

Report of On-Site Evaluation

ACEJMC

Undergraduate program

2014– 2015

Name of Institution: University of Kentucky

Name and Title of Chief Executive Officer: Dr. Eli Capilouto, President

Name of Unit: School of Journalism and Telecommunications

Name and Title of Administrator: Dr. Beth Barnes, Director

Date of 2014 - 2015 Accrediting Visit: January 25-28, 2015

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

Date of the previous accrediting visit: November 9-12, 2008

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Recommendation by 2014 - 2015 Visiting Team: Reaccreditation

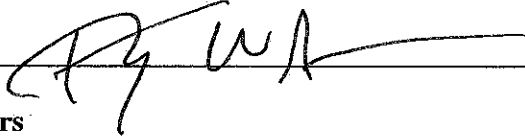
Prepared and submitted by:

Team Chair

Name and Title: Timothy W. Gleason, Professor of Journalism

Organization/School: School of Journalism and Communication, University of Oregon

Signature _____

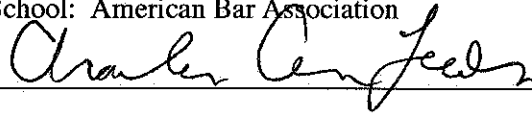


Team Members

Name and Title: Charles Alan Leeds, Manager, Public Policy Communication

Organization/School: American Bar Association

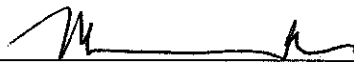
Signature _____



Name and Title: Maryanne Reed, Dean

Organization/School: Reed College of Media, West Virginia University

Signature _____



PART I: General Information

Name of Institution: University of Kentucky

Name of Unit: School of Journalism and Telecommunications

Year of Visit: 2014-15

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.

Kentucky Revised Statute 164.100 University of Kentucky recognized.

“The University of Kentucky, located at Lexington, is recognized as established and maintained. It is the institution that was founded under the land grant of 1862 by the Congress of the United States under the corporate designation and title of “Agricultural and Mechanical College of Kentucky.” The university shall be maintained by the state with such endowments, incomes, buildings and equipment as will enable it to do work such as is done in other institutions of corresponding rank, both undergraduate and postgraduate, and embracing the work of instruction as well as research.”

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: Nov. 9-12, 2008

(Note: In the previous cycle, the entire School of Journalism and Telecommunications was the accredited body.)

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1950

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

School of Journalism and Telecommunications
University of Kentucky

MISSION STATEMENT
Approved November 4, 1996

The school's mission is to be a premier program known for its teaching, research and public service in the fields of new and traditional media.

The school intends to fulfill this mission through excellence in education and research and through a strong commitment to serving the citizens of the Commonwealth, the nation and the world. To carry out this mission, the faculty will:

- Educate and train students for responsible positions in various communication and media professions;
- Engage in critical, high-quality research aimed at both creating knowledge and critiquing industry to improve professional practice;
- Serve the local, national and global community by promoting democratic ideals and helping foster a public sphere in which free and open discourse can take place.

GOAL STATEMENT
Approved November 4, 1996

The school is the only academic unit within the university that brings together a faculty with strong professional and academic credentials devoted to exploring, teaching and widely disseminating information about the crucial role that communication plays in a complex, self-governing society. The goals that are most important to the school include:

- Providing valuable new knowledge in the areas of Journalism, Integrated Strategic Communication and Telecommunications;
- Teaching students the skills, both traditional and emerging, that will enable them to participate and lead in the communications industries;
- Helping students to become knowledgeable consumers of all forms of mediated communications regardless of their career goals;
- Embracing communication technology while recognizing that a liberal arts education is essential to preparing students for not only today's careers, but those on the horizon;
- Caring about students as members of the university community and as individuals;
- Having a strong commitment to advising students during their years at the university and as they pursue their chosen careers;
- Developing mutually supportive relationships with communications professionals;
- Attracting and retaining a diverse faculty and student body and creating an environment in which both teachers and students feel welcome and appreciated.

(Note: As discussed elsewhere in the self-study, the faculty of the School of Journalism and Telecommunications has voted to restructure the school by removing one of the degree programs to separate department status. This proposal is currently under review at the university level. The Journalism faculty agreed not to change the mission and goals pending possible restructuring of the school.)

7. What are the type and length of terms?

Semesters of 15 weeks
Quarters of _____ weeks
Summer sessions of 4, 6 and 8 weeks
Intersessions of 2 weeks (winter)

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.

B.A. and B.S. Journalism, with emphases in Broadcast/Multimedia and Print/Multimedia

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.

Students may earn no more than 3 credits for internships counting toward their degree. (Additional credits may be taken, but they are in excess of degree requirements.)

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>
Journalism	Scoobie Ryan

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

29,835 (Fall 2013)

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>	
	<u>Spring '14</u>	<u>Fall '14</u>
Journalism majors (Spring 2014)	132	116
Journalism Pre-majors (Spring 2014)	97	124
Total (Spring 2014)	229	240

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.

Enrollment in Skills Courses

			<u>Fall</u>	<u>Sp</u>
<u>Title</u>			<u>14</u>	<u>15</u>
JOU	204:001	Writing for Mass Media	8	17
JOU	204:002	Writing for Mass Media	16	17
JOU	204:003	Writing for Mass Media	12	17
JOU	204:401	Writing for Mass Media		17
JOU	301:001	News Reporting	11	13
JOU	302:001	Radio/TV News Reporting	3	4
JOU	302:002	Radio/TV News Reporting	3	3
JOU	302:003	Radio/TV News Reporting	7	4
JOU	302:004	Radio/TV News Reporting	4	3
JOU	303:001	News Editing	13	13
JOU	304:001	Broadcast News Decision Making	3	4
JOU	304:002	Broadcast News Decision Making	4	5
JOU	304:003	Broadcast News Decision Making	4	4
JOU	304:004	Broadcast News Decision Making	4	4
JOU	330:001	Web Publishing and Design	14	15
JOU	330:002	Web Publishing and Design	16	15
JOU	330:003	Web Publishing and Design	15	15
JOU	330:004	Web Publishing and Design		16
JOU	387:001	Photojournalism I	13	
JOU	403:001	TV Newscast Producing & Directing		2
JOU	403:002	TV Newscast Producing & Directing		1
JOU	403:003	TV Newscast Producing & Directing		2
JOU	403:004	TV Newscast Producing & Directing	1	2
JOU	404:001	Advanced TV News	5	5
JOU	404:002	Advanced TV News	4	3
JOU	404:003	Advanced TV News	4	4
JOU	404:004	Advanced TV News	6	4

JOU	410:001	Publications Production	12	16
JOU	485:401	Community Journalism	8	
JOU	497:001	Directing the TV Newscast		2
JOU	498:001	Multimedia Storytelling	16	14
JOU	499:401	Adv Wrtnng: Covering the U.S. Senate Race	7	
JOU	499:005	Adv Wrtnng: Editorial and Column Writing		17
JOU	499:006	Adv Wrtnng: Business Communication in India		3
JOU	499:401	Adv Wrtnng: Online Community Journalism		9

16. Total expenditures planned by the unit for the 2014 – 2015 academic year: \$1,073,270

Percentage increase or decrease in three years: +5.3%

Amount expected to be spent this year on full-time faculty salaries: \$780,163

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.

<u>Name</u>	<u>Rank</u>
Richard Labunski	Professor
Deborah Chung	Associate Professor
Melvin Coffee	Associate Professor
Alvin Cross	Associate Professor
J. Michael Farrell	Associate Professor
Yung Soo Kim	Associate Professor
Leland “Buck” Ryan	Associate Professor
Scoobie Ryan	Associate Professor
Kakie Urch	Associate Professor

Note: Dr. Beth Barnes, a full professor, is the director of the School of Journalism and Telecommunications. Her teaching and scholarship responsibilities lie in the Integrated Strategic Communication major, which is not under consideration for re-accreditation. Hence, she is not listed as a Journalism faculty member.

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 2014	Fall 2014	Spring 2015
Conrad Davies	Dia Davidson-Smith	Fernando Alfonso III
Chas Hartman	Bill Goodman	Dia Davidson-Smith
John Lynch	Chas Hartman	Chas Hartman
Delano Massey	Melissa Landon	John Lynch
Matthew Pavelek	Delano Massey	Delano Massey
Laura Ungar	Matthew Pavelek	Laura Ungar

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	43	43	100%
2012-2013 academic year	50	50	100%

20. Schools on the quarter system:

For each of the last two academic years, please give the number and percentage of graduates who earned 104 or more quarter hours outside of journalism and mass communications.

Year	104 or more quarter hours outside of journalism and mass communications		
	Total Graduates	Number	Percent
2013-2014 academic year		_____	_____
2012-2013 academic year		_____	_____

PART II — Standard 1: Mission, Governance and Administration

Unit performance with regard to indicators:

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

Journalism at the University of Kentucky is one of three majors in the School of Journalism and Telecommunications in the College of Communication and Information, along with Integrated Strategic Communication and Media Arts and Studies (formerly Telecommunications). In Fall 2014, there were 240 Journalism majors and pre-majors, 648 Integrated Strategic Communication majors and pre-majors, and 146 Media Arts and Studies majors and pre-majors.

The last re-accreditation in 2009 included all three majors. In this review, the school seeks to re-accredit only the Journalism major.

Significant change has occurred since 2009. In 2011, the Telecommunications major became Media Arts and Studies. In 2013 the Journalism faculty revised the curriculum and renamed the two emphases within the major as “broadcast/multimedia” and “print/multimedia.” In 2014, the school passed a restructuring proposal to move Integrated Strategic Communication to its own department, with Journalism and Media Arts and Studies remaining in the school. The University Senate endorsed that proposal in December 2014. Final approval by the university’s Board of Trustees is expected in February. The new organizational structure would be effective in July 2015.

There is a long and proud journalism education history at the University of Kentucky. The Journalism program is the oldest of the three programs within the current School of Journalism and Telecommunications, and its graduates make up the majority of the School’s alumni. Journalism was first taught in the Department of English in 1908. Since 1993, Journalism has been an integral part of the School of Journalism and Telecommunication, which is now in the College of Communication and Information. The School counts seven Pulitzer Prize winners among its graduates and is home to the Kentucky Journalism Hall of Fame. It includes 196 distinguished Kentucky journalists, including many alumni. In 2014, the school celebrated the 100th anniversary of its founding.

The School of Journalism and Telecommunications mission and goals statements were approved in 1996. The statements clearly articulate the professional and academic orientation of the school, its teaching, research and service missions, and a commitment to the communication professions, communication scholarship, diversity and building a supportive and welcoming community. The Journalism faculty determined that the current statements are sufficient during the current transition, with the expectation that the faculty will revisit the mission and goals statement after the school’s reorganization is completed.

Strategic planning at the University of Kentucky begins with the university’s strategic plan. A new university plan for 2014-2020 is under development and is expected to be approved by the Board of Trustees in the current academic year. The College of Communication and Information is engaged in a parallel planning process, also scheduled for approval in the current academic year. At the time of the site visit the school is operating under the 2009-2014 Strategic Plan with the following goals:

- Goal 1: Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society

- Goal 2: Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond Its Borders
- Goal 3: Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals
- Goal 4: Promote Diversity and Inclusion
- Goal 5: Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service

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

All units within the university operate under the University of Kentucky's Administrative Regulations and Governing Regulations. The regulations are available on the university website. The School of Journalism and Telecommunications' "Rules of the Faculty" is the local governing document. It was last revised in 2012.

(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 Journalism program coordinator reports to the director of the School of Journalism and Telecommunications, who reports to the dean of the College of Communications and Information. The dean is in his fourth year. The journalism coordinator also serves as the associate director of the school.

The school's current director is highly regarded on campus and in the school. She is finishing her 12th year in office and will be returning to the Integrated Strategic Communication faculty at the end of this academic year. A search currently is under way for a new director. The position was first advertised in mid-July. One candidate visited campus in December but no offer was made. The search is ongoing with a reconstituted search committee. The faculty and administrators are cautiously optimistic about a new director being hired before the end of this academic year.

The school's faculty meets on a regular basis. Monthly meetings are scheduled but only held if needed. In 2013-14, the faculty held five regular faculty meetings and one meeting focused solely on the possible restructuring of the school. There have been three faculty meetings this academic year. There are nine school-wide standing committees covering areas from academic affairs, finance and physical facilities to synergy and diversity.

Compliance

PART II — Standard 2: Curriculum and Instruction

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 2014-15, the unit was in 100 percent compliance with the 72/48 requirement. The major requires 39 credits within the program, and 81 hours outside of the degree.

(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.)

In 2013, the faculty launched a substantial revision to the Journalism curriculum, partially in response to assessment findings indicating that students needed greater competency in multimedia journalism. The revision included increasing the number of required credits in the major from 30-39; moving several courses from electives to requirements; requiring that all students take a course in web design and development; and renaming the two emphases within the major to: “broadcast/multimedia” and “print/multimedia.”

In addition, the entrance requirement for the major was lowered from a required GPA of 2.8 to 2.0. This decision was prompted by the university’s administration as a measure to increase retention. Faculty and administration do not feel this has been a major issue, nor has it resulted in a lowering of standards within the courses.

The unit takes a “holistic” approach to ensuring its courses cover the core ACEJMC competencies, rather than a by-the-numbers approach. But its revised core curriculum demonstrates a commitment to multiple competencies, including law and ethics (two stand-alone courses), diversity, history and first amendment, critical-thinking, and writing. Numeric literacy is likely covered in a university-required statistics course; visual literacy in the required web design course; and the use of relevant tools/technologies in courses within the areas of emphasis.

The curriculum includes a mix of theory-based courses, history, and hands-on skills-based courses. Several courses have a publishing requirement, including the capstone.

Broadcast/multimedia

Students in the broadcast/multimedia track are required to take nine hours of broadcast specific skills-based courses, along with six hours of upper-level electives. The courses are designed to prepare students for careers in radio and television, primarily as reporters, producers, and newsroom managers. In the advanced TV news course, students gain professional experience producing a four-times-a-week, live, 25-minute newscast for local cable television. The newscasts include a mix of national news and student-produced packages and voiceovers. Students also have the opportunity to take the newscast

course a second time as a special topics course; they also can take an advanced producing class with the main broadcast instructor.

Students gain additional experience working at the independent campus radio station, and through internships; a three-credit internship is required of all students. Students seem very pleased with the quality of instruction and say they are well prepared for internships, ready to “hit the ground running.” Several students said they missed the chance to apply their skills to Wildcat TV and Sport Zone, two campus TV outlets that are now defunct due to budget issues.

Print/Multimedia:

The print/multimedia emphasis is primarily focused on preparing students for newspapers (especially community newspapers), magazines and online publications, primarily for jobs such as reporters, editors and page designers. In addition to the required core, which includes several newswriting courses, students are required to take six credits of upper-level print journalism courses, and nine credits of electives. Students have a publishing requirement, which they satisfy by writing for print or online media. Print students gain hands-on experience through the independent campus newspaper, the Kentucky Kernel, and through internships with a variety of media outlets. They also publish within their courses, including Community Journalism (JOU 485), and a special topics course on covering the U.S. Senate election.

(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.)

As part of the program’s restructuring, a greater emphasis has been placed on multimedia journalism and cross-platform storytelling. This is particularly evident in two required courses: Web Publishing and Design (JOU 330), in which students learn basics in web development and how to measure and apply analytics; Multimedia Storytelling (JOU 498), the capstone course in which print and broadcast students produce multimedia and interactive content for the course blog, Bluecoast Live.

It is less apparent the ways in which the program is embedding digital concepts and practice throughout the curriculum. On the broadcast side, the courses focus primarily on preparing students for traditional careers in radio and TV news, although social media is emphasized as a reporting tool. On the print side, students are encouraged to have their own blogs, and to post on websites and use social media. For the most part, print students are not using video in their courses.

The program does not appear to focus on audience engagement in a significant way, or provide specific courses that address new storytelling forms and/or new publishing/distribution models. However, these topics are addressed in several courses, such as the elective course, Media Management and Entrepreneurship, and in the capstone course.

Overall, students in the program believe they are receiving adequate preparation for the changing media environment, and they cite one faculty member in particular for bringing these concepts to their attention. “There is an immense amount of focus about going to the future and being online,” said one student. Several faculty have received multimedia training through the Poynter Institute.

Teaching is clearly emphasized both within the unit and within the larger university. “Superior Teaching & Advising” is a University expectation for promotion and tenure, and a teaching portfolio is required. Teaching performance is evaluated through multiple measures, but primarily through student and peer evaluations. Faculty are also evaluated on the quality of their advising. Several faculty have won university and college teaching awards. One faculty member recently won a university award for excellence in advising. Students clearly cite the quality of teaching as a core strength of the program. They appreciate the one-on-one mentoring they receive and the experience and knowledge the faculty bring to the classroom.

(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.

Class sizes in the program are small, allowing for effective interaction between faculty and students. During 2014-15, enrollment in all skills classes did not exceed the 20-1 rule, with most courses having 16 students or less.

(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.

As part of the curriculum, students are required to do at least one internship for credit, and are encouraged to do multiple internships. Internships are supervised by a long-time faculty member, who also serves as the assistant director. The director regularly posts internship opportunities on the student listserv, and faculty also help students identify internships within their individual disciplines. Students intern at local, regional and national media outlets, and are very positive about their experiences. Media professionals interviewed say the students are job-ready and competitive.

Compliance

PART II — Standard 3: Diversity and Inclusiveness

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 program has an ongoing diversity plan (revised in April 2012) that addresses diversity on multiple levels, including faculty hiring and retention, student recruitment, and curricular and extra-curricular diversity assignments and opportunities.

- (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 program has made tremendous progress since its last accreditation, in which it was found to be out of compliance for Standard 3. In the previous site team report, the program was cited for failing to demonstrate that concepts of diversity and inclusiveness were fully embedded in the curriculum. As the current self-study demonstrates, that is no longer the case.

Since its curriculum revision in 2013, the school now requires that *all* students enroll in the course JOU 455, Mass Media and Diversity, rather than it being offered as a program elective. In addition, diversity and multicultural topics are included in many other required and elective courses. For example, Media Law (required of all majors) addresses free speech in the context of the Civil Rights Movement; Journalism Ethics (required of all majors) addresses the uses of stereotypes in the media; In Web Publishing and Design (required), the course looks at issues of diversity in cyberspace. Skills classes address the importance of including a diversity of voices in reporting and storytelling.

Global issues are addressed in the upper-level course "World Media Systems, and in special topics electives, such as "International Business Reporting." That course, taught by media professionals, has brought together students in Kentucky and India to research stories and publish them in both countries. KY faculty offer study abroad courses during the summer and winter sessions. For example, in 2010 visiting professor (and former AP journalist) Terry Anderson taught a journalism course in Beirut.

The school hosts a Transatlantic Media Fellows program, in which international journalists from the Center for Strategic and International Studies (CSIS) come to campus during the academic year. Since 2010, the school has hosted eight fellows from Germany, Poland, Russia and Sweden. While on campus, the journalists speak to students in classes and share their professional experiences and perspectives.

Currently, the school is developing a 2 + 2 program with Shanghai University, in which students from Shanghai can complete their basic educational requirements in Shanghai and then complete their journalism major at UK.

The program has brought a number of diverse speakers to campus, including media professionals sponsored by the endowed Joe Creeson Lectureship. Speakers have included columnist Leonard Pitts and Mervin Aubespain, former president of the NABJ.

Students stated emphatically that topics of diversity and multiculturalism are being addressed in their courses, and they were able to cite specific examples with little prompting. The notion that journalism should respect and represent diverse experiences and points of view seems to be embedded in the curriculum and the culture.

(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.

Because of budget constraints, the unit has been unable to hire any new tenure-track faculty. However, the diversity plan demonstrates the school's commitment to equitable hiring and retention practices. While small in size, the current faculty is relatively diverse in terms of ethnicity, with two out of nine faculty (22 percent) representing domestic diversity, and one international faculty member (11 percent). Females are somewhat under-represented among the faculty. Six of the faculty are men (67 percent); three are women (33 percent). The unit's director is a female.

The school been able to hire diverse faculty as part-time instructors by capitalizing on its access to the Lexington media market and graduate students in other programs at UK. In the current academic year, three of the unit's seven part-time instructors are faculty of color; one is a white female.

(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 unit does not have resources to engage in its own student recruitment efforts. For example, a Dow Jones-supported summer high school workshop aimed at diverse students was discontinued because of a lack of funding. However, both the school's director and journalism faculty regularly participate in college and university recruitment activities, and maintain relationships with "feeder" high schools in the area. The unit's student population is significantly more diverse than the area population, and its domestic diversity is comparable to the university. The percentage of African American students in the unit is more than double that of the university. The unit's student population is 41 percent female and 59 percent male.

The unit's freshmen retention rate of minority students, who come into the program as pre-majors, has been very high (100% between 2011 and 2012). However between 2012-13, the minority retention rate was 87 percent. It's unclear why there was a decline, although the university's retention rate also experienced a decline. It is important to note that pre-majors are not advised by the unit and take the large majority of their courses outside of the school. In 2014, Journalism's four-year graduation rate of minority students was significantly higher than that of the university: 44 percent in Journalism, compared to 27 percent at the University.

The school has its own director of student and multicultural affairs; about one-third of her time is focused on recruiting, advising and mentoring minority students. She also serves as adviser to the school's NABJ chapter.

(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.

An emphasis on an inclusive environment is addressed in the unit's diversity plan. It states: "The faculty will ensure that all students are treated fairly and without any advantage, based on age, race, ethnicity, gender and sexual orientation." Several syllabi reference the importance of maintaining an inclusive and respectful class environment, but there does not appear to be a standard college or unit diversity statement.

The unit has a standing diversity committee that helps select diverse speakers, and a Journalism faculty member chairs the college-wide diversity committee. Underrepresented students are encouraged to apply for scholarships, grants and awards.

The culture among faculty and students appears to be collegial and supportive. During the site team visit, no one brought up significant concerns about being treated unfairly because of race or gender.

Compliance

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

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 school has a detailed document outlining its process for hiring faculty. For faculty searches, the dean appoints a committee who leads the search; the entire faculty ranks the candidates; and the director makes an offer to the candidate with the highest number of faculty votes. However, the school has not had funding to hire any new faculty during this evaluation period. Part-time faculty positions are not advertised, and typically candidates are found by word of mouth.

The university's faculty evaluation document primarily addresses tenure and promotion, and it includes the different expectations for three types of faculty: "regular-title" faculty, who have a primary teaching and research responsibility; "special-title" faculty, who have a primary teaching responsibility; and "extension-title" faculty, who have a primary service responsibility. All faculty are required to teach and do scholarship, but the weight of their responsibilities vary according to title.

The school's faculty evaluation document addresses both T&P and the annual evaluation process. All non-tenured faculty receive a merit evaluation annually; tenured faculty are evaluated every other year. Faculty are expected to update their accomplishments through Digital Measures and submit a teaching portfolio. The director evaluates each faculty member's submission and then sends them to the dean.

During the second and fourth year, a separate evaluation is done as part of the tenure and promotion process. The School's T&P committee writes an evaluation, the director writes her report, and then both are sent to the dean. During the critical year, the College T&P Committee also reviews the faculty member's tenure and promotion file.

Part-time faculty who teach a class or two are not evaluated per se. But the director regularly reviews student evaluations to determine if the instructor's part-time contract should be renewed.

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

Full-time faculty are primarily responsible for teaching, research and service. Over the past three years, the percentage of courses taught by full-time faculty has remained steady, from nearly 80% in 2012-13, to 77% in 2013-14, to 76% in 2014-15.

(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 unit's faculty represents a good balance of professional and scholarly experience. Four of the nine faculty have doctorates; four have master's degrees; and one has a bachelor's degree with extensive professional experience. All of the full-time journalism faculty have worked in the field; three of them have 20-plus years of experience; five have at least 10 years experience.

Among the faculty, three are “regular-title” faculty, five are “special-title” faculty, and one is an “extension-title” professor.

Eight of the nine faculty are tenured associate professors, and there is one professor in phased retirement. This indicates that the unit has been successful in advancing junior faculty through the T&P process. It may also indicate a possible problem in the unit’s ability to advance faculty from the associate level to full professorship.

Another concern is that the unit has been unable to hire new assistant professors, who may bring to the classroom recent experience in digital and multimedia. However, when funding is available, the unit’s faculty have been sent to seminars to learn current industry and teaching practices. Also, experts such as the Poynter Institute’s Al Tompkins, have been brought to campus to provide faculty with additional multimedia training.

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

Student evaluations of teaching and advising are required every semester. The director reviews the evaluations and discusses any problems with the faculty member, and the evaluations are included in the teaching portfolio. Peer evaluations may be used but are not required.

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

Despite its small size, the unit’s faculty are engaged in a great amount of college and university service. They serve on faculty committees, faculty searches, and on awards committees. Faculty also are engaged in university-wide student recruitment efforts and assessment activities. Journalism students have a very positive reputation on campus, and that is a direct reflection of the quality of their education and preparation. Many students work for other departments on campus as writers and communicators.

Compliance

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

Unit performance with regard to indicators:

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

The school's tenure and promotion policy requires an appropriate level of research, creative or professional activity for all faculty. Grant funds internal to the University and the School are available and there is support for seeking external funding. The faculty have been modestly successful in attracting support during the period under review.

Sabbatical leaves are available for faculty after six years of continuous service at the university. One Journalism faculty member took a sabbatical over the last six years. All faculty receive an annual faculty development allocation. Should that allocation be exhausted, a faculty member may request additional funding. Both the college and the university offer competitive grants for research. Two regular-title faculty have successfully competed for college and university grants in recent years.

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

The nine Journalism faculty included in this review consist of three "regular-title" faculty, five "special-title" faculty and one "extension-title" faculty member. The standard assignment for regular-title faculty is 45 percent scholarship, 45 percent teaching and advising, and 10 percent service. Teaching and advising responsibilities include teaching two courses each semester, office hours availability to students enrolled in those courses, and additional advising responsibilities for between 20 and 40 upper-division undergraduate students. Regular-title faculty are expected to achieve national recognition for their scholarly or creative work.

Special-title faculty devote about 75 percent of their time to instruction / advising, 10 to 20 percent to research / creative activity and 10 to 15 percent to service. Special-title faculty research is expected to increase the visibility and stature of the faculty member and the school; make a contribution to knowledge in the field that benefits working professionals and/or academics; or improve the methods used to teach the subjects that are part of the faculty member's area of expertise.

The School does not have specific research expectations for "extension-title" faculty. The university expectation is that faculty holding an extension title will be heavily involved and demonstrate leadership in outreach in the state through applied research, consulting, publication and other activities that serve the interests of the state's citizens.

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

Faculty in each category are evaluated using clearly defined and appropriate criteria. Significant efforts are made to align faculty evaluation with the stated goals of the university's and the school's mission, goals and strategic plan.

(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.

In the period under review, Journalism faculty were productive. They published 25 refereed journal articles, 30 refereed conference papers, 95 non-refereed articles, 13 non-refereed creative works, 9 book chapters and 3 textbooks. In addition, faculty participated in 114 workshops and panels, and completed 21 professional consultancies. Work appeared in a range of venues including Journalism Practice, the Journal of Mass Media Ethics, Visual Communication Quarterly, the International Communication Research Journal and Journalism and Mass Communication Quarterly, The Communicator, and a number of stories and columns in Kentucky newspapers. Faculty collaborated on Fulbright projects in Africa and directed projects closer to home such as The Rural Blog and Kentucky Health News.

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

The school is the home of the Scripps Howard First Amendment Center, holds an annual First Amendment Celebration, and annually awards the James Madison Award for Service to the First Amendment to a Kentuckian. It also funds Citizen Kentucky, a program designed to engage citizens in discussion of public issues. Both faculty and students expressed their appreciation for the welcoming climate for discussion and debate in the school.

Compliance

PART II — Standard 6: Student Services

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.

The College has a Student Services Center dedicated to advising the unit's pre-majors, at which time they are told about unit and institutional requirements. This office has the students' primary advising files, and within those files is a check sheet outlining University Core requirements, as well as the pre-major and major requirements.

All of the information regarding requirements is online, and curricular maps and advising checklists are available. Also, pre-majors and majors may not register without seeing an adviser.

"myUK" is the university's registration system, and within "myUK" is "APEX," a degree-progress monitoring system.

The school and the Department of Communication co-sponsor an annual internship and career fair, and the institution's Career Center sponsors multiple career fairs and workshops throughout the year.

The unit appears to have a complex, sophisticated advising system with multiple "fail safes" in place to identify students who aren't making satisfactory progress.

(b) Faculty are available and accessible to students.

University regulations require that faculty offer five office hours per week, and most unit faculty are available more frequently than that. Also, the director and associate director have open-door policies; if they are in their offices, they are available to see students. Students confirmed this during the site team visit. One unit faculty member was recently named the outstanding adviser on the entire campus.

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

Each student is given a university email address, and the school has an active listserv. The school also has a second listserv, specific to upper-division journalism majors.

Students are also informed about upcoming events by fliers posted in the Grehan Building, class announcements and advertisements in The Kentucky Kernel student newspaper.

(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.

There are NABJ and SPJ chapters on campus, and the school hosts the Blue Coast Live blog and The Rural Blog to which students contribute. Student media are independent and not under the school's authority, but The Kentucky Kernel, the Kentuckian yearbook, the UKNow website, WRFL-FM, Wildcat Student TV (discontinued fall 2014) and a 24-hour simulation with the Patterson School of Diplomacy and International Commerce all offer significant extracurricular opportunities.

- (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 rates are posted on the school's website. College-level data on retention and graduation rates have been available for some time, and are now prepared by university Analytics and Technology. Major-level data is not routinely reported, but the school was able to request such data for the self-study. Beginning later this year, posted data will be broken out by major.

Compliance

PART II — Standard 7: Resources, Facilities and Equipment

Unit performance with regard to indicators:

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

The University budget process is in transition. Planning for a new RCM budget model has been under way for sometime, but final design and implementation are on hold pending the appointment of a new provost. The lack of certainty about the future budget model is a challenge for all programs on the campus.

Under the current budget process, the Journalism program annual budget is developed in a process initiated by the provost and managed at the dean level. The director develops a set of budget proposals on an annual basis in consultation with the program coordinators and the faculty, and guided by the school's strategic goals and priorities. In years when there is a budget surplus or when the school is required to take budget cuts, the director consults with the faculty prior to making final budget decisions. Those decisions are reviewed by the dean.

(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.

The Journalism budget has increased by 5.3 percent over the last 3 years. During that same period enrollment has remained steady, while enrollment in the other two majors in the school has increased significantly. As a result, when new faculty lines were available in the last academic year they were allocated to the programs with enrollment growth. Journalism has not had a new faculty line since the last accreditation review.

More than 90 percent of the Journalism state-funded budget is devoted to personnel. The remaining budget is allocated to faculty and staff professional development (including travel), supplies and operating expenses, guest speakers, graduate assistants and work/study students. There are no state-fund budget lines in the Journalism budget for equipment or equipment maintenance, or for databases or library resources. The college provides some support for equipment used in the television studio and currently is paying the salary of a television engineer. The budget for the computer labs used by the school is managed by the central IT office. The program collects a student course fee, which is used to pay a portion of the school's technology coordinator's salary, its Associated Press subscription, and the purchase of specialized software and hardware. In years when the program ends with a budget surplus, those funds are generally used to purchase equipment.

In the current budget climate, the school has managed a tight budget and tried to meet the needs of students and faculty working in a digital environment. However, the stresses and strains are showing and it is not clear that the current budget is sufficient to meet the school's strategic goals and aspirations. The pending implementation of a new RCM budget model compounds the program's uncertainty about the sustainability of its budget.

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

The Grehan Journalism Building has one traditional classroom that is used for several journalism courses, and other courses make use of traditional classrooms in the nearby White Hall Classroom

Building. All of these classrooms are in the University Registrar's inventory and not controlled by the unit.

Each full-time faculty member has a private office in Grehan; part-time faculty and graduate teaching assistants do without. Unit faculty teach in up to four different buildings on campus.

Journalism classes are taught in three lab spaces in Grehan, one in the nearby M.I. King Library, and one in the Taylor Education Building (a considerable distance from Grehan). Lab scheduling is controlled by central IT. While Journalism is given preference, this lack of control does present scheduling challenges and limits the program's ability to schedule courses and open labs.

The school's Strategic Plan notes the need to admit pre-majors at levels appropriate to available faculty resources, as well as the need to monitor the number of sections of courses that are at maximum enrollment.

The major facility needs are:

- Television studio space closer to Grehan, the main Journalism building. The current studio is at least a 15-minute walk across two major cross-streets for students and faculty.
- Additional computer lab space is needed to meet student demand.
- As noted in the last accreditation report, Grehan Hall is in need of updating. The current space is serviceable, but it is not conducive to encouraging the project-driven learning central to the Journalism curriculum.

(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 Grehan and King labs and computers are staffed, maintained and controlled by central IT. Quality of service has been a growing problem during the review period due to changing IT priorities, a lack of understanding of the demands of multimedia news production, and the unit's needs for upgraded technology. The school is pushing for significant changes in this area.

Students and faculty stressed the need for more and newer cameras and digital audio recorders. Currently photojournalism students are forced to buy expensive cameras due to a lack of cameras for check out. Video students are working with digital tape cameras, which are obsolete by industry standards. While the school allocates any budget surplus to equipment purchases, the available funds are inadequate to the demand.

In addition, both faculty and students report major problems using editing software in the computer labs. The programs keep crashing and/or cause significant delays. It is believed that computers were purchased without enough memory to handle video- and graphics-heavy programs and applications. According to faculty, the University's central IT department has made purchasing decisions without faculty input and has reconfigured labs without regard to instructional needs. Faculty describe the university's IT staff as being unhelpful in their response to ongoing problems.

The school reports that the lack of technological support was "decreasing," affecting both "faculty and student morale." One faculty member estimated he had lost a semester of teaching time during the past

several years dealing with technology issues. At least one course syllabus warns students they will encounter technology problems and will need to allow time to work around them.

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

Noncompliance

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

(a) The unit consults and communicates regularly with its alumni and 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.

The journalism program holds an annual alumni symposium to bring alumni to campus and give students the opportunity to learn from them. The past six symposia focused on “Journalism From the Other Side” (featuring public sector officials), “The Future of News,” “Landing Your First Job,” “Multi-Skilled Journalism,” “Covering Local News” (moderated by the executive director of public relations and marketing for the university) and “International Journalism.”

The School of Journalism and Telecommunications had its own professional advisory board for several years. It has since been replaced by a College of Communication and Information advisory board, which represents alumni and professionals from all of the units.

(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 journalism sequence is home to two centers focused on professional and public service: the Scripps Howard First Amendment Center and the Institute for Rural Journalism and Community Issues (and its The Rural Blog, Kentucky Health News and Tom and Pat Gish Award). The institute has academic partners at 27 universities.

Two annual events and a third occasional event draw a broad audience—the Kentucky Journalism Hall of Fame induction luncheon, the Joe Creason Lecture Series and the Gidel/Lombardo Lecture in Sports Communication.

The school also has a grant-funded partnership with ZAMCOM, a media-training institute in Zambia. Three journalism faculty are part of a group of six school faculty who have made multiple visits to Zambia as part of the project, which provides training to in-country journalists covering stories about HIV/AIDS.

(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.

The faculty are deeply involved in academic associations and their related activities. A brief snapshot: One faculty member is active in the Association for Education in Journalism and Mass Communication and the Association of Internet Researchers. Another faculty is a member of the Broadcast Education Association and has taught in the Kentucky Governor’s Scholars Program. One professor is involved in myriad educational and professional organizations, such as the Grants and Awards Committee of the Sigma Delta Chi Foundation (of which he is a director). Another professor is a Society of Professional Journalists member and represented SPJ at the National Summit to Fight Plagiarism and Fabrication. Another faculty member is active in the Association for Education in Journalism and Mass Communication and was membership chair of its Visual Communication Division. Another faculty member has done extensive volunteer photography and video work. Another professor is active in the Association for Education in Journalism and Mass Communication and was a state board member for

Kentucky Advocates for Civic Education. Another faculty member is a member of the Journalism Education Association and judged the Florida Magazine Association's Charlie awards. Another faculty member is actively involved in building two public safety FM radio stations that will reach a 3.5 mile radius from a tower in Lexington.

(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 Scripps Howard First Amendment Center and the Institute for Rural Journalism and Community Issues are involved in public service, just as they are active in professional issues. As one example, the center sponsored a public forum during Kentucky's 2011 election cycle that featured state Attorney General Jack Conway discussing his attitude toward the state's open records and open meetings laws (the attorney general plays a quasi-judicial role in the operation of the state's sunshine laws). As another example, the institute's director is a member of several external groups dealing with Kentucky's health issues, and has been part of several health-related grant proposals. The center cosponsors an annual high school essay contest on voting with the Kentucky Secretary of State's office, and journalism students are involved with various aspects of the contest.

Similarly, the unit's individual faculty are immersed in public service. This ranges from one faculty member serving as a social sciences and humanities grant application reviewer in Canada, to another faculty member assisting the Rowan County Veterans Museum in Morehead, Ky., to another professor producing a DVD instructing public officials on their responsibilities under the state's open records and open meetings laws, to another professor providing photography to a soccer league for kids with disabilities.

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

Since 2006, the unit's aforementioned First Amendment Center has helped sponsor and judge a high school essay contest to promote voting. The school hosted Dow Jones Summer High School Journalism Workshop in 2009 and 2010. Two unit professors regularly conduct sessions at the Kentucky High School Journalism Association convention, and the school hosts a display at the convention, usually in conjunction with The Kentucky Kernel. In 2011, another faculty participated in a program for high school students at the Kentucky Governor's School for the Arts, while another faculty member maintains a presence on the Journalism Education Association help listserv.

Compliance

PART II — Standard 9: Assessment of Learning Outcomes

Unit performance with regard to indicators:

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

The school’s “B.A./B.S. Journalism Assessment Plan, 2013-14” broadly defines its mission and objectives for student learning to include educating and training students for communication and media professions; engaging in critical, high-quality research; and serving the local, national and global community by promoting democratic ideals and helping foster a public sphere in which free and open discourse can take place.

In addition, the plan lists the ACEJMC professional values and competencies as critical elements of the curriculum, and additionally calls for teaching students traditional and emerging skills and preparing students to be knowledgeable consumers of all forms of mediated communication.

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

The school operates its assessment plan under the framework of the university’s assessment efforts. The university began a review of its assessment activity as part of its regional reaccreditation, which required the school to adapt its plan.

The plan identifies both direct and indirect measures:

- Indirect: retention and graduation rates, academic probation rates, internship placements, contests, university exit survey, and alumni engagement and Career Center survey.
- Direct: Successful completion of the school’s pre-major program, faculty and external evaluation of student work in the capstone course, student portfolios, and review of internship employer evaluations.

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

The university collects data that it then shares with the school on retention and graduation rates, academic probation rates, exit surveys and alumni engagement and career center surveys. While there are some difficulties in accessing specific data at the unit level, the school receives appropriate level data in most instances and it is working to access additional unit-level data. The School collects data on all other direct and indirect measures on a regular basis and shares this information with relevant committees and the faculty as a whole.

The 2013 curriculum revision is perhaps the most significant evidence of the influence that assessment data has had on shaping curriculum. Both direct and indirect assessment measures indicated that the curriculum needed to be updated to reflect current trends in the field, and the faculty responded. Additional evidence of the impact of assessment activities include the development of the Multimedia Storytelling course as a capstone for both print and broadcast majors, a current review of the portfolio requirement to include a more substantial cross-platform requirement, and making internship a requirement rather than an elective course.

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

The school does not survey graduates. However, the school and many members of the faculty maintain close contact with many graduates. Graduates are invited back to campus for events and to visit classes, and they are encouraged to submit information for the school's alumni publication. Faculty demonstrated great knowledge of the career paths of recent graduates, as did students working at the student newspaper.

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

Working journalists are used in the evaluation of student portfolios. The evaluations on file demonstrate significant engagement in the process by the participating journalists. In addition, the school's internship evaluation form provides another opportunity for professional feedback.

The dean of the college recently announced the creation of a part-time "professional-in-residence" position in Journalism. The position will be filled by a working journalist, who will spend a semester working with faculty and students. While the initial position is not funding on a recurring basis, it has the potential to be a valuable addition to the program.

Compliance

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- A faculty that is dedicated to student success and well regarded across the campus.
- A curriculum revision that focused on integrating the broadcast and print programs.
- A strong commitment to standards of professional journalism.
- An outstanding record of community service and outreach.
- A culture that honors and supports diversity and inclusion.

Weaknesses:

- The inability to hire new faculty over the entire six-year period under review.
- Facilities and equipment insufficient to meet the needs of the program.
- A need to continue efforts to develop an integrated approach to cross-platform storytelling.
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2) List the standards with which the unit is not in compliance.

Standard 7: Resources, Facilities and Equipment

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

Space: The current space for the school is inadequate for its needs. Grehan Hall lacks sufficient lab and classroom space for the program, and the existing space is in need of upgrading.

Computer labs: The school's lack of control over both the computer labs and the hardware and software in the labs limits its ability to offer students a quality learning experience. Additional lab space for the school and either control of its labs and computers or a significantly improved relationship with central IT are critical needs for the program.

Equipment: The school is now operating with an insufficient number of current digital cameras and other essential digital equipment. Funding sources for additional new equipment should be developed.

Budget: As the university institutes a new RCM model, solutions should be found to address the unsustainable levels of funding for equipment and equipment maintenance in the current budget.

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.

The previous site visit team found the School out of compliance with Standard 3, Diversity.

“Significant efforts are needed to improve diversity in the School. Courses and syllabi need specific material on diversity and need to spend significant time discussing it. More effort is needed in recruiting minority faculty members and students. The School needs both a strategy and timetable to include diversity issues in courses and in recruiting minority faculty members and students.”

The school has made significant progress on diversity. It has made Mass Media and Diversity a required course for all students, and diversity topics are infused in the curriculum. Students describe multiple examples of lectures where diversity is discussed, and an expectation that their work reflects the experience and views of diverse audiences.

While the school did not have the opportunity to make any full-time hires in Journalism during the review period, it did increase diversity in the classroom through the hiring of graduate teaching assistants and part-time instructors to increase the diversity of perspectives in the classroom.

In addition, the last site visit team also identified two other weaknesses:

Space: The 2009 report said, “the School needs more space for its students, faculty and programs. And some parts of the Grehan Building are old, poorly lighted, cluttered and unsightly. Grehan has virtually no storage space...The School needs more and better classrooms.”

Nothing has changed. The college is now spread across parts of nine buildings. While all Journalism faculty members are housed in Grehan, they routinely teach classes in at least four buildings. In this academic year the Scripps Howard First Amendment Center office was converted into a faculty office and the center’s book collection is now stored in boxes in the center director’s office. The dean has developed a plan for a new building and is seeking support for that initiative, but there is no timetable in place.

Salary compression: In 2009 some assistant professors were paid more than some associate professors. Through salary increases and the promotion of assistant professors this problem has been addressed.

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 well organized, well-written and complete. It thoroughly addressed the strengths and weaknesses of the program and provided relevant data in every instance.