

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

Name of Institution: Central Michigan University

Name and Title of Chief Executive Officer: Dr. George Eugene Ross

Name of Unit: Department of Journalism

Name and Title of Administrator: Dr. Jiafei Yin

Date of 2014 - 2015 Accrediting Visit: Oct. 5-8, 2014

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

Date of the previous accrediting visit: Nov. 15-19, 2008; revisit Nov. 21-13, 2010.

Recommendation of the previous site visit team: Provisional, Reaccreditation

Previous decision of the Accrediting Council: Provisional, Reaccreditation


Recommendation by 2014 - 2015 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair

Name and Title: Pam Luecke, Reynolds Professor of Business Journalism

Organization/School: Department of Journalism and Mass Communications, Washington and Lee University

Signature 

Team Members

Name and Title: Steve Geimann, Deputy Team Leader

Organization/School: Bloomberg News

Signature 

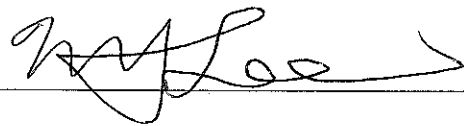
Name and Title: Kim Komenich, Assistant Professor for New Media

Organization/School: School of Journalism & Mass Communications, San Jose State University

Signature 

Name and Title: Tien-Tsung Lee, Associate Professor

Organization/School: William Allen White School of Journalism and Mass Communications, University of Kansas

Signature 

PART I: General information

Name of Institution: Central Michigan University

Name of Unit: Department of Journalism

Year of Visit: 2014

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

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

If the unit seeking accreditation is located outside the United States, provide the name(s) of the appropriate recognition or accreditation entities:

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

- Private
 Public
 Other (specify)

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

Article VIII Section 4 of the Michigan Constitution of 1963 reads as follows:

“The legislature shall appropriate moneys to maintain the University of Michigan, Michigan State University, Wayne State University, Eastern Michigan University, Michigan College of Science and Technology, Central Michigan University, Northern Michigan University, Western Michigan University, Ferris Institute, Grand Valley State College, by whatever names such institutions may hereafter be known, and other institutions of higher education established by law. The legislature shall be given an annual accounting of all income and expenditures by each of these educational institutions. Formal sessions of governing boards of such institutions shall be open to the public.”

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: November 21-23, 2010, and November 15-19, 2008.

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

1996

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

Mission Statement

The mission of the Department of Journalism is to foster in its students the skills, values, and practices associated with professional journalism and strategic communication; to further their understanding of how those attributes intersect with local, national and global citizenship; to demand critical thinking; to challenge them to be the creators and leaders in a constantly changing communication environment, and to fully engage with diverse audiences.

Vision Statement

Within 10 years, the Department of Journalism will be a national leader in challenging students to be entrepreneurial, to understand and use all the tools available to them to tell Michigan's and our nation's stories in new and exciting ways, to develop and implement creative and ethical strategic campaigns, and to be equipped not only as communicators but lifelong learners who embrace change and thrive on challenge.

Values:

- 1) The highest loyalty is to the creation and support of an informed and engaged citizenry.
- 2) Journalism's first obligation is to the truth.
- 3) Understanding and implementing ethical practices is essential to all communication.
- 4) Journalism exists to monitor and challenge power.
- 5) Communication is a forum.
- 6) Independent judgment is essential to the practice of communication.
- 7) Fairness in mind and heart forms the foundation of communication.
- 8) Technology is a tool and an opportunity, not an end.
- 9) Advocacy and independent journalism both exist to serve the public interest.
- 10) Trust, honesty and integrity in both practice and message are essential.

The Mission and Vision statements and Values were revised in spring 2013 and approved by the faculty August 21, 2013.

7. What are the type and length of terms?

Semesters of 16 weeks

Quarters of weeks

Summer sessions of 6/3 weeks

Intersessions of weeks

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

X Four-year program leading to Bachelor's degree

 Graduate work leading to Master's degree

 Graduate work leading to Ph.D. degree

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

B.A., B.S. in Journalism: News-Editorial and Public Relations concentrations*
 B.A., B.S. in Photojournalism
 B.A., B.S. in Advertising
 B.A., B.S. in Online Journalism*
 B.A., B.S. in Journalism*

*=Note: the B.A., B.S. in Journalism: News-editorial concentration and Online Journalism have been merged to be a B.A., B.S. in Journalism. The new journalism major appears in the 2014-2015 Bulletin.

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

In order to graduate with a B.A. or a B.S. degree, a student must have taken 124 semester credit hours.

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

Three semester credit hours

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

Name of Sequence or Specialty	Coordinators
Advertising	Johnny Sparks
News-editorial	Jiafei Yin
Online journalism	Lori Brost
Photojournalism	Kent Miller
Public Relations	Elina Erzikova

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

The number of on-campus students enrolled in fall semester 2014 was 19,858. A total of 7,211 off-campus students were enrolled, bringing the total of full-time students enrolled to 27,069.

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

Name of Sequence or Specialty	Undergraduate majors
Advertising	110
News-editorial journalism	46
Online journalism	34
Photojournalism	42
Public Relations	32
Total:	264

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

Fall 2014: Enrollment by September 25, 2014

Course	CRN	Course Title	Enrollment
JRN 202 (1)	22259113	Writing for the Mass Media	14
JRN 202 (2)	22259114	Writing for the Mass Media	14
JRN 202 (3)	22259115	Writing for the Mass Media	15
JRN 202 (4)	22259116	Writing for the Mass Media	14
JRN 202 (5)	22259117	Writing for the Mass Media	14
JRN 202 (6)	22259118	Writing for the Mass Media	14
JRN 202 (7)	22262856	Writing for the Mass Media	14
JRN 203QR (1)	22259120	Information Gathering for the Mass Media	15
JRN 203QR (2)	22259121	Information Gathering for the Mass Media	14
JRN 220 (1)	22259122	Basic Media Photography	15
JRN 220 (2)	22259123	Basic Media Photography	15
JRN 220 (3)	22259125	Basic Media Photography	14
JRN 220 (4)	22259126	Basic Media Photography	15
JRN 220 (5)	22262857	Basic Media Photography	15
JRN 302 (1)	22259127	Introduction to Graphics & Visual Communication	15
JRN 302 (2)	22259128	Introduction to Graphics & Visual Communication	14
JRN 302 (3)	22259129	Introduction to Graphics & Visual Communication	16
JRN 302 (4)	22259130	Introduction to Graphics & Visual Communication	15
JRN 302 (5)	22259131	Introduction to Graphics & Visual Communication	16
JRN 302 (6)	22259132	Introduction to Graphics & Visual Communication	14
JRN 302 (7)	22259133	Introduction to Graphics & Visual Communication	14
JRN 302 (8)	22259134	Introduction to Graphics & Visual Communication	15
JRN 302 (9)	22259135	Introduction to Graphics & Visual Communication	15
JRN 302 (10)	22259136	Introduction to Graphics & Visual Communication	14
JRN 302 (11)	22259137	Introduction to Graphics & Visual Communication	15
JRN 302 (12)	22262860	Introduction to Graphics & Visual Communication	15
JRN 302 (13)	22272232	Introduction to Graphics & Visual Communication	15
JRN 312 (1)	22259138	Reporting	17
JRN 312 (2)	22259139	Reporting	16
JRN 315 (1)	22259140	Editing	15
JRN 315 (2)	22259141	Editing	15

JRN 320	22259142	Photo Editing	15
JRN 340 (1)	22260883	Intro to Online Journalism	13
JRN 361 (1)	22261092	Writing for Advertising	20
JRN 361 (2)	22271529	Writing for Advertising	20
JRN 361 (3)	22272074	Writing for Advertising	20
JRN 365	22259147	Advertising Media	19
JRN 420	22259156	Photography Studio Techniques	15
JRN 422	22259157	The Photographic Process	16
JRN 430	22259158	Magazine & Feature Writing	15
JRN 445	22260884	Multimedia Reporting	10
JRN 448	22260896	Online Journalism Practicum	5
JRN 450 (1)	22259159	Public Relations Writing	16
JRN 450 (2)	22259160	Public Relations Writing	15
JRN 450 (3)	22259161	Public Relations Writing	16
JRN 450 (4)	22272650	Public Relations Writing	15
JRN 465	22259162	Advertising Copy & Design	16

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

Amount expected to be spent this year on full-time faculty salaries: **September 29, 2014**

For the 2014-15 department budget, the department was allocated \$89,809 for supplies and equipment, \$10,000 for students' Work Study program, and \$16,841 under the category of "other compensation," which is often used to supplement the Work Study program. We were also allocated \$16,815 from our online course offerings. The department has an additional \$65,000 of carry-forward from the previous year.

Projected administrative salary and benefits total \$155,333.40 while the 11 regular faculty members' (tenured and tenure-track) salaries and benefits total \$1.13 million. Salaries and benefits of 11 full-time fixed-term faculty members amount to \$668,711. These figures reflect a 2 percent increase in salaries and little change in benefits for regular faculty and \$840 annual increase in salary for full-time, fixed-term faculty.

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.

Fall 2014

Tenured/Tenure-track Faculty:

Name	Rank
Sean Baker	Associate Professor
Tim Boudreau	Associate Professor
Lori Brost	Associate Professor (on sabbatical, fall 2014)
Elina Erzikova	Associate Professor
John Hartman	Professor
Sara Kubik	Assistant Professor
Kent Miller	Associate Professor (on sabbatical, spring 2015)
Richard Ren	Assistant Professor
Edgar Simpson	Assistant Professor
Johnny Sparks	Associate Professor
Alice Tait	Professor (on sabbatical, 2014-2015 school year)
Jiafei Yin	Professor

Full-Time Fixed-Term Faculty:

Bill Barre	Lecturer 1
Steve Coon	Lecturer 1
Tim Fitzgerald	Lecturer 2
Teresa Hernandez	Lecturer 1
Michael Marn	Lecture 1 (starting 2014-2015 school year)
Ken McDonald	Lecturer 2
Carol McGinnis	Lecturer 2
Ron Marmarelli	Lecturer 2
Mark Ranzenberger	Lecturer 2
Betsy Rau	Lecturer 2
Jim Wojcik	Lecturer 2

PART II — Standard 1: Mission, Governance and Administration

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

Unit performance with regard to indicators:

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

Central Michigan University is a state university in Mt. Pleasant, Mich., about an hour north of Lansing. It is the fourth-largest university in Michigan, with about 27,000 students, 20,000 of them undergraduates. The university is considered a research-intensive university with a strong emphasis on teaching. About 20,000 of the students are on the university's attractive, walkable campus. The rest are enrolled in online programs through the university's "Global Campus" or studying on 50 remote campuses as far away as Hawaii.

The Department of Journalism is one of five departments or schools within the College of Communication and Fine Arts, which is one of eight colleges in the university. The other four Communication and Fine Arts units are the Department of Art, the School of Broadcast and Cinematic Arts, the Department of Communication and Dramatic Arts, and the School of Music. The Department of Journalism has been accredited since 1997 and is one of only two programs accredited by ACEJMC in Michigan. (The other, Michigan State University, is about an hour away in East Lansing.)

The department's succinct mission statement, revised in August 2013, promises:

"...to foster in its students the skills, values, and practices associated with professional journalism and strategic communication; to further their understanding of how those attributes intersect with local, national and global citizenship; to demand critical thinking; to challenge them to be the creators and leaders in a constantly changing communication environment, and to fully engage with diverse audiences."

The department also has a "vision statement," outlining 10 values, and a strategic plan, adopted in 2010 and revised in spring 2014. The plan sets out three dozen initiatives for 2015-2019.

The university first offered journalism classes in 1921 within the English department. The Department of Journalism was formed in 1959. A master's degree was offered from 1967 to 1981 but was discontinued.

The department's curriculum is in transition from five sequences to three majors: journalism (80 students), photojournalism (42), and advertising (110). Public relations (32) remains a sequence. The department also supports one interdisciplinary major -- in Integrative Public Relations -- one interdisciplinary minor -- in Media Design, Production, and Technology -- and one interdepartmental minor in public affairs.

Broadcast courses are offered in a separate school within the college, which is not part of this accreditation review. The two units explored merging in 1993 but that was not successful. The self-

study says that “the majority of the faculty” favor separate entities and site-team interviews corroborated that sentiment. Conversations with administrators, however, suggest that some sort of combination is not off the table.

To reflect the changing mix of students, the department’s professional and alumni advisory board and the faculty have approved changing the department’s name to “Department of Journalism, Advertising and Public Relations.” That change still requires college, university and trustee approval and does not appear to be imminent.

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

The Department of Journalism functions within a highly structured university environment, where an Academic Senate has authority over the curriculum and a faculty association represents tenured and tenure-track faculty members in collective bargaining. (The faculty ratified a five-year agreement – its first of that length -- in July 2014.) Department chairs are members of the bargaining unit. A separate bargaining unit represents the university’s fixed-term professors, who outnumber the department’s tenured and tenure-track faculty.

Within the department, procedures are spelled out in a separate bylaws document, which may be revised every three years. (That revision is taking place in 2014-15.) Departmental committees include curriculum, strategic planning and undergraduate grievance. All tenured and tenure-track faculty constitute the personnel committee, which recommends decisions concerning hiring, reappointment, tenure and promotion. The department faculty met 13 times during the past academic year and the personnel committee met nine times.

(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 current department chair, Dr. Jiafei Yin, assumed her duties on an interim basis in February 2014 following the announcement that Dr. Maria Marron had accepted the deanship of the College of Journalism and Mass Communications at the University of Nebraska-Lincoln. Dr. Marron had been chair since 2002. Dr. Yin has been a member of the faculty since 1996.

The previous chair had received positive performance evaluations and was viewed as effective by many, but not all, of the faculty members. One faculty member filed a complaint in 2013 with the university’s Office of Civil Rights and Institutional Equity after being denied an extension of her tenure clock when she became pregnant. The repercussions of that filing and a subsequent complaint to the U.S. Equal Employment Opportunity Commission pervade the department. A few tenured or tenure-track faculty members say the department is dysfunctional and has a hostile work climate. A greater number say the climate is improving.

The interim chair is viewed as a good manager who can “make the trains run on time.” Some faculty and administrators believe she has been a calming influence on a department in need of healing. Other faculty members expressed a desire that she would more pro-actively address issues such as the discrimination complaint.

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

The department chair is elected by the faculty, subject to approval by the administration and board of trustees.

Chairs are evaluated informally every year and formally every three years. The last formal evaluation of the previous chair was in 2011. On a five-point scale, she scored higher than four on all categories, including a 4.63 on leadership and communication.

A search for a permanent chair will likely begin in 2015; it has not yet been decided whether that search will include external candidates or just internal candidates.

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

The department has a standing committee to address student grievances and the department bylaws outline procedures. The associate provost, who also hears student complaints, says she has received no complaints from journalism students.

Faculty grievance procedures are spelled out in the bargaining agreement. The Faculty Association's grievance committee plays a large role in handling any faculty issues.

The faculty's collective bargaining agreement and the department's bylaws outline detailed mechanisms for addressing concerns. In at least one case, an assistant professor believed those procedures were not followed, and she pursued other recourses.

The Office of Civil Rights and Institutional Equity substantiated one of the faculty member's complaints in March 2014, saying the previous department chair had "created an unwelcome and hostile environment." (The chair, who disagrees with that finding, left CMU in February 2014 after receiving a position at another university.) In addition, the department's recommendation about reappointment was overturned by the provost and the faculty member's tenure clock was extended.

One other result of the complaint was that the entire journalism faculty was instructed to go through anti-discrimination training. (Several faculty members expressed disappointment to the site team that the training had not yet taken place. Administrators told the team it is scheduled for November 2014.)

A further result of the complaint was that decisions about extending a person's tenure clock for non-academic reasons – for the entire university – have been transferred from the department level to Faculty Personnel Services.

Although this personnel matter has had an unsettling effect on the department, the site team was satisfied that the university has appropriate avenues through which concerns may be addressed.

This matter is discussed further in Standard 3.

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

The unit provides curriculum and instruction, whether on site or online, that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.

Unit performance with regard to indicators:

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

The department is in compliance with the 72-hour rule for the two years preceding the site visit.

(b) The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council. (If the unit has more than one sequence, evaluate each sequence.)

The curriculum is balanced with adequate courses covering theory, concepts and professional skills. The Council's 12 competencies are reflected in the syllabi in some cases by reproducing the full list from the ACEJMC manual.

The curriculum has been revised several times since the previous accreditation review. The department replaced concentrations under a single major with three majors: journalism, photojournalism and advertising, and a public relations concentration. The department continues to adjust to reflect enrollments.

The curriculum offers minors in journalism, and with other units on campus, in advertising, public affairs, and media, design, production and technology. Online, the department offers a certificate in social media that includes four courses and three electives.

The College of Communication and Fine Arts also offers three interdisciplinary programs, including Integrative Public Relations that has some overlap with the public relations concentration. The department's P.R. faculty is among those teaching in the integrative program.

All majors are required to take at least four of the six courses in a core curriculum, which includes Mass Communications in Contemporary Society; Introduction to Journalism; Introduction of Digital Journalism; International and Cross-cultural Mass Communications; Racial and Cultural Diversity: Mass Media's Role; and Law of Mass Communication.

Journalism: Majors must take Writing for the Mass Media, Information Gathering for the Mass Media, Basic Media Photography, Introduction to Graphics and Visual Communications, and Current Issues in Mass Communications before getting to the skills courses for reporting and editing. Students complete their journalism requirements with at least six courses selected from among 16 for an additional 18

hours. Students said the sequence of courses was logical, and they felt prepared to walk into a newsroom ready to report and edit. Students are able to get some exposure to multimedia courses through various electives. The major, which includes news-editorial and online journalism, has 80 students.

Photojournalism: Majors take Basic Media Photography, Writing for the Mass Media, Introduction to Graphics and Visual Communications and Photo Editing, Photography Studio Techniques, The Photographic Process, Online Visual Storytelling. Majors get to select one course to complement the required visual classes. Students agreed the major is in line with professional standards and practices, and said CMU has become a destination for students interested in visual careers. A photojournalism major placed second in the 2014 Hearst Journalism Awards Program competition. The major has 42 students.

Advertising: Majors take advertising principles, along with courses focused on advertising media, copy design and campaigns. An internship is required for advertising majors. With 110 students, advertising is the department's largest major.

Public Relations Concentration: Students must take Information Gathering for the Mass Media, Basic Media Photography, Introduction to Graphics and Visual Communications and Introduction to Digital Journalism along with courses on P.R. principles and practices, writing, case studies and a capstone seminar. The major has 32 students.

The department said the Council's change in the curricular balance rule had allowed it to expand elective options for the students to include such classes as Social Media: Managing the Message; Social Media: Reputation, Image and Interaction; Online Visual Storytelling; Advanced Digital Journalism; Data Journalism; Sports Reporting; Magazine and Feature Writing and Public Affairs Reporting.

(c) Instruction, whether onsite or online, is demanding and current; and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued. (If the unit has more than one sequence, address the quality of instruction by sequence.)

The curriculum has been revised since the previous accreditation visit, and students can select from three majors: journalism, photojournalism and advertising. There is also a public relations concentration. The revisions were introduced in 2009, when the structure shifted from four concentrations to three majors. The self-study still listed the separate undergraduate breakdowns for advertising, news-editorial journalism, online journalism, photojournalism and public relations because some students entered the university before the revision.

The online journalism major merged with the news editorial concentration to become the journalism major, which initially was offered in the 2014-15 academic year.

The department said the new journalism major includes more multimedia and data reporting opportunities for students. In meetings with the team, students said more exposure to video would benefit their preparation for future jobs.

The self-study noted that the three courses -- Advertising Principles, Public Relations Principles and Practices and Racial and Cultural Diversity: Mass Media's Role -- are assessed annually to remain up to date with current industry trends and practices.

Newsroom supervisors said students from the department arrive for internships well prepared and know how to write and post to the Internet, which has become the primary vehicle for several Michigan newspapers. One supervisor cited the department's *Grand Central* online news site as a valuable tool to prepare students for newsrooms undergoing a shift to digital.

Students in all the majors praised the quality of the instructors, the credentials of the full-time faculty and the access to the tools necessary to complete their assignments.

Faculty teach ethics by examining controversial media cases, both in class projects and conversations with guest speakers who discuss real cases in the newsroom. Ethical challenges are frequently topics of events and discussions for on-campus student groups, such as the Society of Professional Journalists and Central Online News Association.

(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.*

Five skills classes, all in the advertising major, are at the 20-student maximum, and all the rest are below the threshold.

(e)The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours). Students may take up to two semester courses (or their quarter equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals.

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

Internships are "advocated and encouraged" although required only for the advertising major. In practice, many journalism students have done internships for credit. Students are strongly encouraged to take one or more credit/non-credit internships prior to graduating. Students agreed "it's impossible" not to know what opportunities are available, with faculty and department attention to gaining work experience. Students can earn a maximum of three credit hours for an internship.

Students attend a seminar about internships during the fall semester and then complete an application that includes an agreement with the professional supervisor, outlining the intern's duties, supervision, work expectations and conditions and remuneration. The department has for 15 years sent students to Beijing for an internship at the English-language *China Daily*.

A student must complete 50 hours of professional work for each hour of academic credit. Students are actively encouraged to spend the entire summer or semester at the internship, and most spend 250 to 300 hours on their internship.

Students write a short report after the first week, at midterm and at the end. The final paper must analyze the benefits, including what actions by the department or the employer would have made it a better experience. Students must also turn in samples of their work.

Workplace supervisors submit a one-page report covering the student's work ethic, job skills and success in completing assignments, along with short answers to questions about the overall performance. A spot check found mostly glowing reports on recent interns, with a few written suggestions about adjustments that could be made to improve the internship experience.

A year ago, 31 students did internships, with about 74 percent earning credit.

The department's coordinator for internships has held the post since 2001. Newspaper and public relations managers in Michigan offered high praise for the students and for the level of interaction, including requests for feedback on skills and tools still required of the interns. Worksite supervisors said students from the department generally are more prepared and ready to tackle tasks in today's multiplatform newsrooms and strategic communications marketplace than their peers from other institutions.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

The unit has an inclusive program that values domestic and global diversity, and serves and reflects society.

Unit performance with regard to indicators:

(a) The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.

The department has a diversity plan, updated in spring 2014, that covers diversity in its curriculum, and the recruitment of students and faculty who are women or members of racial minorities. The plan states the unit's definition of diversity and stresses the inclusion of "people of racial/ethnic minorities, women, GLBT individuals, individuals with disabilities, and internationals, as well as others." Detailed assessment of these efforts appears in the self-study. In addition, the university has a written plan for achieving diversity. The university also has an office of Institutional Diversity, which reports to the provost.

The documents are comprehensive. Interviews with students, faculty, and the university community show evidence that the department provides a supportive climate in terms of diversity and learning.

(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.

A review of course syllabi shows that fostering an understanding of diverse issues and perspectives is a priority for most instructors. For instance, the syllabus in a public relations course stresses the importance of understanding a diverse audience. The syllabus of a reporting class emphasizes it is critical to have diverse sources of information. The department also has a stand-alone, 300-level course with multiple sections (Racial and Cultural Diversity: Mass Media's Role) to address issues of diversity. Another 300-level course, International and Cross-cultural Mass Communication, covers diversity issues in a cultural and global context. According to the university's 2014-2015 undergraduate bulletin, students in this department, regardless of their major or concentration, are required to take one of these two diversity courses.

In addition to course content, the department promotes diversity in other areas, including inviting guest speakers with a diverse background, hosting a Martin Luther King Jr. Birthday conference in 2010, a study aboard trip to Peru in summer 2014, on-going internship positions in China, an annual diversity essay contest, and supporting faculty research on global issues.

Interviews with students showed that current diversity issues are covered in classes and other university related activities, and the students are familiar with such issues.

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

The department has been successful in recruiting and retaining female faculty members and staff. Among the 12 full-time tenured/tenure-track faculty members, five (41.7 percent) are women. The current interim chair of the department is female, and the full-time office manager is a woman. In addition, the previous chair of 12 years, who departed for another university in spring 2014, is a woman.

Among the tenured/tenured track faculty, one is an African-American woman, and three are international (two females and one male; two are of Asian descent and one is of East European descent).

The department currently has 11 full-time (“fixed-term”) instructors and two part-time instructors, and five of them (38.5 percent) are women, with one Latina.

The department advertised for faculty positions in various venues, including the Asian American Journalists Association, the National Association of Black Journalists, the National Association of Minority Media Executives, the National Association of Hispanic Journalists, the National Lesbian and Gay Journalists Association, the *Chronicle of Higher Education*, the Insidehigheredjobs.com website, and the newsletter and online jobs website of the Association for Education in Journalism and Mass Communication. Current faculty also recruited job applicants through personal contacts at AEJMC conventions and through personal telephone calls to graduate directors of journalism/mass communications programs nationwide.

However, the self study indicates that in its 2011-2012 and 2012-2013 tenure-track faculty searches, no minorities were in the hiring pool. There were two members of racial minorities among its hiring pool during its 2013-2014 searches, but neither was considered a finalist.

(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 department’s Diversity Plan outlines specific steps to recruit and retain a student population reflecting the diversity of the university’s service area. Every year the department chair sends letters to every high school in Michigan to recruit students. The department works with the university’s Admissions Office and the college dean’s office to ensure recruitment of underrepresented students. The department’s faculty have visited local high schools and a nearby Native American tribal college to recruit.

The department also has a named scholarship program, which honors one of the first African-American broadcast journalists, the late Lem Tucker, and provides four-year, full-ride scholarships to the recipients. This scholarship program has successfully recruited high school seniors from underrepresented groups, including an African-American student and an LGBTQ student.

Recent data from the university’s Office of Institutional Research indicate that the department has made significant progress in diversifying the student body by recruiting minority students. In the 2013-2014 school year, the percentage of African-American students, 7.93 percent, is higher than the percentage for the university overall at 5.32 percent. Females represented 57.5 percent of the department’s students in 2013-2014, compared with 57.2 percent for the university.

(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.

In 2013, one tenure-track faculty member filed a complaint of harassment and discrimination with the university's Office of Civil Rights and Institutional Equity against three members of the department. The office investigated this incident and substantiated the claim against the chair of the department, who departed for another institution in February 2014. As a result, the university changed its policy for faculty tenure-clock-extension due to non-academic reasons. Also, partially because of this complaint, the department will undergo training on how to maintain and promote a harassment- and discrimination-free environment.

The site team interviewed all the available tenure/tenured-track faculty and "fixed-term" instructors. While some faculty members expressed strong concern about the department's climate, the majority of the faculty suggested that, in light of the harassment and discrimination complaint of one faculty member, the department generally and sufficiently provides a supportive and inclusive environment for research and educating students. The students, college-level and university-level administrators that the site team interviewed did not voice any concern about harassment or discrimination issues affecting students.

In addition, the building that houses the department and all of its facilities are wheelchair accessible.

COMPLIANCE

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

The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission.

Unit performance with regard to indicators:

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

The department has three categories of professors. In addition to tenured/tenure track faculty (regular faculty), who typically teach a 3:3 class load, Central Michigan University has a designation under which faculty with bachelor's and master's degrees and professional experience may be appointed as "fixed-term full-time," a two-year term teaching a 4:4 class load. Another designation, "fixed-term part-time," applies to new lecturers or long-time lecturers teaching a less than full load.

In searches for tenure-track faculty, the unit works with the university's Affirmative Action Office through the dean's office to ensure that the finalist lists in faculty searches include qualified women and minorities. There is a search committee for every tenure track hire. As a general rule, the unit requires a Ph.D. degree (or ABD) or a terminal degree such as the MFA, depending on the position, and professional experience for all "academic track" positions.

The department recruits adjunct or part-time faculty members every semester. However, given that the unit has a stable cohort of full-time, fixed-term faculty, the majority of whom are guaranteed two-year appointments at the Lecturer 2 rank, there is limited opportunity for part-time hires. Since the Union of Teaching Faculty started to represent contingent faculty in 2011 and reached an Agreement (2011-2015) with CMU, there has been a shift away from part-time faculty to full-time, fixed-term appointments. The unit hires part-time faculty on an "as needed" basis.

All regular faculty members are evaluated on teaching, research and creative activities, and service for reappointment, promotion and tenure applications according to the procedures, criteria, standards and levels of performance set out in the departmental bylaws. Fixed-term faculty members are evaluated only for teaching.

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

In fall 2014, the department has a total of 12 regular (tenured/tenure-track) faculty members, 11 fixed-term, full-time faculty members, and one part-time, fixed term faculty member.

There are seven tenured faculty members in the department, including one expecting tenure in fall 2014. Three faculty members are at the full professor rank; six at associate professor rank and three at the assistant professor rank. Two associate professors are not yet tenured.

During the period under review, tenured/tenure track faculty have taught as little as 37 percent of the department's classes in fall 2011 and as much as 47 percent in fall 2012. The remaining courses were taught by full-time and part-time fixed-term lecturers.

In its self study, the department grouped all full-time fixed-term faculty with the tenured/tenure track faculty. Using the same table and CMU’s definition, the “full-time” faculty have taught between 78 percent (spring 2013) and 92 percent (fall 2013) of the school’s courses.

Number and Percentage of Sections Taught per Semester by Faculty Who Are Tenured/Tenure-Track, Fixed-Term Full Time and Part Time

Semester	Sections	% TT *& FT*	% TT**	%FT***	%PT****
Spring 2014	73	80.82	41.10	39.73	19.18
Fall 2013	66	92.42	46.97	45.45	7.58
Spring 2013	73	78.08	36.99	41.10	21.92
Fall 2012	72	90.28	47.22	43.06	9.72
Spring 2012	68	83.82	38.24	45.59	16.18
Fall 2011	68	85.29	35.29	50	14.71

*=Percent taught by combined tenured/tenure track faculty and full-time fixed term faculty.

**=Percent taught by tenured/tenure track faculty.

***=Percent taught by full-time fixed-term faculty.

****=Percent taught by part-time, adjunct faculty.

(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.

Eleven of the 12 regular faculty members hold doctoral degrees, and one holds a Master of Fine Arts degree. The five female faculty members have doctoral degrees, and one of the seven male faculty members has a master’s degree. Thus, 91.7 percent of the faculty members hold doctoral degrees.

Combined, the regular faculty had a total of 121 years of professional experience, an average of 10 years. They also have a total of 163 years of teaching experience, an average of 13.6 years. The longest-serving member of the faculty has taught for 30 years at CMU; the most recent hires have just completed their second year at CMU.

Five, or 41.7 percent, of the 12 regular faculty members are women, and four, or 33.3 percent, are minority or international.

Of the 12 fixed-term and part-time faculty, eight have a master’s degree and four have a bachelor’s. A majority of the faculty has had extensive professional experience, with a combined total of 221 years. Together, they have 172 years of teaching experience. Eight, or 66.7 percent, are men, and four, or 33.3 percent, are women. One is Hispanic.

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

The main evaluation tool is the Student Opinion Survey, which all faculty members are required by the bylaws to distribute in every class every semester. Faculty members distribute the survey in the form of

an instruction sheet, a Scantron sheet and a third form for individual opinions. Students may elect to not participate.

Some faculty members also undertake additional voluntary peer reviews to improve their teaching. Tenure-track faculty make copies of their SOS evaluations available to the associate dean and the chair at the time of their annual review meetings, which are pre-tenure performance reviews for faculty development purpose, and also to the members of the personnel committee for reappointment considerations. SOS evaluations also are available when promotion and tenure applications are considered.

The primary responsibility of the fixed-term faculty is teaching. They make their Student Opinion Survey of teaching scores available to the chair in the spring semester each year along with their individual student comment sheets. The chair uses these data and other materials provided by the faculty as a basis on which to make recommendations for reappointment for the following year.

The chair also tracks grade distributions of all faculty and makes available to each faculty member a record of her/his grade distribution for each class and that of other faculty members, highlighting the distribution across faculty for multiple sections of the same course. The chair holds individual conferences to discuss teaching with faculty members when needed.

All regular faculty members are evaluated on teaching, research and creative activities, and service for reappointment, promotion and tenure applications according to the procedures, criteria, standards and levels of performance set out in the departmental bylaws. After being tenured, faculty members must schedule performance review conferences with the dean if the intervals between their promotion applications are longer than five years.

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

Most department faculty members serve the university in a variety of capacities, including membership on standing as well as ad hoc committees, guest lecturing and scholarship application evaluation.

Faculty members from the department currently hold more than a dozen university-level service commitments including: departmental representative to the Academic Senate; member of the University Grievance Review Committee; member of CCFA Reappointment, Tenure and Promotions Committee; and the CMU Lem Tucker Scholarship Committee.

Faculty members from the department have participated in campus-wide events, including: moderator for “Media Stereotypes of Native Americans,” sponsored by the Department of Journalism and the Diversity Office; presenter at the 2014 CMU Communication and Social Action Conference; moderator for Democratic Sen. Carl Levin, chairman of the Senate Committee on Armed Services, at CMU in April 2013.

One bilingual faculty member serves as a resource person for exchange programs with China and issues/concerns related to Chinese students on campus.

COMPLIANCE

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

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

Unit performance with regard to indicators:

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

The university's statements of mission, core values and vision all include the importance of research. Its strategic plan lists "research and creative activity" as second among five priorities. The university's labor contracts with faculty and the department's bylaws include a research requirement for tenure and tenured-track faculty.

The department's interim chair and the college's interim dean both indicated their support and rewards for research and creative activities, which were confirmed by the site team's interviews with tenure-track and tenured faculty. Faculty members have been able to attend academic conferences to present research through travel support mainly from the department, with supplemental funding from the college and university. They have also received research grants and awards. One tenure-track faculty member was rewarded with early tenure/promotion because of her high research productivity.

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

Recent job announcements for faculty positions include a requirement for scholarly research or creative activity. The 2011-2014 labor contract between Central Michigan University and its tenure/tenure-track faculty states general expectations for research and creative or professional activity. The department's bylaws specify expectations for reappointment (for pre-tenure faculty) and for receiving tenure and promotion. Interviews with tenure-track faculty showed that they are clearly aware of such expectations.

Between 2010 and 2014, a total of seven faculty members received tenure, promotion to a higher rank, and/or salary adjustments. Their promotion and tenure documents all list success in research or creativity activity as a criterion, indicating that the unit's expectations are in alignment with the university's expectations.

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

The university's labor agreement with the faculty union states, "The pursuit of knowledge and learning manifests itself in different ways in various fields and disciplines such as sciences, arts, humanities and applied arts. Departmental colleagues are thus best informed and are in the best position to arrive at specific criteria and standards to evaluate a bargaining unit member's work. It is therefore the responsibility of departments to develop and systematize these criteria and standards so that they may serve as guidelines for departmental recommendations regarding reappointment, tenure, and promotion. Criteria refer to the areas of evaluation (e.g., teaching, scholarly and creative activity, and university service)."

The same labor contract further indicates: “The department bylaws also address the quality and quantity of research and creative activities, and specific levels of performance required for reappointment, promotion and tenure.

Departmental bylaws include the following statement: “The Department of Journalism recognizes the value of granting appointment, reappointment, tenure, and promotion to two different, but equally valuable, ‘tracks’ of faculty members: traditional academic and distinguished media professionals. Such recognition allows the department to best carry out its mission as an undergraduate program that prepares students for entry-level jobs”

These documents show that the department and university value both traditional scholarly research and creative activities.

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

The faculty in this department produce research and creative works focusing on various areas of journalism and mass communication, such as USA Today’s history and content, African-American media, Asian and Russian journalists, editors’ attitudes toward user-generated content, community newspapers, emotional responses to media messages, and health communication. Research and/or creative activities are major items in the criteria for re-appointment, tenure and promotion. There are other incentives, including travel funds to attend conferences, summer research grants, and merit raises.

According to the data reported by the department as well as faculty vitae, in the six years prior to the site-team visit, faculty members have received seven internal grants, nine external grants, produced two scholarly books, eight book chapters, 29 refereed journal articles, 110 refereed conference papers, two invited academic papers, one encyclopedia entry, three book reviews, 11 articles in non-referred publications, two juried creative works, and six non-juried creative works.

These statistics indicate that this unit’s faculty members communicate the results of their research and other creative or professional activities to scholars, educators and practitioners.

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

Interviews with the faculty confirm that the department provides a positive environment for research. In addition, they collaborate on research projects and have multiple venues to discuss research ideas. A review of faculty vitae shows that a sizable number of publications and conference papers have multiple authors who are members of this faculty.

The university is primarily a teaching institution. Given the mission of the university and department, the site-team considers the types and level of productivity of the full-time tenured and tenure-track faculty appropriate.

COMPLIANCE

PART II — Standard 6: Student Services

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

Unit performance with regard to indicators:

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

All students are assigned an adviser when they choose a major in the Department of Journalism and they must declare their major after completing 56 hours of coursework. Journalism majors and minors are encouraged to see an academic adviser each semester. Students must see a university academic adviser to sort through their degree options and university requirements. Students must get an audit of their transcript before graduation to determine any shortfall in required credits.

Students said they were satisfied with the advice they received from the departmental advisers and a few journalism majors stressed the availability of the teachers to provide help on course requirements and job and internship opportunities. Several said they don't meet with the advisers before every semester but none reported impediments to graduation from poor advising.

Tenured and tenure-track faculty members are required to advise and counsel students; fixed-term faculty don't have those responsibilities.

(b) Faculty are available and accessible to students.

All faculty members post office hours either on their door or in their syllabi. Each faculty member is required to be available at least four hours weekly. Students said the department "sets us up for success pretty well" and described the "family feel" of the faculty.

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

Students are kept up to date by a variety of notifications, most often via the JRN majors/minors listserv. The unit also posts notices and announcements on various notice boards outside the department's office. One fixed-term faculty member takes responsibility for keeping the hallway bulletin boards updated.

Professors are notified of items they need to bring to the attention of classes, and some are posted on Blackboard. Facebook and Twitter accounts also are used to connect with the department's students. The unit, college and university websites also carry announcements about opportunities and policies.

(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 media are independent of the department.

CM Life is a three-day-a-week newspaper run by the Student Media Board and advised by a university employee who reports to the provost. The *CM Life* newsroom is near the department's classrooms, computer labs and faculty offices. Faculty members have provided workshops for the staff, and often analyze and critique the newspaper in the classroom.

Other campus media include WMHW-radio, affiliated with the School of Broadcast and Cinematic Arts; Moore Hall TV; News Central 34; Moore Media Records; Moore Media Digital Design; and the university's PBS affiliate WCMU. Students have access to an active campus chapter of the Society of Professional Journalists, the Public Relations Student Society of America, a Central Press Photographers group, an Ad Club and the Central Online News Association.

Six years ago, the department started *Grand Central*, an online magazine open to journalism majors and minors. Approximately 70 students write and edit, shoot photos and videos and record audio. Students write about campus life and said *Grand Central*, which won an EPPY award from Editor & Publisher magazine, isn't aiming to break news, or cover events as they happen.

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

The department retained an average 73 percent of non-graduating majors from 2007-08 to 2013-14. The department reports that an average of 26 percent of all declared majors graduate each year; that total includes both juniors and seniors. The average time for juniors to graduate is 2.25 years.

The university's Office of Institutional Research collects and analyzes data on admissions, retention, and graduation. The office makes such data available campus-wide through data systems, although a lack of staff creates obstacles in obtaining real-time data or updated data.

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

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

Unit performance with regard to indicators:

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

The department has a detailed annual budget, which has grown 35 percent since 2011-2012. The self-study, however, says this increase has come “despite the fact that the department has little control over its budget.Strategic planning has little to do with the resources available as allocations tend to fluctuate year by year.” The department’s strategic plan focuses more on curriculum, diversity, space and other matters, rather than on issues that depend on financial resources.

There is no formal budget request cycle except for tenure-track faculty position requests. Nonetheless, the department’s equipment budget has more than tripled since 2011.

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

The university operates on a Responsibility Centered Management system, which allocates tuition revenue to colleges and schools based, in part, on enrollment. The Journalism Department maintains that it brings in more revenue than it receives in return. The self-study says that journalism and three other units within the College of Communication and Fine Arts subsidize the fifth department -- music -- whose expenses far exceed its revenue. The dean acknowledges this subsidy but said she believes journalism receives a “pretty healthy budget;” she also notes that her office makes funds available for the department’s technology upgrades and some discretionary items.

In 2011, the university began ranking all academic programs based on funding priority, with “1” being the highest. This brought the department additional funding for its online journalism, photojournalism and advertising major, which were all ranked “2.” The department’s *Grand Central* online magazine also received more funding as a result of this ranking.

Like many state university systems, Michigan’s has seen a dramatic decrease in public financial support, although the provost said this year’s allocation is higher than last year’s.

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

The department is located on the fourth floor of Moore Hall and recently gained some additional space after *CM Life*, the student publication, moved to other quarters. The space will be renovated in summer 2015 to house the department’s online publication, *Grand Central*, and three faculty offices.

Also planned is a space for a new Center for Innovation, Collaboration and Engagement (ICE), intended to bridge some of the units within the college.

The department has three computer labs on the fourth floor, including the stunning Caponigro Multimedia Lab with 18 iMacs, two wide screens, and two permanent cameras for Skype interviews. The other two fourth-floor labs are smaller, with 10 and five iMacs.

The department has use of two other 22- and 25-seat labs in Moore (on the third and first floors), and the photojournalism classes sometimes meet in Wightman Hall, home of the art department. Department labs are well equipped with a wide variety of up-to-date software and printers needed for the various courses. The department's largest classes are held in Moore 108, a 60-seat classroom with projection equipment.

Faculty offices are adequate, although some professors have to share space. The department says it "urgently needs more office space." The department lists "lack of control over classroom space, particularly lab classrooms" as its top weakness and worries that the problem will grow as its advertising major attracts more students.

(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 department's primary equipment needs are for its photojournalism majors. Students in beginning classes use their cellphone cameras for assignments. In higher level courses, each student is expected to provide his own camera body and basic lens. Students are then able to check out a wide array of Canon and Nikon lenses and equipment on a par with that found in professional settings. These include:

- 1 Nikon D7100 camera
- 1 Nikon D3300 camera
- 2 Canon T5i cameras
- 2 70-200mm f/2.8 zoom lenses for Canon
- 2 70-200mm f/2.8 zoom lenses for Nikon
- 1 300mm f/ 2.8 lens
- 1 70-300 f/4.5 Tamron zoom for Canon
- 1 70-300 f/4.5 Tamron zoom for Nikon
- 1 Canon 10-22mm f/2.8 lens
- 1 Nikon 12-24mm f/2.8 lens
- 6 Canon flash units
- 6 Nikon flash units

Video/audio equipment includes:

- 18 Canon HD video cameras
- 6 Rode VideoMics
- 3 high quality Audio Technica shotgun mics
- 10 student quality Audio Technica shotgun mics
- 6 lavalier mics
- 2 wireless audio transmitters
- Fluid head tripods
- Lights
- "Pocket Wizard" remote flash triggering devices

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

The university's attractive Park Library is a 10-minute walk from Moore Hall and appears to have ample resources for students and faculty.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

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

The Department of Journalism fosters rapport between individual faculty members and the unit's alumni, professionals, and professional organizations. A fixed-term faculty member is one of the unit's chief conduits for communications with alumni. Several other senior faculty members have maintained contact with alumni and frequently call on alumni (or get calls from them) regarding employment and internship opportunities, media happenings, and other activities.

Faculty members often invite alumni back to campus to speak to classes, and open these sessions to other students. Recent visitors have included Eric Dresden of the *Flint Journal*; Andrew Dooley of Mlive, Chad Livengood of the *Detroit News*, Kevin Calcagno of CIMX radio in Windsor-Detroit, Andrew Moore, an entrepreneur and business owner; and Adam Graham of the *Detroit News*.

The department's alumni and professional advisory board, which was re-organized in 2012-2013, convenes once each year, usually on the day of the Journalism Hall of Fame dinner and induction ceremony. Alumni meet with faculty members and offer advice on curriculum and industry trends, in the process exchanging ideas about the future of media professions and journalism education.

(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.

Faculty members frequently are invited to judge competitions. For example, a CMU professor was recently named as judge for the National Press Photographers Association's National Monthly Clip Contest and the Michigan Community College Press Association's annual contest. Another professor has been on a panel of judges for monthly best stories and photos/videos for the *China Daily* since 2009.

(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 school's professors have contributed to a wide variety of national and international academic organizations, conferences and initiatives. During the period under review, the department's faculty members have served as peer reviewers or jurors at least 30 times for national and international scholarly journals; jurors nine times for photo competitions; co-organizers for seven national and international academic conferences; and keynote speaker or lecturer at more than 26 scholarly conferences and workshops.

Faculty members review research papers for various divisions in the Association for the Education in Journalism and Mass Communication annual convention, International Communication Association annual convention and National Communication Association annual convention. Faculty members were also invited to review papers submitted for academic journals including *Journalism and Mass Communication Educator*, *Journal of Business Ethics Education*, *Asian Journal of Communication*, *Africa*

Today, Journalism History, Chinese Journal of Communication Journal of Communication Inquiry, and IAFOR Journal of Media, Communication and Film.

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

The Department of Journalism fosters relationships with local communities and provides support to them. Faculty members have been incorporating service-learning components in their teaching. Students in many journalism courses contributed to the local community by developing PR/advertising campaigns, engaging in video production, media relations and event planning and coordination. For example:

In spring 2014 an advertising campaigns class (JRN 466), worked on the Century Council's campaign to reduce overconsumption of beer, wine, spirits on campus by underage drinkers and also of-age drinkers. The final campaign proposal was presented to the client.

Students in a fall 2013 public relations writing class worked with an outside group/business/nonprofit to produce PR materials. Those organizations included CMU School of Music, CMU Museum of Cultural and Natural History, CMU Disability Awareness Committee, Humane Animal Treatment Society of Mt. Pleasant, Michigan, Art Reach of Mid-Michigan, Special Olympics of Michigan, Epicenter of Worship Church at Lansing, MI,

In 2011, students in an online visual storytelling class (JRN 423) made videos of Big Brothers/Big Sisters to promote their program.

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

Two faculty members have been active in outreach activities to regional high school journalism classes throughout the period under review. They visit high school journalism classes at the invitation of former students who now teach, and give presentations to students on media professions and the role of journalism in society.

The unit has revived the multicultural high school journalism workshop, calling it the Digital Discovery Workshop. The unit also has revitalized its outreach to high school students through "Journalism Rocks," an event held in March, and has expanded its outreach to include community college students through coordinating and hosting the Michigan Community College Press Association awards day and workshop each April.

The unit continues its involvement in CMU and You Day, an annual September event hosted by the Admissions Office. Additionally, the unit participates in CCFA Day, the showcasing of programs to area high school students. The daylong event, involving presentations by departmental faculty members to groups of students and their parents, as well as a booth from which literature and advice about the unit's programs can be obtained, attracts large numbers of students each year. The chair sends a personalized and signed letter to each student who expresses interest in journalism and media.

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

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

Unit performance with regard to indicators:

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

The department’s current assessment plan, adopted in 2012, identifies its learning goals as the 12 ACEJMC values and competences. Prior to that, the department’s plan had listed 17 learning goals.

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

The department’s original assessment plan was adopted shortly before its reaccreditation visit in 2008 and has been revised several times, most recently in fall 2012. A new faculty member was given a course release to sharpen the plan’s structure and implementation, and those changes led to his being recognized with the provost’s assessment award.

The plan includes several direct measures, including internship evaluations, an exit exam, professional review of capstone projects and a PUGS exam – to determine proficiency with punctuation, usage, grammar and spelling.

Indirect measures include student success in contests and awards, retention and graduation data, employment data, alumni surveys, and exit surveys and interviews.

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

The department collects and analyzes data by competency for its three majors and one concentration. Results are shared with the faculty to determine what curricular changes are needed to “close the loop.” For example, when results indicated that photojournalism students showed a weakness in historic understanding, professors developed an action plan to strengthen those topics in relevant courses. Although there has not been much time for the current assessment plan to generate data and responses, the department appears to be on a solid trajectory.

(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 has an 18-member alumni and professional advisory board, which meets once a year in conjunction with the Journalism Hall of Fame dinner and ceremony. (The board was reorganized in 2012-13, merging two separate boards.) Its members offer suggestions to the department chair on curriculum and industry trends.

The department publishes an annual online alumni magazine, *The Headliner*, has a Facebook account and Twitter feed, and keeps its website updated with news. Students report frequent contact with alumni as guest speakers in classes and through informal networking when looking for internships and jobs.

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

Internship evaluations are an important element of the assessment plan. Internships are required only for advertising majors, but are strongly encouraged for journalism and photojournalism majors as well. The department also calls on professionals to review capstone projects for all majors. The assessment coordinator hopes to increase the number of professionals available to complete reviews and to train them on the use of rubrics.

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- a. A nimble curriculum that reflects strategic thinking about industry trends and departmental resources.
- b. A heightened attention to diversity in its curriculum and student recruiting.
- c. Vibrant extra-curricular and co-curricular activities that give students real-life experience.
- d. A promising new assessment plan.
- e. Strong student performance in national competitions.
- f. Dedicated faculty members whom students praise for their support and warmth.

Weaknesses:

- a. An unsettled departmental climate.
- b. Limited collaboration with the School of Broadcast and Cinematic Arts.
- c. Only one tenure-track faculty member for the department's largest major, advertising.
- d. A shortage of faculty offices and limited control over classroom spaces.

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

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

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

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

6) If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.

In its 2008 report, the site-team found the department out of compliance on Standards 3 and 9, Diversity and Assessment. A 2010 revisit concluded that the department had addressed all deficiencies. The 2014 site team found that the department had sustained its attention to both standards and made additional progress on both.

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

The self-study was clearly written and compact, but contained some errors that caused the team additional work. Supporting information was presented in appendices but those were not initially provided to the team, either in hard or electronic copies. When the team requested specific additional files before the visit, however, the department promptly made them available via DropBox or as email attachments.