

Report of On-Site Evaluation

ACEJMC

Undergraduate program

2014- 2015

Name of Institution: University of Connecticut

Name and Title of Chief Executive Officer: Susan Herbst

Name of Unit: Department of Journalism

Name and Title of Administrator: Maureen Croteau, Department Head

Date of 2014 - 2015 Accrediting Visit: Oct. 12-15, 2014

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

Date of the previous accrediting visit: Oct. 26-29, 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: Joel Kaplan, Associate Dean for Professional Graduate Programs

Organization/School: S.I. Newhouse School of Public Communications at Syracuse University

Signature _____

Team Members

Name and Title: Scott Bosley, retired Executive Director

Organization/School: American Society of Newspaper Editors

Signature _____

Name and Title: Sue Burzynski Bullard, Associate Professor

Organization/School: College of Journalism and Mass Communications at the University of Nebraska

Signature _____

Name and Title:

Organization/School:

Signature _____

Name and Title:

Organization/School:

Signature _____

PART I: General information

Name of Institution: University of Connecticut

Name of Unit Department of Journalism

Year of Visit: 2014

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

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

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

- Private
 Public
 Other (specify)

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

Connecticut General Statutes, Sec. 10a-102

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: Oct. 26-29, 2008

5. When was the unit or sequences within the unit first accredited by ACEJMC? Spring 2003

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

Adopted in 2002:

Journalism Department Mission Statement

The primary goal of the Journalism Department is to prepare students to become intelligent, responsible and articulate journalists. The department is committed to the belief that the best journalism education combines a strong professional program with a thorough education in the liberal arts and sciences. It believes that such an education helps students to hear, understand and tell the stories of people whose circumstances or backgrounds are unlike their own.

The department subscribes to the definition of journalism education given by Edward W. Barrett, former dean of the Graduate School of Journalism, Columbia University:

"The primary aim of education for journalism is the development of disciplines, arts and attitudes of mind: the discipline of giving attention to the distasteful as well as to the appealing; the discipline of learning to gauge one's best effort to fit an allotted time span; the discipline of continuing self-education; the art of expression that is lean, direct, precise and deft; the art of grappling with a complex new subject, extracting information from inarticulate specialists, and synthesizing the finds faithfully and coherently; the art of recognizing fine points of accuracy and subtle gradations of meaning; the attitude of approaching new problems with the open-mindedness and imagination that makes solutions possible. Above all, one seeks the attitude of ruthless fairness, of reporting what he dislikes as honestly as what he likes -- in short, true intellectual integrity."

The department occupies a unique position within the College of Liberal Arts and Sciences. It is the only department whose primary mission is to prepare students for a particular career. The department should not, however, be viewed as being isolated or separated from the rest of the college or its mission. The department values the research, teaching and service of its colleagues in other departments. It values these things for their own sake, and also for the educational depth that they provide to our students. We remain committed to the idea that our majors need a strong liberal arts background to understand the world, and a strong journalism background to report on it. The department encourages its students to study other fields in depth, and to complete second majors in other departments in the college. It also encourages students from other departments to complete a second major in journalism, enhancing their educational and career opportunities. The department also contributes to the college by offering instruction to a substantial number of non-majors who seek to improve their writing, interviewing and research skills, or to learn about the news media.

7. What are the type and length of terms?

Semesters of 14 weeks

Quarters of weeks

Summer sessions of 3 to 6 weeks

Intersessions of 3 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 hours

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

Three hours within the Journalism Department. The university accepts a maximum of 15 hours toward graduation.

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

<u>Name of Sequence or Specialty</u>	<u>Person in Charge</u>
News/editorial	Maureen Croteau

13. **Number of full-time students enrolled in the institution:** 21,900 (undergrad and grad)

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):**

<u>Name of Sequence or Specialty</u>	<u>Undergraduate majors</u>
Pre-majors	83
News/editorial	222
Total	305

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.**

Spring 2014:

- Journalism 2000W (Newswriting I)
 - Section 1 – 10
 - Section 2 – 15
 - Section 3 – 10
 - Section 4 - 12
- Journalism 2001W (Newswriting II)
 - Section 1 – 13
 - Section 2 – 15
 - Section 3 – 13
 - Section 4 – 12
- Journalism 3005 (Introduction to Online Journalism)
 - Section 1 – 16
 - Section 2 – 16
- Journalism 3012 (Feature Writing)
 - Section 1 – 16
- Journalism 3030 (Copy Editing)
 - Section 1 – 16
 - Section 2 – 16
- Journalism 3031 (Online and Print News Design)
 - Section 1 – 10
- Journalism 3040 (Newswriting for Radio and Television)
 - Section 1 – 16
- Journalism 3041 (Reporting and Editing TV News)
 - Section 1 – 16
- Journalism 3045 (Environmental Journalism)
 - Section 1 -- 8
- Journalism 3098 (Variable Topics: Visual Journalism)
 - Section 1 – 15
- Journalism 4016 (Publication Practice: Sports Reporting)
 - Section 1 – 12
- Journalism 4016 (Publication Practice: Broadcast Reporting)
 - Section 1 – 10

Journalism 4035 (Investigative Reporting)
Section 1 – 10

Fall 2014

Journalism 2000W (Newswriting I)

Section 1 – 15

Section 2 – 14

Section 3 – 14

Section 4 - 12

Journalism 2001W (Newswriting II)

Section 1 – 8

Section 2 – 14

Section 3 – 8

Journalism 3005 (Introduction to Online Journalism)

Section 1 – 16

Section 2 - 16

Journalism 3030 (Copy Editing)

Section 1 – 16

Section 2 - 16

Journalism 3040 (Newswriting for Radio and Television)

Section 1 – 16

Section 2 - 16

Journalism 3098 (Variable Topics: Sports Writing)

Section 1 -16

Journalism 3098 (Variable Topics: Visual Journalism)

Section 2 - 15

Journalism 3098 (Variable Topics: Advanced Visual Journalism)

Section 3 - 5

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

\$1,360,788.79

Percentage increase or decrease in three years:

FY12, 9.2 percent decrease

FY13, 7.4 percent increase

FY 14, 9.2 percent increase

Increase over three years: 6.5 percent

Amount expected to be spent this year on full-time faculty salaries: \$1,170,244.80

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.

Professor Maureen Croteau (department head)

Associate Professor Marcel Dufresne

Associate Professor Robert Wyss

Associate Professor Mike Stanton

Associate Professor Steven G. Smith

Assistant Professor Marie Shanahan

Associate Professor-in-Residence Gail MacDonald

Assistant Professor-in-Residence Julie Serkosky

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.)**

Fall 2014:

Steve Kalb
 Terese Karmel
 Mitchell Pearlman
 Don Stacom
 Greg Stone (Avery Point Campus)

Spring 2014:

Michael Fountain
 Steve Kalb
 Terese Karmel
 Mitchell Pearlman
 Don Stacom
 Greg Stone (Avery Point Campus)

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	72 or more semester hours outside of journalism and mass communications*		
	Total Graduates	Number	Percent
2013-2014 academic year	__60__	__57__	__95%__
2012-2013 academic year	__56__	__54__	__96%__

* ACEJMC recently clarified the language of this standard. In the 2013-14 booklet, the 72-credit rule is said to apply to courses outside “the unit.” The clarification, made after the 2013-14 booklet was published, includes all journalism and mass communication courses, no matter where they are taught.

We have some students who complete a second major in Communications, which is a scholarly, theoretically-oriented department in our college. Although it does not have a professional orientation, it does offer a total of four courses in public relations and advertising (out of a total of about 50 courses). When defining what constitutes a “mass communication” course, we applied the ACEJMC definition of “mass communications” given by Susanne Shaw in the letter of Oct. 30, 2013: “advertising, public relations and strategic communications.” We construed “strategic communications” very broadly when deciding which courses should be counted and which should not, erring on the side of caution. This is a situation that we will need to continue to monitor.

PART II — Standard 1: Mission, Governance and Administration

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

Unit performance with regard to indicators:

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

The Department of Journalism was established in 1965 though a journalism major did not come into existence until 1979. The Department's most recent mission statement was adopted in 2002, a year before it sought initial accreditation from ACEJMC. The mission statement is patterned after the definition of journalism education given by the Columbia University Graduate School of Journalism and is designed "to prepare students to become intelligent, responsible and articulate journalists."

The Department's most recent 10-year strategic plan was written in 2005-06 but was not adopted until the College of Liberal Arts adopted its own plan in 2008. The Department said it will begin working on a new strategic plan this academic year for adoption next year. The Department periodically consults with its Professional Advisory Board about how the strategic plan is working.

The current strategic plan does identify the needs and resources necessary to improving journalism education. The University has provided support for many of those needs, particularly moving the Department into a new building two years ago.

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

The Department has eight full-time faculty members including the Department head. The faculty met eight times last academic year. The University sets broad rules for faculty governance. In the Department of Journalism, the Curriculum and Courses Committee is a committee of the whole and is in charge of curriculum reviews and proposals for new courses. Both the College and the University have Curriculum and Courses committees.

In addition to that committee, the Department also has faculty-populated committees on Equipment and Labs; Promotion and Tenure; Admissions; Awards; Graduation, Diversity; and Web.

Faculty interviews indicate that the faculty is pleased with the amount of faculty governance, particularly when it comes to curriculum in both the Department and the College.

(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 Department's current head has occupied that position since 1983 and has been universally praised for her leadership and her commitment to the Department, its faculty and its students. She was recently named the New England Journalism Educator of the year.

Faculty members are particularly grateful for the way in which the Department head has managed to obtain resources from the University for the unit.

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

Under the University's union contract, each department head is reviewed for a period not to exceed five years or upon a time designated by the dean. The dean also must initiate a review if a majority of the voting members of the Department request one. The most recent review of the Department head was conducted in the fall of 2013 at the end of her most recent five-year term. The consensus of that review was that the Department head should continue and she was appointed to another five-year term.

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

The University has established policies for dealing with different kinds of complaints from harassment and discrimination to grade appeals. Students also evaluate faculty members each semester and may bring complaints to the department at any time. Students, faculty and staff may also bring complaints to the dean of the College of Arts and Science.

Summary:

The Journalism Department has had only two heads during the past 50 years. The current head is the longest serving at the University. She is universally liked and respected and under her leadership a small Journalism Department as part of a large College of Arts and Sciences has thrived.

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.

The Department is in compliance with 95 percent of its graduates attaining the minimum of 72 credit hours outside of journalism and mass communications in 2013-14 and 96 percent in 2012-2013. All students met the liberal arts and sciences requirements of the University.

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

A course matrix is maintained that charts where each value and competency is addressed in the Department's curriculum. An effort in recent years has added social media and/or multimedia elements to most courses. Syllabi and conversation with students bear out a robust transition to multimedia is taking hold. In core skills courses, specifically, students are expected to report and write in a variety of media.

The Department's singular focus on news-editorial journalism, while encouraging students to develop special interests through second or double majors, is designed to produce graduates well grounded in core competencies.

The curriculum includes seven required three-hour courses in the major: The Press in America, Newswriting I, Newswriting II, Journalism Ethics, Journalism Law, Copy Editing and at least one advanced practice course from a menu that includes Feature Writing, Television Reporting, Public Affairs Reporting and Investigative Journalism.

Effective in 2015-16, a Portfolio Sequence will be added that includes three sequential one-hour credit courses leading to completion of portfolios that include examples of journalistic endeavors in print, still and video photography, audio and multimedia. Review of these packages will be an integral element of Department's newly formulated assessment process.

Elective offerings in the major afford students a broad range of exposure for career direction – visual, online, broadcast and print.

(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.

A valuable mix of faculty interests and professional experience yields currency that is reflected in syllabi, classroom observation and in interviews with students and alumni.

In classes, students are engaged in dialogue and challenged to think creatively and independently. Good examples are in the thorough and rigorous classroom approaches to law, ethics and the history and theory of journalism.

In addition to readings on issues and theory, the required ethics course, taught by several faculty members, requires research, presentation and debate. Students are assigned to write papers taking, and supporting, arguments for an unpopular stance on ethical issues that are then presented and argued in class.

A lawyer who served as executive director of the state's Freedom of Information Commission and has been an expert witness on First Amendment issues before Congress teaches Journalism Law.

The Press in America delves into the history and evolving theory of journalism and explores the changing role of media. Alternately taught by two faculty members who have developed and update the course together, students emerge with a consistent and current learning outcome.

The Department supports faculty in efforts to improve learning outcomes. One notable recent example was reducing the teaching load so that its digital specialist could examine best practices around the country in the integration of new technology into the curriculum.

The University also provides an array of professional development resources and training to faculty, including individual consultations through the Institute for Teaching and Learning. The Department, utilizing its own instructional developer, provides tutorials on journalism-related software. Faculty call on the developer to assist improving classroom presentations. Regular open tutorials are available for students and a significant number of technology tutorials are available on the unit's website.

Excellence and currency in teaching are necessities for the award of tenure and promotion. The Department annually rewards outstanding students with named, cash awards for both academic performance and published work.

Alumni cite the small, hands-on classroom environment that "challenges students day and day out" as the reason for successful internship and job matches. Professors and adjuncts were praised in conversations with alumni. Simply put, one recent student well launched into a promising career, said, "the strengths of the program are undoubtedly the staff and curriculum."

The backgrounds and continuing involvement of faculty in doing important journalism was raised by alumni and noted by students as a strength of the program. Students value teaching performance and praise the availability of faculty as counselors and advisors.

(d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; a student-teacher ratio of 20-1 in skills and laboratory sections is strongly recommended and the ratio in each section should not exceed 20-1.

The Department is in full compliance with this rule.

(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.

Internships are encouraged though not required. The Department does not maintain a list of potential internships. Rather, the Department's internship coordinator interviews, assesses abilities and career plans, and makes sure that the internships the students find fit their abilities.

Three credit hours may be earned for work at a professional organization. Students submit weekly reports (a minimum of 15 hours of work for 13 weeks is required) as well as clips, tapes, etc. and, ultimately, a 1,000-word paper on the experience. Meetings are held throughout the process that is assiduously monitored and the internships are graded, rather than pass-fail, by the quality of the work.

Students are urged to get as much experience as possible before graduation. There are many other options, including campus media and non-credit internships, and a significant number of students avail themselves of multiple professional experiences.

Summary: The unit delivers a balanced, current and demanding curriculum attuned to the multimedia environment. All values and competencies are fully addressed.

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 has had a diversity plan since 2001-2002. In 2012, it incorporated the plan into its overall strategic plan. It expects to review the strategic plan in 2014-2015 and adopt new goals by spring 2016. It has accomplished many of its current diversity goals. The self-study notes that the Department has had limited success in its attempts to diversify full-time faculty and has had mixed results with minority student enrollment. Still, it has tried to increase diversity in its ranks with diverse hiring pools, new courses taught by an adjunct and recruiting efforts aimed at diverse student bodies.

The Department appears committed to the importance of covering diverse communities. Students in the Freshmen Experience course obtain a diversity planning worksheet that explains the need for diversity this way, "Journalism requires many skills, one of which is to hear, understand and tell the stories of people who are unlike you." And faculty say they encourage students to get out of their comfort zones and "talk to people who don't look like them" when they assign stories and when they meet with student advisees.

(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.

Although the Department does not have a diversity course, it addresses diversity in its required courses. Diversity issues are the primary theme of the ethics course. Syllabi spell out how diversity will be examined in most of the required courses. Diversity elements have been added to the course catalog descriptions for core reporting and writing courses. Faculty members say they look for diversity in choosing guest speakers and in planning assignments. In the online reporting course, as an example, the instructor tells students to look for sources that span a variety of age groups, ethnicities and gender. In the copy editing course, the instructor requires students to compare the state's demographics with an audit of stories in state media outlets to see how often and how fairly various groups are represented in the news. In the sports writing course, diversity includes bringing in three women as guest speakers. Recently, the Department hired an adjunct to teach a special topics course on news documentaries and human rights.

The University also requires all students to complete two diversity-related courses. Many of those options focus on diverse cultures in a global society.

(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.

The Department has advertised among minority journalism associations and publications when it has had full-time faculty positions available. In 2011-2012, it filled its only opening with a minority

faculty member. Only two minorities were in the pool of 34 applicants. In 2012-2013, a minority was among the finalists for another position. Out of 89 applicants for two positions, only seven minorities applied. In 2013-2014, the Department hired a female adjunct into a full-time position. The Department was given permission to move quickly on that position after it lost a faculty member because of illness.

In the 2014-2015 year, the full-time faculty is 50 percent female. That's up from three women or 37.5 percent in 2013-2014. And it is an improvement from the last accreditation report, when 28.5 percent of the full-time faculty was female. Only one minority was on the seven-member faculty at that time. Now the faculty has one minority (an Asian woman) among eight full-timers.

The Department has had little turnover among its adjuncts. In 2013-14, the Department had nine adjuncts, which included three women, one African-American male and five white males. The African-American male was hired with money the Department sought for a special topics course. In 2014-15, the same instructor will return to teach the special documentaries course, and the Department has hired another minority adjunct.

(d) The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

The population of the University's service area is 72.4 percent white, and 75 percent of the Department's majors come from within the state of Connecticut. Yet the Department has managed to recruit a slightly more diverse student body. Only 68.6 percent of its majors are white. The Department has done well in recruiting African-American students. In 2013-2014, 9.3 percent of its majors were African-American compared with 5.5 percent in its last accrediting report. But Latino majors have decreased from 6.6 percent in the last report to 3.8 percent in the current report. Asian student enrollment in the major has gone up from 2.9 percent to 5.6 percent but is still below the University's level. The Department, however, notes that it has an unusually high number of students who did not report their race.

The Department has reached out to high school students through a journalism summer camp. It has used Dow Jones News Fund scholarships, as well as a scholarship from the Department itself, to recruit students from under-served populations. The Department also participates in several University programs aimed at middle and high school students. One program, for instance, allows minority high school students to be journalists for a day. The Department head and others in the Department help students write, report and publish stories on a website during these Saturday programs.

(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 follows a University-wide code of conduct that governs standards on harassment and discrimination. Faculty and staff are also required to participate in annual diversity training.

The leadership of the Department is committed to an inclusive learning and work environment. Women and the lone minority on the full-time faculty say they are treated with respect and fairness. Students representing ethnic minorities said the journalism faculty create a welcoming environment for them.

Summary: The Department believes diversity is an integral part of journalism's mission. The Department's commitment to reflecting a diverse society is clear in its curriculum. It's also apparent in its outreach and recruiting efforts for both students and faculty.

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.

Full-time faculty members are chosen through a national search prescribed by both the University and the state. In some circumstances, usually because of an emergency, the Department is allowed to conduct a less rigorous search, what it calls an “audit search.” In such circumstances the dean, the provost and the Office of Diversity and Equity must approve the hire. The Department has only made three hires by way of an audit search.

While the Department has rare openings for adjuncts, the process is much less formal. The Department head, with the approval of the dean, may hire adjuncts without any formal search.

All faculty are subject to student evaluations of teaching though the response rate has declined substantially over the past two years because the University went from an in-class evaluation system to an out-of-class online system.

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

Tenured and tenure-track faculty are expected to be productive teachers and journalists and provide service to the Department, the University and the profession. Tenure-track faculty members are expected to spend more time doing research/creative activity than service.

The standard teaching load for tenured faculty is three courses per semester. The Department head is expected to teach a 1.5/1.5 course load. Tenure-track faculty are generally give a two-two load to give them time for research and creative activity.

Non tenure-track faculty—called “in-residence faculty” at the University, can become eligible for full-time positions after six years. Last year the Journalism Department became the first unit at the University to convert an in-residence faculty member to full-time status with a long-term contract.

While in-residence faculty are not expected to publish, they are expected to remain active in the profession. Their teaching load is seven courses per year.

Full-time faculty taught 81 percent of all courses last academic year.

(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 entire journalism faculty have professional backgrounds. All eight full-time faculty members have masters' degrees in a journalism-related field. All also have strong publication records from both before and after they were hired. The department has recently hired two Pulitzer Prize winners to its already accomplished faculty. The faculty make it a point to keep current of trends in the profession.

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

Beyond student evaluations of all courses (which are now online), the Department also regularly evaluates syllabi and observes instructors in the classroom.

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

While the Department of Journalism is the smallest unit within the College of Liberal Arts and Sciences and the only unit without any faculty member having a Ph.D. the department has a strong reputation across the campus. Faculty outside the unit say they are impressed by the strength and reputation of both the faculty and its students, most of whom double major within the College. As one outside faculty member stated, “they are very well respected and excellent university citizens. I don’t know a department that is more devoted to its students.”

Summary:

This is an experienced, professional faculty with long-standing ties to the profession who are devoted to their students and who continue to publish widely.

COMPLIANCE

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

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

Unit performance with regard to indicators:

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

The Department is unique within the College of Liberal Arts and Sciences as the only professional program. The Department notes in the self-study that the “job of our faculty is to provide the professional piece” of each student’s education. Thus, faculty members are hired based on professional journalism experience and are expected to “publish journalism or articles, books or digital work about journalism for a professional audience.”

Support for scholarship, research and creative and professional activity is available from the University, AAUP and the Department, utilizing its own fund-raising. Travel money of up to \$2,000 per year is available under a provision in the AAUP contract with the amount varying depending on whether the faculty member is presenting or participating in a conference.

For purposes ranging from curriculum development and building expertise in new media to research for publication, faculty members have utilized the availability of these funds during the review period.

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

For hiring, the Department’s commitment is clear: Faculty must be experienced journalists who are committed to continuing to publish journalism or write about journalism.

For tenure and promotion, the quality of what is published is the key criteria. It is common for faculty members to publish a book and other smaller publications, before obtaining tenure. The Department’s publication standards for tenure-track candidates also provide for gaining tenure without publishing a book, stating that the body of work to be considered must reflect “a comparable amount of cohesive research, influence and review.”

Faculty, in interviews, had no disagreement with the expectations.

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

Measurements applied in evaluations are appropriately based on teaching, service and research as defined and within the mission of the Department. Generally, each accounts for one third of the weight in grading performance. Variables such as expertise and special contributions are valued.

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

The journalistic core of the Department is evident in reportage, professional presentations and community outreach. Journalism ranging from editorials and op-eds on First Amendment and ethics

issues to stories on community issues that grow out of class investigative projects – alcohol abuse, gambling and aging out of autism care among them – are well-done and noteworthy. In addition, faculty presentations at professional conferences exhibit expertise in their specialties.

The Department showed leadership in organizing with the state’s newspaper association an important forum on the coverage of the Newtown school tragedy.

Fifty-two articles in non-refereed venues far overshadowed other kinds of research and publications in the review period. The collective work of the faculty was appropriate and faithful to the mission of the Department. The associate dean of the College to whom the Department reports, said the College is fully supportive of the unit’s research and creative criteria.

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

The unit has invested significantly in the faculty’s quest for knowledge in new media and for support of teaching. Technological advancements have strengthened investigative reporting projects. The unit fosters open debate on ethical issues, both in classrooms and in journalism and community forums. The result is a wholesome climate where differing points of view are respected.

Summary: Expectations for research and creative activity are well defined, measured and met. The intellectual climate is open and respectfully collegial.

COMPLIANCE

PART II — Standard 6: Student Services

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

Unit performance with regard to indicators:

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

A part-time advisor advises all pre-majors in the Department. Once a student declares a major, he or she is assigned to a faculty advisor. Students are not simply encouraged to meet with an advisor; they are required to meet with one and to complete a plan of study before they can register for the next semester's classes. Students can opt out of the meeting only if they have completed a plan and a faculty member approves it. The Department devised the opt-out mechanism, in part, to address concerns of some students who did not think they needed meetings. The Department also schedules general advising meetings that students can attend in the weeks before registration.

In a University survey of 2012 graduates, the Department was rated higher in all advising categories than the College of Liberal Arts and Sciences as a whole and higher than the University average.

Students also work with faculty for career guidance. The Department emphasizes the need for internships. An adjunct faculty member teaches an internship class that allows students to complete an internship for credit. He works with students to help them find appropriate internships and monitors their work. The Department also holds regular internship information sessions, posts internship and job opportunities and provides students with career and academic resources. The Department also has made trained student mentors, who have already completed internships, available for meetings with students.

The Department also partners with the university's Career Services Department for help with resumes, internship and job opportunities.

(b) Faculty are available and accessible to students.

The Department exceeds the University's average rating on faculty accessibility in surveys of graduates.

Students, including many double majors, praised the faculty for its engagement with students. One student said the advisor in her other major doesn't know her name, yet her journalism advisor remembers her name, career aspirations and even what book she's reading. Others said faculty are willing to provide advice on internships or classes outside of office hours and even without notice. Students relish the faculty's professional experience and believe their relationships with faculty members are a strength of the program.

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

The Department maintains advising materials on its website.

The Department uses an email list to inform students about speakers, new courses, jobs, internships and other activities. The Department also uses Twitter, its website, and posters to keep students informed.

(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.

The student newspaper, radio and TV stations are independent of the Department. But students are encouraged to participate in these publication outlets. The internship instructor encourages students to become involved in student publications as freshmen so they have journalism experience before they apply for professional internships. The Department also recently reinvigorated an RTNDA chapter. It has tried to launch an NABJ chapter, but that effort failed when the state professional chapter disbanded. Even without campus chapters, students said they are encouraged to get involved in professional groups such as IRE and the New York Press Club. They also have attended national conferences including the National Association of Broadcasters conference in Las Vegas.

The Department does not require internships, but it offers up to three credits for internships that meet its requirements. Students said faculty members prod them to look for internship experiences.

The Department is adding a series of three required portfolio courses, designed to both assess student learning and to help students land jobs after graduation.

(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.

The graduation rate for the Department is high. The Department's tracking shows that 97 percent of its admitted majors graduated from the University and 89 percent graduated with journalism majors in 2013-14. That's up from 2005-2006, when the percentages were 95 and 86 respectively.

The Department publishes graduation rates on its website.

Summary: The Department provides strong career and academic advising for students. Faculty are committed to helping students succeed.

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.

Beyond personnel costs, the Department has a very small operating budget of just over \$14,000.

That operating budget has remained static for several years. The College handles budgeting for capital equipment needs though there is no annual process. Instead, the College evaluates requests on an as-needed basis.

(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.

Two years ago, after what seems like an interminable wait, the Department moved from leaking, run-down, non-air conditioned Arjona Building into the brand new \$90 million Oak Hall. Along with the additional space, the University provided new equipment and IT support, allowing the Department to meet the goals of its strategic plan and mission. In the past five years the Department has been able to rectify a longstanding situation of being underfunded and understaffed with new hires and equipment.

The overall budget has increased from \$1.137 million in 2011-12 to \$1.323 million last year, a rise of 16.4 percent.

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

The Department has migrated from what was arguably the worst building on campus to a building that is the envy of many other departments. Journalism shares Oak Hall with five other departments and shares the fourth floor with the Political Science Department. Along with the move came new furnishings and equipment designed to promote teaching, learning and scholarship.

The unit has gone from having no endowed funds to raising \$422,000 in endowed scholarship funds, which yields about \$20,000 annually. The unit is concerned about raising the necessary funds to support equipment replacement and updates and hopes to undertake a major fundraising campaign next year in honor of the unit's 50th anniversary year.

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

The move to Oak Hall also brought with it two 16-computer teaching labs, an editing suite/control room and an adjoining video studio. The studio contains a TriCaster, a camera, a Teleprompter and accessories. According to the self-study, the Department still needs another Teleprompter and camera as well as a news set. The new Teleprompter and camera arrived as the team came to Storrs. The Department is working on securing the funding for the news set.

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

The Homer Babbidge Library sits adjacent to Oak Hall. The Department has its own library liaison who oversees acquisitions and makes sure students have access to online databases, publications and multimedia materials. The liaison also teaches journalism students how to conduct online research.

Students and faculty have access to all online databases, eBooks and streaming video from their personal computers.

Summary:

The move from the Arjona Building to Oak Hall has been a game changer for the Department of Journalism. Beyond the new facility, the Department was able to get new equipment and space to enhance the educational mission. The Department also now has eight full-time faculty, the most in its history.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

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

Unit performance with regard to indicators:

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

Alumni play an important role in the Department. Some, joined by others with a longtime professional interest in Connecticut journalism, work on the school's active Professional Advisory Committee. Members of this group give advice on curriculum, fundraising, facilities and other issues. In addition to their counsel in meetings, individual members are called on for expertise and many help with placing students in internships or jobs.

Alumni frequently visit classrooms to share their expertise and offer advice on charting a course to a meaningful first job and career. This year, for instance, these visitors included G. Claude Albert, editor of CTMirror.org and former managing editor of the Hartford Courant; Jennifer Suozzo, executive producer of the NBC Nightly News weekend edition; Doug Hardy, partner, Independent Media Network; and Steve Buckheit, feature producer, ESPN. Alumni are also called on to help with summer camps and other program initiatives.

In conversations, online and via phone, some alumni indicate outreach to alumni could be stronger and more effective. Still, the Department does survey alumni every three years and does not have a substantial alumni database. It is clear that the ties to many alumni through their relationships with former instructors and the unit's head are strong and vibrant and their contributions to the unit make a positive difference for students.

Alumni can stay in touch with the school through Facebook and Twitter. Of the two sites, Twitter appears to be the most active and useful, sharing current journalism of interest, information on programs, potential jobs and or/career advice. The Department website offers some personal vignettes of graduates making their way in careers and some well-done tutorials on editing video and audio in addition to general information about the program.

(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 unit was at the forefront of a number of programs that spoke directly about issues of public concern and journalism's role in society. It was co-sponsor and organizer of a panel discussion with key players on "Covering Newtown" that brought together journalists, public officials and citizens. The unit also hosted an exhibit in the University's library of the Associated Press' touring photo exhibit "The American Presidents." The Department assisted in three days of programming around a celebration of the awarding of the \$75,000 Thomas J. Dodd Prize in International Justice and Human Rights to the Committee to Protect Journalists, which had been nominated for the award by the Department head. In addition, faculty members wrote and spoke in regional, national and international forums on the role of the press and First Amendment issues.

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

Faculty are members of professional organizations including Online News Association, North American Agricultural Journalists, Association for Education in Journalism and Mass Communication, American Copy Editors Society, Radio-Television Digital News Association, National Press Photographers Association, Society of Environmental Journalists, and Asian American Journalists Association.

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

The unit has been an exemplar in public service, offering and continuing to provide assistance to a small, struggling local newspaper when the owner died and his widow, with no prior experience in newspapers, assumed the role of publisher in order to maintain local ownership. Students from the unit's Sports Writing class have provided local coverage and other students have covered key local news coverage for the past three years.

In addition, faculty have judged journalism contests, spoken at secondary school career days on journalism, done pro bono consulting for a not-for-profit online news organization, served as a director for a community-owned daily newspaper, arranged an on-campus interview with former U.S. Sen. Chris Dodd on freedom of the press issues for visiting foreign journalists, and served as panelists at Connecticut Daily Newspaper Association's annual conference.

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

The unit organizes a one-week residential journalism workshop on campus each summer with the Connecticut Health Investigative Team. High School journalists report and write/produce stories each day with guidance from professional journalists. The Department has also, during the review period, hosted a Journalism Career Day featuring presentations on career paths by the unit's faculty leaders in the various news-editorial disciplines.

Summary:

The unit contributes strongly to the profession and the community and relies on alumni and professional ties in doing so.

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.

In its assessment plan, the Department identifies its goals for learning, which closely mirror the ACEJMC values and competencies. The Department’s website also spells out the standards of accreditation and the Department’s commitment to them.

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

From 2008 to 2014, the Department relied on a cohort-based assessment program that tested incoming students and re-tested those same students at graduation. Analysis of the test results identified curricular gaps.

The Department’s assessment process also included student self-assessment surveys on technology skills. And the Department used alumni surveys as part of its assessment process. It also gathered information about student learning through midterm and final internship evaluations by intern supervisors.

The Department gathers and posts information about graduation rates on its website. And it tracks closely what happens to its majors once they enter the program.

Although the cohort-based system proved cumbersome, partly because many of the pre-majors in the initial journalism course did not become majors, it provided the Department with valuable information about student learning outcomes. The time lag in the cohort-based system also proved difficult, particularly because of the need to adjust curriculum to keep up with rapidly changing technologies in media.

Because of the churn among pre-majors and the time required to follow the cohort through graduation, the Department is switching to a portfolio-based assessment system. This will allow the Department to review the work of every graduating class even though it does not offer a capstone course. The Department believes its new system will make it easier for professionals and alumni to review student work as well. And it will allow the Department to assess new skills much more quickly. The Department will continue to include student surveys as part of its assessment process.

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

The Department based many of its curricular changes on the assessment results. Among those changes:

- It increased the number of credits majors had to complete in journalism from 27 to 30.
- It added an advanced reporting and writing course.
- It added three one-credit portfolio courses. The courses include one on technical skills students need to master.

The Department also has asked its faculty to tweak teaching in a few areas where tests results identified specific deficiencies including ethics, law and lead writing. The assessment process also led to a renewed emphasis on basics in some courses after it identified a weakness in writing and headlines.

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

The Department surveys alumni every three years, asking questions about the relevance and effectiveness of the curriculum in preparing them for their professional experience.

Alumni said through their relationships with the Department head and faculty they often are consulted on curriculum, industry changes and instruction. Many are also invited back to speak to classes about their experiences.

The new portfolio assessment system also will allow the Department to more systematically use alumni and other professionals to assess student work.

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

The Department has a professional advisory board that meets annually but is often consulted throughout the year on curriculum and industry changes. Advisory board members praised the Department's efforts to stay nimble and to retool curriculum to keep up with changing times.

The Department also gets regular feedback through evaluations done by intern supervisors through its for-credit internship program.

Professionals also will review student portfolios against a rubric to assess how well students have mastered learning outcomes when the new portfolio classes begin.

Summary:

The Department assessed student work in what turned out to be a complicated and lengthy process. Despite the cohort plan's pitfalls, it led to clear curricular changes after student-learning gaps were identified.

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:

Effective and continuous leadership from a Department head who is devoted to the program.

New facilities and equipment that are conducive to the unit's mission.

Collegial and professional faculty who understand the unit's mission and who continually update the curriculum to infuse it with multimedia and social media modules.

Strong advising system and ties to the professional community.

Public service commitment through faculty programs and student publications of important statewide significance.

Weaknesses:

Though the lone part-time broadcast journalism professor is beloved by the students, there is no full-time faculty member teaching broadcast journalism. The result is that there are fewer broadcast journalism classes than students would like and there is no broadcast journalism professor who has a seat at the table when the faculty discusses curriculum.

While fundraising for the unit has improved, it is still insufficient to provide the type of resources that could help students pursue more sophisticated projects.

2) List the standards with which the unit is not in compliance. None

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

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

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

6) If the unit was previously accredited, summarize 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.

In its last accreditation report, the Department was found in non-compliance with Standard 9, Assessment. The 2009 report noted that it had made progress in assessment by creating a baseline in

lower-level courses, but it had not found a way to assess progress after the baseline assessment. The Department also had not used its data to make curriculum changes.

The Department corrected both of those deficiencies since that report. Although it still does not have a capstone course, it devised a cohort-based plan that tested incoming students and re-tested them at graduation. It used its analysis of test results to identify curricular gaps and adjusted its curriculum to address those gaps.

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.

Self-study was well organized and easy to read. It provided a good roadmap and made the visit productive. The hard copy self-study container was particularly appreciated.

However, team members wished they could have received the self-study earlier since it was a lot to digest in a short period of time.