest, Lee Thornton, Kathy McAdams, Carol Rogers, Lucy Dalglish, Mark Feldstein, Jon Franklin, John Newhagen and Deb Nelson

Executive summary (optional).

Please respond to each of the following instructions:

1. Describe faculty balance in terms of degrees, professional experience, gender, race and rank.

The Philip Merrill College of Journalism’s faculty members represent a mix of scholars and professionals, including professionals who have earned terminal degrees in their fields.

Of the 31 full-time tenured and tenure-track faculty, lecturers and visiting professors and professors of the practice employed in the 2015-16 academic year, nine hold doctoral degrees, and four hold juris doctor degrees (including the dean). All have substantial professional experience. Six faculty members, including three part-time adjuncts, hold Pulitzer Prizes. The faculty includes eight full professors (including the dean), four associate professors, two assistant professors, three visiting professors and 13 full-time lecturers,. There is one professor of the practice.

Full-time faculty: On the full-time faculty, there are five persons of color in the 2015-16 academic year (two African Americans, two Latinos and one Asian). There are 19 women on the full-time faculty and 12 men.

Adjunct Faculty: The college hires about 50 part-time faculty each semester (fall and spring) and a handful in the summer. Our adjuncts have included several Pulitzer Prize winners. Currently there are three such adjuncts, former Boston Globe reporter William Beecher, Washington Post investigative reporter Dan Keating, and McClatchy Washington Bureau Visual Editor Cheryl Diaz Meyer.
The adjunct faculty is represented exclusively by working journalists or journalists who have recently retired from the industry or accepted buyouts. In fall 2015, they included reporters, editors, photographers and producers from:

- Baltimore Business Journal
- The Baltimore Sun
- CBS Radio
- The Chronicle of Higher Education
- The (Maryland) Daily Record
- Frontline
- Fox News
- ITN Television Network
- McClatchy/Tribune News Services
- NBC News
- National Public Radio
- Politico
- USA Today
- usatoday.com
- The Wall Street Journal
- The Washington Post
- washingtonpost.com
- The Washington Times
- WBBF-TV
- WTOP Radio
- WUSA-TV

For the 2014-15 academic year, 12 of the 62 part-time instructors, or 19 percent, were persons of color, and 27 instructors, or 44 percent, were women. In fall semester 2009, 22 percent of the adjunct faculty members, or eight of the 36, were persons of color.

**Graduate instructors:** Ten to 15 doctoral students, about half the cohort at any given time, are involved in teaching in the college. Most of them are graduate assistants who are taking discussion sections of large lecture classes taught by tenured faculty (i.e. JOUR 175, Media Literacy, which uses six to eight graduate assistants in a semester) or are otherwise assisting faculty in the delivery of courses and occasionally leading discussions. A handful of graduate students -- some with assistantships and some without -- also serve as instructors of record in particular courses because of their professional backgrounds and unique skill sets. Those graduate students who are not on assistantships receive standard adjunct pay for a course, and assistants typically receive an overload when they are the instructor of record in a class.
2. Describe how the unit selects full-time and part-time faculty and instructional staff.

The dean informs the college’s Faculty Advisory Committee and College Assembly of available resources for new full-time tenured/tenure-track hires. The needs of the college are discussed by the FAC as well as the College Assembly.

The dean then refers the matter to the Appointments Committee, which recommends the general discipline from which the college seeks a new faculty member and provides a general job description. The appointments committee also advises whether the new faculty member should be from the research/scholarly track or from the professional track. The College Assembly votes on the job type and description.

A request is made to the university to approve of the searches as well as the composition of all search committees as to gender and ethnic representation. Advertisements are posted electronically and in print media. The dean appoints search committees and search committee chairs. Committees receive their charge from the dean. At the same time, they receive an equity charge from a campus equity officer. The executive administrative assistant to the dean usually is the college’s designated search coordinator. The campus monitors the applicant flow as to gender and racial factors.

Search committees meet to study and discuss applications. Each committee decides on its own meeting schedule and decision-making procedure. The university requires that minutes of each meeting be kept and included with the records of the search. An official record of who applied is retained for an indefinite period.

In line with the dean’s charge, finalists are invited for interviews with the committee, the College Assembly, selected faculty members, administrators and the dean. If the pool of finalists does not include a woman or an individual from a domestic minority group, the search committee is required to submit an explanation to the university’s Office of Diversity and Inclusion as to why it failed to find a finalist from one of these categories before the university’s human resources office authorizes the hire.

Candidates for tenured/tenure-track positions are required to make a formal presentation to the college’s students and faculty. The search committee makes its final recommendation to the College Assembly for open discussion and a vote. The result becomes the unit’s recommendation to the dean. The dean may reject a recommendation by the search committee and the college.
The university does not require searches for contract lecturers, but Merrill College has frequently used the formal search process for these instructors. The college does not conduct formal searches for adjunct faculty. It relies on outreach to the wealth of news organizations in the Baltimore/Washington area and a network of alumni and present and former adjuncts. Recruitment of adjuncts is an ongoing process coordinated by the associate dean for academic affairs, who also reviews adjunct performance and evaluations. Appointments are based on the desire to teach and a review of previous teaching experience; the adjunct's depth of professional experience; diversity interests; and the ability to make the necessary time commitment to teach while working in the profession. Merrill College hires about 50 adjuncts each fall and spring semester, and a handful for summer courses. Winter term courses are usually not taught by adjuncts.

3. Provide examples of published advertisements for faculty openings in the past six years (before the self-study year) that show required and preferred qualifications of candidates.

Over the last six years, the unit has placed position advertisements in the following locations:
- The university’s jobs website
- The Chronicle of Higher Education
- Higheredjobs.com
- Journalismjobs.com
- Mediabistro.com
- Public Relations Society of America
- Idealist
- Sent postings to NABJ and NAHJ, requesting they circulate them to their members.

(See Appendix ST4-A, ST4-B, ST4-C and ST4-D for examples of published ads posted for faculty jobs.)

4. Describe the unit’s expectations of faculty members in teaching, research, creative and professional activity, and service and its process for the award of tenure, promotion, reappointment and salary. (Provide a print copy in the workroom or the Web link to relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit.)

Expectations:

Full-time tenured and tenure-track faculty are expected to participate in all of these areas. Contract lecturers are not expected to engage in research activities. Measurement is annual, by completion of the University’s Faculty Activity Report, which is now
managed by an online computer system called “Lyterati.” Faculty members are still becoming used to it.

In general, full professors are expected to spend half of their time on teaching and half on research and service. Associate and assistant professors spend as much as half of their time teaching and the remainder in research endeavors and service. However, the College’s Plan of Organization makes it clear this is an inexact science. Section IX outlines:

While faculty members at all levels are expected to be active in scholarship/professional activity, teaching, and service, the relative weights of these dimensions may vary slightly. For example, untenured faculty members need to put more time into research and/or professional activity. Therefore, assistant professors seeking promotion to associate professor and tenure are not expected to be as heavily involved in service as associate and full professors, although assistant professors are still evaluated in terms of some service. In addition to having the qualifications of an Associate Professor, the candidate for Full Professor shall have established a national and, where appropriate, international reputation for outstanding research, scholarship and/or professional creativity, and a distinguished record of teaching. There also must be a record of continuing evidence of relevant and effective professional service.

Full-time lecturers are expected to teach according to their contractual agreements and to engage in some level of service to the campus, the profession or the community.

Typically, full-time faculty members teach five courses per academic year. Bureau directors and instructors of some skills courses may teach fewer courses because of the time and contact hours involved in these courses.

Research is defined by Merrill College as traditional scholarly work (research that is peer-reviewed), as well as creative, in-depth journalistic work (investigative reporting projects, trade books, in-depth magazine work, television documentaries and production, etc.)

The salary for initial appointments is negotiated by the dean, in line with university guidelines. Merit pay, when available, is based on evaluation by a committee of faculty of accomplishments in these areas. The Salary Review Committee is elected by the full faculty. The dean makes final allocations of merit pay and reports her decisions to the Salary Review Committee.
There are formal, periodic reviews for all faculty members. Lecturers who have been on faculty for multiple years are formally reviewed by a committee of tenured faculty every three years; tenured and tenure-track faculty members are reviewed every five years by a committee of tenured faculty. The dean and associate dean pay particular attention to student evaluations, and have referred lecturers with poor evaluations to the university’s Center for Teaching Excellence for one-on-one mentoring upon receipt of a poor student evaluation. This new university program has been very helpful to the college.

Service may be in any or all of three distinct areas as recognized by the college:

**Campus Service.** This includes participation on college and university committees, as well as specially-designated assignments (directing the Media, Self and Society Program of College Park Scholars would be one example).

**Professional Service.** This would include a variety of endeavors, from contest judging to serving on boards of journalism organizations to serving as a manuscript reviewer and serving in a leadership position of a journalism organization.

**Community Service.** This would also include a variety of endeavors, from consulting for federal or municipal government, to membership on public commissions, to giving presentations, particularly those relevant to journalism.

**Process for awarding tenure, reappointment and promotion:**

Decisions on promotion and tenure involve a process that begins with the dean, who determines in consultation with an applicant for promotion whether the applicant’s case is strong enough to go forward. The final decision on whether to seek promotion rests with the applicant. The university requires that the candidate present a completed dossier. An evaluation is conducted by at least six outside referees, three chosen by the candidate and three by the college’s Promotion and Tenure Committee. When all elements of the dossier are complete, as determined by the chair of the committee, the full committee discusses the case (see requirements for tenure and promotion below). As an ex-officio member of the committee, the dean participates in general discussion, but not in deeper deliberations or the secret ballot. The vote is reported to the dean, along with the committee’s recommendation. The recommendations of the committee and the dean are forwarded to the associate provost for faculty affairs for action by the university’s Appointment, Promotion and Tenure Committee.
The university informs the dean of approved promotions and the salary, in line with the university’s formula for promotions at each rank. The dean may, at her discretion, increase the salary.

When reviewing tenure and promotion cases, the university and the college consider three general categories: (1) Teaching and Advising; (2) Research, Scholarship and Artistic Creativity; and (3) Service. The balance among the categories may be different for each candidate, but all candidates are judged in each of them, on the quality of their work and on the degree to which they have met the overall goals commensurate with promotion to rank. To become a full professor, for example, a candidate should have established a national and, where appropriate, international reputation for outstanding research, scholarship or artistic creativity, and a distinguished record of teaching. There also must be a record of continuing evidence of relevant and effective professional service.

1. **Teaching and Advising:** Successful candidates are effective teachers; advise undergraduate students and student organizations; develop or enhance new courses; take initiatives to improve classroom instruction; participate in educational activities; supervise graduate students; and participate in master’s and doctoral committees.

2. **Research, Scholarship and Artistic Creativity:** Successful candidates have published research in peer-reviewed journals, conference proceedings and books; presented research results to an appropriate scholarly, professional or general audience; published journalism and commentary in major journalism reviews and significant mainstream media; published research in journalistic books in the academic or trade press, as appropriate; produced film, video or audio documentaries or other works; produced substantive multimedia journalism; or obtained external funding for a program based on the candidate’s research.

3. **Service:** Successful candidates assume the duties and responsibilities of a fully engaged faculty member. This entails involvement in activities meant to advance the college, the university, the profession of journalism, or the field of journalism and mass communications in general. Examples would include working on college and university committees; being a member of, or involved in, AEJMC, ICA or other professional societies; serving as a journal reviewer or adviser; participating in the college’s own professional centers; and volunteering service to state, local or civic organizations.
5. Describe professional development programs, workshops in teaching, or other methods used to stimulate and encourage effective teaching.

Merrill College has numerous practices that ensure quality teaching.

Full-time faculty members are allocated up to $2,000 annually for attendance at professional meetings or workshops, including AEJMC, Online News Association, the Excellence in Journalism Conference, Investigative Reporters and Editors and others. Faculty members choose the workshops and conferences according to their needs. In addition, all faculty members are encouraged to attend Journalism/Interactive, a workshop to teach teachers how to teach digital journalism. That Merrill-sponsored program is held at UMD every third year. Most faculty members use their travel money, except during years when travel freezes are in place, as was the case for part of FY15.

In addition, the university’s Center for Teaching Excellence sponsors teaching workshops and offers one-on-one tutoring and counseling for teachers who are struggling. A CTE representative attends adjunct orientation at the start of each semester to help make sure our teachers are prepared.

When multiple sections of a skills class (such as News Writing and Reporting I) are taught by adjuncts, the teaching cohort is assigned a “lead” teacher from the full-time faculty who evaluates syllabuses and spends time watching the adjuncts teach in order to give them feedback.

Students are given the opportunity to evaluate all of their classroom teachers at the end of each semester. We encourage teachers to allow class time to this important review.

Finally, all full-time faculty are also evaluated in one of two ways by the Promotions and Tenure Committee: Tenured faculty are given a formal review, which includes evaluation of their teaching by a senior faculty member, every five years. Tenure-track faculty are evaluated informally every year, except for formal reviews at the end of their second and fourth years on the faculty.

Full-time lecturers are evaluated informally every year and formally by the Promotions and Tenure Committee, typically every three years. The formal evaluations include observation of their teaching followed by a “counseling” session designed to help their performance.
6. Describe the normal workload for a full-time faculty member. Explain how workloads are determined. If some workloads are lighter or heavier than normal, explain how these variations are determined.

The University of Maryland expects full-time faculty at research institutions to teach 5.5 courses per year. A three-credit, one semester course counts as one of those 5.5 courses. Workload credit is also given for mentoring graduate students, developing curriculum, and chairing or serving on doctoral and master’s dissertation committees.

Variations in workload are usually attributable to a few circumstances. Doctoral faculty sometimes come in well above the required 5.5 because they get one-third of a credit hour for chairing dissertation committees.

Lead instructors or faculty who are helping to develop new curriculum are sometimes given a slightly reduced teaching load, thereby lowering their numbers. Occasionally, the college has reduced the teaching load of an assistant professor in the year before he or she is up for promotion to associate professor. Instructors who teach very intensive hands-on courses are sometimes given slightly reduced loads because of the extensive time required to edit for publication or broadcast.

Finally, some faculty members have reduced loads as a result of course buyouts from research grants.

7. Demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of core and required courses for the three years before the site visit. If full-time faculty have not taught and are not teaching the majority of core and required courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

The college teaches a variety of core, skills courses, from traditional reporting and writing, to audio and video, to introduction to coding and design. Because these courses are required of every one of our undergraduate students, the college takes advantage of the large pool of talented adjuncts in the Washington and Baltimore area.

Merrill’s adjuncts include three Pulitzer Prize winners, as well as journalists who work at The Baltimore Sun, USA Today, CBS Radio, The Washington Post, McClatchy, Al Jazeera America, WUSA 9, Frontline, The Chronicle of Higher Education, Voice of America, and others. Merrill’s adjuncts — even the veterans — are expected to attend a workshop taught by the university’s director of the Center for Teaching Excellence at the start of each semester.
Full-time faculty members serve as lead instructors, overseeing the curriculum and standards of each of the college’s skills courses. For example, Director of Assessments Chris Harvey oversees JOUR201, our introductory reporting and writing class, and several of the multimedia classes.

Finally, while a number of introductory skills courses are taught by adjuncts, full-time faculty teach all but two of our capstones. Our skills courses are capped at 18 students. But our capstones are almost always smaller, rarely including more than 10 or 12 students so that instructors can devote the kind of personalized attention that helps students produce work that is ready for publication or broadcast to the outside world.

**Percentage of core and required courses taught by full-time faculty:**

- 2014-15 school year: 41.1 percent
- 2013-14 school year: 39.9 percent
- 2012-13 school year: 41.5 percent

8. Describe the unit’s processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Provide course evaluation forms, peer review forms or other documents used in evaluations.

Evaluation of faculty takes place at two levels, that of the unit and that of the student.

**Tenured faculty evaluation:** As described above, tenured faculty members are reviewed every five years by the college’s promotion and tenure committee, more specifically by a three-member subcommittee of this larger committee. Essentially, this review is a truncated version of a dossier for promotion. The evaluation includes classroom observation of teaching. While there is no numerical system for making judgments, the subcommittee looks for a productive period in teaching and teaching innovation (new courses proposed, courses enhanced, etc.); advances in scholarly output (books, book chapters, peer reviewed articles, articles in professional journals, significant creative activity such as documentary production, etc.) and service to the college, the campus and the profession. The subcommittee produces a written report that is presented to the faculty member, who has the option of a written response. The report is then presented to the dean, who communicates with the faculty member and offers to discuss the report and its contents.

**Tenure-track faculty evaluation:** Tenure-track faculty members are evaluated by a tenured faculty mentor or mentors, with attention to progress in teaching and research toward tenure. Every other year (the two-year and four-year marks), the promotion and tenure committee, through its chair, reports to the dean on the candidate’s
progress. The dean makes sure that each tenure-track faculty member is assigned a mentor who helps make adjustments, if necessary, that are aimed at assuring the strength of the candidate’s application for promotion and tenure.

**Lecturer evaluation:** At the beginning of full-time lecturers’ third year of service, the college notifies the lecturer of an upcoming formal review. The college’s Plan of Organization stipulates that lecturers serving three years undergo a review by a three-member subcommittee appointed by the Promotion and Tenure Committee. Lecturers are consulted by the P&T chair to match tenured faculty to the candidate’s research or creative interests, but the P&T chair makes the choice of the subcommittee members. Materials provided by those under review include, but aren’t limited to, course evaluations from students; research and journalism-related articles published during the period; evidence of scholarly or creative activity; evidence of service at the college, campus or industry level; awards and citations. Review candidates provide multiple copies of the dossier. Teaching observations are part of the process, as are impromptu and informal talks with students. Lecturers are not held to the same quantitative standard as faculty at the rank of assistant professor and above.

The subcommittee meets to discuss findings and come to conclusions. One member of the subcommittee writes the final report. The report is then forwarded to the P&T chair. In turn, the P&T chair presents the full report to the P&T committee for a vote on whether to recommend to the dean the retention of the lecturer.

The lecturer has the right to respond in writing or by prearranged meeting to any aspect of the review. The dean reviews the report and, if requested by the lecturer, meets personally with the lecturer following the formal review.

**Part-time faculty evaluation:** Merrill’s director of assessments and associate dean for academic affairs review syllabi for consistency in learning objectives, standards, workload and other issues. They also offer a detailed orientation session for adjuncts every semester that includes modules on learning objectives, syllabi construction and other best teaching practices. They review student evaluations of instructors to ensure standards are being met. And they sit in on classes to assess interactions between students and instructors and the clarity of instruction. As part of that review, the administrators speak to students with the instructor out of the room, to get verbal feedback on that class.

In cases where students voice concerns, or where there are questions that arise from the student evaluations, the associate dean for academic affairs meets with the adjunct and
sits in on the class. Like full-time faculty, adjuncts are sometimes referred to the university’s Teaching and Learning Transformation Center for assistance.

Full-time faculty members are assigned as lead instructors for required courses with multiple sections at Merrill. These are especially important in some skills classes where part-time instructors teach multiple sections.

**Student evaluations**

Instructors of all courses at Merrill evaluate instructional faculty using a new online system. Participation by students is voluntary. These online forms allow students to express their opinions about the instructor, the instructor’s level of knowledge of the subject matter, the organization of the class, the class climate, fairness issues and other factors. While students may complete the questionnaire at any time near the end of the term, some instructors provide time in class for the students to fill out the online form. In those cases, instructors appoint a proctor and leave the room during completion of the evaluations. The university’s Institutional Research office processes the forms and the dean and associate deans are given access to the results. Special consideration is given to unusually small classes, where one disgruntled student can throw off the instructors’ ratings. Instructors are allowed to look at the results after grades have been submitted. Student evaluations are electronically retained for use in promotion and tenure applications.

**Administrative supervision**

The lead teacher for each skills class monitors adjunct colleagues and mentors them, particularly in their first semester. In addition, the dean’s office follows up on complaints or concerns by undergraduate and master’s students. The associate dean for academic affairs typically observes the class at issue and discusses the adjunct’s performance, if necessary.

[See Appendix ST4-E, ST4-F and ST4-G for a compilation of evaluation policies and forms.]
9. List achievements in teaching in the past six years: awards or citations for high-quality teaching; grants or other support for development of curriculum or courses; publications and papers on teaching; etc.

Sandy Banisky, Abell professor in Baltimore Journalism – $5,000 I-Series course development grant in 2014, shared with Deborah Nelson, for JOUR289E. Media Law and Ethics in the Digital Age.

Kalyani Chadha, assistant professor – 2012-2013, University of Maryland Lilly fellow.

Josh Davidsburg, lecturer – Elevate Fellows Grant of $10,000 to be used to update and add blended learning to courses.

Penny Bender Fuchs, former assessments director/lecturer/associate dean – Philip Merrill Presidential Scholar teaching award awarded seven times between 2005 and 2012.

Chris Hanson, associate professor - $5,000 I-Series course development grant in 2011 shared with Deborah Nelson for JOUR289J, Probing War: Investigative Narratives and American Conflicts.

Susan Moeller, professor –
- Undergraduate Studies Faculty Fellow Award 2015
- Awarded $500 from the UMD Campus Chesapeake Project in 2010-2011 to bring issues of sustainability into the classroom.

Deborah Nelson, associate professor of investigative journalism –
- 2015, MPowering the State, Combating Human Trafficking award
- $5,000 I-Series course development grant in 2014 with Sandra Banisky for JOUR289E, Media Law and Ethics in the Digital Age
- $5,000 I-Series course development grant in 2011 with Chris Hanson for JOUR289J, Probing War: Investigative Narratives and American Conflicts.

John Sham, adjunct lecturer – 2014, Philip Merrill Presidential Scholar teaching award.

Bethany Swain, lecturer - “Most Valuable Professor” – February 2015, Honored by women’s basketball team and women’s gymnastics team.
Ronald A. Yaros, associate professor

- 2015 National AEJMC Teaching Competition in Blended Learning, Third Place, San Francisco, August 2015.
- 2012, University of Maryland Excellence in Teaching Undergraduate General Education. One of two-campus wide student-nominated awards recognized by the associate provost and dean for Undergraduate Studies.
- 2012, University of Maryland Lilly fellow
  Collaboration within an interdisciplinary team of faculty to address development of “Scholarship in Practice” courses.
- $27,188 funded by the University of Maryland’s senior vice president for Academic Affairs and provost in a campus competition to “Develop An Innovative Blended Learning Course.” The award funded the purchase of 50 mobile devices for students to use during the blended course, March 2011.

Professional master’s program:

10. List members of the graduate faculty and show that they meet the institution’s criteria for graduate instruction.

The institution’s criteria for graduate instruction: (taken from the Graduate School Website)

Minimum Qualification
To qualify for appointment to the Graduate Faculty, individuals normally will hold the terminal degree in their discipline.

Membership – Graduate Faculty Categories
There are three categories of membership in the Graduate Faculty: Full members, adjunct members and special members. All members of the Graduate Faculty will be associated with a home unit. For full members of the Graduate Faculty, the home unit is the primary unit of appointment to rank. For adjunct and special members of the Graduate Faculty, the home unit is the academic unit responsible for the particular graduate program initiating the request for nomination. Once appointed, members of the Graduate Faculty are available to serve across units and within multi-/cross-/interdisciplinary graduate programs.

Appointment Procedures
Full Members
Full members of the Graduate Faculty are tenured or tenure-track faculty at the University of Maryland College Park, with duties in teaching and research (assistant
and associate professors, professors, and distinguished university professors); and College Park professors. Appointment to the Graduate Faculty is automatic on appointment to the University of Maryland faculty. Faculty awarded emeritus status continue as full members of the Graduate Faculty for five years after retirement and may be reappointed for additional five-year terms thereafter, subject to nomination by the home unit.

**Adjunct Members**
Adjunct members of the Graduate Faculty normally come from the ranks specified from the following categories in the UMCP Policy on Appointment, Promotion, and Tenure of Faculty: faculty with duties primarily in research, scholarship, or artistic creativity (research assistant professor, research associate professor, and research professor; assistant and associate research scientist, and senior research scientist; assistant and associate research scholar, and senior research scholar; assistant and associate research engineer, and senior research engineer; assistant and associate artist-in-residence, and senior artist-in-residence); field faculty (agent, senior and principal agent); faculty engaged exclusively or primarily in library service (Librarian 3 and 4); and additional faculty ranks (adjunct assistant and associate professor, and professor; visiting appointments that correspond to eligible ranks listed above; and professor of the practice). Exceptionally, faculty in other ranks with appropriate terminal qualifications, expertise and experience may be proposed for adjunct membership in the Graduate Faculty.

Appointment is by approval of the dean of the Graduate School. Nomination for appointment to adjunct member of the Graduate Faculty is made by the head of the home unit, on the recommendation of the full members of the Graduate Faculty in the unit. Each nomination will include a letter of support from the head of the home unit, confirmation of approval of the full members of the Graduate Faculty in the unit, and current curriculum vitae. The term of appointment is five years and is renewable upon re-nomination by the head of the home unit after appropriate review within the unit. The appointment is terminated upon resignation or retirement.

**Prerogatives of Membership by Category**

**Full Members**
Full members of the Graduate Faculty are eligible to teach courses restricted to graduate student enrollment, serve on program graduate committees, direct master’s thesis research and chair master’s thesis examining committees, direct doctoral dissertation research and chair doctoral dissertation examining committees, and vote for and serve on the Graduate Council and its committees.
Adjunct Members
Adjunct members of the Graduate Faculty are eligible to teach courses restricted to graduate student enrollment, serve on program graduate committees, direct master’s thesis research, chair master's thesis examining committees, and co-direct doctoral dissertation research, but not direct doctoral dissertation research or chair dissertation examining committees.

Special Members
Special members of the Graduate Faculty are eligible to serve on program graduate committees and co-direct master's thesis research, but may not direct or co-direct doctoral dissertation research or chair master's thesis or doctoral dissertation examination committees.

Membership of Former University of Maryland Faculty
Full members of the Graduate Faculty who terminate their employment at the University of Maryland under honorable circumstances (and who do not have emeritus status) may for a 12-month period following their termination serve as members and chairs of dissertation examination committees. They may not serve as dean's representatives.

Exceptions to Policy
Exceptions to the prerogatives listed above must be approved by the dean of the Graduate School and will be reported to the Graduate Council at its final meeting of each academic year. In particular, the dean of the Graduate School may authorize adjunct and special members of the Graduate Faculty to chair a doctoral dissertation or master’s thesis examining committee on the recommendation of the home unit that the member possesses the requisite skills and scholarly expertise. Each request for an exception will include a letter of justification from the head of the home unit, making a compelling case that the exception is necessary to fill a particular need, confirmation of the approval of the full members of the Graduate Faculty in the home unit, and a current curriculum vitae.

As noted above, the university’s minimum qualification for appointment to the Graduate Faculty is a terminal degree. However, the graduate school grants Graduate Faculty status to those in some units, such as Merrill College and Arts & Humanities, who do not necessarily have the terminal degree but whose years of professional experience and recognition are deemed exemplary. Once appointed, members of the graduate faculty are eligible to serve across units and within interdisciplinary programs. All of the graduate faculty can serve on M.J. committees. Some have served on M.A. committees, but the vast majority of our master’s students are in the M.J.
program. Full members of the graduate faculty serve on dissertation committees and advise doctoral students.

**These full-time faculty have Graduate Faculty status in 2015-16:**

**Dean**  
**Dalglish, Lucy**, J.D. was a longtime reporter and editor for the St. Paul Pioneer Press and a former trial lawyer for the Minneapolis-based law firm of Dorsey & Whitney. She spent 12 years as the executive director of the Reporters Committee for Freedom of the Press. Although not currently listed on the teaching schedule, Dalglish frequently gives guest lectures in the college’s media law classes. She meets the college’s and university’s professional and degree standards for full membership on the Graduate Faculty.

**Associate Dean**  
**Lorente, Rafael**, M.A., a lecturer, has day-to-day responsibility for academic affairs and directs the master’s program. He has served on master’s committees. He also teaches master’s students in JOUR 501, Fundamentals of Writing and Editing. He meets the college’s and university’s professional standard for adjunct membership on the Graduate Faculty.

**Professors**  
**Feldstein, Mark**, Ph.D., is the Richard Eaton Endowed Chair in Broadcast Journalism. He teaches JOUR 610, Seminar in Mass Media History, JOUR 661, Television Reporting and Production, and JOUR 663, Long-form Broadcast Journalism. He also serves on Ph.D. committees. He meets the college’s and university’s academic and scholarly standards for full membership on the Graduate Faculty.

**Klose, Kevin**, A.B., is a former dean of the college. He teaches JOUR 673, Literature in Journalism. He meets the college’s and university’s professional standard for Adjunct membership on the Graduate Faculty.

**Moeller, Susan**, Ph.D., has primary responsibility for delivering campus Media Literacy courses for undergraduates, advises Ph.D. students and serves on doctoral dissertation committees. She meets the college’s and university’s academic and scholarly standards for full membership on the Graduate Faculty.

**Oates, Sarah**, Ph.D., is the college’s senior scholar, director of the Doctoral Program and director of research. She teaches JOUR 698, Special Problems in Communication, Graduate Colloquium; JOUR 800, Introduction to Doctoral Study in Journalism and
Public Communication; JOUR 801, Advanced Public Communication Theory; and
JOUR 808, Doctoral Colloquium, Teaching as a Transformative Enterprise. She meets
the college’s and university’s academic and scholarly standards for full membership on
the Graduate Faculty.

**Priest, Dana**, B.A., is the John S. and James L. Knight Chair in Public Affairs Journalism.
She holds two Pulitzer prizes. She teaches JOUR 762, Professional Seminar in Public
Affairs Reporting, and JOUR 628, National Security and Press Freedom Reporting. She
meets the college’s and university’s professional standard for full membership on the
Graduate Faculty.

**Steiner, Linda**, Ph.D., teaches JOUR 601, Theories of Journalism and Public
Communication, and JOUR 776, Qualitative Research Methods in Journalism and Public
Communication. She meets the college’s and university’s academic and scholarly
standards for full membership on the Graduate Faculty.

**Stepp, Carl Sessions**, M.A., teaches JOUR 620, Public Affairs Reporting. He also has
served on M.A. committees. He meets the college’s and university’s professional
standard for full membership on the Graduate Faculty.

**Associate Professors**

**Chinoy, Ira**, Ph.D., a Pulitzer Prize-winning journalist, returns to the regular faculty in
fall 2015 after serving two-and-a-half years as associate dean for Academic Affairs. He
has previously taught JOUR 772, Methods in Computer-Assisted Reporting. He has
served on numerous M.A. and Ph.D. Committees at Merrill and across campus. He
meets the college’s and university’s professional, academic and scholarly standards for
full membership on the Graduate faculty.

**Hanson, Christopher**, Ph.D., has taught JOUR 600, a graduate journalism ethics course.
He sits on dissertation committees. He meets the college’s and university’s professional
and degree standards for full membership on the Graduate Faculty.

**Nelson, Deb**, J.D., a Pulitzer-Prize-winning journalist, teaches JOUR 698I, Advanced
Public Affairs Reporting/Investigative Reporting. She meets the college’s and
university’s professional and degree standards for full membership on the Graduate
Faculty.

**Yaros, Ron**, Ph.D., teaches JOUR 623, Mobile Journalism. He also chairs and serves on
dissertation committees. He meets the college’s and university’s professional, scholarly
and degree standards for full membership on the Graduate Faculty.
Assistant Professors
Chadha, Kalyani, Ph.D., teaches JOUR 698, Special Problems in Communication, Graduate Research Colloquium. She also serves on dissertation committees. She meets the college’s and university’s standards for full membership on the Graduate Faculty.

Diakopoulos, Nicholas, Ph.D., teaches JOUR 779, Seminar in Research Problems, Storytelling with Data Visualization. A relatively new faculty member, he will also begin to serve on dissertation committees. He meets the college’s and university’s scholarship and degree standards for full membership on the Graduate Faculty.

Professor of the Practice
Solomon, George, B.A., is a retired sports editor for The Washington Post. He teaches JOUR 628B, Sports Reporting and Writing. He meets the college’s and university’s professional standard for adjunct membership on the Graduate Faculty.

Visiting Professors
Banisky, Sandy, J.D., was a longtime reporter and editor for The Baltimore Sun. She is the Abell professor of urban journalism with the city of Baltimore as a model. She teaches JOUR 620, Public Affairs Reporting; JOUR 627, Urban Affairs Reporting; and JOUR 501, Fundamentals of Writing and Editing. She meets the college’s and university’s professional and degree standards for membership on the adjunct Graduate Faculty.

Blackistone, Kevin, M.A., is a nationally known and award-winning sports journalist. He teaches JOUR 628B, Sports Reporting and Writing. He meets the college’s and university’s professional standard for the adjunct Graduate Faculty.

Walker, Leslie, M.A., is a visiting professor in digital innovation and the former editor in chief and vice president for news of washingtonpost.com. She meets the college’s and university’s professional standard for adjunct membership on the Graduate Faculty.

Lecturers
Carroll, James, M.A., is an award-winning political correspondent who is Washington Bureau chief for Capital News Service. He teaches JOUR 625, Advanced Capital News Service Bureau. He meets the college’s and university’s professional standard for adjunct membership on the Graduate Faculty.

Clayton, Cassandra, B.A., teaches broadcast journalism. She teaches JOUR 660, Broadcast News Writing, and JOUR 668, On-camera Performance. She meets the college’s and university’s professional standard for adjunct membership on the Graduate Faculty.
Davidsburg, Joshua, B.A., an award-winning TV reporter, teaches broadcast and multimedia journalism. He teaches JOUR 504, Introduction to Multimedia Skills. He meets the college’s and the university’s professional standard for adjunct membership on the Graduate Faculty.

Denny, Karen, M.J., is Annapolis Bureau chief for Capital News Service. She teaches JOUR 625, Advanced Capital News Service Bureau. She meets the college’s and university’s professional standard for adjunct membership on the Graduate Faculty.

Flynn, Adrianne, B.A., teaches JOUR 620, Public Affairs Reporting. She meets the college’s and university’s professional standard for adjunct membership on the Graduate Faculty.

Harvey, Chris, B.S., teaches JOUR 656, Advanced Kaiser Health Multimedia Reporting. In recent years she has also taught JOUR 655, the Advanced Online News Bureau, and JOUR 652, Intermediate Multimedia Journalism. She meets the college’s and university’s professional standard for adjunct membership on the Graduate Faculty.

Huffman, Diana, J.D., teaches JOUR 702, Journalism Law and Ethics. She meets the college’s and university’s professional standard for adjunct membership on the Graduate Faculty.

Kopen Katcef, Sue, B.A., is the Broadcast Bureau chief for Capital News Service. She teaches JOUR 667, Broadcast News Bureau. She meets the college’s and university’s professional standard for adjunct membership on the Graduate Faculty.

Mussenden, Sean, M.J., is the Capital News Service Digital Bureau director. He teaches JOUR 655, Advanced Online News Bureau, and JOUR 652, Intermediate Multimedia Journalism. He meets the college’s and university’s professional standard for adjunct membership on the Graduate Faculty.

Swain, Bethany, B.A., teaches JOUR 603, News Videography, and JOUR 668V, Advanced Video Storytelling. She meets the college’s and university’s professional standard for adjunct membership on the Graduate Faculty.

In addition, the following emeritus professors continue to work in the doctoral program.
Professor Emerita
Beasley, Maurine, Ph.D., taught numerous graduate courses and supervised 27 Ph.D. students during her illustrious career at Merrill College. She meets the college’s and university’s academic and scholarly standards for full membership on the Graduate Faculty.

Associate Professor Emerita
Newhagen, John, Ph.D., taught numerous research methods courses and serves on Ph.D. Committees. He meets the college’s and university’s academic and scholarly standards for full membership on the Graduate Faculty.

Professor-of-the-Practice Emerita
Rogers, Carol Lombard, Ph.D., taught numerous graduate courses and served on numerous Ph.D. committees. She served as director of the Ph.D. program for several years. She meets the college’s and university’s academic and scholarly standards for full membership on the Graduate Faculty.

11. Demonstrate that graduate faculty taught the majority of professional master’s courses for the three years before the site visit.

Percentage of professional master’s courses taught by Graduate Faculty:

- 2014-15 school year: 73.8 percent
- 2013-14 school year: 73.8 percent
- 2012-13 school year: 75.6 percent

12. In cases where graduate faculty are not teaching the majority of professional master’s courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the graduate faculty.

Merrill College master’s students are taught by members of the Graduate Faculty with seven exceptions:

William Beecher is a Pulitzer Prize-winning journalist who teaches Commentary and Editorial Writing, JOUR 624. He has been a Washington correspondent and has worked for The Boston Globe, The Wall Street Journal and The New York Times,

Alison Burns has 20 years of experience as a journalist, including 13 as a reporter and producer for Cox Media Group’s Washington Bureau. She taught JOUR 660, Broadcast Writing, to Merrill’s master’s students in Summer 2015.
Dan Keating, the Pulitzer Prize-winning database editor at The Washington Post, has taught database reporting to graduate students for many years. Keating’s expertise, experience and up-to-the-moment professional knowledge are invaluable to our students.

Corey Kliwer, an award-winning Web designer who is now Web design manager at the U.S. Department of State, teaches JOUR 654, Advanced Interactive Multimedia Storytelling, which is recommended for students interested in careers in Web production and development.

James McIntyre, an award-winning broadcast journalist who has worked for NPR, CNN, WTOP Radio and now Al Jazeera America, teaches JOUR 504, Introduction to Multimedia Skills.

Cheryl Diaz Meyer, a Pulitzer Prize-winning photographer and visual editor of McClatchy’s Washington bureau, teaches an elective class in Photojournalism, JOUR 670.

Mark Young, the managing editor for VOANews.com – English at Voice of America, teaches JOUR 652, our Web coding and design class, to master’s students who start in the fall.
Standard 5:
Scholarship: Research, Creative and Professional Activities
Part II, Standard 5. Scholarship: Research, Creative and Professional Activity

Executive summary (optional).

Please respond to each of the following:

1. Describe the institution’s mission regarding scholarship by faculty and the unit’s policies for achieving that mission.

The college’s research agenda is driven by the critical issue of understanding and preserving the rights of journalists and the value of journalism in modern society. To that end, our scholars are engaged with the central questions in contemporary journalism studies, with a particular emphasis on three strands of inquiry: media history, journalism in international perspective, and the digital audience. We also have a focus on the role of women in the profession as well as conflict journalism. In the past six years, our scholars have become increasingly engaged with publishing in research outlets as well as in vital cross-disciplinary inquiry to keep pace with the shifting challenges of contemporary journalism. Much of the success of our research creation, publication and dissemination is based on the college faculty’s extensive involvement with the founding and activities of the Future of Information Alliance, funded by $1 million in grants at the University of Maryland, as well as critical hires and development of key research faculty. The college hired a senior scholar, Sarah Oates, in 2012 and recruited a key scholar in the emerging field of computational journalism, Nicholas Diakopoulos, in 2014. Scholars who have been with Merrill throughout the study period of 2009 to 2015 have developed and deepened their research and its impact, as the research census in the table below demonstrates. At the same time, the professional faculty members have continued to demonstrate a high degree of engagement with the profession.

The college’s policies support faculty scholarship in several ways. Research-active faculty members have lower teaching loads than professional faculty, enabling them to devote time to their research. In addition, the college provides regular sabbaticals as well as funds for travel to conferences or for small research projects. The college has a highly successful Ph.D. program (in which all five of our entrants from 2010 were placed in tenure-track positions at research universities), which significantly contributes to the intellectual depth and discussion in the college. Some Ph.D. students serve as research assistants for professors, often leading to joint papers and/or publications. The college has a culture of joint work and projects, demonstrated by the high level of joint authorship both among faculty as well as between faculty and Ph.D. students, with 27 collaborative outputs (including articles for refereed journals, book chapters, refereed paper presentations and professional reports) over the past three years alone.
The success in publication and grant work is supported by an orientation toward problem-based inquiry — ranging from the prejudice against female bloggers online to measuring patterns of news sharing through social media to how the Internet might challenge authoritarian news systems — that is approached through interdisciplinary teams. We are both strongly interdisciplinary within the college, with faculty who have Ph.D.s in communication, history, journalism, political science and computer science, as well as highly collaborative across our university. Many college faculty serve as affiliates in other departments or schools, including Public Policy, Information Studies, Communication, Atmospheric and Oceanic Science and Public Health. As a result, Merrill faculty members have been particularly active in studying the changes in journalism through the lens of several disciplines.

Research highlights:

Associate Professor Ira Chinoy co-founded the Future of Information Alliance in 2011 with $1.5 million in grant funding from the Deutsch Foundation and the University of Maryland. FIA was created to research the rapidly evolving role of information in human life. It has involved 10 industry and government partners, including National Geographic Society, the Library of Congress, the Newseum, the National Park Service, the Smithsonian Institution, the Barrie School, and the Office of the Governor of Maryland. Programs at FIA have included a competitive seed grant program, which involved an additional four Merrill faculty members in FIA as grant project leaders over three years. FIA has brought a range of speakers and activities to the campus, significantly raising the profile of the College of Journalism as a catalyst for research ideas, funding, and innovation (see http://fia.umd.edu/).

It is clear that the faculty is expanding its ability to formulate ideas and obtain funding for a wide range of projects on the cutting edge of journalism studies. Overall, Merrill faculty received six external research grants and 10 internal grants in the study period. Diakopoulos, an assistant professor, was granted $280,000 in 2015 for a two-year study from the Tow Center for Journalism at Columbia University (as part of project funded by the Knight Foundation) to study how journalists approach reporting around complex and opaque algorithms. Also in 2015, Associate Professor Ron Yaros won a two-year, $105,000 grant from the Maryland Council on the Environment to lead a collaborative group of researchers in developing a writing project for high school English and earth science students. This interdisciplinary project uses interactive media to enhance how students write about science topics such as climate change. Yaros has been instrumental in obtaining four grants in the study period, including a grant from the Carnegie Corp. of New York for serving the needs of the Hispanic community for health information.
FIA seed grants have enabled a range of Merrill faculty members to pursue research on information and journalism issues, notably building models on how disadvantaged female middle-school pupils could be encouraged to create online content (Professors Linda Steiner and Kalyani Chadha), how research institutions could better track the dissemination of knowledge from grants (Oates), as well as revisiting segregation at a World War II Japanese-American internment camp through computational history (Diakopoulos). Oates, Steiner and Chadha also have received seed grant funding through the UMD ADVANCE program for interdisciplinary study in online political branding and further work on online misogyny and harassment.

Research activity has resulted in numerous publications, notably 35 articles in refereed academic journals. This shows a commitment to aiming for and achieving the highest possible standard in academic work by publishing with rigorous peer review. Faculty members also have presented 51 refereed conference papers during the study period, as well as produced three award-winning books. Professor Mark Feldstein’s book on journalism and the rise of Washington’s scandal culture won both the American Journalism Historians Book of the Year and the 2011 Frank Luther Mott Award for the best book of research in journalism and mass communication. Professor Emerita Maurine Beasley published two academic books during the period, with her work on the women of the Washington press winning the 2013 Frank Luther Mott Award and being named a finalist in AEJMC’s Tankard Book Award for breaking new ground. Oates published a book on Russia and the online sphere with Oxford University Press, which won the Alexander Nove prize in Russian, Soviet and Post-Soviet Studies for scholarly work of high quality in the field.

In addition, Merrill faculty published 25 chapters in scholarly books, as well as delivered 89 invited talks in the discipline. Overall, the research census points to an active, engaged, and curious faculty who are successful in winning funding and disseminating results in top-level scholarly outlets.

2. Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during all of the previous six years (for example, new faculty and retired faculty).

Merrill College List of Faculty included in accreditation period (September 1, 2009 to August 31, 2015)
Professors:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beasley, Maurine, Ph.D.</td>
<td>Emerita professor, full period, re-employed part-time from 2009-2014</td>
</tr>
<tr>
<td>Dalglish, Lucy</td>
<td>Dean, employed from July 2012</td>
</tr>
<tr>
<td>Feldstein, Mark, Ph.D.</td>
<td>Richard Eaton Professor of Broadcast Journalism, employed from August 2011</td>
</tr>
<tr>
<td>Johnson, Haynes</td>
<td>John S. and James L. Knight Chair in Public Affairs Journalism. Died May 2013</td>
</tr>
<tr>
<td>Klose, Kevin</td>
<td>Professor, former dean, full period with two years of unpaid leave to serve to heard Radio Liberty/Radio Free Europe (2012-2014)</td>
</tr>
<tr>
<td>Moeller, Susan, Ph.D.</td>
<td>Professor, full period</td>
</tr>
<tr>
<td>Oates, Sarah, Ph.D.</td>
<td>Professor and senior scholar, employed from August 2012</td>
</tr>
<tr>
<td>Priest, Dana</td>
<td>John S. and James L. Knight chair in Public Affairs Journalism, started August 2014</td>
</tr>
<tr>
<td>Rogers, Carole, Ph.D.</td>
<td>Professor of the practice, retired 2014</td>
</tr>
<tr>
<td>Steiner, Linda, Ph.D.</td>
<td>Professor, full period</td>
</tr>
<tr>
<td>Stepp, Carl Sessions</td>
<td>Professor, full period</td>
</tr>
</tbody>
</table>

Lee Thornton, Gene Roberts and Jon Franklin were employed during this period, but there is nothing to add to the outputs chart from their CVs.

Associate Professors:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinoy, Ira, Ph.D.</td>
<td>Associate professor, associate dean (Fall 2012-Fall 2014), full period</td>
</tr>
<tr>
<td>Hanson, Chris, Ph.D.</td>
<td>Associate professor, full period</td>
</tr>
<tr>
<td>Nelson, Deborah</td>
<td>Associate professor of investigative journalism, full period, promoted to tenured post in 2014</td>
</tr>
<tr>
<td>Newhagen, John, Ph.D.</td>
<td>Associate professor, retired 2013</td>
</tr>
<tr>
<td>Yaros, Ron, Ph.D.</td>
<td>Associate professor, full period, promoted from assistant professor in 2014</td>
</tr>
<tr>
<td>Zanot, Eric</td>
<td>Associate professor, retired 2013</td>
</tr>
</tbody>
</table>
### Assistant Professors:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chadha, Kalyani, Ph.D.</td>
<td>Assistant professor, full period*</td>
</tr>
<tr>
<td>Diakopoulos, Nicholas, Ph.D.</td>
<td>Assistant professor, employed from August 2014</td>
</tr>
</tbody>
</table>

### Professional Faculty with outputs listed:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackistone, Kevin</td>
<td>Visiting professor, full period</td>
</tr>
<tr>
<td>Davidsburg, Josh</td>
<td>Lecturer, started Fall 2012</td>
</tr>
<tr>
<td>Denny, Karen</td>
<td>Capital News Service Annapolis Bureau director, started August 2014</td>
</tr>
<tr>
<td>Flynn, Adrianne</td>
<td>Internships and Career Development director, lecturer, full period</td>
</tr>
<tr>
<td>Harvey, Chris</td>
<td>Director of assessments, director of the Graduate Multimedia Certification Program, lecturer, full period</td>
</tr>
<tr>
<td>Huffman, Dianna</td>
<td>Baltimore Sun Distinguished lecturer, full period</td>
</tr>
<tr>
<td>Katcef, Sue Kopen</td>
<td>Capital News Service Broadcast Bureau director and lecturer, full period</td>
</tr>
<tr>
<td>Lorente, Rafael</td>
<td>Associate dean for Academic Affairs (Spring 2015 to present), director of the Master’s Program, full period</td>
</tr>
<tr>
<td>Mussenden, Sean</td>
<td>Capital News Service Digital Bureau director and lecturer in digital media, data visualization and computational journalism</td>
</tr>
<tr>
<td>Solomon, George</td>
<td>Professor of the Practice and director, Shirley Povich Center for Sports Journalism</td>
</tr>
<tr>
<td>Swain, Bethany</td>
<td>Lecturer, starting January 2012</td>
</tr>
<tr>
<td>Walker, Leslie</td>
<td>Visiting Professor in Digital Innovation, full period</td>
</tr>
</tbody>
</table>
Professional faculty without outputs listed:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banisky, Sandy</td>
<td>Abell Professor in Baltimore Journalism, full period</td>
</tr>
<tr>
<td>Carroll, James</td>
<td>Capital News Service Washington Bureau Director, started August 2015</td>
</tr>
<tr>
<td>Clayton, Cassandra</td>
<td>Broadcast lecturer, full period</td>
</tr>
<tr>
<td>Osorio, Marisa</td>
<td>Humphrey Fellows deputy director and lecturer, hired August 2015</td>
</tr>
</tbody>
</table>

*Full period means that the individual was employed for the entire period, although he or she may have been promoted/changed role during that period.

3. Using the grid that follows, provide counts of the unit’s overall productivity in scholarship for the past six years by activity, first the totals for the unit as a whole and then for the individuals who produced these totals, broken down by academic rank. The chart should provide a snapshot of scholarship activity occurring within the unit during the six-year review period. Therefore, the grid should capture relevant activity by all full-time faculty only while at the accredited unit. Provide the total number of individuals in each rank in place of the XX. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.

The grid categories conform well to the organization of our college. As noted in the instructions, most of our scholarship and research activities are from the tenure/tenure-track professors, associate professors, and assistant professors. Our other faculty -- the professional faculty -- are active and engaged in the profession and in service and teaching. We counted published articles of journalism and journalism commentary under ‘articles in non-refereed publications’ (this includes many articles in American Journalism Review and other journalism professional publications) and longer packages under ‘non-juried creative works.’

Shared outputs (taken out of the total at the beginning of table, but included in staff total on right as required): three refereed articles; three refereed papers; two internal grants; one external grant.

Steiner and Chadha co-authored three refereed articles, one refereed paper, and two internal grants.

Steiner and Yaros shared one external grant, co-authored one refereed paper.

Yaros and Newhagen co-authored one refereed paper.
<table>
<thead>
<tr>
<th>Scholarship, Research, Creative and Professional Activities</th>
<th>Total from Unit*</th>
<th>Individuals</th>
<th>Full Professors (11)</th>
<th>Associate Professors (5)</th>
<th>Assistant Professors (2)</th>
<th>Professional Faculty (12)</th>
<th>Totals (30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awards and Honors</td>
<td>54</td>
<td></td>
<td>12</td>
<td>17</td>
<td>2</td>
<td>23</td>
<td>54</td>
</tr>
<tr>
<td>Grants Received Internal</td>
<td>13</td>
<td></td>
<td>4</td>
<td>5</td>
<td>3</td>
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</table>
*Co-authored work should be counted as a single publication in the unit totals. However if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors.

**Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements.

4. **List the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Please provide a full list; do not refer team members to faculty vitae for this information. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note. Professional service activities will be reported in Standard 8.)

**Full Professors**

Lucy Dalglish, Professor and Dean

<table>
<thead>
<tr>
<th>Workshop presentations/refereed panel (chair, discussant). Includes non-refereed presentations</th>
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<tbody>
<tr>
<td>Lucy Dalglish, 3/9/2015 – First Amendment Salon on Hate Speech, Washington, D.C. Moderated salon-style discussion sponsored by the Floyd Abrams Institute for Free Expression at Yale Law School. The invitation-only discussion was simulcast to sites in New York, N.Y., and Yale Law School.</td>
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<tr>
<td>Lucy Dalglish, 11/14/2015 – Communications Law in the Digital Age, Practicing Law Institute, New York, N.Y. Participated in panel discussion of newsgathering issues for a continuing legal education seminar.</td>
</tr>
<tr>
<td>Lucy Dalglish, 11/11/2014 – Hosted/moderated the 9th Annual Shirley Povich Center for Sports Journalism Symposium, featuring a panel discussion of race in sports, College Park, Md.</td>
</tr>
<tr>
<td>Lucy Dalglish, 11/7/2014 – Hosted/moderated the 9th Annual Shirley Povich Center for Sports Journalism Symposium, featuring a panel discussion of race in sports, College Park, Md.</td>
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</tr>
</tbody>
</table>
to high school students about legal rights and responsibilities of journalists.

Lucy Dalglish, 10/28/2014 – Moderated multidisciplinary open forum discussion on “Ebola – Behind the Fear” featuring numerous University of Maryland experts, College Park, Md.


Lucy Dalglish, 8/6/2014 – Association of Educators of Journalism and Mass Communication annual conference, Montreal, Canada. Participated in panel discussion regarding proposed federal shield law for journalists.

Lucy Dalglish, 8/6/2014 – Shorenstein Center on Media, Politics and Public Policy, Harvard University. Participated in panel discussion regarding “knowledge-based journalism” that took place at AEJMC annual conference in Montreal.


on C-SPAN and sponsored by the Newseum Institute and the American Bar Association.

Lucy Dalglish, 11/15/2013 – Communications Law in the Digital Age, Practicing Law Institute, New York, NY. Participated in panel discussion of newsgathering issues for a continuing legal education seminar.


Lucy Dalglish, 5/2/2013 – MAZ-Swiss School of Journalism, Lucerne, Switzerland. Spoke on U.S. and
world press freedom issues at largest journalism school in Switzerland.

Lucy Dalglish, 5/1/2013 – University of Bern School of Law, Bern, Switzerland. Spoke on comparisons of U.S. and Swiss law regarding freedom of the press issues.


Lucy Dalglish, 5/18-19/2012 – University of Pennsylvania School of Law, Philadelphia. Participated in “roundtable” conference on the ethics of secrecy and national security.

Lucy Dalglish, 5/12/2012 – National Freedom of Information Coalition, Madison, Wis. Moderated panel discussion regarding law enforcement behavior toward journalists at protest sites at annual conference.

Lucy Dalglish, 4/5/2012 – Woodrow Wilson School of Public and International Affairs, Princeton University, Princeton, N.J. Spoke to student seminar on reporting national security issues.

Lucy Dalglish, 3/27/2012 – Center for Court Excellence, Washington, D.C. Moderated a panel discussion of journalists, federal judges, the U.S. Attorney, a media lawyer, and a federal public defender regarding cameras in federal courtroom.


Lucy Dalglish, 1/28/2012 – Houston Bar Association, Houston, Texas. Participant in panel discussion regarding reporting on national security issues in a post-WikiLeaks world.

Lucy Dalglish, 1/25/2012– Loyal University-Chicago School of Communication and Chicago Headline Club (professional Society of Professional Journalists
chapter). Participant in panel discussion regarding the Illinois law that makes it illegal to audio record law enforcement officers while they are on duty in public places.

Lucy Dalglish, 1/20/2012 – American University College of Law, Collaboration on Government Secrecy. Participant in panel discussion on the impact of federal funding cuts on the implementation of the federal Freedom of Information Act.

*Editorials*  
"A showdown in Grant Park?" The News Media & The Law," Winter 2012, p.3.

**Mark Feldstein, Professor**

*Awards and Honors*  
American Journalism Historians Book of the Year Award, 2011.

Frank Luther Mott Award, best book research in journalism and mass communication, 2011

*Scholarly Books, Sole- or Co-authored*  

*Articles in Refereed Journals*  

*Book Reviews*  

Review of “Leak: Why Mark Felt Became Deep Throat,”
by Max Felt, American Journalism, Summer: 123-5, 2012.


**Articles in Non-refereed Publications**


**Other/Invited Academic Talks including keynotes**

Mark Feldstein, “Investigative Reporting for Television,” Moscow State University, Moscow
American Center & People’s Friendship University of Russia (Moscow, Russia: March 20-21, 2014).


Workshop presentations/refereed panel (chair, discussant). Includes non-refereed presentations

Mark Feldstein, "Media Mythology Turns 40: What Do We Now Know about Watergate Coverage and When Did We Know It?" American Journalism Historians Association (St. Paul, Minn.: Oct. 10, 2014).


**Consultancies**


**Haynes Johnson, Professor (deceased)**

*Awards and Honors* 2013: Inducted into the Hall of Fame of the Society of Professional Journalists D.C. Pro Chapter.

**Kevin Klose, Professor**

*Awards and Honors* In June 2015, the Czech Prime Minister announced in Prague he had awarded Prof Klose the Karel Kramar Award for National Service in Support of Democracy and Freedom for his leadership of RFE/RL bringing the Radios to Prague from Munich (1992-97) and executive leadership in the post-Crimea era (2013-14).

*Consultancies* January 2013 to March 1, 2014 served as Interim President and CEO of Radio Free Europe/Radio Liberty
Served on the Russia-US Bilateral Presidential Commission, media subgroup.

**Susan Moeller, Professor**

**Awards and Honors**  Undergraduate Studies Faculty Fellow Award, University of Maryland Dean’s office, 2014-2015.

**Grants Received**  
**External** $20,000 grant by the John S. and James L. Knight Foundation for the research for and the creation of a website, The Federal Courts: Civics Education, for use by all sitting federal judges and their courts. Funding administered by the Federal Judges Association, 2011-14. Research and website commissioned by the Joint Civics Education Task Force of the FJA, the Federal Magistrate Judges Association and the National Conference of Bankruptcy Judges. [http://www.federaljudgesassoc.org/](http://www.federaljudgesassoc.org/) (direct link: [https://sites.google.com/site/courtcivics/](https://sites.google.com/site/courtcivics/))


**Articles in Refereed Journals**


**Articles in Non-refereed Publications**

Blogger, HuffingtonPost, 2009+ Note that Prof. Moeller’s articles for Huffington Post do well by readership, e.g. a 2013 article on the chemical attacks in Syria was highlighted as a top story on HuffPost itself, and went viral beyond the news outlet, as shown in the metrics on Viral News Chart; the article was reposted over 6,750 times.
What Super Bowl Photos Will You See Monday Morning?  
Hint: Most Won't Be of the Game  
Born Digital, But Still Living in a Limited World?  
Compassion Fatigue About Syria... Already?  
A 9/11 for College Students: Remembering Boston  
New Study: How Photos on Pinterest Predicted the Election  
NEW STUDY: Mobile Phones Put the 'Social' in Social Media  
New Study: Global News Sites Poorly Covered the Olympics in Photos  
New Study: College Students Show Little Interest in Politics This Election Year  
Sacrificing to 'Have It All': Four Extraordinary Women Explain How to Balance Work and Family  
Worldwide, Students Suffer From Internet 'Addiction'  
Media Lit 101: The Aspen Institute -- Photoshopping Madeleine Albright & Condi Rice  
Media Lit 101: WikiLeaks -- Espionage or Journalism?  
Media Lit 101: A Guinness Record We Don't Want  
Media Lit 101: Naomi Campbell, gifts of jewelry and how to help Africa  
Media Literacy 101: A Study to Help Moms Tell If Their College Student Loves Them  
Media Literacy 101: Fast iPad and Slow Journalism (Lessons learned from Gaming)  
Media Literacy 101: The iPad... & What the World Really Needs Now (Meaning "Today")  
Media Literacy 101: The Doritos Challenge  
Media Literacy 101: Losing Our Ability to Listen to the World (in English)  
Media Literacy 101: Of Mothers, Pakistan, Suicide Bombs, and Track II Diplomacy
Media Literacy 101: Of Toilets, UNESCO and Demand-Side News
Media Literacy 101: Tom Stoppard and Laura, Euna and Atwar
Media Literacy 101: Cloak-and-Dagger News
Media Literacy 101: "Allah O Akbar!" has become a cry for freedom
Media Literacy 101: How to Detect Fear-Mongering -- Pakistani Nukes & Swine Flu
Media Literacy 101: The Ethics of Photoshopping a Shirtless Obama
Media Literacy 101: Of Susan Boyle, Michelle's Arms and Bo the Dog
Media Literacy 101: Power to the People

Blogger, The World Bank, People, Spaces, Deliberations blog, 2008+
Note that Prof. Moeller’s articles for the World Bank are among the top posts by readership on the World Bank Blog, e.g. Numbers Are Never Enough -- especially when dealing with Big Data was the fourth highest blog post in 2013 by readership on the World Bank blog.

What Agha the Pakistani Street Child Thinks About Terrorism Will Surprise You
Numbers Are Never Enough (especially when dealing with Big Data)
You Need Beautiful Art to Understand Data. Really, You Do.
How to Evaluate Bias and the Messages in Photos
Media and Policy Makers Need to Connect to Online "Influentials"
What Kind of News Comes in 140 Characters or Facebook Status Updates? – New Global Study
Transparency in All Things: Even Research
Not the New York Times: Where College Students Get Their News
Innovation for the Development Sector (Hint: The iPad Probably Isn’t It)
You Know and Use Web 2.0 Tools. What About Those of Science 2.0?
Media Literacy: Teaching that the Open and Fair Exchange of Information Is Vital for Civil Society
Media Literacy: An Avenue to Broader Citizen Participation & Good Governance

http://www.federaljudgesassoc.org/ (direct link: https://sites.google.com/site/courtcivics/)

Other/Invited Academic Talks including keynotes
Susan Moeller, speaker, U.S. Department of State speakers program, Moscow and Yekaterinburg, Russia. United States Department of State, September – October 2014.

http://www.worldhumanitariansummit.org/node/449428

Susan Moeller, faculty/presenter, “Covering and Documenting War, Conflict and Human Rights

Susan Moeller, faculty/presenter at the first annual Media and Digital Literacy Academy of Beirut (MDLAB), August 2013.


Susan Moeller, speaker/panelist, workshop on “Social Media: ethics of communication against intolerance, negative stereotyping and stigmatization,” Fifth Alliance of Civilizations Forum, an invited United Nations’ workshop for high-level political, NGO and academic participants, hosted by Secretary-General Ban Ki-moon, and the President of Austria, Emir of the state of Qatar, Prime Minister of Turkey, Foreign Minister of Spain and the President of U.N. General Assembly. Vienna, Austria, February 2013.

Susan Moeller, moderator, workshop on “Coverage of migration issues: The result of the first Global Data Journalism Study,” Fifth Alliance of Civilizations Forum,
an invited United Nations’ workshop for high-level political, NGO and academic participants, hosted by Secretary-General Ban Ki-moon, and the President of Austria, Emir of the state of Qatar, Prime Minister of Turkey, Foreign Minister of Spain and the President of U.N. General Assembly. Vienna, Austria, February 2013.


Susan Moeller, Speaker, sponsored by the U.S Department of State Speakers Program and University of Prishtina, Prishtina, Kosovo. Engagements included meetings with the Ministry of Education officials at the Curriculum Development department, at the Department of Pre-University Programs, and at the Department of Higher Education.

Susan Moeller, discussions with local/regional journalists. Lectures and talks to journalism classes on the topic of Media Literacy at the University of Prishtina. Meetings with the Rectorate, the Deans and professors at the faculty of Education and Faculty of Philology of the University of Prishtina. Meetings with the Life-Long Learning Center staff at the University of Prishtina and the Institute of
Susan Moeller, keynote speaker, “Making Common Cause: The Role of Journalism in Democracy in Pakistan.” Conference on “Pakistan: Challenges to Democracy, Governance and National Unity,” sponsored by Pakistan Study Center in collaboration with the Department of History, University of the Punjab, Lahore, Pakistan, October 2011.


Susan Moeller, keynote speaker/panel moderator, “Media in America; America in the Media,” 12th Annual American Studies Conference, Area Studies Centre for North & South America and Africa, Quaid-i-Azam University. U.S. State Department funding; Islamabad, Pakistan, October 2009.


Susan Moeller, “Political Engagement: A Study of the Political Interests of College Students. Study conducted with Elia Powers. Blogged about at the HuffingtonPost.com:
http://www.huffingtonpost.com/susan-moeller/study-college-students-sh_b_1777322.html

http://theworldunplugged.wordpress.com Global study with Salzburg Academy partner universities in nations on five continents: Argentina, Chile, mainland China, Hong Kong, Lebanon, Mexico, Slovakia, Uganda, the United Kingdom and the United States. Study received global media attention, including articles and video from the BBC. The video became the “most-watche d” video on the BBC website: http://www.bbc.co.uk/news/technology-11604538 Published by ICMPA, 2011.

Susan Moeller, “The ’Ground Zero Mosque’ Case Study.”

Susan Moeller, chair and editor, “Pakistan Media Education Landscape Study,” funded by the Aga Khan Development Network/Aga Khan Foundation Canada, Published internally, 2011.
Susan Moeller, consultant, study lead author and co-editor, “Bias at Ground Zero.” Funded by United Nations Alliance of Civilizations and UNAoC partner university, Universitat Autonoma de Barcelona. Published by UNAOC, 2011.

Susan Moeller, consultant, lead co-author and co-editor for “Development of Media and Information Literacy Indicators,” white paper and initiative contracted and funded by UNESCO. Meetings in Paris & Bangkok. Published internally, 2010-2011.


Susan Moeller, lead author and editor for three reports “Media Literacy: Understanding the News” (author); “Media Literacy: Citizen Journalists” (author); “Media Literacy: Empowering Youth Worldwide” (editor). Contracted by the National Endowment for Democracy/CIMA, October 2009. 
http://cima.ned.org/events/past-events/2009-events/media-literacy

Consultancies

Susan Moeller, consultant, project director for a multicomponent “Civics Education project” for the Federal Judges Association, the Federal Magistrate Judges Association and the National Conference of Bankruptcy Judges. Led by the FJA/FMJA/NCBJ Civics Education Task Force Members (all seated federal judges). Funded by the John S. and James L. Knight Foundation, 2011+.

Susan Moeller, chair and white paper editor, Pakistan Media Education Landscape Study, funded by the Aga Khan Development Network/Aga Khan Foundation Canada, 2010-2011.

http://uncoveringbias.wordpress.com/

Susan Moeller, consultant, lead co-author and co-editor for “Development of Media and Information Literacy Indicators,” white paper and initiative contracted and funded by UNESCO. Meetings in Paris & Bangkok. 2010-2011.

http://justicerights.wordpress.com/

Sarah Oates, Professor

Awards and Honors


Grants Received Internal


Grants Received External

£150,000 ($225,000). Co-applicant and senior researcher.

**Scholarly Books, Sole- or Co-authored**


**Textbooks, Sole- or Co-authored**


**Articles in Refereed Journals**


**Refereed Conference Papers**

“The Case for ‘Liberation Journalism’: Evidence From Russia That the Fourth Estate is Critical to Democracy in the Internet Age.” Paper presented at the International Communication Association Annual Meeting, San Juan,


“Journalism and the Rewired Audience.” Presented at the Rethinking Journalism II Conference, Centre for Media and Journalism Studies, University of Groningen, Netherlands, 2014.


*Invited Academic Papers*  

*Book Reviews*  
Review of “Party Colonisation of the Media in Central and Eastern Europe,” by Péter Bajomi-Lázár, Central

Other/Invited Academic Talks including keynotes

“Glasnost 2.0,” Horizons of Knowledge Lecture at the University of Indiana, Indianapolis, October 2013.


Other/Policy papers/government briefings/NGO reports, etc.


Workshop presentations/refereed panel (chair, discussant). Includes non-refereed

Dana Priest, Professor

*Articles in Non-refereed Publications*

**Washington Post Stories:**

**Dogged reporting in Azerbaijan landed a U.S.-trained journalist in prison**

Khadija Ismayilova learned journalism lessons from the U.S. that have cost her in her native country.

Dana Priest, Anita Komuves and Courtney Mabeus | Investigative | Oct. 15, 2015

**After Arab Spring, journalism briefly flowered and then withered**

Reporters and photographers braved street battles, government repression and prison to little avail.


**Pakistan's most famous TV journalist lives like a fugitive on the run**

Hamid Mir is undeterred from reporting despite ongoing threats and an ambush by gunmen.

Idrees Ali and Dana Priest | Investigations | July 26, 2015

**CIA unlikely to lose power in wake of interrogation report**

Decades of scandals haven't reined in the agency, which U.S. leaders have grown to rely on to do what no other agency can.

Greg Miller and Dana Priest | National Security | Dec. 10, 2014
**Dana Priest on Ben Bradlee: 'He loved a great story'**

"His magic was the most powerful kick-in-the-butt I've ever felt," a Pulitzer Prize-winning reporter says of the legendary Washington Post editor.

Dana Priest | Local | Oct. 22, 2014

**Carl Sessions Stepp, Professor**

*Book Reviews*


Review of “Groping Toward Whatever,” by Susan R.
Trausch, American Journalism Review, spring 2011.


Opinion essay. “‘Making this work’ in South Carolina,” USA Today, June 25, 2015.


“New York Times’ 2013 Most Visited Article List Shouldn’t Surprise Us,” American Journalism Review


“We Need to Revolutionize Online Content,” American Journalism Review online, http://ajr.org/Article.asp?id=5548, posted June 28, 2013,


Invited comment, “New Book Tells Us How to Tell It Simply,” USA Today, Aug. 12, 2011, p. 11A.


Workshop presentations/refereed panel (chair, discussant). Includes non-refereed presentations


Carl Stepp, editorial seminar, Bloomberg BNA, 2012.

Carl Stepp, editorial seminar, Natural Resources Defense Council, 2011.

Carl Stepp, editorial seminar, E&E Publishing,
Washington, D.C., September 2010.


Consultancies

Linda Steiner, Professor

Awards and Honors
James W. Carey (research) Award for Top Book, Carl Crouch Center, 2011.

Outstanding Woman of the Year in Journalism and Mass Communication Education, Association for Education in Journalism and Mass Communication, 2011.

Grants Received

Internal

With Kalyani Chadha & Jessica Vissek, Advance Seed Grant, College students’ experiences with online misogyny[SO3] .

External
Health Information needs of the Latina Community.
Carnegie-Knight Foundation. $20,000 (2012, Co-PI with Ron Yaros).

Books Edited

**Book Chapters**


“Feminist Uses of New Technologies to Enter the Public Sphere.” In Elke Zobl and Ricarda Drüeke, (eds.) “Feminist Media: Participatory Spaces, Networks and Cultural Citizenship.” Transcript, 2012.


**Articles in Refereed Journals**


Refereed Conference Papers


“The war zone trifecta: The case of Western women journalists.” Presented to the International Association of Mass Communication Researchers (IAMCR), Journalism Research and Education and UNESCO*, Montreal, Canada, July 2015.


*Invited Academic Papers*

“Passionate Objectivity as a Basis for Journalism.” Presentation at the Assessing Evidence in a Postmodern World, Nieman Conference, Marquette University, 2011.

Encyclopedia Entries


Articles in Non-refereed Publications


“‘Hot-Pink Bodysuit Costume:’ Sexist Reporting On Lara Logan?” American Journalism Review online, Nov. 20, 2013.


“Should public officials expect personal privacy?” The Daily Times, Feb 9, 2014


Other/Invited Academic Talks including keynotes


Linda Steiner, speech, “Theory and research on what promotes gender equity in news,” Gender Communication and Social Development. Hosted by Communication University of China; Simon Fraser University, Beijing, P. R. China, July 2012.

Linda Steiner, lecture, “Re-centering the medium in media theorizing.” School of Journalism and Communication, Tsinghua University, Beijing. July 2012.

Linda Steiner, lecture, “Communication and News.”
School of International Communication, Beijing
International Studies University, June 2012.

Linda Steiner, lecture, “Theories of Gender, Colloquium,
Department of Communication and Technology,”
National Chiao Tung University, Taiwan, July 2011.

Linda Steiner, keynote address, “Convergence,
collaboration, community and civics: How and why
citizens use new technologies.” Presented to the Chinese
Communication Association annual meeting, Taiwan, July
2011.

Workshop presentations/refereed panel (chair,
discussant). Includes non-refereed presentations

Linda Steiner, Roundtable Discussion on Responsible
Conduct of Research and Scholarly Ethics, University of
Maryland October, 2010 (presenter on plagiarism).

“Evaluating scholarly metrics: Advantages and scams”
(Publications Committee plenary*). Presented to the
Association for Education in Journalism and Mass
Communication (AEJMC), San Francisco, August 2015.

Associate Professors

Ira Chinoy, Associate Professor

Awards and Honors

Honored Faculty, [SO1] 5th Annual Universitywide
Celebration of Scholarship and Research, University of
Maryland, May 2, 2012.

Margaret A. Blanchard Doctoral Dissertation Prize,
American Journalism Historians Association, 2011, for
“Battle of the Brains: Election-Night Forecasting at the
Dawn of the Computer Age.”
Grants Received Internal

Grants Received External
Campuswide Research Initiatives Program (CRI/Tier III), University of Maryland: $450,000 ($150,000 per year for three years, starting in 2011-12). Co-principal investigator with Professor Allison Druin. Grant to establish the creation of the Future of Information Alliance and support its operations and new programs in the startup phase. This grant is funded jointly by the Office of the Vice President for Research, the Office of the Provost, and the deans of all colleges and schools across the University of Maryland campus.

Other/Invited Academic Talks including keynotes
“What are You Going to Do Now?” Sigma Delta Chi Awards Dinner, keynote address, Feb. 3, 2014, College Park, Maryland.


“Data as News: Journalists’ Experiences in Seeking and Using Databases of Public Records,” speech at State and Local Government Law Institute, a conference for 100 government lawyers at the state, county, and local
levels in Maryland; Laurel, Maryland, May 20, 2011.


Workshop presentations/refereed panel (chair, discussant). Includes non-refereed presentations

“Directing the Future: A Workshop for Directors of University of Maryland Centers and Labs,” co-sponsored by the Future of Information Alliance, the University of Maryland’s Office of the Vice President for Research, and The Clarice Smith Performing Arts Center; Jan. 22, 2015, University of Maryland, College Park. Co-organizer with Allison Druin, co-director of the Future of Information Alliance; Anne Rose, Future of Information Alliance managing director; Erica Bondarev of the Clarice Smith Performing Arts Center; and Patrick O’Shea, vice president for research, University of Maryland.


Search Literacy Week, Philip Merrill College of Journalism, March 26-30, 2012: organizer and leader.
Conceived of and organized a week of activities featuring Dan Russell, Google’s Tech Lead for Search Quality and User Happiness. The week featured workshops on web search for faculty, students and members of the College’s Capital News Service; an interactive workshop open to the university on the Web and credibility; a student workshop exploring ethnographic research on web search; and a brainstorming session for students and faculty on ways to continue updating their web search skills and to incorporate these into the curriculum.


“Future of Information Week,” Nov. 14-18, 2011: Co-organizer with Allison Druin as co-directors of the
Future of Information Alliance. This week-long launch of the Future of Information Alliance featured five programs including leading researchers and innovators from Google, Twitter, Microsoft, and the University of Maryland faculty. The five: “Visiting Future-ists,” at the University of Maryland, Nov. 14, 2011; “The Future of Information,” at the Newseum Knight Conference Center, Washington, D.C., Nov. 15, 2011 (subsequently broadcast as a special on Maryland Public Television); “Creativity and Culture,” at the University of Maryland, Nov. 16, 2011; “Transparency and Boundaries,” at the University of Maryland, Nov. 17, 2011; and “Science in Our Lives,” at the University of Maryland, Nov. 18, 2011.

“Shaping the Future of Learning Challenge,” Future of Information Alliance, hosted by the Barrie School, Silver Spring, Md., and co-sponsored with the Library of Congress, the National Geographic Society, the National Park Service, and the Newseum. Co-organizer with Allison Druin as co-directors of the Future of Information Alliance, and with Anne Rose, Future of Information Alliance managing director.

“DataBay: ‘Reclaim the Bay’ Innovation Challenge,” initiated by the Office of Maryland Governor Martin O’Malley, organized by the Future of Information Alliance, and hosted by the Smithsonian Environmental Research Center in collaboration with the U.S. Environmental Protection Agency. Held at the Smithsonian Environmental Research Center (Aug. 1-3, Edgewater, Md.) and at the governor’s office (Aug. 27, Annapolis, Md.). Co-organizer with Allison Druin, co-director of the Future of Information Alliance, Anne
Rose, Future of Information Alliance managing director, and governor’s staff.


“Lost and Found: Exploration in the Digital Age.” Future of Information Alliance, co-sponsored with WAMU 88.5, the National Geographic Society, and the Smithsonian Institution, Dec. 4, 2013. Co-organizer, with Allison Druin as co-directors of the Future of Information Alliance. This FIA program was a live broadcast of a special two-hour Kojo Nnamdi Show from the National Geographic Auditorium, featuring explorers and innovators from the National Geographic Society and the Smithsonian Institution. Part of a week of FIA programs on “The Future of the Past.”

the Future of Information Alliance. Part of a week of FIA programs on “The Future of the Past.”


“When Advocacy Goes Digital, the World of Online Organizing.” Panelist and workshop discussion leader at program co-sponsored by the Robert W. Deutsch Foundation, the School of Social Work at the University of Maryland, Baltimore, and the Future of Information Alliance; Sept. 30, 2013, Baltimore, Maryland.


“Crowdsourcing for Creativity and Human Potential,” a two-part Future of Information Alliance “Visiting Future-ist” including speakers and panel discussion at Orem Alumni Hall, University of Maryland, College Park, and a panel program moderated by Smithsonian Secretary G. Wayne Clough at the Smithsonian Castle, Washington, D.C., on Feb. 4, 2013. Co-organizer with Allison Druin as co-directors of the Future of Information Alliance.

“Transforming Education: MOOCs and More.” A

Future of Information Forum, University of Maryland, Nov. 5, 2010. Co-developer and co-leader of a four-hour interdisciplinary conference and brainstorming event for faculty, staff and graduate students.

**Christopher Hanson, Associate Professor**

**Articles in Refereed Journals**


**Articles in Non-refereed Publications**


**Other/Invited Academic Talks including keynotes**

Four China lectures: lectured on Western media at Chinese universities, Shanghai and Beijing; presented paper at conference in China; organized Merrill forum on Western coverage of China, 2010.

**Consultancies**

Expert witness, Washington-Baltimore Newspaper Guild labor grievance.
Deb Nelson, Associate Professor

Awards and Honors

National Academies of Science 2015 Communication Award for “Water’s Edge: The crisis of rising sea levels”


National Association of Real Estate Editors 2014 Gold Award for “Water’s Edge: The crisis of rising sea levels.”

2015 Online Media Awards (London), Chairman’s Choice Award, “Water’s Edge: The crisis of rising sea levels.”

Global Data Editors Network Data Journalism Awards 2015 shortlist for excellence in data journalism innovation for “Water’s Edge: The crisis of rising sea levels.”

Investigative Reporters and Editors 2013 Philip Meyer Award, second place, “The Unequal State of America.”

Society for American Business Editors and Writers General Excellence award; “The Unequal State of America” was among four Reuters special projects cited.


**Book Reviews**


**Articles in Non-refereed Publications**


**Non-juried Creative Works**

consequences of rising sea levels. Also published online by The Chicago Tribune, The Daily Mail and other news outlets worldwide. Print and online.


Other/Invited Academic Talks including keynotes

Guest, NPR, on PRI’s “To the Point” program with Warren Olney, Mar. 5, and on Newsmax TV’s “Mid-Point” program, Mar 6, with host Ed Berliner to discuss my Mother Jones article on Ringling Bros. elephants after the company’s announcement that elephants are to be phased out of its traveling circuses. The article also was widely cited in news stories on the announcement, such as Bloomberg TV, The Washington Post, The Atlantic and Smithsonian Magazine.

Workshop presentations/refereed panel (chair, discussant).

Includes non-refereed presentations


Data-Driven Reporting and Investigation Workshop, Maryland Delaware DC Press Association, Jan. 23, 2015, Knight Hall, University of Maryland.


Fulbright Specialist in residence at the Stockholm School of Economics in Riga, providing professional seminars and university lectures on investigative reporting at SSE Riga, University of Latvia, Vidzeme University, May 9-24, 2011, Latvia.

U.S.-China Education Trust professional in residence and speaker on investigative reporting at universities, conferences and workshops at Beijing Foreign Studies, Remnin, Peking, and Hong Kong Baptist universities, Oct. 28-Nov. 7, 2010, China.


“Shattering Old Paradigms: Developing a Global Curriculum for Conflict and Post-Conflict Journalism,” with Zulkarimein Nasution, senior lecturer, Department of Communication, Faculty of Social and Political Sciences, Universitas Indonesia, Indonesia, for the Asian Media Information and Communication Center Annual Conference, presented by Nasution July 11-14, 2012, in Shah Alam, Malaysia.

John Newhagen, Associate Professor (retired 2013)

Book Chapters

Newhagen, J.E. (2011). “Beyond self-report: Using latency to respond to model the question answering process on Web-based public opinion surveys.” In E. P. Bucy & R. L. Holbert (Eds.) “The sourcebook for political communication research: Methods, measures,
and analytical techniques” (pp. 505-524). New York: Routledge.

**Articles in Refereed Journals**


**Refereed Conference Papers**


**Articles in Non-refereed Publications**


**Workshop presentations/refereed panel (chair, discussant). Includes non-refereed presentations**

Ron Yaros, Associate Professor

Awards and Honors

2012 Excellence In Undergraduate Teaching Award, University of Maryland Presidential Citation For Outstanding Service & Dedication, Association for Education in Journalism & Mass Communication, fall 2011.

Third Place: AEJMC Teaching Award for Innovation in Blended Learning, San Francisco, Calif., August 2015.

Grants Received Internal

$27,188 – University of Maryland, Blended Teaching & Learning Using Mobile Devices, a campuswide competition for funded proposals. Principal investigator.

$90,000 – University of Maryland, eye-tracking research lab, five years, co-investigator with Dr. John Newhagen.

Lily Fellowship (one year), selected by the University of Maryland, 2012-13.

Fellowship, Summer Institute on Teaching with New(er) Technologies, UMD’s Center for Teaching Excellence, 2010.

Grants Received External

$20,000 – Carnegie Corp. of New York for Serving The Needs of the Hispanic Community For Health Information, nine months, co-investigator with Dr. Linda Steiner.

$90,000 – Council on the Environment and University of Maryland Office of the Provost, principal investigator for “ScienceBEAT: An Innovative Educational Partnership to Increase Understanding of Climate Change” (2015). A one-year interdisciplinary research
project with colleagues from the College of Education, School of Public Health and the Department of Atmospheric Science.

**Book Chapters**


**Articles in Refereed Journals**


**Refereed Conference Papers**

Communication Association’s preconference “Innovation in Higher Education” by the Oxford Internet Institute and hosted at the Bill & Melinda Gates Foundation. May 2014.


“Comparing Perceptions of Bias and Credibility in News From Blogs Versus Mainstream Media,” 2nd Place Faculty Paper, Association for Education in Journalism and Mass Communication (Mass Communication & Society Division), Chicago, IL, August 9-11, 2012.


Encyclopedia Entries
Yaros, Ronald A. (2009). “Organizational Programs in

**Book Reviews**


**Articles in Non-refereed Publications**


Yaros, Ronald, A. (2012). Information 3.0: Teaching the effects of technology and researching how students use technology.” IT for UM, UMD’s Information Technology Newsletter, Fall 2010.


Other/Invited Academic Talks including keynotes

“The PICK Model in Action,” The Summer Institute titled “Public Scholarship / Digital Scholarship” hosted by the Department of Women’s Studies, University of Maryland, College Park, May 2014.


“Mobile Journalism: Reporting and Story Telling with a Smart Phone and Video,” “Live” (virtual) presentation with the Centre for Media Studies at Stockholm School of Economics, May 16, 2011.


Workshop presentations/refereed panel (chair, discussant). Includes non-refereed presentations


“From MOOCS to MEECS,” Learning Technologies
Consortium of 11 Universities hosted by the, University of Maryland College Park, November 2014.

Presenter. “The MEEC Classroom, A manageable educational environment for collaboration,” iSeries Faculty Meeting, University of Maryland, fall 2013.


**Assistant Professors**

**Kalyani Chadha, Assistant Professor**

*Awards and Honors*  
Top Paper Award from the International Communication Division, Association of Education in Journalism and Mass Communication, 2012, for Stine Eckert and Kalyani Chadha, “Muslim bloggers in Germany: An emerging counterpublic?”

Undergraduate Studies Programs Teaching Award, 2015

ADVANCE Diversity Fellow 2014-15

Lilly Teaching Fellow, 2013-14
Grants Received Internal
$20,000 – Seed grant from Future of Information Alliance (FIA), for project titled “Wikid Grrls: Teaching Girls Online Skills for Knowledge Creation,” 2012-13 (Co-PI with Linda Steiner).

ADVANCE grant, 2015.

Book Chapters


Articles in Refereed Journals

Kalyani Chadha and Michael Koliska, “Playing by a Different Set of Rules: Journalistic Values in India’s Regional Television Newsrooms” (2015). In Journalism Practice, DOI: 10.1080/17512786.2015.1032324.


Kalyani Chadha and Michael Koliska. “Newsrooms and transparency in the digital age” (2014). In Journalism Practice, 9(2), 215-229,


Refereed Conference Papers

“Transparency in German Newsrooms” (co-authored with Michael Koliska). Presented at the 2014 Annual Convention of the Association for Education in Journalism and Mass Communication.

“The Case of Indian Women Journalists: The Intersection of Sex/Sexism and Precarity,” (co-authored with Linda Steiner and Pallavi Guha). Presented at the


“Journalism practice in politically affiliated newsrooms: The Case of Four Regional Television Channels in India.” Presented at the annual conference of the International Association of Media and Communication Research, 2014.


“Newsrooms and transparency in the digital age.” With Michael Koliska. Presented at the annual convention of
the Association for Education in Journalism and Mass Communication, 2013.

“From party outlets to politically affiliated media: Rising political ownership of Indian media.” Presented at annual conference of the International Association of Media and Communication Research, 2013.


“Muslim bloggers in Germany: An emerging counterpublic?” With Stine Eckert. Presented at the annual convention of the Association for Education in Journalism and Mass Communication, 2012 [Top Paper Award from the International Communication Division]

“Watching the watchdogs: Twitter users monitor the Indian news media.” Presented at the Changing Face of Journalism in India Conference, University of Westminster, 2011.


With Linda Steiner:

“The potential and limitations of citizen journalism initiatives: Analyzing Chattisgarh’s CG Net Swara.” Presented at the annual conference of the International
Association of Media and Communication Research, 2014.


Invited Academic Papers

“Analyzing the Implications of the BJP’s Use of Social Media to Engage Indian Voters” (co-authored with Pallavi Guha). Presented at the Digital Media, Power and Democracy in Election Campaigns Workshop, July 4, 2015, Washington D.C.

Book Reviews


Nicholas Diakopoulos, Assistant Professor

Grants Received Internal


Grants Received External

“Algorithmic Accountability,” Knight Foundation vis Tow Center, principal investigator.

“CommentIQ,” Knight Foundation, principal investigator.
Articles in Refereed Journals


Nicholas Diakopoulos, "Picking the NYT Picks: Editorial Criteria and Automation in the Curation of Online News Comments," #ISOJ Journal.

Refereed Conference Papers


**Non-juried Creative Works**


**Other/Invited Academic Talks including keynotes**


Nicholas Diakopoulos, “From Words to Pictures: Text Analysis and Visualization,” NICAR Conference, Atlanta, Ga.


Nicholas Diakopoulos, “Computational Journalism: From Tools to Algorithmic Accountability,” HCI Seminar, University of Illinois.


Topical Expert Network, Centra.

Expert Panelist, Korn Ferry.

Emerita/us Faculty

Maurine Beasley, Professor Emerita

Awards and Honors Winner, 2013 Frank Luther Mott/Kappa Tau Alpha award for best-researched book on journalism and mass communication published in the previous year;
awarded $1,000

Finalist in the 2013 Tankard Book Award competition sponsored by Association for Education in Journalism and Mass Communication for book breaking new ground; received $250

Winner, first Women in Media award given by the Women’s Institute for Freedom of the Press, Washington, D.C., 2013

Elected to membership in Cosmos Club, Washington, D.C., for Meritorious Original Work in Journalism.

Scholarly Books, Sole- or Co-authored


Articles in Refereed Journals


“Strong Women, Innocent Blacks and Fierce Savages: Jane Grey Swisshelm’s Construction of Race and Gender” (co-authored), Minnesota’s Heritage 7 (January 2013): 40-53.

Refereed Conference Papers

“Advising Suffering Womanhood: Dorothy Dix Addresses the Lovelorn,” session on “White Women

**Invited Academic Papers**


**Encyclopedia Entries**


**Book Reviews**


Keynote speaker, “Eleanor Roosevelt,” annual program on women making history sponsored by the Franklin D. Roosevelt Library, the Catharine Street Community Center and the Roosevelt Institute, Franklin D.


Discussant, refereed paper session, “Women, Power


**Consultancies**


External examiner, Ph.D. thesis in history/media studies on Australian Women War Correspondents in
Editorials
Op-ed column on women in journalism prepared for “Sunshine Week” and run in some 40 U.S. newspapers March 11-17, 2013 with distribution by OpenTheGovernment.org.

Carol L. Rogers, Professor of the Practice Emerita

Workshop presentations/refereed panel (chair, discussant). Includes non-refereed presentations
Research!America, University of Maryland, Pfizer Conference, National Press Club, Washington, D.C., May 2011
Chesapeake Project Workshop, Annapolis and University of Maryland Campus, May 2011, faculty participant.

Professional Faculty

Kevin Blackistone, Visiting Professor

Articles in Refereed Journals

Encyclopedia Entries

Non-juried Creative Works
## Joshua Davidsburg, Lecturer

**Awards and Honors**
2014 Silver Telly Award-Charity/Not-for-profit Video for "Vehicles for Change," produced as a volunteer for the Community Foundation of Anne Arundel County.

**Grants Received Internal**
$10,000 to redesign a broadcast journalism class, from UMD, 2014.

**Non-juried Creative Works**
August 2013–present: Maryland Public Television Baltimore, Md.

**Freelance Reporter**
Enterprising business and government stories for the “Your Money and Business” and “State Circle” shows, reporting and editing a couple of packages a month.

## Karen Denny, Capital News Service Annapolis Bureau Director

**Articles in Non-refereed Publications**

## Chris Harvey, Assessment Director, Lecturer

**Workshop presentations/refereed panel (chair, discussant). Includes non-refereed presentations**
Moderator of a panel on social media and ethics at the Society for Features Journalism national conference, August 2012 in College Park, Md.

Moderator of a panel on digital skills needed for jobs in journalism at Journalism Interactive’s national conference October 2011 in College Park, Md.

Moderator of a panel on social media and ethics at SPJ regional conference, March 27, 2010, in College Park, Md.
Diana Huffman, Lecturer

Workshop presentations/refereed panel (chair, discussant). Includes non-refereed presentations

Journalism Ethics Presentation, Virginia Association of Journalism Teachers JDay, 2015

Sue Kopen Katcef, Capital News Service Broadcast Bureau Director, Lecturer

Awards and Honors


Other/Policy papers/government briefings/NGO reports, etc.

Media representative on a Maryland Judicial Conference panel, "Dealing with the media and high profile cases," April 2011.

Workshop presentations/refereed panel (chair, discussant). Includes non-refereed presentations

Panelist for "Student Media Challenge," seminar held as part of the spring Society of Professional Journalists Region 2 conference in Norfolk, Va., April 2011.


Moderated "How to go above and beyond any assignment," panel held as part of the spring Society of Professional Journalists Region 2 conference in Norfolk, Va., March 2013.

Rafael Lorente, Associate Dean/Lecturer

Articles in Non-refereed Publications

“I’m Cuban-American and Conflicted on Cuba-U.S. Relations.” La Voz Latina, 2015
Sean Mussenden, CNS College Park Digital Director/Lecturer

*Non-juried Creative Works*

Developed innovative wiki website to help reporters learn about coverage of green energy, Greenjobsguide.org, 2009-10.

George Solomon, Professor of the Practice

*Awards and Honors*

Inducted into the Washington Sports Hall of Fame, 2014.

*Non-juried Creative Works*

http://povichcenter.org/george-solomon-on-the-demise-of-the-gazette/;

http://povichcenter.org/george-solomon-the-journalism-cycle-continues/;

http://povichcenter.org/george-solomon-on-ben-bradlee/;

http://povichcenter.org/ken-denlinger-a-true-professional-journalist/;


Bethany Swain, Lecturer

*Awards and Honors*

The National Capital Chesapeake Bay Chapter of the National Academy of Television Arts and Sciences – Emmy Nomination, 2014.

Broadcast Educators Association – Best Feature News
Reporting, Festival of Media Arts awards, 2014.

The Deadline Award 2013 Winner for Television Feature – CNN’s #FamilySolutions series with Lisa Sylvester.

“Most Valuable Professor” Award – Women’s Basketball Team, March 2015.

“Most Valuable Professor” Award – Women’s Gymnastics Team, March 2015.


**Grants Received Internal**  Awarded $11,000 “Moving Maryland Forward” grant to expand SBS News startup multimedia project begun by undergraduate students from Office of Diversity and Inclusion. 2013.

Active member of the Partnership for Action Learning in Sustainability (PALS) faculty team, fall 2014 and spring 2015. Over $9,000 for university collaboration with Frederick, Md., as part of a significantly larger overall grant for the University.

**Grants Received External**  Primary author for a $5,000 grant for Women Photojournalists of Washington from the Authors Coalition Association.


**Non-juried Creative Works**  AJR - "Inside WTOP Traffic Center" - LINK: http://ajr.org/inside-wtop-traffic-center/. 2013

American Journalism Review, "3 Great Mobile Journalism Tools," 2013

http://ajr.org/three-great-mobile-journalism-tools/
Journalism Center for Children and Families –
http://www.youtube.com/user/jccfvideo  Produced
over a dozen videos for JCCF on their Casey Medal
Award winners, collaborating and involving students
in all aspects of production, in the field and in post-
production. 2013.

Video photographer for live broadcast from the White
House Blue Room with Michelle Obama. 2013.

Video photographer for Sept. 11th Memorial’s live
broadcast for Memorial Day 2013 from New York City.
2013.

Workshop

presentations/refereed panel (chair, discussant).
Includes non-refereed presentations

Keynote speaker, “From the Campaign Trail to
Afghanistan, Inside 10 years as a CNN
Photojournalist,” American Society of Picture
Professionals, September 2012.

Presentation, “Beyond Broadcast: Visual Storytelling
Tips,” Multimedia Immersion Workshop hosted by
National Press Photographers Association at
Syracuse University, N.Y., May 2013


Presentation. “How to Make Your Stories Get Noticed,”
Journalism Interactive Conference, College Park, Md.
April 2014.

Presentation, “6 Mistakes Students Make in Video and How to Avoid Them,” Poynter’s Teachapalooza, St. Petersburg, Fla, June 2014.


Consultancies


Leslie Walker, Visiting Professor

Grants Received External

PI and Director, News21, Merrill College, 2008-12. Served as principal investigator on a $700,000+ grant from the Carnegie-Knight Initiative on the Future of Journalism Education; managed the News21 student journalism program for three years; developed and
taught a related 3-credit course, “Multimedia Seminar in Environmental Reporting.”

Workshop presentations/refereed panel (chair, discussant).
Includes non-refereed presentations

Co-founder of Journalism Interactive: The Conference on Journalism Education and Digital Media, which debuted in 2011. This annual national conference has evolved into a partnership between journalism schools at three state universities: Maryland, Missouri and Florida.


Panelist and moderator, Journalism Interactive annual conference, College Park, Md., 2014.

Panelist and moderator, Journalism Interactive annual conference, University of Florida, 2013.

Speaker and co-chair, inaugural Journalism Interactive conference, College Park, Md., 2011.

Speaker and board member, Bay to Ocean Writers Conference, 2009-13.

5. Describe the institution’s policy regarding sabbaticals, leaves of absence with or without pay, etc.

The college complies with University of Maryland policies regarding sabbaticals and leaves of absence. All full-time faculty who have completed 12 semesters of full-time tenure-track or tenured service at the university (or since a previous sabbatical leave) are eligible. Applicants for sabbaticals initiate the request at least six months in advance by completing the university form and attaching a curriculum vitae and a detailed summary of the sabbatical project, which includes a discussion of how the project benefits the faculty member and the university, as well as what tangible results are expected. The dean attaches a letter explaining why the faculty member merits a
sabbatical and how the applicant’s teaching load will be covered. Final approval comes from the university.

The president may grant a full-time faculty member, or one who is on a term or continuing contract, a partial or full leave of absence without pay. This is granted either when the activities support teaching, scholarly and creative activity, or for personal reasons, such as poor health or family obligations. In general, the leave is granted for one or two semesters. A leave of any kind for more than one full year is only granted under exceptional circumstances. As with sabbaticals, the faculty member applies by writing to the dean at least six months in advance (unless there are unusual extenuating circumstances) to explain the purpose of the leave, how it meets the guidelines, and how disruption of the academic program can be minimized. The UMCP president makes the final decision on whether leave with pay should be granted. Extending a leave beyond the original period, extending it beyond 12 months, or making it contiguous to a sabbatical leave require a separate application and approval. The approval letter states explicitly whether the period of leave will be counted as service toward eligibility for tenure. Leave granted for personal reasons cannot be counted toward eligibility for sabbatical leave. Sick leave is accrued while the individual is on sabbatical leave, but not while on leave without pay.

Following UMCP policy, the college has an informal system of “collegial support”—that is, colleague-substitution for short-term incapacity of faculty. In fall 2012, for example, the associate dean for academic affairs became terminally ill and died as the semester was beginning. She also served as director of assessment, and another faculty member stepped up to handle that workload. Similarly, a professor died unexpectedly at the conclusion of the 2012-13 school year. Colleagues stepped in to cover his classes until a new faculty member could be hired.

The University of Maryland instituted its first parental leave policy in FY13. It allows for up to eight weeks of leave during one semester. Full-time faculty members can use accrued annual or sick leave until it runs out. The remainder of the leave is unpaid.

Policies regarding sabbaticals, all forms of leaves of absence, leaves because of sickness, accidents or family care can be found on the university’s policy and procedures website (policies 11-2-10 to 11-2-31): http://www.president.umd.edu/policies/.
6. List faculty who have taken sabbaticals or leaves during the past six years.

**Sabbatical:**
Associate Professor Ira Chinoy (2015), Professor Haynes Johnson (2009), Professor Susan Moeller (2009 and 2015), Associate Professor John Newhagen (2011), Professor Linda Steiner (2013), and Associate Professor Eric Zanot (2014).

**Leave Without Pay:**
Professor David Broder (2008-2010), Professor Kevin Klose (January 2013-March 2015)

Former Dean Kevin Klose was granted a leave that was extended to a bit more than two years from January 2013 to March 2015 for the purpose of moving to Prague to run the beleaguered Radio Free Europe/Radio Liberty until a permanent president could be found. Klose had led that organization 20 years earlier, and the college and university were willing to let him go for an extended period of time because of the news agency’s dire situation and because of the prestige and good will his appointment brought to the university. He resumed teaching in fall 2015.

7. Describe travel funding, grant support, or other methods or programs the unit uses to encourage scholarship, research, and creative and professional activity.

Merrill College’s ability to provide funding for conference, meeting and convention travel depends largely on the college’s budget, the condition of the state’s budget and whether an individual professor has endowed or designated funds dedicated for faculty travel. For example, both the Eaton and Knight chairs have modest budgets allocated to them for travel, which also can be spent on graduate student travel at the chair’s discretion.

From FY10 to FY12, the college’s travel budget for the rest of the faculty was greatly curtailed. All travel requests had to be approved by the dean, and the college did not cover the per diem rate for food. By FY13, however, the college’s funding had improved and any faculty member who sought the funding was allocated $2,000 annually to be used at his or her discretion. The money could be used to attend an academic conference in which the faculty member was delivering a paper, or to attend a meeting of an organization for which the faculty member sat on the board.

In January 2015, the university imposed a travel ban on all nonessential travel because of state budget cuts. Travel that was covered by a grant, paid for by an organization offering to pay expenses, approved before the ban or covered by funds allocated to the professor by contract was allowed. The ban was lifted in July 2015, although faculty
members have been asked to be frugal. Travel grants approved since summer 2015 have been in the $750 to $1,000 range. The dean has made additional funds available for assistant professors who need to travel for the purpose of developing a tenure portfolio.

The college also has two small funds dedicated to travel for graduate students invited to present papers. One fund, the Hiebert/Roberts International Travel Fund, provides about $3,500 in spendable income that is spent largely on doctoral student international travel. In addition, about $2,000 is available from another endowment and is usually spent on domestic doctoral student travel. In addition, the university has a limited amount of travel funding available for doctoral students, which Merrill students are encouraged to seek.

The dean has asked all faculty members who seek travel funds for the purpose of delivering a speech or presentation to ask the program sponsor if travel funding is available before college funds are sought. In addition, college faculty members have become adept at applying for grants that cover travel. Merrill is lucky that so many conferences and meetings occur in the Washington, D.C., metropolitan area or along the Northeast corridor’s Amtrak line.

The college’s budget is extremely tight and has not allowed us to replace retiring faculty. But the college has found ways to pay for all travel deemed essential, and no programs suffered setbacks.

8. List faculty who have taken advantage of those programs during the past six year years.

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<td>September-10</td>
<td>Carnegie-Knight Initiative on the Future of Journalism Education</td>
<td>Kevin Klose</td>
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<td>AJH Convention</td>
<td>Maurine Beasley</td>
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<td>Month</td>
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<td>Shanghai, China, to present a paper</td>
<td>John Newhagen</td>
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<td>Research on Newspapers serving expatriots in Mexico</td>
<td>Linda Steiner</td>
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<td>AEJMC Board Meeting</td>
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<td>JHA (award recipient and panel participant)</td>
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<td>Journalism Historian Award, NY City</td>
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<td>Kalyani Chadha</td>
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<td>Research in Boston</td>
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<td>Miami, FL – Carnegie Knight Deans Meeting</td>
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<td>Travel to India for research</td>
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<td>ACEJMC Workshop, Chicago</td>
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<td>Dana Priest</td>
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<td>July-15</td>
<td>IAMCR conference</td>
<td>Linda Steiner</td>
<td></td>
</tr>
<tr>
<td>July-15</td>
<td>Denver for a workshop</td>
<td>Ron Yaros</td>
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<tr>
<td>July-15</td>
<td>Journalism and Gender conference in Portugal</td>
<td>Linda Steiner</td>
<td></td>
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<tr>
<td>August-15</td>
<td>AEJMC</td>
<td>Lucy Dalglish</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Participant</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>----------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>August-15</td>
<td>AEJMC</td>
<td>Carl Stepp</td>
<td></td>
</tr>
<tr>
<td>August-15</td>
<td>AEJMC</td>
<td>Ron Yaros</td>
<td></td>
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<tr>
<td>August-15</td>
<td>AEJMC</td>
<td>Linda Steiner</td>
<td></td>
</tr>
<tr>
<td>August-15</td>
<td>AEJMC Institute</td>
<td>Kalyani Chadha</td>
<td></td>
</tr>
<tr>
<td>August-15</td>
<td>ICA Conference</td>
<td>Kalyani Chadha</td>
<td></td>
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<tr>
<td>August-15</td>
<td>FATML Conference</td>
<td>Nick Diakopoulos</td>
<td></td>
</tr>
<tr>
<td>September-15</td>
<td>NAHJ and SPJ</td>
<td>Rafael Lorente</td>
<td></td>
</tr>
</tbody>
</table>
Standard 6:
Student Services
Part II, Standard 6. Student Services

During the visit, the unit should make the following documents accessible to the team:
• advising records
• other files related to student services

Executive summary (optional).

Please respond to each of the following instructions:

1. Complete and attach here Table 10, “Student Aid.”

Table 10. Student Aid: Provide information for each of the two years preceding the accreditation visit.

<table>
<thead>
<tr>
<th>Scholarships Awarded to Undergraduate Students in the Unit</th>
<th>2013-2014</th>
<th>2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total amount of scholarship dollars from funds controlled by institution</td>
<td>$1,040,062.00</td>
<td>$959,004.00</td>
</tr>
<tr>
<td>Number of students receiving scholarships from funds controlled by institution</td>
<td>179</td>
<td>158</td>
</tr>
<tr>
<td>Median individual scholarship funds controlled by institution</td>
<td>$4,000.00</td>
<td>$4,000.00</td>
</tr>
<tr>
<td>Total amount of scholarship dollars from funds controlled by unit</td>
<td>$139,001.00</td>
<td>$178,552.00*</td>
</tr>
<tr>
<td>Number of students receiving scholarships from funds controlled by unit</td>
<td>47</td>
<td>70</td>
</tr>
<tr>
<td>Median individual scholarship from funds controlled by unit</td>
<td>$1,675</td>
<td>$1,500</td>
</tr>
</tbody>
</table>

Undergraduate Assistantships or Work-study Appointments**

| Number of students holding appointments | 18 | 16 |
| Range of stipends | $712.50-$2,529.72 | $112.38-$2,672.41 |

*9,810 In Lee Thornton Scholarships to high school students in 2014-15 (six awards) not included in award #s.

**We hire undergraduates on hourly appointments rather than on undergraduate assistantships. Consequently, the data in this section is based only on Federal Work Study payments.
Scholarships Awarded to Graduate Students in the Unit

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Total of scholarship funds controlled by institution</td>
<td>$18,550.00</td>
<td>$64,114.58</td>
</tr>
<tr>
<td>Number of students receiving scholarships from funds controlled by institution</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Median individual scholarship funds controlled by institution</td>
<td>$4,050.00</td>
<td>$2,231.66</td>
</tr>
<tr>
<td>Total amount of scholarship dollars from funds controlled by unit</td>
<td>$146,855.50</td>
<td>$187,563.00</td>
</tr>
<tr>
<td>Number of students receiving scholarships from funds controlled by unit</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>Median individual scholarship from funds controlled unit</td>
<td>$2,500.00</td>
<td>$3,325.00</td>
</tr>
</tbody>
</table>

Graduate Assistantships or Work-study Appointments

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students holding appointments</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>Range of stipends</td>
<td>$17,773-$23,198</td>
<td>$18,180-$24,238</td>
</tr>
</tbody>
</table>

2. Describe how the unit informs students of the requirements of the degree and the major, advises them on effective and timely ways to meet the requirements, and monitors their compliance with the requirements, including the 72-hour rule. Provide advising guides, manuals, newsletters or other internal communication with students.

Journalism is one of eight Limited Enrollment Programs at the University of Maryland. Students in LEPs must complete a set of requirements to stay in the major; students applying to the major must complete similar requirements: [http://www.lep.umd.edu/jour-lep.pdf](http://www.lep.umd.edu/jour-lep.pdf). (Appendix-ST6-A.)


New students learn the degree requirements at freshman orientation during a two-hour session entitled “Meet Your College.” These are small-group sessions that occur during a two-day orientation. The college offers 12 of these sessions during the summer. Students transferring into the major learn the Merrill College degree requirements during required individual academic advising sessions prior to their transfer. Many
transfer students also meet with our transfer adviser to learn about degree requirements.

Students are made aware of the 72-hour rule — that they may take no more than 50 journalism credits toward their degree — during freshman orientation or their first advising meeting. In Merrill College, students are required to complete 42 journalism credits, but a vote of the college’s Programs, Curriculum and Courses Committee and the full faculty gave students the option of taking another 3 journalism credits in 300- and 400-level courses. This change became effective May 28, 2015. PCC will continue to review degree requirements and educational goals to see if additional changes are needed to equip students with the skills needed in the digital era. The credit requirement is reviewed on Page 5 of the undergraduate Student Handbook: [http://merrill.umd.edu/academics/undergraduate-programs/undergraduate-advising/student-handbook/](http://merrill.umd.edu/academics/undergraduate-programs/undergraduate-advising/student-handbook/) (see Appendix ST6-B), and presented as a part of a PowerPoint presentation at the small-group sessions at freshman orientation.

All students at the university must file a four-year plan ([http://merrill.umd.edu/academics/undergraduate-programs/undergraduate-advising/four-year-plan/](http://merrill.umd.edu/academics/undergraduate-programs/undergraduate-advising/four-year-plan/)) during their first semester. (See Appendix ST6-C.) Each plan is reviewed for accuracy and practicality. Any student whose plan fails to meet these criteria is required to consult with an adviser on a more attainable plan. In addition, the college’s academic advisers conduct three student record reviews prior to a student’s graduation. In 2004, the University of Maryland implemented a benchmark-review requirement. The first review period is called the 45-credit review, and occurs when a student has earned between 28 and 45 credits. As a result, all sophomores in the college have mandatory academic advising to ensure that they are meeting Limited Enrollment Program requirements and progressing toward the degree. The second review, called the 75-credit review, occurs when a student has earned between 60 and 75 credits. This performance review ensures that all juniors have completed the required editing and advanced reporting classes for their degree. In addition, Merrill College performs a third review in the term prior to a student’s senior year. This allows the advisers to verify that a student is on track for graduation. This process happens before semester schedules are finalized. Once a student applies for graduation, advisers complete a degree clearance audit.

Also, for certain students, academic advising is mandatory every semester. The campus requires that students involved in activities governed by the National Collegiate Athletic Association and students on academic probation and academic dismissal meet with an adviser prior to registration and again if they want to make changes to their class schedule.
3. Describe availability and accessibility of faculty to students.

The University of Maryland’s Faculty Handbook of Policies and Resources states that faculty members are expected to list office hours on their syllabi. For the 2014-15 school year, 72 faculty and adjunct professors taught classes in Merrill College. A review of their syllabi revealed that all instructors provided direct contact information (email address and/or telephone number). The college’s entire full-time faculty, and all but three of the college’s adjuncts, included on their syllabi information about office hours and/or out-of-class meetings. The three adjunct professors informed students of their in-person availability before and after class, and their willingness to use Skype or the telephone at other times. All full-time faculty also post their office hours on their office doors. Faculty members are also available by appointment, and sometimes meet students immediately following class. All instructors are also available to students via the campus’ online course portal, the Enterprise Learning Management System (ELMS).

4. Describe student media, student professional organizations or other extra-curricular activities and opportunities provided by the unit or the institution that are relevant to the curriculum and develop students’ professional and intellectual abilities and interests.

The Philip Merrill College of Journalism’s location between Washington, D.C., and Baltimore provides students with access to internships and part-time positions in some of the top newsrooms in the country, including The Washington Post, USA TODAY, The Baltimore Sun, CBS News and MSNBC. Students are also encouraged to participate in student-run and campus-based media outlets, including:

- Capital News Service, via UMTV, the campus cable television station. The independent station reaches campus residents and approximately 700,000 homes in Montgomery and Prince George’s counties. UMTV’s newsroom serves as a working classroom for our broadcast courses. Students can begin to volunteer at UMTV during their freshman year. Broadcast students can earn academic credit for producing and reporting on-air for news shows on UMTV.

- The Diamondback, the award-winning independent student-run daily campus newspaper, has a print circulation of 17,000 and a website where additional content is published. Although it is not affiliated with the college, the majority of The Diamondback’s staff and leadership are journalism majors. The Diamondback is operated by Maryland Media Inc., which also manages several other campus publications, including the campus yearbook, the Mitzpeh (focuses on the Jewish community) and the Eclipse (focuses on the African-American community). MMI has a general manager who directs its business operations, and the company is overseen by a volunteer board of directors that includes journalism alumni and top editors of the MMI publications.
• WMUC, the campus radio station, also independent of the college, has many journalism majors involved in its operations. Many journalism students interested in sports broadcasting produce and report games for the station. WMUC operates under the university’s Office of Student Affairs and has its own advisory board.

• Until recently, the college was home to American Journalism Review (AJR), which allowed Merrill students to report and write stories, fact-check, and maintain the AJR website. There are also numerous magazine publications on campus, including Terp Magazine, run by University Relations, which offers journalism students freelance and internship opportunities.

Other smaller student-run publications focus on stories and content related to the campus’ diverse populations. These publications include:

- Unwind!, a monthly entertainment publication created by the university’s College Park Scholars program. Many journalism majors with an interest in magazine or feature writing get their start at Unwind!
- Stylus, a journal of literature and art published monthly by the Jimenez-Porter Writers’ House;
- The Black Explosion, a monthly paper that covers news and issues of interest to the African-American community;
- PLEX, a publication that covers issues of concern to the Asian community
- La Voz Latina, a periodic newspaper published to raise awareness of the problems and activities of the Latino community on campus;
- Stories Beneath the Shell, an online news magazine aimed at reporting on stories related to under-represented groups on campus;
- Pulsefeedz, a news and entertainment blog;
- HerCampus, a health, beauty and women’s lifestyle magazine;
- The Campus Trainer, a health and fitness magazine;
- The Left Bench, a sports blog and webcast;
- The Writer’s Bloc, a literature and arts publication.

There are several active student chapters of professional journalism organizations:

• The Society of Professional Journalists’ student group hosts discussions, panels, screenings and social events. The chapter has won national accolades in the last decade for its work, including an unprecedented streak where a graduating member of this student chapter won the national Julie Galvan Outstanding Graduate Award five years in a row. In 2015, the Merrill College SPJ student chapter was named the National Campus Chapter of the Year.

• The Maryland Association of Black Journalists, the college’s student chapter of the National Association of Black Journalists, hosts speakers and panels.
• The National Association of Hispanic Journalists’ student chapter launched in 2015.
• The National Press Photographers Association’s student chapter hosts speakers, panels and screenings.
• The Associated Press Sports Editors’ student group provides networking opportunities for students to connect with professional sports journalists.
• The Association of Women in Sports Media’s student group provides networking and mentorship opportunities.

Students also freelance for a variety of small publications and websites run by the following campus offices:
• Campus Recreation Services
• Earth System Science Interdisciplinary Center
• School of Theatre, Dance, and Performance Studies
• The College of Agriculture and Natural Resources

Students also freelance for a variety of community newspapers in the College Park area, including:
• The Greenbelt News Review
• The Hyattsville Life and Times
• The Prince George’s Sentinel

5. Describe the unit’s career counseling and placement strategy for assistance in students’ searches for employment. List placement statistics for the three most recent years before the self-study year for which accurate information is available.

The college’s internship and career development director, Adrianne Flynn, plays a pivotal role in helping students to secure both internships and jobs. On an almost daily basis, she sends out information on a student listserv about openings for both, and also posts opportunities on college bulletin boards and Facebook and Twitter sites. In addition, she serves as the chief point of contact for students as they fine-tune their resumes and portfolios (both are turned in by students and edited by Flynn in the college’s required internship class). Flynn meets with students one-on-one during the internship class, to talk about students’ career aspirations; she helps to coordinate an annual college Career Fair for students in the university’s Student Union building; and she brings top newsroom recruiters to Knight Hall to interview students for internships and jobs.
Other faculty and administrators — including the deans — also leverage their vast professional networks to help to link students and alumni with professionals who can advance their careers.

The college does not formally track job placements annually; they are done sporadically. Placements of 2012 graduates are listed in Section 9 of this report, No. 6.

Additionally, Merrill College was one of 20 universities that participated in a lengthy survey of journalism and communication graduates during Summer 2015 that included general questions about job placement. The American Press Institute spearheaded the survey, which required the college to survey all graduates. But Merrill College has not yet received college-specific results.

6. Describe the unit’s process advising, student and faculty opinion of the quality of advising, or other indices of the effectiveness of advising. Discuss the results of these assessments.

The quality of the college’s advising and counseling services is evaluated in several ways. Advisers undergo a minimum of four weeks’ intensive training. If they have demonstrated the ability to produce error-free audits and to clearly communicate information to students, they begin a semester of closely supervised advising appointments. If they are not ready to begin seeing students on their own, the training process continues with adjustments to address the trainee’s deficits. The associate dean and senior advisers constantly evaluate a new adviser’s progress. In addition, all advising audits are reviewed periodically by the lead adviser and checked for accuracy. Periodic staff meetings address ongoing training issues and curriculum changes, and any problems are reviewed and discussed. All advisers are encouraged and expected to ask questions for clarification and to improve the advising process. In addition, the campus provides ongoing training at an annual campus-wide advising conference.

Students are given an opportunity to assess advising during new student orientation. During this two-day experience, freshmen are provided with extensive information and are counseled about course selection. At the end of this experience, all students are required to complete a survey to assess their opinion of the quality of the academic advising provided, including information and service delivery. From 2010 to 2015, 90 percent or more of the journalism students responding to the following questions agreed or strongly agreed with the following statements:

- I understand the requirements for my major (or potential major).
- I understand my college’s academic policies, procedures and expectations.
The additional materials provided by my college were helpful in explaining major requirements, and policies and procedures.

- My academic adviser addressed my individual needs and concerns.
- I know how to register for classes next semester.
- I feel comfortable contacting my advising college in the future.
- I understand what UM expects of me as a student in an intellectual community (scholarship, integrity, conduct, etc.).
- I know how to use MY UM Portal (my.umd.edu) after attending my orientation program.
- The advising session reinforced my choice of major.
- I understand the role of academic advisers.
- After this advising session, I understand my role in the advising process.
- I know how to use Testudo to select classes for my schedule.
- The advising session helped me envision myself as a UMD student.
- The advising staff provided a clear description of CORE/GENED and math requirements.

The results of the entire survey for each year will be available in the site team workroom at Merrill College.

Lastly, an indication of the value placed on the quality of academic advising offered to the unit’s continuing population can be measured by the number of students who elect to meet with an academic adviser during the preregistration period of each semester. Each term, a small subset of the student population (those who have earned between 28 and 45 credits, athletes, and students on academic warning) is required to meet with an academic adviser to comply with university policy. These students receive a mandatory advising block on their student registration, which prevents them from enrolling in the next semester's classes until they meet with an adviser.

Between Oct. 27 and Dec. 10, 2014 (the period of preregistration for spring 2015), 235 undergraduates scheduled appointments with an adviser. Of these 235 students, only 53 were required to come in for mandatory advising. Between March 30 and May 7, 2015 (the period of preregistration for fall 2015), 212 students met with an adviser, while only 36 of those students were required to come in for mandatory advising. The majority of students who came in for academic advising during these time periods (77 percent and 83 percent of appointments, respectively) chose to meet with an adviser of
their own accord, showing how undergraduate students feel about the value and quality of the advising they receive during an appointment.

PERCENTAGE OF RESPONDENTS WHO AGREED OR STRONGLY DISAGREED WITH THE FOLLOWING STATEMENTS

Note: Not all questions were asked each year. All questions are listed. N/A indicates not asked. Sometimes the question was no longer relevant.
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<tbody>
<tr>
<td>I understand the requirements for my major (or potential major).</td>
<td>97.30%</td>
<td>100%</td>
<td>99%</td>
<td>95.54%</td>
<td>91.70%</td>
<td>97.40%</td>
</tr>
<tr>
<td>I understand my college’s academic policies, procedures and expectations.</td>
<td>100%</td>
<td>100%</td>
<td>98.90%</td>
<td>98.22%</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>The additional materials provided by my college were helpful in explaining major requirements, and policies and procedures.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>98.22%</td>
<td>97.30%</td>
<td>96.60%</td>
</tr>
<tr>
<td>My academic advisor addressed my individual needs and concerns.</td>
<td>98.65%</td>
<td>100%</td>
<td>100%</td>
<td>99.10%</td>
<td>94.80%</td>
<td></td>
</tr>
<tr>
<td>I know how to register for classes next semester.</td>
<td>98.65%</td>
<td>100%</td>
<td>99%</td>
<td>100%</td>
<td>95.40%</td>
<td>96.60%</td>
</tr>
<tr>
<td>I feel comfortable contacting my advising college in the future.</td>
<td>97.30%</td>
<td>98.99%</td>
<td>97.90%</td>
<td>98.21%</td>
<td>99.10%</td>
<td>97.40%</td>
</tr>
<tr>
<td>I understand what UM expects of me as a student in an intellectual community (scholarship, integrity, conduct, etc).</td>
<td>98.65%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>99.10%</td>
</tr>
<tr>
<td>I know how to use MY UM Portal (my.umd.edu) after attending my orientation program.</td>
<td>N/A</td>
<td>N/A</td>
<td>96.90%</td>
<td>88.40%</td>
<td>98.20%</td>
<td>95.70%</td>
</tr>
<tr>
<td>The advising session reinforced my choice of major.</td>
<td>N/A</td>
<td>N/A</td>
<td>91.60%</td>
<td>98.21%</td>
<td>95.40%</td>
<td>93.20%</td>
</tr>
<tr>
<td>I understand the role of academic advisors.</td>
<td>97.30%</td>
<td>100%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>After this advising session, I understand my role in the advising process.</td>
<td>95.89%</td>
<td>96.88%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>I know how to use Testudo to select classes for my schedule</td>
<td>N/A</td>
<td>N/A</td>
<td>99%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>The advising session helped me envision myself as a UMD student.</td>
<td>N/A</td>
<td>N/A</td>
<td>99%</td>
<td>98.21%</td>
<td>97.30%</td>
<td>99.20%</td>
</tr>
<tr>
<td>The advising staff provided a clear description of CORE/GENED and math requirements.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>88.40%</td>
<td>97.30%</td>
<td>94%</td>
</tr>
</tbody>
</table>
7. Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major and in comparison with university rates. Discuss the findings of the analysis.

The University’s Office of Institutional Research, Planning and Assessment collects and analyzes institutional data and provides official campus statistics. The most current data available show that the Philip Merrill College of Journalism’s first-year retention rate is 96.9 percent, while the campus’s current rate is 95.4 percent. The college’s most recent four-year graduation rate is 74.1 percent, compared to the campus’s rate of 66.3 percent. The college’s five-year graduation rate is 87.9 percent, and the campus’s five-year graduation rate is 84.5 percent. Finally, the college’s six-year graduation rate is 88.2 percent, and the campus’s six-year graduation rate is 86.4 percent.

The data represented up to and including May 2015, for those who entered in fall 2011.

8. Provide the Web link where the unit shares its most recent retention and graduation data with the public.


Professional master's program:

9. Describe the process for academic and career advising of professional master’s students.

Professional master’s students receive academic advising prior to the semester in which they enroll. They receive additional advising if their performance drops below our minimum requirements. Academic advising is based on several required core courses and three to four elective courses. The elective courses provide the student with flexibility and are career-focused. For example, multiplatform students can choose from electives that focus on magazine and in-depth writing, investigative journalism, sports journalism, coding/data journalism and videography. Broadcast student elective options include advanced video storytelling and long form broadcast, sports reporting, on-camera performance and broadcast producing. Both concentrations offer critical thinking electives such as News Coverage of Racial Issues, How Sports Journalism Constructs Our World, Seminar in Mass Media History, and National Security and Press Freedom Reporting. The students receive internship and career advising from our director of Internships and Career Development.
10. Discuss retention and graduation rates in the master’s program, including the grade-point average required to remain in the program and the expected time to degree.

Professional master’s students are required to maintain a cumulative GPA of 3.0. If a student falls below this requirement in any semester, he or she will be put on academic warning, given one semester to pull the cumulative GPA up to standard or risk dismissal. The expected time to complete a degree is 12 or 16 months, depending upon whether the student starts the program in the summer semester or the fall semester. The retention and graduation rates are as follows:

a. Fall 2012 – spring 2013 = 100 percent  
b. Fall 2013 – spring 2014 = 91.6 percent  
c. Fall 2014 – spring 2015 = 95.4 percent
Standard 7:
Resources, Facilities and Equipment
Part II, Standard 7. Resources, Facilities and Equipment

Executive summary (optional).

When the Philip Merrill College of Journalism was last visited by an accrediting team in 2010, the college was more than $1.5 million “in debt” to the University of Maryland. While it was painful at times to get there, the money has been repaid and the college’s budget is now in the black. The budget is tight, but the college is financially healthy.

In the Red: 2009-12

Although all units at the University of Maryland faced difficulties during the 2008-10 economic crisis, Merrill College had a particularly tough time. But Merrill’s core financial issues were not related to the economy and not directly related to the construction of the fabulous John S. and James L. Knight Hall. Rather, the college overspent for a half-dozen years with provost acquiescence if not all-out approval.

When Provost Nariman Farvardin took office in 2007, former Dean Tom Kunkel was required to sign a deficit reduction agreement effective in early 2008. Dean Kunkel left in spring 2008. A second plan expanding on the debt reduction requirements was signed by interim Dean Lee Thornton in December 2008, with the goal of eradicating the deficit by the end of FY 2012.

Dean Kevin Klose took office in 2009, and his first task was to pay back most of the debt and balance the budget. After the 2010 accreditation visit and the grand opening of Knight Hall, there were serious budget issues. Every expense was evaluated, and Klose decided that the only way to address the problem without hurting students was to cut staff.

When colleges cut personnel, tenured faculty members are generally protected. Dean Klose executed a layoff plan with the intent of minimizing the impact on students. To that end, he laid off two assistant deans (one in undergraduate studies who managed recruitment, scheduling and the state’s scholastic press association, and one who was charged with managing Knight Hall’s construction and supervising the master’s program and Capital News Service), and the college’s part-time communications manager. He also reduced the hours of the director of the Hubert H. Humphrey Fellows program. The layoffs caused significant dissension within the college. With continued cutbacks in faculty travel, equipment purchases and IT expenses, the college finished FY12 just barely in the black, just in time for Dean Lucy A. Dalglush to assume her responsibilities in August 2012. Dalglush negotiated a $200,000 increase in state money
as part of her hiring agreement. This was enough to hire a full-time broadcast lecturer and to replace the communications director Klose had laid off.

**A Modest Reserve: 2012-15**

Maryland’s economy has not bounced back completely from the recession, partly due to cuts in federal spending that have hurt the state’s disproportionate number of federal employees and contractors, and consequently, state tax revenues. The state of Maryland had not provided for cost-of-living or merit increases from 2008 to 2012. Since that time, there have been three cost-of-living adjustments, the most recent a 2 percent increase on July 1, 2015, and two rounds of modest merit pay increases in the state’s “hard money” budget — continuing, state-approved funds — for those on state “lines.” When the state requires state employee raises, it does not appropriate enough money to cover the mandatory COLA raises for all state employees. Most of Merrill’s full-time lecturers and all of its adjuncts are paid on “soft” money — from grants, gifts and other sources. In addition, tuition increases at Maryland’s state universities were frozen for a half decade. As a result, the most direct way to balance the budget is to not fill open faculty “lines” and rely on more adjuncts.

In addition, the state has clawed back $131,324 in hard state appropriations from the college and imposed cuts of $62,680 over the past two school years, essentially wiping out the hard money Dalglish was given in 2012. Nevertheless, Merrill College has been on more solid footing in the last three years having achieved a fund balance of approximately $1,150,000, due partly to the rebate of about $300,000 the university returned in FY14 as overage in the remodel of the broadcast facilities in Tawes Hall, home of UMTV. In addition, about $400,000 accumulated due to the unexpected deaths of two faculty members and the retirements of three others. While two of those positions have been filled, continuing cuts to Merrill’s hard-money state appropriations budget have made it risky, if not impossible, to permanently replace the remaining retired faculty. But plans are to allocate about $350,000 of that fund balance to hire a distinguished visiting professor for a three-year term beginning in fall 2016, as well as a contract recruiting coordinator in November 2015.

Merrill College is fortunate to have an LEED certified, sun-filled John S. and James L. Knight Hall. Knight Hall has exceeded all expectations and is frequently borrowed by the university administration when it needs functional meeting space. In addition, the college invested about $100,000 of the Tawes Hall refund money in renovating the space previously used by American Journalism Review for use as two lab classrooms for videography courses.
While the facilities are up-to-date and equipment in the multiplatform program is adequate for the college’s current needs, the equipment in the broadcast program is verging on antique. A donor came forward in fall 2015 with an interest in upgrading broadcast equipment. As this report was being written, college administrators were negotiating with other potential donors to match the gift.

Please respond to each of the following instructions:

1. Complete and attach here Table 11, “Budget.” If necessary, provide a supplementary explanation.*

<table>
<thead>
<tr>
<th>Table 11. Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budget Item</strong></td>
</tr>
<tr>
<td>Administrative Salaries</td>
</tr>
<tr>
<td>Teaching Salaries (full time)</td>
</tr>
<tr>
<td>Teaching Salaries (part time/adjunct)</td>
</tr>
<tr>
<td>GA's/Teaching Assistants</td>
</tr>
<tr>
<td>Clerical Salaries</td>
</tr>
<tr>
<td>Equipment</td>
</tr>
<tr>
<td>Equipment Maintenance</td>
</tr>
<tr>
<td>Supplies</td>
</tr>
<tr>
<td>Library Resources</td>
</tr>
<tr>
<td>Databases, online information services</td>
</tr>
<tr>
<td>Travel</td>
</tr>
<tr>
<td>Research</td>
</tr>
<tr>
<td>Other: (please list)</td>
</tr>
<tr>
<td>Rents</td>
</tr>
<tr>
<td>Contractual Services</td>
</tr>
<tr>
<td>Telephone/Postage/Internet</td>
</tr>
<tr>
<td>Building/Facilities</td>
</tr>
<tr>
<td>Student Assistants</td>
</tr>
<tr>
<td><strong>Total Annual Expenditures</strong></td>
</tr>
<tr>
<td><strong>JOURNALISM BUDGET</strong></td>
</tr>
<tr>
<td>Revised Hard Money Budget</td>
</tr>
<tr>
<td>Soft Money, Gifts, Grants</td>
</tr>
<tr>
<td>Net (Deficit)</td>
</tr>
</tbody>
</table>

* Scholarship and fellowship information is not included here; it is detailed in Table 10, Student Aid.
2. Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of faculty in the process.

The dean is responsible for budget development at the Philip Merrill College of Journalism. The dean works closely with the assistant dean for business operations, who prepares the college’s base budget and requests, with some input from senior administrators. Faculty members are involved at several levels. The dean meets with the six-member Faculty Advisory Committee at her discretion regarding the budget. Each spring during years in which the state has made merit pay increases available, an elected committee of faculty members reviews Faculty Activity Reports and workload distribution reports and makes merit pay recommendations to the dean.

Traditionally, the dean has made an annual report to the College Assembly on budget matters at the end of the academic year. But Dean Dalglish periodically discusses budget matters at college assembly meetings with up-to-date information so that members are fully aware of the economic climate throughout the year.

Typically, the college’s budget is updated by the assistant dean and dean during the spring semester and submitted to the provost’s office based on guidance from the state on the funds that will be available. In FY14 and FY15, adjustments were ordered several times throughout the year, and in spring 2015 the university ordered a freeze on hiring and travel, as well as a halt to all campus maintenance and construction projects. The college has been safeguarding its resources carefully to try to prevent deficit spending.

3. Describe the adequacy of resources for the unit and the sources of revenue for those resources (university funds, fees, private funding, other). Describe how the unit will supplement its annual budget from other sources or reallocate resources to reach its strategic goals.

As with almost all state universities, the University of Maryland is experiencing a reduction in state support. Merrill College receives two types of funding for which it is asked to formally budget each year: hard money funds from the state and designated research initiative (DRIF) funds (a type of soft funding), which are distributed annually by the provost’s office. The total of these two types of funds has not changed much over the last few years. In FY13, the college had a combined revised state and DRIF budget of $3,916,871. In FY16, that number rose to $3,947,414. On the face of it, it looks like the college has $30,543 more to spend on new initiatives; however, that is not the case. Because of the nature of the budgeting system at UMD, cost-of-living adjustments (COLA) are only partially funded. The unfunded portion of a 2 percent COLA is about $14,000 for Merrill. We had 2 percent cost of living increases in FY13 and in FY16, as well as a 3 percent COLA in FY14. The upshot is that, even though our budget has
slightly increased, the university funding that we have available for new initiatives or
new hires has decreased over the past few years.

While this is not the greatest budget news, it is not as bad as it could be. As noted, in
2010, our accounts had closed with a $1.5 million deficit and the college was dealing
with an ongoing structural deficit. Interim Dean Thornton and Dean Klose took on the
structural deficit and balanced the budget. When Dean Dalglish arrived in FY13, she
negotiated a $200,000 base budget increase for the college as part of her contract. Most
of that has been taken back in hard money cuts over the last few years, but we would be
in much worse shape had we not receiv
282exed those funds. Because of former Dean Klose’s
work to rid the college of the structural deficit, Dean Dalglish’s negotiation of funding
for the college and the college’s careful management of resources, an influx of $300,000
in one-time funds from the closeout of an old construction project, attrition and leaves
and/or delay in filling positions after vacancies, we have a fund balance. With this bit of
financial security, Dean Dalglish is better able to pursue targets of opportunity, when
they arise.

Reserves

Merrill College has built a modest reserve since 2012 due to three main factors:
Attrition, one-time salary savings from faculty turnover and a “refund” of $300,000 in
unexpended funds from a construction project in Tawes Hall that Merrill had advanced
10 years ago. The dean’s office is spending some of the reserves in FY16 on an urgent
hire of a recruiting coordinator made necessary by an extended leave for medical and
family reasons in the Undergraduate Studies office. The college also is considering
earmarking some of those funds to hire a visiting professor for a three-year term.

Philanthropy

The University of Maryland is embarking on a seven-year capital campaign, and Merrill
College will be required to appoint an alumni/donor campaign committee for the effort.
Alumnus John Seng ’79, chairman and founder of Spectrum Science Communications, is
chairing the committee.

Today, Merrill’s development team has focused on large project grants to support the
Shirley Povich Center for Sports Journalism, to bolster its Global Security Reporting
initiative and, potentially, to endow a chair.

Since our last accreditation, the college has focused on managing outstanding pledges
from our Knight Hall building campaign, and securing new support for students,
faculties and programs. In addition to a change in deanship, there has been a change in leadership of development efforts. Assistant Dean Anne Martens left the college in 2013 to become the university’s assistant vice president for administration and finance. In February 2014, Elizabeth “Lele” LeVay Ashworth was appointed assistant dean of external relations. Ashworth has more than 25 years’ fundraising experience in higher education, independent schools and nonprofits. In addition to securing major gift support, Ashworth has spent considerable time putting in place systems to reach out to Merrill College graduates, prospects and donors through consistent communication, special events and individual meetings.

**Highlights of fundraising activity over the past six years:**

Founded in November 2011, The Shirley Povich Center for Sports Journalism serves students and professional journalists, as well as the university and greater community, through its panels, workshops, support of the college’s academic offerings, and its research and analysis. Shirley Povich was an eyewitness to the most significant sporting events of the 20th century, and his fearless reporting took on questions of race, religion and gender. The Povich Center hopes to lead a new generation of sports journalists to view and chronicle events in sports.

Since its founding, the center has enjoyed enthusiastic support. Most significantly, in 2012 the Povich family offered a $1 million matching gift challenge to secure operating and endowment support for the center. The family agreed to a multiyear commitment of $500,000 to support operating costs, and another outright gift of $500,000 toward endowment, if the college could raise $1million in commitments from donors and the university. The match was completed on June 30, 2014. The following are lead donors to this effort:

- Judy Hart Angelo and John Angelo, $100,000
- Richard M. Jacobs, $100,000
- Alan Bubes and Nancy Taylor Bubes, $25,000
- Richard M. Finkelstein, $10,000
- Ted and Lynn Leonsis, $10,000
- National Hockey League Foundation, $10,000
- Harvey L Sanders, $10,000

On April 2, 2015, more than 150 guests were on hand to attend the first Sam Lacy/Wendell Smith Award fundraising luncheon honoring CBS sports commentator James
Brown. This award is given to a sports journalist who has made significant contributions to racial and gender equality. Brown’s winning contribution was his public stance on domestic abuse. Brown is a three-time Emmy award winner, host of “The NFL Today” and “Thursday Night Football” on CBS. He is also a special correspondent for CBS News. Brown was introduced by former Washington Redskins player and friend, Darryl Green. Lead support of this inaugural fundraising event included support from The National Hockey League Foundation, The Washington Redskins, The Pensky Foundation, CBS Sports, DeMatha Catholic High School, Graham Holdings, National Basketball Association, National Football League, Lou Ferrara, Stanley Bobb, Comcast Mid-Atlantic, Jay Cooper, Lanny Davis, Richard Jacobs, Junior Tennis Champions Center, Kevin Klose, Mark Lerner, Joe Browne, The Newseum, Khaleelah PoRome, Ronald Schiff, Paul Tagliabue, University of Maryland Department of Athletics and International Management Group.

In addition, Karen and Ethan Leder supported the center’s second annual (sold-out) summer sports journalism camp with a gift of $10,000.

With the completion of Knight Hall, development efforts have focused on securing support of programs and people. Highlights of this support include:

Support of Programs:

- The Richard Eaton Foundation supported innovation and entrepreneurship in the college’s curriculum by creating the Eaton Media Entrepreneurship Fund with an investment of $400,000 over four years. In 2015, the Foundation pledged $300,000 over three years to purchase broadcast equipment.
- Sage Publications helped to underwrite the Journalism Interactive Conference with seed support of $200,000. The conference, an annual event, has the goal of “advancing the national discourse about how journalism schools are preparing students for a rapidly changing industry; expanding the knowledge of media educators through training in digital media teaching strategies and technologies; and creating a community of journalism educators engaged in teaching and using digital media and providing them with meaningful networking opportunities to share teaching strategies and techniques.”
- The Carnegie Corp. of New York funded research through the Carnegie Future of Journalism Education Initiative and the Curriculum Enrichment Grant with a gift of $375,000. The Carnegie Corporation’s grant allowed Merrill faculty to reflect on and assess their work — particularly at the graduate program level.
Support of scholarships and student financial aid:

- **William C. Huffman Scholarship** – Established by Diana L. Huffman, the Baltimore Sun Distinguished Lecturer at Merrill College, in honor of her father, Dr. William C. Huffman (1910-1988), and his commitment to education and philanthropy.
- **Jonathan Ledecky Sports Journalism Scholarship** – Funded by New York Islanders minority owner Jonathan Ledecky to support scholarships for students who have an interest in sports journalism.
- **Bonnie Bernstein Scholarship** – Bernstein, a 1992 Merrill College graduate who was an Academic All-American gymnast, is funding this scholarship for an upper-class journalism major (with preference for students in the broadcast component) who participates in an NCAA-sanctioned sport at the University of Maryland.
- **The Ralph and Carlotta Crosby TerpStart Endowed Scholarship in Journalism** – Funded by Ralph Crosby, a member of the class of ‘56, it provides annual need-based funds under the auspices of the TerpStart Matching Scholarship Program. The Crosbys provided three endowed scholarships.
- **Penny Bender Fuchs Scholarship** – Established by colleagues, family and friends of Penny Bender Fuchs, an admired and respected member of the Merrill College faculty from 1999 until her death in 2012. This scholarship is awarded to Merrill College students who are experiencing financial stress.
- **The Ralph M. Hamaker TerpStart Endowed Scholarship** – Started by Ralph M. Hamaker, of the class of ‘53, this scholarship provides annual need-based funds under the auspices of the TerpStart Matching Scholarship Program.
- **Ron Menchine Broadcast Journalism Scholarships** – Established in 2013 with a bequest from the estate of Ron Menchine, a 1956 Maryland graduate who was the last baseball broadcasting voice of the Washington Senators. The Menchine fund awards scholarships to high-achieving broadcast students in the Merrill College.
- **Maury Povich Sports Journalism Scholarship** – Funded by Maury Povich and Connie Chung, class of ’69, to support scholarships for incoming freshmen who have an interest in sports journalism.
- **The Sam Van Pelt TerpStart Endowed Scholarship in Journalism** – Funded by Scott Van Pelt in memory of his father, this scholarship provides annual need-based funds under the auspices of the TerpStart Matching Scholarship Program.
- **The Haynes Johnson Memorial Scholarship Fund** – Funded by members of the college’s faculty, staff, graduates and friends to support undergraduate students.
• **John A. Jenkins ’72 Internship Award** – Established by John Jenkins, class of ’72, president and publisher emeritus of CQ Press in Washington, D.C., and author of “The Partisan: The Life of William Rehnquist.” This fund provides travel- or tuition-related internship expenses for students who might not otherwise be able to participate in internships due to financial limitations.

• **Penny Bender Fuchs Internship Grants** – Established by colleagues, family and friends of Penny Bender Fuchs. Rising juniors and seniors are eligible for this award.

**Additional support:**

- The Merrill Family Foundation supported the Dean’s Fund for Excellence
- Continued funding for The Frank Cormier White House Correspondents’ Association Scholarship
- Continued funding of the Gridiron Foundation Scholarship
- Renewed support for the Entravision Broadcast Journalism Scholarship
- Board of Visitors collective support of the Lee Thornton Young Scholars Scholarship fund. The Thornton fund supports four to six high school students who attend the university’s “Young Scholars” three-week intensive, residential summer school program for high school students. Students earn three college credits for successful completion of JOUR 150, Intro to Mass Communication.

**Research:**

Merrill’s record for bringing in academic research dollars over the past couple of decades has been modest. The largest grants have been from the U.S. Department of State to support the Hubert H. Humphrey Fellows/Fulbright program ($2.6 million over the past 12 years). In addition, some of the affiliated programs (JCCF, J-Lab, the Knight Center for Specialized Journalism) brought in funds considered research grants by the university that actually paid operating expenses for affiliated programs for professionals.

However, the tide has started to turn. Over the past four years, faculty members have been seeking and receiving research grants. For example, in FY14, faculty members applied for two research grants; in FY15 the number had increased to seven. Three of those grants were awarded to faculty: $314,970 to Assistant Professor Nicholas Diakopoulos; and $90,000 to Associate Professor Ron Yaros.

In addition, the college has shared in a broad NSF grant awarded to the university and designed to encourage progression and retention of women faculty members.
Professors Linda Steiner and Sarah Oates have been designated as ADVANCE professors over the last six years.

4. Describe how the resources provided by the institution compare with the resources for similar units on your campus.

The college is one of the smallest free-standing units at the university. Its state-funded budget might be compared to two others — the College of Education and the School of Architecture, Planning and Preservation.

The size of the schools (undergraduate and master’s) and the resources provided by the state compare most closely to these units:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Fiscal 2014</th>
<th>Fiscal 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College Of Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Original State Budget Allocation</td>
<td>$15,838,418</td>
<td>$16,596,970</td>
</tr>
<tr>
<td>Number of Students (Undergrad)</td>
<td>706</td>
<td>713</td>
</tr>
<tr>
<td>(Master’s)</td>
<td>510</td>
<td>531</td>
</tr>
<tr>
<td><strong>Philip Merrill College of Journalism</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Original State Budget Allocation</td>
<td>$3,761,568</td>
<td>$3,922,027</td>
</tr>
<tr>
<td>Number of Students (Undergrad)</td>
<td>567</td>
<td>562</td>
</tr>
<tr>
<td>(Master’s)</td>
<td>40</td>
<td>43</td>
</tr>
<tr>
<td><strong>School of Architecture</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Original State Budget Allocation</td>
<td>$5,023,919</td>
<td>$5,281,765</td>
</tr>
<tr>
<td>Number of Students (Undergrad)</td>
<td>177</td>
<td>159</td>
</tr>
<tr>
<td>(Master’s)</td>
<td>224</td>
<td>238</td>
</tr>
</tbody>
</table>

Merrill College spends nearly all of its state appropriations on instruction and faculty salaries. The college had $437 in instructional expenditures per credit hour taught in FY15, compared to $411 by Education and $523 by Architecture. But Merrill received only $352 per credit hour taught from the state, compared to $386 received by the College of Education and $491 received by the School of Architecture. Compared to Education and Architecture, Journalism has the largest gap between state-supported budget and expenditures per credit hour taught. That gap was $85 per credit hour for Journalism, $25 per credit hour for Education and $32 per credit hour for Architecture. Despite this gap, Journalism’s faculty members are exceptionally productive. In fall 2014, Journalism taught 106 credits per FTE as compared to Education’s 62 credits per FTE and Architecture’s 60 credits per FTE.
Over the past three years, the financial commitment from the provost has been strong. When Dean Dalglish took over in August 2012, the provost added $200,000 to the college’s “hard money” state appropriations, allowing the college to reinstate a communications manager and add one FTE as a broadcast lecturer. Ironically, this is about the same amount that has subsequently been cut from the college’s hard-money budget over the past two years. In recognition of the college’s financial issues over the past decade, the provost protected Merrill College from some of the cutbacks, and the college has worked hard to be a good financial steward.

5. Describe the unit’s classrooms, offices, computer labs or other building spaces, as well as technology support services. If the unit administers university media or student publications, include a description of equipment and facilities and devoted to those operations

The college moved in January 2010 from the aging Journalism Building adjacent to McKeldin Library on the campus mall into the new, state-of-the-art John S. and James L. Knight Hall, adjacent to Tawes Hall. The $30-million, light-filled Knight Hall not only brought most of the college’s operations under one roof, it also offered meeting, lab and lounging spaces and modern connectivity unavailable in the college’s previous home.

Knight Hall contains:

- the 70-seat Richard Eaton Broadcast Theater, used for large classes and special panels and events;
- "Studio C," a 3,000-square foot, 18-student-seat newsroom/classroom/video studio, with four soundproof editing booths. The chief function of the suite of rooms during the school year is to serve as the multimedia hub for Capital News Service classes and programs. It also shared space for several years with students and editors working for American Journalism Review. And three summers in a row, it served as the working newsroom for the Carnegie-Knight-funded News21 innovation teams of faculty editors, students and recent graduates. On Mondays (when CNS is not operating), some evenings, and in summers, more traditional classes share the space.
- four additional computer classroom labs for skills classes, each with 18 student seats and computers, and instructor computers;
- two 30-seat general purpose classrooms;
- the 23-seat Herblock classroom off the main lobby;
- the approximately 50-seat Gene Roberts Executive Conference Room — used for faculty meetings, university functions and classes — and an adjacent 3rd floor conference room typically used for meetings and functions;
- two 12- to 15-seat seminar rooms (1109 and 2109);
- an eight-seat seminar room (the Cleghorn Room, 2202);
- a small second-floor research lab run by Dr. Ron Yaros and a small third-floor combination office-lab run by Dr. Nicholas Diakopoulos;
- a second-floor adjunct instructors’ office, with several desks, computers and phones;
- second-floor Ph.D. student workstations;
- a second-floor dean’s suite and business offices. These include offices for the dean, an associate dean, two assistant deans (for business and development), an assessment director, a communications coordinator, and other business and development staff.
- second- and third-floor faculty offices;
- a third-floor suite for internships and career development;
- an undergraduate advising suite off the main first-floor entrance, which houses an associate dean, a director of student services, advisors and a support team;
- a first-floor equipment checkout room for journalism students, near the office for the director of IT;
- the glass-walled “news bubble,” accessible from the main entrance 24/7 by journalism students. The floor-to-ceiling glass walls are meant to signal to passersby the transparency of the profession in the digital era. The 21-seat computer lab and its soundproof booth are non-instructional. Students use the space to complete papers and multimedia projects.

Other amenities in Knight Hall include a first-floor cafe and reception and lounge area, with sofas, chairs and stools; the Edith Kinney Gaylord Library and Resource Center, which houses bound dissertations from our doctoral students and serves as meeting space for students and for the college’s librarian; a second-floor faculty lounge; and a third-floor kitchen, which connects with the Roberts Executive Conference Room.

All the instructional spaces and conference rooms in the new building have up-to-date AV presentation and teaching systems built in. These include: projector, computer, DVD, VCR, document camera and the ability to connect laptops and other resources to the system. The AV system includes the ability to record classroom activities. The broadcast theater also has the ability to stream programming to the Web or to the university cable channel, UMTV, which is operated by the college.

The building is equipped with gigabit Ethernet connections and WiFi access throughout. The computer labs, news bubble and the third-floor studio/classroom (Studio C) are equipped with Intel-based Mac computers that are dual-loaded with the Windows operating systems. The lab spaces are equipped with various configurations of the following software: Adobe Creative Suite, which includes Adobe Premiere for video editing; Photoshop for photo editing and Audition for audio editing; Microsoft
Office; SPSS; and more.

In addition, Knight Hall houses four professional centers on its third floor:

- The National Association of Black Journalists (national headquarters offices);
- The Shirley Povich Center for Sports Journalism, directed by former Washington
  Post Sports Editor George Solomon;
- The Hubert H. Humphrey Fellows (meeting and work space for 10 to 12 fellows
  and officers for the director and the coordinator);
- The Society for Features Journalism (the executive director’s office).

Along with the resources located in Knight Hall, the college operates a twin-studio,
professional-level broadcast facility in the adjacent Tawes Hall. The space underwent a
multimillion-dollar renovation a year before Knight Hall was completed.

This facility includes:

- a 13-workstation newsroom/studio (Studio B) for Capital News Service-TV and
  two other broadcast classes, with a control room and three HD cameras;
- eight adjacent editing bays;
- a second studio (Studio A) and control room with four broadcast cameras;
- a master control room;
- two classrooms (a 12-seater and a 16-seater);
- a 12-seat seminar room.

The college also supports Capital News Service Bureaus in Annapolis and in
Washington, D.C. The Annapolis Bureau, housed in an old opera house, is located
about a block from the Maryland State House. The D.C. Bureau, which moved in fall
2015 from the National Press Club to the Ronald Reagan Building and International
Trade Center, now has access to a 65-seat classroom, which will allow the college for the
first time to host events, continuing education classes and seminars for midcareer
journalists in Washington. Metro runs under the building for easy commuting and
travel to Capitol Hill or other locations. Each news bureau is equipped with a minimum
of three desktop workstations and field equipment — camcorders, cameras, audio
recorders — for bureau reporters' use. Additionally, student reporters are issued
laptops for mobile reporting and editing. Each bureau also has a faculty director’s
office.

All faculty, administrative and center/affiliate offices are equipped with their selection
of Windows-based or Mac computers.
6. Evaluate how well faculty, staff, equipment and facilities enable and promote effective scholarship, teaching and learning in a digital, technological, multimedia world. Describe the unit’s most urgent needs for resources, if any, and the plan to address these needs.

Resources

Faculty
Merrill College has a very strong core full-time faculty, ably assisted by the best adjunct lecturers in the world. The college has made great strides by hiring Dana Priest, a new Knight Chair in Public Affairs Journalism, who is focusing on threats to global security. In addition, Nicholas Diakopoulos, one of the world’s best-known computational journalists, has joined the faculty and has already made a mark on campus by receiving affiliated appointments at both the Information School and the Computer Science Department. Merrill students will be on the cutting edge of using big data and algorithmic journalism skills. As wonderful as it would be to have the funds to dramatically increase the size of the permanent, full-time faculty, that does not appear to be in the cards. However, efforts are underway to find the funds to hire in the two areas the faculty has identified the greatest need: Visual communication and business/economic journalism. The visual communication hire ideally would come as part of a multic和平 campaign effort to create a Design undergraduate minor. The entire university has identified “design thinking” as a skill its graduates will need in the future. Regardless of a universitywide design effort, the college’s next tenure-track hire will almost certainly be in the area of visual communication. In addition, the dean and assistant dean for external relations are working with a potential donor to fund a specialized reporting professor.

Staff
Merrill College’s staff is considerably smaller than it was a decade ago. Former Dean Kevin Klose eliminated two assistant deans, whose duties were spread throughout the administration. In addition, other staff positions were left vacant after employees left the college. Given this, there is not an administrative staff anywhere on campus that works harder or more efficiently than the core staff at Merrill College. Recent illnesses and FMLA leaves have required the college to hire, at least temporarily, an undergraduate recruiting director. Merrill works very hard to attract students from all over the country. It would attract even more with additional staff, and additional scholarship money.

Facilities and equipment
Merrill College’s facilities and non-broadcast equipment improved immeasurably in 2010 when Knight Hall opened. In addition, the college used some funds refunded
after remodeling the Tawes Hall studios to remodel the old American Journalism Review space in Tawes, enlarging a seminar room and building two new computer labs. As far as space and non-broadcast equipment is concerned, Merrill College is in great shape. The broadcast field equipment and some studio equipment is being upgraded in FY16.

**Libraries**

Two of the seven university libraries in College Park are of particular use to journalism students and faculty: McKeldin Library and Hornbake Library. McKeldin is the main library on campus and houses the print collections (books and serials) for the social sciences, humanities, and life sciences. It also houses microfilm for major collections, such as newspaper backfiles. It serves both undergraduate and graduate students, and is home to the Terrapin Learning Commons (http://www.lib.umd.edu/tlc/home) and Research Commons (http://www.lib.umd.edu/rc). Hornbake is the home of the campus’ special collections and Library Media Services (http://www.lib.umd.edu/lms) units. The special collections in Hornbake that are most often used in journalism studies (http://www.lib.umd.edu/special/collections/massmedia/home) are the Library of American Broadcasting (http://www.lib.umd.edu/libraryofamericanbroadcasting), once the Broadcast Pioneers Library located in Washington, D.C., which holds a wide variety of materials devoted to the history of broadcasting in America; and the National Public Broadcasting Archives, which brings together the records of noncommercial broadcasting in the United States. One other collection often used by journalism students is the University Archives (http://www.lib.umd.edu/univarchives), which houses the papers of many individuals and organizations involved in journalism. The Library Media Services unit houses the libraries’ audiovisual materials in all formats.

Knight Hall houses the Edith Gaylord Resource Center (http://merrill.umd.edu/academics/phd-program/gaylord-resource-center/). Items housed in the Gaylord Resource Center include a wide range of journalism-related texts donated by students, faculty, staff and alumni. The collection (http://www.librarything.com/catalog/jour_umd) is maintained by the college and is separate from the University Libraries system.

Every department and college on campus is assigned a librarian, with a budget, for acquisition of materials for the unit. Maggie Saponaro, a librarian at McKeldin, specializes in journalism and provides the college with reference and research services, collection management, and instruction on library resources. Saponaro
has been assigned to the College of Journalism since June 2010 and regularly attends meetings of the College Assembly. She also serves as an ex-officio member of the Doctoral Committee and was appointed to the national LexisNexis Academic Advisory Board in 2012. She holds regular office hours during the fall and spring semesters in the Gaylord Resource Center. Saponaro prepares specialized online study guides (see Appendix-ST7-A) for nearly every class each semester and visits nearly all of them at least once. She also provides advice on titles to add to the Gaylord Resource Center collection, and served as a consultant when the Gaylord Resource Center collection was reorganized in summer 2014.

While print and audiovisual materials are available in specific libraries and collections, databases are accessible to faculty, staff and currently registered students both on and off-campus through the Internet.

Students also have access to libraries from other University System of Maryland institutions and, thanks to the university’s move to the Big 10, to the member schools of the Committee on Institutional Cooperation. Those include all of the Big 10 schools, plus the University of Chicago.

Finally, the National Archives in College Park is located adjacent to the university and includes Richard Nixon presidential materials, John F. Kennedy assassination files and more.

**Needs**

Like other colleges and universities, Merrill College must continually provide faculty members with updated skills and research interests. The college’s most pressing personnel need for the next three years is for full-time visual communication and business/economic reporting faculty members. There are few, if any, tenure/tenure-track faculty members nearing retirement, and the $200,000 in “hard money” allocated to the college when Dean Dalglish was hired (which would largely cover the cost of these two positions) has been retracted, so the college must pursue research and/or philanthropic dollars to meet these crucial needs. Discussions have also been underway with the deans of several other colleges (Architecture, Arts & Humanities, and Computer, Mathematical and Natural Sciences) about the possibility of hiring a “cluster” of faculty members to create a campuswide Design minor, to which Merrill’s contribution would be the visual communication professor.

In addition, the college’s broadcast program is growing and the multiplatform students must also master basic broadcast/videography skills. The field and studio
equipment used by most students is outdated. A generous contribution from the Richard Eaton Foundation will replace some of the field equipment in FY16, and one studio in Tawes Hall will be retrofitted with a new studio computer system, but broadcast equipment is like a new car — outdated as soon as you take it for a spin. The dean and the assistant dean for external relations have been discussing the college’s broadcast equipment needs with potential donors.

Professional master’s program:

7. Provide a summary paragraph that demonstrates needed resources (budget, faculty, staff, equipment and facilities) are provided for an effective professional master’s program. Describe the program’s most urgent needs, if any, and the plans to address these needs.

The professional master’s program is one of the college’s jewels, and over the years has produced dozens of top-flight journalists, including two Pulitzer Prize winners, Sarah Cohen, now with The New York Times, and Chris Weaver, of The Wall Street Journal.

The program’s classes are taught almost entirely by full-time faculty. Several of the college’s top professional faculty members regularly teach in the program, including Dana Priest, Deborah Nelson and Sandy Banisky. One of the few core courses not taught by a full-time faculty member is database reporting, which is taught by a Pulitzer Prize-winning reporter at The Washington Post.

The program is directed and managed by a full-time graduate coordinator, a lecturer who is the chair of the master’s admissions committee, and the associate dean for academic affairs, who serves as the director of the program.

The college’s capstone jewel, Capital News Service, a 25-year-old news service, has bureaus in Annapolis, Washington and College Park that are supported directly by the college. The college’s best television equipment, both studio and field, is being upgraded. Master’s students in CNS get the newest and best field equipment during their capstone semester.

The biggest need of the program is a larger marketing budget and more scholarship funds -- especially for minority students -- in order to better compete with other programs. The program draws top students from across the country and is always in competition with some of the best journalism programs nationwide.
Standard 8:
Professional and Public Service
Part II, Standard 8. Professional and Public Service

Please respond to each of the following instructions:

1. Summarize the professional and public service activities undertaken by the unit. Include operation of campus media if under control of the unit; short courses, continuing education, institutes, high school and college press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concern; and similar activities.

Merrill College is proud to have developed, coordinated and hosted in College Park Journalism Interactive’s first national conference on journalism education and digital media. The inaugural 2011 conference attracted hundreds of attendees representing more than 120 journalism and communication schools. Since then, Merrill College helped coordinate and sponsor sessions for educators and professionals in Gainesville, Florida, (2013) and Columbia, Missouri, (2015) with its consortium partners the University of Florida and University of Missouri. Merrill served as repeat host of the conference in College Park in April 2014. [Link to 2015 conference]

In addition, the college has:

- Launched in fall 2010 a Graduate Certificate of Professional Studies in Multimedia Journalism, designed to teach digital and multimedia skills to communications professionals working at news organizations, nonprofits and businesses in the region. The 12-credit graduate certificate offers four courses, two on Saturdays in the fall, and two on Saturdays in the spring. It is targeted to professional journalists and communicators whose skills need updating. Practical training is given in video, audio and photo storytelling; blogging; interactive Web publishing; mobile reporting and editing; and entrepreneurial skills. The program largely attracts communications professionals from the University System of Maryland, and from the Washington and Baltimore media markets (although a student drove down each weekend from New Jersey to participate).

- Sponsored through its Shirley Povich Center for Sports Journalism annual summer sports camps for high school students in the region: [Link to Povich Center]. Sessions were offered in summer 2014 and summer 2015, drawing 50 to 60 students each year. Topics in summer 2015 included a sports media overview with Merrill professor and ESPN commentator Kevin Blackistone; a session on covering the hot topic with USA Today’s Christine Brennan; a trip to the Verizon Center in Washington to cover a professional game; and hands-on writing, photo
and Web production. (See Appendix ST1-F.)
(\url{http://povichcenter.org/shirleypovichcentersportsjournalismcamp-2015/})

- Hosted the national conference for the Society for Features Journalism in August 2015 and August 2012 (see \url{http://featuresjournalism.org/conference/}). (See Appendix ST1-J.)
- Hosted annually each spring at Knight Hall a daylong workshop for 50 to 60 broadcast students in the region called “Face Time With the Pros.” The sessions are co-sponsored by the National Capital Chesapeake Bay Chapter of the National Academy of Arts and Sciences, the Chesapeake Associated Press Broadcasters Association, RTDNA and the National Press Photographers Association. The keynote speaker in 2014 was CBS Radio National Correspondent Dan Raviv. Sessions have touched on visual storytelling, mobile journalism, working the live shot and performance tips. Resumes and resume reels have been reviewed. Students from a number of universities in the region have attended in the past, including the University of Maryland, Howard University, American University, Hampton University, George Mason University, Hood College, Montgomery College and Northern Virginia Community College. The program has invited high school journalism students as well. (See Appendix ST8-A.)
- Worked closely with the Maryland-D.C. Scholastic Press Association on its annual conference, held Nov. 6, 2015, in Knight Hall. Many faculty and staff members presented during the event, which drew about 300 high school journalism students and their faculty advisors from all over the region.
- Participated in the Journalism Education Association’s national convention in Washington, D.C., in fall 2014. Dean Lucy A. Dalglish was a featured speaker, the college staffed a table in the exhibition hall to talk with high school students (staffing included Merrill students and Dalglish), and the college sponsored a tour of Knight Hall for a group of interested students. The college in November 2015 is staffing a table at the JEA Conference in Orlando, Florida.
- Offered a day of training on July 25, 2014, to about a dozen Maryland high school journalism teachers interested in learning more about mobile reporting and editing, digital photography and website building.
- Students and faculty from the college mentored and ran a workshop for a nearby charter middle school that is affiliated with the university and boasts a very high percentage of minority students.

Additionally, faculty and staff have attended a number of career day events at local elementary, middle and high schools in the region, talking about journalism as a career and about Merrill College. A visit was also made in spring 2015 to the Eleanor Roosevelt High School newspaper class, to discuss journalism as a career.
2. List examples of professional and public service activities undertaken by members of the faculty in the past six years (before the self-study year). Please do not refer team members to faculty vitae for this information. Do not include service to the unit or institution; this information should be presented in Standard 1.

Sandy Banisky, Abell Professor in Baltimore Journalism – guest faculty, The Poynter Institute Editors Boot Camp; organized Abell Symposiums; speaker, Carl Ruskin Memorial Lecture, University of Maryland Urban Studies and Planning Program, University of Maryland School of Social Work; judge, National Education Writers Association Awards, Paul Hansell Award for Distinguished Achievement in Florida Journalism and Heywood Broun Award.

Kevin Blackistone, Visiting Professor – board of directors member, Society for Features Journalism Foundation, Task Force on Recruiting for Academic Diversity, Association for Education in Journalism and Mass Communication, Kids Play USA; member, President’s Council of Advisors, Our Lady of Good Counsel High School, Olney, Md.; panelist, Justice, Society and the Rise of Online and Athlete Activists; moderator, Blogs with Balls; panelist, College Sports Research Initiative; panelist, The State of College Sport Reform, University of South Carolina; panelist, Sports Branding: Year-Round Fan Activation; moderator, Northwestern University Kellogg School of Business; panelist, Law & Ethics: Who Are Our Athletes?, University of Massachusetts; panelist, Amateur Hour: The Commercialization of College Athletics, University of Massachusetts; panelist, Sports, Race and Journalism, Northwestern University Medill School of Journalism; presenter, Media & Civil Rights History Symposium, University of South Carolina School of Journalism and Mass Communications, "The Remasculination of the Black Athlete: The Punch that Emancipated and Empowered Him To Join His People’s Struggle of Self-Determination,"; keynote speaker, Franklin D. Watkins Memorial Award banquet, Washington, D.C.

Ira Chinoy, Associate Professor – reviewer, American Journalism, the journal of the American Journalism Historians Association; judge, Philip Meyer Journalism Awards, National Institute for Computer-Assisted Reporting and Knight Chair in Journalism at Arizona State University; keynote speaker, Fifth Annual Media and History Conference, St. Peter’s College; panel presentation and moderator, The Joint Journalism Historians Conference, sponsored by the American Journalism Historians Association and the History Division of the Association for Education in Journalism and Mass Communication; keynote speaker, Sigma Delta Chi Awards Dinner; speaker, State and Local Government Law Institute; co-director, Future of Information Alliance, Resources for Computer-Assisted Reporting, Computer-Assisted Reporting Stories on the Web; invited participant, Carnegie-Knight Initiative on the Future of Journalism, Shorenstein Center, Kennedy School of Government, Harvard University.

Cassandra Clayton, Broadcast Lecturer – interviewer, C-SPAN2 “After Words”; host, WHUT-TV “Evening Exchange; Juror, Toner Prize.

Lucy A. Dalglish, Dean and Professor – fellow, Society of Professional Journalists; member, Board of Directors of the American Society of News Editors and the Maryland-Delaware-D.C. Press Association Foundation; moderator, First Amendment Salon on Hate Speech, sponsored by the Floyd Abrams Institute for Free Expression at Yale Law School; panelist, Communications Law in the Digital Age, Practicing Law Institute (2012-2015); host/moderator, 9th Annual Shirley Povich Center for Sports Journalism Symposium; speaker, Journalism Education Association annual Conference; moderator, multidisciplinary open forum discussion on “Ebola- Behind the Fear,” University of Maryland; panelist, Society of Professional Journalists; panelist, Association of Educators of Journalism and Mass Communication annual conference; panelist, Shorenstein Center on Media, Politics and Public Policy, Harvard University; panelist, University of Navarra, IESE Business School; speaker, Newseum; live broadcast interview, sponsored by Newseum Institute and the American Bar Association; panelist, Georgetown Law School conference on national security law; panelist, Washington College of Law; panelist, Excellence in Journalism Conference; panelist, National Association of Government Archives and Records Administrators annual conference; keynote speaker, Maryland Delaware District of Columbia Press Association; speaker, MAZ-Swiss School of Journalism, Zurich; keynote speaker, Politforum Kafigturn, Bern; speaker, University of Bern School of Law; keynote speaker, IMD School of Business, Geneva; speaker, American Women Writers National Museum, National Press Club; keynote speaker, North Carolina Open Government Coalition, North Carolina State University; panelist, Georgetown University Law Center; roundtable participant, University of Pennsylvania School of Law; moderator, National Freedom of Information Coalition; panelist, Association of Educators of Journalism and
Mass Communication annual conference; panelist, Yale Law School; presenter, District of Columbia Superior Court; panelist, American Bar Association, Administrative Law Section conference; panelist, Princeton University, Center for Information Technology Policy; adviser to Columbia University President Lee Bollinger and Knight Foundation President Alberto Ibarguen regarding creation of First Amendment Litigation Institute.

Josh Davidsburg, Lecturer – president, Maryland-pro Chapter for the Society of Professional Journalists; board of governors member, National Academy of Television Arts and Sciences, Chesapeake Region.

Nicholas Diakopoulos, Assistant Professor – program co-chair, Symposium on Computation and Journalism; program chair, Workshop on Algorithmic Accountability in the Media; editorial board member, Digital Journalism; workshop co-chair, International Conference on Weblogs and Social Media; editorial board member, Workshop on Social Media and Storytelling; reviewer: Journal of Computer-Mediated Communication; Journalism Theory, Practice, Criticism program reviewer: EuroVis, IEEE Information Visualization, ACM Computer Supported Cooperative Work and Social Computing, Human Factors in Computing Systems.

Mark Feldstein, Richard Eaton Professor of Broadcast Journalism – Quoted or interviewed on-air hundreds of times as media expert by The New York Times, The Washington Post, The New Yorker, The Atlantic, NBC Nightly News, PBS NewsHour, BBC, CNN, MSNBC, AP, The Baltimore Sun, Politico, Slate and others; expert witness in media law cases including U.S. v. Jeffrey Sterling subpoena of New York Times reporter and People of Colorado v. James Holmes subpoena of Fox News reporter; keynote speaker/panelist at Global Investigative Journalism Network conferences (Rio de Janeiro, Brazil, and Kiev, Ukraine), Moscow State University (Russia), St. Petersburg State University (Russia), Association for Education (Montreal, Canada), Florida International University (Miami), University of Kentucky (Lexington), Minnesota State University (Mankato) and National Press Club (Washington, D.C.); editorial board member and reviewer for Journalism History; editorial board member, Communication Booknotes Quarterly; editorial board member, Encyclopedia of Journalism; editorial board member, Electronic News; reviewer, Oxford University Press; tenure referee, University of South Florida and University of Missouri; judge, Robert F. Kennedy Journalism Awards, Annie E. Casey Foundation journalism medals and Toner Prize for Excellence in Political Reporting; board of directors member, Fund for Investigative Journalism.
Adrianne Flynn, Lecturer/Internships and Career Development Director – judge, Society of Professional Journalist National Awards, Toner Prize for Excellence in Political Reporting, Texas Newspaper Association Awards and National Press Club Consumer Journalism Awards; chief judge, Casey Awards; member, Rockville High School Parent Teacher Student Association; block captain, Manor Lake Neighborhood Association; merit badge counselor (Journalism and Communications) for the National Capital Council of the Boy Scouts of America; advisory board member and directory editor for St. Jude Catholic School, Rockville, Md.; member/treasurer, St. Jude Catholic School Home-School Association; newsletter editor/fundraiser, St. Jude Catholic School “Partners for Computers,” and “Give Your Way “campaign.

Chris Harvey, Lecturer; director of assessments; director of the graduate multimedia certificate program – juror in February 2015, 2014 and 2012 for the national Toner Prize for Excellence in Political Reporting, administered by the Newhouse School at Syracuse University; judge of the Association of Health Care Journalists national health reporting contest, February 2014; judge in 2013, 2012 and 2011 for the American Association of Sunday and Feature Editors Excellence in Video/Multimedia (National) Competitions; judge in summer 2011 of entries in a national reporting contest sponsored by The Casey Journalism Center for Children and Families; part of an editing and social media team working with student coverage of the Journalism Interactive Conference at the University of Maryland, College Park, April 2014; moderator of a panel on social media and ethics at the Society for Features Journalism national conference, August 2012 in College Park; moderator of a panel on skills needed for jobs and internships in journalism, at the Journalism Interactive national conference, October 2011, in College Park; moderator of a panel on social media and ethics, at the SPJ regional conference March 27, 2010, in College Park; speaker on summer camp panels sponsored by the Shirley Povich Center for Sports Journalism, on “Making the Most Out of High School,” July 2015 and 2014; workshop leader at a day of intern training sponsored by the Maryland-Delaware-D.C. Press Association, May 2015 and 2014; moderator of a panel on finding jobs in sports journalism, April 2013 and 2012, as part of the Shirley Povich Sports Journalism Workshop and Jamboree in College Park; founder and editor of an online literary magazine for middle school students at Holy Redeemer School, College Park, 2015 and 2014; member, Online News Association.

Diana Huffman, Lecturer – presenter, Journalism Ethics, Virginia Association of Journalism Teachers JDay 2015; presenter, Journalism Ethics, Cultured Maven Magazine, June 2015; radio interview, WTOP, journalistic ethics, spring 2015; radio interview, Newseum Institute on Journalism Ethics, September 2015.
Sue Kopen Katcef, Broadcast Bureau Director – national VP Campus Chapter Affairs, National Awards & Honors Committee member, chair, vice chair and member, Society of Professional Journalists; board member, National Sigma Delta Chi Foundation; corresponding secretary, Society of Professional Journalists, DC Pro Chapter; Scholarship Committee member, Society of Professional Journalists, Maryland Pro Chapter; Education Committee member, president, vice president, ex officio, board member, Chesapeake Associated Press Broadcasters Association; Board of Governors member, coordinator, and co-chair Education Outreach Committee, The National Academy of Television Arts and Sciences, National Capital Chesapeake Bay Chapter.


Rafael Lorente, Associate Dean – member, National Association of Hispanic Journalists; member, Association for Education in Journalism and Mass Communication; panelist, Association for Education in Journalism and Mass Communication; judge, Toner Prize for Excellence in Political Reporting and Journalism Center on Children and Families; guest speaker, Maryland Scholastic Press Association; edited coverage of World Press Freedom Day for International Center for Journalists.

Susan Moeller, Professor – speaker, U.S. Department of State Speakers Program; keynote speaker and workshop facilitator, United Nations Development Program; faculty/presenter, Second Annual Media and Digital Literacy Academy of Beirut; panelist, Wilson Center for International Scholars; faculty/presenter, Salzburg Global Seminar Session 502; speaker-panelist/moderator, Fifth Alliance of Civilizations Forum, an invited United Nations’ workshop for high-level political, NGO and academic participants hosted by Secretary-General Ban Ki-moon and the President of Austria, Emir of the State of Qatar, Prime Minister of Turkey, Foreign Minister of Spain and the
President of the U.N. General Assembly; facilitator, Salzburg Global Seminar; Plenary Moderator, Session at the Salzburg Global Seminar; Speaker, sponsored by the U.S. Department of State Speakers Program and University of Prishtina, Prishtina, Kosovo; Keynote Speaker, Conference on “Pakistan: Challenges to Democracy, Governance and National Unity,” sponsored by Pakistan Study Center in collaboration with the Department of History, University of the Punjab, Lahore; Speaker, Ph.D. Colloquium, George Mason University; Expert & Chair, The Second World Journalism Education Congress (WJEC), Rhodes University; Journalism Advisory Board Member, Cengage Learning Technology; Judge/Reviewer, The Marsden Fund, administered by the Royal Society of New Zealand; Member, Nominating Panel, Tim Hetherington Visual Media Grant; Member, International Fellowship Selection Panel, American Association of University Women; Founding Partner, United Nations Alliance of Civilizations; Member, Expert Group, Global Teacher Training/Media Literacy, Communication Development Division, UNESCO, Paris; Lead editor, Freedom of Expression Toolkit and Model Curriculum, Division for Freedom of Expression, Democracy and Peace (CI/FED), UNESCO, Paris; Steering Committee, $1.22 million “Strengthening Independent Media” Initiative funded by the John S. and James L. Knight Foundation; Advisory Board member, The Frontline Club, London, England; Book Reviewer and Editor, Media, War and Conflict; Book Reviewer, Military, Strategic and Security Studies, Routledge; Book Reviewer, Geopolitics Journal, Routledge, Journalism.

Sean Mussenden, Lecturer/Capital News Service Director – judge, Society for Features Journalism; trainer, Maryland-D.C. Scholastic Press Association high school teacher training; trainer, MDDCPA intern training; trainer, Shirley Povich Center for Sports Journalism sports journalism camp; speaker and facilitator, Baltimore Data Day; trainer, International Center for Journalism-led social media training for Pakistani Journalists in Pakistan, part of State Department program; trainer, International Center for Journalism-led training for foreign journalists in the U.S., part of State Department grant-funded program; fellow, Scripps Howard Entrepreneurship Program at Arizona State University; moderator and national committee member, Journalism Interactive conference.

Deborah Nelson, Associate Professor – member, Fulbright Specialist Program Roster; Advisory Board member, Investigative reporting Workshop; Advisory Board member, Fund for Investigative Journalists; judge, White House Correspondents Association Awards, 2013 and 2012; screener, Investigative Reporter and Editor Awards, 2014 and 2013; Board of Judges, John B Oakes Award for Distinguished Environmental Journalism, 2015; committee member, FOIA, Maryland-Delaware-D.C. Press Association; committee member, Senate General Education; Advisory Board, Fund for Investigative Journalists; judge, Worth Bingham Awards; judge, RFK Awards; judge,
Education Writers Association Awards, 2009 and 2010; speaker, Society for Professional Journalists Region 2 Conference; guest, NPR, on PRI’s “To the Point” program; speaker, IRE National Institute of Computer Assisted Reporting annual conference; speaker, Investigative Reporters and Editors 2012 Annual Conference; program director and lecturer, The Hague; speaker, “the Future of Journalism Education,” Journalism Interactive Conference; keynote address, Northern Illinois Newspaper Association, Northern Illinois University.


George Solomon, Professor of the Practice and Director, Shirley Povich Center for Sports Journalism – speaker, Jewish Community Center; speaker, OASIS (several years); panelist, Newseum Panel on Sports Journalism; speaker, Amity Club of Washington; speaker, University of Missouri.

Linda Steiner, Professor – editor-elect, Journalism & Mass Communication Monographs; editor, Critical Studies in Media Communication; associate editor, Journalism & Mass Communication Quarterly; reviewer, Sage, Ablex Press, Wadsworth, American Journalism, Journal of Communication, Signs, Frontiers, St. Martin’s Press, Guilford Press, Atlantic Journal of Communication, Women in International Communication, Routledge; judge, Scripps-Howard Award for Teacher of the Year; judge, Scripps-Howard Award for Administrator of the Year; judge, Knight Challenge/AEJMC Innovations in New Media Teaching; referee, Qatar National Research Fund; external reviewer, Israel Science Foundation; Executive Board member, Society for Professional Journalists, New Jersey Chapter; president/president elect/head of Finance Committee/Centennial Fund-raising Committee member/Standing Committee on Teaching; senior mentor, Association for Education in Journalism and Mass Communication; president/member/ISI Committee, Council of Communication Associations; member of the Executive Committee, Association of Schools of Journalism and Mass Communication; chair, International Communications Association; external reviewer, Ph.D. program, College of Media, University of Illinois; external reviewer, Morgan State University; judge, AEJMC History Division Top Book Award; chair, Outstanding Article Award Committee, International Communication Association; member, Best Book Award, National Communication Association; judge, First Round, Tankard Book Award, AEJMC; Committee member, James W. Carey Award, presented by the Carl Couch Center.

Carl Sessions Stepp, Professor – member, Editorial Advisory Board, Copyeditor Newsletter; paper judge, Newspaper and Online News Division, AEJMC; secretary-treasurer, professional freedom and responsibilities liaison, Executive Committee member, Newspaper Division, Association for Education in Journalism and Mass Education; member, Association for Education in Journalism and Mass Communication; member, Society for Professional Journalists; member, Investigative Reporters and Editors; member, American Copy Editors Society.

Bethany Swain, Lecturer – guest faculty, Poynter Institute of Media Studies; Advisory Board member, Critical Exposure; guest lecturer, Temple University, Georgetown University, American University, Corcoran, Texas State, DC Military Video Shoot-off, Poynter, and National Press Photographers Association; committee member, White House News Photographers Association; board of directors member/social media
committee chair/ethics committee member, National Press Photographers Association; treasurer, Women Photojournalists of Washington; member, National Academy of Television Arts and Sciences; member, Senate Radio/TV Press Gallery.

Leslie Walker, Visiting Professor – co-founder, Journalism Interactive; panelist, AEJMC Annual Convention; panelist and moderator, Journalism Interactive Annual Conferences; speaker and co-chair, Inaugural Journalism Interactive Conference; speaker and board member, Bay to Ocean Writers Conference; external reviewer, McDaniel College, English Department; judge, Heywood Bruin Award; Member.


3. Describe the unit’s contact with alumni, professionals and professional organizations to keep curriculum and instruction, whether online or onsite, current and to promote the exchange of ideas. Contact may include alumni and professional involvement in advisory boards, curriculum development, guest speaking, placement, internships, and fund-raising.

The College engages alumni in myriad ways: by asking them to serve on the Board of Visitors, inviting them to speak to students and faculty in classes, and attend networking events.

Volunteers:

Merrill College Board of Visitors is composed of graduates, including:
- Thomas Baden ’80, editor, The Daily Record, Baltimore, Md.
- Bonnie Bernstein ’92, ABC/ESPN Sports, New York
- Ralph Crosby ’56, chairman, Crosby Marketing Communications, Annapolis, Maryland.
- Rick Davis (MA) ’84, Executive Vice President, CNN News Standards & Practice, New York.
• Paula Lynn Ellis ’76, former vice president strategic initiatives, John S. and James L. Knight Foundation, and former vice president for operations, Knight Ridder Inc.
• Constance Mitchell Ford, former real estate bureau chief at the Wall Street Journal, New York.
• Chris Frates ’02, correspondent, Cable News Network, Washington, D.C.
• Geoffrey Gonella ’90, president and co-founder, Cornerstone Government Affairs, Washington, D.C.
• Jane Healy ’71, columnist, Orlando Sentinel (retired), Orlando, Florida.
• John Jenkins ’72, publishing executive, journalist and author, Washington, D.C.
• Jay Kernis ’74, producer, NBC News, New York.
• Adam Ostrow ’04, chief strategy officer, Mashable, New York.
• Roy Schwartz ’98, MBA ’01, chief revenue officer, Politico, Arlington, Virginia.
• John Seng ’79, chairman and founder, Spectrum Science Communications, Washington, D.C.
• Scott Van Pelt, anchor/reporter, ESPN, Bristol, Connecticut.
• Sandra Long Weaver ’74, former vice president, Newsroom Operations, The Philadelphia Inquirer, Philadelphia.
• Eun Yang ’95, anchor/reporter, NBC4, Washington, D.C.

Other industry leaders who are not University of Maryland graduates include:
• Gerald Hroblak, president, Richard Eaton Foundation, Chevy Chase, Md.
• Board of Visitors Chair: Cathy Merrill Williams, president and publisher, The Washingtonian, Washington, D.C.

The Shirley Povich Center for Sports Journalism Advisory Board:
• Ernie Accorsi, former GM, New York Giants
• Kevin Anderson, athletic director, UMD
• Jim Bankoff, CEO, SB Nation
• Bonnie Bernstein ’92, commentator
• Tim Brant ’73, vice president, Sports, WJLA-TV
• Christine Brennan, columnist, USA Today
• Joe Browne, senior advisor to the commissioner, National Football League
• Alan Bubes, Washington businessman
• Steve Bilsky, Big 5 executive director
• Shelby Coffey III, trustee, Newseum
• Bob Costas, NBC Sports
• Seth Davis, CBS-TV, Sports Illustrated
• Vince Doria, vice president and director of News, ESPN
• Leonard Downie Jr., vice president at large, The Washington Post
• Margaret Engel, director, Alicia Patterson Foundation
• Lou Ferrara ’92, vice president and managing editor, Associated Press
• Michael Getler, ombudsman, PBS
• Garry Howard, editor-in-chief, Sporting News
• David Kindred, columnist, author, & visiting professor, Bradley University
• Tim Kurkjian ’78, reporter/analyst, ESPN Inc.
• Jane Leavy, author and journalist
• Kojo Nnamdi, radio/television commentator, WAMU-FM and WHUR-TV
• Maury Povich, television host
• David Povich, Willams & Connolly LLP
• Lynn Povich, Journalist Board Member, International Women’s Media Foundation
• Ike Richman ’88, vice president of public relations, Comcast-Spectator
• Jimmy Roberts ’79, sports commentator, NBC
• Harvey Sanders ’72, past chairman, University of Maryland College Park Foundation
• Leonard Shapiro, author and journalist
• Carl Sessions Stepp, professor, Philip Merrill College of Journalism
• Scott Van Pelt, ESPN
• Rick Walker, commentator, ESPN-980, Comcast SportsNet

Alumni and friends’ visits to campus:
Over the last five years, the college has welcomed many alumni and friends back to campus to speak. Students in Leslie Walker’s Business of News class have benefited from the insights of media professionals representing nearly every segment of the field, including reporting, producing, advertising, communications, public and media relations, and business management. Highlighted speakers included: Dan Silverman, creator of the popular “Prince of Petworth” website in Washington, D.C.; Fern Shen, founder of the Baltimore Brew news website in Baltimore; John Jenkins, founder of Law Street Media; Larry Patrick, founder of Patrick Communications; Allison Arden, publisher of Ad Age; Wendi Cassuto, group associate publisher of Hearst; and Amy Newman, senior vice president of iHeart Media/iHeart Radio; Chris Frates, correspondent, CNN; Lori Beecher, executive vice president, Media & Content Strategy at Ketchum; Rosemary Ostmann, president and CEO of Rose Communications; Jared Favole, senior director, Hamilton Place Strategies.

Part of the mission of the Shirley Povich Center for Sports Journalism is to bring working professionals into the classroom and onto campus for panel discussions and the annual Povich Center symposium to discuss relevant and challenging issues facing
sports. Alumni representing a range of graduation years have travelled to College Park
to visit with students or participate in panels. They include:

- Robert Klemko ‘10
- Michael Katz ‘10
- Rose DiPaula ‘09
- Jonas Shaffer ‘12
- Jesse Yomtov ‘12
- Dave Ginsburg ‘75
- Monica McNutt ‘13
- Alan Goldenbach ‘12
- Aaron Carter ‘12
- Pete Volk ‘13
- Frank Isola ‘87
- Emilio Ruiz-Garcia ‘83
- Evan Parker ‘05
- Larry Michael ‘79
- Christy Winters-Scott ‘90
- Will Kuhns ‘95
- Jimmy Roberts ‘79
- Lou Ferrara ‘92
- Eduardo Encina ‘98
- John Ourand ‘89
- Joe Yasharoff ‘87
- Bonnie Bernstein ‘92
- Tom McMillen ‘74
- David Selig ‘06
- Tina Cervasio ‘96
- Adi Joseph ‘09
- Kaitlyn Carr ‘11
- Mark Selig ‘09
- Stephen Whyno ‘07
- Ike Richman ‘88
- Chris Weller ‘66
- Bob Ford ‘13

In addition to alumni speakers, Povich Center panels and symposia have included
print, broadcast and digital sports journalists discussing topics ranging from the
university’s move into the Big Ten to racism in sports.
2010 Symposium: The Changing Landscape of Sports: How Much is too Much?
Featured Christine Brennan (USA Today columnist and writer), Daniel M. Snyder (Washington Redskins owner), Kevin Blackistone (Merrill College and ESPN’s Around the Horn) Scott Van Pelt (ESPN’s “Sportscenter” anchor and “The Scott Van Pelt Show” host), Tony Kornheiser (ESPN-980 radio host, and co-host of ESPN’s “Pardon the Interruption”)

2011 Symposium: Washington Redskins’ 50-Year Anniversary of Breaking the Color Barrier: Featured Kevin Anderson (University of Maryland athletic director), Darryl Hill ’65 (the first African-American to play for the University of Maryland football team), Bobby Mitchell (the first African-American to play for the Washington Redskins and a member of the Pro Football Hall of Fame), Theresa Moore (nationally recognized filmmaker who completed a documentary on the integration of the National Football League for CBS), Paul Tagliabue (retired NFL commissioner), Scott Van Pelt (ESPN Sportscenter anchor and host of “The Scott Van Pelt Show”), Michael Wilbon (ESPN’s “Pardon the Interruption” co-host and ESPN.com columnist).

2012 Symposium: Our Sports: A Look at the Area Sports Scene:
Featured Gary Williams ’68 (former Maryland basketball coach), Scott Van Pelt (ESPN’s “SportsCenter” and “The Scott Van Pelt Show”), Randy Boe (executive vice president, general counsel, Monumental Sports and Entertainment), Kevin Byrne (senior vice president for Public and Community Relations, Baltimore Ravens), Mark Ein (owner, Washington Kastles), Lara Potter (vice president, managing director for communications and brand development, Washington Nationals), Jill Sorenson (commentator, Comcast SportsNet) and Tony Wyllie (senior vice president, Communications, Washington Redskins).

2013 Symposium: Maryland’s Move to the Big Ten: Featured Jim Delany (commissioner, Big Ten Conference), Kevin Anderson (director of athletics, University of Maryland), Bonnie Bernstein ’92 (vice president, content and brand development/on-air host, Campus Insiders), Tom McMillen ’74 (chairman and CEO, Timios National Corp.) and Scott Van Pelt (commentator and reporter, ESPN)

2014 Symposium: Racism and Sports: How Far Have We Really Come? Featured Michael Wilbon, (ESPN’s “Pardon the Interruption” co-host and ESPN.com columnist), Scott Van Pelt, (ESPN’s “SportsCenter” and “The Scott Van Pelt Show”), Kevin Blackistone (Merrill College and ESPN’s “Around the Horn”), Kara Lawson, (Washington Mystics, 12-year WNBA veteran, ESPN commentator) and Damion Thomas (curator of sports, Smithsonian National Museum of African America History and Culture).
Other alumni visits:
Fall 2014 – “Seinfeld” Executive Co-Producer Peter Mehlman came to campus to visit classes and promote his novel, “It Won’t Always Be This Great.”

Winter 2015 – Mara Schiavocampo, an “NBC Nightly News” digital correspondent, was on campus to visit classes and promote her book, “Thinspired: How I Lost 90 Pounds — My Plan for Lasting Weight Loss and Self-Acceptance.”

Spring 2015 – Arelis Hernandez, who earned a B.A. in journalism and Latina studies in 2009 and is now a Metro reporter at The Washington Post, returned to a JOUR 201 reporting class to talk about covering the police beat and covering race issues (including the 2015 riots in Baltimore following Freddie Gray’s death in police custody).

4. Describe the unit’s methods for communicating with alumni, such as newsletters or other publications, on paper or online. Provide copies of publications or the online link for communication during the previous academic year.

Outreach:
• The college has enhanced its outreach efforts by creating a quarterly Dean’s Update newsletter. This is sent electronically to all alumni (with current email address) and includes information about college priorities and pieces written by faculty and staff. Most recently, graduates who participated in our Capital News Service provided reflections of their time working for CNS.
• The college has a more robust presence on social media, including daily updates through Facebook and Twitter.
• Since our last accreditation, the college has also benefited from a universitywide initiative, begun in 2013, called Scholarship Day. Scholarship Day is a 24-hour effort to raise money for scholarship and includes a competition between schools, colleges and centers. Over the course of the last two years, the number of new donors grew from 84 to 203.

Additionally, in:
• March 2013 – Photography exhibit and cocktail reception co-sponsored by Merrill College and UMD’s College of Computer, Mathematical and Natural Sciences at the International Center for Photography in Manhattan (about 80 in attendance).
• Spring 2014 and 2015 – Alumni reception held in conjunction with the University’s annual Maryland Day (about 50 in attendance each year).
• Fall 2014 – Alumni networking event held at About.com in Manhattan (about 70 in attendance).
- Spring 2015 – Capital News Service small group gathering in Manhattan (15 in attendance).
- Fall 2015 – Alumni networking event at Mashable office (about 70 in attendance).

5. Describe the unit’s support of scholastic (high school) journalism, including workshops, visiting lectures, critiques of student work, etc.

In 2014 and 2015, the college and university jointly covered the costs of scholarships for minority high school students selected to participate in a three-week Young Scholars program on the University of Maryland College Park campus. The Lee Thornton Young Scholars scholarship allowed exceptional minority students to take a three-week journalism course for college credit (JOUR 150, Introduction to Mass Communication), as well as participate in university programming and trips. The scholarship covered costs for six students in 2014 and four in 2015. The students hailed from public and private schools in Montgomery and Prince George’s counties. Although most of the students live in Maryland, one of the 2014 students lived in Northeast Washington. The hope in offering the scholarship is not only to interest minority students in journalism as a profession, but to showcase the University of Maryland and Merrill College. In both summers, the class highlighted issues of diversity with a lively talk from guest speaker Anne Farris Rosen, who has written for The New York Times and The Washington Post and teaches a Merrill College course on media coverage of racial issues. In addition, in both summers the class took a trip to USA Today to hear from Merrill alum Desair Brown Shaw about newsroom practices and hiring opportunities for young journalists of all backgrounds and ethnicities.

In addition, the college:
- Sponsored through its Shirley Povich Center for Sports Journalism free annual summer sports camps for high school students in the region in the summers of 2015 and 2014, attracting 50 to 60 students. See more in No. 1, above.
- Hosted annually each spring at Knight Hall a day-long workshop for 50 to 60 broadcast students in the region called “Face Time with the Pros.” The sessions are co-sponsored by the National Capital Chesapeake Bay Chapter of the National Academy of Arts and Sciences (http://www.capitalemmys.tv/), the Chesapeake Associated Press Broadcasters Association (capba.org), RTDNA and the National Press Photographers Association. Students from a number of universities and high schools in the region attended.
• Worked closely with the Maryland–D.C. Scholastic Press Association. On Nov. 6, 2015, the college hosted the organization’s annual conference in Knight Hall. Many faculty and staff members presented during the event, which drew 300 journalism students and their faculty advisors from all over the region.
• Offered a day of training on July 25, 2014, to about a dozen Maryland high school journalism teachers interested in learning more about mobile reporting and editing, digital photography and website building. Instructors included Cheryl Diaz Meyer, a Pulitzer Prize winner, and Assistant Professor Ron Yaros. The teachers came from public and private high schools in Prince George’s, Montgomery and Calvert counties: Northwood, James Hubert Blake, Montgomery Blair, Springbrook, T.S. Wooton, Elizabeth Seton, Eleanor Roosevelt, C.H. Flowers and Calvert high schools.
Standard 9:
Assessment of Learning Outcomes

Executive summary

Key components of Merrill College’s assessment program for undergraduate and master’s students are the twice yearly faculty critiques of student work in core classes, based on rubrics that measure learning outcomes that align with ACEJMC’s professional values. Designated student assignments in these core classes (see list in No. 1, below) are uploaded to an online platform called JPortfolio, where instructors score the work on a 0-4 scale. That JPortfolio database allows the college to compare progress across sections in specific classes and across the broader curriculum, and to make course changes based on these findings.

The college also relies on another direct assessment of student learning: systematic portfolio reviews of seniors’ and M.J. students’ published work by alumni and other journalism and media professionals.

And it uses a number of indirect assessments to evaluate the mood, skills and knowledge acquisition and job readiness of Merrill College undergraduate and master’s students:

- Student awards in regional and national contests;
- Graduating seniors and graduate students’ survey responses about their education and experiences at Merrill College;
- Job placements;
- Retention and graduation rates;
- Evaluations of student work from professional newsroom supervisors during undergraduates’ required internships.

Results of both the direct and indirect assessments are detailed in this report.

Assessment efforts have helped the college to pinpoint weaknesses in the curriculum (such as the need to work on basic math skills in a beginning reporting class, and the need to concentrate on style and grammar beyond the basic undergraduate writing class). Curriculum changes implemented in 2011 – compressing the undergraduate specializations from three into two – were, in part, a response to graduating seniors’ survey responses about weaknesses in the curriculum. (See “Indirect Assessments/Survey of Graduating Seniors,” below.) Narrowing down the specializations to broadcast and multiplatform allowed the college to focus more attention on courses in multimedia and data journalism – and to add courses in this area, including Assistant
Professor Nick Diakopoulos’ JOUR 479V, Special Topics in Data Gathering and Analysis: Computational Journalism, and JOUR 479D, Special Topics in Data Gathering and Analysis: Storytelling with Data Visualization.

Just as important, assessment findings have spurred faculty discussions about the need for consistent learning outcomes across sections of a core course, to ensure that all students are ready for the next course in the required progression of skills attainment.

Assessment efforts have also prompted conversations about the need for specific types of equipment and software to be tied to learning needs in each core class. For example, in group email conversations with teachers delivering the Introduction to Multimedia course (JOUR 203) in fall 2015, instructors collectively determined that the Learning Objectives listed for the course are still valid despite advances in technology, but the equipment needed to deliver the skills may need updates. The dean, associate deans and assessment director will continue that conversation with the teachers this year to determine what tools are best suited to this class and to the progression of classes in the multimedia and broadcast concentrations.

The assessments also provide students with professional feedback on the quality of their work in class and their readiness for jobs in journalism and related fields.

Please respond to each of the following instructions:

1. Provide a copy of the unit’s written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.

The JPortfolio Review plan was approved in spring 2006 and implemented in fall 2006. Learning Outcome 7, below, was added by faculty in fall 2011. Learning Outcome 8 was approved in spring 2015 and implemented in fall 2015. (See Appendix ST9-P for executive summary of the Learning Outcomes Assessment Plan.)

Under the plan, faculty assess the quality of selected student output from nine core undergraduate classes each fall and spring semester, based on standardized rubrics that align with learning outcomes outlined in ACEJMC’s professional values and competencies. Courses targeted and assignments reviewed are:

   UNDERGRADUATE:
   JOUR 200 (Media History) – a term paper
   JOUR 201 (News Writing and Reporting I) – two news stories, a style quiz, a math test
   JOUR 300 (Media Ethics) – writing assignment on ethical dilemma
JOUR320 (News Writing and Reporting II: Multiplatform) – news story and profile
JOUR 350 (Multimedia Presentation) – newspaper layout
JOUR 352 (Intermediate Multimedia Journalism) – multimedia story package
JOUR 361 (Television Reporting and Production) – story package
JOUR 400 (Media Law) – final paper or memo
JOUR 470-479 (research courses) – various research assignments

In addition, beginning with a pilot in fall 2015 and continuing annually from spring 2016, student portfolios and resumes will be assessed for career readiness by a panel of professionals in JOUR 480 (Capstone Colloquium: The Business of News).

GRADUATE:
JOUR 501 (Fundamentals of Writing and Editing) – basic math test
JOUR 625 (D.C. and Annapolis News Bureaus) – MJ Day portfolio
JOUR 655 (Multimedia News Bureau) – MJ Day portfolio
JOUR 667 (Broadcast News Bureau) – MJ Day portfolio
JOUR 772 (Computer Assisted Reporting) – data analysis project/story memo

The college assesses student work in eight broad learning outcome areas that align with ACEJMC’s values and competencies.

The college assessment plan stipulated that 90 percent of undergraduate student work reviewed in core classes would be assessed at a minimum of a 2 (“fair”) level on a 0-4 scale, according to rubrics for a particular class. (0=Unacceptable; 1=Poor; 2=Fair; 3=Good; 4=Excellent.) Because all learning outcome areas were routinely meeting that benchmark, the college’s faculty set a new goal for the fall 2015 review: that a minimum of 70 percent of student work reviewed in core classes would attain a score of at least 3 (“good”) or higher. The exception to this would be on Learning Outcome 6, which covers basic numerical concepts, for which the college has required a 100 percent score on the test in order for students to advance to the next skills class.

Here are the learning outcomes in the college’s undergraduate plans and the courses in which assessment takes place. Master’s learning outcomes are detailed in No. 8.

LEARNING OUTCOME 1 – Students will demonstrate written and oral communications skills through the ability to report, write and edit relevant news stories acceptable to a professional news outlet. (JOUR 201, 320, 361)
LEARNING OUTCOME 2 – Students will demonstrate an understanding and awareness of the history of journalism, its relationship with diverse groups in society and its historic special role in a democratic society. (JOUR 200)

LEARNING OUTCOME 3 – Students will demonstrate an understanding and awareness of the ethical guidelines and practices that govern the profession and the legal implications and considerations that inform the profession. (JOUR 300, JOUR 400)

LEARNING OUTCOME 4 – Students will demonstrate the ability to apply tools and technology appropriate for the profession. (JOUR 361, 350, 352; the college is replacing JOUR 350 (now an elective) with JOUR 203 (a requirement) in 2016.)

LEARNING OUTCOME 5 – Students will demonstrate the ability to conduct research and evaluate information by methods appropriate to the profession. (JOUR 470-479 research courses)

LEARNING OUTCOME 6 – Students will apply basic numerical and statistical concepts appropriate for the profession. (JOUR 201)

LEARNING OUTCOME 7 – Students will demonstrate knowledge of grammar, spelling, punctuation and syntax and an ability to apply Associated Press style to news stories in a manner acceptable to professional news outlets. (JOUR 201; the college added JOUR 320 to this list in 2015.)

LEARNING OUTCOME 8 – Students will demonstrate preparedness for the media job market through their resumes and published clips. (JOUR 480: Capstone Colloquium: The Business of News)

2. Provide the unit’s definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.

Rubrics for each of the learning outcomes, above, are attached as “Appendix-ST9-A.”

3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide copies of any end-of-year assessment reports. If there are multiple reports from the six-year period, summarize the findings and make the reports available in the appendices or in the workroom.
DIRECT ASSESSMENTS:

The JPortfolio assessment of learning outcomes in core classes: Collection of learning outcome data across sections in core undergraduate classes is completed every fall and spring semester on our online site. Faculty assessment is done in the same semester the work is turned in. Faculty use rubrics for each class to assess student work on a 0-4 scale, with 4 being Excellent and 0 being Unacceptable. The undergraduate assessment director summarizes the data every fall for annual reports reviewed and discussed with the faculty in October, then sent to a provost-appointed Commission on Learning Outcomes Assessment. Feedback from the commission is sent to the provost and the deans early the following year, before the next report is written. (See Appendix-ST9-B for the most recent report from the college that has been reviewed by the provost, from fall 2014. Appendix-ST9-I is the report written by the college in fall 2015; it has been reviewed by the provost’s commission but not yet sent to the provost.) Assessment reports to the university from the last six years will be available for review during the site team visit. The provost’s commission reviews all assessment outcomes each year and rates them as exemplary, adequate or needing improvement. These ratings are provided to the provost.

On its last reports, submitted in October 2015 and 2014, the college, as in previous years, received all exemplary (3) and adequate (2) ratings from the provost’s commission, and no ratings of “needs improvement.” (See Appendix-ST9-J and Appendix-ST9-C for commission remarks and scoring on college reports from the last two years.) Here is what Donna B. Hamilton, chair of the Provost’s Commission on Learning Outcomes Assessment, wrote in spring 2015 about the College of Journalism’s assessment report from October 2014:

“The Philip Merrill College of Journalism continued their excellent record established at the inception of the learning outcomes assessment process ten years ago. They are to be commended for such consistency in assessments and program improvement. Journalism is a good example of a program where even when students show evidence of adequate mastery the faculty members push to improve student learning beyond these acceptable levels. Journalism is considering adopting a more stringent threshold for acceptable student performance. There is some variability in specificity of performance levels for rubrics, indicating some need for revision. Some are very clear (e.g., Outcome 1b clearly indicates standards for seamless editing and on-air quality) whereas others are vague (e.g., Outcome 2, in which differences between “strong and thorough” versus “strong” understanding is not delineated). Journalism continues to use the online portal for submission of student work, and works to improve how the portal works. They continue to pay attention to students’ quantitative skills and ways to improve them.”
JPortfolio data have helped the college to identify weak spots in the undergraduate curriculum. In the college’s report submitted in October 2014, for instance, assessment results for Learning Outcome 7 – which captures student knowledge of grammar, spelling, punctuation and syntax and an ability to apply Associated Press style to news stories in a professional manner – showed student work meeting the benchmark of at least 90 percent being rated “fair.” But the “good” ratings showed room for improvement:

150 students’ work was evaluated in spring 2014; 33 students’ work was evaluated in fall 2013.

(See bolded percentages, below.)

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<thead>
<tr>
<th></th>
<th>%&gt;=2 (Fair)</th>
<th>%&gt;=3 (Good)</th>
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<tbody>
<tr>
<td>Spring 2014:</td>
<td>95.33 %</td>
<td>68.00 %</td>
</tr>
<tr>
<td>LO7: grammar/style:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2013:</td>
<td>93.94 %</td>
<td>66.67 %</td>
</tr>
<tr>
<td>LO7: Grammar/style:</td>
<td></td>
<td></td>
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</tbody>
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From the results, it was clear the college needed to continue to work with and further assess students’ grasp of grammar and style. The faculty voted to add an assessment of grammar, spelling, punctuation, style and syntax to the junior-level writing classes (JOUR 320 for multimedia students and JOUR 360 for broadcast students). That assessment is being added to JPortfolio for those classes in spring semester 2016.

In the meantime, faculty who are teaching reporting and writing classes are paying special attention to basic writing skills as they edit and correct student stories.

**Professionals’ review and assessment of seniors’ portfolios and resumes:** The college in 2015 began systematizing what had previously been sporadic reviews of undergraduates’ portfolios by professionals, including reviews by our Board of Visitors. In early spring 2015, a curriculum committee drafted rubrics that could be used by professionals for the portfolio review process. (See Appendix-ST9-D.) In fall 2015, all seniors in a colloquium class (JOUR 480) were asked to upload their resumes and portfolios to the online JPortfolio site. In December 2015, a random sampling of two dozen portfolios was made available for review by participating professionals, who assessed the students’ work based on the rubrics. The professionals included:

- **John Fairhall,** editor in chief of Kaiser Health News and a former assistant managing editor at The Baltimore Sun;
• **Stanley Heist**, director of News Training and Development at Sinclair Broadcast Group, formerly chief news photographer/editor for WBFF-TV, and an alum of Merrill’s master’s program;

• **Deb Puchalla**, vice president of original programming and content marketing, digital, for Networks Interactive Inc. (HGTV.com, FoodNetwork.com, uLive.com), former executive editor of Martha Stewart Living and former associate editor of Newsweek Magazine, and an alum of Merrill’s undergraduate program;

• **Madeline Marshall**, a video journalist at The Wall Street Journal’s Washington bureau, a former video journalist at Politico, and an alum of the college’s master’s program;

• **Mary Hartney Nahorniak**, social media editor at USA Today and former breaking news/multimedia editor at The Baltimore Sun; and

• **Kara (Gerlach) Flynn**, senior director of communications and marketing at the Society for Neuroscience, former director of communications for the Pew Initiative on Food and Biotechnology, and an alum of Merrill’s undergraduate program.

The assessment director will summarize the professionals’ findings to the faculty during a College Assembly meeting in early 2016. This direct assessment of student work will provide another gauge of how well students are being taught to research, report and write stories for multiple platforms – and if, during their senior year, the students are career ready.

The college expects to fine-tune the rubrics after the first fall trial, repeat in spring 2016, and then repeat annually in spring semesters thereafter.

**INDIRECT ASSESSMENTS:**

**Retention/graduation data:**
The University’s Office of Institutional Research, Planning and Assessment collects and analyzes institutional data and provides official campus statistics. The data show that the college has been more successful than the university in both retention and graduation rates. The most current data available show that the Philip Merrill College of Journalism’s first-year retention rate is 96.9 percent, while the campus’s current rate is 95.4 percent. The college’s most recent four-year graduation rate is 74.1 percent, compared to the campus’s rate of 66.3 percent. The college’s five-year graduation rate is 87.9 percent, while the campus’s five-year graduation rate is 84.5 percent. Finally, the college’s six-year graduation rate is 88.2 percent, and the campus’s six-year graduation
rate is 86.4 percent. The data include students who entered in fall 2011 and cover the period ending May 2015.

**Job Placements:** These surveys are not done annually, they are done sporadically. A 2012 survey of undergraduates’ and graduates’ job placements is indicative of the successes our students have in landing communications and journalism jobs.

Of our 20 professional master’s students graduating in 2012, the job placements of all but one are known. Of the remaining 19 master’s alumni, 17 (or 85 percent of the graduating class) are working in journalism/media/communications jobs, ranging from high school sports reporter at the Philadelphia Inquirer to reporter at the Charleston Gazette to associate producer at the HBO-Vice Media Documentary Series to Web content editor at Frontline Medical News to Web developer at the Pew Research Center. See list of placements in No. 6, below, with the one unknown removed.

Of the 133 undergraduates graduating in 2012, job placements for all but nine are known. (The nine unknowns have been removed from the list of placements in No. 6, below.) Of the 124 known undergraduate placements, 91 (about 68 percent of the total) are in media/communications/journalism jobs, ranging from audio editor at Sirius XM Radio to reporter at The Philadelphia Inquirer to producer at WJTV News Channel 12 to digital content producer for Black Enterprise magazine.

**Review of student awards in regional and national journalism competitions:**
The college’s undergraduate and graduate students continue to excel in their performances in national and regional competitions, including the Society of Professional Journalists Mark of Excellence Awards, the Emmys and the Hearst Journalism Awards Program. See a list of awards won over the last six years in No. 5, below.

**Collection and review of internship supervisor assessments:** Every undergraduate at Merrill College is required to take an internship for credit before graduating; some interns are also paid. (Graduate students are strongly encouraged to take an internship, and most do.) Most of our best students take multiple internships before graduating, at progressively larger news organizations. Internship placements over the last six years have been at some of the top news and media organizations in the Washington and Baltimore regions (during the school year) and across the country (during the summer), including CNN, USA Today, National Geographic, The New York Times, Reuters, NPR, Sirius XM Radio, Discovery, McClatchy-Tribune News Service, The Baltimore Sun, Comcast SportsNet, ESPN, Cosmopolitan and Good Housekeeping. The internships for credit are supervised by the college’s internship director. Every intern working for credit also has a newsroom supervisor, who sends a midterm and final written
evaluation of the student’s work to the internship director. The evaluation forms ask employers to rate students on their professional ability, job knowledge, communication, attitude, professional demeanor and overall performance. Supervisors also write comments on the interns’ strengths and weaknesses. The internship director reviews each of these assessments with the student — along with the students’ work samples — and uses them to help determine where the college might have curriculum, software or equipment deficiencies. Internship and assessment directors have periodic discussions with the faculty about the supervisors’ comments. The last discussion was at the College Assembly meeting in October 2015.

Scores from the midterm and final evaluations for undergrads in internships during the last two years were tabulated for the college’s two required internship courses — JOUR 399 (a one-credit course being phased out) and JOUR 396 (the new two-credit course). JOUR 399 scores were reviewed for fall 2013; spring, summer 2014 and fall 2014; and spring and summer 2015. JOUR 396 scores were reviewed for spring and summer 2014; fall 2014; spring and summer 2015. Although supervisors were asked to respond to a number of specific questions about the students’ work and work ethic, the score that was analyzed in this review of both internship courses was the final one.

On the students’ final evaluation, supervisors are asked, “Based on your final evaluation of the intern’s performance, how would you rate him or her?” Supervisors are asked to circle scores ranging from a 100 percent to 40 percent or less. The final question posed on the midterm evaluation is phrased slightly differently, “How would you rate this intern’s performance at midterm?” Again, supervisors are asked to circle a score ranging from 100 to 40 or less. The average results for each semester the internship classes were reviewed are shown in Appendix ST9-E.

In a testament to the quality of Merrill students’ work and career readiness, the review revealed that the average final score for students in JOUR 399 during this period ranged from 97.9 percent to 92 percent. For JOUR 396, the average scores ranged from 95.2 percent to 92 percent. Only one student taking JOUR 396 over those two years was assessed at lower than an 80 percent on this final question. Only two students taking JOUR 399 during the period studied were assessed at lower than an 80 percent.

Supervisors’ qualitative comments on their reviews reflected their overall enthusiasm for Merrill students’ journalistic competence.

Said the Richmond Times-Dispatch internship supervisor of Merrill’s Dow Jones News Fund intern there in 2015:
“I would put (XXX) in my top two DJNF interns of the 14 I’ve welcomed in my reign of terror here at the desk. He’s the first Terp of the lot, but I’ll be sure to ask for more – and that’s saying something, because I’m a U. Va. grad!

“It’s uncommon to have an intern as fully formed as XXX – skill, speed, poise, judgment. I’ll certainly be in touch if I learn of opportunities (here or elsewhere) as spring rolls around, and I’ll be a vocal reference for him in whatever his pursuits might be.”

And said WJLA’s internship supervisor of a summer intern there in 2015:

“(XXX) shows great professional promise. As I mentioned in the midterm evaluation, (she) is not only knowledgeable about her field, but she has the drive and work ethic to achieve her career goals. As I (and many of our staff members) have mentioned, if we were able to hire some of our interns for full time opportunities, (XXX) would be hired immediately.”

The college will continue to aid students in preparing for and landing high-quality internships.

In addition, the internship and assessment directors plan to meet in summer 2016 to craft rubrics for these supervisor review forms, which would give a stronger sense of how well students are doing on specific journalism skills used on the job.

**Surveys of graduating seniors:** Since at least 2009, the college has been adding questions just for journalism students to a survey of graduating seniors conducted by the University Career Center. Students are asked on a 1-5 scale (with 1 being Very Poor, 2 being Poor, 3 being Average, 4 being Good, and 5 being Very Good) to rate how well prepared they are for careers in the field; how they feel about their preparation in basic skills courses; how they feel about the professional value of their internships; and how well the college met their expectations, among others.

From December 2009 through December 2014, the college asked graduating seniors the following seven questions:

1 = How do you feel about your experience in the Philip Merrill College of Journalism as preparation for a professional career in journalism or a related field?

2 = How do you feel about your experience with your OVERALL education as preparation for the working world?

3 = How do you feel about your basic skills courses (reporting, writing, editing,
production, design, online, etc.) you took while at UM?

4 = How do you feel about your preparedness to operate in a multimedia news environment?

5 = If applicable, rate your experience at Capital News Service.

6 = How do you feel about the professional value of the internship you received as a journalism student?

7 = How do you feel the Philip Merrill College of Journalism performed in meeting the expectations you had when entering the school?

Student responses aggregated for the 11 semesters between December 2009 and December 2014 showed that in no semester did the average scores on any given question drop below a 3.44 (about midway between average and good.) That was the average score in December 2009 to question 5, when 18 students rated their experiences in Capital News Service. (See Appendix-ST9-F.)

When the average scores for each semester were averaged by question, it became clear the highest ratings (averaging 4.368) came in response to question 6, on how students felt about the professional value of their internships. The scores landed the college between good and very good on that question.

The second-highest scores came in response to question 1, on how well students felt the college prepared them for careers in journalism or a related field. The average for all semesters on that question was a 4.33 — again, between good and very good.

The lowest average scores for the 11 semesters came in response to question 4, on how well graduating seniors felt prepared to operate in a multimedia news environment. The average score for the 11 semesters was a 3.966, which would round to a 4, or “good” score. Interestingly, this question shows generally improving scores through the years, with no average semester scores below a 4, or good, since May 2013. This could reflect the fact that the college has been steadily adding additional multimedia and digital courses (and requirements within courses) to the curriculum, most recently in data visualization – in response to student comments on surveys and in meetings with professors. For instance, in JOUR 201, the college in recent years added lessons on using social media for journalism and writing story updates for a 24/7 Web operation. And two of the courses Assistant Professor Nicholas Diakopoulos has created are JOUR 479V: Special Topics in Data Gathering and Analysis: Computational Journalism, and
JOUR 479D: Special Topics in Data Gathering and Analysis: Storytelling with Data Visualization.

The takeaway discussed with faculty on these surveys is that the college is generally perceived as doing a “good” job by its graduates in preparing them for careers in the field. But it should continue to improve on multimedia and digital offerings — and strive for more top ratings of “5,” or very good, in all areas.

In spring 2015, the college updated and expanded the list of questions asked of graduating seniors. Responses to those questions will be analyzed in future reports.

4. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.

Professionals are involved in the assessment process in several ways:

- The JPortfolio assessment scores are often completed by working journalists because many of our skills courses are taught by part-time instructors who are journalism professionals.
- Newsroom internship supervisors are asked to evaluate undergraduate interns in the middle and at the end of their internships. Those evaluations are tabulated and analyzed by the college’s internship director.
- Members of the College’s Board of Visitors have periodically been asked to evaluate the portfolios of both graduate and undergraduate students. The evaluators commented on the quality of the students’ work, the presentation of their portfolios and their general promise as journalists. But in recent years, the college put in place a more systematic review of these portfolios. For most of the last five years, our Master of Journalism students have included on their exit panels a professional who helps to assess the graduating students’ portfolios and resumes. These panels also typically include three professors (see No. 8, below).
- Starting in fall 2015, undergraduates in a required senior colloquium course taught by Visiting Professor Leslie Walker have been asked to electronically submit a resume and links to four published works, for review and evaluation by working professionals. Student work is selected at random for review. The professional evaluations will be reviewed with faculty in a discussion of the students’ career readiness and what that says about our curriculum.
5. List awards won by the unit’s students in local, regional or national competitions in the past six years.

Here are some of the regional and national journalism contests in which Merrill students won awards in the last six years:

2014: SPJ Mark of Excellence Awards (announced in 2015):
(http://www.spj.org/moe14.asp)

National Awards:
- Idrees Ali and Capital News Service staff: National Finalist, General News Reporting, Large School Division, for “Maryland’s International Relationships.”
- Bradleigh Chance, Tim Drummond, Phil Staiman, Drew Snadecki, Chloe Leshner, Shannon Atran and Megan Brooke: National Finalist, Television In-depth Reporting, for “ViewFinder: A Free Smile.”

Hearst Journalism Awards Program (national):
Alanna Delfino, 8th Place

57th Emmy Awards (The National Academy of Television Arts & Sciences National Capital Chesapeake Bay Chapter) for 2014 work (announced in 2015):

- Sports, “Little Miss Oriole,” Alanna Delfino
- Public Affairs Community Service, “Going to Green Pond High,” Raecine Williams
- Photographer, “ViewFinder Fall ’14: Renewable Harvest,” Shannon Atran, Bradleigh Chance, Tim Drummond, Chloe Leshner, Megan Rufty, Drew Snadecki, Phil Staiman
- Talent, Raecine Williams,
- On Camera Talent Montage, Raecine Williams
- Video Essay, “Fire Dancers,” Marissa Parra
- Editor, “Press Uncuffed,” Alanna Delfino and Stephanie Martinez

2014: SPJ Region 2 Awards (announced in 2015):
(http://www.spj.org/news.asp?ref=1321)
- Christian Jenkins: First Place, General News Photography, Large School Division, for “Brown wins Democratic nomination, faces Larry Hogan in general election”
- Diamondback Editorial Board, First Place, Editorial Writing, for selected editorials
- Yi “Patrick” An, First Place, General Column Writing
- Erik Shell, Caroline Carlson, Matt Schnabel, Finalist, General Column Writing
- Idrees Ali and Capital News Service staff, First Place, General News Reporting, “Maryland’s International Relationships”
- Talia Richman, Finalist, General News Reporting, “Marylanders fight for rights to die after national attention drawn to ‘death with dignity’”
- Laura Blasey, Mike King, Joe Antoshak, Finalist, In-depth Reporting, Large, for “University Data Breach Exposes 300,000 Students, Faculty SSNs”
- Daniel Gallen, Aaron Kasinitz, Sports Column Writing, First Place, selected columns
- Capital News Service, Best Digital Only Student Publication (First Place)
- Danielle Ohl, Finalist, Best Use of Multimedia, for “Post-classical”
- CNS Staff, First Place, Online Feature Reporting, “Baltimore’s Forgotten Champions: An Oral History of the Baltimore Stallions”
- Daniel Popper, Finalist, Online Sports Reporting, “Breaking down Urban Meyer’s offense”
- Quinn Kelley, Finalist, Online Feature Reporting, for “The art of getting by: Life as a transgender student at the University of Maryland”
- Lyle Kendrick, Justine McDaniel, Amirah Al Idrus and Hyon-Young Kim, Finalist, Online In-depth Reporting, for “Cove Point liquified natural gas controversy”
- Robert Cobb, Ben Stryker, Eric Bricker, “Opinion and Commentary,” First Place, selected columns
- Staff and Volunteers, CNS-TV: Finalist, Best All-Around Television Newscast
- Taylor Cairns, Joyce Koh, First Place, Television Breaking News Reporting, “Pregnancy discrimination heads to Supreme Court”
• Brett Hall, Finalist, Television Breaking News Reporting, “Philadelphia Kidnapping”
• Brett Hall, First Place, Television Feature Reporting, “The Gift of Life”
• Dani Shae Thompson, Finalist, Television Feature Reporting, “Viewfinder: Cystic Fibrosis”
• Alanna Delfino, Finalist, Television Feature Reporting, “Veteran Kitchen”
• Marissa Parra, Finalist, Television General News Reporting, “Explosive findings: Rosedale train derailment”
• Bradleigh Chance, Tim Drummond, Phil Staiman, Drew Snadecki, Chloe Leshner, Shannon Atran, Megan Brooke, Television In-depth Reporting, First Place, for “Viewfinder: A Free Smile”
• Alex Glass, Dani Thompson, Amanda Salvucci, Alanna Delfino, Stephanie Martinez, Ben Susman, Kara Dixon, Shannon Clash, Taylor Lewis, Alexandria Benford, Finalist, Television In-depth Reporting, “Viewfinder: Overcoming Obstacles”
• Joyce Koh, First Place, Television News and Feature Photography, “An outlandish home built for deeper roots”
• Phil Staiman, Finalist, Television News and Feature Photography, “Viewfinder” Greener Goats”
• Tim Drummond, First Place, Television Sports Photography, “Weekend Warriors”
• Nick Munson, Finalist, Television Sports Photography, “Suns Down”
• Alanna Delfino, First Place, Television Sports Reporting, “Fan of the Game”
• Tim Drummond, Finalist, Television Sports Reporting, “Viewfinder: Swimmer Overcomes Spinal Injury”
• Nick Munson, Finalist, Television Sports Reporting, “Suns Down”


2013: SPJ Mark of Excellence National Awards (announced in 2014):
• Maryland Newsline/CNS-TV, Best All-Around Television Newscast
• Julia Weaver, National Winner, Television Feature Reporting, “Viewfinder: Renaissance Man”
• Louie Dane, National Winner, Television News and Feature Photography, “Viewfinder: Larger than Life”
• Aaron Kasinitz, National Finalist, Sports Writing, Large Division, for “Brothers Bernhardt”
2013: SPJ Region 2 Awards (announced in 2014):

- The Diamondback Staff, First Place. Breaking News Reporting (Large), “Two UMD students dead after College Park murder-suicide”
- Yasmeen Abutaleb, First Place, In-Depth Reporting (Large), “State prepared for health insurance exchanges opening today”
- Yasmeen Abutaleb, First Place, Feature Writing (Large), “Jayson Blair: 10 years later”
- Aaron Kasinitz, First Place, Sports Writing (Large), “Brothers Bernhardt”
- The Diamondback staff, First Place, Editorial Writing
- Lauren Redding, Erik Shell and Mike King, First Place, General Column Writing
- Daniel Gallen and Aaron Kasinitz, First Place, Sports Column Writing
- Christian Jenkins, First Place, Sports Photography (Large), “Mullins College Cup semifinals celebration”
- Brett Hall, Finalist, Radio News Reporting, “UMD Sails”
- Maryland Newsline staff, First Place, Best All-Around Television Newscast
- ViewFinder, Finalist, Best All-Around Television Newscast
- Julia Weaver, First Place, Television Feature Reporting, “Renaissance Man” (ViewFinder – UMTV)
- Leah Villanueva, Finalist, Television Feature Reporting, “Cicadas Return” (CNS-TV)
- Catherine Harrington, Finalist, Television Feature Reporting, “Taking Care of Mom” (ViewFinder – UMTV)
- ViewFinder – UMTV, First Place, Television In-Depth Reporting, “Overcoming Obstacles”
- ViewFinder – UMTV, First Place, Television In-Depth Reporting, “Overcoming Obstacles”
- Ana Namaki, Finalist, Television In-Depth Reporting, “Small Business & Technology” (ViewFinder – UMTV)
- Louie Dane, First Place, Television News/ Feature Photography, “Larger than Life” (ViewFinder – UMTV)
- Ana Namaki, Finalist, Television News/ Feature Photography, “Bookstore Movers” (ViewFinder – UMTV)
- Josh Birch, Finalist, Television News/ Feature Photography, “Shark Tagging” (CNS)
- Kelyn Soong, Sean Henderson and Angela Wong, First Place, Online News Reporting, “The Other Redskins”
• The Capital News Service staff, Finalist, Online News Reporting, “What’s at Risk: Sea Level Rise in Maryland”
• Kelyn Soong, Sean Henderson and Angela Wong, First Place, Online In-Depth Reporting, “The Other Redskins”
• Teddy Amenabar, Darcy Costello and Alex Kirshner, Finalist, Online In-Depth Reporting, “Decoding the Code of Student Conduct”
• Kelyn Soong, Sean Henderson and Angela Wong, First Place, Online Sports Reporting, “The Other Redskins”
• The Capital News Service staff, First Place, Best Use of Multimedia, “What’s at Risk: Sea Level Rise in Maryland”
• The Capital News Service staff, Finalist, Best Use of Multimedia, “Conowingo Dam”
• CNSMaryland.org, First Place, Best Affiliated Web Site
• CNSMaryland.org, First Place, Best Digital-Only Student Publication

2012-13: Hearst Journalism Awards Program (national):
Josh Fendrick, Second Place Television II – News (published 2012)


2012: SPJ Mark of Excellence National Awards (announced in 2013):
• Connor Letourneau, National Finalist, Sports Writing, Large School Division, for “Larger Than Life: Six Things You Didn’t Know About A.J. Francis”
• Ana Sebescen, National Finalist, Television General News Reporting, for “Foreclosures”
• Capital News Service Staff, National Finalist, Online News Reporting, Large School Division, “Republican and Democratic National Conventions”
• Capital News Service Staff, National Finalist, Online In-depth Reporting, Large School Division, “Maryland Families: Falling Behind”

Hearst Journalism Awards Program (national):
2011-2012 Intercollegiate Winners: Broadcast News, 10th Place, UMD
(http://hearstfdn.org/hearst_journalism/competitions.php?year=2012&type=Intercollegiate )

2012: SPJ Mark of Excellence Awards Region 2 (announced in 2013):
• The Diamondback, First Place, Best All-Around Daily Student Newspaper
• Yasmeen Abutaleb & Rebecca Lurye, The Diamondback, Second Place, General News Reporting, “The rise and fall of a dynasty”
• Laura Blasey, The Diamondback, Second Place, Feature Writing, “Incoming graduate student was a victim of Colorado shooting”
• Connor Letourneau, The Diamondback, First Place, Sports Writing (Large), “Larger than life: Six things you don’t know about A.J. Francis”
• Chris Eckard, The Diamondback, Second Place, Sports Writing (Large), “‘Living the dream’: The Zachary Lederer story”
• The Diamondback Editorial Board, Second Place, Editorial Writing
• Connor Letourneau, The Diamondback, Second Place, Sports Column Writing (Large)
• Josh Vitale, The Diamondback, Third Place, Sports Column Writing (Large)
• Charlie DeBoyace, The Diamondback, First Place, Feature Photography (Large): “Proteus Bicycles”
• Charlie DeBoyace, The Diamondback, Third Place, Sports Photography (Large): “Heartbreak in Hoover”
• Scott Kornberg, Capital News Service, Third Place, Radio Feature: “O’Malley Drops Politics for a Guitar”
• Josh Fendrick, Capital News Service, Third Place, Television Breaking News Reporting, “Speech Relocation”
• Ana Sebescen, UMTV, First Place, Television General News Reporting, “Foreclosures”
• Lyndsey Wallen, Capital News Service Television, Second Place, Television General News Reporting, “Crisfield Crisis”
• Annie Emberland, UMTV Third Place, Television General News Reporting, “Maryland Oysters: Struggles and Recovery”
• Whitney Harris, UMTV, Third Place, Television Feature Reporting: “Boy Baker”
• Josh Fendrick, Capital News Service, Third Place, Television In-depth Reporting: “Official Removal”
• Josh Fendrick, Capital News Service, First Place, Television Sports Reporting, “Knight Commission Issues Report”
• Ana Sebescen, UMTV, First Place, Television Sports Photography, “Futbol”
• Maryland Newsline, CNS-TV, Third Place, Best All-Around Television Newscast
• Capital News Service Staff, First Place, Online News Reporting, “Republican and Democratic National Conventions”
• Capital News Service Staff, Baltimore Sun, others, Second Place, Online News Reporting, and First Place, Online In-depth Reporting, “Maryland Families: Falling Behind” by staff of The Capital News Service
• Capital News Service, CNSMaryland.org, Second Place, Best Affiliated Web Site (Large)

2011: SPJ Mark of Excellence National Awards (announced in 2012):
- Jeffrey Benzing, Esther French, Judah Ari and Robyne McCullough, News21, UMD and ASU, National Winner, Online Feature Reporting, “Salmonella Lurks from Farm to Fork”
- News21 Staffs, ASU and UMD, National Winner, “Online In-depth Reporting,” “How safe is your food?”
- Christopher Haxel, National Winner, General Column Writing, for “9/11: The generational gap”
- Jeremy Schneider, National Finalist, Sports Column Writing

2011: SPJ Mark of Excellence Region II Awards (announced in 2012):
- The Diamondback, Second Place, Best All-Around Daily Student Newspaper
- Marissa Lang, Second Place, Breaking News Reporting, “Students Flood Route 1, Mall After Bin Laden Death”
- The Diamondback Staff, Third Place, Editorial Writing
- Richard Abdill, Second Place, Feature Writing, “Tramp Ships and Turntables”
- Christopher Haxel, First Place, General Column Writing
- Osama Eshera, Third Place, General Column Writing
- Yasmeen Abutaleb and Rachel Roubein, First Place, General News Reporting, “Ten years gone”
- Jeffrey Benzing, Esther French and Judah Ari Gross, First Place, In-Depth Reporting, “Salmonella Investigation”
- Chris Eckard and Jonas Shaffer, Second Place, In-Depth Reporting, “Young Football Players at Greater Concussion Risk than Pros”
- Steve Kilar, Third Place, In-Depth Reporting, “Twice Burned”
- Jeremy Schneider, First Place, Sports Column Writing
- Conor Walsh, First Place, Sports Writing, “Team Tyler”
- Chris Eckard, Second Place, Sports Writing, “With Turgeon, a New Look”
- Jeffrey Benzing, Esther French, Judah Ari Gross and Robyne McCullough, First Place, Online Feature Reporting, “Salmonella Lurks from Farm to Fork”
- News21 team, First Place, Online In-Depth Reporting, “How Safe is Your Food”
- Jeffrey Benzing, Esther French, Judah Ari Gross and Robyne McCullough, First Place, Online News Reporting, “Salmonella Lurks from Farm to Fork”
- Madhu Rajaraman, Second Place, Online News Reporting, “Some Say Health Officials Need to do More to Warn Public of High Mercury Levels in Lake Lariat Fish”
• Danielle Lama, First Place, Television In-Depth Reporting, “Sexual Assault”
• Tom George, First Place, Television General News Reporting, “Crab Companies Hurt by New Wage Rules”
• Tom George, Third Place, Television General News Reporting, “Rockville Tackles Deer Population Problem”
• Tom George, First Place, Television News Photography, “Missing Vietnam Soldiers Laid to Rest”
• Jessica MacLeod, Second Place, Television News Photography, “Farm Estate Tax”

Hearst Journalism Awards Program (national):
2010-2011 Intercollegiate Winners: Broadcast News, 9th Place, UMD

2010: SPJ Mark of Excellence Awards (announced in 2011):
National Awards:
• Evan Lambert: National Finalist, Television Breaking News Reporting
• Jeremy Moreland: National Finalist, Radio Sports Reporting
• Chris Yu: National Finalist, Television Feature Photography

SPJ Region 2 Awards:
• The Diamondback, Region 2: First Place Best All-Around Daily Student Newspaper
• Alexis Gutter, Second Place, General News Reporting
• Derby Cox, Ben Present, Nick Statt and Colleen Harrington, Second Place, In-depth Reporting
• Jon Aerts, Third Place, In-depth Reporting
• Marissa Lang, Third Place, Feature Writing
• Michael Lemaire, First Place, Sports Writing
• Eric Detweiler, Third Place, Sports Writing
• Justin Snow, Second Place, General Column Writing
• Christopher Haxel, Third Place, General Column Writing
• Jaclyn Borowski, First Place, Photo Illustration
• Jaclyn Borowski and Shai Goller, Third Place, Photo Illustration
• Maryland Newsline/CNS, Third Place, Best Affiliated Web Site
• The Maryland Newsline/CNS Staffs, Second Place, Online In-depth Reporting
• Ben Giles, Pete Muntean and the Maryland Newsline & CNS-TV staffs: Online Feature Reporting
• Brittany Borghi, First Place TV News Photography
- Brittany Borghi, Third Place TV Breaking News Reporting
- Brittany Borghi, Third Place TV Feature Photography
- India Diaz, Third Place, TV General News Reporting
- John Harvey, Third Place, Radio Feature Reporting
- Evan Lambert, First Place, TV Breaking News Reporting
- Evan Lambert, Second Place, TV Feature Reporting
- Chris Yu, Third Place, TV Feature Reporting
- Chris Yu, First Place, TV Feature Photography
- Chris Yu, Second Place, TV Feature Photography
- Jaclyn Borowski, Third Place, General News Photography

**Hearst Journalism Awards Program: (national)**
- Pete Muntean: Ninth Place Finalist, TV Feature Reporting

6. List by specialty each member of the graduating class of 2012 and those graduates’ current jobs. If practical, please give a total number of “unknowns” rather than including them in the list.

**Job Placements for Master’s Students Graduating in 2012**
(One unknown has been deleted from list)
Survey conducted in spring 2015

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Concentration/ Specialization at Merrill</th>
<th>Company Name</th>
<th>Current Job Title</th>
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<tbody>
<tr>
<td>Amihere</td>
<td>Dana</td>
<td>Master of Journalism, Multiplatform</td>
<td>Pew Research Center</td>
<td>Web Developer</td>
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<tr>
<td>Auxier</td>
<td>Brooke</td>
<td>Masters of Journalism, Broadcast</td>
<td>McMurry/TMG,LLC</td>
<td>Social Media Journalist</td>
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<td>Bock</td>
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<td>Frontline Medical News</td>
<td>Web Content Editor</td>
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<td>Boone</td>
<td>Chelsea</td>
<td>Master of Journalism, Multiplatform</td>
<td>Education Week – EPE</td>
<td>Online News Producer/Social Media Manager</td>
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<td>Carter</td>
<td>Aaron</td>
<td>Master of Journalism, Multiplatform, Howard Simons Fellow for sports concentration</td>
<td>The Philadelphia Inquirer</td>
<td>High School Sports Reporter</td>
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<td>Master of Journalism, Multiplatform</td>
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<td>Name</td>
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<td>Grossman</td>
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<td>Nebo Agency</td>
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<td>Charleston Gazette</td>
<td>Reporter</td>
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<td>Tampa Bay Times</td>
<td>Staff</td>
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<td>The Wall Street Journal (Washington bureau), and adjunct teacher at Merrill College</td>
<td>Video Journalist- WSJ</td>
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<td>David</td>
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<td>The Desert Sun</td>
<td>Reporter</td>
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<td>Master of Journalism, Multiplatform</td>
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<td>Technology Reporter</td>
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<td>Vaughn</td>
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<td>Au Pair</td>
<td>Freelance</td>
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<td>Wallen</td>
<td>Lyndsey</td>
<td>Master of Journalism, Broadcast</td>
<td>Bertie County Schools, Windsor, N.C.</td>
<td>Elementary Special Education Teacher - Teach for America</td>
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</table>
Job Placements for 124 Undergraduate Students Graduating in 2012
(Nine unknown placements have been deleted from list)
Survey conducted in spring 2015

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Concentration/ Specialization at Merrill College</th>
<th>Company Name</th>
<th>Current Job Title</th>
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<td>Adventure Web Interactive</td>
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Standard 9 Philip Merrill College of Journalism Self Study Report 284
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The college keeps track of alumni through sporadic surveys, such as the survey of October 2012 graduates described in No. 6 of this report; conversations with alumni invited back to serve on panels and as guest speakers in classes; social media (the college has Facebook and Twitter accounts to which alumni frequently contribute their thoughts on classes and share job and internship openings); interactions from quarterly newsletters sent by email; formal functions, such as a 20th anniversary celebration for alumni and supporters of Capital News Service at Knight Hall and a 25th anniversary celebration for Capital News Service alums and supporters at the National Press Building in summer 2015; and through the extensive networking with alumni sustained by our faculty and administrators.

For instance, CNS-TV news bureau director Sue Kopen-Katcef maintains a listserv of CNS-TV alums started in 2001 by former CNS-TV bureau Director Mark Lodato. Kopen-Katcef said she not only keeps alums updated on social events and reunions and job openings, but she takes informal surveys of the equipment and software used on their jobs and the skills being updated and learned, to determine what updates might be needed in curriculum. In addition, CNS-TV has its own Facebook page for alumni.

All of the current and former news bureau directors still employed by Merrill College maintain connections with alumni on their personal Facebook and Twitter accounts and LinkedIn pages. Many other faculty and deans do the same.

Associate Dean Olive Reid’s extensive alumni contacts on LinkedIn were used to find former students to speak on panels at the college’s annual fall Career Fairs, which attract dozens of recruiters and hundreds of journalism majors searching for internships and jobs each year. Panelists for the last six years have included:

**2015** - Timothy Wong ’08, Michael Jaffe ’10, Robyne McCullough ’11, Tom Roussey ’00, Heather (Schwartz) McDonough ’04, Greg Schimmel ’13 and Pete Volk ’13.

**2014** - Monica McNutt MA ’13, Jonas Shaffer ’12, Lindsay Simpson ’08, Danielle (Hayner) Elliot ’07, Linh Bui ’07 and Jason Newton ’00.
2013 - Raymund Flandez '04, Eric Kelderman MA '01, Bobby McMahon MA '09, Alexandra Robinson MA '09, Daniel Baker '12, Kaitlyn Carr '11, Brian Kapur '11, Michael Katz '10, Travis Mewhirter '12, Matthew Perison '13, Ethan Rothstein '11, Jackie Borowski '11, Briana Boyington '11 and Jamie Forzato '12.

2012 - Jesse Yomtov '12, Brian Kaufman '11, Thomas Floyd '10, Adi Joseph '09, Roxana Hadadi '09, Emily Yahr '08, Jessica Milcetich '07 and Bethonie Butler '06.

2011 - Samantha Grieder '09, Greg Wyshynski '99, Collin Berglund '11, Andrea Berry '07, Sally Dadisman '08, Lindsay Deutsch '11 and Erin Ruberry '08.

2010 - Gary Bender '02, Corey Dade and Benjamin Worsley '10.

In addition, our deans and development team sponsor functions for alumni in New York, Washington, Chicago and other cities to not only foster connections between them and with the college, but to talk to them about developments in the industry and how that might impact our curriculum.

Professional master's program:

8. Attach the unit’s written assessment plan for the master’s program. Provide any end-of-year assessment reports. If there are multiple reports from the six-year period, summarize the findings and make the reports available in appendices or in the workroom.

See Attachment ST9-P for an executive summary of the college’s assessment plan for undergraduate, master’s and Ph.D. programs.

The university’s graduate school requires an assessment report for the master’s program every two years. (The 2011-2013 report is attached as ST9-G. The 2013-2015 report is attached as ST9-K.) The college also assesses graduating master’s students as part of the required MJ Day portfolio review. Finally, graduating master’s students are sent a survey to get feedback on their experiences and the program as a whole.

Assessment Report to University

The 2013 report to the university’s graduate school demonstrates that graduating master’s students met or exceeded the college’s benchmarks in all but one component of one outcome, during one semester.
The college measures students on four outcomes in three classes – Fundamentals of Writing and Editing, Methods in Computer-Assisted Reporting and the Capital News Service bureaus.

The four outcome descriptions and the classes the assessments are applied to are:

1 - Students will demonstrate written and oral communications skills and the ability to research and assess information critically through their reporting of relevant news stories publishable by a professional news outlet. This outcome has three components – research, writing and editing. (Capital News Service classes)

2 – Students will demonstrate an understanding and awareness of the ethical guidelines and practices that govern the profession. (Capital News Service classes)

3 - Students will demonstrate the ability to apply tools and technology to conduct research and evaluate information by methods appropriate to the profession. (JOUR 772, Methods in Computer-Assisted Reporting)

4 – Students will apply basic numerical and statistical concepts appropriate for the profession. (JOUR 501, Fundamentals of Writing and Editing)

The students are scored on a five-point scale, as follows:

- 4 = Excellent
- 3 = Good
- 2 = Fair
- 1 = Poor
- 0 = Unacceptable

The objective for each outcome is that at least 90 percent of all Master of Journalism students will receive a score of 3 (Good) or better for each learning outcome (and each of the three components in No. 1).

The 51 students measured in the two years of this report met or exceeded every benchmark except in one component, in one semester. In the writing subcategory of question No. 1 in spring 2013, only 73 percent of students received a 3 (Good) or higher. The college has instituted an additional writing requirement since then that we hope will improve performance.

The test of basic numerical concepts is given to all master’s students in the introductory reporting and writing class. The college requires a 100 percent score on the test in order
for students to advance to the next skills class. All master’s students have passed the test since the last accreditation report. The college allows for multiple attempts of different versions of the test.

**MJ Day Portfolio**

Each master’s student is required to present a portfolio of professional-level work to a panel of three faculty members and one alumnus as part of the college’s MJ Day. The outside member of the panel was added in spring 2010.

(Note: Because of personnel transitions, in 2011 and 2012 there were several semesters where alumni were not invited, or invited sporadically.)

The panel members also fill out anonymous assessment sheets – these do not identify the faculty member or the student. The rubric, also attached, asks the panel members to assess the students on the following four questions:

(Note: Question No. 4 was added in fall 2014)

- **Question 1:** Based on the MJ portfolio presented to you and your conversation with the student, has he or she demonstrated good reporting and newswriting and communication skills – writing stories for publication that are accurate and fair, clear and concise, and in a format and style appropriate for that publishing platform?
- **Question 2:** Has the student demonstrated an understanding and awareness of the ethical guidelines and practices that govern the profession, along with an awareness of the need to consult diverse sources when reporting?
- **Question 3:** Has the student demonstrated the ability to apply tools and technology to conduct research and evaluate information by methods appropriate to the profession, such as through the use of spreadsheets in computer-assisted reporting or online databases?
- **Question 4:** Has the student demonstrated a competency in the visual display of information, through the use of tools appropriate to the profession, such as photos, videos, maps, charts or graphs?

The panel members score their answers as follows:

- **4** — Candidate is operating at an extraordinary level that will make him or her stand out from most other professional news reporters.
- 3 — Candidate is operating at a level above that of an average young professional journalist.
- 2 — Candidate is operating at an acceptable level for a first-year professional reporter.
- 1 — Candidate’s work in this area is not up to the standards of a daily newspaper/broadcast outlet.
- N/A --- Unable to answer this question based on the materials provided to the committee or the conversation with the candidate.

Over the last eight semesters, 95 percent to 97 percent of master’s students have rated acceptable (2) or above on all four questions. Even at the extraordinary (4) level, the numbers were quite good, with 56 percent rating that high for question No. 1, 66 percent for question No. 2, 57 percent for question No. 3 and 73 percent for question No. 4.

The percentage of students rated unacceptable (1) for any question in any of the eight semesters was in the low single digits, with one exception. In the spring of 2012, 15 percent of the students were rated unacceptable for question No. 1. The college instituted the additional writing requirement mentioned above to help address any issues with this standard.

Survey

The college began conducting anonymous surveys of graduating master’s students in the spring of 2014 (see attached results as Appendix—ST9H GradSurveys). The initial seven-question survey asked graduates open-ended questions about what they liked and did not like, whether they would recommend the program to other students and what they would change or eliminate.

Starting with the spring of 2015, the survey was redesigned and expanded to 10 questions. The new questions include one on career aspirations and another on the college’s climate for diversity.

Unfortunately, the response rate for the survey has been poor. In spring 2014, we received six responses out of 13 graduates. In fall 2014, we received zero out of 12 graduates. And in spring 2015, we received just two out of 11 graduates.

To address that shortcoming, we are discussing building the survey into MJ Day activities as a way to encourage students to complete the survey.
Among the responses to the earlier, open-ended survey, the college received some reassuring comments, and some important critiques.

For example, in response to what they liked about the college, one student wrote:

“The personal nature of the program and the quality of the professors. I learned so much from individual professors and I felt very supported. The program felt very personalized and I was able to make sure I was getting what I wanted out of it. The professors are so good at what they do and care so much about their students. More than once during the year, I had the thought that the professors are really what makes the program, and I think that really is key to Merrill’s magic. I feel so grateful for the people I got to learn from and work with. The other great thing about Merrill is that I feel like everything I did is relevant to my future/career and I didn’t feel like I was wasting my time at any point. I feel so prepared for my career and I learned so many tangible lessons.”

Another wrote:

“What I liked best about Merrill was the quality of the instructors. As a whole, I felt that they did a great job training, teaching and preparing me for a career in journalism. Additionally, CNS was a critical and essential part of Merrill that really taught me the most.”

On the flip side, in response to a question about things the college could do better, or change, one student wrote:

“I would make the online journalism class a little more focused on coding and on how to build graphics and interactives.”

(This was a common complaint that we believe we have addressed successfully.)

Another wrote:

“The biggest critique I have about the program is that it needs more organization. The classes, CNS and profs are all great, but all the technical/administrative/behind-the-scenes stuff could be better oiled. One of the main problems we had was trying to get information about things. We needed to receive more emails informing us about events and requirements—pretty much for everything administrative, from finding out about events sooner in advance to being given MJ Day and graduation information sooner (and given more of it) or being told earlier that we would have to be back so early for CNS.”
(We believe this was largely due to several personnel transitions. This is an area that we believe we have made great progress through the hiring of a graduate coordinator and through the use of email lists and social media.)

9. Show that the unit has defined outcomes in the professional master’s program appropriate to such a program, such as a professional project, a thesis or a comprehensive exam demonstrating development of analytical and critical thinking abilities appropriate to the profession.

The college asks professional master’s students to show mastery of their skills and knowledge at several points along the way.

All professional master’s students are required to take what the college calls an intermediate reporting class. These courses are project oriented and require the completion of a journalistic piece that is ready for public dissemination through our Capital News Service, or some other professional outlet. These courses include investigative reporting, urban affairs reporting, health reporting, long-form broadcast and others.

Multiplatform master’s students are required to take database reporting. They are then required to produce a computer-assisted reporting project as part of their required Capital News Service semester. In addition to the computer-assisted reporting project, Capital News Service serves as a semester-long project because students are required to work as beat reporters four days per week in one of our four bureaus. All of their work is professionally disseminated.

Finally, before graduation, all of the college’s professional master’s students are required to present a portfolio of their work to a four-person committee consisting of three faculty members and a professional from the ranks of Merrill’s local alumni. The portfolio review serves as a final critique of their entire body of work.