Report of On-Site Evaluation
ACEJMC
Undergraduate program
2015– 2016

Name of Institution: **Pontifical Catholic University of Chile**

Name and Title of Chief Executive Officer: **Ignacio Sanchez, Rector**

Name of Unit: **Faculty of Communications**

Name and Title of Administrator: **Gonzalo Saavedra, Director**

Date of 2015 - 2016 Accrediting Visit: **November 8 – 11, 2015**

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

Date of the previous accrediting visit: **October 18-21, 2009**

Recommendation of the previous site visit team: **Re-accreditation**

Previous decision of the Accrediting Council: **Re-accreditation**

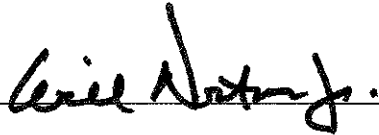Recommendation by 2015 - 2016 Visiting Team: **Re-accreditation**

Prepared and submitted by:

Team Chair
Name and Title: **Will Norton, Jr. , Professor and Dean**
Organization/School: **Meek School of Journalism and New Media, the University of Mississippi**

Signature _____

Team Members
Name and Title: **Heidi de Laubenfels, Vice President of Communications and External Relations**
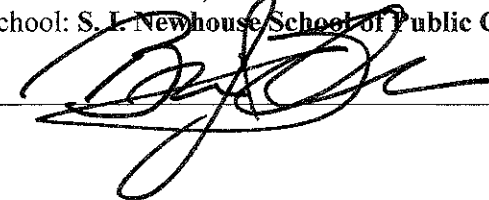Organization/School: **McKinstry**

Signature _____

Name and Title: **Brian Sheehan, Associate Professor**
Organization/School: **S. I. Newhouse School of Public Communications, Syracuse University**

Signature _____

PART I: General information

Name of Institution: Pontificia Universidad Católica de Chile

Name of Unit: School of Journalism

Year of Visit: 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:

_X_ Comisión Nacional de Acreditación de Chile (Chile's National Accrediting Commission). Fully accredited for the maximum period: 7 years.

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

_X_ Private
_X_ 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.

JUAN ESTEBAN MONTERO, attorney at law, Legal Director of the PONTIFICIA UNIVERSIDAD CATOLICA DE CHILE, hereby certifies that:

- The name of the university is PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE; its legal address is Avenida del Libertador Bernardo O'Higgins 340, Santiago de Chile.
- The PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE is a not-for-profit corporation of higher education whose legal personality is granted by Chilean and ecclesiastic right. It is open to all residents of the nation as an establishment of higher education, with the normal rules and regulations applicable to the rest of the Chilean universities. It is governed by the Statutes approved by the Apostolic Holy See and common legislation. Its annual budget includes a contribution from the national government of Chile, as do all other public universities, and it has been recognized by the Government of Chile since 1929 via the Decree Law Nº 4807 and subsequent annual budgetary laws of the Nation.

- The legal representative of the PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE is its Rector, Dr. Ignacio Sánchez, and in the event of his absence, the Pro-Rector, Mr. Guillermo Marshall.

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

_X_ Yes   ___ No
If yes, give the date of the last accrediting visit: ___2009____

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

1997

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

<u>Mission of the School of Journalism and profile of the UC Journalist</u>

In line with the values, mission, and vision of the Faculty of Communications, as well as the profile of graduates proposed for the UC journalist, the School of Journalism's mission is to train professionals with a vocation of service to society and ethical awareness; with the skills and standards for the processing and dissemination of socially relevant content; and whose work is essential to democracy, needs and promotes transparency, the free flow of ideas, and rational discussion to build a better life for all.

At the undergraduate level the School strives to:
♦ Educate future journalists characterized by their humanistic and ethical perspective.
♦ Develop good study habits, discipline and professional conduct.
♦ Provide students with a strong, enlightened and professional instruction.
♦ Train students to be able to pursue different specializations and adapt to the changing environment.

Specific aptitudes of the School of Journalism's trained professionals are:
♦ The ability to gather, select, process, edit and deliver socially-relevant information, with a solid understanding of the concept of news.
♦ An ongoing wish to be informed of local and world events.
♦ A broad range of storytelling skills to express themselves effectively and creatively in different media platforms in an increasingly convergent landscape.
♦ A proficiency in managing communication technologies in an ethical and socially responsible way.
♦ The capacity to observe, interpret and communicate their surroundings.
♦ The ability to relate and interpret facts and correctly place them within a context that makes sense of them.
♦ A commitment to press freedom; high ethical standards; and critical and independent thinking, with regards to both the media industry and social forces.
♦ The capacity to understand the nature and the effects of mass communication phenomena.

7. What are the type and length of terms?

Semesters of __16__ weeks
Quarters of _____ weeks
Summer sessions of _____ weeks
Intersessions of _____ weeks

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

_X_ Bachelor's degree
_X_ Master's degree
_X_ Ph.D. degree

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

Licenciatura and professional degree in Journalism (nine-semester undergraduate program)

10. Credit hours required by the university for an undergraduate degree:
    (Specify semester-hour or quarter-hour credit.)

120 US credit hours (semester)

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

No credits.

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	Person in Charge
Licenciatura in Social Communication and Journalism professional degree	Gonzalo Saavedra

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

23,613 undergraduates and 4,075 graduate 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):

Name of Sequence or Specialty	Undergraduate majors
Licenciatura	457
Journalism degree	92
Total	549

15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, 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 skills courses, which also must meet the 20-1 ratio.
(* The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

First semester 2015 (March-July)

Journalism Workshop	Print	Radio	TV	Advanced	Interactive
Section 1	10	9	14	8	18
Section 2	13	11	12	6	20
Section 3	10	10	11	6	17
Section 4	12	13	11	-	-

Second semester 2015 (August-December)

Journalism Workshop	Print	Radio	TV	Advanced	Interactive
Section 1	12	12	11	4	26*
Section 2	12	11	9	4	24*
Section 3	12	11	12	6	-
Section 4	11	12	11	6	-

*From this semester onward this course has two professors per section, so the ratio remains under 20-1.

16. Total expenditures planned by the unit for the 2015 academic year:
     TOTAL 2015:   USD 5,964,874 (CLP 4,116,479,156)
   Percentage increase or decrease in three years:
     2012-2013 increase: 4.8%
     2013-2014 increase: 13.8%
     2014-2015 increase: 7.3%
   Amount expected to be spent this year on full-time faculty salaries:
Amount expected to be spent this year on full-time faculty salaries: USD 968.495.00 (CLP 668,377,820)

Note: increase is reported based on figures in Chilean pesos, no US dollars. Conversions based on the exchange rate at the end of each year.

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.

Journalism	
Full-time (44-hour contracts)	**Rank**
Arriagada, Eduardo	Associate
Bachmann, Ingrid	Assistant
Edwards, Cristóbal	Associate
Diego Gómez	Instructor
Grassau, Daniela	Assistant
Gronemeyer, María Elena	Associate
Marinello, Juan Domingo	Full
Matte, Isabel*	Assistant
Montenegro, Carlos	Assistant
Mujica, Constanza	Associate
Pellegrini, Silvia**	Full
Puente, Soledad	Full
Saavedra, Gonzalo	Associate
Valenzuela, Sebastián	Assistant
TOTAL	14

 * Not teaching due to course release; professor supervises school media used in instruction.
** Not teaching due to Dean position.

18. List names of part-time/adjunct faculty teaching at least one course in fall 2015. Also list names of part-time faculty teaching spring 2015. (If your school has its accreditation visit in spring 2016, please provide the updated list of faculty at time of visit.)

Part time (22- or 33-hour contracts)
Aguirre, Elena
Alaniz, Sebastián
Desormeaux, Paulette

Adjunct faculty (11-hour contracts)
Almeida, Andrés
Alonso, Nicolás
Bolívar, Corina
Bustos, Elizabeth
Carvajal, Jorge
Cortés, Jorge
Desormeaux, Paulette
Duhalde, Marcelo
Faúndez, Gloria
Fernández, Manuel
Figueroa, Juan Pablo
Florenzano, Cristóbal
Fonseca, Mario
Franco, Veronica
Huerta, Miguel
Kattan, Javiera
Lagorio, Juan José
Morales, Fernando
Narbona, Carolina
Núñez, Enrique
Osorio, David
Ramírez, Paula
Ramírez, Pedro
Rivas, Jorge
Rozas, Eliana
Sepúlveda, Alfredo
Sepúlveda, Eduardo
Silva, Luis Eugenio
Toro, Juan Pablo
Villarino, Joaquín
Yez, Lyuba

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.

72 or more semester hours
outside of journalism and mass communications

Year	Total Graduates	Number	Percent
2014 academic year	__76__	__76__	_100_
2013 academic year	__80__	__80__	_100_

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 school has a carefully prepared mission statement and a detailed strategic plan. The Dean follows the strategic plan and mission statement when she prepares and administrates the budget for approval once every five years. That budget is evaluated once a year by the university's Steering Committee -- the President, Provost, Vice Presidents and the General Secretary, based on the strategic plan of each academic unit. The plan includes an analysis of the unit's internal strengths and weaknesses as well as an evaluation of opportunities and external threats.

In its Development Plan the school´s goal has been to establish itself as a point of reference in the field of journalism in Chile and Latin America. It aspires to facilitate dialogue and be a leader in thinking, training and research. Its mission is to prepare able media professionals.

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

The Dean meets with the Faculty Council once a month and with the Steering Committee every week. This Committee is composed of the department directors, the director of External Affairs and Communications Media Programs and the director of the Research and Graduate Program. Once a month, an Expanded Steering Committee includes the Assistant Directors for Student Affairs and for Finances and Administration.

The Dean presides over the Faculty Council. It represents members of the Faculty. It meets once a month. The Council exists to establish faculty policies, review curricular and budgetary matters, propose professorial appointments and promotions at the recommendation of the respective unit directors and receive and approve the Dean's annual management report. Members of the Faculty Council for 2015 are: The directors of the faculty's three academic units; six representatives of professors; the Academic Secretary of the faculty; and the President of the Communications Student Council (who attends meetings but does not vote).

The Dean appoints the school's Director with approval of the Faculty Council. The Director reports to the Dean and must also report at least once a year to the Faculty Council. He works with his faculty to achieve objectives in the strategic plan. The Director is responsible for the quality of the program and establishing plans and policies for developing the degree program as well as for organizing the lines of action, in collaboration with the other directors and the Dean.

The Director meets with the Dean regularly to discuss and make decisions on issues directly related to the unit's administration. He participates in the weekly meeting of the Steering Committee with the Dean, the Directors of the other two academic departments, the director of the External Affairs and Communications Media Program and the Director of the Research and Graduate Studies.

The Director was appointed in 2010. He has taught at the School since 1992, mostly delivering writing courses for journalists, storytelling, and press editing. He has had an active role in the graduate programs.

(c) The unit's administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.

The school continues to make major advances because of its effective leaders. Faculty throughout the school and administrators of the university praised the Director of the school for his leadership and for his work with the Dean. The director of the school is a former professional journalist who also holds a Ph.D. He has great respect on the campus. The Dean is internationally known and respected. In 2008 the Dean received the AEJMC (Association for Educators in Journalism and Mass Communication) Presidential Award for her outstanding contribution to Journalism and Communication teaching.

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

The Dean's term is four years long, and is elected by the professors among a list of candidates presented by a search committee. The Director's term is three years long and his or her name is presented by the Dean to the Faculty Council, which rules on the appointment.

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

Faculty, staff and students have ways to express their concerns and have them addressed. Both the Dean and the Director have an open door policy. Students may appeal to either, but usually they appeal to the office of Student Services.

Summary:

This school has a caring administration whose governance has resulted in a very collegial faculty and significant expansion of its programs.

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.

At the end of the four-year undergraduate program, a degree called the *licenciatura* is awarded, and after a ninth semester a Chilean student receives the professional degree (*titulo professional*). For all students, 120 U.S. credit hours are necessary to complete the *licenciatura* (baccalaureate equivalent), 72 are in the fields of liberal arts and sciences. The remaining 48 credits are the core Journalism courses. The professional degree requires an additional 15 U.S credits in journalism.

(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 meets its goal to balance theory and practice. The program provides three types of journalism courses: 1) theoretical approaches to address and describe mass media, the media industry and mass communication trends; 2) analysis and explanation of the storytelling potential of different media; and 3) workshops in print, television and radio, as well as web-based platforms.

The current curriculum has been conceived in such a way that students not only develop their technical and professional strengths, but also receive theoretical training, which develops their ability to make critical analyses of their own work and that of the media industry as a whole.

In the journalism core courses and workshops, the school seeks to educate students theoretically in mass communication, train them in storytelling techniques and bestow on them professional skills in reporting, writing and editing in print, radio and television.

In a discussion with local journalism professionals during the site visit, the school's curriculum was praised specifically for instilling a strong sense of ethics in students as well as a focus on the basics of real investigative reporting versus just aggregation of information with technology.

(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 school introduced a new curriculum in 2012. The changes implemented included several modifications that both professors and students considered important and necessary to keep the program current, especially the transition of the Advanced Journalism Workshop from an elective to a required course. Assessments of the Advanced Journalism Workshop have shown the relevance of this workshop. Given the new opportunities arising from big data journalism and the enactment of the Access of Information Act (Ley de Transparencia) in 2009, the change to a required course seems highly appropriate. The course has become a Journalism staple and a defining point in the program. Now all of UC Journalism graduates are proficient in FOI request, database analyses and big data processing. Further, students' investigative pieces resulting from this class received the two main national journalism awards for students in 2014, the Print Etecom Award and the Student Excellence Journalism Award.

The new curriculum aims to go beyond the old division of media into press, radio and television and the then-labeled "new" digital media. In each of the workshops, the students learn and exercise the skills needed to do their work in both analog and digital media.

Discussions with various faculty during the site visit emphasized the importance of increasing the school´s efforts in "trans-media," or media integration, education. Students do execute some integrated media projects in some laboratories (but not for credit), and professors do bring in other media during some for-credit courses (for example, radio projects often include website execution). The school could benefit, however, from a more specific and comprehensive plan regarding trans-media education going forward. Faculty and professionals also see Entrepreneurship as an area of needed curriculum improvement.

In the site team meeting with students, students emphasized the need to keep software current (They complained that some media software in the school was not current and delayed completion of projects). They also mentioned that social media integration could be improved in courses and that the teaching of ethics should be more consistent between different teachers.

Beyond the core courses and workshops, the school stimulates innovative professional thinking with *Media Fridays*. These are weekly academic meetings with students, guests from the public and media personalities -- many of whom are alumni—who are working on innovative media projects in Chile and abroad. The school also has many professional guest speakers who come to talk about the current state of journalism outside of the *Media Fridays* forum.

(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. (Campaigns classes are exempt from the 20-1 ratio.)

Courses mainly based on teaching theory have between 30-100 students. However, all predominantly skills courses (i.e., workshops) have no more than 15 students.

(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 members are in charge and where the primary function of the media outlet is to instruct students.

The school sees professional internships as an essential part of the students' learning process. All students are required to successfully complete an internship in a journalistic position before they are granted a degree of journalist.

Students must be at least in the eighth semester of study or have passed the three workshops before beginning their internship. The students themselves must find the appropriate medium of interest, apply for the position and undergo the selection process -- whether in Chile or abroad.

The professional internship carries neither credit nor grade, although two reports are written to communicate its supervision, evaluation and approval. One is prepared by the editor or department head of the medium in which the student served the internship. Using a questionnaire provided by the School of Journalism, the editor or department head evaluates, among other things, the student's performance, degree of responsibility, professional aptitude and personal initiative.

Summary:

The curriculum has a nice balance of theory and skills. The instruction is demanding and emphasizes being current. The program has taken concrete steps to increase digital and cross-media instruction, and those efforts should proceed apace.

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.

Like all universities in Chile, Catholic University is expected to abide by Chile's constitution, which stipulates that the university "does not have, and legally cannot have, any practices that discriminate in favor of or against any members of its student body and faculty." They are, for example, forbidden to have any affirmative-action programs that favor an individual or group, such as women or any of Chile's ethnic and cultural minorities.

The school does has a written Diversity and Inclusiveness Plan, which was written in 2009 and revised in 2013. The plan states its intention to respect the Constitution and laws of Chile. It also states the intention of the faculty to "understand, value and have an attitude of inclusion of diversity of groups that comprise society, both within the academic setting and in the world of mass commun-ications."

The plan does feature a specific definition of diversity that identifies some under-represented groups, such as ethnic minorities and those living in poverty.

(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.

In its curriculum the school includes content and actions that promote comprehensive knowledge of and contact with all of the groups that make up Chilean society. Faculty members and administrators and staff seek to ensure that students learn to report equitably on the roles and efforts of individuals and/or groups that may be discriminated against--such as women, ethnic minorities and those living in poverty.

The promoting of diversity at the school includes a range of actions to raise awareness of the real lives of the most marginalized groups in Chilean society, including practical work, reporting and research.

The aim of inclusiveness is enshrined in the Editorial Principles of the school, which informs the editorial actions of faculty and students alike.

Since the first semester of 2014, enrollment in the Challenges in Communication course—a first-year class—has been taking into consideration the gender, educational background and city of residence, rather than random allocation. Thus, each section of the class is comprised of an even distribution of males and females; students from public, semi-private and private schools; and students from Santiago and other regions.

Overall, the historical importance of the school in increasing the diversity of points of view in Chile's public discourse cannot be overstated. <u>The school has quite simply been one of the most important forces for open speech in Chile.</u> As that discourse expands from a political focus to a social focus (including points of view regarding gender, race, ethnicity and sexual orientation, as examples) the school needs to reassess what the term diverse points of view means. In site visit discussions faculty often struggled to define what specific points of view were important to include across the curriculum, beyond saying "diverse ones." Each professor had good examples from specific classes, but there were no consistent principles across all classes. The faculty could benefit by <u>defining specific issues faced by marginalized groups</u> in a better way and agreeing on those issues clearly and specifically.

In site team discussions with local professionals, the professionals noted that the school is intrinsically challenged in the area of diversity, because it draws many of its students from private schools. But they also complimented the leadership of the school for making diversity a focus. They felt that the school was succeeding here and emphasized that it needed to continue its efforts. They also praised the school for hiring a diverse group of professors.

(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.

Fifty percent of the full-time faculty at the school are women (seven of 14 positions), this is well above the average for the University as a whole (37 percent). Including part-time professors, women comprise over 50 percent of the school's faculty (nine of 17 positions). In hiring new professors, gender is not taken into account. Specific preference based on gender would again be in contradiction of state law. The school's self-assessment noted that two of the last three hires were women. The school is also proud of the fact that many of the high-level current positions (including the Dean and the Director of the Master's in Communication and Education) are held by women. Many high-level historical positions have also been held by women.

The school claimed in its self-assessment that because of the large number of female students in its programs (more than 70 percent), they tend to have more than enough female applicants applying for positions at the school. They believe that it is not necessary to allocate any extra resources to recruiting women.

The school pulls most of its students from the metropolitan areas, and not from areas that have high concentrations of indigenous minorities, meaning it has few students and/or faculty representing these groups. By law, the university cannot create any affirmative action programming to recruit ethnic minority faculty. The university has a campus in Villarrica, in the heart of Mapuche territory (Mapuche are the largest ethnic minority). The school itself, however, has no presence there beyond some projects.

(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.

Again, Catholic University is expected to abide by Chile's constitution, which stipulates that "the university does not have, and legally cannot have, any practices that discriminate in favor or against any members of its student body and faculty."

Although the school cannot create affirmative action programs to favor any specific ethnicity, it does provide a number of scholarships to support low-income students. According to the self-study, the university "distributes the highest amount in benefits [to low income students] in the Chilean educational system, and this is a clear action to overcome discrimination due to poverty."

(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.

The school has an environment that appears to be free of harassment and discrimination. People with disabilities are assisted at the university level, and those policies are followed by the school.

Summary:

The school's diversity efforts are significantly hamstrung by the law in Chile. However, the school takes significant steps to increase the diversity of students and professors within the law. The school also strives to bring diverse points of view to its journalistic output and class instruction.

Compliance

Academic year: 2014 – 2015 Full-time faculty

Group	Female	% of total faculty	Male	% of total faculty
Hispanic/Latino (any race)	7	50.0%	7	50.0%
Indigenous	0	0.0%	0	0.0%
International (any race)	0	0.0%	0	0.0%

* Note: three full-time faculty have dual citizenship.

Academic year: 2015

Group	Female	% of total faculty	Male	% of total faculty
Hispanic/Latino (any race)	1	50.0%	1	50.0%
Indigenous	0	0.0%	0	0.0%
International (any race)	0	0.0%	0	0.0%

Full-time (44 hours contracts)	Rank	Degree	Area of specialization
Arriagada, Eduardo (M)	Associate	MBA	Media management and innovation
Bachmann, Ingrid (F)	Assistant	Ph.D.	Non fiction storytelling, gender studies
Edwards, Cristóbal (M)	Associate	MSJ	Visual journalism, written press
Gómez, Diego (M)	Instructor	M.S.	Information technologies
Grassau, Daniela (F)	Assistant	MA	News narratives
Gronemeyer, María Elena (F)	Associate	Ph.D.	Journalism ethics
Marinello, Juan Domingo (M)	Full	UC Journalist	Photojournalism
Matte, Isabel (F)	Assistant	UC Journalist	Television journalism
Montenegro, Carlos (M)	Assistant	UC Journalist	Radio journalism
Mujica, Constanza (F)	Associate	Ph.D.	News narratives, television journalism
Pellegrini, Silvia (F)	Full	UC Journalist	Media politics, journalism quality
Puente, Soledad (F)	Full	Ph.D.	Television journalism
Saavedra, Gonzalo (M)	Associate	Ph.D.	Non-fiction storytelling, visual journalism
Valenzuela, Sebastián (M)	Assistant	Ph.D.	Social media, communication theory
TOTAL	14		

Part-time (22 and 33 hours)	Category	Degree	Area of specialization
Aguirre, Elena (F)	Assistant	MA	Television journalism
Alaniz, Sebastián (M)	Assistant	MA	Television journalism
Desormeaux, Paulette (F)	Assistant	MA	Investigative journalism
TOTAL	3		
TOTAL FACULTY MEMBERS	17		

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 faculty evaluates the credentials of a candidate´s dossier for evidence of academic and professional merit, as well as experience and competence.

The candidates' applications are reviewed by the Director who requested the job search and then by the Commission that conducts the biennial evaluation. The Commission must approve an application if the faculty member is to be hired. It is composed of two senior faculty members in the unit and one university professor belonging to another academic unit.

Until the Dean and the Faculty Council give their approval, a job offer cannot be made.

Most recently hired staff are adjuncts and will be added to the Standard Academic Staff after an evaluation period. This usually takes a year. Adjuncts are outstanding professors from other areas of the university or media professionals. Records of potential hires are sent to the Office of the Vice President for Academic Affairs for review and approval.

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

All full-time faculty members must teach a minimum of two courses a semester, unless they are engaged in research and authorized by the director of the school to teach less. Full-time faculty must work in a formal research project and have external funding. Part-time faculty members must teach at least one course per semester, as well as undertake research and public service activities if they are on the tenure track. Adjunct professors can also be involved in research.

The Director of the school assigns courses. The faculty meet periodically with the Director to review their work proposals. Furthermore, academic workloads are reviewed, evaluated and discussed each semester at the departmental meetings.

At the beginning of each academic year, the Director prepares a table based on the academic program to show each professor's workload. Activities incorporated into the table include courses to be taught, research projects, thesis supervision, administrative tasks, and public service activities—the typical activities of a faculty member. This information is shared and discussed at Steering Committee meetings and a department meeting. This helps organize teaching loads and inform productivity evaluation based on the professor's academic category and full-or part-time status.

The Director of the School of Journalism and the Office for Student Affairs makes sure that full-time faculty teach fundamental courses, especially those for first-year students.

Percentages of core and required courses taught by full-time faculty:

2012 academic year 44%
2013 academic year 48%
2014 academic year 46%

The school is aware that these figures are not optimal. However, because of tighter budgets, an increase in part-time faculty seems to be a trend in higher education.

(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.

Every faculty member has significant media experience. Six of 14 full-time faculty have a Ph.D. and several others are pursuing a doctorate. The mix of faculty is superb.

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

All professors must be evaluated every two years by the Academic Evaluation and Qualification Commission. The Commission studies a report on each professor that is prepared by the Director of the school. Student evaluations from courses taught by the professor each semester in the two-year period also are considered, as is the professors' history record detailing their teaching, administrative tasks, research, publications, extension and professional development activities. Professors under evaluation also may submit a letter to the commission to provide information not contained in the academic history record, or to explain or expound any specific points, if applicable.

The academic history record compiles all relevant information, from student course evaluations and publications to research projects, extension activities and service to the unit. This information, and a letter from the unit director, is used by a commission of peers (the Academic Evaluation and Qualification Commission) to examine each professor's performance every other year. In the case of the Faculty of Communications, the next review is in January 2016.

Adjunct professors (with hourly contracts) are evaluated by the Dean and the Director for re-hire after each semester. Student evaluations are one type of record considered for this purpose. All professors of the university are evaluated at the end of each semester by the students in their classes.

Student evaluations are anonymous, voluntary and conducted online. The current questionnaire was introduced in 2012 by the Office of the Vice President for Academic Affairs. The new format focuses on knowledge application, class organization, teaching methods, evaluation and feedback, and the relationship with students.

The surveys are processed by the Office of the Vice President for Academic Affairs. Results are available online for each professor about a month after the end of the semester. Only the Dean and Director have full access to all student evaluations. The overall findings of the unit are compared with

the rest of the university. The Director of the school schedules a private meeting with any professor whose evaluations are significantly below average or if the evaluation highlights problems with the course or the professor's teaching style or relationship with the students. Professors who receive poor evaluations are required to attend teaching improvement workshops organized by the UC Teaching Development Center. Activities undertaken include specialist training, education consultancy, and support in the incorporation of new teaching methodologies for academics, teaching staff and assistants.

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

Respect for the unit is exceptional on the campus of the university, and the unit is highly thought of throughout Chile and Latin America.

Summary:

The school employs a faculty that is collegial and productive and that wields considerable influence in Chile´s government and society.

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.

In 2014 the Faculty Council approved a new research policy in order to be a leading research unit in Latin America. The policy states that "research" means both basic and applied research (R&D, as well as technology), formalized, and funded by national or international competitive grants. Research should preferably be led by Standard Academic Staff (tenure-track professors) with doctoral degrees, and all tenure-track faculty members should devote at least a quarter of their contracted hours to research.

The current coordinator of research is a professor in Political Sciences from Johannes Gutenberg University, in Mainz, Germany. He advises professors on formulating research projects and applying for grants, and informing them about the different competitive funding sources.

The National Science & Technology Commission is Chile's main research funding agency. It is the functional equivalent of the US National Science Foundation. It distributes its funds through several programs. They fund only five communications projects in Chile a year. The school won three of these.

From 2009-2014 faculty worked on 20 research projects; six books were completed from 2009-2014 and 25 book chapters; published 54 journal articles; contributed two encyclopedia entries, delivered 82 conference papers, guest lectures, talks and addresses.

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

When hiring, the school requires candidates to have professional experience, teaching experience and an M.A. or Ph.D. On three occasions, the director has appeared before the Commission of evaluation, promotion and hiring because the university prefers candidates with a Ph.D., and the Director has had to explain that the school develops professionals, and the best professional for a position may not have a doctorate.

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

To attain the title of **Full Professor**, the requirements are:

‣ To have demonstrated an academic and personal history of commitment to the University's mission as well as its principles and values;
‣ To have achieved wide recognition in the field as a result of significant and original contributions reflected in the sustained development of relevant academic activity;
‣ To have earned a doctoral degree or have equivalent qualifications, depending upon the area of work;
‣ To have held the rank of Associate Professor for no less than 10 semesters at the University or an equivalent position at another university;
‣ To have been approved by the respective Faculty Council at the request of the Dean and in accordance with the rulings established within the standards established in the University Regulations and those of the school; and
‣ To be approved by the Higher Council of Catholic University.

To attain the title of **Associate Professor**, the requirements are:

‣ To have demonstrated an academic and personal history of commitment to the university's mission and to its principles and values;
‣ To have achieved recognition in the field as a result of original contributions, reflected in the development of relevant academic activity;
‣ To have earned a doctoral degree or have equivalent qualifications, depending upon the area of work;
‣ To have held, for no fewer than six semesters, the rank of Assistant Professor at this University or an equivalent position at another university;
‣ To have been approved by the respective Faculty Council, at the request of the Dean, in accordance with the rulings established in the University Regulations and those of the school; and
‣ To be approved by the University President, or the authority to which he or she may delegate this task to.

To attain the title of **Assistant Professor**, a position granted via two-year renewable appointments, the requirements are:

‣ To show an academic and personal history appropriate to the university's mission and to its principles and values;
‣ To have earned a doctoral degree or have equivalent qualifications, depending upon the area of work, and
‣ To have been approved by the respective Faculty Council at the request of the Dean and in accordance with the rulings established in the University Regulations and those of the school.
‣ If after seven years as an Assistant Professor a person has not been promoted to the category of Associate Professor, he or she may no longer be employed as a member of the Standard (non-Adjunct) Academic Staff.

To attain the title of **Instructor**, a position that may be held for renewable contracts with a total span of no more than four semesters, the requirements are:

‣ To show an academic and personal track record appropriate to the university's mission and to its principles and values; and

‣ To have earned a Licentiate's Degree or a university-granted professional degree, or demonstrate academic, artistic, or professional merit appropriate to the position.

(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 school has an agreement with the Annenberg School of Communication at the University of Southern California by which Catholic University professors can enroll in research methods classes in USC's summer school. Two or three professors from the Faculty of Communications visit USC every year.

The school's coordinator for research processes the information published by the Offices of the Vice President for Research and the Vice President for Academic Affairs in order to forward any information of special relevance to Communication professors. The coordinator also designs and proposes research and publication policies based on the strategic goals defined in the Development Plan. He assists professors in applying proposals to grants and in conducting and publishing research. He or she also checks the professors' research interests and helps consolidate research plans.

The school also provides economic incentives for professors who publish in international journals, and it is a policy to ensure that professors engaged in formal research projects will be allotted time to concentrate on these activities. The school hires research assistants and provides economic assistance for attending national and international congresses and academic events related to their research.

The school was visited in the 2012-2014 period by 17 foreign professors, while 12 Communications professors were invited to several foreign universities under the Erasmus Mundus project and other existing agreements with the Annenberg School of Communications at the University of Southern California, World Internet Project/Business and Information Technologies and the Catholic Church, to name a few.

In 2012 the school also organized with the International Communication Association (ICA) the first regional ICA conference in Latin America, which was attended by over 250 researchers, graduate students and professionals from 17 countries and 77 US, European and Latin American universities. The experience led to the organization of the first regional conference of the Association for Education in Journalism and Mass Communication (AEJMC), held in October 2015.

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

The Faculty is involved in $1 million of projects, and that $1 million is matched by the university.The partners on the projects are in the following nations: Argentina, Australia, Austria, Belgium, Bolivia, Brazil, Canada, China, Colombia, Czech Republic, Denmark, Ecuador, Egypt, Germany, Hungary, Israel, Italy, Japan, Mexico, New Zealand, Paraguay, Peru, Poland, Portugal, Russia, Singapore, South Korea, Spain, Sweden, Switzerland, Taiwan, The Netherlands, United Kingdom, United States, Uruguay and Venezuela.

There are few specialized academic publications in the field of communications in Chile, and the school's own journal *Cuadernos.info* is one of the most prestigious. *Cuadernos.info* is a peer-reviewed journal that publishes research on communication and media in Ibero-America. It focuses on professional practices, audiences, institutions, technologies and the effects of communication on the social, political, economic and cultural realms. It addresses topics regarding journalism, audiovisual and multimedia communication, organizational and strategic communications, and advertising.

It has print and on-line versions (www.cuadernos.info) and is published twice a year. It publishes articles in Spanish, Portuguese and English and is aimed at scholars, researchers, communicators and professionals interested in communication and media in the Latin-American context. The journal has an editorial board of 36 experts from around the world.

Ediciones UC is the publishing house of the university. It has an international editorial board.

The following are the main means of support for professional/academic development for professors through the university:

Full and associate professors may apply for sabbaticals after the sixth year under contract. The Office for Academic Development has a special grant for sabbaticals that entail at least a three-month stay at a research or academic institution abroad.

In 2015, the grant consisted of payment of roundtrip tickets for the faculty member and his or her spouse (capped at US$2,000 per ticket), plus US $500 for each child, financing of registration fees to attend academic conferences during the sabbatical for up to US $500, and a relocation bonus of up to US $2,000, plus US $500 for the spouse and US $200 for each child.

In addition, both the Office of the Vice President for Research and the Office of Academic Exchange and International Affairs offer support for professors for visits of one to three months in other nations through its competitively allocated funds, with the goal of increasing collaboration and internationalization. For instance, in December 2014 a professor started a two-month visit to Boston College to participate in an international collaborative research project on social media and new technologies.
The Office of the Vice President for Academic Affairs and the Office of the Vice President for Research provides up to US $12,000 for incoming, full-time assistant professors to finance research assistants, equipment, bibliographic resources or participation in international conferences.

In its 2010-2015 Development Plan, the university launched a program to increase interdisciplinary research. Applicants must have the support of the dean or director of the unit, and submit a letter of invitation from a host institution that specifies the location, duration and objectives of the visit.

Depending on the length of the internship and the amount provided by counterpart funding, this program grants up to US $4,500 to the beneficiary. These resources are earmarked to cover all or part of airfare, per diem and/or health insurance.

The Ministry of Education receives funds from the World Bank and supports projects to implement innovation in instruction, such as curriculum renewals oriented towards achieving new learning outcomes, the creation of new undergraduate and graduate programs, the strengthening of highly qualified faculty, and the expansion of doctoral programs.

The school also offers unpaid and paid leaves of absence. For unpaid leaves, the Dean may grant up to 15 days. Any request for a longer leave must be approved by the Office the Vice President for Academic Affairs.

The school encourages the professional development of its professors, and for this reason may authorize paid leaves to those who wish to attend courses or participate as presenters at international conferences.

The school has been willing to provide living expenses for its professors while undertake postgraduate studies that are part of a general professional development project for academics aimed at increasing the quality of their academic and investigative work. This policy has helped to increase the number of professors with advanced research degrees. Two professors in the school have received this support since the last accreditation visit.

Summary:

The school has made scholarship a priority. The policies of the school and university have resulted in more productivity in scholarship.

Compliance

SCHOLARSHIP BY JOURNALISM PROFESSORS

Scholarship, research, creative and professional activities	Total from unit	Individuals				
		Full profes-sors (3)	Associate professors (5)	Assistant professors (5)	Other faculty (1)	Totals (14)
Grants received internal	5	0	1	4	0	5
Grants received external	15	6	12	12	0	30
Scholarly books	6	4	5	2	0	11
Books edited	0	0	0	0	0	0
Book chapters	25	1	9	15	0	25
Articles in refereed journals	54	10	25	35	0	70
Refereed conference papers	49	10	14	38	0	62
Encyclopedia entries	2	0	0	2	0	2

Note: Activities were recorded according to current rank.

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.

The school's students receive extensive support through the Office for Student Affairs, where an assistant director is supported by two other individuals. This trio guides students, handles course scheduling, works with faculty, coordinates relationships between lecturers and teaching assistants and ensures students are meeting requirements. It also routes information about jobs and internships.

First-year students receive focused attention during "Induction Week" the first week of class, which features a flash drive full of relevant details, as well as activities that orient students, foster relationships among them and generally aim to replace anxiety with confidence and fun. Interviews, a survey and focus groups indicate strong student satisfaction with the program, which was featured in 2015 at an international conference on improving university teaching.

Throughout the semester, drop-ins are welcome in the office from 10 a.m. to 2 p.m. Monday through Friday, and staff are in touch with students via phone and e-mail, as well. In 2014 the office launched a mentoring program that pairs first-year students with older students.

In addition, the university's Academic Performance Support Center and Career Exploration (CARA) offers workshops that help students with skills such as time management, public speaking and managing stress. The Center for Professional Development offers services to help students transition into professional life. Its website houses reference information, as well as a schedule of relevant events regarding topics such as job interviews, networking and résumé-building strategies (vidauniversitaria.uc.cl/cdp/).

(b)Faculty are available and accessible to students.

All full-time faculty are expected to be on campus Monday through Friday. Many hold formal office hours, and students report that instructors are available to them whenever they reach out. Students said it can be harder to be in touch with adjunct instructors, and they´d like to have more exposure to the adjunct professionals´ work outside the university.

Some professors create Facebook pages especially for their courses to enhance communication. The new WorkKey workflow tool is another way for students to coordinate with professors and with each other on daily content budgets for the various campus media.

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

Regularly updated information about what´s happening at the school is prominently displayed on large video screens throughout the building. This OBUS system displays text and images, and several of the screens offer touch interactivity. The school also distributes a weekly e-mail newsletter to students on Mondays, and it keeps its website and Facebook pages current.

(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.

In addition to the campus media (radio, TV, print, digital), students have many opportunities to work in nearby media outlets – both informally during the school year and more formally in internships toward the end of their studies. Local media leaders (from *CNN Chile*, *El Mercurio* newspaper and *Qué Pasa* news magazine) noted that this program´s graduates are among the best, schooled in the basics and fully prepared to work. They know about their responsibility to society, said one editor, and they know how to investigate.

Campus life includes a host of other extracurricular activities, from clubs and contests to sports and other cultural activities. The Office of Student Affairs shares information about much of this on its website: <vidauniversitaria.uc.cl>.

The school´s students are active in campus politics, holding student leadership positions at both the college and the university level. In 2014, a journalism student was the runner-up in the Student Body Federation´s presidential elections. Staff say that covering campus elections is especially important, given that many of these individuals are Chile´s future lawmakers. Graduates have held public office such as Mining Minister and Secretary General of Chile´s government.

(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

Charts featuring five years of retention and graduation rates are posted on the journalism school´s home page. The Office of the VP for Academic Affairs tracks and analyzes enrollment, graduation, dropout and expulsion data.

Chilean government data indicate that across the country in 2012, more than 30 percent of undergraduates dropped out after their freshman year. Notably, Universidad Catolica reports that its rate is less than 10 percent.

Individual student records are kept in the journalism school as part of the secure new Banner UC system. Authorized parties can access academic information such as cumulative grades, leaves of absence, and internship placement and evaluation.

Summary:

The school´s commitment to supporting students is exemplary. Staff in the Office for Student Affairs describe a high degree of stress among these high-achieving students, particularly in their first year on campus. The abundant resources dedicated to providing guidance and ensuring students´ health and safety is noteworthy.

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´s long-range plan includes growing faculty, diversifying perspectives on communication, focusing to a greater degree on research, and building the faculty´s prestige and influence. Its investments align well with these goals. Among those allocations are:

- faculty compensation
- equipment and facilities that enable a broad range of multimedia learning and production
- time for research and methods to publish and promote it
- support for faculty engagement in professional and community leadership

The school´s budget comprises central funds contributed by the institution and proprietary funds that are generated by the school itself through graduate tuition fees and external activities such as workshops, seminars and consulting work. A small percentage of the budget comes from donations and grants.

Detailed plans describe competitive salaries and bonuses and a growing investment in library materials. Central funds for physical space, equipment and professional development, while fewer in 2014 than in the prior two years, remain strong. The additional proprietary funds enable strategic increases in pay to keep valued faculty from seeking work elsewhere, and also augment the school´s ability to invest in equipment and physical space. Nearly $1.2 million in proprietary funds were earmarked in 2014 for academic and clerical work, travel, equipment and furniture, and assistants and other administrative support.

(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 college and the school have successfully garnered resources for both faculty and for superior facilities. Since the last site team´s visit, the college has constructed an entire 7th floor on top of its building to expand space for graduate programs.

In terms of total budget, as well as budget per faculty member and per student, the college´s budget is close to the median among other university programs and has grown steadily year over year.

The self-study notes that faculty salaries are above the university´s average, due to the journalism school professors´ prestige and demand for their skills in the market. Base monthly academic salaries out-perform those of editors, section chiefs and reporters at magazines, in radio and on TV. Only an editor at a reference newspaper receives higher pay than a UC professor, according to data in the self study. Deans, directors and academic secretaries receive additional pay to compensate them for their additional

administrative duties. Professors received bonuses in 2012, 2013 and 2014, and they receive honoraria and other compensation for work they do for external organizations.

The school generates special funds through consulting work on projects such as video production for outside entities. This kind of work brought in more than $2.5 million in each of the years 2012-2014 and fed considerable additional funding to professors´ pay and to general expenses that go to equipment and physical space.

Extensive administrative support and teaching assistants reduce the administrative burden for faculty and take care of tasks such as e-mail newsletters and the OBUS system content.

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

A 7th floor constructed in 2011 now tops the college´s centrally located building, and the school now occupies all 10 floors (including three subterranean levels). Facilities include a small theater, three auditoriums, three TV studios, three radio studios, five computer labs and numerous audio-visual editing rooms.

Students, faculty and staff each have comfortable lounges of their own, and a first-floor "creativity room" has recently been added to facilitate group work with extensive whiteboard walls and a contemporary, inspiring environment. Students have access to both Macs and PCs, and while they say they wish much of the software were more current, they report that the multimedia facilities are a real strength of the program. Faculty also praise the quality of the equipment and facilities, saying, "We are so privileged" compared to other Chilean universities.

(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.

Multimedia gear for content collection and editing is modern and extensive. An Avid content-management system was installed specifically to ensure that students could experience "real world" conditions in TV production. The three digital radio studios include soundproofing, professional microphones and a control room. The five computer labs house 104 personal computers (a mixture of PCs and Macs) loaded with software and covered by high-speed internet and WiFi networks.

The websites, e-mail, social media and OBUS system maintained by the school offer students numerous ways to engage with current information about the school and its activities.

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

The college shares a three-story, 19,000-square-foot subterranean library with the Law School, and in addition to housing 145,000 volumes and numerous special collections in multiple media, the comfortable, contemporary space offers plentiful group and individual study areas. The library includes 15,745 journalism-specific books, theses, printed materials and digital items. It includes 30 subscriptions to hard-copy journals and digital access to 365 more. The 2014 budget for library resources specific to the journalism school was nearly $30,000.

On average, the library admits 800 people per day and processes 273 loans of material.

Summary:

The school´s modern, robust facilities and equipment would make many US journalism programs drool. Students here have every opportunity to prepare fully for the professional world, and for a truly multimedia, interactive society.

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.

Faculty describe a "fluid relationship with alumni," meaning that faculty are in regular contact with former students." We can call alumni for anything, and they will respond," they say. They also report that alumni regularly reach out for references when seeking work or advanced degrees, and professors use the school´s alumni database to be in touch with graduates.

A monthly e-mail newsletter for alumni, *ComunicaT Alumni*, is new in 2015, and that supplements LinkedIn, Facebook and online mechanisms for ongoing alumni engagement. In addition, alumni stay in touch with each other. Professionals we spoke with said they and their fellow alums "see each other all the time" and make use of their network for references and to identify job candidates.

The school has recently begun to include lunch with prominent alumni in the orientation for first-year students.

(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.

Since the last accreditation, the school has engaged in many activities to promote and improve the media industry. Among those were the grant-funded development of a comprehensive online workflow tool called WorkKey; development of two think tanks (Audiovisual Node and Audiovisual Action); and numerous seminars, workshops, conferences and consulting projects. During the current accreditation period, the school organized more than 200 of these extension activities. It also offered seven short, non-degree programs in areas including script writing, social media and communications, and development and management of digital content.

"Media Friday" sessions feature visiting scholars, media figures and leading professionals. Interviews confront current media issues and challenges. They are open to the public and are broadcast to a wide audience on TV and online.

The school also hired a UC-educated computer scientist to bring a development mentality to journalism and connect the school´s endeavors to those of the tech world. Professor Diego Gomez is working with the university´s Innovation Center to develop a joint Media Lab that will likely open in 2016. Meanwhile, he has created a course with 10 engineers, 8 journalists and 3 designers and given the team

an assignment to build an app that advances journalistic ideas. One product of that effort is a mobile timeline interface for news called Newstelling (http://comunicacionesuc.cl:3000/). Professors have developed a social computer group called SocViz (social visualization, http://socialcomputing.ing.puc.cl/) to improve journalists´ ability to help people make sense of Big Data. Participants in this effort built a real-time online fact-checking website (http://www.kmcero.cl) that students use to check statements live while public figures are giving public addresses, such as a State of the Union speech.

The *Cuadernos.info* (formerly *Cuadernos de Information*) journal published by the school continues to be a regular source of the faculty´s peer-reviewed work, both in print and online. The journal emphasizes research that builds new understanding of communications and media issues in Latin America.

(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.

In addition engagement in organizations both new and existing to improve journalists´ use of technology, faculty are engaged in a diverse array of professional groups and activities. Seven professors who have been active with the Chilean Association of Communication Researchers (INCOM) since its inception five years ago. Two members of the faculty are in leadership positions, with one currently serving as president, and another as treasurer.

The school hosted AEJMC´s international conference in October 2015, with one faculty member co-chairing. Professors remain leaders in the international Society for News Design, having attended a global meeting of SND leadership in Orlando in October.

Particularly noteworthy is the school´s leadership around investigative reporting. A talk with a Knight Center speaker at UC in 2013 inspired faculty to organize journalists to better collaborate on investigative techniques. Over two years, the school created and delivered three seminars for sharing tools, experiences and knowledge on topics such as information access and where and how to publish challenging investigations. This group now has 250 members and is pursuing formal nonprofit status as the Chilean Network of Journalists. The school of journalism has supported this effort with facilities and administrative assistance.

Faculty members served on a number of judging panels during this accreditation period, as well as editorial boards and in leadership of organizations, including board duty at *Canal 13*.

(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.

Local media professionals we met emphasized the school´s "willingness to be connected" both with the community and with other UC programs. They said they´d never seen the kind of integration and collaboration experienced with the journalism school. "There´s always something going on," they said.

Noteworthy recent community events include a seminar on inequality in media, which featured leaders from economically disadvantaged neighborhoods who talked about their experiences; and a conference

on the ethical implications of using drones in journalism, which included a drone demo and commentary from air-traffic controllers.

In 2010, the school led a six-month national reporting project called Mucho Más de Chile. In coordinating content with 11 regional TV stations, it became clear that more modern, standard equipment would benefit all. So the school applied for and received funding from a national television council to purchase complete video-reporting kits (computer, camera, audio, lighting and cables) and distribute them to all 11 stations. It then hosted a weekend workshop in Santiago to ensure all knew how to use the equipment. Now these stations are fully current and equipped, and many are CNN contributors.

In addition to the public engagement that results from the campus-run media, internships send students into a wide range of communities. Faculty note that media outlets frequently reach out with requests for interns.

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

Few Chilean high schools have journalism programs or media outlets. The school manages to support some journalistic experiences for K-12 students, however, including participating in student contests. Faculty have engaged in two programs for reaching high-school students: PentaUC, and a program targeting high school students who might be interested in studying journalism.

Summary:

All indications are that the school brings a remarkable spirit of collaboration and service to its endeavors. Its students, faculty and alumni routinely go above and beyond to engage communities and advance quality journalism.

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 objectives for learning are directly reflective of ACEJMC's Professional Values and Competencies. These values and competencies are tracked to specific courses in the School's curriculum.

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

The school has a written assessment plan that outlines specific multiple direct and indirect measures of assessment. The plan was established in 2009 and revised in 2013.

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

The school is impressive in the diligence with which it collects direct measures of assessment, and in its ability to turn these into useful data. Three forms of direct assessment stand out:

1) Comparative evaluation of initial and final news products in journalism workshops—This process consists of an analysis of each student's initial and final assignments in key journalism workshops, including the Print Journalism Workshop, The Radio Journalism Workshop, and the Television Journalism Workshop. Importantly, the assignments are evaluated by a faculty member other than the professor who taught the course, and the rubric is based directly on the ACEJMC competencies.

   Overall assessment of learning outcomes for all three workshops show that students consistently and significantly improve over the course of a semester. Results from the second semester of 2014 are as follows:
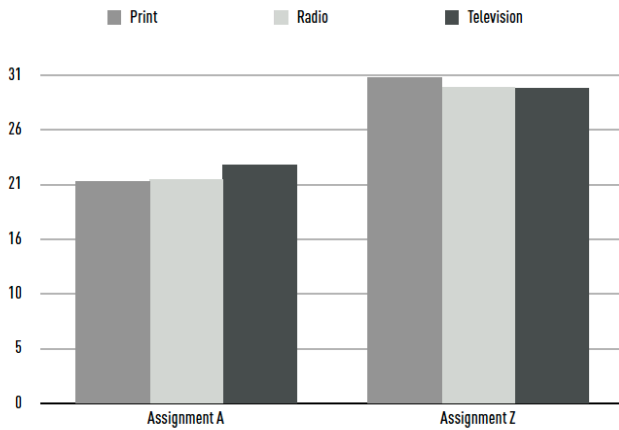
2) <u>Pre/post tests in foundational theoretical courses</u>—A pre- and post test are conducted in two of the foundational theory courses once a year. These courses are Journalism Ethics and News Theory. Again, assessments for both of these courses are measured directly to core ACEJMC competencies.

In general, the post outcomes are significantly higher than the pre-test, especially in News Theory. Results from the 2014 assessment were as follows:
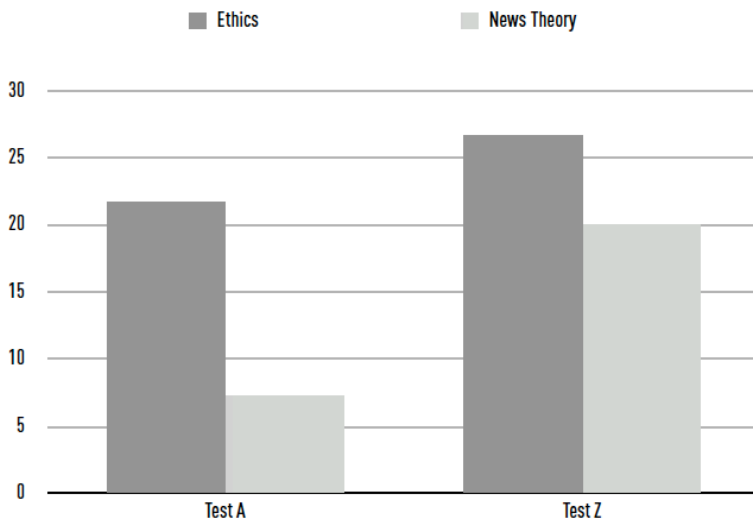
3) <u>Statistical analysis of internship reports of communications media editors or section heads</u>— Internships, which are mandatory to receive a professional degree, must be accompanied by an evaluation of the student's performance by the media editor or section head of the company where the internship is held. The evaluation measures are directly tied to ACEJMC's 12 values and competencies.

The latest results from 2014 have an average student performance of 3.72 on a five-point scale, with students being particularly well regarded in three areas: sense of responsibility and willingness to do great work, understanding and application of appropriate technological tools for journalistic work, and use of forms and styles appropriate to the respective audiences and media.

The school has numerous indirect measures of assessment, which are evaluated statistically whenever possible (both absolutely and longitudinally). These include: 1) a statistical analysis of students' self-evaluations following professional internships; 2) an alumni survey divided into three parts (Employment/Evaluation of undergraduate program of studies at the school/demographic data); 3) student evaluations of professors and courses; 4) tracking of the leadership of the school's students within and beyond the university; 5) tracking of demand for the school's students for professional internships; 6) tracking of demand for graduates for employment; 7) awards won by alumni; 8) alumni in distinguished professional positions; 9) annual ranking of the school in the Chilean press.

Both direct and indirect assessment data is fed regularly into the curriculum discussions of both the Dean's Curricular Advisory Team and the school's Curricular Committee. Assessment data has been used to fuel curricular changes, as well as to help decide when specific curricular innovations are succeeding or failing.

There is strong evidence that assessment measures have been systematically gathered, synthesized and applied.

(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 and its alumni seem to have a very close relationship. As noted above, the school conducts an alumni survey (conducted every three years), in which alumni evaluate the undergraduate program of studies at the school as it relates to their employment. Informal discussions with alumni and the results of the alumni survey are fed into curriculum discussions.

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

Internship evaluations, which are completed by professionals, are a key part of the direct assessment process. The alumni survey is used as an indirect measure. Some classes also use professionals to comment on student work. For example, the Investigative Journalism Workshop has had students pitch to a panel of five investigative journalists who give feedback to the students. This feedback helps inform grading by the professor.

Summary:

The school is proactive and diligent in measuring assessment both directly and indirectly. It feeds this information regularly into decisions about curriculum.

Compliance

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

    Strengths

    Outstanding faculty who are collegial;

    Excellent, serious students;

    Expanded facilities;

    Exceptional administration and organizational infrastructure,,

    Significant investigative reporting course that is producing stories that are affecting many aspects of life in Chile.

    National and international prestige, through the leadership of the dean and director and several senior faculty.

    Weaknesses

    Economically homogeneous student body

2) List the standards with which the unit is not in compliance.   <u>NA</u>

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

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

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

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.

    No deficiencies were listed in the last site report.

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 school prepared a solid report, communicating challenges and strengths in detail. A Herculean effort went into gathering the information, and especially to translating it. The report´s narrative format, together with the translation, caused some confusion for the site team. But staff on site were incredibly helpful and accommodating in clarifying the material.