

Report of On-Site Evaluation

ACEJMC

Undergraduate program

2013– 2014

Name of Institution: Temple University

Name and Title of Chief Executive Officer: Hai-Lung Dai, Provost

Name of Unit: Department of Journalism

Name and Title of Administrator: Andrew Mendelson, Chair and Associate Professor

Date of 2013 - 2014 Accrediting Visit: October 13-16, 2013

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

Date of the previous accrediting visit: October 14-17, 2007; revisit November 9-10, 2009

Recommendation of the previous site visit team: Provisional 2007; revisit Reaccreditation 2009

Previous decision of the Accrediting Council: Provisional 2007; Re-accreditation 2009

Recommendation by 2013 - 2014 Visiting Team: Re-Accreditation

Prepared and submitted by:

Team Chair

Name and Title: Trevor Brown, Professor Emeritus

Organization/School: School of Journalism, Indiana University

Signature _____

Team Members

Name and Title: Greg Luft, Chair

Organization/School: Department of Journalism and Technical Communication, Colorado State University

Signature _____

Name and Title: Carol Pardun, Director

Organization/School: School of Journalism and Mass Communications, University of South Carolina

Signature _____

Name and Title: Pat Thompson, Director

Organization/School: Student Media Center, University of Mississippi

Signature _____

PART I: General information

Name of Institution: Temple University

Name of Unit: Department of Journalism

Year of Visit: 2013-2014

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 (State-related)
- 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.

A copy of the university charter is available for review during visit. Copies of relevant excerpts of the university charter are in Appendix 1

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: 2009

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

1971

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

Temple University's Department of Journalism seeks to develop journalists who can think critically, communicate creatively in a multimedia environment and remain sensitive to the diversity of perspectives within urban, underrepresented communities of our increasingly multicultural world. This requires an appreciation for the practice of journalism in all its forms, as well as its foundation in the First Amendment. We hope to empower practitioners, analysts, scholars and media consumers to understand journalism's societal role and to value its ethical responsibilities. (Adopted January 2006)

7. What are the type and length of terms?

Semesters of 15 weeks

Quarters of _____ weeks

Summer sessions of 6 weeks

Intersessions of _____ weeks

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

Four-year program leading to Bachelor's degree

Graduate work leading to Master's degree (Graduate program is not reviewed)

Graduate work leading to Ph.D. degree (Members of the journalism faculty serve on the faculty of the school-wide Ph.D. program in Media and Communication)

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

Undergraduate: 124 semester hours

Graduate: 36 semester hours

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

Three semester hours until Fall 2013; from Fall 2013 on, students may earn up to six semester hours (as per ACEJMC standards changes).

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

The Department of Journalism has no formal or required sequences. In addition to the nine required courses, Journalism majors are required to take 18 credits of electives (2000-level and above), which allow students to specialize in traditional areas of journalism, such as broadcast, magazine, photojournalism or news-editorial. Other combinations allow students to create emphases in other areas including visual journalism, arts and music journalism, sports journalism, entrepreneurial journalism, news editing, long-form journalism and journalism studies. We provide sample combinations of courses on our website for guidance, though students are not limited to these. Any combination of six electives (18 credits) forms a specialization. Thus, students are not required to declare a specialization formally.

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

37,621 as of September 9, 2013 (from Temple University's Office of the Provost)

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

618 undergraduate majors as of October 4, 2013.

14. Number of graduate students enrolled:

20 Master of Journalism students as of October 4, 2013.

15. Number of students in each section of all skills courses (news writing, 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.

Fall 2013

1. Elements of Writing – JOUR 1101 (five sections) – 25, 25, 24, 25, 4
2. Writing for Journalism – JOUR1196 (six sections) – 9, 19, 17, 18, 16, 3
3. Audio/Video Newsgathering – JOUR1113 (five sections) – 19, 20, 20, 20, 20
4. Design for Journalists – JOUR1114 (five sections) – 20, 20, 20, 20, 20
5. Journalism Research – JOUR2101 (five sections) – 19, 19, 19, 18, 9

6. Public Affairs Reporting – JOUR2201 – 13
7. Editing the News – JOUR2202 – 19
8. Magazine Article Writing – JOUR2396 (two sections) – 19, 17
9. Broadcast News Writing – JOUR2501 (two sections) – 20, 17
10. Investigative Reporting – JOUR3201 – 3
11. Sports Writing – JOUR3255 – 20
12. Writing Humor – JOUR3256 – 19
13. Travel Writing – JOUR3296 – 19
14. Magazine Article Editing – JOUR3301 – 16
15. Advanced Magazine Writing – JOUR3302 – 5
16. Publication Design – JOUR3303 – 19
17. Magazine Fiction Workshop – JOUR3351 – 19
18. Photography – JOUR3401 (two sections) – 18,13
19. Photojournalism – JOUR3404 – 16
20. Radio News Reporting – JOUR3501 – 19
21. Television News Reporting – JOUR3502 – 13
22. Experimental Journalism – JOUR3505 – 4
23. Multimedia Storytelling – JOUR3601 (five sections) – 19, 20, 18, 20, 20
24. Special topics: Writing about film – JOUR3810 – 15
25. Special topics: Photographic lighting – JOUR2850 – 15
26. PhiladelphiaNeighborhoods.com (two sections) – 17, 20

Spring 2013

27. Elements of Writing – JOUR 1101– 25
28. Writing for Journalism – JOUR1196 (nine sections) – 19,19,19,19,20,19,17,19,18
29. Audio/visual Newsgathering – JOUR1113 (five sections) – 20,20,20,19,16
30. Design for Journalists – JOUR1114 (five sections) – 13,18,20,17,20
31. Journalism Research – JOUR2101 (six sections) – 19,19,19,18,10,19
32. Public Affairs Reporting – JOUR2201 – 19
33. Editing the News – JOUR2202 – 18
34. Magazine Article Writing – JOUR2396 (two sections) – 20,20
35. Broadcast News Writing – JOUR2501 (two sections) – 19,12
36. Broadcast Performance – JOUR2551 – 19
37. Investigative Reporting – JOUR3201 – 11
38. Sports Writing – JOUR3255 – 20
39. Writing Humor – JOUR3256 – 20
40. Advanced Sports Reporting – JOUR3257 – 7
41. Writing Arts Criticism – JOUR3297 - 20
42. Magazine Article Editing – JOUR3301 – 19
43. Advanced Magazine Writing – JOUR3302 – 10
44. Publication Design – JOUR3303 – 20

45. Philadelphia People Magazine – JOUR3304 – 8
46. Photography – JOUR3401 (two sections) – 21,16
47. Documentary Photography – JOUR3403 – 18
48. Photography Seminar I – JOUR3404 - 14
49. Photography Seminar II – JOUR3405 – 8
50. Radio News Reporting – JOUR3501 – 14
51. Television News Reporting – JOUR3502 – 8
52. Broadcast News Documentary – JOUR3504 – 15
53. Multimedia Storytelling – JOUR3601 (three sections) – 20, 20, 20
54. PhiladelphiaNeighborhoods.com (four sections) 20, 12, 19, 21

16. Total expenditures planned by the unit for the 2013 – 2014 academic year: \$1,741,308 (includes salaries)

Percentage increase or decrease in three years: .4 percent decrease

Amount expected to be spent this year on full-time faculty salaries: \$1,283,805

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.

As of Fall 2013

- | | |
|---------------------------------|--|
| 1. David Boardman, M.A. | Professor and Dean (new in Fall 2013) – Not teaching |
| 2. Meredith Broussard, M.F.A. | Assistant Professor (new in Fall 2013) |
| 3. Brian Creech, Ph.D. | Assistant Professor (new in Fall 2013) |
| 4. Fabienne Darling-Wolf, Ph.D. | Associate Professor |
| 5. Christopher Harper, M.J. | Professor |
| 6. Carolyn Kitch, Ph.D. | Professor |
| 7. Andrew Mendelson, Ph.D. | Associate Professor and Chair |
| 8. George Miller, M.S. | Assistant Professor |
| 9. Maida Odom, M.L.A. | Assistant Professor |
| 10. Laurence Stains, M.S. | Associate Professor |
| 11. Lori Tharps, M.S. | Assistant Professor |
| 12. Edward Traves, Ph.D. | Professor |
| 13. Karen Turner, J.D. | Associate Professor |
| 14. Francesca Viola, J.D. | Assistant Professor |
| 15. Linn Washington, M.A. | Associate Professor |

In addition, the department has a full-time staff person to supervise its Multimedia Urban Reporting Lab – Neil Ortiz.

18. List names of part-time/adjunct faculty teaching at least one course in fall 2013. Also list names of part-time faculty teaching spring 2013. (If your school has its accreditation visit in spring 2014, please provide the updated list of faculty at time of visit.)

Fall 2013 Adjuncts

1. Ahmed, Saleem
2. Atkins, Lawrence
3. Jillian Bauer
4. Bigler, Anne
5. Bitman, Terry A
6. Boal, Erwin (Pete)
7. Bones, Diane M
8. DiCarlo, John
9. Fraser, Tara
10. Fry, Sarah
11. Godfrey, Matthew
12. Gordon, Patrick
13. Guarnieri, Thomas
14. Hanover, Lawrence B
15. Isard, Carrie
16. Klein, Michael
17. Kummer, Francis J
18. Larkin, Robert
19. Lenton, Colin
20. McDonald, Shannon
21. McGinnis, James
22. Meade, Melissa
23. Murtha, Tara
24. Naylor, Karen
25. Panzer, Michael
26. Placentra, Amy Junod
27. Provencher, Michelle
28. Rys, Richard
29. Sarachan, Margaret
30. Sauerwald, Frank
31. Shapiro, Howard S
32. Slifkin, Irv
33. Steiner, Emil
34. Titlow, John Paul
35. Veto, Stephanie

Spring 2013 Adjuncts

1. Atkins, Lawrence
2. Bigler, Anne
3. Bitman, Terry A
4. Boal, Erwin (Pete)
5. Bones, Diane M
6. Brennan, Christopher
7. Butler, Steve
8. Clark, Vernon
9. DiCarlo, John
10. DiPento, Melissa
11. Fraser, Tara
12. Fry, Sarah
13. Glazer, Fern
14. Godfrey, Matthew
15. Guarnieri, Thomas
16. Hanover, Lawrence B
17. Hoffmann, Joel
18. James, Denise
19. Kummer, Francis J
20. Larkin, Robert
21. McGinnis, James F
22. Myers, Jack
23. Naylor, Karen
24. Palan, Erica
25. Panzer, Michael
26. Provencher, Michelle
27. Rys, Richard
28. Sarachan, Margaret
29. Shapiro, Howard S
30. Sheeran, Richard
31. Slobodzian, Joseph Allen
32. Smith, Elmer
33. Titlow, John Paul
34. Waties, Darlene
35. Wilk, Lisa
36. Young, Frederick

19. Schools on the semester system:

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

Year	80 or more semester hours outside the major			65 or more semester hours in liberal arts/sciences	
	Total Graduates	Number	Percent	Number	Percent
2012-2013 academic year	<u> 154 </u>	<u> 152 </u>	<u> 99% </u>	<u> 151 </u>	<u> 98% </u>
2011-2012 academic year	<u> 158 </u>	<u> 155 </u>	<u> 98% </u>	<u> 155 </u>	<u> 98% </u>

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.

Background

Recent changes in the leadership of Temple University, in the structure and leadership of the School of Media and Communication, and in the organization and curriculum of the Department of Journalism form the context for this report.

A new University president began serving on January 1, 2013 and planned to introduce a new budgeting system (Responsibility Centered Management) over three years. In October 2007, Journalism was one of six departments in the School of Communications and Theater. In October 2013, Journalism was one of four departments (with Advertising, Media Studies and Production, and Strategic Communication) and two interdepartmental programs (a communication studies undergraduate major and a media and communication doctoral program) in the School of Media and Communication formed on July 1, 2012. Its first full-time dean began serving on September 1, 2013. The new president was expected to present his vision and strategic plan for the University at his investiture on October 18. Entering his second month of employment, the new dean was still in listening mode.

In contrast to the six years before the 2007 visit, during which four chairs had served, between 2007 and 2013 the Department of Journalism had enjoyed six years of stable and energetic leadership. The chair was in his eighth year of service.

In fall 2006, 35,599 students were enrolled at Temple University. In fall 2013, 37,621 students were enrolled.

In fall 2004, the Department had introduced a curriculum with a multimedia emphasis, including a single capstone course, organized in sequences. The 2007 self-study reported 768 Journalism majors distributed across four sequences (Broadcast Journalism, Magazine, News-Editorial, and Photography for the Mass Media) pursuing a B.A. degree requiring 126 hours for graduation. In 2010, the Department eliminated sequences, allowing students to create their own areas of specialization instead. The 2013 self-study reported 635 Journalism majors, a drop of 17.3 per cent, pursuing a B.A. degree requiring 124 hours for graduation.

In 2007, the Department reported that 35 master's students were enrolled; in 2013, 23 were enrolled.

In 2007, Journalism had 15 full-time faculty members (three full professors, five associate professors, one assistant professor, and six lecturers). In 2013, Journalism had 14 full-time professors (three full professors, five associate professors, and six assistant professors). In addition, the new dean was a member of the Journalism faculty but was not scheduled to teach in 2013-14.

The 2007 self-study reported 37 part-time faculty teaching in spring 2007. The 2013 self-study reported 36 part-time faculty teaching in spring 2013.

- (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 faculty adopted a concise mission statement in January 2006 for preparing thoughtful, multi-skilled, culturally sensitive, ethical journalists to fulfill the mission of the profession in a multicultural world, particularly in urban communities.

In November 2011, the Department adopted a five-year plan that defined eight goals and five actions with resources needed for each to achieve the mission and goals. At a retreat each May, the faculty reviews the plan and commits to annual activities to implement it. To meet the Standard 7 requirement for a detailed budget that is related to its long-range, strategic plan, the Department may wish to consider pricing the cost for achieving each of its goals. This document would be a useful resource for the School's director of development.

While the mission, goals and actions are admirable, the expression of the Department's aspirations may be too modest. It may not do justice to the Department's accomplishments and potential. The Department has an enviable, potentially unrivalled opportunity to establish itself as a leading – even the leading – program in educating and training journalists diverse in gender, race, ethnicity and socio-economic status to report on multicultural urban communities. The Department may wish to state that aspiration more formally in its mission and strategic plan.

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

The Department has bylaws that define the role and responsibilities of the chair and faculty members and the policies and procedures for Departmental governance. The bylaws are consistent with the School's Bylaws, the Temple University Employee Manual and the Temple University Collective Bargaining Agreement.

The Department has four standing committees (Awards, Curriculum, Master of Journalism, and Personnel), and, in 2013-14, three ad hoc committees. The faculty met once a month in 2012-13.

- (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 bylaws require that the term of the chair is for three years, with no more than two consecutive terms. However, additional terms are permissible. The current chair was appointed in 2006 and is in his eighth year of service. His reappointment reflects the high regard of the School leadership and the Department's faculty for his energy and enthusiasm and his stamina in fulfilling his responsibilities as chair and a faculty member and in leading a range of innovations, including curricular revision, Departmental visibility across the University and the Philadelphia journalism community, and enhanced connections with alumni. The faculty's only concern is that he may take on too much and deploy his energies

too widely. The most recent evaluation (June 2013) noted that he “has been an outstanding department chairperson to a fault. He has sacrificed much of his own scholarly and creative efforts...for the good of the department.” His willingness to lead and manage has been especially valuable for a comparatively small faculty fully stretched in service responsibilities and engagements. The chairs of other departments in the School and on campus and School- and University-wide administrators we met praised the chair for his collaborative spirit, engagement and accessibility.

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

The bylaws require the faculty to assess the performance of the chair each spring and define the procedures for doing so.

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

The University, School and Department define policies and procedures for expressing and addressing concerns and grievances. These include the University Harassment Policy, Tenure and Promotion Appeal Policy, Student and Faculty Rights and Responsibilities, and Grade Appeals Policy.

Summary

The Department has a nicely focused mission, comprehensive long-range and annual plans for achieving its goals, and well-defined policies and procedures for governance. In the past six years it has enjoyed dedicated, enthusiastic leadership that has buoyed faculty, staff and student morale. As effective as the Department is on all these dimensions, it may not be capitalizing fully on its achievements and potential for national leadership and recognition in preparing journalists for serving multicultural urban communities.

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.

- (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 changed the curriculum to meet the new ACEJMC standards for credits in and out of journalism, although a number of students are finishing under the prior guidelines. More than 95 percent of students under the former standard meet the 80/65 rule.

Under the new standard, students can complete a maximum of 52 credits (out of a total of 124) in the major.

The required core is nine classes, totaling 28 credits. Beyond the required core, students complete 18 credits of electives, with the option to select a set of courses that provide specialized skill sets. Twelve potential sets of courses for specific career specialties are suggested, but students can make choices with no restrictions.

Outside the Department, students are required to complete six credits each of history and political science. In addition, students are required to take one class in each the following areas: economics, statistics, and sociology / urban studies.

Students also may take up to 19 credits in the School of Media and Communication (outside the Department). Combined with required and elective journalism courses, this means that students may earn up to 71 (out of 124 credits total) in the SMC. While this meets the “outside unit” requirements, the site team was concerned whether this approach meets the spirit of ACEJMC curricular goals and objectives to emphasize studies outside journalism and mass communication fields.

- (b) The unit provides a balance among 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.

The Department emphasizes developing multimedia skills in an urban setting and lists nine curricular goals for undergraduate students. These goals, in conjunction with required courses, indicate a solid plan and a balanced curricular mix of theory, conceptual and skills courses, including law, ethics, writing, audio/visual production, publication and web design, research, and multimedia storytelling. A course focused on multimedia reporting in Philadelphia neighborhoods provides a capstone experience where students can practice and demonstrate their skills in a challenging real-world environment.

- (c) Instruction, whether on-site 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.

Instruction is delivered by a combination of full-time tenure track, non-tenure track faculty and a large group of adjunct instructors, many of whom have taught in the Department for years. Faculty members are active participants in the University's Teaching and Learning Center, consistently seeking and providing assistance, and continuing education in course content development, pedagogical approaches and delivery assistance. Many faculty members have won School- and University-wide teaching awards and are recognized throughout the University as stellar instructors.

A broad commitment to multimedia journalism and storytelling is the hallmark of the Department's curricular efforts. Specialized courses related to visual design, online journalism, entrepreneurialism, experimental journalism, and business practices for writers, editors, and visual journalists among others, complement courses in more traditional journalism arenas. The Department actively discusses curriculum and teaching strategies, accesses the expertise of alumni and advisory board members for professional perspectives, and recently purchased iPads for faculty members to support their efforts in new media storytelling and news delivery.

Classroom observations identified active student engagement and participation, as well as passionate and enthusiastic instruction. Even in large lecture courses, instructors were able to identify multiple students by name during extensive class discussions. Instructors clearly enjoy their roles as teachers and mentors and support their fellow faculty members' efforts and accomplishments as well.

- (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.

Most skills classes have 20 or fewer students. However, instructors occasionally exceed this limit when there is a compelling need to allow a student into the course.

A newly created Elements of Writing course begun this fall carries an enrollment limit of 25 students—five students over ACEJMC's limit of skills courses. The course was identified as a skills course in the self-study although the team was told that it is not a skills course. Given that the course's goal is to improve writing, grammar and punctuation skills, it is difficult to categorize it as anything other than a skills course.

- (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.

Under the 2013-14 revised curricular limits, the Department now accepts six credits for internships rather than three credits. Internships are encouraged, but not required. A faculty member works closely with students and internship providers, including the necessary detail work to set up credit, providing advice about work environment practices and procedures, communicating with internship providers about requirements and student evaluations, and grading student performance. Roughly three-quarters of journalism students complete internships. Internship providers uniformly praised their interns. For example, one professional stated that “The interns I've had from Temple have consistently been the most prepared, skill-wise, of any interns I've had from other schools.”

Summary

The Department's curriculum is broad, current, and dynamic, and instruction reflects commitment and passion. Tenure-track and non-tenure track faculty as well as adjunct instructors offer a varied, and diverse approach to instruction, presenting a wide range of theory, conceptual, skills and experiential learning opportunities.

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.

- (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.

A weakness cited in the 2007 accreditation report was a diversity plan that had not been updated or revised since 1994. The Department approved a new diversity plan in 2008. It is 2 ½ pages long, and lists four initiatives (no timetables were included):

- a Department-wide convocation for new students;
- a monthly lecture series from the community;
- a workshop on diversity as part of a faculty retreat;
- a standing diversity committee to hear student and faculty concerns.

The School has a convocation for new students, featuring a diverse group of alumni speakers, with breakout sessions for journalism majors. Monthly lecture series topics have included black media in the 21st century and racial issues in the 2012 presidential election. Panelists at Department-sponsored events have included Mikki Taylor, editor-at-large for *Essence* magazine, and Juan Gonzalez of the *New York Daily News*, author of a book on race and the American media. World Press Freedom Day featured an international discussion of social media and press freedom.

In August 2012, a faculty retreat included an all-day workshop on teaching journalism focused on under-reported stories in under-served communities. The session was facilitated by Keith Woods, National Public Radio vice president for diversity in news and operations and former Poynter dean of faculty.

The Department does not have a standing diversity committee. Several members of the faculty have met since 2008 to discuss the diversity plan, but not on a regular basis. The School has two ombudspersons to handle student, staff and faculty concerns and complaints. One is the director of faculty affairs for the School. She says she handles a few complaints a year, and makes recommendations for services and help.

The Department says that it discusses how well it is addressing issues of diversity in its annual review of the Department's mission. The Department says that fostering more interaction among students of all backgrounds is the next step in its diversity development.

- (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 Department makes the most of its urban location in one of the nation's largest cities, with numerous opportunities for class assignments, internships and work opportunities in regional

media, as well as a large pool of professional journalists available as adjuncts. Professional journalists said one of the Department's strengths is that it prepares students for real-world coverage of urban areas. They described Temple students as smart, street savvy and well-prepared. They graduate knowing how to interview a variety of people in diverse settings. Students talked about being thrown into reporting situations where they had to learn to communicate with people different from themselves. Students said their instructors define diversity broadly, and said they are sent back to interview more stakeholders so their articles will be more accurate and more complete. Students are required to do off-campus reporting assignments even in their beginning writing classes. In the required capstone course, all students work for PhiladelphiaNeighborhoods.com, covering under-reported and under-served communities. The website has won numerous state-wide, regional, and top national awards, including a first-place AEJMC Newspaper Project Award, a first-place Pacemakers award for best online-only website from the Associated Collegiate Press and an EPPY Award for best college-university journalism website. In October 2013, the site was named as an EPPY Award finalist in five categories, including best college-university journalism website. The other four categories are professional categories, rather than college ones. The site won in the professional category for "Best Use of Social Media for News Services with under 1 million unique monthly visitors."

The Department chair, through the School's Center for Public Interest Journalism, is working with the *Philadelphia Daily News* and other news media outlets on a series about poverty in Philadelphia for the editorial page.

In addition, a number of courses offered are focused on diversity. They include Gender and the American Mass Media, International News Communication, and Ethnic and Alternative News Media. The Department conducts a summer journalism workshop for inner-city high school students, with the assistance of the *Philadelphia Daily News*. A course called High School Journalism Workshop, provides students with the opportunity to work in Philadelphia public high schools helping to create journalism clubs and publish newspapers and news websites. About half a dozen high schools are in the program. This course is part of a larger project called Prime Movers Philadelphia whose goals is to increase opportunities for journalism activities in Philadelphia high schools.

One area of concern is the lack of diversity language in syllabi. While it is clear diversity is a key mission of the Department, many syllabi made little or no mention of diversity in assignments in readings or discussions.

The Department asks graduates from the previous year to rate the Department on how well they were prepared in a variety of areas. In 2012, respondents to a question about "understanding of diverse communities" rated the Department as 6.36 on a 7-point scale. Internship hosts were asked to rate interns on "displays willingness and ability to work in an urban environment and engage diverse cultures," using a 3-point scale (below average, average, above average). In fall 2012, the average was 2.80; in spring 2013, the average was 2.83; in summer 2013, the average was 2.79. The Department's advisory board rating for Philadelphia Neighborhoods for the diversity content of Philadelphia Neighborhoods was 4.43 on a 5-point scale.

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

In fall 2013, the Department had 15 faculty, including the new dean. Eight are male (53 percent), and 7 are female (47 percent). Eight are white (53 percent), 5 are African-American (33 percent), 1 is Asian (6.7 percent), and 1 is International (6.7 percent).

Of the 48 adjuncts/part-time faculty in 2012-2013, there were 42 whites (87.5 percent), 6 African-Americans (12.5 percent), 30 males (62.5 percent), and 18 females (37.5 percent). In fall 2013, there were 35 adjuncts/part-time faculty; 97 percent are white, 60 percent are male, 40 percent are female.

In 2012-13, there was one search that resulted in two hires. A female minority was one of the hires. Five adjunct positions were filled; two were minorities (one male and one female) and three were non-minority males.

- (d) The unit demonstrates effective efforts to help recruit and retain 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 Department has strong student diversity numbers, with higher percentages of African-Americans than the School and the region it serves. For 2012-13, the Department student enrollment was 60% female and 40% male. The Department's student racial breakdown is 66.7% white, 16.1% African American, 2.7% Asian, 5.3% Hispanic.

As of fall 2012, School of Media and Communication enrollment was 61 percent female and 39 percent male. Student enrollment is 65.8 percent white, 15.9 percent African-American, 4.8 percent Hispanic, 3.6 percent Asian American, 0.2 percent American Indian/Alaska native, 1.9 percent two or more races, and 7.8 percent unknown.

The service area population for the Department includes the Middle Atlantic states and Pennsylvania. The region is 51 percent female, 49 percent male, 70 percent white, 16 percent African-American, 12 percent Hispanic/Latino, 6 percent Asian, 0.4 percent American Indian/Alaskan native, 0.04 percent Native Hawaiian/other Pacific Islander, 2.6 percent two or more races, 4.9 percent other races.

Retention numbers from the University's Office of Institutional Research and Administration show that students of color first year to second year retention rates were 88 percent in 2007 and 91 percent in 2011. The most recent year reported for four-year graduation rates was 53 percent.

- (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.

There was no evidence of any problems. As noted earlier, the School has two administrators who serve as ombudspersons to deal with concerns and complaints.

Summary

The Department is proud to be part of what it calls “Diversity University.” It is a national leader on this standard in many ways. It embraces the journalistic advantages of its location in a major urban setting. The Department would benefit from updating its written diversity plan more often – and including timetables and measurements in the plan – as well as incorporating language about diversity into all syllabi, and increasing the diversity of its adjunct instructors. But overall, diversity and inclusiveness are strengths. The Department has a strong record in hiring full-time minority faculty, incorporating diversity into assignments for every skills class, and retaining minority students. Several of its projects could be models for other journalism programs. Philadelphia Neighborhoods has been rightfully recognized for its groundbreaking student work. The Department has been praised for its commitment to helping students cover inner-city communities, which benefits not only students seeking careers as journalists but also neighborhoods that need media attention.

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.

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

The Department has written criteria for selecting both full-time and part-time faculty. The Department chair has the responsibility for hiring the adjuncts. National searches are conducted for full-time tenure-track faculty.

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

While the percentages have dropped in recent years, adjunct instructors still teach more classes than is considered acceptable by ACEJMC. For example, for the academic year 2012-13, 53 percent of the classes were taught by full-time faculty members; however, in the spring only 48 percent of the classes were taught by full-time faculty. During the 2011-12 year, 49 percent of the classes were taught by full-time faculty in each semester; in 2010, the percentages were 45 percent for fall and 42 percent for the spring. The vast majority of adjunct instructors have bachelor degrees.

Students were quick to point out how capable the adjunct instructors were (with a few exceptions). Site team members met with four adjuncts and commented on their enthusiasm and commitment for the classes that they taught.

- (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 faculty are balanced in their professional and scholarly experience, although some faculty commented that the balance was currently skewed slightly toward professional faculty. All agreed that this would be remedied when the new faculty searches were completed. The professional tenured and tenure-track faculty have significant journalism experience and remain current in the field. Many students told site-team members that they frequently sought out their professors for professional advice and contacts for future internships and employment.

Several of the adjunct instructors have taught in the Department for many years and have developed rapport with the students and have helped them make connections to the profession. The adjuncts typically have decades of strong journalism experience.

Full-time faculty members hold memberships in both scholarly and professional organizations and make the most of opportunities to connect with others outside of Temple. For example, a number of faculty were planning to attend the Online News Association shortly after the accreditation visit.

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

Students fill out teacher evaluations after each class using the University's standard Student Feedback Form. In addition, students are encouraged to bring concerns to the chair's attention. The chair (who teaches each semester) has a positive relationship and open communication policy with students. Students were quick to praise the chair.

Although faculty are evaluated with peer evaluations and personal visits to the classroom before being tenured or promoted, it was not clear how often this occurs. Some faculty expressed concern and suggested that all faculty have peer visits every semester, regardless of where they stand in the tenure and/or promotion continuum.

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

It is clear that the faculty in the Department of Journalism are respected throughout the University. For example, during lunch with selected non-department personnel, those present praised the quality of the students in the Department, expressing their appreciation for the dedication of the faculty in training the students to be responsible journalists.

Others commented how involved departmental faculty were in the affairs of the University. The self-study bore this out. For example, since the last site visit, faculty members have been involved in Faculty Senate, served as advisers to student organizations and served on the Teaching and Learning Center Steering Committee, to mention just a few examples.

Summary

The full-time faculty of the Department of Journalism is made up of a mix of professionally focused and academically focused tenured, tenure track and non-tenure-track faculty, skewed slightly toward professionals. There is heavy reliance on adjuncts for meeting the teaching requirements of the Department, but this was expected to be at least partially alleviated when the current searches are completed and three tenure-track faculty are hired. The faculty are dedicated to the success of their students and take great pride in the accomplishments that their students and colleagues achieve.

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.

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

The Department supports scholarship in various ways. For example, faculty are encouraged to apply for sabbaticals when they are eligible. Since the last accreditation visit, nine faculty members have had semester-long sabbaticals. All were required to engage in meaningful scholarly activity as part of their sabbaticals. Projects included completing scholarly books, refereed journal articles, investigative journalistic books, photographic exhibits, etc.

The Department also supports faculty research, creative activity and professional activity by providing funds to attend conferences and workshops. Many faculty take advantage of the \$2,000 yearly travel budget.

Mechanisms are in place at both the School and University level that reward faculty for excellence in scholarly achievements. For example, the University has three \$5,000 awards. The School also has a number of awards that are distributed across the four departments of the School.

For the most part, faculty seem to respect each other's areas of scholarly expertise and appreciate the variety of creative outlets used to celebrate scholarly pursuits. Traditional academically trained faculty members, however, wanted to see more attention paid to academic research. All hoped that the current tenure-track search would result in a balance between creative and traditionally academic scholarship.

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

When a faculty member is hired, the expectations for teaching, service and scholarly activity are specified. Most tenured and tenure-track faculty are on a two-course per semester teaching load, although some tenured faculty have chosen to teach a heavier load (2/3 or 3/3) rather than produce scholarship. Most non-tenure track faculty (NTTs) teach a 4/4 load. Some NTTs with heavier service requirements teach fewer courses. This flexibility allows the Department head to assign appropriate loads that fit with the expectations of scholarship.

The Department has a tenure and promotion document that specifies requirements for tenure and/or promotion. The document included in the self-study was for the School in its former configuration, but the expectation was that the document for the newly structured school would be similar (if not identical). Faculty expressed understanding of what was expected for tenure and promotion, although there was some question about consistency in understanding about what was required to achieve full professor.

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

The evaluation criteria for promotion and tenure acknowledge and celebrate both professional and scholarly specializations. Faculty may apply for merit pay each year. Tenured and tenure-track faculty focus on teaching and scholarship for consideration of merit recognition whereas NTTs focus on teaching. Faculty who want to be considered for merit recognition are evaluated by the Department chair, a school-level faculty committee, the dean and the provost.

- (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.

Many faculty members attend academic conferences and professional events in order to share their work. For example, since the last accreditation visit, according to the self-study, faculty have presented a total of 46 refereed conference presentations.

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

The Department of Journalism supports both formally and informally intellectual curiosity, critical analysis and differing points of view. The faculty have yearly retreats where they discuss several important issues for the year. There are also several informal times where faculty gather to share ideas and insights. During the site team's visit, for example, several faculty met to discuss a current event. Each had a different opinion of what the best outcome should be, but it was clear that each faculty member respected the opinions of others.

One faculty member mentioned that there had been attempts in the School to host informal scholarly workshops, but did not feel that the sessions had been successful. Many faculty shared the hope that with three new faculty joining the faculty in 2014-15 there would be more opportunity for sharing scholarly successes.

Summary

The Department celebrates a balance of creative scholarly pursuits. Some faculty emphasize traditional academic publishing; others focus on professionally oriented scholarship. Both aspects are respected. One research-oriented faculty member in particular has a national reputation for distinguished work. Many faculty members continue to produce high quality journalism, which brings a currency to the classroom that the students respect and admire.

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.

(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 School of Media and Communication has an advising center with five full-time professional advisers, plus a director of advising. A sixth adviser position has been posted. Advisers work with all 3,000 students in the School, including the 635 journalism majors. They communicate via email on the School-wide listserv, posters and websites.

All freshmen and first-term transfer students meet with School advisers in the advising center, located in the basement of the School. All go through orientation. Transfer students are able to have their transfer credits evaluated by faculty during orientation, thus reducing the likelihood of repeating courses unnecessarily. Semester-long freshman seminars, which include advising assistance, are also available. The director of advising said that about 94 percent of freshmen, excluding special populations such as honors students and athletes, participate in the seminars. Some honors students and athletes do enroll as well, however.

After freshman year, advising for students is not mandatory (other than a requirement for an appointment to check on progress toward graduation after students take 90 hours). The Department encourages students who have taken 30 credits to meet with a journalism faculty adviser. The Department emails students with advising information and updates, and posts information on the Department website. Semester-by-semester guidelines are available, as are required checksheets. SMC's professional advisers are available for advising appointments, and also have 15-minute express advising opportunities. While the Department no longer has sequences, the Department provides students with a list of potential faculty advisers with backgrounds in specialization areas. Journalism faculty advisers help with course selection, career advice and portfolio critiques. Faculty can access the advising database and students and faculty can access the degree audit requirement system (DARS).

The Department reports that 91 percent of freshmen journalism students in 2011 returned in 2012. The six-year graduation rate for journalism students who began in 2006 was 73 percent. Both percentages exceed those for the University as a whole.

Unit administrators and faculty said advising information is circulated widely and often. In a meeting with about 15 students, opinions about the quality of advising varied. Some students said they weren't aware they could schedule appointments to see journalism faculty for advising assistance. Some described the School advising system as "impersonal" and some were confused about how many hours are required to graduate and what courses are required. Some said they think the lack of sequences hurts advising. Others said the system works fine for them because they pay attention to communications from the department and seek help from journalism faculty. All agreed that faculty are accessible for advising advice, but some said requiring formal advising appointments would help. Advising administrators said that at one time, advising was required, but it caused problems at a university like Temple, where many students work several jobs and couldn't schedule appointments to lift holds on their

registrations. The administrator said the culture at Temple is: “Give students the tools to take ownership to meet their needs.”

(b) Faculty are available and accessible to students.

Department faculty are available to meet with students. It is up to students to reach out to faculty to schedule appointments. The Department directs students to faculty with expertise in the specialization areas students are interested in. Faculty said in interviews they may see anywhere from two to 15 students each semester seeking help with advising. Students and staff mentioned the impact on students when one of the most beloved advisers, who had helped students for 38 years, retired in summer 2013.

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

The Department has a website and listserv. The University uses the Banner and DARS system that allows students to see their records. The SMC has a listserv for announcements about events and scholarships, and an online School calendar.

(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 Department, School and University have an outstanding array of media organizations and high-quality student media. There are seven student media outlets for students interested in print, magazine, television, radio, visual and digital media careers. Many have won major national awards for student work. The Department chair said almost all the students on the campus newspaper staff are journalism majors. At the meeting with students, almost all said they participate in at least one of the student media platforms.

The School’s Center for Student Professional Development gives students guidance about resumes and cover letters, interviewing, networking tips and searching for internships and jobs. The center also offers guidance on applying to graduate school, putting together portfolios, and using personal websites as a branding tool. A Broadcast Career Night is held each year and employers are brought to campus through various events throughout the year. Neither the School nor the University tracks job placements.

(e) The unit gathers, maintains and analyzes enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success.

Clear and accurate data are published on the accredited unit’s website. The Department collects and analyzes this information, and publishes it on its website.

Summary

In 2007, the site team found the Department out of compliance on this standard, mainly because advising “provided the only significant student complaints.” It concluded that advising problems identified in the 2001 visit had not been fully resolved. The 2009 revisit

team noted that the Department and the School had aggressively responded by hiring advisers, expanding access to an advising database, preparing check-sheets and posting course prerequisites. A survey of 17 alumni from 2008 showed improvement in advising, the revisit team noted. It found the Department in compliance in 2009. Since then, the Department and the School have continued to improve the advising system. Since 2009, the School has hired two more full-time advisers and has started a search for another. Email and listserv correspondence between the Department and students and the School and students demonstrated effective communication about requirements, activities and opportunities.

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

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

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

The Department's budget is detailed, and outlines expenditures for faculty and staff salaries, teaching assistants, supplies, operations equipment and travel. Overall budget numbers reflect a reduction from \$1.81 million in 2010-2011 to \$1.74 million in 2012-13.

The budget reflects minimal funding annually for non-compensation, operational purposes, with more than 90 percent of the budget directed toward faculty and staff. But additional funding for the Department is managed by the School of Media and Communication, which utilizes funds to support mutual goals among the School's departments.

As a result of budget reductions and shared funding, it is difficult to see a reflection of the strategic plan in the existing budget. However, three new faculty lines are allocated for the 2014-2015 academic year, which supports the plan, and technology fees provided by the university through SMC are critical for advancing the technological goals and multimedia curriculum of the department.

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

With search for three new faculty underway, it appears that the Department's needs are recognized and answered to a significant degree during this academic cycle.

In addition, the Department received on average \$33,000 per year for the past three years in technology fees, and shares facilities and equipment, such as computers in computer labs, and audio-visual equipment that is funded through other SMC initiatives and shared programs.

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

The Department has a number of facilities and related resources that support the mission at an adequate level.

All faculty members are housed in Annenberg Hall, and full-time faculty members have their own offices. With two Mac labs and one PC lab in Annenberg Hall, and another at the Center City campus, the Department has adequate classroom access to technology. Additional classrooms, a theater, an audio studio, a 10-workstation digital darkroom with printers, three television studios, and video editing workstations in the building support a broad range of class styles and sizes, as well as a University television station that cablecasts on Comcast and Verizon cable systems. All classrooms and labs are outfitted with flat screen monitors and projectors.

Additional technology access is provided at the University's TECH Center, a 700-seat computer lab that features both Mac and PC workstations. This facility features a wide range

of software programs appropriate for the department's writing, design, and multimedia curriculum.

More classrooms and facilities across campus are available for large lecture classes and other activities.

In general, faculty and administrators are satisfied with the current availability of technology, facilities, and space, although current enrollment of 635 journalism majors suggests that more lab space and equipment may be necessary and would be fully utilized.

(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.

Both students and faculty enjoy access to quality technology and equipment that support its multimedia storytelling focus as well as various creative activities.

The relatively new TECH Center (2006) is in operation for large portions of each day. Computer labs in Annenberg and at the Center City campus, as well as numerous state-of-the-art video and still cameras, lighting kits, microphones and additional technology for checkout provide students with access to quality equipment. An equipment staff is available during normal office hours to provide training, checkout, and maintenance of equipment.

Along with existing equipment, this staff provides service and oversight for \$140,000 worth of new professional video field equipment purchased by SMC in the summer of 2013. That equipment is available to journalism students as well as other students in the School.

Faculty members are provided desktop or laptop computers, and can request iPads from the Department for use in multimedia production and presentation purposes. Labs are outfitted with dedicated workstations, which provide quality multimedia teaching environments.

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

The Samuel L. Paley Library is close to the Annenberg Hall and next to the TECH Center. It is an accessible and comprehensive facility with a broad array of books, journals, archives, online resources and other electronic information sources for faculty and student research endeavors. There is wide ranging respect for the librarian who is assigned to the department for her enthusiasm and knowledge related to library services and training for students and faculty.

Summary

Resources, facilities and equipment are appropriate for the needs of the students and faculty in the Department. Technology is up to date and the Department is committed to continuing to provide necessary technology for a curriculum dedicated to multimedia.

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.

(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 School has two advisory boards. One is the Board of Visitors, which meets twice a year and has nine alumni on the 17-member board. The other is the School's Alumni Association Board, which meets five times a year and has 11 members, all alumni. The Department has an advisory board comprised of 16 members, most of whom are alumni and professionals in the region. They meet on campus at least once each year. The School has an alumni magazine, published quarterly, a biannual newsletter and a Facebook page with more than 2,800 friends and daily status updates. The Department's advisory board is used to assist with efforts like assessing the capstone course. Faculty stay current with multimedia issues and trends.

(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 Department has an outstanding record in this area. It hosted workshops for mid-career journalists, a sports journalism summit in collaboration with the regional Associated Press Sports Editors group, judging of a regional photojournalism contest, American Press Institute workshops on new business models and journalism ethics in the digital age, a four-day NICAR bootcamp, just to name a few activities and events. For more than 40 years, the Department has been one of the training sites for the Dow Jones Newspaper Fund Editing Intern Program. The Department allows local chapters of SPJ, NAHJ, NABJ, ONA and AAJA to use its facilities for workshops. Two members of the Department faculty serve on the student media publications board.

(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 Department has an excellent record of service to journalism and mass communication academic disciplines. Faculty hold leadership positions in regional, state, national and international academic organizations. They serve as judges and research paper reviewers, as AEJMC committee chairs, and as conference moderators and panelists. For five years, the Department co-organized and hosted BarCamp NewsInnovation, for discussions about the changing nature of journalism. It included an "open data hackathon" for journalists and academics from the Northeast and Mid-Atlantic region. The School's Center for Public Interest Journalism provided financial support for more than 60 area journalists to attend national conferences, including ONA, NABJ, IRE/NICAR and the Logan Symposium on Investigative Journalism.

Service is expected but not weighted as heavily as teaching and creative/research activities in tenure and promotion decisions. Travel money to support leadership positions in professional

and academic associations is determined on a case-by-case basis. In addition, all full-time faculty may receive up to \$500 reimbursement for a trip to a conference or workshop in support of professional development (maximum of \$1,000 per year).

(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.

This is an area of strength for the Department. There are numerous examples of service to the Philadelphia community. In 2010, the School launched the Center for Public Interest Journalism, which supports projects to improve the quantity and quality of public interest news in the Philadelphia region. One of the projects is a series of community conversations between journalists and underserved communities. The Department chair is director of the center, and a member of the faculty serves on the board.

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

In 2011, the Department took over a summer high school journalism program formerly run by the *Philadelphia Daily News*. Each summer, 15-20 students learn journalism skills in the multimedia urban reporting lab on the Center City campus. The *Daily News* prints the students' newspaper.

Prime Movers Philadelphia, which creates journalism clubs in local high schools, began in 2008. At one time, it had as many as 20 schools participating. This year, there are about half a dozen, mainly because of high schools' financial problems. Grants help support the program. Temple journalism students work weekly in the program. The Department also conducts workshops for high school teachers.

Summary

The Department has an exemplary record of professional and public service, in keeping with the University's mission and location.

COMPLIANCE

PART II— Standard 9: Assessment of Learning Outcomes

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

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

The Department of Journalism has collapsed the Council’s “Professional Values and Competencies” into the following nine concepts:

1. Strong skills in reporting, writing, photography, audio/newsgathering, print and Web editing and design;
2. The ability to critically analyze past and present trends of journalism and to help craft alternative forms of journalism for the future;
3. A strong sense of ethical responsibility and the knowledge necessary for ethical decision-making;
4. An understanding of digital and interactive media technologies;
5. The ability to provide information in multimedia formats;
6. A culture of collaboration through team reporting...
7. ...in order to tell stories emanating from a diverse urban environment;
8. A keen understanding of the increasingly global nature of today’s journalistic environment;
9. An appreciation of free expression and awareness of legal constraints guiding responsible journalism.

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

The Department has an assessment plan that was created in 2007 and revised in February 2013. Under each of the competencies (listed above), the plan lists evaluation methods, which include:

1. Standardized core objectives for core courses;
2. Student course evaluations;
3. Internship site evaluations;
4. Grading and evaluation of drafts and final versions of papers, projects, exams and other assignments;
5. Reviewing curriculum at the annual faculty retreat;
6. Capstone directors providing feedback on concerns seen across all students;
7. Departmental awards;
8. External review of capstone material by Advisory Board.

The assessment plan does not divide these evaluation methods into direct or indirect measures. However, the self-study indicates five direct measures and three indirect measures. Some of the direct measures do not seem to fit ACEJMC’s definition of a direct measure. For example, “informal discussions with full- and part-time faculty, as well as students” was listed as a direct measure. This seems inconsistent with ACEJMC’s understanding of assessment as a “focused and deliberative process.”

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

The Department regularly collects data, but there was little evidence in the self-study of reporting data in a systematic and helpful way. For example, every year there is a journalism alumni survey, but the data have not been aggregated over time in a systematic way that would enable the Department to analyze the findings with an eye toward curriculum revision.

The capstone course known as PhiladelphiaNeighborhoods.com has an assessment tool that attempts to address eight of the nine learning outcomes, but there was little evidence of examining the data over time and making adjustments to the experience based on the results of the data.

The Department reported that, based on the data from PN.com, among others, it added the requirement for Elements of Writing, added a photo component in the required Audio/Video Newsgathering course, added the junior level multimedia storytelling course as a requirement (JRN3601), and moved to get students to report off-campus more and sooner. However, the data and the identification of weaknesses in students' mastery of these competencies were not available to the site team.

There are no pre-test, post-test measures so it is difficult to understand what impact the instruction has had on students' learning outcomes. Additionally, comparison measures that would allow the faculty to better understand whether they were meeting their assessment goals also seemed absent.

(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 maintains regular contact with its alumni. It conducts an annual alumni survey. The survey includes many items, several of which apply to the learning outcomes the Department has stated in its assessment plan. However, the data don't seem to be analyzed in any meaningful way. For example, the survey asks alumni to answer whether the Department helped prepare them for "knowledge of ethical issues in journalism." In 2008, the mean was 6.11 on a seven-point Likert Scale. The following year the results were 5.77. Does this mean ethical knowledge is decreasing? There is no evidence in the self-study that any systematic analysis was done with the result. (This is just one example of the data points.)

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

The Department includes members of the journalism profession in its assessment process, particularly in the capstone experience. The Department does this regularly in an informal way and somewhat formally using its advisory board to conduct an assessment of the quality of the PhiladelphiaNeighborhoods.Com site.

Professionals interact regularly in many classes. In fact, as previously noted, many professionals serve as adjuncts in the Department, which provides the students with current, real-world access.

Summary

The Department has developed an assessment plan that attempts to measure the core competencies prescribed by ACEJMC. However, to this point, a rigorous and systematic analysis of the data seems to be missing. In addition, there is little evidence that the Department has used the data from assessment to make curricular changes—even though it is evident that curricular changes have occurred.

NON-COMPLIANCE

PART III: Summary by site visit team

- 1) Summarize the strengths and weaknesses of the unit.

Strengths

- Creative and effective use of the classroom and the city for preparing students to cover all dimensions and classes of a multicultural urban environment
- Full-time faculty members balanced in academic and particularly professional experience and dedicated to taking advantage of the city and its environs for helping students to learn multimedia, multicultural journalism by study and by doing
- Part-time faculty members from the city's rich media environment experienced in teaching and passionate about developing students' potential
- An accessible, supportive, ceaselessly energetic chair who has lifted and sustained faculty, staff and student morale
- A faculty and student body at least as diverse as the population of Temple's service area and more diverse than most U.S. schools of journalism and mass communication
- Faculty, staff and students committed to serving the profession and the community with a range of programs
- Current, well-maintained and accessible digital technologies to support the Department's curricular mission and to enable faculty and students to do their best work

Weaknesses

- An assessment program that is not yet adequately developed to evaluate student learning, identify weaknesses in graduates' mastery of ACEJMC professional values and competencies, and actions to address them
- Long-range planning, including in diversity, that does not fully capture the accomplishments, aspirations and potential of the Department
- Too few full-time, tenure-track faculty members to serve the Department's mission and deliver the baccalaureate, master's and doctoral programs
- A building that has been ingeniously adapted in its nooks and crannies from basement to the third floor to serve instructional and administrative needs but does not reflect the excellence of the School and Department

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

Standard 9, Assessment of Learning Outcomes

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

The Department must refine its assessment program to ensure that it has the mix of direct and indirect measures ACEJMC requires, applies them regularly and consistently, gathers and analyzes the findings systematically, and addresses weaknesses the measures identify.

4) In the case of a recommendation for provisional accreditation, list the deficiencies that must be corrected 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 2007 site team found the Department out of compliance on Standard 6, Student Services, and Standard 9, Assessment of Learning Outcomes, and recommended provisional re-accreditation. The 2009 revisit team reported that the Department had addressed the concerns of the 2007 site team, found it in compliance on both standards, and recommended re-accreditation.

In fall 2013, the School had five full-time advisers, not including the director, and has a posting for the hiring of another. It has strengthened its orientation and group advising activities, refined online advising materials for students and increased its ways of communicating with students.

Since 2007 the Department has executed what it considers appropriate direct and indirect measures of assessment, collected information and acted upon it. The 2013 site team is concerned that the Department may not fully understand what ACEJMC means by direct and indirect measures and their application and urges the Department to review "A Guide to Assessment of Learning Outcomes for ACEJMC Accreditation." (See ACEJMC's Web site.)

The 2007 site team reported a heavy reliance on adjunct professors and non-tenure-track professors to carry out the Department's core mission. That reliance continues. The Department is clearly sensible to take advantage of the resources of the journalism media and professions in the Philadelphia area. Many of the adjunct professors have taught for years in the Department and are dedicated, skilled and deeply caring instructors. At the same time, the Department and School recognize the need for a more appropriate balance between tenure-track professors and full-time and part-time professionals. At the time of the visit, the Department was searching for three tenure-track faculty members and the dean expressed a commitment to hiring more tenure-track faculty for the Department.

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

The self-study offered a concise response to ACEJMC's questions for each standard and provided tables and documentation in appendices in a separate folder. The site team would have preferred that much of this evidence were integrated into responses for each standard. Although the Department was quick to provide information on request on site, the search for it complicated the team's task. Finally, a more comparative analysis throughout the self-study of the information reported in 2007 and 2013 would have highlighted the Department's progress between those years and brought into sharper profile the distinctiveness and distinction of the School.