

**Report of On-Site Evaluation
ACEJMC
Undergraduate program
2014– 2015**

Name of Institution: Indiana University, Bloomington

Name and Title of Chief Executive Officer: Lauren Robel

Name of Unit: Department of Journalism

Name and Title of Administrator: Bonnie Jeanne Brownlee, chair

Date of 2014 - 2015 Accrediting Visit: Jan. 25-28, 2015

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

Date of the previous accrediting visit: Jan. 27-30, 2008

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Recommendation by 2014 - 2015 Visiting Team: Reaccreditation

Prepared and submitted by:

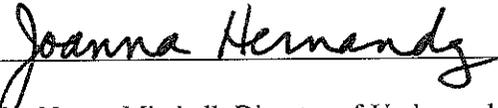
Team Chair

Name and Title: Douglas Anderson, Dean Emeritus; Penn State University, and
Organization/School: Senior Research Professor, Arizona State University

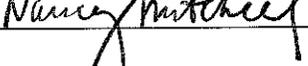
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Team Members

Name and Title: Joanna Hernandez, Director of Diversity Initiatives
Organization/School: CUNY Graduate School of Journalism

Signature  _____

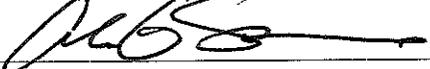
Name and Title: Nancy Mitchell, Director of Undergraduate Education Programs
Organization/School: University of Nebraska-Lincoln

Signature  _____

Name and Title: John Paluszek, Senior Counsel
Organization/School: Ketchum, New York

Signature  _____

Name and Title: Al Stavitsky, Dean
Organization/School: University of Nevada, Reno

Signature  _____

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 12 – 20) 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: **Indiana University**
 Name of Unit **Department of Journalism**
 Year of Visit: **2014 – 2015**

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

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

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
 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 creators of Indiana's first constitution in 1816 mandated that the General Assembly provide, by law, for a general system of education, including a state university where "tuition shall be gratis, and equally open to all." The bill was signed in January 1820. The university was known as Indiana Seminary and opened in 1824. In 1828, it was renamed Indiana College and offered a broader range of courses. In 1838, the college was renamed Indiana University. Its new charter called for departments of law and medicine.

The 1838 General Assembly statute declared: "There shall be, and hereby is created and established, a university adjacent to the town of Bloomington, in the county of Monroe, for the education of youth in the American, learned and foreign languages, the useful arts, sciences (including law and medicine) and literature, to be known by the name and style of the 'Indiana University,' and to be governed and regulated as hereinafter directed."

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

Yes
 No

If yes, give the date of the last accrediting visit: January 2008

5. When was the unit or sequences within the unit first accredited by ACEJMC? **1948**

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

The mission of IU Journalism is to foster critical thinking about media institutions and global audiences, encourage ethics in an international environment, and develop skills for dynamic journalism and media professions. The mission is both academic and professional; it is about learning, teaching and doing as informed by our core values of excellence, innovation, diversity, integrity and social responsibility. [See attachment.]

7. What are the type and length of terms?

Semesters of 16 weeks
 Quarters of _____ weeks
 Summer sessions of varied weeks
 Intersessions of _____ weeks

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

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

9. List the specific degrees being reviewed by ACEJMC. *Indicate online degrees.

Bachelor of Arts in Journalism

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

120 semester credit hours

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

1 to 3 credits per internship; up to 3 credits in internship may count within the 120-hour total

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

The Department of Journalism offers one degree in journalism without sequences or sequence leaders. Lars Willnat serves as the director of graduate studies.

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

In Fall 2013, there were 36,862 undergraduate students enrolled at Indiana University-Bloomington.

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):

The Department of Journalism offers one degree in journalism without sequences or sequence leaders. We had 747 enrolled undergraduate majors in Spring 2015.

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

Fall 2014

J200	A	Reporting, Writing, and Editing I	18
J200	B	Reporting, Writing, and Editing I	16
J200	C	Reporting, Writing, and Editing I	16
J200	D	Reporting, Writing, and Editing I	18
J200	E	Reporting, Writing, and Editing I	18
J200	F	Reporting, Writing, and Editing I	18
J200	G	Reporting, Writing, and Editing I	18
J200	H	Reporting, Writing, and Editing I	16
J200	I	Reporting, Writing, and Editing I	16
J200	J	Reporting, Writing, and Editing I	16
J200	K	Reporting, Writing, and Editing I	18
J303	A	Online Journalism	18
J303	B	Online Journalism	16
J341		Newspaper Reporting	15
J342	A	Magazine Reporting	16
J342	B	Magazine Reporting	17
J342	C	Magazine Reporting	17
J343	A	Broadcast News	16
J343	B	Broadcast News	18
J344		Photojournalism Reporting	18
J349	A	Public Relations Writing	18
J349	B	Public Relations Writing	18
J349	C	Public Relations Writing	18
J349	D	Public Relations Writing	18
J351		News Editing	18
J352		Magazine Editing	18
J353		Advanced Broadcast News	4
J360	A	Audio Storytelling	18
J360	B	Sports Writing	22
J360	D	Web Design	18
J360	E	Web Design	18
J385		Television News	9
J401		Depth Reporting and Editing	7
J420		Advertising Concepts & Copywriting	15

J429	A	Public Relations Campaigns	18
J 429	B	Public Relations Campaigns	18
J460	A	Narrative Journalism	9
J460	B	Radio Innovation	11
J460	C	Depth Photojournalism	8
J460	D	Photography for Advertising, Public Relations and Editorial Illustration	13
J460	E	Depth Multimedia	8
J463	A	Graphic Design I	18
J463	B	Graphic Design I	18
J464		Infographics	14
J465		Graphic Design II	12
J481		Creating an Indiana Magazine	12
J488		Agency 7	16

Spring 2015

Subject Area	Crse	Cls	Course Title	Enrl
			Ernie Pyle Scholars Reporting, Writing & Editing 1	
JOUR-H	200	A	Ernie Pyle Scholars Reporting, Writing & Editing 1	14
JOUR-J	200	A	Reporting, Writing & Editing 1	15
JOUR-J	200	B	Reporting, Writing & Editing 1	18
JOUR-J	200	C	Reporting, Writing & Editing 1	18
JOUR-J	200	D	Reporting, Writing & Editing 1	18
JOUR-J	200	E	Reporting, Writing & Editing 1	18
JOUR-J	200	F	Reporting, Writing & Editing 1	17
JOUR-J	200	G	Reporting, Writing & Editing 1	16
JOUR-J	200	H	Reporting, Writing & Editing 1	18
JOUR-J	200	I	Reporting, Writing & Editing 1	18
JOUR-J	200	J	Reporting, Writing & Editing 1	13
JOUR-J	200	K	Reporting, Writing & Editing 1	18
JOUR-J	303	A	Online Journalism	16
JOUR-J	303	B	Online Journalism	16
JOUR-J	341	A	Newspaper Reporting	16
JOUR-J	342	A	Magazine Reporting	18
JOUR-J	342	B	Magazine Reporting	18
JOUR-J	342	C	Magazine Reporting	16
JOUR-J	343	A	Broadcast News	16
JOUR-J	343	B	Broadcast News	14
JOUR-J	344	A	Photojournalism Reporting	17
JOUR-J	349	A	Public Relations Writing	18
JOUR-J	349	B	Public Relations Writing	18
JOUR-J	349	C	Public Relations Writing	18
JOUR-J	349	D	Public Relations Writing	16
JOUR-J	351	A	News Editing	18
JOUR-J	352	A	Magazine Editing	18
JOUR-J	353	A	Advanced Broadcast News	14

JOUR-J	360	A	Sports Writing	20
JOUR-J	360	B	Audio Storytelling	18
JOUR-J	360	C	Web Design I	19
JOUR-J	360	D	Web Design I	18
JOUR-J	362	A	Journalism Multimedia Storytelling	17
JOUR-J	385	A	Television News	6
JOUR-J	418	A	International Reporting -Japan	14
JOUR-J	420	A	Advertising Concept & Copywriting	18
JOUR-J	429	A	Public Relations Campaigns	18
JOUR-J	429	B	Public Relations Campaigns	16
JOUR-J	444	A	Advanced Photojournalism	10
JOUR-J	460	A	Radio Innovation	15
JOUR-J	460	B	Story Mechanics	8
JOUR-J	460	C	Covering Murder & Mayhem	11
JOUR-J	460	D	Reporting the Arts	12
JOUR-J	460	E	Investigative Reporting	16
JOUR-J	460	F	Web Design II	20
JOUR-J	463	A	Graphic Design I	17
JOUR-J	463	B	Graphic Design I	19
JOUR-J	465	A	Graphic Design II	18
JOUR-J	481	A	Creating an Indiana Magazine	9
JOUR-J	488	A	Agency 7	16

16. Total expenditures planned by the unit for the 2014 – 2015 academic year:

Percentage increase or decrease in three years: **5 percent increase**

Amount expected to be spent this year on full-time faculty salaries: **\$2,240,657**

17. 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.

Faculty Member	Rank
Nick Browning	Assistant Professor (starting Aug. 1, 2015)
Bonnie Brownlee	Associate Professor, Chair**
Joe Coleman	Professor of Practice
Nancy Comiskey	Lecturer
Mike Conway	Associate Professor
Tony Fargo	Associate Professor
Kelley Benham French	Professor of Practice, The Media School
Tom French	Professor of Practice
Minjeong Kang	Assistant Professor
Jim Kelly	Associate Professor
Gerry Lanosga	Assistant Professor
Bonnie Layton	Lecturer
Steve Layton	Lecturer
Jae Kook Lee	Assistant Professor
Erika Biga Lee	Visiting Lecturer

Lesa Major	Associate Professor Associate Dean, The Media School
Shannon Martin	Professor
Laura Meadows	Assistant Professor
Emily Metzgar	Associate Professor
Elaine Monaghan	Professor of Practice, The Media School
Jessica Gall Myrick	Assistant Professor
Sarah Neal-Estes	Visiting Lecturer
Radhika Parameswaran	Professor
Steve Raymer	Professor
Teresa White	Senior Lecturer
Lars Willnat	Professor
Craig Wood	Lecturer
Sung-Un Yang	Associate Professor
	**Not teaching/administrative duties
Faculty who retired or resigned as of May 30, 2014	
Claude Cookman	Professor
Dennis Elliott	Lecturer
Hans Ibold	Assistant Professor
Owen Johnson	Associate Professor

18. List names of part-time/adjunct faculty teaching at least one course in Fall 2014. Also list names of part-time faculty teaching Spring 2014. (If your school has its accreditation visit in Spring 2015, please provide the updated list of faculty at time of visit.)

Spring 2015

Adjunct faculty

Kurtis Beavers
Barb Berggoetz
Scott Burgins
Sarah Burns
Chad Carrothers
Amanda Craft
Claude Cookman
Ryan Gunterman
Maria Heslin
Steve Higgs
Steve Hinnefeld
Chris Howell

Terry Hutchens
Peter Jacobi
Andy Koop
Mark Land
Laura Lane
Nancy Metz
Neal Moore
Andrea Murray
Dan Niles
Carrie Ritchie
Christopher Rund
Anne Ryder

Curt Wellman
Annette Willnat
Betsy Ross
Zak Szymanski

GRAD Students

Kyle Heatherly
Young Eun Park
Rachelle Pavelko
Rosemary Pennington
A.Jay Wagner

19. 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.

Year	Total Graduates	Number	Percent
2013 - 2014 academic year (F'13 & S'14)	216	216	100%
2012 - 2013 academic year (F'12, S'13 & Sum'13)	245	245	100%

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.

OVERVIEW

To say that the study of journalism at Indiana enjoys a long and proud heritage would be understatement. Indeed, the university offered its first undergraduate journalism class in 1893. Three students enrolled. The Department of Journalism was established in 1911; in 1974, Journalism became a school within the College of Arts and Sciences; in 1989, the School became independent, remaining so until July 2014, when the renamed Department of Journalism became one of three academic units in the newly created Media School, which is housed in the College of Arts and Sciences. Other units in the Media School are the Department of Telecommunications and the Department of Communication and Culture.

Indiana has been part of journalism-mass communications' national accrediting process from the beginning. It was in the first cohort of journalism programs to be nationally accredited in 1948.

The roots for graduate education in journalism, which is beyond the scope of this review, also run deep at IU. An M.A. program was established in the late 1920s, with a Ph.D. program being launched in 1966.

Until earlier this decade, leadership of the Journalism program was amazingly stable. From the founding of the Journalism unit in 1911 until 2005, the program was administered by only four men, with their tenures ranging from 16 to 30 years. Since 2005, the program has been headed by a dean, two interim deans and, as of July 1, 2014, a Department chair.

As the self-study notes, “much has changed at Indiana University-Bloomington since the last ACEJMC site visit in January 2008.” In addition to the changes that have affected Journalism, there have been administrative structural alterations within Indiana University, a statewide system of eight institutions, the largest and oldest of which is the Bloomington campus.

The self-study notes: “The transformation of the School of Journalism to a department within the new Media School . . . has its origins in [the IU president's] strategic plan (called New Academic Directions) and in several independent task force reports” dating back to Spring 2010 when an initial task force was commissioned. After three years of campus study, discussions, reports and recommendations, the Board of Trustees approved the creation of the Media School in October 2013.

Journalism's most experienced administrator, who had served as associate dean and then senior associate dean of the School of Journalism in 2012-2013, and who had served as associate dean for undergraduate studies from 2000 to 2009, was elected by the faculty to be chair of the new Department, effective July 1, 2014.

The new chair, the faculty and the staff have shown resiliency and resolve in recent years and are committed to continuing the tradition of excellence in journalism education that dates back more than a century.

The past year, in particular, saw intense and serious unit introspection as the program was on the cusp of becoming a department in the new Media School and as it geared up for the ACEJMC review. The Department noted: “Preparing the self-study report during this year of transition has provided an opportunity to take a closer look at a number of characteristics of our program. Hugely significant is the shift in the make-up of our faculty.” Of the current 27 full-time faculty members in the unit only seven were in residence at the time of the last ACEJMC review. The full-time faculty has grown from 22 and has also been “rebalanced,” with the addition of several non-tenure-track full-time faculty members who possess impressive professional experience.

The Bloomington campus is a major research institution, with more than 350 degree programs. It enrolls some 37,000 undergraduate and graduate students, is a member of the Big Ten Conference and the Association of American Universities, which consists of 62 leading research universities in the United States and Canada.

The Department of Journalism is housed in Ernie Pyle Hall, named in honor of one of America’s most decorated journalists who was an Indiana journalism student in the 1920s. In Fall 2016, the Department will move with the other Media School units into a much more spacious Franklin Hall, which currently is being renovated.

Clearly, the program has been and continues to be engulfed in a sea change. A constant, however, remains. This right-on paragraph from the self-study provides context: “Our students, of course, are the heart of why we are here. Reviewing the data on our retention and graduation rates, on internship and job placements, on the regional and national prizes our students have won, on the growth and activities of the student organizations our students manage, on the success of our Ambassadors program and our Honors program—all these and more are reminders that this program is alive and very strong.”

IU Journalism celebrated its centennial in 2011. These words from the nicely written, edited and illustrated booklet that marked the occasion provide additional insight and context for a unit that, from Day One, has been continuously evolving: “Faculty and students (in the new millennium have) worked to embrace new technology while maintaining a firm grasp on those elements that have made IU one of the best journalism programs in the country: a broad liberal arts curriculum, strong communication skills, and the professional training students receive through publication and broadcast opportunities on campus.”

The Department’s mission is straightforward: “The mission of IU Journalism is to foster critical thinking about media institutions and global audiences, encourage ethics in an international environment, and develop skills for dynamic journalism and media professions. This mission is both academic and professional; it is about learning, teaching and doing as informed by our core values of excellence, innovation, diversity, integrity and social responsibility. We are committed to scholarly research in journalism and public communication, to liberal arts education and to professional practice in media work.”

The Department enrolls 747 undergraduates in its Bachelor of Arts in Journalism program for the spring 2015 semester. That B.A. program is within the scope of this review. IU conferred 296 baccalaureate degrees in journalism in 2013-2014, spread across various specializations, the largest being public relations and advertising (117 degrees) and general journalism (79). Other areas of specialization included broadcast journalism, digital and interactive-media journalism, enterprise journalism, global journalism, journalism design and graphics, news reporting and writing, photojournalism and sports journalism.

As one logically would expect, the Department is adjusting to its new home in the Media School. Aiding the transition is a Memorandum of Understanding with the College of Arts and Sciences, which the Journalism administration crafted in Spring 2013, prior to the formal creation of the Media School. The MOU was approved by the provost in July 2013. The self-study notes: “We framed the MOU within the standards of ACEJMC as a way to make certain we preserved faculty and staff positions and security and the means to continue to maintain our accreditation.”

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.

A hallmark of the Department, particularly during this time of transition, is its planning. Its five-year strategic plan, which covers the period from 2010-2015, grew from surveys, discussions, meetings and retreats. The faculty approved the current plan in April 2010. And, as the self-study notes, “Our merger into the Media School, coupled with (the president’s Bicentennial Strategic Plan, which coincides with IU’s 200 years in 2020), will inevitably lead to our updating our plan, likely in the coming year.” In the meantime, though, the current visionary, yet realistic, plan has seven objectives, each with several specific actions and indicators of progress. The seven objectives are preceded by the goals of the Department: To be among the best programs in journalism and mass communication education, by providing excellent facilities and resources for teaching, learning, research and service; by meeting the highest standards of the best research universities; and by expanding our diverse, international educational community with services that support student academic and career success. The objectives: Create a strong educational community among the faculty, students, alumni and media professionals; provide a state of the art facility for journalism research and professional training; increase global awareness and cultural understanding in our students, faculty and staff through international education opportunities; strengthen and enhance our research influence and productivity at all levels of the curriculum; build partnerships with other IU programs; enhance and expand our multimedia curriculum, in line with the constant change of journalism practice; and increase our engagement with the media professions with relevant and useful research, teaching and service. Clearly, the Department takes long-range planning seriously.

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

Faculty members play an active and appropriate role in governance. The unit’s signature elected committee is its policy committee, which considers and advises on issues of governance and budgets. The self-study also points out that “two clear areas for significant faculty leadership are curriculum and faculty hiring, evaluation and promotion.” The faculty meets regularly. A logical range of committees is in place, including: assessment/accreditation; faculty awards; diversity; global; graduate; personnel; research; scholarship; and undergraduate.

(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.

The chief administrative officer of the Department is its chair, who assumed her responsibilities, as noted earlier, on July 1, 2014, when the unit became part of the newly formed Media School. The chair currently reports to the executive dean of the College of Arts and Sciences, who reports to the

Bloomington campus provost, who reports to the university president. When the dean designate of The Media School joins IU officially in May, the chair will report directly to him. The chair joined the Journalism faculty more than 30 years ago. She long has played an influential and leading role in the unit and began serving in various administrative capacities in 2000. She has earned the respect and admiration of her administrative superiors, the faculty and the staff. Several faculty members said that “she is the right person at the right time” to lead the program; many noted her commitment to the student experience. One faculty member said her “steady calm” has served the program particularly well during the period of transition. She earned praise for her attention to detail, knowledge of university process, valuable institutional memory, unselfishness and, in the words of one faculty member, “for the restoration of confidence” in administration and for leadership that helped return the program to a “sense of harmony and well being.” Another described her as “a fixture of stability.” By virtually all accounts, she has dealt skillfully with the university administration outside the unit and with constituencies external to the institution. Other members of the Department’s administrative team include the director of graduate studies; curriculum coordinator; career services director; senior systems administrator/technology support; director of special projects; director of the High School Journalism Institute; director of advising services and analysis; multimedia lab director; studio manger; director of experiential education; and fiscal officer.

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

When the School of Journalism was independent, it naturally followed university procedures for the appointment and evaluation of its dean. Given the current structure—with Journalism a department within The Media School—it follows university procedures for the appointment and evaluation of a chair. The department chair serves at the pleasure of the executive dean of the College of Arts and Sciences. Chairs generally serve three-year (renewable) terms. Department faculty members vote for the person they would like to represent them; the executive dean makes the final decision and appointment. The Department chair, as noted above, is in her first year and has not been reviewed by the executive dean. Bottom line: Policies and procedures are in place and followed.

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

Procedures for the timely resolution of complaints and concerns are clearly outlined. All steps are well defined. University policies and procedures are in place for faculty, staff and students.

SUMMARY: The Department has an experienced, respected and dedicated chair who, along with her colleagues, has worked hard to navigate sometimes choppy waters as the foundation was being laid to transition Journalism from an independent school to a department in the newly created Media School. The administrative team and faculty continue to strategically plan for the future of one of the country’s oldest and most respected journalism programs, one that historically has valued professional and academic accomplishments, and one that is determined to continue to uphold its tradition of serving students exceptionally well while leveraging the resources of its new administrative home to create even greater opportunities.

Overall evaluation: 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 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet these requirements.**

In academic years 2012-13 and 2013-14, 100 percent of the graduating classes met the 72 outside credit hour requirement.

- (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 Department's curriculum offers a balance of theoretical/conceptual courses and professional skills courses. Faculty members have regularly been asked to review the Council's 12 values and competencies to ensure that the competencies are applied in the courses they teach, particularly in the sections of Reporting, Writing and Editing I and Visual Communication. The values and competencies are posted on the wall of each classroom under the heading "What We Value," and the learning objectives specific to each class are listed in the syllabuses.

IU Journalism offers one major. Students complete a set of five core classes and then may choose to (but are not required to) specialize in an area. In Fall 2012, the Department began offering 11 areas of specialization, which are noted on the student's transcript. A specialization consists of three courses in the given area, which include: Broadcast Journalism, Digital and Interactive-Media Journalism, Enterprise Journalism, Global Journalism, Journalism Design and Graphics, News Reporting and Writing, Photojournalism, Political Journalism, Public Relations and Advertising, Science and Environmental Journalism and Sports Journalism. Department advisers counsel students who express interest in the above areas to choose three courses in the given specialization. (Specializations will be discussed below.)

Students may also elect to pursue an official Independent major through the College of Arts and Sciences Independent Major Program.

CORE REQUIREMENTS

The five core courses (15 credits) include:

J110 Foundations of Journalism and Mass Communication

J200 Reporting, Writing and Editing I

J210 Visual Communication

J300 Communications Law

J410 The Media as Social Institutions

(A previous sixth core course, J155 Research Techniques for Journalists, which was a one-credit course offered online, is no longer required, effective Spring 2015.)

Beyond the core, students must complete one advanced writing class (three credits) from the following:

J303 Online Journalism
J315 Feature Writing
J341 Newspaper Reporting
J342 Magazine Reporting
J343 Broadcast News
J349 Public Relations Writing
J455 News Analysis and Opinion Writing
And approved topics from J360, J418, and J460

Students must also complete two additional advanced skills classes (six credits) from the following:

J303 Online Journalism
J315 Feature Writing
J341 Newspaper Reporting
J342 Magazine Reporting
J343 Broadcast News
J344 Photojournalism Reporting
J349 Public Relations Writing
J351 Newspaper Editing
J352 Magazine Editing
J353 Advanced Broadcast News
J354 Photojournalism Editing
J362 Journalism Multimedia Storytelling
J385 Television News
J401 Depth Reporting and Editing
J420 Advertising as Communication
J444 Advanced Photojournalism
J455 News Analysis and Opinion Writing
J463 Graphic Design I
J464 Infographics
J465 Graphic Design II
J481 Creating an Indiana Magazine
J488 Agency Practicum (Agency 7)
And approved topics from J360, J418, and J460

Students must also complete one research course (three credits) from the following:

J407 Newsgathering and the Law
J409 Media Management
J423 Public Opinion
J428 Public Relations Management
J438 Problems in Advertising
J450 History of Journalism
J462 History of 20th Century Photography
J470 Broadcast Media Analysis
And approved topics from J360, J418, and J460

Students must also complete at least 12 credits of journalism electives, and a second concentration of at least 24 credits in an area outside mass communication.

SPECIALIZATIONS

Of the 296 Journalism degrees conferred during the 2013-2014 academic year, 217 graduates chose a specialization (73 percent). Of the 217 students who chose a specialization, the designated curricular areas were:

- Public Relations and Advertising: 117 (54 percent of those specializing)
- Enterprise Journalism (magazine and long-form): 23 (11 percent)
- Journalism Design and Graphics: 20 (9 percent)
- Broadcast Journalism: 19 (9 percent)
- News Reporting and Writing (newspaper/online): 18 (8 percent)
- Photojournalism: 9 (4 percent)
- Digital and Interactive-Media Journalism: 4 (2 percent)
- Sports Journalism: 4 (2 percent)
- Global Journalism: 3 (1 percent)

There were no degrees conferred with specializations in Political Journalism or Science and Environmental Journalism. Description of the leading specializations in terms of student selection follow; the other areas, as noted above, had few or no students. Students must pass any three classes with a C- or higher to complete a specialization for notation on their transcripts.

Public Relations and Advertising

J320 Principles of Creative Advertising

J321 Public Relations Principles

J349 Public Relations Writing

J418 International Public Relations

J420 Advertising Concepts and Copywriting

J423 Public Opinion

J428 Public Relations Planning & Research

J429 Public Relations Campaigns

J431 Public Relations for Nonprofits

J438 Advertising Issues and Research

J460 Social Media Strategy – PR 2.0

J460 Advanced Integrated Marketing

J460 Persuasive Visual Storytelling

J488 Agency Practicum

(The public relations courses in this specialization also meet the curriculum standards of The Commission on Public Relations Education.)

Enterprise Journalism

This specialization is directed at students interested in magazine journalism and in-depth feature writing:

J201 Reporting, Writing, and Editing II
J315 Feature Writing
J342 Magazine Reporting
J352 Magazine Editing
J401 Depth Reporting and Editing
J415 Literary Journalism
J460 Narrative Journalism
J460 Story Mechanics
J481 Creating an Indiana Magazine

Journalism Design and Graphics

J360 Web Design
J463 Graphic Design I
J464 Infographics
J465 Graphic Design II
J481 Creating an Indiana Magazine

Broadcast Journalism

J343 Broadcast News
J353 Advanced Broadcast News
J360 Audio Storytelling I
J385 Television News
J460 Audio Storytelling II
J460 Radio Innovation
J460 Community Journalism
J470 Broadcast Media Analysis

News Reporting and Writing

J201 Reporting, Writing and Editing II
J303 Online Journalism
J341 Newspaper Reporting
J351 Newspaper Editing
J360 International Reporting
J401 Depth Reporting and Editing
J412 Business Coverage/Business of Journalism
J418 Footsteps of Ernie Pyle
J418 Reporting HIV/AIDS in Africa
J418 International Reporting
J423 Public Opinion
J455 News Analysis and Opinion Writing
J460 Reporting the Arts
J460 Narrative Journalism
J460 Breaking News
J460 Story Mechanics
J460 Community Journalism

(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.)

Instruction is demanding and current, and has responded to professional expectations related to the digital transition. Students praise the faculty for a focus on professional application, an emphasis on classroom discussion and commitment to student success.

The curriculum has incorporated multimedia courses and integrated multimedia and social media aspects into a range of courses, including the core courses Reporting, Writing and Editing I and Visual Communication. Some faculty members expressed a view that the curriculum remains dominated by a focus upon print media. Some students expressed a desire for additional depth in the specializations of public relations and advertising, and broadcast journalism.

Faculty and staff members have made creative use of limited space in Ernie Pyle Hall through remodeling to create a video studio, which enhanced the teaching of broadcast classes. There is admirable integration of international experiences in various classes, involving overseas travel (to England, France, China, South Korea, Chile, Japan, Kenya and Italy, in recent, regularly offered courses).

Achievements in teaching are recognized internally through the Gretchen A. Kemp Teaching Fellowship, a monetary award given annually to reward outstanding teaching in the Department. Department faculty are respected across campus for high-quality teaching, and have received teaching honors through the university's central awards program as well as through AEJMC.

The Department's tenure and promotion document gives equal importance to teaching, scholarship/creative activity (research), and service, though research is increasingly regarded as the "normal" path for tenure-track faculty. As the university comes to rely more heavily on non-tenure-track faculty, the norm for promotion to senior lecturer is demonstration of excellence in teaching.

Student achievements in learning are recognized through the Ernie Pyle Scholars honors program. Ernie Pyle Scholars, chosen by faculty reviewers in Journalism, are eligible for special honors courses (including special sections of core courses) and for group travel opportunities. The Department also recognizes student achievement through a Kappa Tau Alpha chapter and through Phi Beta Kappa.

(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.*

Student/faculty ratios are appropriate for effective teaching and learning. For the two semesters prior to the site visit, the ratio for skills and laboratory sessions was 15.8 (Spring 2014, 43 sections) and 15.6 (Fall 2014, 46 sections). Only one of the 89 total sections had more than 20 students (a section of J360 Sports Writing in Fall 2014 with 22 students).

(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. Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours).

Students may take up to two semester courses (or their quarter equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals.

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

The unit's internship program is well designed and implemented with favorable assessments by both students and internship employers. Students may engage in internships that do not require or include academic credit or may earn a maximum of three credit hours. For each hour of credit, students must work a minimum of 120 hours. Internship credit counts within the major as elective credit toward the student's degree. Students must register for the internship during the semester or summer session in which the internship occurs.

Internships for academic credit are monitored and managed by the career services director, who maintains relationships with employers, approves all internships before they begin and ensures that employer-supervisor evaluations are completed in timely fashion. These detailed evaluation forms address the initial internship agreement, a midpoint evaluation and a final evaluation form.

For internship credit, students enroll in an online, graded course. The final grade is based on a case study, the employer-supervisor evaluations and a resulting portfolio.

A pre-visit survey of a list of internship employers provided by the unit generated responses uniformly favorable. Employers ranged from monthly and daily media to communications counseling firms. Most have been "repeat" internship providers. Several have hired their former IU Journalism interns.

The internship program is administered by the unit's director of career services. The director maintains extensive records on the approximately 100 students each year who intern for credit and teaches the elective course on internship strategies. About an additional 100 students each year intern for no credit but benefit from the office's wide network of internship providers. The director anticipates greater progress as the integration of the internship program into the Media School advances.

Students uniformly praise the program and the director's dedication to it. Even freshmen indicate that they are sufficiently informed about it. However, the students express the need for additional resources on internship and, more generally, career counseling.

SUMMARY: The curriculum offers a balance of theoretical/conceptual classes and professional skills classes. Students have the option of selecting from among 11 areas of professional specialization; about 73 percent of 2013-2014 graduates chose to do so. About 54 percent of students choosing specializations selected the Public Relations and Advertising area, followed by Enterprise Journalism (11 percent); Journalism Design and Graphics (9 percent); Broadcast Journalism (9 percent); and News Reporting and Writing (8 percent). Other specializations had few or no students. Instruction is demanding and current, and unit faculty members are respected across campus for the quality of their teaching. The Department encourages, but does not require, students to pursue internships and other professional experiences. The

internship program is well established and was given favorable assessments by both students and internship providers.

Overall evaluation: 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 diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.**

The Department's diversity plan was adopted in November 2005. It speaks of action to be taken in four categories: curriculum, faculty, student body and supportive climate.

In addition, the Journalism strategic plan of 2010-2015 notes diversity as a value. It calls for improving student diversity statistics and increasing global awareness and cultural understanding in students, faculty and staff. It calls for the program to improve diversity statistics among university reports. It also states a goal of increasing efforts to recruit international students. Faculty diversity is not addressed. Neither is mention of domestic minority groups.

- 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 self-study points to several undergraduate journalism courses in the Department's curriculum that stand out: J206 Journalism Reporting in a Global World, which teaches students how to articulate global issues; J375 Race, Gender and the Media, which analyzes news and entertainment media, the history of women and people of color as media professionals and media consumers; and other courses including J410 The Media as Social Institutions, which offers critical analysis of the relationship of the media and society and the effect of political, economic and cultural factors on media operations.

When asked about classes that offer insight into diversity issues, students spoke passionately about Race, Gender and the Media and said it "should be required" as a course. When asked whether there were other courses that dealt exclusively with diversity issues, students could not name another course. They said that diversity was discussed when brought up in other classes but was not a focus.

A new professor who teaches J410 incorporated readings about the LGBT community into her lessons. Another who teaches the same section provided students with a Skype session with a female foreign correspondent from Reuters who discussed the challenges women journalists face when reporting in the Middle East — and her impression that, in some countries, journalists are considered expendable.

Students spoke highly of the Speakers Series, which brings media professionals to campus to discuss their works and careers. Students said it was a program in which the speakers educated them on diversity issues. Recent speakers include ESPN anchor Sage Steele, an African American; anchor and producer of NPR's Latino USA Maria Hinojosa; and Pulitzer Prize winning journalist Jose Antonio Vargas, the former *Washington Post* reporter who revealed in a story published in the *New York Times Magazine* that he was an undocumented immigrant. A student mentioned Vargas' talk as one that "opened my eyes." Other students agreed. One student commented that the Series taught her about "hard-hitting issues."

Ernie Pyle Scholars are given the opportunity to travel abroad and intern in London over the summer. Students who have participated in this program praise it for the journalism experience as much as for it enabling them to travel abroad; for many of the students, it's their first taste of life outside the United States. More than 55 percent of the program's students participate in various study-abroad programs.

c) The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.

For women, these efforts have succeeded. Of the 27 full-time faculty members, more than half are women. And the Department's chair is a woman.

For minority faculty, it's been more of a challenge. And the current self-study acknowledges this, reporting "'slow progress' on increasing the diversity of student body, faculty and staff." The self-study reports the hiring of one Hispanic assistant professor, one Korean associate professor and two Korean assistant professors since the last review.

The concern over the lack of progress in recruiting minority faculty members is not new. In 2002, the site team found the School in noncompliance with Standard 12 (Minority and Female Representation), according to the 2008 team report. The 2008 site team found the program in compliance with the diversity standard, but said the unit continued to struggle with attracting diverse students and faculty and that ambitious plans had been put into place as a corrective.

The current self-study notes that since the last accreditation process, four black or African American doctoral students, two of whom are women, were funded.

For the three consecutive years beginning in Fall 2011, the program hired four full-time faculty members through national searches. (There were two failed searches.) Of the 145 total applicants during that three-year period, 50 were females, of whom seven were considered. Three were extended and accepted offers. Sixty-two of the applicants were minorities. Two were extended offers and both accepted. Both were Korean Americans. Over the three-year period, of the 62 minorities who applied, 51 were Asians, 7 were black, 3 were two-plus races and 1 was Hispanic.

Bottom line: Of the four full-time faculty members hired through national searches in the last three years, all were minorities or females: two were Korean-American, one male and one female; and two were white females. In addition, a Latino male assistant professor was hired through a targeted search.

When a group of students was asked a question about the presence of diversity in class material, a student said she needed to slightly change the subject and complained about the lack of diversity among the faculty, particularly the lack of black or African American professors. She said that as a black student she needs to see professors she can look up to that look like her. White students nodded their heads in understanding; one voiced his agreement.

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.

A major effort is made to recruit students of color to participate in the summer High School Journalism Institute at several magnet schools in Indianapolis and several in the rural Terre Haute area, with the hopes that they would apply to attend the university after high school.

There is a diversity committee in place. Members moderated two focus groups in 2012, with one finding that students thought that other state universities were more active in minority recruiting efforts. This spurred the committee into action. They partnered with IU journalism students and have made at least three visits to Indianapolis high school media classes. The self-study notes that retention and graduation rates of minority students are equal to or exceed that for majority journalism students.

(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.

The Department supports an inclusive climate for working and learning. There are 10 student organizations of diverse interests, exhibiting the Department's supportive climate for working and learning. In addition to supporting a student chapter of the National Association of Black Journalists, chapters of the National Association of Hispanic Journalists and NLGJA recently formed on campus.

The unit provides space for events that inform students of issues facing a diverse group of communities, such as the Speaker Series as well as classroom guest speakers.

SUMMARY: The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population. The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation. The unit has been successful in recruiting women since the last ACEJMC review; more than half of the faculty members are women and the Department chair is a woman. The lack of domestic minority faculty members and professional staff continues to be a deficiency, as it has been in the past two site visits. The unit works hard to recruit and retain a student population, providing scholarship funding as well as reaching out to potential teenage candidates by visiting high school media classes in Indianapolis. The unit has an inclusive environment, free of harassment and discrimination. It exposes students to diversity issues through its popular Speaker Series.

Overall evaluation: 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 follows IU policies and procedures as stated in the *Policy Manual for the School of Journalism*, which will be revised as the structure changes. In the past, the dean named a search committee for faculty positions, which convenes to review applications. In the newly organized Media School, the process is the same, except the hiring authority is the College dean. The chair and curriculum coordinator hire part-time faculty from a pool of area professionals.

Evaluating the performance of the faculty and instructional staff also follows IU policies and procedures. Samples of published advertisements were attached to the files. A copy of the NTT (non-tenure track) evaluation policy and the Tenure and Promotion Policy for Journalism were included in the self-study.

Following the Journalism policy on tenure and promotion, faculty members may submit their cases as “excellent” in any of the three areas: research/creative and professional activity, teaching and service. Faculty may also seek promotion on the basis of a “balanced case,” of near excellence in all three areas. All pre-tenure faculty members are reviewed in the second, third and fourth years before their sixth and major review year. The promotion and tenure policies will remain in place for those in-rank Journalism tenure and promotion cases for a period of five years as agreed to in a Memorandum of Understanding between the Department and the College of Arts and Sciences. Faculty members hired after July 1, 2015, will follow P&T procedures to be approved by the faculty advisory board of the Media School in coordination with the College executive dean.

As the number of lecturers has grown in the past several years, guidelines for lecturers and professors of practice have been refined. Adjunct faculty members reported that they understood expectations for their responsibilities.

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

Primary responsibility for teaching, research/creative activity and service rests with the faculty. The normal teaching load for tenure-track faculty members is two 3-credit courses per semester. Lecturers typically teach three 3-credit courses. Professors of practice teach two courses each semester and are expected to participate in other student-service outreach areas. Some receive course reductions for administrative duties or significant research projects following policies.

The previous reaccreditation report indicated that the program relied too heavily on adjuncts for core courses and for courses in advertising, public relations and magazines. Since then, three lecturers have been hired to teach advertising, public relations and magazines/newspapers to address this shortcoming and enhance instruction in these areas.

The percentage of undergraduate class sections taught by full-time faculty members hovered just above 50 percent in the past three years. In the year of record, 2013-2014, full-time faculty members taught 55 percent of the undergrad class sections. If the numbers are analyzed by number of students taught instead of by class sections, the full-time faculty provides a higher percentage. In spring 2014, for example, 70 percent of students were taught by full-time faculty, and 30 percent by adjuncts or graduate students.

(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 current faculty members have earned credentials that prepare them for their positions. All but one of the 16 tenure-track or tenured faculty members have doctorates. Half of the six lecturers have master's degrees; two have baccalaureate degrees, and one is working on a master's in Informatics. Three of the four professors of practice have master's and the fourth has a bachelor's degree and a Pulitzer Prize. The two visiting professors hold M.A. degrees.

The composition of the faculty (12 male/15 female) suggests a good balance in terms of gender, an improvement since the last reaccreditation visit. Although the unit states in the self-study that it is not satisfied with the levels of diversity reflected on the faculty, since 2007-2008, three Asians were hired at the associate or assistant ranks, and one Hispanic assistant professor.

The composition of the full-time faculty has shifted significantly during the last six years. The self-study notes that 14 tenure-line faculty members have been replaced by 10 tenured/tenure-track members. Only seven tenure-track faculty members who were at IU in 2008 remain. The full-time faculty has grown from 22 in 2008 to 27. Since 2010, the unit has hired two visiting professors, six lecturers, four professors of practice and five tenure-line faculty.

Lecturers typically have a three-course per semester teaching load and are reviewed annually. At the end of the sixth year, they face a review that leads either to a promotion to senior lecturer or a decision not to renew the contract. Professors of practice are hired based on their reputation in the field and the way they complement existing strengths of the full-time faculty. Like lecturers, they focus on teaching, but may play a larger role in campus and public life.

Meetings with students add another perspective about the instructors' credentials that aren't measured by degrees, describing them as: "experienced," "committed," "caring," "want us to succeed," "inspiring," "paternal," and "they know how to fire me up."

Hiring practicing media professionals as adjuncts, participating in professional associations such as AEJMC and inviting guest speakers to the campus are some of the ways that faculty members stay current with developments in the profession.

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

Student course evaluations, which are administered in every class each semester, provide the primary means to evaluate teaching. Student comments are typed by staff and returned to faculty members to provide feedback. The campus analyzes closed-ended questions. The campus is converting to an online course evaluation system. In addition to the course feedback, senior faculty mentors work with junior faculty members and lecturers, providing additional guidance. Further evidence of the focus on

instruction was revealed in a meeting with adjunct faculty, who meet regularly with course coordinators to discuss pedagogical issues and practices to provide students with an excellent education.

The Department's personnel committee includes all tenured faculty members, and this body makes initial decisions regarding tenure and promotion, including reviewing the candidates' teaching. The chair reviews the part-time faculty.

The unit's elected policy committee advises the dean/chair regarding salary recommendations.

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

The Department has a rich tradition of service on the campus, as well as in the local and broader communities. Faculty members have made contributions to a wide range of activities, such as campus student ethics boards, university overseas study advisory boards, the IU Intellectual Property Committee and by advising student groups such as the advertising club, magazine club and public relations (PRSSA) club. Administrators and members of the IU faculty outside the Department who met with the team confirmed that the Department's faculty members are excellent university citizens.

SUMMARY: A student-centered faculty is a key strength in this program. Striking a good balance between those with strong academic credentials and those with significant professional experience, instructors are qualified to teach the courses and help students earn an excellent education. The unit seized the opportunity created when a significant number of faculty members left IU for various reasons, many through retirements, to match faculty strengths with identified needs in the classroom. The unit has achieved a good gender balance since the last reaccreditation visit, but should be encouraged to make more progress toward hiring minority faculty members.

Overall evaluation: 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.

Aligning with IU's mission at the flagship Bloomington campus, Journalism's policy requires that faculty members demonstrate excellence in research/creative activity, teaching or service. Faculty members must demonstrate excellence in research/creative activity, teaching or service and must be judged at least satisfactory in the other two categories. To ensure that faculty members are engaged in scholarly work, the personnel committee, composed of all tenured faculty members, annually reviews work of tenure-eligible faculty. Candidates receive a written review of their dossier and meet with the chair of the personnel committee and the Department chair. A chart in the self-study summarizing the activities of all faculty members employed during the period being considered for reaccreditation indicates that individuals across all ranks of tenure-track faculty members, and some non-tenure-track faculty members, are actively engaged in scholarship. For example, they produced 7 scholarly books, 75 articles in refereed journals, 67 refereed conference papers, 55 articles in non-refereed publications and 72 book chapters during the period under review. Faculty members received 22 internal and 2 external (to IU) grants. The visiting site team received an addendum to the list, providing evidence that faculty members continue to produce scholarly and creative activities.

Faculty members are eligible to apply for one sabbatical during each period of seven years' of full-time service. In the past six years, eight faculty members received sabbaticals to pursue research or creative projects.

Journalism has supported faculty generously for research and creative activities. Each full-time faculty member receives \$500 annually in a research account. The unit pays for most conference attendance, including travel costs, hotels, fees and per diem. Hiring packages include two summers' worth of support (\$8,000 per summer). Junior faculty members receive one course release during their pre-tenure years to allow time for research. The research committee sponsors a colloquium most Fridays throughout the academic year to encourage research. All faculty members have taken advantage of one or more of these programs supported by funding from either the unit or university.

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

Journalism based its guide for hiring, promotion and tenure on the university's Academic Handbook, which defines criteria of excellence and requires that each faculty member must excel in one category (teaching, research/creative work or service) and be at least satisfactory in the other two categories for promotion and tenure. If a candidate is near excellence in all three, he or she may seek promotion and tenure by presenting what they call a "balanced case." Journalism defines how faculty can demonstrate the quality of their work. Faculty members applying for associate rank need to show potential to achieve a national reputation; full professors need to demonstrate they have achieved a national reputation.

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

Journalism's policy explains the expectations for those seeking tenure. They must create "a sufficient body of high-quality work to demonstrate productivity and a professional or creative focus over time; publishing, broadcasting, or exhibiting journalism or informal scholarship of depth and significance in books, professional publications, newspapers, magazines, or broadcast and telecommunication outlets, or in museums, galleries, taking a leadership role in the professional or creative activities of professional organizations, and directing professional or creative activities of professional projects, theses or dissertations effectively."

(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.

Faculty members share their scholarly and creative efforts broadly. As an example, during 2013-2014, 22 faculty members took advantage of travel funding, participating at AEJMC, ICA, AJHA, ONA, NCA and several other conferences, to share their work. In addition to the presentations and publications produced by faculty members and summarized in the self-study chart, the unit publicizes scholarly accomplishment on its webpage and e-newsletter.

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

The wide range of topics investigated by faculty and the dispersion of these ideas in a variety of journals and national and international conferences provides evidence of an impressive scope of interests.

Research opportunities are provided for graduate students and are also extended on a limited basis to undergraduates. Indiana University offers selected undergraduate students who demonstrate exemplary achievement the opportunity to participate in the Cox Research Scholars program. All Cox Scholars are paired with a faculty member who mentors them on research and scholarly activities during their four years at IU, and some outstanding students in the Department have participated in this research opportunity.

SUMMARY: Individuals across all ranks of tenure-line faculty members, and some non-tenure-track faculty members, are actively engaged in scholarship. Faculty members receive generous support for their work, including travel and packages for new hires. Graduate students who have papers accepted at conferences also receive stipends and other support for their work. In addition to financial support, the unit creates a culture that encourages research and creative activity through a colloquium and sabbaticals.

Overall evaluation: 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.

At the time the self-study was written, changes were in progress for the Department's advising operations. Because of the transition into its new home in the Media School, Journalism has been in the process of folding its advising operations into the College of Arts and Sciences. Journalism currently has a full-time director of advising services and analysis and a new academic counselor.

The director of advising services and analysis, along with the academic counselor, sees students by appointment and walk-in, as well as by responding to student questions by email and telephone. Much advising is done online. The program is new to using an online management system called AdRX, which is in use throughout the entire university system. For the most part, programs no longer collect and store information in paper files. The goal is to do away with paperwork and put all advising documents and notes online. Advising records and other student information are now available online. The system can run metrics, which will eventually make it easier to provide reports.

Along with the career services director and the director of student experiences, the two advisers' responsibilities include handling all academic advising; managing for-credit internships and employment searches; running a living-learning program — a community of students with similar academic interests — based in one of the campus dorms and overseeing all courses that include travel abroad or in the U.S.

The career services director meets individually with students and visits five to 10 classes each semester for sessions such as "How to land an internship" and "Using best practices to reach employers." She also meets with students in small groups and teaches a 1-credit course on branding that is open only to Journalism majors. The office uses a popular career services management system called Symplicity, where students can make appointments for advisement, upload their resumes, peruse job and internship opportunities on its job bank and connect with employers. There was a constant flow of students during the time of the site visit.

Journalism students spoke with much affection for these advisers. They felt informed. They were aware of requirements needed for graduation and often received communication about internship opportunities.

Some students mentioned that the advisers were often busy and it was more convenient for them to use the online management system to manage their course loads and would go with printouts to the advisers to move the process along.

(b) Faculty are available and accessible to students.

Faculty members hold regular office hours, usually two or more hours a week. Many report advising students, mostly by email. Faculty members are also available on a walk-in basis.

Journalism students said faculty members made themselves available even during off-days.

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

When the Department was a School, academic advising began early. During prospective student information sessions, staff members who are well informed about majors and degree requirements explained the process. Students directly admitted into Journalism and those who identified as “pre-Journalism” received advisement during New Student Orientation summer sessions.

A group advising session for all direct admits is scheduled for the week prior to the start of the semester. Students are provided with handouts that explain degree requirements, campus resources and the process for meeting with advisers.

Information is also available online. Students also receive weekly electronic newsletters with pertinent information and reminders.

Students can get their Academic Advisement Report online, which along with other websites helps students stay on track for graduation.

Students seeking advisement can make an appointment or walk in. A lot of advising is done by email.

(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.

Faculty members serve as advisers for 11 student-run organizations that are registered with IU’s central student organization group. The student-run organizations are the Public Relations Student Society of America, Bloomington Ad Club, the National Association of Black Journalists, the National Association of Hispanic Journalists, the National Lesbian and Gay Journalists Association, Online News Association, Ed at Indiana, Society of Professional Journalists, Society for News Design, Journalists for Human Rights and American Student Radio.

About 35 to 40 students are chosen each year to serve as Journalism Ambassadors to assist in student recruitment and act as hosts at Journalism functions, including the Speaker Series talks. Journalism Ambassadors participate in an annual student trip to Chicago and take part in media visits and an alumni reception.

Ernie Pyle Scholars — 15 to 18 top incoming freshmen admitted into Journalism’s signature honors program — provides the scholars with a number of opportunities during their four years of studies, including a spring break week at the Poynter Institute in St. Petersburg, Fla., during their sophomore year and a two-month summer in London experience.

Student publications are run independently of the unit and are student run, from sales to production, allowing public relations and advertising students a place to learn by doing. Students proudly talked of “living” in the newsroom of the *Indiana Daily Student* (IDS) and of writing for the web, then writing a deeper piece for print. They bragged about beating the local professional media on breaking news. In addition to the IDS, students have multiple opportunities to practice their journalism skills on the Arbutus Year Book, IU Student Television, IU Student Radio and American Student Radio, where students can air podcasts and produce NPR-style stories.

(e) The accredited unit must gather, maintain and analyze enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. The unit regularly publishes retention and graduation information on its website.

Retention and graduation data are made accessible to the public on the Department's homepage under the "About Us" tab in the "Academic Statistics" section.

Journalism students graduate at an average of 80 percent in four years, an exceptionally high percentage for a public university.

SUMMARY: Journalism students feel supported by faculty and staff members. They receive academic and career counseling, and they praise the advising staff that is responsible for the services. The unit keeps students informed through a variety of methods and has made academic files available to students online, thus making it easier for them to keep abreast of their progress toward graduation. The students participate in and are informed of opportunities that can help develop their professional and intellectual abilities and interests. The unit makes information on its offerings and its retention and graduation rates readily available online.

Overall evaluation: 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 Department's annual expenditures clearly are related to its strategic plan. Journalism's 2013-2014 budget, the year in which the self-study was produced, totaled \$7,116,758 in expenditures—up 10.8 percent from \$6,425,797 in fiscal 2011-2012. As an independent school until July 1, 2014, the Journalism program was able to manage its expenditures through the IU budgeting model called Responsibility Centered Management. The self-study notes that the IU budgeting process “allows independent academic units a certain freedom to allocate available resources as they wish.” Under the system, budgets are linked to enrollments, so there is potential for bounce even between fall and spring semesters. Because IU's budgeting process is linked to enrollments, the system basically treats each unit the same. The self-study notes: “While there are some variations (annual requests to the Provost's or President's funds), in the overall budget, the system is fair to units in terms of base funding.” The self-study describes the university budgeting process as “quite transparent.”

With the Department no longer an independent school, its fiscal 2014-2015 expenditures are overseen by the budget office in the College of Arts and Sciences. And with the 2015-2016 fiscal year looming, Journalism will develop its first budget as a department within the Media School. The self-study notes, however, that Journalism will continue to have “its own fiscal officer as well as the budget lines protecting the programs and operations enumerated in the July 2013 MOU crafted by the Journalism administration in Spring 2013,” prior to the formal creation of the Media School. That MOU was approved by the provost in July 2013. Thus, the self-study notes: “We expect to be guided both by the guarantees in our Memorandum of Understanding with the College of Arts and Sciences and by the practices of the College.”

Journalism's budget enables it to offer a strong academic program to its students. As is the case at virtually all units across the country, the lion's share of the budget is spent on salaries—for full- and part-time faculty members, administrators and staff, which accounts for nearly 80 percent of annual expenditures. Journalism's annual expenditures for faculty travel, which has ranged from \$115,479 to \$169,659 in recent years, is generous when compared to most ACEJMC-accredited programs.

Private fundraising for Journalism extends back decades. IU completed a major seven-year capital campaign on June 30, 2010. During that period, Journalism raised \$6,032,384, more than its \$5 million goal. The university currently is in the silent phase of a new campaign, which soon will launch publicly and conclude with IU's bicentennial in 2020. Unit goals have not yet been established.

The current market value of Journalism's endowment is \$23.5 million—a healthy number for a program this size.

Journalism also consistently secures private donations through well-orchestrated university direct mail, online and telefund annual giving initiatives. Journalism's annual fund totals in recent years have ranged from \$59,763 to \$102,670, thus providing an additional cushion for excellence for the program. It is assumed that Journalism will continue to successfully raise private funds as it works with the development infrastructure in The Media School.

Journalism is committed to the cultivation and stewardship of friends and potential donors. In 2013-2014, representatives of the program held alumni receptions in “key markets” (Indianapolis, Chicago, St. Petersburg, Fla., Washington, D.C., and New York City) and had meetings with donors and friends.

Journalism provides strong support to its students through its scholarship program. In 2013-2014, it awarded \$335,625 in scholarships to 129 of its students—again, a healthy number when compared to most ACEJMC-accredited programs.

Bottom line: The Department of Journalism is not awash in riches, but through a combination of university and significant private support, it is able to offer a strong educational experience to its students and to provide necessary support to its faculty.

(b) The resources that the institution provides are adequate to achieve the unit’s mission. The resources are fair in relation to those provided other units.

As noted previously, the unit is treated fairly. And by all accounts, it spends its funds wisely and in step with its strategic plan.

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

IU’s Journalism program has long been housed in Ernie Pyle Hall, a compact, well-maintained -- and revered -- 37,000-square foot, two-story building. The unit recently added a nearby converted two-story “Annex” building. The Department, with the two other new Media School units, is scheduled to move in 2016 to the then-renovated Franklin Hall, a building near the entrance to the campus. The 115,763-square foot Franklin Hall will include studios, space for student media, numerous classrooms and lecture halls, a professional-quality broadcast studio and quarters for the Institute for Communication Research.

In the interim, one Journalism faculty member’s office is on the first floor of the auxiliary “Annex” house and the building’s renovated living room is used for class seminars and meetings. As needed by function, classrooms (with Apple iMac 21.5 inch computers), lecture rooms, a conference room and labs are well appointed with late model equipment. Current audio visual teaching accessories and Skype equipment are available in each classroom. The former library in Ernie Pyle Hall has been converted into broadcast studio space; two adjacent faculty offices were converted into the control booth and audio booth. The student daily newspaper and the university yearbook are also located in Ernie Pyle Hall.

These temporary facilities and the planned move to Franklin Hall represent a committed response to a weakness cited in the prior site-visit report. They also relate to the large-scale changes of the Indiana University-Bloomington academic structure in recent years, including the establishment of the new Media School.

(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.

A new broadcast studio is equipped with a news set, three Sony HD cameras with Teleprompter and an intercom/IFB system. The video control room uses a Black Magic Design 2 M/E HD switcher, professional digital video playback and a four-channel graphics-animation playout system. The audio control room is equipped with a 16-channel digital audio mixing console, digital audio playback and wireless microphones. Six 21-inch Apple iMac workstations are available in the student “common area” outside the studio from 8 a.m. to 10 p.m. Monday through Friday.

Students have access to the Scripps Howard Foundation Visual Imaging Lab on the Pyle Hall ground floor. The lab is equipped with 30 high-end Apple iMac computers, printers and scanners as well as a sound-treated booth for recording voice tracks. The unit's equipment checkout facility, staffed by student employees overseen by a professional director, is also located in the lab. It houses some 1,000 pieces of equipment and accessories for checkout by students in assigned classes. Check-out equipment in the well-managed facility includes 100 Canon T51 digital SLR cameras; various "fast" photojournalism lenses; 30 Sony NX3HD video cameras; and 25 Marantz and Tascam professional audio recorders. The lab also manages a cart of laptops and iPads as instructional components for journalism classes.

Students expressed high satisfaction with the facilities, equipment and resources. They were especially positive about the equipment check-out facility --- its range of topflight equipment as well as equipment availability and faculty supervision.

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

Reflecting current fundamental changes in higher education learning and society in general, the former Department library has been merged into the university's Wells Library collection. In 2014, Wells Library opened "the Learning Commons," an extended space on the main floor available for collaborative work by students. Many of the unit's volumes are housed in the Auxiliary Library Facility (ALF) on the edge of the campus. Faculty and students may order texts online from the ALF and other IU libraries for delivery within 24 to 48 hours. Faculty take students to the Lilly Rare Books Library to access relevant documents and occasionally assign papers that require student visitation to the Maurer School of Law Library.

SUMMARY: Through a combination of university appropriations and private funds, Journalism's annual expenditures have enabled it to offer a quality education to its students and to provide strong support to its faculty. More than three decades ago, the program was among the country's first ACEJMC-accredited units to systematically engage in private fundraising—and it continues to reap the benefits of those early and subsequent efforts, with annual payouts from endowment accounts that provide the unit a true cushion of excellence. The program provides facilities and equipment that faculty members, staff and students need to accomplish their objectives. Moreover, planning for continued expansion is well underway with the renovation of Franklin Hall, into which Journalism and other units in The Media School are scheduled to move in Fall 2016.

Overall evaluation: 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.

IU Journalism has a highly respected journalism-mass communications alumni base and the unit leverages it effectively. Its active and engaged Alumni Board is composed of many influential leaders in communications. The board encourages alumni participation in programs, supports volunteerism and fund raising and encourages high standards in curriculum and programming. The board meets twice a year, manages the Distinguished Alumni Awards and networks with current students and faculty. Many of the board members are themselves significant donors and generate additional funding from other alumni. The Journalism alumni office operates in tandem with the university alumni association in maintaining an extensive alumni data base and in communicating with print and digital media.

“Ask the Pro” is a recurring feature in the alumni magazine, Newswire, in which a professional journalist and a professor from the Journalism faculty dialogue on contemporary journalism issues. The unit’s “The Experts Workshop” provides an opportunity for students to submit work samples for critique by journalism professionals who also provide career counsel.

(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 IU Journalism Speakers Series is a primary example of the unit’s public and professional service activities. The series brings nationally and internationally known speakers to campus to lecture on issues connected with journalism and current events. The three lectures a semester, free to students, faculty and community members, have attracted as many as 600 attendees. Most speakers meet with one or more classes while on campus. The unit plans to expand the scope of the series to include practitioners in a variety of media forms relating to the new Media School.

The unit maintains strong ties with the Poynter Institute which was founded by alumnus Nelson Poynter in 1975. Faculty, students and alumni benefit from online access or visits to the institute for programs on contemporary journalism issues and progress. Each spring, the sophomore class of Ernie Pyle Scholars spends a week at a Poynter workshop and cultural events in the St. Petersburg, Fla., area. IU Journalism also supports Associated Press Sports Editors and the Inland Press Association News Picture Contest.

(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.

Members of the Department benefit from a variety of academically related organizations with support from IU Journalism. Among them: The Center for International Media Law and Policy Studies, which

focuses on legal protection for media rights in Indiana, the United States and the world; the Diversity Sports Media Institute; and the National Sports Journalism Center, founded at IU in 2008.

Support for faculty involvement in academic associations and related activities is also provided by the relatively substantial annual budgets for faculty travel to academic conferences, workshops and other journalism events. The Department head indicated that such budgets, and those for faculty research, are approved in fair and equitable fashion by the university administration.

(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.

Indianapolis public schools benefit in that the unit has supported Broad Ripple High School's new Media Magnet program by providing guest speakers, college mentors, writing and design coaches and securing donations for 30 computers. IU Journalism has also collaborated with Arsenal Technical High School, providing guest speakers and guidance on multimedia projects about their schools and community.

Indiana University is home to the Indiana Journalism Hall of Fame, established in 1966 by the Indiana Chapter of the Society of Professional Journalists. The hall recognizes distinguished journalists who have personal or professional connections to Indiana. IU Journalism has provided staff support for the annual banquet since the hall moved to Bloomington in 2009.

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

The unit is a recognized national leader in scholastic journalism, largely through its High School Journalism Institute at Indiana University, the nation's oldest precollege journalism workshops. More than 29,600 students have attended the HSJI since its founding. In summer 2014, about 300 students, more than half of them typically from out of state, attended two five-day sessions that offered instruction in 19 journalism specialties. Students come from across the country to learn skills and sharpen talents to help them prepare for their school's publications and media projects in the coming year.

IU Journalism also supports scholastic journalism through its relationship with the Indiana High School Press Association; its co-sponsorship of the IU Bee, a regional qualifier for the Scripps National Spelling Bee; and Indianapolis Public Schools.

SUMMARY: IU Journalism has a long track record of advancing journalism and mass communications through professional and public service – a reputation that has been sustained by a wide range of current established programs and in initiatives. In doing so, it well serves students, faculty, the Indiana University community and the professions it supports.

Overall evaluation: 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 Department adopted the Council’s values and competencies as the unit’s goals for learning that students must achieve.

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

The Department has a written assessment plan, originally adopted in 2001 under the leadership of a former dean who was noted as a national leader in assessment of journalism programs. The plan was revised in 2003, 2005 and 2014. It uses three direct measures: a cumulative exam testing awareness of both knowledge-oriented values (such as First Amendment, history, ethics and diversity) and skills-oriented competencies (such as the presentation of images and information, numeracy, tools and technology), taken by all majors as they enter and leave the program; a diagnostic writing exam that includes grammar, spelling, punctuation, usage and a writing sample (scored against the Department’s writing rubric); and course-embedded writing assignments in Reporting, Writing and Editing I and The Media as Social Institutions that are scored against the writing rubric. Indirect measures include an annual survey of current students, asking how well they believe they are achieving the 12 values and competencies; periodic surveys of alumni (asking whether they achieved the 12 values and competencies and how well the Journalism major prepared them for their careers); and employer evaluations of student internships.

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

According to the self-study, the unit has engaged in assessment since the 1990s but “implementation was limited and was conducted primarily at the administrative level with little faculty involvement.” In 2012 there was renewed commitment to faculty involvement in the assessment process, and an Accreditation and Assessment Committee (AAC) was established, putting assessment under faculty control for the first time. A faculty retreat was held in Spring 2013 to establish priorities for the AAC going forward; another retreat was held in Spring 2014. As a result of the AAC’s work in 2013-2014, the faculty approved adding a new direct measure (the cumulative exam to be taken in Foundations in Journalism and Mass Communication and in The Media as Social Institutions) and requiring that all majors pass an online language-primer exam as a prerequisite for enrolling in advanced writing courses. Other examples of “closing the loop” resulting from assessment findings include: for Reporting, Writing and Editing I, addition of a numeracy module and development of a writing rubric (which has since been adopted in other courses across the curriculum); and, for Visual Communication, adding content on visualization of quantitative data.

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

Alumni are involved in the assessment process in several ways. The Department’s assessment plan calls for periodic surveys of alumni to assess their preparation in the unit and their experiences in the

profession. Alumni are also engaged through the Department's series of Experts Workshops each semester (since Fall 2009). Alumni from a range of media professions and from across the region and country are invited to campus to critique the work of Journalism majors. Beginning in Fall 2013 the visiting alumni professionals have been asked to fill out reports rating student work on aspects derived from the Department's writing rubric, providing indirect measures for the ACEJMC writing value and competency (No. 9). (While the Experts Workshop program is not limited to alumni professionals, to date all the visitors have been alumni of the unit.)

The Department also seeks informal feedback from alumni through the alumni board and other professional visitors.

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

As noted above, journalism and mass communication professionals are included in the assessment process, both alumni and non-alumni, through critiques of student work. In the case of alumni professionals, they are also periodically surveyed by the Department.

SUMMARY: The Department has a written assessment plan that incorporates both direct and indirect measures. While the self-study noted that prior assessment activity had been largely handled at the dean's level (under the previous School of Journalism), there has been renewed faculty engagement and energy around assessment since 2012. This has resulted in the application of assessment data to improving curriculum and instruction, particularly in core courses such as Reporting, Writing and Editing I and Visual Communication. Alumni and members of the journalism and mass communication professions have been included in the process.

Overall evaluation: COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

The program has several strengths:

- A well-balanced faculty that combines academic and professional credentials, thus enabling the program to offer an excellent blend of technique and conceptual courses to prepare students for the changing media landscape they will enter.
- An impressive constellation of financially independent student media experiences that long have enjoyed a productive and mutually beneficial relationship to the program.
- A broad array of unit and university study-abroad opportunities that has enabled the program in recent years to send more than 55 percent of its students overseas, the highest rate on campus.
- A range of experiential opportunities to connect student learning *inside* and *outside* the classroom.
- An exceptionally strong and articulate body of students who speak enthusiastically about the program and its faculty.
- An enviable record of consistently high student finishes across a spectrum of national and regional media contests.
- A resilient, resourceful and hard-working department chair who has been instrumental in providing the leadership to elevate morale and adroitly navigate the smoothest possible transition of Journalism from an independent school to a department in the newly formed Media School.
- A committed and supportive technology staff that earns praise from faculty members and students for augmenting and enhancing instruction.
- An exemplary four-year graduation rate.
- A notably beneficial private endowment that enhances student experiences and provides support for faculty.
- The nation's oldest High School Journalism Institute, which, since its launch in 1947, has provided hands-on learning experiences for more than 29,600 students in summer workshops.

The program has some challenges:

- It needs to continue to work to assimilate itself into the newly formed Media School, adjusting to any necessary cultural shifts, all the while leveraging resources for the betterment of the Department and the School.
- It needs to continue to work to assimilate its relatively new full-time faculty hires into the fabric of the Department, with an eye toward building the most positive possible climate of mutual respect and understanding among academics and professionals.
- It needs to continue to work to increase access to, and uniformity of, advising across the unit's sequences.
- It needs to continue to work to hire faculty members who reflect diversity, with a particular emphasis on African Americans.
- It needs to continue to examine the structure and coherence of the program's curricular specializations to ensure a critical mass of faculty and students in each area.

- 2) List the standards with which the unit is not in compliance. NA
- 3) Summarize the problems or deficiencies that must be addressed before the next evaluation (i.e., related to non-compliance with standards). NA
- 4) In the case of a recommendation for provisional accreditation, list the deficiencies that must be addressed before the provisional status can be removed. NA
- 5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to the recommendation. NA
- 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.

Five deficiencies were cited in the previous report.

•*Slow progress on increasing the diversity of student body, faculty and staff.* Steady progress continues and there is evidence that the program is committed to inclusivity and further diversification. Since the last site-team visit, the program has hired four minority professors: an Hispanic assistant professor, a Korean associate professor and two Korean assistant professors. New student organizations with a focus on diversity have been established. Recruitment efforts that target high school minority students have been launched. Prominent minority professionals have been brought to campus to speak. Significantly, graduation and retention rates for minority students in the program are equal to or exceed those of majority students.

•*Lack of cohesive multimedia strategy in its curriculum.* Impressive progress has been made since the last site-team visit. Some examples: Two full-time lecturers and a visiting lecturer who possess strong professional multimedia experience have been hired to teach courses in that area; a required core course in Visual Communication has become a multimedia course; a multimedia storytelling course was taught on a trial basis and is now a permanent course; and a new course in Social Media in the Newsroom was offered for the first time in Fall 2014.

•*Too-heavy reliance on adjuncts for core courses and for courses in advertising, public relations and magazines.* The program has hired lecturers, professors of practice and tenure-track faculty in all three areas since the last visit. The self-study notes that the program has “made a strong effort to enhance our teaching in these areas with full-time faculty, while continuing to complement the work they do with highly qualified professional adjunct colleagues.”

•*Tight space in Ernie Pyle Hall and lack of dedicated broadcast studio space.* Appropriately equipped broadcast studio space has been carved out; additional space in a nearby structure a block away from Pyle Hall has been secured and occupied; and planning continues for the Fall 2016 move of the program to a much more spacious Franklin Hall, which currently is being renovated and which will serve as the home of academic units in the newly created Media School.

•*Problematic relationship with the Indianapolis campus.* As of July 1, 2014, the IUPUI journalism program and the Department of Journalism on the Bloomington campus are officially separate. Still to be determined is the home for the National Sports Journalism Center, which has been housed at IUPUI since its founding in 2009.

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

The self-study was candid, thorough, contextual, clearly written and well organized. It was complete in virtually all respects and easy to navigate. The supplementary materials also were well done and helpful. The administration and staff were quick to respond to requests for information during the visit.