

Report of On-Site Evaluation

ACEJMC

Undergraduate program

2014- 2015

Name of Institution: University of Texas at Austin

Name and Title of Chief Executive Officer: President William Powers, Jr.

Name of Unit: School of Journalism

Name and Title of Administrator: R.B. Brenner

Date of 2014 - 2015 Accrediting Visit: Feb. 1-4

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

Date of the previous accrediting visit: Feb. 8-11, 2009

Recommendation of the previous site visit team: Re-accreditation

Previous decision of the Accrediting Council: Re-accreditation

Recommendation by 2014 - 2015 Visiting Team: Re-accreditation

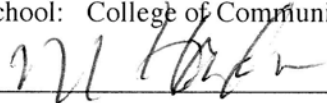
Prepared and submitted by:

Team Chair

Name and Title: Marie Hardin, Dean

Organization/School: College of Communications, Penn State University

Signature _____



Team Members

Name and Title: Joel Kaplan, Associate Dean, Professional Graduate Studies

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

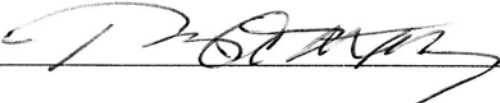
Signature _____



Name and Title: Tom Mattesky, retired deputy Washington bureau chief

Organization/School: CBS News

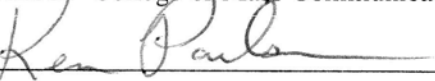
Signature _____



Name and Title: Ken Paulson, Dean

Organization/School: College of Mass Communication, Middle Tennessee State University

Signature _____



PART I
General Information

Name of Institution: The University of Texas at Austin

Name of Unit: School of Journalism

Year of Visit: Spring 2015

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.

The University of Texas was established by the state legislature in 1883.

4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?

- Yes **If yes, give the date of the last accrediting visit:** 2009
- No

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

1948

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

School of Journalism Mission Statement

We believe journalism serves many vital functions in a democratic society. As the eyes and ears of society, journalism seeks to discover what is going on in the world beyond people's doors and tells them about it. In doing so, journalism strives to reflect and transmit society's values. The best journalism promotes public accountability of the powerful and encourages a well-informed citizenry.

We believe our mission at the School of Journalism is grounded in the First Amendment to the Constitution, which gives us a unique responsibility in the university to serve the needs of a diverse society.

We strive to educate ethical, socially responsible, well-rounded and fair-minded reporters and producers of visual and verbal messages. We prepare students for lifelong learning beyond their first job by teaching them to be active participants in society who can critically consume as well as produce media content.

We invite challenges to established beliefs, practices and institutions throughout the curriculum and the environment while providing appropriate professional skills for gathering, analyzing, processing and disseminating information useful to society.

We must be future-oriented and keep abreast of new technologies pertinent to the production and consumption of news, anticipating and evaluating their uses and social impacts. In particular, the digitization of news and information has posed both opportunities and challenges for news organizations and audiences. We help our students master these technologies through hands-on practices and encourage them to make sense of the digital revolution through critical thinking.

We cultivate constructive relationships with media professions and industries, while maintaining a critical autonomy based on our special vantage point in the academy. We believe we can help improve the practice of journalism amid digital disruption through relevant research, teaching, and service.

We serve students, the journalism and mass media professions, the academic field, the university community, the state of Texas, the wider society, and the global community. Our location in the Moody College of Communication and at a major research institution means we are part of the larger intellectual currents of communication, and the university at large.

As participants in a graduate as well as undergraduate program, we train aspiring scholars to teach and add to the knowledge in our field. While our interdisciplinary nature is a key strength, we also affirm the intellectual importance of the study of journalism.

We wish to lead, not just react, which means we must strive to be innovative and creative. We are a community of scholars who work to keep current with new knowledge, as well as develop and apply our own ideas.

We strive to attract and nurture a diverse and accomplished faculty who are given opportunities to remain fresh and grow in their teaching, scholarship and service. Our faculty strives for excellence in their respective fields as judged primarily by their peers.

We value and affirm diverse individual, cultural and intellectual perspectives in the search for a more complete understanding of the truth. We wish to treat people in our professional community with sensitivity, honesty and respect. We believe in inclusive governance, where people have a stake and a say in the intellectual community. The faculty, their designated leadership and the staff work together as a team to advance the teaching and scholarly goals of the department.

Originally adopted in 1997 by the School of Journalism faculty, with periodic, faculty-approved updates through 2014.

See Appendix 1 for the School of Journalism's mission statement.

See Appendix 2 for the Moody College of Communication's mission statement.

7. What are the type and length of terms?

Semesters of 15-16 weeks plus finals

Summer sessions of 5-10 weeks

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

Four-year program leading to Bachelor's degree

Graduate work leading to Master's degree

Graduate work leading to Ph.D. degree

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

Bachelor of Journalism

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

120 semester hours

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

Up to 4 semester hours – 3 hours for first internship; 1 hour for one subsequent internship

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

The School of Journalism eliminated sequences effective with the 2012 catalog.

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

52,059 students

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):

633

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

Course number	Title	Enrollment
J302F	Digital Storytelling Basics	16
J302F	Digital Storytelling Basics	7
J302F	Digital Storytelling Basics	7
J302F	Digital Storytelling Basics	8
J302F	Digital Storytelling Basics	12
J302F	Digital Storytelling Basics	13
J310F	Reporting: Words (hybrid)	14
J310F	Reporting: Words (hybrid)	13
J310F	Reporting: Words (hybrid)	16
J310F	Reporting: Words (hybrid)	15
J310F	Reporting: Words (hybrid)	14
J310F	Reporting: Words (hybrid)	14
J310F	Reporting: Words (hybrid)	15
J311F	Reporting: Images (hybrid)	12
J311F	Reporting: Images (hybrid)	12
J311F	Reporting: Images (hybrid)	5
J311F	Reporting: Images (hybrid)	19
J322F	Navigating State Government	13
J323F	Education Reporting	10
J325F	Covering Politics	12
J326F	Reporting Sports	17
J330F	Television Reporting and Producing	10
J331G	Audio Storytelling	15
J331G	Audio Storytelling	16
J332F	News Editing for Online and Print	13
J332F	News Editing for Online and Print	6
J332J	Sports for Reporting Texas	14
J333F	Data-driven Reporting	12

J333G	Advanced Visual Journalism: Photo	13
J333J	Photography for Reporting Texas	6
J334G	Advanced Visual Journalism: Video	5
J335F	Magazine Writing and Production	17
J335G	Advanced Television Reporting and Producing	11
J335J	Mobile Programming for Journalists	13
J336D	Graphic Design for Online and Print	13
J336D	Graphic Design for Online and Print	10
J336F	Social Media Journalism (online)	76
J337F	Long-form feature writing	8
J337F	Long-form feature writing	14
J337J	Writing for Online Audiences	16
J340F	Covering the Global Economy	11
J342G	Reporting the World	10
J347F	Reporting Latin America	8
J348D	Gender and the News	19
J361F	Reporting Texas	5
J361F	Reporting Texas	2
J362F	Journalism Portfolio	17
J362F	Journalism Portfolio	15

Spring 2015

Course number	Title	Enrollment
J302F	Digital Storytelling Basics	15
J302F	Digital Storytelling Basics	16
J302F	Digital Storytelling Basics	16
J302F	Digital Storytelling Basics	15
J302F	Digital Storytelling Basics	14
J302F	Digital Storytelling Basics	14
J302F	Digital Storytelling Basics	16
J310F	Reporting: Words	11
J310F	Reporting: Words	12
J310F	Reporting: Words	9
J310F	Reporting: Words	11
J310F	Reporting: Words	9
J311F	Reporting: Images	14
J311F	Reporting: Images	17
J311F	Reporting: Images	14
J311F	Reporting: Images	8
J311F	Reporting: Images	14
J311F	Reporting: Images	14
J321F	Reporting on City and State Government	19
J322F	Navigating State Government	18
J326F	Reporting Sports	18
J330F	Television Reporting and Producing	15

J330G	Creative Nonfiction for Magazine and Books	11
J331G	Audio Storytelling	16
J331J	Studio Photography	11; 10UG/1G
J332F	News Editing for Online and Print	8
J332J	Sports for Reporting Texas	17
J333G	Advanced Visual Journalism: Photo	9
J333J	Photography for Reporting Texas	9; 7UG/2G
J334G	Advanced Visual Journalism: Video	17; 15UG/2G
J335G	Advanced Television Reporting and Producing	9
J336D	Graphic Design for Online and Print	14
J336F	Social Media Journalism	87
J337F	Long-form Feature Writing	15
J338G	Data Visualization	15; 9UG/6G
J339F	Investigative Reporting	13; 10UG/3G
J339G	Mobile News App Design	26; 13UG/13G
J339T	Web Design for Journalism	12; 11UG/1G
J342F	Business and Financial Reporting	20; 19UG/1G
J346F	Reporting on the Environment	12
J348D	Gender and the News	19; 16UG/3G
J349T	Lifestyle Journalism	13; 12UG/1G
J361F	Reporting Texas	5; 2UG/3G
J361F	Reporting Texas	3
J362F	Journalism Portfolio	18
J362F	Journalism Portfolio	14
J362F	Journalism Portfolio	20
J362F	Journalism Portfolio	9

UG – Undergraduates; G – Graduate Students

16. Total expenditures planned by the unit for the 2014 – 2015 academic year: \$3,481,809

Percentage increase or decrease in three years: (0.06)

Amount expected to be spent this year on full-time faculty salaries: \$2,274,865

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.

Rosental Alves, professor
Mary Bock, assistant professor
R.B. Brenner, professor and director
Wanda Garner Cash, clinical professor and associate director
Gina Chen, assistant professor
Iris Chyi, associate professor
Renita Coleman, associate professor
Tracy Dahlby, professor
Dennis Darling, professor
Kate Winkler Dawson, senior lecturer

Donna DeCesare, associate professor
Robert Jensen, professor
Tom Johnson, professor
Nick Lasorsa, associate professor
Regina Lawrence, professor
Bill Minutaglio, clinical professor
Paula Poindexter, associate professor
Robert Quigley, senior lecturer
Eli Reed, clinical professor
Steve Reese, professor
Maggie Rivas-Rodriguez, associate professor
Kevin Robbins, senior lecturer
George Sylvie, associate professor
Rusty Todd, professor
Kris Wilson, senior lecturer

18. List names of part-time/adjunct faculty teaching at least one course in fall 2014. Also list names of part-time faculty teaching spring 2014. (If your school has its accreditation visit in spring 2015, please provide the updated list of faculty at time of visit.)

Fall 2014

Barbara Audet, assistant instructor
Bob Garcia-Buckalew, lecturer
Marla Camp, lecturer
Mark Coddington, assistant instructor
Eileen Flynn DeLaO, lecturer
David Donaldson, lecturer
Jeff Linwood, lecturer
Sean Mathis, lecturer
Erin Mayes, lecturer
Christian McDonald, lecturer
Logan Molyneux, assistant instructor
Chase Quarterman, lecturer
Ed Timms, lecturer
Nuri Vallbona, lecturer
Kate West, lecturer

Logan Molyneux, assistant instructor
Chase Quarterman, lecturer
Rachel Reis-Mourao, assistant
instructor
Mat Sturtevant, lecturer
Melissa Suran, assistant instructor
Ed Timms, lecturer
Rob Villalpando, lecturer
Kate West, lecturer

* Instructor teaches course co-listed
with Mexican American and
Latina/o Studies

Spring 2015

José Andrés Araiza*, assistant
instructor
Barbara Audet, assistant instructor
Marla Camp, lecturer
Bob Garcia-Buckalew, lecturer
Christian McDonald, lecturer
Shannon McGregor, assistance
instructor

19. Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.

Year	72 or more semester hours outside of journalism and mass communications		
	Total Graduates	Number	Percent
2013-2014 academic year	<u>178</u>	<u>178</u>	<u>100</u>
2012-2013 academic year	<u>178</u>	<u>178</u>	<u>100</u>

PART II — Standard 1: Mission, Governance and Administration

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

Unit performance with regard to indicators:

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

The unit has a written mission statement that was updated to include language about digital media/technologies and then approved by faculty in Fall 2014. The strategic plan, a three-page document with 10 general strategies to move the School forward in a “dual role” to educate future practitioners and scholars, identifies needs and resources to address those strategies. The dean indicated that he supports the School’s plans as much as the college budget will allow.

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

Faculty oversight of educational policy and curriculum is substantive, by virtue of the School’s governance structure. Curricular proposals, including for the completely revised curriculum that launched in Fall 2012, are considered in committee and then go to a vote of the full-time faculty. Three standing committees are active in the School: A Budget Council, which conducts annual faculty evaluations and makes promotion and tenure recommendations to the dean; an Undergraduate Studies Committee, which oversees the undergraduate curriculum and course scheduling; and a Graduate Studies Committee, which consults on admissions, policy, and programs in the School.

(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.

Two new directors have led the school since the last reaccreditation visit in 2009. Glenn Frankel, a Pulitzer Prize-winning journalist with academic experience, led the School from 2010 until August 2014. Faculty members, industry leaders, and administrators across the college praised him for his leadership in curricular reform and teaching innovation. The new director, R.B. Brenner, also has been praised for bringing high energy, an entrepreneurial approach, and digital savvy to the role. He is off to a strong start with media professionals across the state. Faculty members and administrators also uniformly noted his attention to diversity and to student success.

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

The university's "Selection and Evaluation of Department Chairpersons" is a policy that guides the selection of the unit directors. The procedure requires a nomination of the individual, after consultation with appropriate faculty, by the dean to the president of the university. The dean is required to review the unit head within four years of the appointment. The current director, selected after a committee-led national search, is in his first year of service to the School.

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

The overwhelming majority of concerns expressed by faculty members and students are resolved through informal channels. According to the associate director, just one case has worked through the process outlined by the university's procedures for formal grievances for faculty members or students. The complaint was filed by a graduate student and was resolved by a unit outside the college, per university guidelines.

Overall evaluation: 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 School was 100 percent in compliance for the past two years of the rule requiring journalism graduates to take at least 72 semester hours outside of journalism and mass communication. Of those 72 hours, 39 are core hours prescribed by the university. Those include courses in English, math, humanities, history and science. In addition, the Moody College of Communications, of which the School of Journalism is a part, requires eight “flag” courses. Flag courses are those that make sure students take classes that infuse core values like diversity and global cultures. The eight flags include courses that require writing, ethics, cultural diversity and quantitative reasoning.

- (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 School previously had curricular sequences in broadcast, photojournalism, print and multimedia. The faculty voted to end these sequences and to create a new converged curriculum that took effect in fall 2012. While the new curriculum continues to create a good balance between theoretical courses and skills courses, it also offers students the flexibility to pursue areas of interest including news entrepreneurship and innovation, as well as data-driven journalism and visualization. The new major continues to require core classes in media law and ethics; critical issues; newsgathering and writing; and multimedia.

Under the new curriculum, the School has created five tiers or levels from which students are both required to take courses and have electives. Two courses are required in the first tier: Fundamental Issues in Journalism (which includes a news literacy component) and

Digital Storytelling Basics. The second tier also requires two courses: Reporting: Words and Reporting: Images.

The final three levels consist of a combination of required courses and electives. The third level requires courses in Public Affairs Reporting and Understanding and Reporting Social Issues. It also requires one Specialized Reporting class, with students having the option of taking two other courses on this tier, which includes Data-driven Journalism, Business and Financial Reporting and Social Media Journalism, among others.

The fourth tier requires a Media Law class. Optional courses for students at that level include an Ethics in Journalism course and a Historical Perspective of Journalism class.

Finally on the fifth and top tier, all students must take a Journalism Portfolio class and then choose between an internship or a course titled Reporting Texas. Reporting Texas began in 2009 with a grant from the Carnegie Corp. and has since become a regular course in the curriculum. Students in that class work on professional projects that are published on a reportingtexas.com website as well as in statewide professional publications like the *Dallas Morning News* and *Austin American-Statesman*.

The school also has made sure all 12 of ACEJMC's professional values and competencies are infused into the curriculum. The School has a list of each course and the course's corresponding competencies.

The new curriculum has received mixed reviews. Some faculty are concerned that they are trying to fit too much into some classes. For example, the Reporting: Images class originally contained segments on photography, graphics and video, which one faculty member said was too ambitious.

But the faculty also say they knew the new curriculum would be a work in progress and plan to re-evaluate it soon. As the new director said, "The house is solid but the rooms need work." He added he does not believe the curriculum is in need of repair, but of refinement. He said he is confident, based on one-on-one conversations, faculty are supportive of the School's curricular direction.

Overall, students have expressed satisfaction with the new curriculum, saying it gives greater ability to engage in different types of journalism. They are also appreciative of new courses in Social Media; Mobile News App Design and Data Visualization. In a student meeting, one student expressed interest in learning more about coding. The School has offered a mobile coding class and plans to add another coding course in the fall.

- (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.)**

Teaching is a high priority of the School, and its curriculum redesign was in keeping with ongoing changes in the profession. A faculty retreat in fall 2012 focused on new teaching technology modules. Several members of the faculty have won teaching awards, including three University of Texas Regents' Outstanding Teaching Awards, in the past four years. The faculty has been quite aggressive in experimenting with new classes, including two courses in mobile programming and development.

- (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.**

The School is in compliance with the 20-1 classroom ratio rule with one exception. Its only online course, Social Media Journalism, had 76 students in the fall semester and 87 in the spring semester. The associate dean for academic affairs explained why this online skills course contained more than 20 students: "Although we still have a curriculum that balances skills and concepts, certain new courses bridge this divide, such as Social Media Journalism. This class does not conform to the traditional lab-teaching model (the 20-1 rule) and thus has been allowed to grow to a larger enrollment."

- (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.**

The School has a well-developed internship program. All students are required to either complete an internship or take the Reporting Texas class, a capstone experience that is similar to an internship. In the internship class students must work at least 150 hours; keep a journal; and submit at least five examples of work they did during the internship.

Overall evaluation: 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 School adopted a Diversity Action Plan on Oct. 29, 2014, but did not have a plan in place during the self-study period.

The lack of a formal written Diversity and Inclusiveness plan was cited in the 2008-2009 report, but the team noted that a 1996 Fifth Circuit Court of Appeals decision that barred affirmative action for the University of Texas may have impeded progress.

There was no institutional commitment to the creation of a Diversity Action Plan until the School began exploring strengths and weaknesses in anticipation of the 2015 accreditation site team visit.

The school notes that “the most significant and useful area of dialogue” emerging during the Self-Study process concerned Standard 3. A retreat in August 2013 and subsequent meetings in 2014 led both the school’s administration and faculty to resolve that “diversity must be an ongoing priority,” according to the self-study.

- (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.**

All students in the School are required to take courses in cultural diversity in the United States and global cultures. The curriculum includes such courses as Minorities in the Media, Gender and the News, and Fundamental Issues in Journalism, which the school reports “focuses on the role of journalists in covering the issues of race, gender and economic inequality.” The curriculum includes five courses that provide insights into global affairs, with two courses focused specifically on Latin America.

The School’s assessment coordinator said he had talked with faculty members at a meeting about what he described as a haphazard approach to diversity as reflected in course content described on syllabi. Students who attended a small-group session

indicated that they were exposed to discussions and assignments about diversity in courses.

(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.

This is an area of significant weakness. The school's efforts to recruit women and minority faculty appears to be largely limited to sharing the job description for new postings with potential minority candidates, faculty and organizations that serve media professionals of color. However, two faculty members described recent efforts to reach out to minority candidates, and the director has pointed out that women have been hired in recent years.

The School's past 10 hires included four women and no minorities. Overall recruitment is hampered by the School's failure, documented in its self-study, to promote a woman or minority faculty member to full professor. Asked whether it's possible that the School has never promoted a woman or minority to full professor in the school's century-plus history, the dean responded: "It wouldn't surprise me." Since the last site visit, two candidates were considered for promotion to full professor: a minority female and a white male. The female was denied.

Of its 25 full-time faculty members, just two are Hispanic (the undergraduate student body is 23% Hispanic). Three faculty members are African American, one is Native American; ten of the 25 are women. Over the past three years there have been four full-time faculty openings; an offer was made to one minority candidate, but it was not accepted.

The dean says that in his 11 years in the role, he does not recall the School ever bringing him a minority candidate as a finalist for a faculty position. The School has not hired a Hispanic faculty member since 1998. The last African-American faculty hire was in 2005.

The School has hired and promoted two faculty members from outside the U.S. in recent years.

(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 undergraduate student body at the School is 40 percent non-Hispanic white, 23 percent Hispanic, 7 percent African American and 6 percent Asian. These percentages track fairly closely with the overall University of Texas at Austin undergraduate student population. Texas as a whole has a Hispanic population of 38.4 percent, an African

American population of 12.4 percent, an Asian population of 4.3 percent, and Native American population of 1.0 percent.

The School notes that a Texas statute requires admission from the top eight percent of every high school graduating class, which helps ensure diverse admissions. Retention programs include Freshman Interest Groups, Gateway Scholars and Longhorn Scholars. These and other student success initiatives benefit a diverse student population, though they do not specifically target minority students.

(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.

Individual faculty members expressed concern about perceived discrimination in promotion and tenure decisions, but there doesn't appear to be a hostile or harassing environment at the School. The Belo Center for New Media, built in 2012, houses most of the School's programs, and provides a modern and ADA-compliant environment for those with disabilities.

Overall evaluation: NON-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 university and college provide policies and procedures for the hiring and evaluation of faculty. The School's Budget Council, comprised of all full professors and one elected member from other full-time ranks, is charged with providing annual evaluations of full-time faculty. Most faculty members said the process for annual evaluations was fair and helpful. The hiring and evaluation of part-time faculty is a task that falls on the director and associate director, with input from the faculty.

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

Full-time faculty members drive curriculum-related decisions; oversee assessment activities and initiatives; and coordinate content for multiple course/lab sections. They lead the School's research and service initiatives. During the past three academic years, full-time faculty members have taught at least three-quarters of classes offered by the School.

(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 School is a mix of accomplished researchers and professionals with credentials appropriate to the mission of the School, college, and university. Tenure-track faculty who contribute to the School's graduate programs are active researchers; full-time faculty who are not on the tenure track focus on professional skills courses and work with students on such initiatives as Reporting Texas. Faculty members keep their credentials current by consulting with professionals in media markets across the state and by involvement in professional and scholarly organizations. Professionals with strong credentials have joined the part-time faculty, and the current director has ramped up efforts to recruit individuals in the Austin market with expertise in digital media. An example is his recruitment of a staff member from the *Austin American-Statesman*, who will teach a new course focusing on coding skills in the fall.

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

Faculty members report that they participate in peer observations of classroom teaching. Student evaluations of teaching are required and are considered in faculty members' annual performance evaluations. Instructors can opt for paper or electronic versions of the "Course Instructor Survey" for students.

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

Faculty members are involved in a variety of university-wide initiatives and committees, including the university's Committee on Committees and the Faculty Council's Research Policy Committee. The dean of the college said that he is "proud" of the way the School has progressed in its contributions to the mission of the college and its stature over the past decade, in great part because of new hires that have heightened the School's research productivity. Faculty members in the School have developed strong working relationships with the Center for Health Communication in the college, and with the Department of Computer Science in the College of Natural Sciences.

Overall evaluation: 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 requirement for scholarly activity is built into the evaluation process for faculty who have been designated as “scholarship-active.” The School supports the activities of these faculty members with a lowered teaching load (2-2); on occasion, a teaching load can be lowered further. Although the university does not have a sabbatical program, other programs (such as “Faculty Research Assignments”) allow faculty members to take a semester-long leave for research assignments. Six faculty members took such leaves during the past six years. Summer Research Assignments also provide financial support for scholarship-active faculty members during the summer months, and two faculty members were granted these awards.

School of Journalism faculty members also receive annual funding to use at their discretion to attend conferences and conduct other scholarship-related travel. The current director has increased this annual funding allotment.

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

Policies around hiring, promotion and tenure are specified in documents at the university level, such as the “General Guidelines.” College documents also provide guidance, but, like the university documents, focus on process rather than on specifics about criteria. Faculty members in the School said the expectations for tenure and promotion were clear, however. A formal mentorship program, linking junior and senior faculty in the School, provides additional guidance to junior faculty members.

Even so, two of the four candidates for tenure or promotion to full professor in the School during the past six years were not successful. The two unsuccessful candidates (one for promotion, and one for tenure) were both supported at the School level. The dean regularly sends faculty members in the School a document providing the average number of scholarly works produced by faculty members in the college who had been promoted in the previous decade either to associate or to full professor. The chart included average instructor ratings, number of books, journal articles, conference papers and other types of activity. However, the dean told the site visit team that there are two primary criteria for his support for promotion to full professor: a body of work that has drawn external

funding; and a “book of significance.” He indicated that the School of Journalism is “bedeviled” by an “associate professor stall” but said he anticipates promotions in coming years that will move the School forward in this regard.

(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 School’s “scholarship-active” and “scholarship-inactive” designations allow for the differing strengths and interests of faculty members as they relate to teaching and scholarly activity. Almost all faculty members in the School said they feel their contributions are valued in their annual evaluations. The only written criteria addressing forms of scholarship and creative activity in the School (and college) is in the form of a document (referenced above), provided by the dean, that includes categories for such work as essays and publications in popular periodicals.

(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.

School of Journalism faculty members are active, in terms of conference presentations and publishing. Faculty members present their research at national and international conferences and are published in scholarly journals, books, monographs, and other venues. For instance, faculty members have presented more than 150 refereed conference papers, published more than 100 refereed journal articles, and published five scholarly books. Close to 300 articles have been published in non-refereed periodicals.

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

Faculty members were nearly unanimous in their view of the School as a place where individuals can express differing opinions and where intellectual curiosity is fostered. Even the School’s physical layout is one that fosters intellectual engagement, as its doctoral students -- engaged in a variety of research projects -- work in a location central to all faculty offices and support services for the School.

Overall evaluation: 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.

Each student is assigned to one of two full-time professional academic advisers upon entering the School. These advisers serve as mentors and resources throughout a student's undergraduate tenure. Advisers are reachable in person and online to assist students in course planning, understanding degree requirements and exploring options available on and off campus.

The School's website tells students they should meet with their advisers at least once each semester, but those meetings are not mandatory. Most students interviewed by this site team indicated they meet with their advisers at least once a semester. They also said the advice they've received has been helpful and useful. Those who don't meet with their advisers regularly said they know where to get help if they need it. Additionally, surveys of students conducted by the university show high levels of satisfaction with the quality of academic advising in the college generally and more specifically within the School.

Some students, faculty and even the School's director expressed concerns about the number of advisers assigned by the college to counsel journalism students. They told the site team that with just two advisers available to counsel the School's more than 600 undergraduate students, access during busy periods like drop-add windows sometimes is a problem.

In 2013, the university completed a significant software upgrade to its Interactive Digital Audit which provides online resources, including updates on a student's progress toward a degree. Advisers say more than half of all students now use this self-help tool regularly to track classes they've taken, or have registered to take, and also to monitor their GPAs within the university and within their major. Students told the site team this tool has been helpful in course planning and provides a useful road map when meeting with their advisers to develop strategies to meet degree and other requirements.

At the beginning of each semester, the Student Advising Office mounts a campaign encouraging early and regular advising visits, and students are reminded of the importance of advising visits in emails, other online platforms and also on video display screens in several locations throughout the School's buildings.

The School increasingly has been using social media to highlight upcoming elective courses and share information about job and internship opportunities. The college's career center also provides information about jobs and internships. The center's staff includes four advisers who assist students with career and graduate school decision making as well as resume and cover letter preparation. One of those advisers also serves as the internship coordinator for the School's undergraduate students and works closely with faculty members who supervise internships.

(b) Faculty are available and accessible to students.

Students interviewed by the site team said they were pleased with the availability and the accessibility of faculty members. Faculty office hours are posted clearly on office doors and are included in all syllabi.

Students told the site team that faculty members respond promptly to emails, and some increasingly are interacting with students through Facebook, Twitter and other social media.

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

The School employs digital and traditional platforms to keep students informed about activities, requirements and policies.

Faculty and staff use Blackboard and Canvas to alert students about assignments and other class-related activities and information. Policy information is included in syllabi and is available on the School's website. The website also contains details about degree and other requirements as well as information about upcoming activities and programs.

Significant changes, like the School's 2012 curriculum overhaul, also are explained through traditional methods like town hall meetings.

(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.

Students can report, write, shoot, edit or design for more than a dozen campus news and media organizations. The Daily Texan offers print and online news produced entirely by students. Texas Student Television provides news, sports and entertainment programming that is produced by students and is distributed through a discreet dormitory channel. It also streams its programming online. Other campus media include a student-run radio station, a humor publication and a yearbook that is the oldest publication at the university.

Original student news reporting, photography and sports journalism are showcased by Reporting Texas, the School's digital media initiative. Reporting Texas is edited by teaching faculty and editors-in-residence. The course partners with daily newspapers in Austin, Dallas and other Texas cities, which often publish the students' work.

Student journalists can affiliate with more than a half- dozen professional organizations which have chapters at the university. Those organizations include the Society of Professional Journalists, the National Press Photographers Association and associations for Black, Hispanic and Arab American journalists.

(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.

Information about enrollment, retention and graduation rates is collected and analyzed regularly with the intent of spotting trends. The data are collected by the university's business intelligence data warehouse initiative that is administered by Financial Affairs, the Provost's Office and Information Technology.

With the goal of improving the command of data, a software and information management team was formed two years ago within the college. This team assists the School in accessing, compiling and reviewing current and historical data.

Information about retention and graduate rates is available on the School's website.

Opinions of students also play a role in efforts to improve student services and enhance student success. Information from surveys of graduating and current students is used to evaluate the performance of individual academic advisers and the quality of advising services in general.

Overall evaluation: 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 School has a line-by-line annual budget that allocates resources to meet its operating needs and the goals of its strategic planning. Expenditures and spending requests are evaluated regularly by administrators, faculty and staff. Planning incorporates not only short-term needs, but long-range goals as well.

The college's development office coordinates fundraising efforts with an emphasis on serving the long-term strategic goals of the School as well as those of four other departments within the college. It was the School's strategic vision that helped drive the design of the \$54.8 million Belo Center for New Media resulting in features that include a multimedia newsroom, a media briefing room and other state-of-the-art studio and video facilities.

The School benefits from significant endowment funds that support a Knight Chair, two other chairs and four named professorships.

In 2013, the Moody Foundation announced a \$50 million gift to the college to support strategic goals intended to position the university as a leader in research and teaching of new and convergent media. Specific endowments have been created from the Moody gift to support the School's course and curriculum development, the Knight Center for Journalism in the Americas and Reporting Texas, among other School initiatives.

(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.

Faculty and staff interviewed by the site team believe the School is provided with adequate resources to serve its students. The director believes those resources are adequate to meet the School's mission, and he also believes the resources are fair in relation to other units within the college.

One area in which the director would like more flexibility is in the pursuit of unit-specific funds to support the hiring of additional adjuncts and to support other program enhancements.

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

Most of the School's facilities are housed in the college's Belo Center for New Media. When the 120,000 square foot center opened in 2012, space available to the School was increased by 20 percent. Inside the Belo Center, students learn in classrooms with webcam capabilities, document cameras and much more. There are seminar rooms, large auditoria for introductory courses and advanced production labs with state-of-the-art equipment. The multimedia newsroom, which serves as the editorial headquarters for the student-produced news website, and the center's media briefing room also feature the latest advancements in technology.

Additionally, the Belo Center includes distance learning and teleconferencing facilities, multipurpose classroom space to facilitate cross-disciplinary teaching and a digital archive and exhibit space. There's also an area to support student and career services, including interview rooms and a resource center.

Some journalism courses also are taught in the Jesse H. Jones Communications Complex, a three-building facility that is across the street from the Belo Center. Since the last site visit, the Jones Complex has been updated to incorporate new technology and enable access to the university's networks. Other improvements include the addition of modern projection screens and the replacement of older computers.

One building of the Jones Complex houses Texas Student Media, which includes the daily campus newspaper, the yearbook and student-run radio and television stations.

(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.

One of the School's strengths is an extensive inventory of cameras and other quality field and studio equipment.

More than 200 video and still cameras, numerous microphones, tripods, voice recorders and other professional-grade gear are available to students. There are checkout locations in the Belo Center and the Jones Complex, and students told the site team the checkout process is easy and convenient. They also said equipment generally is available when they need it, although some students told the site team they would like more flexibility in extending the length of time that equipment can be checked out. A team of technicians maintains the equipment and coordinates checkout procedures.

In addition to its extensive inventory of multimedia equipment, the School's hardware and software also are impressive. Faculty and students have access to state-of-the-art editing, control room, studio and other production facilities.

In consultation with its faculty, information technology specialists and industry professionals, the School conducts frequent assessments of its tools and software. Equipment is updated as resources permit.

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

The university's website touts its academic library collection as the nation's fifth largest, with more than eight million volumes available for faculty and student research and professional development. Many of the resources at the university's 17 libraries are accessible online, including research tools such as databases and links to websites of numerous newspapers and other news organizations.

Additionally, the university's Harry Ransom Center houses what the School's website calls "journalism treasures," including the Bob Woodward and Carl Bernstein Watergate Papers and a collection of the late journalist Mike Wallace's interviews, correspondence, scripts and tapes.

Research resources also are available within the School itself, notably the Knight Center for Journalism in the Americas, which offers a searchable archive of journalism news from the Americas, published since 2003.

Overall evaluation: COMPLIANCE

PART II — Standard 8: Professional and Public Service

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

Unit performance with regard to indicators:

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

The School of Journalism communicates with its alumni through a variety of publications featuring news of the school and college. This is largely unilateral communication, though the School has developed a more rewarding interactive and informal relationship with a smaller group of professional journalists working for Texas and national media.

(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.

This is a clear strength of the school; it has an impressive record of reach and impact:

- The Knight Center for Journalism in the Americas has pioneered distance learning over the past two decades; it launched a Massive Open Online Course focusing on journalism and has offered 12 MOOCs over the last two years, reaching 150,000 people in 160 countries. Most remarkable was an online symposium for Mexico's judges on the legal framework of freedom of expression; participants included 932 judicial professionals, including 99 judges.
- This year the School will host the 16th annual International Symposium on Online Journalism, a respected and influential conference. It emphasizes both professional practice and academic research. The symposium includes publication of an online journal called *#ISOJ*.

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

Faculty members have extensive involvement in academic and professional organizations; the School of Journalism provides travel funds to help professors to attend conferences.

(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 Voces Oral History Project continues its remarkable work interviewing U.S. Latinos. Since 1999, the project has interviewed 950 people and provided the content for five books.
- Reporting Texas generates enterprise journalism by students that appears in media across Texas. Led by instructors who are also experienced journalists, the program gives students valuable experience and also bridges the gap between academia and the profession.
- Faculty members participate in both national and international conferences, serve as judges and reviewers of professional and academic content and consult widely on journalism programs and projects.

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

The School is one of just four in the country to host workshops of the Reynolds High School Institute, a project managed by the American Society of News Editors. A cross-section of the faculty contributes teaching and expertise to the Institute, which provides hands-on instruction and inspiration for about three-dozen high school journalism advisers from across the country.

The School also hosts the Interscholastic Press Conference, a statewide program that supports and recognizes student journalism, with extensive faculty participation.

Overall evaluation: 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 School’s revised assessment plan, adopted by its faculty in Oct. 2013, is based on 12 educational objectives that align with ACEJMC’s professional values and competencies. This is an update of an assessment plan the School has had since 2006, when it was required by the university to design one.

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

The 12-page assessment plan describes the use of measures to collect data. The plan focuses on four direct measures: a course-embedded assessment plan; faculty evaluation of the core curriculum; cross-sectional examination of multi-section courses; and internship reports. The internship reports, although described as direct, also have an indirect component. Among the indirect measures used for assessment are student awards; the School also relies on self-reporting by alumni who stay in touch with the School. The School’s director of assessment concedes that there is confusion about whether the School is properly designating direct and indirect measures.

The methods cited in the School’s annual assessment reports are the evaluation of various assignments, with common rubrics that focus on particular competencies, in a variety of courses. In its assessment reports, the School documents whether at least 80 percent of students earn a passing score of C on designated parts of or entire assignments where a common rubric is used by faculty to evaluate them. This method is acceptable to the university, which requires assessment as a part of its accreditation by the Southern Association of Colleges and Schools.

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

The previous accreditation report in 2009 found the School in non-compliance with the assessment standard. The School spent much of its efforts in the following three years – until Fall 2012 – in revising its curriculum. Meanwhile, the associate dean, a member of the Journalism faculty, began working with the university in its own efforts, incorporating Journalism’s plan into the online campus process and data system.

The School put more energy around assessment in 2012 when it launched its new curriculum. A new assessment director was appointed, and the School began to align its assessment efforts in the new curriculum around the ACEJMC values and competencies. A new assessment plan was later drafted.

Several curricular changes – most at the course level – have been cited by the School as a result of assessment. They are adding a records searching module to the Intermediate Reporting class; weekly AP style quizzes and assignments in the Digital Storytelling class; and broadening the definition of underrepresented groups in the Gender and the News class. These changes appear to be less an outcome of data gathered through the methods used for university assessment and more a function of approaches such as gatherings of faculty to assess the impact of multi-section skills courses.

The University of Texas’ senior director of institutional accreditation and effectiveness says that the School consistently has met and sometimes exceeded the university’s compliance standards, which include a minimum of three learning outcomes and three methods. “Of course, assessment is more about improvement than compliance and journalism has provided acceptable work,” she wrote in an email.

The site team found that there was confusion among the faculty about assessment, particularly as it relates to the requirements of ACEJMC as opposed to the requirements of the university. The School has put a great deal of effort in meeting the assessment needs of the university, but those needs don’t necessarily correlate with the assessment standard of ACEJMC. For example, the university does not require a review by outside professionals.

Even the university’s senior director concedes that while the School’s assessment practices meet expectations, the School needs to provide better documentation of curricular and pedagogical changes, more reasoning behind those changes and be more descriptive of its decision-making processes.

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

The School lacks systematic guidance from its alumni base. It does not have a comprehensive list of its School of Journalism graduates, and it does not keep track of where recent graduates are employed. The School does conduct an employment survey, but it is done anonymously so it is unable to place the names of School graduates with the jobs they obtain.

The School does have an internship survey for supervisors, many of whom are graduates of the program. The survey asks supervisors to evaluate the work of students and to suggest ways the School might better prepare students for internships.

The director of the School and multiple faculty members said they keep in touch with alumni regularly through informal channels and use their feedback to improve courses.

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

The School has yet to include members of the profession or alumni in the assessment process beyond the internship survey. However, it has formed a group with the first meeting planned for May. The group is made up of eight journalism professionals, several of whom are graduates of the School. Each will serve a one-year term renewable through mutual agreement.

One member of the School's leadership said the failure to involve professionals in the assessment process occurred because it wasn't understood that such involvement was required. As a result, professionals informally gave advice, but the process was never codified. As an example of informal involvement, the director cited regular visits from two journalists to the Reporting Texas course, where they provide guidance to students and offer suggestions to improve learning outcomes.

Overall evaluation: COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- A passionate, hard-working and energetic new director who follows a director that garnered a strong reputation for moving the School forward
- State-of-the-art facilities and an abundance of top-of-the-line equipment and technology
- A balanced, experienced faculty who deliver high level of instruction and are dedicated to student success
- A forward-looking, innovative curriculum
- Students who produce professional work published/broadcast in professional media throughout the state. The School has earned a strong reputation among top media outlets.

Weaknesses:

- The lack of formal involvement by alumni and journalism professionals in the assessment process
- The failure to track and survey journalism graduates in order to improve curriculum and instruction
- Use of direct and indirect measures in assessment that are generally weak and may not lead to effective programmatic improvement
- New curriculum has brought challenges in scheduling and in sorting out content among courses

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

Standard 3: Diversity

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

Standard 3:

- Failure to implement a timely diversity action plan ensuring that diversity-related issues are addressed.

- The failure to recruit, maintain and promote a diverse faculty

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.

- a. *Unsure command of student enrollment and retention data:* Enrollment and retention data is readily available to the School through the College’s Office of Student Affairs
- b. *A policy that allows more internship credit than ACEJMC allows:* The School’s new curriculum limits internship credits to four, complying with ACEJMC policy.
- c. *Uneven mentoring of young faculty about steps and requirements for tenure and promotion:* The School has implemented a mentoring program that connects untenured faculty with tenured mentors.
- d. *Little tracking of alumni at the School level:* This remains a deficiency and is noted in “weaknesses,” above.
- e. *Continued faculty confusion about requirements for promotion to full professor, perpetuating “associate professor stall”:* Faculty members did not express confusion about the requirements for moving to associate- or full-professor rank.
- f. *The lack of required face-to-face advising:* The School still does not require face-to-face advising, but a new online program-audit tool, along with support from two dedicated advisers in the college, helps students move through the program.

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 thorough and well written, although – as is the case with almost all self-studies – it had holes that needed to be addressed and assertions that had to be clarified. However, it was not, on the whole, misleading.