

**Report of On-Site Evaluation
ACEJMC
Undergraduate program**

2012– 2013

Name of Institution: University of Minnesota-Twin Cities
Name and Title of Chief Executive Officer: President Eric Kaler
Name of Unit: School of Journalism and Mass Communication
Name and Title of Administrator: Director Albert R. Tims

Date of 2012 - 2013 Accrediting Visit: Oct. 14-17, 2012

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

Date of the previous accrediting visit: Oct. 22-25, 2006
Recommendation of the previous accrediting team: Re-accreditation
Previous decision of the Accrediting Council: Re-accreditation
Recommendation by 2012 - 2013 Visiting Team: Re-accreditation

Prepared and submitted by:

Team Chair

Name and Title: Christopher Callahan, dean and vice provost _____
Organization/School: Walter Cronkite School of Journalism and Mass Communication, Arizona State University _____

Signature _____

Team Members

Name and Title: Jan Slater, dean _____
Organization/School: College of Media, University of Illinois _____

Signature _____

Name and Title: Patricia Thompson, director of student media _____
Organization/School: Meek School of Journalism and New Media, University of Mississippi _____

Signature _____

Name and Title: Ward White, strategic officer _____
Organization/School: Edelman _____

PART I: General information

Name of Institution: University of Minnesota
Name of Unit: School of Journalism and Mass Communication (SJMC)
Year of Visit: 2012

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

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

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

- Private
 Public
 Other (specify)

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

The University of Minnesota was originally established under Chapter 3 of the Territorial Laws of 1851, and charged with providing territorial citizens "...the means of acquiring thorough knowledge of Literature, Science and the Arts." In 1974, the state legislature amended the Minnesota Constitution to incorporate Chapter 3 of the Territorial Laws, under Article 13, Section 3, "perpetuating unto the University all rights, immunities, franchises and endowments previously conferred."

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: October 22–25, 2006

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

The SJMC's first ACEJMC accreditation occurred in 1948.

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

The SJMC mission statement is included as Exhibit Part I.I in the self-study.

7. What are the type and length of terms?

- Semesters: 15 weeks
- Quarters: N/A
- Summer sessions: eight weeks
- Intersessions: three weeks

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

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

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

One hundred and twenty semester-hour credits are required for graduation.

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

One semester-hour credit (S/N) is earned in conjunction with an internship. Students may register for up to three internships for a total of three credits.

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

SJMC offers three tracks of study: professional journalism, professional strategic communication, and mass communication. The Director of Undergraduate Studies and the Undergraduate Committee provide overall coordination of all three tracks of study.

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

Twin Cities campus undergraduate enrollment: [Source: <http://www.oir.umn.edu/>]

30,610 (fall 2011)	30,519 (fall 2010)
28,856 (spring 2012)	29,061 (spring 2011)

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):

Spring 2012	
Name of Sequence or Specialty Track	Undergraduate Majors
Professional Journalism	275
Professional Strategic Communication	506
Mass Communication	29
Premajors	<u>142</u>
Total	952

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

The following enrollment numbers will be finalized at the end of the second week of fall semester. Updated numbers will be available to the team on site.

Fall 2012 Projected Skills Courses

Course Number	Course Title	Class Type	Projected Enrollments	Notes
JOUR 3101-001	News Reporting and Writing	Lec/Seminar	16	
JOUR 3101-002	News Reporting and Writing	Lec/Seminar	16	
JOUR 3101-003	News Reporting and Writing	Lec/Seminar	16	
JOUR 3102-001	Convergence Journalism	Lec/Seminar	20	
JOUR 3102-003	Convergence Journalism	Lec/Seminar	20	
JOUR 3121-001	Intermediate News Reporting	Lec/Seminar	20	
JOUR 3121-002	Intermediate News Reporting	Lec/Seminar	16	
JOUR 3155-001	Editing-Print/Digital Audience	Lec/Seminar	18	
JOUR 3173W-001	Magazine Writing	Lec/Seminar	20	
JOUR 3241-001	Copywriting	Lec/Seminar	17	
JOUR 3241-002	Copywriting	Lec/Seminar	20	
JOUR 3251-002	Evaluative Research in Strat Comm	Lec/Seminar	76*	
JOUR 3261	Media Planning	Lec/Seminar	21	
JOUR 3279W-001	Professional Writing for Strat Comm	Lec/Seminar	20	
JOUR 3279W-002	Professional Writing for Strat Comm	Lec/Seminar	16	
JOUR 3279W-003	Professional Writing for Strat Comm	Lec/Seminar	20	
JOUR 3321-001	Media Design	Lec/Seminar	20	
JOUR 3321-003	Media Design	Lec/Seminar	20	

JOUR 3321-004	Media Design	Lec/Seminar	20
JOUR 3321-005	Media Design	Lec/Seminar	20
JOUR 3451-001	Electronic News Writg, Reportg	Lec/Recitation	18
JOUR 3451-002	Electronic News Writg, Reportg	Lab/Discussion	N/A
JOUR 4242-001	Advertising Portfolio Devmt	Lec/Seminar	20
JOUR 4259-001	Cases: Strat Planning/Thinking	Lec/Seminar	20
JOUR 4259-003	Cases: Strat Planning/Thinking	Lec/Seminar	20
JOUR 4259-004	Cases: Strat Planning/Thinking	Lec/Seminar	16
JOUR 4259-005	Cases: Strat Planning/Thinking	Lec/Seminar	20
JOUR 4259-006	Cases: Strat Planning/Thinking	Lec/Seminar	20
JOUR 4263-001	Strategic Comm Campaigns	Lec/Seminar	20
JOUR 4263-002	Strategic Comm Campaigns	Lec/Seminar	19
JOUR 4263-003	Strategic Comm Campaigns	Lec/Seminar	17
JOUR 4302-001	Electronic Photojournalism	Lec/Seminar	16
JOUR 4451-001	Adv Electronic News Writing & Rptng	Lec/Recitation	13
JOUR 4990	Covering Sports Across the Media	Lec/Seminar	11
JOUR 4992	Capstone: Field-based Practicum	Lec/Seminar	17
JOUR 5131-001	Capstone: In-Depth Reporting	Lec/Seminar	10
JOUR 5174-001	Capstone:Magazine Editg & Production	Lec/Seminar	23

*This is a lecture-based course with no lab sections and therefore open to larger enrollments.

15. Total expenditures planned by the unit for the 2012-2013 academic year:

Percentage increase or decrease in three years:

Amount spent this year on full-time faculty salaries:

- The anticipated unit expenditure for 2012-13 is \$6,149,749. This figure includes salary and fringe costs.
- This figure represents a 4 percent decrease over three years. In FY 2009-2010, total unit expenditure was \$6,398,904 including salary and fringe.
- The amount spent in FY 2011-12 on full-time faculty salaries will total \$2,209,464, including fringe.

16. List name and rank of all full-time faculty. Identify those not teaching because of leaves, sabbaticals, etc. (Full-time faculty refers to those defined as such by the unit.)

The School has 22 tenured, tenure-track and contract (term) faculty. Additionally, there are six full-time academic appointees (two teaching specialists, one lecturer, two program directors, and one senior fellow). See the following for a complete listing of SJMC faculty.

Full-time Tenured, Tenure-Track, and Contract (Term) Faculty

Name	Rank
Jennifer Ball	Assistant Professor
Giovanna Dell'Orto	Assistant Professor
Kenneth O. Doyle	Associate Professor
John Eighmey	Professor and Mithun Land Grant Chair in Advertising
Kathleen A. Hansen	Professor
Jisu Huh	Associate Professor
Christopher Ison	Associate Professor (Term)
Jane Kirtley	Professor and Silha Professor of Media Ethics and Law
Heather LaMarre	Assistant Professor
Seth Lewis	Assistant Professor
Jolie Martin	Assistant Professor
Mark Pedelty	Associate Professor
Amy Sanders	Assistant Professor
Dona Schwartz	Associate Professor
Catherine Squires	Associate Professor and Cowles Professor of Journalism, Diversity & Equality
Daniel Sullivan	Professor and Cowles Professor of Media Management and Economics
Shayla Thiel-Stern	Assistant Professor
Albert R. Tims	Associate Professor and Director of the SJMC
Brendan Watson	Assistant Professor
Daniel B. Wackman	Professor
Jennifer Williams	Assistant Professor (Term)
Marco (Ijzer) Yzer	Associate Professor

Full-time Academic Appointments

Name	Rank
Dana Benson	Teaching Specialist
Gayle Golden	Lecturer
Jennifer Johnson	Teaching Specialist
Nora Paul	Program Director (Administrative Title with Teaching Responsibilities)
Keith Moyer	Senior Fellow
David Therkelsen	Interim Program Director (Administrative Title with Teaching Responsibilities)

Leaves/Sabbaticals

The following full-time tenured/tenure-track faculty will have reductions in teaching during Fall 2012-Spring 2013:

Name	Leaves/Course Reductions
Giovanna Dell'Orto	Single Semester Research Leave (Spring 2013)
Kenneth O. Doyle	Medical Restrictions (2 courses)
John Eighmey	Administrative Course Release (1 course)
Jennifer Ball	New Hire Course Release (Fall 2012)
Kathleen Hansen	DUGS Administrative Course Release (1 course)
Jisu Huh	DGS Administrative Course Release (1 course)
Jolie Martin	Unpaid Industry Leave (Fall 2012-Spring 2013)
Mark Pedelty	Internal Faculty Visitor Leave (Fall 2012-Spring 2013)
Dona Schwartz	Sabbatical Leave (Fall 2012-Spring 2013)
Catherine Squires	Internal Faculty Visitor Leave (Fall 2012-Spring 2013)
Shayla Thiel-Stern	Single Semester Research Leave (Fall 2012)
Albert R. Tims	Director Administrative Course Release (3 courses)
Brendan Watson	New Hire Course Release (Spring 2013)
Marco (Ijzer) Yzer	Research Course Release (1 course)

Retirements and Resignations

Between 2006 and 2011, three professors retired from the School: Tsan-Kuo (T.K.) Chang, Hazel Dicken-Garcia, and Ronald J. Faber. During this same period, two faculty were non-renewed: Linus Abraham and Donald Brazeal. Three faculty took positions at other academic institutions: Kathy Roberts Forde (University of South Carolina), Rachel Davis Mersey (Northwestern University), and Michael Stamm (Michigan State University). Two faculty returned to private industry: Gary Schwitzer and Brian Southwell.

17. List names of part-time/adjunct faculty teaching at least one course in Fall 2012. Also list part-time faculty teaching in Spring 2012. (Those schools whose accreditation visits occur in Spring 2013 should provide an updated list of faculty names at time of visit.)

During 2012 fall, 22 part-time faculty will be teaching at least one course. In addition, two graduate student teachers of record will teach at least one course. During the preceding term, spring 2012, there were 30 part-time faculty, in addition to three graduate student teachers of record, teaching at least one course.

Part-time Academic Appointments

Spring 2012

Name

Gerald Anderson
Germaine Broeckert
Dee DePass
Jack El Hai
Daniel Gore
Earl Herzog
David Husom

Martha Sichko Jones
Kent Kaiser
Matthew Kucharski
Elizabeth Larsen
Camille LeFevre
Peter Martin
Paul McEnroe
Sarah McKenzie
Bruce Moorhouse
Leslie Plessner
Jim Pounds
Victoria Reid
Jeanne Schacht
Rupa Shenoy
Patrick Strother
Daniel Sullivan
David Therkelsen
MaryJo Webster
Carol Weitz
Arlene West
Steve Wehrenberg
Michelle Wood
Mike Zerby

Part-time Academic Appointments

Fall 2012

Name

Gerald Anderson
Dee DePass
Daniel Gore
Earl Herzog
David Husom
Kent Kaiser
Eva Keiser
Matthew Kucharski
Elizabeth Larsen
Lu Lippold
Nancy (Nance) Longley
Peter Martin
Sarah McKenzie
Bruce Moorhouse
John Rash
Victoria Reid
Jeanne Schacht
Rupa Shenoy
Patrick Strother

Carol Weitz
 Arlene West
 Mike Zerby

18. Schools on the semester system:

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

Academic Year	Total # Graduates	80 or More Semester Hours Outside the Major		65 or More Semester Hours in Liberal Arts/Sciences	
		Number	Percent	Number	Percent
		2011-12	283	283	100%
2010-11	329	329	100%	329	100%

PART II — Standard I: Mission, Governance and Administration

Unit performance with regard to indicators:

- (a) The unit has a mission statement and engages in strategic or long-range planning 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 University of Minnesota was one of the first schools to provide journalism education, offering classes in 1910 and awarding its first journalism degree in 1917. Five years later, the University created the Department of Journalism within the College of Science, Literature and the Arts, and in 1940 the department was moved into Murphy Hall, named in honor of former Minneapolis Tribune Publisher William J. Murphy, who created an endowment for the program. Murphy Hall was one of the first buildings at a U.S. university designed and built exclusively for journalism education. Shortly after moving into Murphy Hall, the department was elevated to a school. The School of Journalism became the first in the nation to establish a research division in 1944. Four years later, Minnesota was among the first schools to receive accreditation from the newly established American Council on Education for Journalism.

Today the School of Journalism and Mass Communication offers a B.A. in Journalism in three tracks: Professional Strategic Communication, Professional Journalism, and Mass Communication. It also offers minors in Mass Communication and New Media Studies, three master's degree programs and a Ph.D. Only the undergraduate degree major in Strategic Communication and Journalism is being reviewed. Journalism is the only degree among more than 70 majors within the College of Liberal Arts that has its own, more rigorous admission standards. University officials uniformly describe SJMC as a top and highly respected program across campus with outstanding and highly engaged students. The dean described SJMC as a "signature" program within CLA.

The primary mission of the School is to prepare students for a wide range of careers within journalism and strategic communication while expanding knowledge of mass communication and its roles in society. The School continues its tradition of teaching journalism and strategic communication based on the "Minnesota Method," where "theory drives practice." SJMC does not consider itself a professional school, but rather a "professionally oriented" liberal arts program. Within the major, students are required to take a blend of context courses and professional, hands-on coursework within a highly flexible curriculum that has only two required courses across all specializations. Internships are offered and, though not required, many students take advantage of the school's location in a major metropolitan area for professional work through internships and a series of embedded practicum experiences inside news organizations around the Twin Cities.

From 1998 to 2010, SJMC was guided by a strategic plan called the New Media Initiative, which generally addressed the fast-changing media landscape in the digital world. That strategic plan, adopted by both the School and College, followed a major investment by the state Legislature into UM's journalism program. In 2011, CLA charged each of its units with developing new strategic

plans. That process continues at SJMC. A planning document for the School's new strategic plan reads, in part: *"We are in a continuing global information technology revolution, giving rise to richer, more rapid media content blurring the conventional boundaries of information and persuasion. ... In every realm of society, people and organizations need advanced skills, concepts and sensibilities that will enable them to communicate effectively and appropriately via multiple media for increasingly diverse audiences."*

While the strategic planning process continues, the SJMC planning document said significantly more resources will be required. The School has seen budgetary cutbacks over the past few years as legislative support to the University overall has declined. The Institute for New Media Studies, a major feature of the last self-study, has since been folded into the Minnesota Journalism Center. The strategic planning document warned that SJMC *"cannot make further reductions without compromising its core mission of serving students and conducting scholarship."* The School is asking CLA to fund eight new faculty positions over the next few years to adequately serve its core mission while expanding scholarship and the curriculum *"in ways that take advantage of this definitive opportunity to rethink the nature of journalism and strategic communications in a globalized society."* The size of the full-time faculty, 28, remains unchanged from 2006. There are two faculty searches under way.

SJMC enrolled 810 majors and 142 pre-majors in Spring 2012. Among the majors, nearly two-thirds (506) were in Strategic Communication, with 275 in Journalism and 29 in Mass Communication. Over the six-year accreditation cycle, the number of Strategic Communication and Mass Communication students remained stable, but Journalism saw a 23.2 percent decline, down from 358 in 2006. SJMC remains the second largest major within the College of Liberal Arts (psychology is the largest). There were 142 pre-majors in Spring 2012, down dramatically from 358 six years earlier, but that was attributed to a different method of counting pre-majors (SJMC now lists pre-majors only as those already accepted into the major but who have yet to start, while previously any student who indicated a desire to be a SJMC major was counted).

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

The School's faculty governance is clearly set out in the Regulations of the Faculty of Journalism and Mass Communication. The bylaws were first adopted in 1957 and updated 14 times since, most recently in March. While the bylaws call for a minimum of one faculty meeting each semester, SJMC met 12 times during the 2011-12 academic year. The standing committees include: Undergraduate Studies, Graduate Affairs, Salary Increment, Strategic Planning, Diversity and Search. At least one student is appointed to the Undergraduate, Graduate, Diversity and Search committees.

- (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 School is led by a director, who reports to the CLA dean and serves three-year terms. The dean reviews the director each year and conducts a comprehensive review every three years. Part of that annual process is a review by the SJMC Salary Increment Advisory Committee, which provides an oral report to the faculty and a written report to the dean.

The current director has served for 15 years, first as interim director from 1997 to 1999 and as director for the past 13 years. He was appointed to a fifth three-year term in June 2011 following a strong endorsement from SJMC faculty. The high-energy director is clearly the “face” of the program within the University, among alumni and throughout the professions. Well liked among most faculty, he is credited with driving a series of curriculum innovations in recent years and improving ties to the professional communities. Some faculty said he has suffered from not having an assistant director to help with the wide array of administrative duties. Within the College, he is serving this year as vice chair of CLA’s Council of Chairs, and will be the council chair next year. The dean praised the director as a highly accomplished administrator who has successfully resolved a series of deficiencies from the 1980s and 1990s to move the program significantly forward. The dean expressed concern about the ability to attract the kind of top-level, impactful and prominent scholars whom he wants to bring to SJMC.

The administrative team includes the Undergraduate Studies director (who was singled out by students and faculty for her skills, dedication and responsiveness), Graduate Studies director, the director’s chief of staff and the heads of the Minnesota Journalism Center and the Silha Center for the Study of Media Ethics and Law. Most administrative appointments are made by the director in consultation with and subject to review by the faculty. The graduate director is elected by the School’s graduate faculty each year. The School also has a national board made up of industry leaders who advise the director.

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

The dean of CLA appoints the director in consultation with the School’s faculty, representatives of the communications professions and others.

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

Faculty and staff are encouraged to take up concerns with the director or assistant to the director. The School first attempts to resolve issues in-house. If the issue cannot be resolved internally, University grievance policies are followed. Faculty and staff also can file concerns with CLA’s associate dean or CLA Human Resources. Students are encouraged to bring any concerns directly to the person involved first. If that does not resolve the issue, students can file a written grievance with the undergraduate or graduate director or directly to the SJMC director. The SJMC Undergraduate Student Handbook outlines the policies and procedures. Decisions can be appealed to CLA and ultimately the University.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

Discussions of indicators b, c and e must describe and evaluate the individual academic sequences in the unit.

- (a) The unit requires that students take a minimum of 80 semester credit hours or 116 quarter credit hours outside of the unit and a minimum of 65 semester credit hours or 94 quarter credit hours in the liberal arts and sciences (as defined by the institution) outside of the unit.

The SJMC is in 100 percent compliance of the 80/65 rule.

- (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.)

There are two professional tracks with the School: Journalism and Strategic Communication. Strategic Communication is the largest track with 506 students; journalism has 275 students.

PROFESSIONAL JOURNALISM

Students interested in print, broadcast, visual or online journalism enroll in the Professional Journalism track. All majors take Introduction to Mass Communication, Information for Mass Communication and, before Fall 2012, one visual communication course. Professional Journalism majors are required to take Beginning News Writing and Reporting, and Mass Communications Law. Students have a wide variety of choices for their additional skills and context classes.

The curriculum is varied and appropriate. Online training is integrated into most skills classes; and there are offerings of digital media-specific courses such as Economics of New Media and Convergence Journalism. Faculty said they think that the SJMC has successfully revised its curriculum to reflect the growing need for journalists with skills in digital media and data journalism. Employers contacted said journalism majors they hire are prepared for their jobs.

Students had high praise for their instructors, and almost without exception said they feel they are getting an education that will prepare them for media careers. They value having professors with professional experience, and they expressed appreciation for their many opportunities for real-world experience.

MinnPost.com, created by the former publisher of the Star Tribune, received a grant from the Ethics and Excellence in Journalism Foundation to hire a reporter to work with the instructor and students in SJMC's In-Depth Reporting class in 2010 and 2011. In Fall 2011, the SJMC created the Murphy News Service in partnership with the Minnesota Newspaper Association. Headed by two faculty, the news service works with student journalists to write stories for newspapers around the state. Practicums allow students to embed in the newsroom at the Minnesota Public Radio News, the online sports, photography, local news, and politics desks of the Pioneer Press and at the Star Tribune. The students work 14 hours each week, participate in weekly classes held on site, and are paid for their content.

Most of the students who work at the Minnesota Daily, the independent student-run newspaper, are SJMC majors, including the student leadership team. The Daily has won awards as the best student newspaper in the country in recent years. An SJMC lecturer is on the paper's Board, and

an associate professor (a former Daily Editor in Chief) serves as informal adviser for the student journalists.

PROFESSIONAL STRATEGIC COMMUNICATION

Students interested in a professional career in advertising, public relations, corporate communications, advocacy and non-profit communications choose the Professional Strategic Communication track. The curriculum for this track has recently undergone a major redesign for implementation in fall 2012. The curriculum that has been in place the previous six years is the one included in this report.

Students are required to take a minimum of 37 (maximum 40) credits within the School. Course requirements are balanced between professional skills (19 credits) and context courses (12 credits). Required courses of all majors include Introduction to Mass Communication and Information for Mass Communication. Students then take a capstone course that is track specific.

Students typically choose an advertising or public relations focus in the Strategic Communication track and chose the introductory course accordingly: either Principles of Strategic Communication: Advertising or Principles of Strategic Communication: Public Relations. Regardless of focus, students are required to take research, cases and the capstone. To fulfill the remainder of the track requirements, students can choose from a variety of courses that provide substantive grounding in either interest area.

The new curriculum will be more flexible, allowing students to choose from even more courses within the College, and the introductory courses have been combined in Principles of Strategic Communication and a single capstone course Strategic Communication Campaigns.

Employers whom the team surveyed report that their student-interns from SJMC have a well-rounded background and that the SJMC interns are as well or better prepared than those from other institutions. One prominent employer suggested an Internship Advisory Board of agency and corporate heads to structure a best-of-class internship program and commit to place every worthy student.

- (c) Instruction is demanding and current; achievements in teaching and learning are recognized and valued. (If the unit has more than one sequence, address the quality of instruction by sequence.)

The School has high standards for teaching that include demonstration of expertise and effective instructional design, in addition to supervising, mentoring and/or advising students.

The evaluation of effective teaching requires various measures including student evaluations, evaluation by peers, course development, teaching awards and grants for curricular developments. Faculty have been successful in obtaining curriculum grants from the College and the University as well as from local, regional and national organizations. Students report faculty is current, accessible and engaged outside the classroom. Students consider course instruction as high quality and demanding.

- (d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; a student-teacher ratio of 15-1 in skills and laboratory sections is strongly recommended and the ratio in each section should not exceed 20-1.

The skills class in the past two semesters are in compliance with the 20-1 rule.

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

Internships are not required but highly encouraged. The School reported approximately 150 students participate in internships each year. During the meeting with students, approximately 90 percent acknowledged having an internship and 50 percent indicated they had completed two internships.

Students can earn one-hour internship credit by enrolling in Jour 3996, a directed internship program. However, students revealed in meetings they generally do not seek credit for doing an internship and consider the experience valuable but not an academic endeavor. If an internship is completed for credit, an evaluation of the student's performance is required. Otherwise, there is no formal oversight or evaluation of the student internship experience. Students report they prefer this method.

Overall evaluation, compliance/non-compliance:

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 SJMC has improved its performance since the last two site team visits. The School's Diversity Committee was created in 2006, after the previous accreditation report noted that diversity issues "are not consistently integrated into context and skills classes, and have limited visibility in course syllabi." Faculty say the previous team report made them aware that they needed to make a greater effort to demonstrate their commitment.

In 2007, the School created an endowed position for a John and Elizabeth Bates Cowles Professor of Journalism, Diversity and Equality. The faculty line includes \$1 million in research endowment to support scholarship, curriculum development and community outreach.

Under the leadership of the Cowles Professor of Journalism, Diversity and Equality, SJMC initiated several major initiatives to improve the School's performance on this standard. The School has an Affirmative Action and Diversity Plan that was approved in April 2012. The plan details goals, action items and who is responsible for follow-through.

The Cowles Professor worked with the faculty and administrators to integrate diversity into the curriculum, served as the point person for collaboration with other University departments and offices, and chaired the Diversity Committee. Money from the endowment helps to fund visiting scholars and supports PRISM, the SJMC multicultural organization for communications students.

In addition, faculty teach several popular courses devoted to diversity topics, such as Mass Media and Popular Culture, and People of Color in the Media.

Keith Woods, then the dean of faculty and a diversity expert at the Poynter Center, led a Diversity and Curriculum workshop for faculty in October 2009.

The School hosted the Summer Media Institute for Native youth, and sponsored a panel on covering immigrant communities, with Somali community leaders.

In addition, the School co-sponsored with other departments a number of presentations featuring diverse speakers and diversity-focused topics. They included a workshop for journalists covering childhood obesity in communities of color, a conference on Islam and Humanities, a panel on the challenges and stereotypes faced by gay and lesbian families, and a lecture and exhibit – still on display in an SJMC hallway – by USC's Felix Gutierrez on the History of the Latino Press in America. Gutierrez's visit inspired the Diversity Committee to seek funding from foundations for scholarships and mentors. Many international professors, journalists and visitors came to campus to meet with students and faculty.

In 2011, the School started a new system to track guest speakers and audit how often speakers discussed diversity or underrepresented groups.

The Cowles professor was on leave during the team visit; during her leave, the Diversity Committee is co-chaired by another faculty member and a staff person.

(b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

Many students seemed knowledgeable about diversity issues and gave examples not only of what they learned in courses devoted to media diversity topics, but also of ways diversity has been incorporated into other classes, such as the introductory courses.

Some faculty enthusiastically talked about ways they teach and conduct research about journalism in a multicultural society. One faculty member – one of two SJMC faculty who received a grant to participate in the Multicultural Teaching and Learning Fellows program - includes the history of the African-American press and the role of the advocacy press in social movements in her course. As part of the Pioneer Press/MPRNews practicum, in Fall 2012 five students were working on a multimedia special project examining the increase in non-English speakers in Minnesota schools.

The Diversity Committee created a Moodle site for faculty to share ideas about lesson plans and resources for classes. Twelve faculty participated in a "Diversity in the Curriculum" workshop in April 2012. Diversity audits showed that more than half of the context and professional journalism courses made clear statements about how diversity is addressed in course materials and/or assignments. SJMC administrators, faculty and students said some instructors, particularly adjuncts, could do more to enhance understanding of diversity issues and perspectives.

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

In 2011-2012, the full-time tenured, tenure track and contract faculty included 16 whites, two African Americans, one American Indian/Alaskan native, one Asian and two Internationals. The percentages: 72.7 percent white, 9.1 percent black, 4.5 percent Asian, 4.5 percent Native Hawaiian/other Pacific Islander, and 9 percent International.

The full-time instructional faculty (six people) was 100 percent white, with three females and three males.

Part-time, adjunct faculty in 2011-2012 totaled 35. There were 32 whites, one African-American female, one Asian female and one Hispanic male.

In 2006-2007, SJMC had four faculty of color. Three have since left the School, and three new faculty of color were hired since the previous visit. The SJMC had 13 opportunities to hire faculty since the last visit.

The faculty was 54 percent female and 46 percent male in 2011-2012. Female faculty are directors of the Minnesota Journalism Center, the Silha Center for the Study of Media Ethics and Law, and of the SJMC undergraduate studies and SJMC graduate studies.

The School acknowledges that diversifying the pool of adjuncts is an area of concern, especially in a metropolitan region. The site team was told by a University recruitment official that some students from underrepresented groups say having more minority instructors would make them more willing to enroll in the School.

(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 area's student population is 78 percent white, 8.3 percent black, 6.4 percent Asian, 5.8 percent Hispanic, and 0.7 percent American Indian/Alaskan native.

SJMC minority enrollment is higher than it was six years ago (it was roughly 10 percent that time), but still below the overall University minority enrollment. The University reports that 25 percent of its students are African-American, American Indian/Alaskan native, Asian, Hispanic/Latino or Hawaiian/Other Pacific Islander. For the SJMC, that percentage is 15.5 percent.

University enrollment is 72.6 percent white, 4.8 percent black, 16.4 percent Asian, 2.6 percent Hispanic, 1.2 percent American Indian/Alaskan native, 8.5 percent international students of any race.

SJMC enrollment is 84.2 percent white, 4.2 percent black, 0.9 percent American Indian/Alaskan native, 7.2 percent Asian, 3 percent Hispanic/Latino, 0.2 percent Hawaiian/Other Pacific Islander and 3.4 percent International.

SJMC faculty recruit at career fairs for students from urban high schools and provide brochures with information in several languages. They have participated in "Experience Minnesota," a recruitment program for underrepresented minority students and their families, and an outreach program at a majority Somali Muslim charter school in Hopkins, MN. Campus administrators said they can count on SJMC representatives to participate in recruitment activities and events more than other departments and schools.

Once students are admitted to the SJMC, the Student Services Center generates a database and listserv of students of color. In the journalism intro course, 20 seats are reserved each fall for Access to Success students, who have an assigned peer-assisted learning facilitator.

In Fall 2011, the School added an English test requirement. The School says that it was concerned about the impact on diversity, but reports that diversity actually increased after the admissions change. The School requires a minimum GPA of 3.0 for admission and says it still attracts the expected, or higher, enrollments from black, American Indian and Hispanic students, and lower than expected enrollments from Asian, Hawaiian/Pacific Islander and international students.

(e) The unit has a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

The unit follows the university's Office of Equity and Diversity policies. The University's Multicultural Center for Academic Excellence provides support for students, including tutoring and workshops. The Martin Luther King Jr. Program has links to resource centers and offers advising services. Syllabi provide information for students with disabilities, and provide contact information for assistance. Public spaces in Murphy Hall are accessible to students with physical disabilities. The chair of the diversity committee alerts faculty about training opportunities on anti-harassment policies. Students reported no major issues or problems in this area.

Overall evaluation, compliance/non-compliance:

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 follows written university guidelines for hiring faculty, and has documents describing the criteria for evaluating faculty.

The School has a Standards for Promotion and Tenure document, approved by faculty in 2009 and by the provost in 2011. The University and the SJMC also have written protocols for students evaluation and peer review of faculty teaching, procedures for reviewing candidates for tenure and promotion, and post-tenure review as part of annual assessment.

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

The SJMC has 22 tenured, tenure track and contract (non-tenure track) faculty. Five are professors, eight are associate professors and nine are assistant professors.

The normal workload for full-time tenured, tenure-track faculty is four courses per academic year, usually two per semester. For contract faculty, the workload is six courses for the academic year.

The exceptions are for appointments that involve heavy administrative responsibilities (the director of the School, and the directors of the undergraduate and graduate programs), and new faculty, who receive two course releases they can use during the first five years of their appointments so they can focus on research or creative work.

The percentage of courses taught by full-time faculty was 55 percent in 2011-2012; 50 percent in 2010 2011; and 46 percent in 2009-2010. In 2011-2012, adjunct faculty taught 40 percent of courses, and graduate students taught the remaining 5 percent of classes.

Two-thirds of faculty have course reductions this academic year. The director says that in 2009-2010, sabbaticals and other leaves led to the need to have more graduate students teaching courses.

Searches were under way for two faculty – one to teach strategic communications, one to teach health communications.

- (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 SJMC faculty have a good balance of professional and scholarly experience. Of the 22 full-time tenured, tenure track and contract faculty, 18 have a Ph.D., two have a J.D., one has an M.A. and one has a B.A. Three-fourths have professional experience relevant to their teaching or research.

There were six full-time instructors with academic appointments in Fall 2012. Three have master's degrees and three have bachelor's degrees. All have extensive professional experience, three have more than 20 years, and four have more than 30 years. They have some service obligations.

In Fall 2012, there were 22 adjuncts; 7 were lecturers and 15 were teaching specialists.

(d) The unit regularly evaluates instruction, using multiple measures that include student input.

The unit uses multiple indicators in formal evaluation of instruction, including student evaluations, peer reviews, reviews of diversity themes and learning objectives, and a faculty merit committee that looks at overall performance on an annual basis.

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

The SJMC was described by University administrators as a “signature school” with faculty who are “good partners” and campus leaders in collaborating with other departments and offices on the UM campus. They said the School is known for the high caliber of its students and faculty.

Overall evaluation, compliance/non-compliance:

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 requires, supports and rewards research activities. Endowed professors receive resources to advance their research agendas. New faculty members are provided substantial startup packages that can total \$50,000, which includes summer salary, travel, computer hardware and software, and the hiring of a research assistant. In addition, each junior faculty receives a mentor, which becomes his/her advocate during the review and tenure process.

The College of Liberal Arts provides supplemental funding and faculty can compete for University grants.

For associate professors working toward promotion to full, support is not as systematic. The University offers sabbatical supplements, semester leaves and grants. It is up to the School to work with the faculty member to determine mentors either in the School, within the College or elsewhere on campus. With the growing number of junior faculty, the demands for mentoring fall heavily on associate professors. In order to keep associate professors productive, the School may need to be more assertive in its encouragement and assistance in the promotion of those in the associate ranks.

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

The criteria for tenure and promotion are outlined in the School's documentation (approved 2009) that requires University approval (2011). The document clearly outlines specific indices and standards that are used to determine whether candidates meet the expectations for indefinite tenure and promotion. The expectations are provided by rank and details the ways in which faculty are expected to achieve and maintain a record of disciplinary research. As stated in the document:

“Scholarly research” must include significant publications and, as appropriate, the development and dissemination by other means of new knowledge, technology, or scientific procedures resulting in innovative products, practices, and ideas of significance and value to society.

“Other creative work” refers to all forms of creative production across a wide range of disciplines, including, but not limited to, visual and performing arts, design, architecture of structures and environments, writing, media, and other modes of expression.

- (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 promotion and tenure document is clear in its evaluation criteria and expectation. A faculty member must establish a “distinguished” record of research or artistic achievement that is openly available, scholarly, creative, and of high quality and significant to the field.

The tenured faculty of the School of Journalism and Mass Communication annually reviews the progress of each probationary faculty member toward satisfaction of the criteria for receiving tenure. The director of the School prepares a written summary of that review and discusses the candidate's progress with the candidate, giving a copy of the report to the candidate.

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

Faculty members are productive and have a very high scholarly output. Over the past six years the faculty have presented 217 refereed conference papers, 39 exhibits of creative work, published 76 refereed journal articles, wrote 15 books and 52 book chapters. In addition, faculty have actively pursued grants and fellowships.

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

There are several programs that support intellectual curiosity within the School. The University has a generous policy on sabbaticals and faculty development leaves. Faculty are eligible for sabbatical leave after six academic years of service. In addition, a faculty development leave provides for a single semester leave for probationary faculty after two years of service and tenured faculty are eligible after four academic years of service. SJMC faculty have taken advantage of these opportunities. In addition, the School is supportive of faculty research initiatives by providing travel funding and often supplements outside grants with matching funds.

The School is home to two centers that bring together professionals, scholars, faculty and students. The Minnesota Journalism Center mission is to improve practice and promote interaction between the professional community and the academy, and has hosted numerous programs. The Silha Center for the Study of Media Ethics and Law hosts an array of programs that engage faculty and students with larger communities of professionals and scholars.

Overall evaluation, compliance/non-compliance:

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.

Formal academic advising, provided at the CLA level, focuses principally on requirements to graduate. CLA advising appears to function well.

Students appear to rely principally on advising at the School level, a process that focuses on the student's major and the total plan of learning. This system appears to be unusually thorough, conscientious and of a high order. The School's culture, which involves every full-time faculty member in the academic advising process, places serious emphasis on the unit's academic and career advising process, and effectively so. Explanatory materials are clear and readily available. The Student Services function appears well staffed and is well regarded.

- (b) Faculty are available and accessible to students.

Survey data indicate that 95% of the School's students describe their access to faculty and faculty's respect and concern for students as "good" to "excellent." In the team's visits with small groups, students reported that they have complete ease of access to faculty, both full-time and adjunct, and that they use that access frequently and satisfactorily. Faculty keep posted hours. Students report that faculty members are remarkably responsive via email. "Their blood-type is email," was a comment that seemed representative of student feedback. The School appears to have an admirably cohesive culture, a key component of which is close and frequent interaction between faculty and students.

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

The team's random sampling of students indicated that they find it easy to stay informed and updated concerning the School's policies and activities. As evidence, they pointed to weekly emails, flash emails, bulletin boards, meetings and personal conversations as the ways they keep informed. They also cited the School's communications through Facebook, Twitter and LinkedIn, plus a blog on Tumblr. "Murphy Weekly," an email update on all School activities, was cited by many as especially effective.

- (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.

Student chapters of appropriate professional clubs are present, supported by the School and seem to be active – PRSSA, SPJ, Ad Club, U Broadcast, PRISM and NSAC. There are three student-run media outlets, independent of the School (Minnesota Daily, Radio K and The Wake), providing hands-on experience to students.

Club events – such as agency trips and outside speakers seemed well received, well regarded and effective. Being part of a major hub of media and communications provides rich resources that the School and its students appear to use productively.

(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.

The site team verified that complete paper files for each student are maintained appropriately and securely in the College's central office. Access is restricted to authorized personnel.

The School's graduation rate is exemplary, surpassing that of the College and of the University as a whole. Almost 80 percent of the School's students graduate in four years versus less than 54 percent for the College and for the Twin Cities campus.

Overall evaluation, compliance/non-compliance:

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 School's leadership, with input from faculty on resource priorities, develops an annual budget that is submitted to the College of Liberal Arts for approval. It also develops projections for future faculty and equipment needs. CLA has approved all SJMC technology funding requests for the past five years and has approved two new tenure-track faculty hires for this year.

- (b) The resources that the institution provides are fair in relation to those provided other units. The University, like most state-supported institutions of higher learning, has suffered budgetary cuts in recent years as funding from the state Legislature is reduced. The impact on SJMC over the past six years appears to be limited. Total expenditures were down 4 percent over the past three years, from \$6.39 million to \$6.15 million. Over the six years of the accrediting cycle, expenditures overall were up 3 percent, from \$5.97 million in 2006. The number of full-time faculty, 28, has remained the same over the past six years while the number of majors has decreased 9 percent. Reduced funding led to the closing of the Institute for New Media Studies, which was folded into the Minnesota Journalism Center.

The School believes that it is underfunded compared to both other academic units within CLA and peer journalism programs around the country. SJMC said it needs eight new faculty positions and will request funding for one or two new faculty positions each year for the foreseeable future. The dean noted that new faculty searches were cancelled in 2008 due to the budget cuts and that CLA is now addressing that. The dean has approved two new faculty positions. Those searches are under way. He also noted that back when SJMC had more faculty, it also had more students.

An area of concern is the ability to deliver an innovative, professionally oriented undergraduate curriculum that addresses rapid changes in the digital media world while meeting the University's growing research aspirations. UM, a Research I institution that ranks ninth among public research institutions in the latest National Science Foundation Survey of Research and Development Expenditures, has the ambitious goal of becoming one of the top three public research universities in the world by 2015. Reflecting that aspiration, the dean said he wants SJMC to hire "more prominent scholars" who can have a major impact on the new media world. He said the quality of research from SJMC today is uneven. The director also has promoted the idea of hiring "Professors of Practice" – highly accomplished professionals who do not have research credentials but who would help deliver an innovative professional curriculum. That faculty rank is currently not an option at CLA, but the dean brought it up as a future possibility during discussions with the site team.

The School also said it needs staffing for internships and career development opportunities for SJMC students. “Staffing for internships, professional awards and career development opportunities is under-developed for a unit of this size,” the self-study notes. “This deficit must be addressed.”

Fund-raising activities, focused largely on scholarships and fellowships, resulted in \$2.4 million in new gifts over the past six years. Twelve new endowed scholarships and fellowships were created, in part by leveraging two University matching programs and the creation of the School’s own matching incentive program with part of an earlier \$10 million discretionary gift from Hubbard Broadcasting and alumnus Stan Hubbard. The School does not have a dedicated development officer, but the director, who leads the school’s fund-raising efforts, works with the CLA Development Office.

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

The School is housed in Murphy Hall, a five-story circa 1940 building steps from the University’s main quad. Murphy Hall underwent a major renovation in 1999. The result is a smartly and efficiently designed facility with 27,000 assignable square feet, providing state-of-the-art digital laboratories while preserving the building’s historic elements. Attractive professional signage is seen throughout the building, announcing student opportunities, honoring SJMC donors and paying homage to the program’s past. Almost all SJMC courses are taught at Murphy Hall.

The centerpiece of Murphy Hall is an area called Digital Media Studios, an open space that houses 60 student workstations. The Digital Media Studios serve as the home for all computer-based skills classes at the School. Work stations are organized into three groups of 20 groups, with no physical separations. The work stations are further clustered in circular groups of four. There is also a shared seminar table (the “huddle”) off to the side that fits 14 students around the table, with more seating along two walls. The innovative DMS design was to foster collaboration within each class and even among different classes meeting at the same times. Students and faculty generally like the space, though they note that it is sometimes a bit “chaotic” and “distracting” when multiple classes are engaged in lectures and conversations simultaneously.

Adjacent to the Digital Media Studios is the Digital Information Resource Center/Sevareid Library, named in honor of the School’s most prominent alumnus, the late CBS News journalist Eric Sevareid. On the same floor in the building’s lower level is a high-definition TV studio and separate control room. Two small “teaming rooms” also are available to students – one for interviewing and another for small team work.

Non-computer classes are fully mediated. They include an acoustically spectacular 150-seat auditorium; a 48-seat classroom with flexible seating; a 30-seat classroom with fixed seating; the 20-seat “Creative Lab” classroom with flexible seating; and a 16-seat seminar room.

Most faculty offices are spacious, and each has a separate table to meet with students. There is a faculty/staff lounge, and graduate assistants have four dedicated rooms with each GA assigned her/his own desk and computer. There is a room dedicated to the School’s six student clubs, with a desk for each.

A Conference Center was designed as a convening space for a wide variety of uses. Beyond the reception desk is a 16-seat, wood-paneled conference room that appears much as it did when the building first opened 72 years ago. Built-in wood bookshelves house a small collection. Adjacent to the conference room is a 32-seat, fully mediated room with flexible seating. There also are office suites that house the Minnesota Journalism Center and the Silha Center for the Study of Media Ethics and Law.

Visitors are welcomed to Murphy Hall with three TV monitors tuned to news channels. Outside there is a courtyard for events, weather permitting.

(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 Digital Media Studios have 60 student stations equipped with iMacs that are on a three-year replacement cycle. Each is equipped with a wide range of software, including Adobe CS6, Avid Media Composer and Microsoft Office. There also are eight student iMacs in the adjacent Severeid Library that students can reserve for up to two hours, and two other iMacs that can be used for shorter durations.

The TV studio has three Panasonic AG-HPX370 high-definition studio cameras and a new virtual set. The control room is equipped with a Panasonic AV-HS400A HD switcher. Students can check out a wide array of video cameras, camcorders and still cameras from an equipment room that deploys an online reservation and checkout system.

Students uniformly said they were pleased with the technology and access. The Digital Media Studios are open 8 a.m. to 10 p.m. Mondays through Thursdays during the academic year and 8 a.m. to 5 p.m. on Fridays. Student computers in the Severeid Library are available 8 a.m. to 4:30 p.m. Mondays through Fridays. The building is closed Saturdays and Sundays, but students said that did not pose any problems for them. The only technology concern expressed by students was that the network is extremely slow to respond when using certain software in the Digital Media Studios, especially with multiple classes meeting. Two full-time technologists are employed by the School.

Murphy Hall also boasts a cluster of research-specific rooms and technology, part of the School's Research Division. It includes a six-seat focus group conference room with adjoining observation control room, three testing rooms, an office for 10 research assistants, and a kitchenette. SJMC also is one of five UM units with access to the Usability Services Lab in the Walter Library Digital Technology Center, providing opportunities to conduct human and computer interaction research. The School also is one of the few mass communication programs in the country with access to eye-tracking equipment.

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

The Severeid Library houses 10,200 volumes and has up-to-date editions of a small collection of journals, magazines and newspapers. Another 5,000 SJMC-owned volumes are housed in accessible storage at the main University library and in Andersen Library, both about 1.5 miles from Murphy Hall. A full-time SJMC staffer oversees the Severeid Library, funded through alumni gifts and endowments.

The University Library has more than 7.1 million volumes. The Wilson Library has a librarian dedicated to Business and Journalism students and faculty.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

- (a) The unit is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching **current** and to promote the exchange of ideas.

The School's engagement with alumni, professionals and professional associations, both locally and nationally, appears to be active, robust and enriching to the curriculum and the program's intellectual mix.

The just-completed revision of the Strategic Communications curriculum reflects the substantial involvement of the region's large concentration of advertising and public relations professionals on both the agency and corporate sides. This collaboration with outside professional communities was possible because strong relationships with them were already in place.

The 15-person SJMC Advisory Board, which includes leaders from both business and the journalism and advertising professions, helps keep the unit current with external realities and change.

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

The School prides itself on its professional and public service. The team found a rich interaction between the School and local and regional professional communities. Especially noteworthy are the signature activities of the Minnesota Journalism Center (MJC) – the Premack Public Affairs Journalism Awards and Edward R. Murrow Fellowships.

Established by a gift of John Cowles of the Minneapolis Star Tribune, the MJC has two full-time events/communications staffers plus part-time student assistants. The MJC presents dozens of programs annually to advance the profession and the connection between academia and the profession. The Institute for New Media Studies, focusing on cross-disciplinary collaboration, has been folded into the MJC.

Since 2007, the Silha Center for the Study of Media Ethics and Law has presented 27 programs that drew some 3,100 professionals, scholars, students and neighbors. The Silha Center's *Bulletin* focuses on critical issues in media law and ethics.

Either the MJC or the Silha Center would, by itself, be at the forefront of any University's public service. Together, they are especially commendable. Since 2007, when the site visit team reported that "the School sets the gold standard for service," the School's journalism-related programs have only increased. In contrast, the public outreach programs to the advertising and public relations sectors of the School's constituents seem disproportionately underweighted.

(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.

Each faculty member is allocated \$1,500 annually in support of involvement in academic associations. Additional funds also can be available to take advantage of specific opportunities.

(d) The unit contributes to its communities through service projects, internship and job placements, and faculty involvement in civic activities related to journalism and mass communication.

Many students and some student projects help community organizations and non-profit agencies with their communications needs. The vice provost noted with appreciation the School's effective and skilled support of a University-wide program to reduce the excessive use of alcohol among the student population. Many students are involved in work and/or at least one internship at an employer's site.

Faculty members serve in a wide range of public services capacities in civic and public service activities locally in the Twin Cities, regionally and nationally.

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

The School has a longstanding commitment to scholastic journalism and in particular to the National Scholastic Press Association (NSPA). In recent years, four faculty members have served on the NSPA board and the School's director is current president of that organization's board. NSPA includes both the Associated Collegiate Press and the Minnesota High School Press Association, both of which benefit from the School's interaction.

The programs of both the MJC and the Silha Center for the Study of Media Ethics and Law reach deep into the local and regional communities at the high school, collegiate and community levels.

The School co-hosts two on-campus summer workshops, at high school and collegiate levels, for journalism students and advisors. The MHSPA holds its state convention on campus, supported by the School. For these events, faculty and alumni regularly serve as speakers and judges. Other of the School's outreach programs focus on Native American high school students and on inner-city high schools.

Overall evaluation, compliance/non-compliance:

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 goals for learning correspond to the 12 ACEJMC professional values and competencies.

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

The School’s assessment plan was adopted in 2003 and revised in 2011. It incorporates several direct and indirect measures. Indirect measures include syllabus review and student competition and awards. Direct measures include various surveys, embedded course assessments and capstone and practicum coursework.

The School has done an excellent job in developing consistent learning objectives for all courses and embedding assignments to measure outcomes. A computer-assisted process allows professionals to measure student performance on assignments in all courses. The automated reporting system tallies the ratings of each assignment and generates a report for each section for the instructor. The plan calls for each course to be assessed on a three-semester cycle.

- (c) The unit maintains contact with its alumni to assess their experiences in the professions and to gain feedback for improving curriculum and instruction.

The School has an active group of alumni who are engaged at various levels of the program. The SCJMC Alumni Society Board Mentoring Program connects juniors and seniors to alumni mentors. More than 50 students and professionals participate in this program annually. In addition, alumni were invited to participate in the discussions with faculty regarding the redesign and reconfiguration of the curriculum.

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

As with alumni, the School maintains a strong connection with the professionals in the market. As such, professionals were extensively involved in the review and redesign of the curriculum. Professionals conducted pilot assessments and provided guidance and advice for courses and learning outcomes.

As a direct measure of assessment, the School takes advantage of its location in a major media market and involves professionals at various levels. Professionals evaluate capstone projects and practicum coursework. Portfolio Development uses professionals to critique the students’ advertising portfolios and Capstone: Strategic Communication Campaigns invites professionals to review student projects. Practicum courses place students in the newsrooms of local media

outlets. At completion of the practicum, the supervisor evaluates the student's performance in IO values and competencies identified in the assessment plan.

- (e) The unit collects and reports data from its assessment activities and uses the data to improve curriculum and instruction.

The self-study included the results of the assessment measures. The Outcome Assessment Committee determines the courses to be assessed each semester. The results of the assessments obtained through the computer-assisted system provide for automatic uploads of data that are analyzed. A faculty/adjunct subgroup for each course reviews data from the assessment results and provides suggestions and recommendations. The assessment data have been instrumental in the curriculum changes and redefining individual courses.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- Generous resources, both research funding and course releases, to recruit and retain assistant professors
- A highly productive research faculty
- High-achieving and fully engaged students
- Professional practicums that place students and faculty in major media outlets around the Twin Cities, including the Minneapolis Star Tribune, St. Paul Pioneer Press and Minnesota Public Radio News, plus a new jointly taught course with MinnPost and the new School-based Murphy News Service for smaller news organizations
- A collegial environment among faculty and between students and faculty
- Facilities that include an impressive research suite complete with focus group room, observation room and series of testing areas, a collaborative 60-student digital workspace and HD TV studio and control room
- A four-year graduation rate of nearly 80 percent (compared to less than 54 percent for both the College and University)

Weaknesses:

- **Adjunct Faculty Diversity.** While the School has made significant progress on diversity, people of color represented less than 9 percent of the adjunct faculty (three out of 35) last year, and two of them were newly hired. The School identified this as an area of continuing concern.
- **Public Relations Faculty.** Public relations students represent about one-third of the School's overall majors, but there remains only one faculty member who specializes in public relations. The site team notes that the current searches for two new faculty members include one in public relations and a second in the PR-related area of health communications.
- **Internships/Career Development.** The School noted in the self-study that the lack of internship and career services staff support is a significant deficiency for a program of its size.

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

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

N/A

- 4) In the case of a recommendation for provisional accreditation, list the deficiencies that must be 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 that 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 2006 site team wrote that there was “*limited space for growth or extracurricular student activity and access to equipment.*” There has been no additional space allocation over the past six years, but students uniformly expressed satisfaction with access to equipment. In addition, SJMC has now allocated a room and desks for each of its six student clubs and organizations.

The previous team also cited “*challenges in attracting and retaining a diverse faculty and student body, particularly from Latino and African-American communities.*” The School has made significant progress on diversity since 2006. The School created a new endowed professorship focused on diversity (Cowles Professor of Journalism, Diversity and Equality) and started a series of new diversity initiatives. The review also found substantial evidence of diversity as part of the School’s curriculum. And the School made significant gains in diversifying its undergraduate student population (9.8 percent to 15.5 percent) over the six years. The makeup of the full-time faculty remained the same, and the diversity of the adjunct faculty was cited above as a continuing weakness.

- 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 site team found the self-study well organized and clearly presented. It also was clear that a wide cross-section of faculty participated in the process. The team, however, was unhappy to learn that students had to “apply” to SJMC to participate in student sessions with the site team. There were no general calls posted in the building, on the Website or on social media.