

Report of On-Site Evaluation

ACEJMC

Undergraduate program

2013– 2014

Name of Institution: Michigan State University

Name and Title of Chief Executive Officer: June Youatt, Acting Provost

Name of Unit: School of Journalism

Name and Title of Administrator: Lucinda Davenport, Director

Date of 2013 - 2014 Accrediting Visit: Oct. 20-23, 2013

If the unit is currently accredited, please provide the following information:

Date of the previous accrediting visit: Oct. 14-17, 2007

Recommendation of the previous site visit team: Accreditation

Previous decision of the Accrediting Council: Accreditation

Recommendation by 2013 - 2014 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair

Name and Title: Paul Parsons, Professor and Dean

Organization/School: School of Communications, Elon University

Signature _____

Team Members

Name and Title: Dale Cressman, Associate Chair for Undergraduate Studies

Organization/School: Department of Communications, Brigham Young University

Signature _____

Name and Title: Jackie Jones, Newsroom Consultant and Associate Professor

Organization/School: School of Global Journalism and Communication, Morgan State University

Signature _____

PART I: General Information

Name of Institution: Michigan State University

Name of Unit: School of Journalism

Year of Visit: Fall 2013

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

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

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

- Private
- Public
- Other (specify)

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

From the State of Michigan, Michigan State University Act 269 of 1909 is the authorization evidence at: [http://www.legislature.mi.gov/\(S\(cbkeqhz1uqq0xv552e0yva2t\)\)/documents/mcl/pdf/mcl-Act-269-of-1909.pdf](http://www.legislature.mi.gov/(S(cbkeqhz1uqq0xv552e0yva2t))/documents/mcl/pdf/mcl-Act-269-of-1909.pdf)

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

- Yes If yes, give the date of the last accrediting visit: October 14-17, 2007
- No

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

Continuously accredited since 1949

6. Attach a copy of the unit's mission statement. Give date of adoption and/or last revision.

The School of Journalism mission statement follows here. The School's complete mission statement and Michigan State University's mission statement are in the appendices.

Mission of the School of Journalism

In melding professional and technical instruction with a liberal arts education, the School of Journalism seeks to train men and women to gather, process and disseminate information for a society reliant upon the free flow of news and opinion. To achieve this goal, the School will instruct graduate and undergraduate students in:

1. *The role of the press in a free society;*
2. *Legal rights and responsibilities of journalists;*
3. *Social effects of journalistic practices;*
4. *Delivery systems;*
5. *Media literacy;*
6. *Professional training for careers requiring journalism skills, especially critical thinking, reporting, writing and visual communication.*
7. *Research skills*

In addition, the School will serve the public, professional media and journalism education by:

1. *Producing scholarly research and engaging in innovative, creative and professional activities that advance the role of media in society;*
2. *Conducting continuing education courses, seminars and workshops;*
3. *Providing interns and graduates for employment;*
4. *Providing faculty expertise for special problems and issues;*
5. *Improving mass media through positive evaluation and comment.*

Finally, the School will serve the University by offering courses of value and interest to non-journalism majors, thereby developing and strengthening the public understanding of the mass media and of freedom of the press.

Revisions approved by the Faculty of the School of Journalism, November 17, 2006; Revised December 14, 2012

7. What are the type and length of terms?

Semesters of 15 weeks
Summer sessions of 7 & 15 weeks

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

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

9. Give the number of credit hours required by the university for graduation. Specify semester-hour or quarter-hour credit. 120 semester hours

10. Give the number of credit hours students may earn for internship experience. Specify semester-hour or quarter-hour credit. 1-4 semester hours

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

Not Applicable: The School offers no specialized sequences.

12. Number of full-time students enrolled in the institution: 48,800

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

No Sequences—500 for Fall 2013 (admitted and pre-majors)

14. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, etc.). List enrollment by section for the term during which the visit will occur and the preceding term.

Fall 2013			
Course	Section	Title	Enrollment
JRN 200	001	Writing and Reporting News I	18
JRN 200	002	Writing and Reporting News I	17
JRN 200	003	Writing and Reporting News I	18
JRN 200	004	Writing and Reporting News I	18
JRN 200	005	Writing and Reporting News I	18
JRN 200	730	Writing and Reporting News I	17
JRN 300	001	Writing and Reporting News II	18
JRN 300	002	Writing and Reporting News II	17
JRN 300	003	Writing and Reporting News II	9
JRN 300	004	Writing and Reporting News II	9
JRN 306	001	Radio and TV News	11
JRN 306	002	Radio and TV News	14
JRN 310	001	Photojournalism	17
JRN 336	001	Designing for Print & Online	17
JRN 338	001	Information Graphics I	12
JRN 400	001	Spartan Online Newsroom	18
JRN 400	002	Spartan Online Newsroom	16
JRN 400	003	Spartan Online Newsroom	17
JRN 400	004	Spartan Online Newsroom	14
JRN 403	001	TV News	8

JRN 405	730	Editing for Print and Online	20
JRN 406	001	Advanced TV News	2
JRN 407	001	Computer-Assisted Reporting	11
JRN 415	001	Public Affairs & Business Reporting	13
JRN 417	001	Sports Reporting II	18
JRN 420	001	Capital News Service	5
JRN 472	001	Lab Environmental Reporting	7
JRN 491	001	Special Topics: Advanced Multi-Media Storytelling	3

Spring 2013			
Course	Section	Title	Enrollment
JRN 200	001	Writing and Reporting News I	18
JRN 200	002	Writing and Reporting News I	17
JRN 200	003	Writing and Reporting News I	8
JRN 200	005	Writing and Reporting News I	16
JRN 300	001	Writing and Reporting News II	16
JRN 300	002	Writing and Reporting News II	17
JRN 300	003	Writing and Reporting News II	15
JRN 300	004	Writing and Reporting News II	18
JRN 306	001	Radio and TV News	17
JRN 310	001	Photojournalism	7
JRN 336	001	Designing for Print & Online	16
JRN 400	001	Spartan Online Newsroom	10
JRN 400	002	Spartan Online Newsroom	11
JRN 400	003	Spartan Online Newsroom	16
JRN 400	004	Spartan Online Newsroom	13
JRN 403	001	TV News	7
JRN 406	001	Advanced TV News	5
JRN 410	001	Photojournalism II	7
JRN 417	001	Sports Reporting II	18
JRN 420	001	Capital News Service	5
JRN 432	001	Feature Writing	17
JRN 436	001	Online Publishing	6
JRN 472	001	Lab Environmental Reporting	8

15. Total expenditures planned by the unit for the 2013 – 2014 academic year:

\$3,100,000. This is an increase of 7.35 percent from 2011-2012.

Percentage increase or decrease in three years:

5.3 percent increase. This is figured from 2011-2012 to 2012-2013 to est. 2013-2014.

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

\$1,869,152. This does not include funding from other units for split appointments.

16. 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.

Howard Bossen	Professor
Serena Carpenter	Assistant Professor
Sue Carter	Professor
Manuel Chavez	Associate Professor
Lucinda Davenport	Professor/Director
Lori Anne Dickerson	Specialist
Fred Fico	Professor
Eric Freedman	Associate Professor
Bob Gould	Instructor
Darcy Greene	Associate Professor
Joe Grimm	Instructor
Karl Gude	Instructor
Troy Hale	Specialist
Steve Lacy	Professor
John Molloy	Professor
Folu Ogundimu	Associate Professor
Cheryl Pell	Senior Specialist
Dave Poulson	Instructor
Michael Stamm	Associate Professor
Jeremy Steele	Specialist
Bruno Takahashi	Assistant Professor
Rick Wash	Assistant Professor
Jennifer Ware	Assistant Professor
Maral Minassian Zakharia	Assistant Professor
Geri Zeldes	Associate Professor

17. List names of part-time/adjunct faculty teaching at least one course in fall 2013. Also list names of part-time faculty teaching spring 2013.

Spring 2013

Fall 2013

Bonnie Bucqueroux
 Jackie Hawthorne
 Michele Joseph**
 Sheila Schimpf*
 Omar Sofradzija
 Ken Winter

Brian Bowe**
 Bonnie Bucqueroux
 Steve Friess
 Michele Joseph **
 Sheila Schimpf*
 Omar Sofradzija

*Sheila Schimpf edits news copy on Fridays for the syndicated Capital News Service course, JRN 420, and does not teach a course per se.

** Ph.D. Teaching Assistant responsible for class.

18. Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates who earned 80 or more semester hours outside the major and 65 or more semester hours in liberal arts and sciences.

Year	Total Graduates	80 or more semester hours outside the major		65 or more semester hours in liberal arts/sciences	
		Number	Percent	Number	Percent
2012-2013 academic year	106	106	100	106	100
2011-2012 academic year	99	99	100	99	100

19. Schools on the quarter system:

For each of the last two academic years, please give the number and percentage of graduates who earned 116 or more quarter hours outside the major and 94 or more quarter hours in liberal arts and sciences.

Not Applicable.

PART II — Standard 1: Mission, Governance and Administration

The policies and practices of the unit ensure that it has an effectively and fairly administered working and learning environment.

Unit performance with regard to indicators:

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

Journalism at Michigan State has a rich history that began 103 years ago, and the School of Journalism is clearly in the select group of premier programs today. The School has been continuously accredited since 1949.

It is one of five academic units within the College of Communication Arts and Sciences. The other units are the Department of Advertising + Public Relations; Department of Telecommunication, Information Studies and Media; Department of Communication; and Department of Communicative Sciences and Disorders. The College also is home to WKAR public radio and television.

The School of Journalism, with 500 students, states its role as producing “critical thinkers, excellent writers and superb visual communicators.” It has a clear mission statement that melds professional education with a liberal arts education. The primary goal is to train the next generation of students to “gather, process and disseminate information for a society reliant upon the free flow of news and opinion.”

The School is doing this exceedingly well, even in the face of Michigan’s economic distress and declining state support for universities. The economic climate makes strategic planning even more important. Michigan State’s “Boldness by Design” strategic plan has been succeeded by the new “Bolder by Design” plan, and both the College and School align their priorities with it. The School’s strategic plan for 2013-18 includes specific goals to enrich the student experience, improve community and economic life, expand international reach, increase research opportunities and advance a culture of high performance.

In 2010-11, the School engaged in a year-long Academic Program Review – a form of University self-study – that guided the School to identify and strengthen its academic program.

In recent years, strategic planning has led to a substantially revised undergraduate program that embeds innovative technologies and creativity throughout the curriculum. The School also made changes to permit students to take journalism courses earlier and in the summer to help shorten the time to graduation. Expectations of increased faculty scholarship and grants activity have grown, and the faculty has risen to the challenge.

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

Faculty are at the heart of curricular and policy making in the School. The faculty typically meet once a month, and the School has four standing committees –

Undergraduate Affairs, Graduate Affairs, Research and University Outreach – plus ad hoc committees are formed as needed.

At the first faculty meeting each year, all faculty, staff and graduate assistants are provided a Faculty Reference Notebook, which includes the Journalism Faculty Handbook with support-staff descriptions, building information, office support services, teaching-related policies, workshops available for new instructors, and information on student and faculty rights and responsibilities. The notebook also includes School of Journalism Bylaws; guides for reappointment, tenure and promotion; grievance procedures; and College information.

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

Faculty members are effusive in their praise of the director. She is known as hard-working, supportive, organized and visionary. Faculty members say she is particularly good at letting people shine in their areas of expertise. Similarly, the dean expressed strong confidence in her leadership.

The director is a member of the Dean's Leadership Team that meets regularly to discuss both short-term and long-term goals and initiatives. The director has been successful in leading the School through curriculum revision, guiding faculty toward new expectations related to grants activity, and securing new faculty positions for the School, including joint appointments with other units in the College.

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

Michigan State's procedure for selecting administrators involves shared responsibility of the faculty, dean and provost, as noted in the School Bylaws. A change in School leadership occurred in 2009 almost immediately after the naming of a new dean of the College. The dean appointed the current director in consultation with the faculty.

The dean conducts a formal evaluation of the director each year, reviewing a variety of metrics such as enrollment, faculty research and grants activity, and off-campus revenue. This does not include an annual evaluation by faculty, but the dean said conversations with faculty occur in many contexts throughout the year. The director goes through a formal review process at intervals not to exceed five years.

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

Michigan State policies govern the process for dealing with complaints and concerns by students, faculty and staff. Grievance procedures are both formal and informal, and no academic grievance has arisen in the School since a grade dispute in the 1970s. The School has created an impressive Student Code of Ethics and Standards that includes a guide to social media use.

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

The unit provides curriculum and instruction, whether on site or online, that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.

Unit performance with regard to indicators:

- (a) **The unit requires that students take a minimum of 80 semester credit hours or 116 quarter credit hours outside of the unit and a minimum of 65 semester credit hours or 94 quarter credit hours in the liberal arts and sciences (as defined by the institution) outside of journalism and mass communications. Or, ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.**

All graduates from the School of Journalism in 2011-12 and 2012-13 were in compliance with the 80/65 curriculum requirements.

- (b) **The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council. (If the unit has more than one sequence, evaluate each sequence.)**

The School of Journalism curriculum has a strong professional orientation, plus a variety of conceptual courses that provide curricular balance. The core curriculum consists of:

- ❖ The World of Media
- ❖ Visualizing Information (or a combination of Media Sandbox courses in the College)
- ❖ Writing and Reporting News I
- ❖ Writing and Reporting News II
- ❖ News Media Law and Ethics
- ❖ The Spartan Online Newsroom capstone
- ❖ Journalism Professional Field Experience (internship)

Students are required to have at least one additional skills course (e.g., Editing, TV News, Photojournalism) and one topical course (e.g., International Journalism, Sports Media, Journalism History, Capital News Service).

The School does not have formal tracks or sequences. Instead, students complete a thematic concentration that combines courses within Journalism with courses outside the School. The School offers 10 thematic concentrations. Only four have a substantive number of students: Electronic (broadcast), 71 students; Sports, 47 students; Editorial, 47 students; and Visual, 41 students. The other six concentrations attract minimal or no student interest: International (10), Public Affairs (5), Media Marketing (3), Business (2) and History (0). The director expressed a need to rethink the thematic concentration concept and process.

Students interested in public relations complete a specialization in public relations, not a major. The Department of Advertising + Public Relations offers only an undergraduate major in advertising. The specialization in public relations can be completed by students in that department, or by students in the School of Journalism, or elsewhere. The School of Journalism offers a Public Relations Topics in Journalism course that contributes to the specialization.

The School went through a major curricular restructuring in Fall 2009, and the revised curriculum was implemented in 2010. Based on research conducted at the time, the School's director co-authored two articles in *Journalism & Mass Communication Educator*.

- (c) Instruction, whether onsite or online, is demanding and current; and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued. (If the unit has more than one sequence, address the quality of instruction by sequence.)**

The School is doing a marvelous job of preparing students for the digital age. Students learn news judgment, reporting and writing skills and visual communication in opening courses, then produce multimedia websites and interactive magazine apps in the capstone. These capstone projects have won awards for content and design. The site team saw a number of examples, and the work is of quality.

A review of syllabi showed high expectations and currency in course content.

Core courses with multiple sections have coordinators. The coordinators of sequenced courses meet to review their understanding of course content, standards and expectations. Coordinators meet with section leaders to develop the syllabus and choose a common text.

The School is a participant in an innovative College program called Media Sandbox. It's an integrated media arts program primarily for freshmen that cuts across disciplines and provides hands-on experiences in creative and multimedia skills.

A number of faculty members have been recognized as outstanding teachers either on campus or through organizations such as AEJMC.

- (d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1.**

The School systematically holds enrollments in lab classes to 20 or fewer. In the fall semester, two online courses were offered: Editing with 20 students and Writing and Reporting News I with 18 students.

Like many programs, the School offers a wide range of online courses during the summer. All lab-oriented courses had online enrollments of 20 or fewer. In fact, other than

the online internship course, only News Media Law and Ethics had an online enrollment above 20, with 26 enrolled.

The site team visited a number of classes and found the level of student engagement lower than expected. A number of students seemed lethargic, and the team wasn't sure if this was related to the form of instruction (which seemed more lecture-based) or to the layout of rooms. Labs, for instance, are set up as rows of workstations rather than in a way that would promote interaction, with students having to look over or around computer screens to interact with others.

(e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. (If the unit has more than one sequence, address the opportunities by sequence.)

The School requires at least one internship before graduation, and many students have had two or three. A former reporter for the *Detroit Free Press* has served as the internship coordinator the past 15 years. She screens internship opportunities, organizes recruiter visits and interviews, communicates with students about opportunities, supervises the quality of the internship experience, and oversees the awarding of academic credit for Professional Field Experience. The School requires a minimum of 210 work-hours to earn one credit hour, 280 work-hours for two credit hours, 350 work-hours for three credit hours, and 420 work-hours for four credit hours. Students select their own internships.

The College has a Center for Careers and Internships that assists students with resumes, notifies them about career fairs, and talks with students about the job search. The center also organizes a Speed Networking event, similar to speed dating, in which students meet with alumni and professionals for 10 minutes before moving to the next station.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

The unit has an inclusive program that values domestic and global diversity, and serves and reflects society.

Unit performance with regard to indicators:

- (a) The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan.**

The faculty approved a revision of the School's Diversity and Inclusion Plan in 2013. The multiyear plan focuses on retention, as well as recruitment for students and faculty and the hiring of faculty and staff. Under the plan, all search teams will include a "diversity advocate" in an effort to "ensure broad thinking to attract and consider candidates."

Also, under the plan, the unit provides financial support to high school students who represent diverse populations to attend the School's Michigan Interscholastic Press Association annual conferences and summer camps on campus to introduce them to the University and School.

At the time of the previous site visit, there were no faculty of color among the ranks of tenured faculty and two persons of color among the School's pre-tenured faculty. Since then, both have successfully attained tenure. Full-time faculty are now 31 percent minority, 69 percent white, 37 percent female and 63 percent male.

- (b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation. The unit's curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.**

The diversity plan urges that, where appropriate, courses and research should explore multicultural perspectives and issues of gender and diversity through readings, class discussions and exercises related to cultural diversity, gender and minorities. Discussions with faculty indicated that they sought to provide an understanding of diversity and cultural awareness, although not always explicitly labeled as such, through assignments.

Seminar in Journalism focuses on rotating topics and has included reporting on coverage of Muslims and Islam, telling the stories of immigrants, and how to use digital and social media to bust stereotypes.

While course descriptions of specialized reporting integrate diversity and inclusiveness into their topics, syllabi tended to not specifically address issues of diversity, but spoke in broader language about identifying a variety of sources, getting at multiple sides of an issue, and discretion in when and how to use sources in stories. Student conversations indicated they understood the need to evaluate sources and get a variety of responses and opinions, but the word "diversity" itself did not resonate particularly well during student sessions.

Student and faculty projects on diversity won national awards, including an AEJMC Teaching and Technologies award for *The New Bullying: How Social Media, Social Exclusion, Laws and Suicide Changed Bullying*, which also was a finalist for a Society of Professional Journalists Mark of Excellence award; the *Mental Health and the Black Mind* website won an SPJ regional Excellence in Journalism award, and a documentary, *Arabs, Jews and the News*, won multiple awards in the Media Arts Festival at the Broadcast Education Association, as well as top prizes from the Indie Fest and Manhattan Film festivals.

(c) The unit demonstrates effective efforts to recruit women and minority faculty and professional staff and supports their retention, progress and success.

In the past three years, the School has hired five new full-time faculty. Three searches were under way at the time of the site visit. Of the five hires, three were female, two were male, two were minorities and one was international.

Job openings are sent to multiple venues regularly seen by diverse groups to attract a diverse pool of applicants. Start-up packages to help candidates with creative or research scholarship can be considered to attract candidates and boost efforts for successful tenure applications.

Every faculty member on a search committee is given the Faculty Search Toolkit, a resource guide to help cast a wider net for faculty searches. The School also received a grant in 2011 that includes Faculty Excellence Advocates who advocate quality and excellence for inclusiveness within colleges. In the College, a faculty member from the School was chosen to serve on all search committees and met with the director to review written diversity plans as part of the grant.

(d) The unit demonstrates effective efforts to help 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 under-represented groups.

The School has a higher percentage of females, African Americans, Asians, Hawaiian or other Pacific Islanders and international students than the state of Michigan. It closely follows the state in representation of Hispanics/Latinos and American Indian/Alaskan natives. With the exception of Hispanics/Latinos, the unit also has a higher percentage of female students and students of color in the aforementioned categories than the University.

The School annually sponsors Detroit public school students to attend the Michigan Interscholastic Press Association journalism summer camp, and the Knight Center for Environmental Journalism organized workshops for Detroit high school students on health, environment and science reporting. The Knight Center is running a two-year collaboration for inner-city high school students from Chicago that focused on the environment and included visits to the campus.

The School also has started student chapters of the National Association of Black Journalists, Association for Women in Sports Media, and the Society of Professional Journalists. Both the School and College fund travel and registration for student trips to professional conferences for career networking.

An adviser in the College received a grant from the University's Office of Multicultural Affairs to run a program that counsels students of color on career goals, internship suggestions, jobs and unique issues that arise.

Student diversity in the School has risen from 23 percent in 2006-07 to 31 percent in 2012.

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

A written grievance procedure is detailed in the *Grievance Procedures for Undergraduate and Graduate Students in the School of Journalism*.

Further, faculty have been leaders in the University's efforts to recognize good efforts to create and maintain a climate of acceptance. In 2012, a female faculty member was featured in "Race, Gender and Politics in Documentary Filmmaking," an article in *The Engaged Scholar Magazine*.

The Knight Center for Environmental Journalism won the University's 2012 "Excellent Progress toward Diversity Collaboration" for its efforts to create a more diverse population of environmental journalists. A female faculty member won the University's "Excellence in Diversity Award for Advancing Global Competency," and several diversity-focused magazine apps, multimedia websites and other student projects have won awards for reporting, design and production.

All course syllabi include language regarding accommodation for students with disabilities.

COMPLIANCE

PART II — Standard 4: Full-Time and Part-Time Faculty

The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission.

Unit performance with regard to indicators:

(a) The unit has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.

The unit has multiple documents regarding the selection and evaluation of faculty. For faculty selection, the University provides online materials such as a hiring manual, faculty search toolkit, search committee checklist, and sample offer letter. When an individual leaves the faculty, the College recovers that person's FTE. Units within the College are invited to propose job descriptions, and the dean decides which unit will be awarded an FTE. Faculty searches are conducted by faculty committees comprising four or more members, including one designated as a diversity advocate and another acting as a College faculty excellence advocate. The committee reviews applications and recommends to the director, dean and University Office of Inclusion which candidates should visit campus. Ultimately the committee evaluates each candidate and recommends which should be hired. The director then makes her recommendation to the dean for final approval.

During the self-study period, the University agreed to a collective bargaining agreement with the Union for Non-tenure Track Faculty (UNTF). Members of the School of Journalism faculty who fall under this agreement are typically individuals with strong professional experience but without a Ph.D. and are referred to as "fixed-term" faculty.

The director evaluates the faculty each year by drawing on student evaluations and faculty self-evaluations, called "professional accomplishment reports." The unit's procedures for evaluation of candidates for reappointment, tenure and promotion are described in three documents — one each from the University, College and School. In 2010, the School of Journalism revised and approved its RT&P document, with the objective of making it more objective, transparent, streamlined and in line with University expectations. In addition to updating teaching, research, and outreach and service expectations, the new document calls for required minimum student evaluation scores, a minimum number of scholarly or creative works, and expectations concerning the acquisition of grants.

(b) Full-time faculty have primary responsibility for teaching, research/creative activity and service.

The percentage of courses taught by full-time faculty has risen over the past few years, from 73 percent during 2010-11 to 86 percent during 2012-13. This increase is attributed to the School reclaiming full-time faculty from administrative assignments and the addition of six new FTEs in the past four years.

Tenured or tenure-stream faculty generally teach a 2-2 course load, though they may receive course reductions for administrative assignments or scholarship, the latter as a result of "buying out" a course with grant funding. Non-tenure-stream or fixed-term

faculty members generally teach one or two courses more than tenure-stream faculty, depending on their service, scholarly or creative activities. All members of the faculty have expectations of scholarly or creative activity. Fixed-term faculty members are normally expected to engage in entrepreneurial and professional activities, rather than academic scholarship, though the growing expectation to secure grants appears to be a new addition to their descriptions.

The School strives to maintain an atmosphere in which all members of the journalism faculty are considered and treated as equals. However, the introduction of the UNTF has presented some administrative and atmospheric concerns. Several unit administrators within the College note the necessity of adhering to additional, union-specific documentation when working with fixed-term faculty. Additionally, some members of the faculty—both fixed-term and tenure-stream—have expressed concern that because of the two types of contracts there is the potential for producing a divide within the faculty. A few fixed-term faculty members have hinted at possibly feeling marginalized. Meanwhile, tenure-stream faculty members express both concern and support for their fixed-term colleagues.

(c) Credentials of the unit’s faculty represent a balance of professional and scholarly experience and expertise kept current through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.

The full-time faculty comprises a blend of nine seasoned professionals and 15 prolific scholars. Those considered scholars include many with professional experience, including a Pulitzer Prize winner. Likewise, many of those faculty members considered professional or “fixed-term” embrace scholarship and grant activity.

The School supports faculty initiatives to stay current. Members receive financial support to attend conferences, whether to present research or sharpen their skills. One faculty member who teaches photography is curating art museum exhibits and conducting studies abroad. Another teaching broadcast classes received instruction at the Poynter Institute. Although faculty each receive a limited travel budget while research support is largely derived from grants, several members of the faculty remarked to the site team that they are rarely turned down if the need arises to attend a conference.

(d) The unit regularly evaluates instruction, whether on site or online, using multiple measures that include student input.

Each semester the University administers an online student survey of teaching, which it refers to as SIRS (Student Instructional Rating System). The survey seeks to measure the students’ perception of instructor involvement, student interest, student-instructor interaction, course demands, and course challenge. The director uses the results of the survey to give faculty a programmatic overview of areas for improvement and to evaluate individual faculty members in annual evaluations.

Members of the faculty who are about to be evaluated for tenure or promotion receive additional evaluation, such as classroom observation by peers.

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

Comments made during the site team's visit with academic leaders from across campus suggest the School is held in high esteem. The chair of a related discipline expressed appreciation for the level of cooperation and collegiality he enjoys with the School of Journalism. Likewise, leaders outside the College provided feedback that suggests a high level of respect toward the School for citizenship and academic quality.

Another indicator of esteem is the number of journalism faculty serving in campus leadership positions. During the self-study period, members of the faculty have served as chair of the faculty senate, associate dean of International Studies, chair of the African Studies Center Advisory Committee, and associate director of the Center for Latin American and Caribbean Studies. Members of the faculty also have served in leadership capacities within the College, including chair of its advisory council, faculty excellence advocate, and associate dean.

COMPLIANCE

PART II — Standard 5: Scholarship: Research, Creative and Professional Activity

With unit support, faculty members contribute to the advancement of scholarly and professional knowledge and engage in scholarship (research, creative and professional activity) that contributes to their development.

Unit performance with regard to indicators:

(a) The unit requires, supports and rewards faculty research, creative activity and/or professional activity.

The School has cultivated a culture of scholarship in which scholarly and creative output is both expected and celebrated. In addition to peer-reviewed and juried works, the School now expects its faculty to attract external grants to fund such activities. While it has set a high bar with such an expectation, the College provides clerical support for grant seekers, providing budgets and other logistical requirements. Faculty receiving grants are given course releases as well as office space or other amenities to accommodate projects. During the self-study period, faculty earned 58 grant unit awards from 90 grant proposals.

(b) The unit specifies expectations for research, creative activity and/or professional activity in criteria for hiring, promotion and tenure.

The School has specific expectations and criteria for faculty hiring, promotion and tenure. These expectations are spelled out in University, College and School documents pertaining to hiring, as well as retention, promotion and tenure.

Overall, the School expects full-time, tenure-stream faculty members to devote 40 percent of their time to teaching (including career advising or graduate committees), 40 percent to scholarship (research and/or creative), and 20 percent to outreach and service. At each level (candidacy for tenure, promotion to associate professor with tenure, and promotion to professor with tenure) the unit's document for retention, tenure and promotion states the specific number of peer-reviewed or juried scholarly or creative works faculty candidates must produce, the expected level of participation in attracting grants, as well as specific expectations pertaining to teaching and service.

(c) Evaluation criteria for promotion, tenure and merit recognition account for and acknowledge activities appropriate to faculty members' professional as well as scholarly specializations.

The School articulates differing expectations for scholarly and professional faculty. While the tenure-stream faculty is expected to engage in peer-reviewed scholarship, fixed-term faculty may engage in entrepreneurial and professional activities.

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

The School of Journalism faculty has compiled an impressive list of scholarly and creative output during the self-study period: 289 professional publications and creative works produced; 96 peer-reviewed or juried works published; 176 refereed and invited conference papers and creative works presented; 125 non-juried creative works produced; 23 scholarly books and textbooks published; 23 book chapters authored; and 22 book reviews contributed.

- (e) The unit fosters a climate that supports intellectual curiosity, critical analysis and the expression of differing points of view.**

The School exhibits a healthy climate as its members interact, suggesting a high level of collegiality, personal regard and intellectual appreciation one for another. The School also demonstrates its embrace of intellectual curiosity and the expression of differing viewpoints through its desire to appoint faculty whose expertise lies outside traditional journalism boundaries, yet promises to inform the future of journalism. The School hosts several jointly appointed faculty members. While one member expressed the challenges of answering to two academic units, he also expressed appreciation for the journalism school's sincere desire to both support and learn from his academic work.

COMPLIANCE

PART II — Standard 6: Student Services

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

Unit performance with regard to indicators:

(a) Faculty and/or professional advising staff ensure that students are aware of unit and institutional requirements for graduation and receive career and academic advising.

A professional advising staff that is part of a complement of advisers in the College work with students from the School of Journalism, helping them to stay on track to graduation and addressing needs that may arise or steering them to assistance.

Freshmen and new transfer students must meet with a College adviser in the weeks before the start of their first semester of classes. At orientation, students' photos are taken and posted on the walls even before they are eligible to declare their majors to make them feel welcomed into the Spartan family. Advisers also give students a checklist with a rubric that contains the courses required of Journalism majors, the careers and destinations that are possible, and areas of concentration and specialization available within the School.

Faculty also provide informal guidance during class sessions and individually during office visits by students, but all formal advising goes through the College.

(b) Faculty are available and accessible to students.

Faculty office hours are available in the central office, posted on faculty doors and written into syllabi. Students say faculty members are accessible and are helpful with career guidance, contacts and networking advice. Faculty members are required to schedule two office hours a week for every class they teach. Many faculty are available by appointment, and they provide additional email addresses and phone numbers to be reached seven days a week.

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

The School also stays in touch with students by Facebook, Twitter, email, the website, the College's weekly advising newsletter, announcements in classes and the MSU online course system. The School and College also maintain websites with specific information for majors.

- (d) The unit and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.**

Many opportunities come through class assignments as students produce professional work under the supervision of a faculty member. There are student chapters of professional media organizations, including the Society of Professional Journalists and the National Association of Black Journalists. Broadcast students have formed a new organization, Spartan Broadcasters, to spur interest among students in that area.

The School also provides opportunities for professional experience through a variety of publications and programs including the Capital News Service, the student-produced Focal Point TV news magazine, the Great Lakes Echo, the State News, the independent student newspaper and WKAR public radio and television.

- (e) The unit gathers, maintains and analyzes enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. Clear and accurate data are published on the accredited unit's website.**

The School has published on its website, as required by ACEJMC, its information regarding retention and graduation. Data show that the School is better than the University averages in terms of retention, degree completion and time it takes to finish. Of journalism majors entering in 2008, 93 percent were retained in the first year and 82 percent in the fourth year, compared to 91 and 81 percent of all University students. About 55 percent of journalism majors, compared to 48 percent of the University graduates overall, finish in four years. The overwhelming majority of students who attended the site team's student meetings said they expected to graduate on time.

The University has developed a Satisfactory Academic Progress process to identify and assist students at risk of falling below the requirement of a 2.0 grade point average to remain in good standing. Those students are required to meet with an adviser to get help. The adviser signs off on the improvement plan.

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

The unit plans for, seeks and receives adequate resources to fulfill and sustain its mission.

Unit performance with regard to indicators:

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

The School of Journalism has a detailed budget based on allocations from the University General Fund, augmented with additional funds derived from grants, development gifts and endowments, and tuition from online courses. While the state of Michigan has significantly decreased funding of public universities, Michigan State University has continued to increase General Fund allocations to the School of Journalism.

The School has strategically aligned its priorities with those of the University. Between 2005 and 2012, MSU's president called for the University to enhance the student experience; enrich community, economic, and family life; expand international reach; increase research opportunities; and strengthen stewardship. The initiative, called "Boldness by Design," sought to reposition Michigan State as the model land-grant university for the 21st century, from "land-grant" to "world-grant." The School of Journalism responded to the initiative by more closely aligning its activities to the new mission, installing online courses and other curricular innovations to improve time to graduation, as well as placing emphasis on international reach, entrepreneurial and innovative journalism, and increased research productivity. In addition, the School of Journalism participated in the development of an interdisciplinary curricular innovation called "Media Sandbox" that allowed the College of Communication Arts and Sciences to gain efficiencies and develop synergies between related disciplines. These alignments have helped the School gain increased fiscal support from the University and College. Since the last accreditation, the School has received \$2.6 million in developmental gifts from alumni and friends.

(b) The resources that the institution provides are fair in relation to those provided other units.

Budget figures suggest that the School of Journalism is doing well in comparison with other units. Funding to the College of Communication Arts and Sciences (one of 15 academic colleges) and to the School (one of five units in the College) has increased over time. The School believes it is treated fairly with other units in the College, and an examination of the budget suggests this is so.

(c) The facilities of the unit enable and promote effective scholarship, teaching and learning.

The School is housed in the Communication Arts and Sciences Building. The School shares the building with the other units of the College, as well as with WKAR public radio and television. Opened in 1981, the facility features two large theater-style classrooms,

eight computer labs (20 stations each), numerous conference rooms and informal student learning spaces, as well as faculty and administrative offices. Posters and student works attractively decorate the long hallways.

The School of Journalism occupies 34 offices (averaging 123 square feet per faculty member). Research and lab space is provided to faculty members who have secured grants and need the space, and students may reserve rooms for group study or club meetings. The School has access to additional classrooms elsewhere on campus, as needed.

(d) The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.

The faculty appears to be well equipped with recent or new technology. Faculty computers are updated every three years or as needed. The School invests in cutting-edge technology. It maintains a drone, which is used by environmental reporting students, and has purchased technology to support faculty research on possible journalistic uses of Google Glass.

Likewise, students have access to technology. The College operates two basic, multi-camera video/television production studios, six video editing suites (featuring Avid Media Composer and Final Cut Pro) and five audio recording and editing suites. These facilities are exclusive of WKAR broadcast facilities, certain of which may also be reserved for instructional use.

In addition, classroom workstations have a wide range of software solutions for multimedia journalism, including the Adobe Creative Suite. Computers are replaced every three years. These classrooms are available to students after hours and during weekdays when not occupied by a class. The College provides what appears to be excellent technical support for maintaining the equipment. Additional production equipment, found throughout the building, is apportioned to various faculty projects, the Media Sandbox initiative, the Capital News Service, the non-profit environmental news service Great Lakes Echo, and the Focal Point television broadcast. Recently the School invested in a new studio set for Focal Point.

Students have access to a pool of field equipment maintained by the College, including some 50 video cameras (various models of professional and prosumer grade) and Tascam digital audio recorders. Although faculty indicate a need for additional lens options for advanced students, the School provides 48 DSLR cameras, along with lighting kits and associated accessories.

The School finds itself approaching a likely transition in which students supply their own technology. All MSU students are required to have their own computer and, increasingly, students are coming to campus with their own high-quality digital cameras. Thus, the College's chief technology officer foresees the management of software for students as an upcoming challenge. Currently, many students purchase the Adobe Creative Suite, which is discounted thanks to a University-wide licensing agreement.

(e) The institution and the unit provide sufficient library and information resources to support faculty and student research and professional development.

The School relies upon the University's main library and librarians for their research needs. A librarian is assigned to directly address Journalism faculty and student needs — in the classroom or in the library itself.

As a research university, MSU maintains a comprehensive library budgeted in 2012-13 for \$27 million, a nearly \$1.3 million increase over the previous budget year. The School's line-item expenditure for library resources shows an increase over the past three academic years, from \$1,256 in AY 2010-11 to \$4,347 in AY 2012-13.

Since the last accreditation visit, the journalism school received a \$400,000 grant to conserve and digitize original copies of the *Chicago Tribune* between the 1880s and 1940s.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

The unit and its faculty advance journalism and mass communication professions and fulfill obligations to its community, alumni and the greater public.

Unit performance with regard to indicators:

- (a) The unit consults and communicates regularly with its alumni and is actively engaged with its alumni, professionals and professional associations to keep curriculum and teaching, whether on site or online, current and to promote the exchange of ideas.**

Alumni are an active part of the School, frequently returning to campus as speakers, recruiters and advisers to the unit on ways to improve curriculum. They participate in coaching sessions with students and public panels, and some offer internships and job interviews on the spot.

Many alumni attend the annual awards banquet sponsored by the College of Communication Arts and Sciences and are frequently among the honorees.

Alumni also are generous with donations to scholarship funds and endowments. As a result, the School offers about \$150,000 in scholarships annually to students and has extra funds to address other business expenses and had about \$350,000 available this academic year from endowments alone.

In addition, the College recently redesigned its website, making it more user-friendly and including pages for and about alumni that tout accomplishments and provide a link for those wishing to donate and/or have greater involvement with the College and the School. The College continues to publish *The Communicator* alumni magazine, and CAS News is a weekly online newsletter sent to College alumni, including about 5,000 journalism alumni.

The College also has hired a college alumni coordinator, a senior communications director, an online media manager and two other communications staff members since the last visit.

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

The School is especially active in professional and public service. Its major effort, the Michigan Interscholastic Press Association (MIPA), has been in residence for close to 30 years.

Among the unit's most popular efforts are:

- ❖ The Knight Center for Environmental Journalism is involved in a variety of public service activities, including a boot camp for professional journalists; workshops for high school students; judging the National Wildlife Federation's national environmental reporting contest for high school students; the Great Lakes Echo a nonprofit environmental news service; EJ Magazine, a print publication whose student reporters have received numerous SPJ awards; training videos; and documentaries appearing on public broadcasting.
- ❖ Capital News Service (CNS) is a public affairs news service that covers state government and serves 25 to 30 member news organizations across the state.

Both the Knight Center and CNS are led by a Pulitzer Prize winner, formerly of the *Detroit News*, who received the University's Curricular Service-Learning and Civic Engagement Award in 2010 for his work with CNS.

The unit has created and published cultural competence guides about racial and ethnic populations under the direction of a former *Detroit Free Press* editor and recruiter, who also started the Spartan Online News Network, a public affairs operation that provides news websites with local, updated news to communities throughout Greater Lansing. The guides are available in paperback and e-readers. Google analytics show the guides are popular, and readers can post comments on stories.

Focal Point TV News is an award-winning, student-produced newscast, which has its own website and is streamed online and broadcast on WKAR-TV. The faculty adviser is a former president of the National Press Photographers Association and multiple Emmy award recipient. The show has won five student Emmys, as well as awards from the Broadcast Education Association, the Society of Professional Journalists and the Michigan Association of Broadcasters.

(c) The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty's involvement in academic associations and related activities.

Faculty members are active in academic and related professional associations. They are sought as manuscript reviewers, judges of creative works, conference coordinators and officers in professional organizations, including SPJ, NAHJ, ONA, MPA, NICAR, IRE and SND.

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

The School sponsors and hosts a wide range of contests and lectures and produces public service projects such as a Society for News Design contest for college students, an ethics lecture, an international lecture, an Investigative Reporters and Editors workshop, and a specialized reporting institute on understanding K-12 teacher evaluations and methods being used to support and improve teaching.

The unit created and published a book and website: *The New Bullying: How Social Media, Social Exclusion, Laws and Suicide Changed Bullying*, which was hailed by the Michigan Department of Civil Rights. The School sent free copies of the book to superintendents across the state.

A team of students covered the 2012 elections, from the presidential race down to township campaigns. The stories, audio, photos and video were posted on social media, including Facebook, Twitter, Storify, Ustream and YouTube. “My First Election,” a collaborative effort with local professional news organizations, the Capital News Service team and the Great Lakes Echo news service, was broadcast on the College’s public radio and television stations.

Students in the Online Newsroom capstone course produce interactive magazines and the accompanying apps for mobile devices and multimedia websites. The apps are free on iTunes and the websites are online, covering topics ranging from the black community and mental health, aging and sports.

(e) The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.

The unit has a long history of interscholastic journalism education through the Michigan Interscholastic Press Association, which has been housed at the School since 1982 and which added a full-time executive director in 1987. Other School faculty and alumni lead sessions at the conferences and for the MIPA Summer Journalism Workshop, as well as help judge nearly 4,500 entries in the organization’s annual contest. MIPA also provides a five-day camp for about 400 high school and junior high school students on MSU’s campus.

The School gives scholarships annually to Detroit high school students to attend the MIPA conferences on campus in both fall and spring. The conferences host about 1,500 students each semester.

MIPA hosts several one-day, hands-on workshops each year for teachers and students in the School, ranging from design to leadership training to lighting for video. It also publishes a quarterly electronic newsletter and a website to keep members informed about association events. There also is a statewide listserv for member advisers.

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

The unit regularly assesses student learning and applies results to improve curriculum and instruction.

Unit performance with regard to indicators:

(a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of this Council.

The School of Journalism has embraced and condensed ACEJMC’s 12 values and competencies and presents them to students as “The Big Ten of MSU Journalism” in keeping with Michigan State’s membership in the Big 10 athletic conference.

The School also has created a matrix showing which values and competencies are “applied” in specific courses. Some courses (such as Writing and Reporting News I and International Journalism) are designated as applying all values and competencies, and some of the values and competencies (such as ethics and tool of technology) are designated as being applied in all core courses. The faculty should consider elevating the standard for inclusion in the matrix from “apply” to something like “primary purpose” to make the matrix more useful in being able to identify where in the curriculum certain concepts are intended to be a primary focus.

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

The School has a Learning Outcomes Assessment Plan first created in 2006 and revised in 2012. The School identifies three direct measures:

- ❖ A 54-question survey taken by a cohort of new students and a cohort of advanced students to allow a pre- and post- comparison of disciplinary knowledge
- ❖ A survey of internship employer responses analyzed in the aggregate and compared with a similar survey administered in 2008-09
- ❖ A review of student work produced in the capstone course

The School also lists a number of indirect measures such as national and College surveys of recent graduates and alumni, a survey of student interns, and student awards received.

(c) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction.

The School has done an admirable job of collecting assessment data related to student learning and trying to make sense of it.

The most successful example of this is a survey of 191 internship employers. They rated Michigan State journalism interns very highly on a 1-5 scale, with 1 being best. Journalism interns earned a 1.4 for consistency (compared to a 1.5 in a similar survey in 2008-09), a 1.8

for professionalism (compared to 2.0 earlier), and a 2.0 for writing (compared to 2.2 earlier). Overall, 83 percent of employers rated School of Journalism interns as exceptional or above average – and an even higher 86 percent said that of Journalism graduates they had hired.

The 54-question assessment exercise represents a good effort, but it's not ready for prime time. New students answered about 20 percent of the questions more accurately than advanced students. The skeptic would say this points to a *loss* of knowledge by students taking School of Journalism courses. More likely, the assessment exercise needs substantial revision to properly inform faculty about what students are learning (and not learning) through their School coursework.

The School's capstone course, Spartan Online Newsroom, serves as the third direct measure. Multiple sections of the course are scheduled simultaneously so that all students are exposed to a variety of instructors with different areas of expertise. In addition, a topic is selected, allowing students to report stories in-depth and in collaboration with other students. Students also engage in social media and digital storytelling skills. During Fall 2012, all sections focused on mental health, with two sections producing multimedia websites and two sections creating interactive iPad magazines. During the preceding semester, bullying was the topic. Faculty members review the student work (no evaluation rubric is used), and the student capstone projects won national and international awards when judged by professionals.

In terms of indirect measures, students have been the recipient of numerous awards, including a 2012-13 Hearst National Championship for Radio News Broadcast, a first place for magazine apps from the International Society of News Design, a Mark of Excellence Award for television sports photography from the Society of Professional Journalists, and five Emmys for newscast, general assignment news, news writing, sports coverage, and talent.

The School says specific changes to curriculum and instruction have occurred as a result of multiple factors such as assessment measures, discussions with alumni and professionals, experiences of new faculty, and an evolving world of journalism.

These changes have included a significant curriculum revision. For instance, student surveys revealed a need to make the Writing and Reporting News II class more relevant and portfolio-helpful. The course was remodeled so that students cover different communities in the region and produce written, audio and visual stories online about these communities. As the School notes, this serves as civic engagement, and community boards are now accustomed to seeing Michigan State journalism students at meetings. Students also can share this real-world experience with prospective employers.

- (d) The unit maintains contact with its alumni to assess their experiences in the professions and to provide suggestions for improving curriculum and instruction.**

The School of Journalism tracks its graduates through the College's Center for Careers and Internships, with assistance from a national survey of recent graduates. The self-study did a good job of providing results from both endeavors that basically show that Michigan State journalism graduates are holding their own in the job market at a time when the industry is undergoing rapid change amidst a challenging economy.

- (e) The unit includes members of journalism and mass communication professions in its assessment process.**

Having enjoyed such a storied history, the School of Journalism benefits from the involvement and support of professionals and alumni. Professionals judge student awards. Alumni in the profession offer feedback to the School about their training and preparedness. Professionals are frequent guests in classrooms and for panels and lectures. They also offer feedback on curriculum and industry trends, which collectively provides insight to the School to enhance student learning.

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS

- ❖ A curriculum that is forward-thinking, portfolio-building and interdisciplinary and that covers communities in real ways as befitting a land-grant university.
- ❖ A faculty mix of scholars and practitioners who reflect good morale and cohesion.
- ❖ A director who sets high standards and is supportive of faculty.
- ❖ An innovative approach to new faculty positions in recent years, with searches titled Journalism Innovations, Digital Media Development and Computational Journalism.
- ❖ A growing tradition of excellence in visual communication.
- ❖ Efficiencies and synergies gained through Media Sandbox where like-minded people from disparate parts of the College become creative.
- ❖ Signature programs such as the Michigan Interscholastic Press Association, the Knight Center for Environmental Journalism and Capital News Service.
- ❖ A freshman orientation program that embraces new students into the School.

WEAKNESSES

- ❖ An Electronic News area that lacks clarity and has curricular challenges, along with a need to review the thematic concentration areas.
- ❖ While diversity is strong in the curriculum and across the School, students in group settings were not particularly conversant about diversity related to newsgathering.
- ❖ A need to organize assessment results into a framework that clarifies areas of success and challenge in student learning.

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

3) Summarize the problems or deficiencies that must be corrected before the next evaluation (i.e., related to non-compliance with standards).

4) In the case of a recommendation for provisional accreditation, list the deficiencies that must be corrected before the provisional status can be removed.

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

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

The 2007-08 site team found the School in compliance on all standards and identified two weaknesses:

- ❖ “Ongoing tension between the academic/research and professional faculty manifested in the division of faculty along the lines of tenure/tenure-track and fixed-term faculty.”

The 2013 site team found more cohesion among tenure/tenure-track and fixed-term faculty in the School. In fact, the tenured faculty exhibited a clear concern for the well-being of their fixed-term colleagues because of recent changes such as unionization and an expectation of grants activity.

- ❖ “No faculty of color among the ranks of tenured faculty. The School, however, does have two persons of color among its pre-tenured faculty.”

Faculty diversity has increased in the School, and two faculty of color are tenured today.

The previous site team also noted two problems beyond the School’s control: a worsening state budget and state passage of Proposal II, cited as a limitation of affirmative action.

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

The self-study was thorough and well written, with consistent information across standards and useful supplemental material in the appendices.