

Report of On-Site Evaluation

ACEJMC

Graduate/Undergraduate programs

2015- 2016

Name of Institution: University of Maryland

Name and Title of Chief Executive Officer: Wallace Loh, President

Name of Unit: Philip Merrill College of Journalism

Name and Title of Administrator: Lucy A. Dalglish

Date of 2015 - 2016 Accrediting Visit: Feb. 7-10, 2016

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

Date of the previous accrediting visit: Feb. 21-24, 2010

Recommendation of the previous site visit team: Reaccreditation

Graduate program: Reaccreditation

Undergraduate program: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Graduate program: Reaccreditation

Undergraduate program: Reaccreditation

Undergraduate program recommendation by 2015 - 2016 Visiting Team: Reaccreditation

Graduate program recommendation by 2015-2016 Visiting Team: Reaccreditation

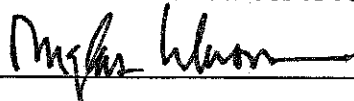
Prepared and submitted by:

Team Chair

Name and Title: Douglas Anderson, dean emeritus, Penn State University; senior research professor

Organization/School: Cronkite School of Journalism and Mass Communication, Arizona State

Signature

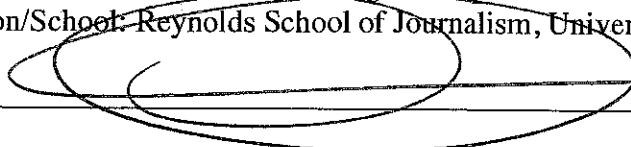


Team Members

Name and Title: Caesar Andrews, distinguished professor in ethics and writing

Organization/School: Reynolds School of Journalism, University of Nevada, Reno

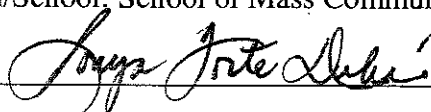
Signature



Name and Title: Sonya F. Duhe, director

Organization/School: School of Mass Communication, Loyola University New Orleans

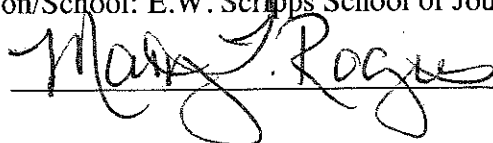
Signature



Name and Title: Mary R. Rogus, associate professor, electronic journalism

Organization/School: E.W. Scripps School of Journalism, Ohio University

Signature



PART I: General information

Name of Institution: University of Maryland

Name of Unit: Philip Merrill College of Journalism

Year of Visit: 2015-16

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

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

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

- Private
- Public
- Other (specify)

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

The University of Maryland was chartered as a corporation of higher education by the General Assembly of the State by the Act of 1812, Chapter 159, as amended and supplemented by the Act of 1882, Chapter 88. The Maryland State College of Agriculture was similarly created by the Act of 1856, Chapter 97. The two entities were merged and consolidated by the Act of 1916, Chapter 372.

The current legal authority establishing a consolidated system of public higher education, the University of Maryland System (later renamed the University System of Maryland), of which the University of Maryland, College Park, is one constituent part, is found in the Annotated Code of Maryland, at title 12-101 et seq. This most recent law granted to the Board of Regents all the previous powers to provide higher education in the State of Maryland as granted under the above-cited statutes.

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

Yes

No

If yes, give the date of the last accrediting visit: 2009-2010

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1960

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

Mission

The college educates students at the undergraduate, master's and doctoral levels within a liberal arts context, preparing them for careers in journalism and related fields, as well as careers in academic research and teaching. The college works to elevate professional and ethical standards of practice, as well as advocates for increased public knowledge and involvement in democratic processes through dissemination of news. The mission of the college is to improve the production, delivery and access to news, as well as to enhance the understanding of journalism's political, cultural and social roles in the United States and around the globe.

Undergraduate Mission

Our undergraduate mission is an uncompromising dedication to the principles of the journalism profession, with training in evolving types of newsgathering and delivery.

Master's Mission

Our master's education concentrates on professional development, providing post-graduate education to those seeking to enter the field and intensive professional training for mid-career journalists with a particular focus on investigative, sports, security, and computational journalism.

7. What are the type and length of terms?

Semesters of **15** weeks

Summer sessions of **6** weeks

Intersessions of **3** 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 undergraduate and professional master's degrees being reviewed by ACEJMC. *Indicate online degrees.

- B.A. in Journalism
- Master of Journalism
- M.A. in Journalism

10. Credit hours required by the university for an undergraduate degree:

122 semester hours (semester- credit)

Both the M.J. and the M.A. require the successful completion of a minimum of 30 graduate credit hours; students typically complete 36 credits because of their 500-level courses, which provide basic skills in journalism and do not count as credits toward the degree.

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

Undergraduates are required to complete an internship for credit before graduating. Under the current curriculum, the two-credit (semester hour) JOUR 396 meets the requirement. Previously, the one-credit (semester hour) JOUR 399 was required of undergraduates. Because undergraduates are encouraged to secure more than one internship during their time at Merrill, the college also offers a one-credit elective internship option, JOUR 199. (This provision is allowed as many internship opportunities require students to register for academic credit to qualify.) Students may enroll for multiple internship experiences under JOUR 199. Master's students are not required to secure an internship, but they are strongly encouraged to do so.

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

The college is a single-department unit. Dean Lucy Dalglish oversees both specializations.

Name of Specialties:

- Multiplatform Journalism
- Broadcast Journalism

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

In Fall 2015 (the most recent official census), there were 33,501 full-time students at the University of Maryland, of which 25,410 were undergraduates and 8,091 were 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): NOTE THAT ALL NUMBERS REFLECT MAJORS REGISTERED FOR CLASS THAT SEMESTER.

<u>Name of Sequence or Specialty</u>	<u>Undergraduate majors spring '16 (as of Jan. 29, 2016):*</u>
Broadcast	233
Multiplatform	267
News Editorial	1
Total	501

<u>Name of Sequence or Specialty</u>	<u>Undergraduate majors fall '15*</u>
Broadcast	248
Multiplatform	294
News Editorial	1
Magazine	1
Total	544

* Changes from fall '15 to spring '16 reflect the graduation of 26 students in December, student transfers into the college and students studying abroad and not registered for classes at Merrill.

15. Number of graduate students enrolled onsite 2015-16:

M.J. 41; M.A. 6

16. 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 (spring 2016) and the preceding term (fall 2015). 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.)

Spring 2016: Enrollment as of Jan. 29, 2016:

JOUR603 – News Videography, Section 0101, 7; (*crosslisted with JOUR 262, Section 0601, 5*).
JOUR620 – Public Affairs Reporting, Section 0101, 7.

JOUR625 – Advanced Capital News Service Bureau, 1 (0101 Section, D.C.), 1 (0201 Section, Annapolis) (*D.C. is cross-listed with JOUR 325, Section 0101, 1; Annapolis is cross-listed with JOUR 325, Section 0201, 1*).

JOUR628B – Sports Reporting and Writing, Section 0101, 3; (*crosslisted with JOUR 328B, Section 0101, 13*).

JOUR628N – National Security and Press Freedom Reporting, Section 010, 2; (*crosslisted with 328FSection 0101, 7*).

JOUR654 – Advanced Interactive Multimedia Storytelling, Section 0101,1; (*crosslisted with JOUR 354, section 0101, 12*).

JOUR660 – Broadcast News Writing, Section 0101, 3; (*crosslisted with JOUR 360, Section 0101, 11*)

JOUR662 – Broadcast News Producing, Section 0101, 2; (*crosslisted with JOUR 362, Sections 0101, 2; 0102, 3; 0103, 1*)

JOUR663 – Long Form Broadcast Journalism, Section 0101, 2; (*crosslisted with JOUR 363, 0101, 3*)

JOUR667 – Broadcast News Bureau, Section 0101, 7; (*crosslisted with JOUR 367, 0101, 7*.)

JOUR668T – Topics in Broadcasting and Electronic Media – On-camera Performance, Section 0101, 6; (*crosslisted with 368T, 0101, 6*).

JOUR689Y – News Coverage of Specialized Topics – Reporting on Cybersecurity Journalism, section 0101, 2; (*crosslisted with 389Y, 0101, 9*).

JOUR698I – Advanced Public Affairs Reporting/Investigative Journalism, Section 0101, 6; (*crosslisted with 328I, section 0101, 11*).

JOUR 779V – Computational Journalism, section 0101, 7.

JOUR 201, News Writing and Reporting I, Section 0101, 18; 0201, 18; 0301, 18; 0401, 18; 0501, 11; 0601, 15; 0701, 19.

JOUR 202, News Editing, Section 0101, 17; 0201, 14; 0301, 17.

JOUR 203, Introduction to Multimedia Skills, Section 0101, 15; 0201, 12; 0301, 6.

JOUR262 – News Videography, Section 0101, 8; 0201, 7; 0301, 10; 0401, 8; 0501, 10; 0601, 5. (*Section 0601 is crosslisted with JOUR 603, above.*)

JOUR320 - News Writing and Reporting II, Multiplatform; Section 0101, 17; 0201, 18; 0301, 7.

JOUR324 – Commentary and Editorial Writing, Section 0101, 16.

JOUR325 – Capital News Service Bureau, Section 0101, 1 (D.C.); section 0301, 1 (College Park). *Crosslisted with JOUR 625, above.*

JOUR328A – Special Topics in News Writing and Reporting – Web Analytics for Journalists, Section 0101, 6.

JOUR328B- Sports Reporting and Writing, Section 0101, 13. *Crosslisted with 628B, above.*

JOUR328D – Special Topics in News Writing and Reporting; Building Journalism’s Next Disruption, Section 0101, 8.

JOUR328F – National Security and Press Freedom Reporting, Section 0101, 7. (*Crosslisted with JOUR 628N, above.*)

JOUR328I – Advanced Public Affairs Reporting/Investigative Reporting, Section 0101, 11. (*Crosslisted with JOUR 698I, above.*)

JOUR328R – Special Topics in News Reporting and Writing; Business Reporting, Section 0101, 7.

JOUR350 – Multimedia Presentation, Section 0201, 13.

JOUR352 – Intermediate Multimedia Reporting, Section 0101, 17; section 0201, 17; section 0301, 18; section 0401, 17; section 0501, 6.
JOUR353 – News Bureau, Multimedia Reporting, Section 0101, 9 (College Park); 0201, 6 (Annapolis); 0301, 6 (D.C.) *Crosslisted with JOUR 625, 655 and 325, above.*
JOUR354 – Interactive Multimedia Storytelling, Section 0101, 12. *Crosslisted with JOUR 654, above.*
JOUR360 – News Writing and Reporting II, Broadcast, Section 0101, 11 (*crosslisted with 660, above*); 0201, 15; 0301, 8.
JOUR361- Television Reporting and Production, Section 0301, 10; 0401, 11.
JOUR362 –Broadcast News Producing, Section 0101, 2; 0102, 3; 0103, 1. *Crosslisted with JOUR 662, above.*
JOUR363 – Long Form Broadcast Journalism, Section 0101, 3. *Crosslisted with JOUR 663, above.*
JOUR364 – Radio Broadcasting, Section 0101, 12.
JOUR367 – Broadcast News Bureau, Section 0101, 7. *Crosslisted with JOUR 667, above.*
JOUR368B – Broadcast Sports Reporting, Section 0101, 7.
JOUR368K – Topics in Broadcast and Electronic Media; Video Innovation, Section 0101, 8.
JOUR368M - Topics in Broadcast and Electronic Media; Multimedia Mobile Journalism, Section 0101, 12.
JOUR368T – Topics in Broadcast and Electronic Media; On-Camera Performance, Section 0101, 6. *Crosslisted with JOUR 668T, above.*
JOUR368V- Advanced Video Storytelling, Section 0101, 8.
JOUR368Y - Topics in Broadcast and Electronic Media; Sports Producing, Section 0101, 5.
JOUR370 – Photojournalism, section 0101, 12; 0201, 6.
JOUR371 – Feature writing, Section 0101, 15.
JOUR389Y – News Coverage of Special Topics; Reporting on Cybersecurity Journalism, Section 0101, 9. *Crosslisted with JOUR 689Y, above.*

Fall 2015

JOUR501 – Fundamentals of Writing and Editing, Section 0101, Banisky, **10**.
JOUR504 – Introduction to Multimedia Skills, Section 0101, McIntyre, **12**.
JOUR620 – Public Affairs Reporting, Section 0101, Flynn, **11**.
JOUR603 – News Videography, Section 0101, Swain, **1** – (*crosslisted with JOUR 262, Section 0401, 9*).
JOUR625 – Advanced Capital News Service Bureau, **3** (0101 Section, D.C., Carroll), **3**. (0201 Section, Annapolis, Denny) (*D.C. is cross-listed with JOUR 325, 0101, 3; Annapolis is cross-listed with JOUR 325, 0201, 3*).
JOUR652 – section 010, Young, 7; (*cross-listed with JOUR 352, section 0401, 9*).
JOUR627 – section 0101, Urban Affairs Reporting, Banisky, Bettag, Wells, **4**; (*crosslisted with JOUR 327, section 0101, 5*).
JOUR628B – Sports Reporting and Writing, section 0101, Solomon, **5** (*crosslisted with JOUR 328B, section 0101, 12*).
JOUR628N – National Security and Press Freedom Reporting, section 010, Priest, 6; (*crosslisted with JOUR 328N, section 0101, 15*).*
JOUR654 – Advanced Interactive Multimedia Storytelling, section 0101, Kliewer; **4**; (*crosslisted with JOUR 354, section 0101, 6*).

JOUR655 – Advanced Online News Bureau, section 0101, Mussenden, **5**; (*crosslisted with JOUR 353, section 0101, 6*).

JOUR661 – Television Reporting and Production, section 0102, Filburn & Feldstein, **9**;

JOUR662 – Broadcast News Producing, section 0101, Wright, **3**; (*crosslisted with JOUR 362, sections 0101 and 0201, 4*)

JOUR667 – Broadcast News Bureau, section 0101, Katcef, **2**; (*crosslisted with JOUR 367, section 0101, 11.*)

JOUR668V – Advanced Video Storytelling, section 0101, Swain, **3**; (*crosslisted with JOUR 368V, section 0101, 7*).

JOUR670 – Photojournalism; section 0101, Meyer, **2**; (*crosslisted with JOUR 370, section 0201, 10*).

JOUR 779V – Computational Journalism, section 0101, Diakopoulos, **4**.

JOUR 201, News Writing and Reporting I, section 0201, Harvey, **18**; 0401, **17**; 0501, Henry, **1**.

JOUR 202, News Editing, section 0101, Goldman, **16**; 0301, Huffman, **18**.

JOUR 203, Introduction to Multimedia Skills, section 0101, **17**; 0201, **17**; 0301, **18**; 0401, **18**; 0501, **13**; 0601, **12**; 0701, **18**; 0801, **18**.

JOUR262 – News Videography, section 0101, **9**; section 0301, **7**; section 0401, **9**; *section 0401 is crosslisted with JOUR 603, with 1 student.*

JOUR320 - News Writing and Reporting II, Multiplatform; section 0101, **11**; section 0201, **14**; section 0301, **17**.

JOUR324 – Commentary and Editorial Writing, section 010, **8**.

JOUR325 – Capital News Service Bureau, section 0101, **3** (D.C.); section 0201, **3** (Annapolis); section 0301, **1** (College Park). *Crosslisted with JOUR 625, above.*

JOUR327- Urban Affairs Reporting, section 0101, **5**. *Crosslisted with 625, above.*

JOUR328B- Sports Reporting and Writing, section 0101, **12**. *Crosslisted with 628B, above.*

JOUR328M – Magazine Journalism, section 0101, **17**.

JOUR328N – National Security and Press Freedom Reporting, section 0101, **15**. (*Crosslisted with 628N, above.*)*

JOUR350 – Multimedia Presentation, section 0201, **16**.

JOUR352 – Intermediate Multimedia Reporting, section 0101, **18**; section 0201, **17**; section 0301, **18**; section 0401, **9** (*crosslisted with JOUR 652, above*); section 0501, **18**.

JOUR353 – News Bureau, Multimedia Reporting, section 0101, **6** (College Park); section 0201, **4** (Annapolis); section 0301, **6** (D.C.) *Crosslisted with JOUR 625 and 655, above.*

JOUR354 – Interactive Multimedia Storytelling, section 0101, **6**. *Crosslisted with JOUR 654, above.*

JOUR360 – News Writing and Reporting II, Broadcast, section 0101, **11**; section 0102, **17**; section 0103, **6**; section 0104, **11**.

JOUR361- Television Reporting and Production, section 0101, **8**; section 0201, **5**; section 0301, **13**; 0501, **12**; 0601, **12**; 0701, **11**.

JOUR362 –Broadcast News Producing, section 0102, **2**; 0104, **2**. *Crosslisted with JOUR 662, above.*

JOUR364 – Radio Broadcasting, section 0101, **13**.

JOUR367 – Broadcast News Bureau, section 0101, **11**. *Crosslisted with JOUR 667, above.*

JOUR368B – Broadcast Sports Reporting, section 0101, **10**.

JOUR368M- Multimedia Mobile Journalism, section 0101, **15**.

JOUR368V- Advanced Video Storytelling, section 0101, **7**. (*Crosslisted with 668V, above.*)

JOUR370 – Photojournalism, section 0101, **8**; section 0201, **10**. *Section 0201 crosslisted with 670, above.*

JOUR371 – Feature writing, section 0301, **18**.

JOUR389B – Broadcasting the Games: Covering the Sports Action, section 0101, **6**.

- Five students who registered for 328N audited this class; graded tests and coursework are not required for an audit.

17. Total expenditures from all sources planned by the unit for the 2015 – 2016 academic year: \$6,285,041

Percentage increase or decrease in three years: 10 percent

Amount expected to be spent this year on full-time faculty salaries: \$2,810,570

18. 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.

Full-time Faculty 2015-16:

Sandra Banisky – visiting professor
Kevin Blackistone –visiting professor
James Carroll – lecturer
Kalyani Chadha – assistant professor
Ira Chinoy – associate professor
Cassandra Clayton - lecturer
Lucy A. Dalglish – professor / dean
Josh Davidsburg - lecturer
Karen Denny - lecturer
Nicholas Diakopoulos – assistant professor
Mark Feldstein - professor
Adrienne Flynn – lecturer
Christopher Hanson – associate professor
Chris Harvey - lecturer
Diana Huffman – senior lecturer – Fall '15 Only
Sue Kopen Katcef - lecturer
Kevin Klose - professor
Rafael Lorente – associate dean
Susan Moeller – professor (2015 sabbatical)
Sean Mussenden - lecturer
Deborah Nelson – associate professor
Sarah Oates - professor
Marissa Osorio - lecturer

Dana Priest - professor
George Solomon – professor of the practice
Linda Steiner - professor
Carl Sessions Stepp - professor
Bethany Swain - lecturer
Leslie Walker – visiting professor
Cindy Wright - lecturer
Ronald A. Yaros – associate professor

19. 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 Faculty Spring 2016:

Halimah Abdulla	Sharon O'Malley
Edward Alwood	Dave Owens
Bruce Auster	Renee Poussaint
Saranaz Barforoush	Alexander Pyles
James Baxter	Scott Rensberger
William Beecher	Luke Rollins
Matthew Brown	Anne Farris Rosen
Linda Coleman	Jonathan Sham
Merrilee Cox	Mark Smith
Rob Doherty	Miranda Spivack
Sean Filburn	Kelly Stepno
Jamie Forzato	Rob Wells *
Pallavi Guha *	Derek Willis
Tamara Henry	Timothy Wong
Sunny Hess	Boya Xu *
Ljilana (Lily) Ciric Hoffmann	Joseph Yasharoff
Timothy Jacobsen	
Kevin Johnson	
Daniel Keating	
Corey Kliewer	
George Lanum	
David Lightman	
Thomas Linthicum	
Charlie MacDonald	
Beth Mechum	
Cheryl Diaz Meyer	
Gagan Nirula	

* Denotes Ph.D. student serving as teacher of record.

Part-time Faculty Fall 2015:

Shanaz (Stokely) Baksh	George Lanum
Saranaz Barforoush *	David Lightman
William Beecher	Thomas Linthicum
Mary (Alison) Burns	Cheryl Diaz Meyer
Chartese Burnett	James McIntyre
Marlene Cimons	Sharon O'Malley
Linda Coleman	Dave Owens
Merrilee Cox	Renee Poussaint
David Cross	Elaine Povich
John DeDakis	Alexander Pyles
Sean Filburn	Scott Rensberger
Jamie Forzato	Luke Rollins
Michael French	Anne Rosen
Jay Goldman	Jennifer Rynda
Mark Gray	Sarah Schaffer
Pallavi Guha *	Stuart Schwartz
Tamara Henry	Jonathan Sham
Nabila Hijazi	Christopher Shlemon
James Hill	Mark Smith
Ljilana (Lily) Ciric Hoffmann	Priya Sridhar
Justin Hudson *	Kelly Stepno
Roland Hudson	Rob Wells *
Timothy Jacobsen	Boya Xu *
Kevin Johnson	Jeffrey Young
Daniel Keating	Mark Young
Corey Kliewer	
Sheila Lalwani	

* Denotes Ph.D. student serving as teacher of record.

Part-time Faculty Spring 2015:

Halimah Abdullah	Miranda Kennedy
Saranaz Barforoush *	Corey Kliewer
William Beecher	George Lanum
Jaclyn Borowski	Carole Lee
Jody Brannon	David Lightman
Matthew Brown	Charles MacDonald
Chartese Burnett	Sharon O'Malley
Mary (Alison) Burns	Steven Overly
Albert Calogero	David Owens
Marlene Cimons	Renee Poussaint
Linda Coleman	Elaine Povich
Merrilee Cox	Alexander Pyles
David Cross	Scott Rensberger
John Davidson	Luke Rollins
John DeDakis	Anne Rosen
Manny Fantis	Jonathan Sham
Sean Filburn	Christopher Shlemon
Jamie Forzato	Kathryn Smith
Kathy Gambrell	Mark Smith
Tamara Henry	Paul Sparrow
Justin Hudson *	Kelly Stepno
Daniel Jacobs	Benjamin Toff
Timothy Jacobsen	Rob Wells *
Kevin Johnson	Boya Xu *
Daniel Keating	Mark Young

* Denotes Ph.D. students as faculty of record for a class.

20. 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 taken outside of journalism and mass communications		
	Total Graduates	Number	Percent
2014-2015 academic year	148	148	100%
2013-2014 academic year	139	139	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.

OVERVIEW

The University of Maryland's then Department of Journalism and Public Relations, which was housed in the College of Business and Public Administration, gained initial accreditation in 1960. Six years later, although public relations courses were still taught in the program, the designation "public relations" was dropped from the unit's title. Then, in 1972, as part of a campus wide reorganization, it became the College of Journalism.

Under the leadership of a dean who served from 1981 until 2000, the College increasingly focused its curriculum and auxiliary programs on journalism, with public relations offerings being moved to another campus unit. In 2001, the College was named for eight-figure donor Philip Merrill, publisher and owner of *The Capital* daily newspaper in Annapolis and *Washingtonian* magazine.

During a period of acute budgetary challenges, dating back to 2008, the College has tightened the focus even more on its undergraduate and graduate missions, eliminating, as it noted in its self-study, "several auxiliary programs that had been supported by philanthropy." The College also labeled its increasing emphasis on sports journalism "perhaps the most noticeable change from the 2010 site-team visit."

The College's B.A. program (with areas of specialization in Multiplatform Journalism and Broadcast Journalism) and its M.J. and M.A. programs are within the scope of this ACEJMC review. The College enrolls 501 undergraduate majors (233 in broadcast; 267 in multiplatform; 1 in news editorial) and 47 master's students (41 in the M.J. program; 6 in the M.A. program). The full-time faculty of 31 includes three visiting professors.

The University of Maryland, College Park, was founded in 1856. As the state's flagship campus, with more than 33,000 students, it is a Carnegie Research Institution. The self-study notes that "over the past 15 years, the university has experienced transformational growth and intense budget challenges." The College, according to the self-study, "was in a particularly bad position in 2008-2010, after 10 years of over-spending by the (unit) resulted in a new provost requiring it to 'pay back' more than \$1.5 million in 'debt' to the university." After judicious belt tightening, including some "painful layoffs," the College is now in the black with its annual expenditures.

The self-study notes also that the College, in its strategic planning and recent hires, has focused on the university's overarching priorities: "programs related to innovation/entrepreneurship and cross-college collaborations, particularly those that envision a cybersecurity, big data or sustainability component."

The College has weathered turbulent budget times since the last review, worked through transitions in leadership, and mourned the deaths of more than its share of key faculty and staff members. Still, morale is described by most as positive. One faculty member said: "Everybody stepped up; good places rise during times of adversity; and we have seen an incredible spirit of collaboration and collegiality."

Despite the challenges it has faced in recent years, many related to the budget, the College's strategic planning process and preparation for its accreditation review confirmed several clear strengths: first and foremost, its *students* (the grade-point-average of its incoming 2015 freshman class was 4.15; the four-year graduation rate for its most recent cohort, 74.1 percent, is well above the university mean, as is the

most recent one-year retention rate of 97.4 percent; and the diversity of its majors, with 34 percent being minority, exceeds earlier projections); its increasingly balanced *full-time faculty*; and its point-of-pride *Capital News Service*, which is celebrating its silver anniversary this academic year. Obvious additional strengths, of course, are its spacious, well-appointed and still-feels-new \$30 million John S. and James L. Knight Hall and its location in metropolitan Washington D.C.

The *overarching mission* of the program: “The college educates students at the undergraduate, master’s and doctoral levels within a liberal arts context, preparing them for careers in journalism and related fields, as well as careers in academic research and teaching. The college works to elevate professional and ethical standards of practice, as well as advocates for increased public knowledge and involvement in the democratic processes through dissemination of news. The mission of the college is to improve the production, delivery and access to news, as well as to enhance the understanding of journalism’s political, cultural and social roles in the United States and around the globe.”

The *undergraduate mission*: “Our undergraduate mission is an uncompromising dedication to the principles of the journalism profession, with training in evolving types of newsgathering and delivery.”

The *master’s mission*: “Our master’s education concentrates on professional development, providing post-graduate education to those seeking to enter the field and intensive professional training for mid-career journalists with particular focus on investigative, sports, security, and computational journalism.”

Unit performance with regard to indicators:

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

As noted in the overview, the College’s strategic plan is in sync with the broad parameters of the university’s plan. At the time of the previous site-team visit, the College was about a year into its 10-year strategic plan. Revisions to that plan were approved last May at a College Assembly meeting. The revised plan was driven in no small measure, according to the self-study, by “changes in the media ecosystem.” The plan is contextual, comprehensive and forward looking. Like many strategic plans, it identifies strengths, weaknesses, opportunities and threats. It outlines strategic initiatives and projected outcomes—all built around the College’s core priorities: undergraduate education, graduate education, partnerships and outreach, and research and scholarship. The primary goals, complete with strategies, for undergraduate education are: To become the journalism school of choice for high-achieving students from the state and the region; to ensure that the curriculum will adapt to the quickly changing realities of the media industry to ensure that students are prepared to work in innovative, collaborative, entrepreneurial and creative ways; to maintain high expectations for student success and ensure that undergraduate students meet their goals in timely fashion; and to provide opportunities for students to complete at least one international study experience. The plan provides direction for the College’s future while taking into consideration the current economic climate and priorities of the university.

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

Faculty members are involved in governance. Indeed, Article II of the College’s Plan of Organization succinctly outlines responsibilities. It reads in part: “Shared governance in the college means governance shared among administration, faculty, students, staff, and affiliate organizations. The faculty has a fundamental role in the governance of the college. The administration is responsible for seeking advice, initiating action, making decisions, and implementing policy, and for maintaining

accountability for its actions. Administrative accountability means active accounting to the other constituencies with whom governance is shared regarding policies recommended by those constituents. The faculty has a responsibility for informed and regular participation in governance activities related to all aspects of the academic mission of the College.” The self-study highlights the key role in shared governance played by the elected Faculty Advisory Committee, which consists of six full-time faculty members. The committee is responsible for advising the dean on facilities, strategic planning and faculty matters, and “acts as a conduit for information between the faculty and the dean.” The faculty convenes monthly during the academic year at College Assembly meetings. In addition to the Faculty Advisory Committee, a wide range of committees is in place: appointments committee; committee on centers and affiliate organizations; committee for doctoral studies; masters committee; programs, courses and curricula committee; promotion and tenure committee; undergraduate committee; awards committee; and the committee on diversity.

(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 College’s chief administrator is the dean, who reports to the university’s senior vice president for academic affairs and provost. The dean is in her fourth year. Among other things, she is responsible for the business operations of the unit, professional and academic leadership, and ties to the campus community and the professions served by the College. Her direct reports include the associate dean and director of the master’s program; the associate dean for undergraduate programs, and equity officer; assistant dean for business operations; assistant dean for external relations; the senior communications manager; and directors of various programs, services and centers.

The dean is viewed positively by a strong majority of faculty and staff members. Common descriptors of the dean: one who assumed her position during a period of instability and took charge; one who can identify, deal with and fix problems; fair; exceptionally well organized; far-sighted; collegial; a gifted collaborator; and decisive. The administrative team noted above is respected and appreciated—and several commented that the dean and the associate dean and director of the master’s program are an effective tandem. “If I have a problem,” one faculty member said, “I know someone will handle it.” The dean is highly regarded by her administrative superiors and fellow deans. A theme quickly emerged in conversations with individuals outside the College: The dean is a true collaborator who represents her program admirably and who works well with others. One central administrator said: “She is doing a wonderful job; she is visible in a number of ways; and she has a great presence.”

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

Deans at the University of Maryland, College Park, are evaluated annually by the provost. The College’s dean is in the fourth year of an initial five-year appointment. Thus, per university policy, she will be reviewed by an outside committee in spring 2016. That committee will be charged with advising the provost as to whether she should be offered another five-year term, beginning with the 2017-2018 academic year. Search committees in the College normally are charged by the dean and the unit’s equity officer, according to the self-study, “in order to encourage search committee members to work hard to locate under-represented domestic minority candidates.”

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

Procedures for the timely resolution of complaints and concerns are clearly outlined. The self-study notes also that “the dean is always available to discuss almost any issue.”

SUMMARY: Shared governance is explicitly spelled out and followed in the College. Long-range planning is taken seriously—and in concert with university planning. The dean is respected by the faculty, staff and the central administration. The leadership team is praised and appreciated by faculty and staff members. Virtually all who mentioned morale said that it is much better than at the time of the previous ACEJMC review.

Overall evaluation (undergraduate program): COMPLIANCE

Professional master's program / Unit performance with regard to indicators:

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

The College offers both a master's and a Ph.D. program. Both the Master of Journalism (M.J.) and the M.A. in Journalism are within the scope of this review.

As noted in the overview, the master's mission "concentrates on professional development, providing post-graduate education to those seeking to enter the field and intensive professional training for mid-career journalists with particular focus on investigative, sports, security, and computational journalism." In the M.J. program, students choose either Broadcast Journalism or Multiplatform Journalism tracks.

According to the 2015-2020 strategic plan, the College is to build on its reputation as one of the nation's top professional master's programs and introduce a new focus on mid-career journalists to become even more competitive in a changing media marketplace and to enroll students of the highest academic achievement and greatest creativity.

The M.J. program requires the successful completion of a minimum of 30 graduate credit hours. Students typically complete 36 credits because their 500-level courses, which provide basic skills in journalism, do not count as credits toward the degree. The M.A. program requires the successful completion of 30 credits, including a methods course, a theory course, six credit hours of thesis and 18 hours determined in consultation with a graduate adviser.

A graduate studies coordinator oversees all administrative procedures related to enrollment and management of master's students.

(g) The unit has designated administrative oversight of the professional master's program as well as policies and procedures that ensure faculty oversight of educational policy and curriculum in the professional master's program.

The College's associate dean of academic affairs had been a lecturer responsible for the master's program until he was appointed associate dean. While he continues to teach in the master's program, a graduate studies coordinator oversees all administrative procedures related to enrollment and management. Both the associate dean and the graduate studies coordinator are responsible for recruiting

for the master's program.

The Master's Committee oversees all curriculum, recruiting and other operations for the program. The curriculum must be approved by the College's PCC (Programs, Courses and Curricula Committee), then by the College. Once approved by the College, it goes to the University PCC for final approval.

SUMMARY: The College has a strategic plan that outlines vision and direction for the master's program to provide post-graduate education for mid-career journalists and for those seeking to enter the field. Since moving the Washington Capital News Service Bureau to new quarters this past fall, there appears to be a renewed opportunity to attract mid-career professionals who work in the D.C. area to the program.

Overall evaluation (professional master's program): 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.

General education requirements for the University of Maryland total a minimum of 40 credit hours. The College has additional, or more specific liberal arts requirements, including 12 credits in a supporting field. Merrill students take 42-45 journalism credit hours and the remaining 77-80 credit hours are non-journalism or communication courses.

The self-study reports that 100 percent of graduates in the 2013-14 and 2014-15 academic years met the 72 or more hours taken outside of journalism or mass communications requirement. A check of student records confirmed this report.

(b)The unit provides a balance between theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student competencies listed by the Council.

Since the last accrediting visit, the College has collapsed three areas of specialization (news-editorial, broadcast and online) into two tracks: Multiplatform Journalism (267 students) and Broadcast Journalism (233 students). All journalism students in the College are required to take 11 courses that make up the core of the program. These courses represent a majority of the theoretical/conceptual classes, a few of the professional skills courses and two integrated practicum experiences.

Theoretical/Conceptual:

History, Roles and Structures (3 credit hours)

Journalism Ethics (3 credit hours)

Media Law (3 credit hours)

Capstone Colloquium: The Business of News (1 credit hour)

Journalism and society course (3 credit hours)

Examples Spring 2015—Literature in Journalism, Making a Difference, Impact of 911 on Journalism/Civic Life, News Coverage of Racial Issues, Near East and North Africa

Media research course (3 credit hours)

Examples Spring 2015—Research in Emerging Media, Computational Journalism, Understanding Audiences, Researching the State of Local Audiences

Professional Skills:

News Writing and Reporting I (3 credit hours)

Intro to Multimedia Skills (3 credit hours)

Intermediate Multimedia Skills (3 credit hours)

Plus all students must do an approved internship (2 credit hours) and take a journalism capstone experience course (3 credit hours) that integrate skills and theoretical learning.

A review of syllabi found consistency across sections of core courses in learning outcomes, materials used and assignments. There is a reasonable progression in both skills and conceptual courses that build to a strong foundation for both in the core. Students expressed satisfaction with the foundation they received in their core course work, particularly noting the Journalism Ethics, Media Law and Intro to Multimedia Skills classes as valuable.

For each of the 12 values and competencies the self-study lists at least one required course, and typically one to two elective courses that provide learning outcomes for that value or competency. A review of syllabi for the required core and sequence courses confirmed that those designated to cover a particular value and/or competency did have learning outcomes, and materials or assignments tied to it. Students also would have a hard time missing the 12 values and competencies that are printed and framed, hanging on the walls throughout Knight Hall!

In addition to the core courses required of all students, the two tracks, Broadcast Journalism and Multiplatform Journalism, each require four skills courses and electives.

BROADCAST JOURNALISM

Broadcast students take three required courses:

News Videography (3 credit hours)

News Writing and Reporting II: Broadcast (3 credit hours)

Television Reporting and Production (3 credit hours)

They also choose one elective from a variety of courses including Multimedia Mobile Journalism, Advanced Public Affairs Reporting, Sports Reporting and Writing, National Security Reporting, Television News Producing, Video Innovation and more.

The three required courses take students from basic storytelling with video, and shooting and editing skills, through writing broadcast style and format to bringing the two together to produce complete television packages. Students noted that having three courses on broadcast reporting allowed them to thoroughly learn the skills and concepts they needed to go into a capstone experience well-prepared. They also noted they were highly prepared for internships in television newsrooms, especially compared with interns from other schools.

A review of syllabi for the three courses did find some inconsistency in skills taught and assignments among sections of the same course, which may create the overlap or repetitiveness among the three courses that some students reported. But all broadcast students we spoke with noted that they appreciated efforts by faculty to “flip the classroom,” i.e. record lectures for students to watch at home and then spend class time doing hands-on exercises that traditionally might be assigned as homework. With the flipped classroom concept students receive considerable feedback and supervision while working on assignments.

Students’ one concern about the broadcast program is its heavy emphasis on on-air reporting. Several broadcast students expressed a strong interest in producing and other “behind the camera” jobs, but currently there are only two broadcast courses focused on this area. The large majority of jobs in the

broadcast field now are in producing. The other area students noted a lack of courses and focus was radio, and with the growth of podcasting, they wanted the opportunity to pursue radio/audio journalism.

MULTIPLATFORM JOURNALISM

Multiplatform students take two required courses:

News Editing (3 credit hours)

News Writing and Reporting II: Multiplatform (3 credit hours)

Multiplatform students choose two elective courses from the same list as broadcast students.

Although the title of the track is multiplatform, there is a distinct print emphasis in the two required courses as evidenced in the syllabi and discussions with students. For example, News Writing and Reporting II: Multiplatform requires students to have 10 published stories in an approved news outlet, an excellent requirement that creates rigor in the course. However, while online, newsletter or magazine publishing are options, the students indicated they were strongly encouraged to seek out a local newspaper.

As listed above there are a variety of electives for multiplatform students to choose from to fulfill their other two skills requirements. The specialized reporting topics that students can delve into is impressive. Students expressed satisfaction with the electives available, but some multiplatform students wanted more courses focused on digital and mobile journalism.

(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.

A review of syllabi, classroom visits and discussions with students all provided consistent evidence that most courses are rigorous with high expectations for student performance. The students praised faculty members who were demanding and who challenged the students to consistently do their best work. Several students said they felt overwhelmed or thought they could not make it in a course, but the professor challenged and supported them to rise above their fears or lack of confidence to succeed.

In meetings with a large mixed group of students and two smaller groups of broadcast or multiplatform students, the enthusiasm for their instructors was universally high. Students said their professors knew them, and cared about their success. They praised the accessibility of instructors, including adjuncts who might only come in once a week to teach a single class. Students noted that many of those adjuncts, who are fulltime professionals, were more than willing to keep in touch with students and provide continued mentoring long after the course. One broadcast student said the two instructors he has the closest mentoring relationship with are adjuncts.

In most classroom visits, students were engaged and challenged. Learning was a dialogue and there was extensive hands-on experience in the classes. As mentioned above, some instructors have flipped their classrooms so they can provide individualized feedback and instruction while students are producing content, rather than spending class time lecturing.

There was evidence in syllabi and classroom visits of the efforts to keep the curriculum as current as possible. For example, in an AP Stylebook lesson in the News Writing and Reporting I class, the instructor was showing how online writing was making AP style more flexible and accelerating changes. The students noted that the most important way the curriculum was kept current was the extensive use of

working professionals as part-time faculty, along with the recent and current professional activity of fulltime faculty. Many students said their instructors would come right from the newsroom into the classroom with examples or problems from that day's work that directly related to the class. The students repeatedly said they believed they were getting "real world" instruction and were very prepared for the realities of daily journalism.

Students did suggest that they wanted more exposure to creating journalism content on social, mobile and digital media platforms. There are new courses to address these needs, including a Mobile Journalism capstone course, a Video Innovation course, and a Podcasting course which is in the works. There are assignments using Twitter, Instagram, Snapchat and mobile devices scattered throughout about a third of the skills courses, according to syllabi.

The capstone experience classes provide the most state-of-the-art experience for students. Many students work in one of the Capital News Service (CNS) bureaus or newsrooms where they are producing daily content to serve real audiences and multiple professional news clients. In the CNS broadcast operation students produce a newscast that is broadcast to surrounding communities three days a week and then video stories are distributed to clients. In Annapolis and Washington, D.C. bureaus students produce online and multimedia content for clients and web publication, and in the CNS "Studio C" newsroom in Knight Hall students are working on data visualization and interactive graphic content. Undergraduate students have to apply to be part of the CNS capstone experiences, but most we talked with were accepted into the classes. The broadcast students noted that they can volunteer to work on studio production jobs for the newscasts as early as freshman year.

In addition to the CNS capstone experiences, there are other capstone and advanced reporting classes in which students produce high quality, multimedia content that has been published in The Washington Post, NPR.org, and other professional media outlets.

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

The College has enviable student-teacher ratios in all skills classes. The largest computer labs seat only 20 students and multiple labs are designed for 12 or 16. News Writing and Reporting I and II classes typically have 18 students, but most other skills classes have fewer than 12 students, including graduate 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 are in charge and where the primary function of the media outlet is to instruct students.

All students are required to complete at least one approved internship for credit (2 hours). They may receive an additional one credit for other internships. The internships require media outlets to agree on a set of standards for the work, supervision and feedback the student will receive. The internship director

supervises all internship experiences and the followup and evaluation of those experiences is impressive. The required internship must meet the criteria of being a *journalism* internship, focused on producing and/or working with journalism content.

Some students complained that there was not enough flexibility in the definition of a journalism internship, especially in the current evolving digital world, but the internship director made it clear that since it was a core curriculum requirement, the College would maintain a strict definition of journalism that did not include producing public relations or entertainment content. She added that those restrictions are clearly spelled out for students, as are the prerequisite courses students must complete before taking their required internship. It was also noted that the university does not allow virtual internships for credit, so many students were disappointed to find that work for a website that did not have a physical location was not allowed either. However, students have a great deal of flexibility in additional internships they may complete for one hour of credit.

Most students take full advantage of the opportunities for multiple internships in the Washington D.C.- Baltimore media-rich environment. Because of the university's location, they often do internships during the semester while also taking classes.

Students also have multiple opportunities for professional experience in student or university media. The students produce an independent, daily newspaper and website, The Diamondback. In a lunch meeting, the manager of the company that publishes the Diamondback was effusive about the professionalism of student editors and managers.

As mentioned above, students can volunteer to work in production jobs for the broadcast Capital News Service newscast beginning their freshman year. There is an independent campus radio station, WMUC, that allows journalism students to produce news or sports programming. Students also work on numerous magazine publications for campus units, such as the University Relations' Terp Magazine. And students have developed multiple publications online and in print to provide outlets for content of their own interests such as sports, entertainment, fashion and multicultural communities.

SUMMARY: The curriculum incorporates a good balance of theoretical and practical skills courses and experiences. Students repeatedly praise instructors for their engagement and accessibility, as well as their current professional experience. Nearly all skills classes require students to get out into the field covering stories and many have publication requirements or outlets. Students believe their classes provide a strong journalism foundation and their extra-curricular media opportunities allow them to polish the skills and concepts learned in the classroom.

Overall evaluation (undergraduate program): COMPLIANCE

Professional master's program / Unit performance with regard to indicators:

(f) At least half of the required credit hours are in either professional skills or courses that integrate theory and skills appropriate to professional communication careers.

Nearly all of the courses in the M.J. curriculum provide a solid foundation with courses that integrate skills and theory. At least half of the courses in the M.A. curriculum integrate skills and theory.

In the M.J. program, students can choose between two tracks: Multiplatform Journalism and Broadcast Journalism. In both tracks, students take Fundamentals of Writing and Editing; Introduction to Multimedia Journalism; Media Law/Journalism Ethics combined and a critical thinking elective. Depending on the track, students also take Public Affairs Reporting; Intermediate Multimedia Journalism; Television Reporting and Production; Computer-Assisted Reporting; and an intermediate reporting elective or a journalism elective, and Advanced Online News Bureau or the Capital News Service (CNS). All M.J. students are required to take six credits of CNS. As part of their CNS experience, the students spend four days a week as full-time reporters, coders, producers and anchors covering state and national news for the service's website. The students are given full-time beats and stationed in one of four bureaus in Washington, Annapolis or College Park.

M.A. students are expected to take Qualitative Methods or Quantitative Methods, Theory and Thesis.

(g) Instruction and curricular requirements for professional master's students are more advanced and rigorous than for undergraduate students, including courses open to both undergraduate and graduate students.

The professional M.J. program and the undergraduate program share common goals and values, including an emphasis on ethical standards, strong writing and public affairs journalism. M.J. students and undergraduates take Fundamentals of Writing and Editing, as well as Introduction to Multimedia Journalism. M.J. students are given additional assignments and/or more in-depth tasks are expected.

All M.J. students must successfully complete a portfolio review on M.J. Day, when they present all of their published work from their time at Merrill to a panel of three professors and one professional alumnus for review and critique.

M.J. students are also able to specialize in several subject areas with a focus in sports reporting, investigative reporting or a newly approved focus in computational and data journalism. A new emphasis in global security reporting is currently being reviewed for approval.

The M.J. program is designed to be completed in 12 to 16 months, or the equivalent of three semesters. The M.A. program normally takes longer.

SUMMARY: Nearly all of the courses in the M.J. program integrate skills and theory. The M.J. and the undergraduate programs share common goals and values, including an emphasis on ethical standards, strong writing and public affairs journalism. At least half in the M.A. required courses integrate skills and theory.

Overall evaluation (professional master's program): 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 College has a nine-page plan, revised in 2014. The document emphasizes diversity, inclusion and equity across six areas: leadership, climate, recruitment, retention, education, research/scholarship and community engagement. Domestic minority groups are addressed in the plan. The College also recognizes diversity based on international origins and perspectives, citing as one example the global journalists housed at Merrill each year as Hubert H. Humphrey International Fellows. The plan also recognizes issues and perspectives related to sexual identity. Practices as summarized in this report show an overall commitment to Standard 3. But the written plan could benefit from more precise goals and measurements.

(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.

Students expressed sound understanding of diversity during group sessions with site-team members. They confidently referred to matters of race, ethnicity and gender. Additionally, some students shared more expansive interpretations beyond those fundamental demographics. The phrase "global society" may not have been uttered, but recognition of the concept seemed apparent to some. Syllabi showed some commendable presence of scheduled diversity instruction or assignments. Though some syllabi missed opportunities to state diversity as an explicit element of coursework, student comments seemed to indicate that diversity is a familiar point of reference in several classes. The curriculum addresses Standard 3 most prominently through courses devoted to gender, race and ethnicity, such as Women in Media, Urban Affairs Reporting, and News Coverage of Racial Issues. Faculty members said additional and significant contributions to diversity curriculum goals can be found in news projects targeting urban communities and in beats and assignments at the College's Capital News Service bureaus. One special course project examined the neighborhood of Freddie Gray, the African American man whose fatal encounter with Baltimore police in 2015 led to local and national protests.

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

Minority full-time faculty was 16.6 percent for spring 2016, including the associate dean and director of the master's program, who is Hispanic. The self-study acknowledges that despite aggressive outreach and job offers, the record on full-time minority hires could be better. The dean and the associate dean

both expressed confidence that renewed efforts now underway will yield more diversity success, following a period of personnel cuts, frozen jobs and declined offers.

About 20 percent of part-time faculty were members of racial or ethnic minorities. Six of 19 staff members are African American.

Women are robustly reflected in the leadership of the College and across various other parts of the unit. Female representation on the faculty exceeds 50 percent. Of 30 full-time faculty members in place during the February 2016 site visit, 17 were women, including the dean. An African American woman is an associate dean for undergraduate programs and equity officer. Two women serve as assistant deans, for business operations and for external relations, respectively. Women hold one chair and one named professorship.

Of 62 part-time faculty in 2015, about 46 percent were female. Twelve of 19 staff members are female.

The College takes advantage of a rich pool of Washington, D.C., journalists available to speak in classes and at other campus forums. The list of guest speakers is diverse.

(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.

Student enrollment at the Merrill College of Journalism is diverse. Minority percentages for the College as of Feb. 8, based on a total of 515 students, tend to exceed university figures:

White, 340 – 66 percent

Black, African American 75 – 15 percent

Asian 26 – 5 percent

American Indian/Alaska Native 1

Hispanic 48 – 9 percent

Unknown 4 – 1 percent

Two or more 18 – 3 percent

Foreign 3 – 1 percent

(e) The unit has a climate that is free of harassment and discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

Students meeting with the team described the environment as welcoming and encouraging. None of the faculty members cited conspicuous problems. One remark pointed to the College as an enlightened workplace for anyone who happens to be gay. When the topic of diversity and climate was raised in various conversations during the site visit, no patterns or signs of harassment or discrimination surfaced.

The self-study included several initiatives or activities that enhance The College's diversity profile:

- The headquarters for the National Association of Black Journalists is on the third floor of the building.
- A student chapter of the National Association of Hispanic Journalists was launched.
- Popular programs presented by the Shirley Povich Center for Sports Journalism are not focused exclusively on race but have featured several compelling topics anchored in diversity. The center also presents its Sam Lacy/Wendell Smith Award for contributions to racial and gender equity.
- To honor Lee Thornton, a respected African American professor and interim dean at Merrill who died in 2013, the College established a Young Scholars journalism scholarship targeting diverse high school juniors and seniors for a three-week college course, Introduction to Mass Communication.
- The College is a campus leader in marshaling retention and graduation results. The university's six-year graduation rate for minority students was 86.4 percent. The College's overall rate was 88.2 percent. It was 90.9 percent for Hispanics and 100 percent for African Americans.

SUMMARY: The College enjoys a diverse student body. The range of diversity on the full-time faculty merits more improvement, as acknowledged by the self-study. The presence of diversity and inclusion topics in coursework appears to be sufficient, though a more precise diversity plan should be considered to help establish measurable outcomes.

Overall evaluation (undergraduate program): COMPLIANCE

Professional Master's Program

Of the 27 master's students who enrolled in Merrill for the 2014-2015 academic year, six, or 22 percent, were African American. The class also included two Latino students and five Asian students. Overall, 19 were women.

Four full-time minority faculty members teach in the graduate program. The graduate studies coordinator is an African American and the associate dean who oversees the program is Latino.

According to students in the master's program, diversity is addressed in course content. It would be beneficial for ALL course syllabi to better reflect what is taught in class. Guest speakers are also diverse.

In 2014, the College made 28 financial offers, of which 12 were accepted. Scholarships were awarded to two Asian students. In 2015, the College made 19 offers of financial assistance, of which 10 were accepted. Two of these scholarships were awarded to African American students and two to Latinos. The scholarships ranged from \$7,500 per year to \$20,000 per year, and came with 10 to 20 credits of tuition remission per year.

SUMMARY: The College promotes diversity in the master’s program through the current students enrolled, faculty in the program and the coursework offered. The College is making a strong effort to provide scholarship funds for minority candidates.

Overall evaluation (professional master’s program): COMPLIANCE

Academic Year: 2014 – 2015 Full-time Faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	1	3.3%	1	3.3%
White	17	56.6 %	9	30%
American Indian/Alaskan Native	0		0	
Asian	1	3.3 %	0	0
Hispanic/Latino (any race)	0		1	3.3%
Native Hawaiian/other Pacific Islander	0		0	
Two or more races	0		0	
Other race	0		0	
International (any race)	0		0	

Our part-time faculty in the 2014-15 academic year was 19.2 percent minority; 6.4 percent international; and 43.5 percent female. African-American adjuncts accounted for 12.8 percent of the total; Asians 4.8 percent; Other (Middle Eastern) 1.6 percent.

Academic Year: 2014 – 2015 Part-time/Adjunct Faculty including PhDs leading classes (TAs not listed) (62 during school year)

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	5	8%	3	4.8%
White	19	30.6 %	31	50%
American Indian/Alaskan Native	0	0	0	0
Asian	3	4.8 %	0	0
Hispanic/Latino (any race)	0	0	0	0
Native Hawaiian/other Pacific Islander	0	0	0	0
Two or more races	0	0	1	1.6 %
Other race	0	0	0	0
International (any race)	2	3.2 %	3	3.2 %

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 College has a written policy for hiring full-time faculty members. Faculty members who will be on tenure track are selected through a formal search process outlined in the College's Plan of Organization. The university does not require a formal search process for faculty members hired as contract lecturers or visiting professionals, but the College often uses one. Otherwise the dean's office recruits and hires them without a formal search. Part-time instructors are hired by the dean's office.

There are formal reviews for all full-time faculty members. Lecturers and visiting professionals typically sign three-year contracts after a first successful one-year contract or if they had been adjuncts before becoming full time. They receive formal reviews by a committee of tenured/tenure-track faculty members every three years. The associate dean does periodic reviews of student teaching evaluations and classroom visits for contract faculty members. The associate dean also reviews student teaching evaluations for part-time instructors and graduate student teaching assistants.

Tenure-track faculty members have a formal evaluation process that combines peer review and administrative review of teaching, research and professional creative work, and service. Tenure-track faculty members receive annual reviews and a three-year and six-year progress toward tenure review as prescribed by the Promotion and Tenure document outlined in the College Plan of Organization. Tenured faculty members receive formal evaluations every five years.

All full-time faculty members fill out a detailed online profile of their teaching, scholarly and professional creative activity, and service work every year. This profile, along with student teaching evaluations, is reviewed by the dean every semester. A faculty committee annually also reviews the profiles and makes recommendations to the dean for merit raises.

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

The full-time faculty has primary responsibility for research and professional creative activity, as well as service. The self-study reports, and a review of course offerings confirms, that the percentage of core and required courses taught by full-time faculty during the last three years averaged 40 percent.

The majority of required and elective courses is taught by part-time instructors. These are exceptional professional journalists coming from all the national media outlets in the D.C. region. Students respond incredibly well to these adjuncts and report that they maintain mentoring relationships with the professionals after they complete a class. The part-time instructors often teach semester after semester, maintaining a continuing relationship with the College, and providing students with unprecedented opportunities to have their work exposed to and sometimes published in national media outlets. The

university provost noted in our meeting that it would be “negligent” not to use the professional journalism resources in the area to teach students, especially given how willing the professionals are to participate in the program.

The self-study also points out that required courses have leaders among the full-time faculty who are responsible for maintaining consistency in content and ensuring that learning objectives are met.

(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 full-time faculty includes a good balance of professional and scholarly experience and expertise. Of the 31 full-time faculty members, nine have doctoral degrees and four hold law degrees. All faculty members have significant professional experience, including three with Pulitzer Prizes. Full-time faculty members publish in top scholarly journals and the trade press, as well as produce professional journalism work.

Full-time faculty members are actively involved in both academic and professional organizations, including AEJMC, ICA, BEA, SPJ, RTDNA and more. They regularly attend and present at conferences for these organizations. They have frequent interactions with professional journalists working at top media outlets who teach and speak in classes. In addition, as noted above, many full-time faculty members continue to produce professional journalism work. As has already been mentioned, the credentials of part-time instructors are exceptional. This faculty is diligent in keeping its professional experience state-of-the-industry.

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

Students evaluate all courses using an online evaluation instrument. Faculty members are encouraged to provide class time for students to complete these evaluations. In addition, classroom visits by peers are part of the review of instruction.

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

There was an overwhelmingly positive response from everyone we talked with across the university about the contributions of full-time faculty members. A scan of faculty vitae shows that many serve on or chair university committees and task forces. Their work was routinely praised as thoughtful and collegial. It was noted in our lunch with campus colleagues that faculty members from the College were reaching out to other units on campus for a variety of projects and initiatives in a new spirit of collaboration that was welcomed.

SUMMARY: The full-time and part-time faculty of the College is its greatest asset. Faculty members and instructors have exceptional professional credentials, many working at national journalism outlets. Many tenured or tenure-track faculty members are productive scholars. Students recognize the many benefits they receive from a faculty they describe as passionate, caring and accessible.

Overall evaluation (undergraduate program): COMPLIANCE

Professional master's program / Unit performance with regard to indicators:

(f) Faculty members teaching in the professional master's program meet the criteria for graduate instruction at that university.

Master's students are taught by members of the Graduate Faculty with seven exceptions, all with significant professional experience including three Pulitzer Prize winning journalists.

(g) Graduate faculty teach the majority of professional master's courses.

According to the self-study, nearly 75 percent of the master's courses taught are by graduate faculty.

To qualify for appointment to the graduate faculty, individuals normally will hold the terminal degree in their discipline. There are three categories of membership on the graduate faculty: Full members, adjunct members and special members. All members of the graduate faculty are associated with a home unit. For full members, the home unit is the primary unit of appointment to rank. For adjunct and special members, the home unit is the academic unit responsible for the particular graduate program initiating the request for nomination. Once appointed, members are available to serve across units and within multi-/cross-/interdisciplinary graduate programs.

In 2015-16, there were 32 members of the College's graduate faculty; 13 hold Ph.D.s, 4 hold J.D.s (including the dean), 7 have master's degrees, including the associate dean who directs the master's program, and 8 hold baccalaureate degrees.

SUMMARY: Master's students receive quality instruction from a qualified graduate faculty.

Overall evaluation (professional master's program): 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.

According to its Plan of Organization, the College supports and rewards these activities through promotion and tenure, course loads and merit pay when available. In addition, the College provides regular sabbaticals as well as funds for travel to conferences or for small research projects.

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

In the College's Plan of Organization, it bases its review process for appointment, reappointment, promotion and tenure on procedures, policies, forms and formats specified in the UMCP policies on appointments, promotions and tenure. Promotion and tenure reviews must take into account the relevant academic requirements, responsibilities and mission of the College.

Consistent with the university's mission and status, faculty members are evaluated in the following areas: professional and/or scholarly research and journalistic activity, teaching and advisement, and service, as well as other relevant contributions.

There are criteria for research, scholarship and professional activity. Productive faculty members are continuously involved in research, writing, and/or creative/professional efforts. Review committees look for the establishment of an active research and/or journalistic program based on a clear programmatic focus with demonstrably strong potential for significant impact on the field. Review committees look for impact, significance, scope, originality, quantity, continuity, coherence and progression. Both disciplinary and interdisciplinary are valued. The criteria outline specific evidence of excellence for scholarly and professional work.

The University of Maryland mandates that all faculty members undergo a periodic evaluation of faculty performance. The reports are appraised by a review committee. Information is used for evaluation and rewards, including salary increases when funds are available.

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

In the College's Plan of Organization, evidence for scholarly work includes publication of research in peer-reviewed journals and authored books, monographs and book chapters. Evidence of professional work includes significant articles, reviews, commentaries and creative work for news media, including photojournalism, broadcast journalism, multiplatform works and innovative new media applications.

(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.

In the past six years, College faculty members published 4 books and 25 book chapters. In addition, they published 38 articles in refereed journals and 93 articles in non-refereed publications. The table of productivity shows 13 juried and non-juried creative works; 51 refereed conference papers; 89 invited academic talks; and 122 workshop presentations. Commendably, the College received 15 internal grants and 9 external grants.

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

Yes, as evidenced by publications, presentations and creative works.

SUMMARY: Overall, the research census of the College points to an active, engaged and curious faculty successful in winning funding and disseminating results in top-level scholarly outlets.

Overall evaluation (undergraduate program): COMPLIANCE

Overall evaluation (professional master's program): COMPLIANCE

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals (30)
		Full Professors (11)	Associate Professors (5)	Assistant Professors (2)	Professional Faculty (12)	
Awards and Honors	54	12	17	2	23	54
Grants Received Internal	13	4	5	3	3	15
Grants Received External	8	3	3	2	1	9
Scholarly Books, Sole- or Co-authored	4	4	--	--	--	4
Textbooks, Sole- or Co-authored	--	--	--	--	--	--
Books Edited	3	3	--	--	--	3
Book Chapters	25	19	3	2	1	25
Monographs	--	--	--	--	--	--
Articles in Refereed Journals	35	14	11	12	1	38
Refereed Conference Papers	48	13	18	20	--	51
Invited Academic Papers	5	4	--	1	--	5
Encyclopedia Entries	10	8	1	--	1	10
Book Reviews	26	22	2	1	1	26
Articles in Non-refereed Publications	93	79	11	--	3	93
Juried Creative Works	1	--	--	--	1	1
Non-juried Creative Works	12	--	4	2	6	12
Other (divided by category below)	185	122	63	--	--	185
Other: Invited Academic Talks including Keynotes	89	42	14	8	25	89
Other: Policy papers, government briefings, NGO reports, etc.	22	21	--	--	1	22
Other: Workshop presentations or refereed discussion participant (chair, discussant). Includes non- refereed presentations	122	47	48	4	23	122
Consultancies	16	10	1	3	2	16
Editorials	--	2	--	--	--	--

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 Office of Student Services is managed by the associate dean for undergraduate programs and equity officer, and is additionally staffed by a director of student services, an adviser, a program management specialist, a new recruiting specialist, and a soon-to-be-filled 20-hour graduate assistant.

Students described the advising services they receive as generous, accessible and effective. College advisers were showered with praise during the team's conversations with students. Students with double-majors or who spend time with advising staffs in other disciplines favorably compared Merrill's Office of Student Services. They said they almost always get the help they need in a timely manner from the College. Some said they find College advisers so welcoming that when they experience an occasional emotional overload, they can rely on someone in the office to help them work through the moment.

(b) Faculty are available and accessible to students.

Faculty members appear to be available to respond to the needs of students. Students said their instructors are largely responsive, at times taking extraordinary steps to help resolve matters. Full-time faculty members were praised for accessibility. Students also expressed gratitude for the working professionals who serve as adjuncts. One or two students pointed to occasional problems connecting with adjuncts whose time on campus is limited. But others said most instructors are responsive to phone calls, emails or texts whenever students reach out to them.

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

The self-study outlines a full complement of rituals for making students aware of College activities, requirements and policies. Ample, easy-access details are available on the website. Email is another frequent means of updating students. Notices, updates and other information are visible throughout the building, via flyers, posters and screen displays. Students said the process works well for them and that they generally know what is expected of them.

(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.

Opportunities for extra-curricular activities relevant to students of media are abundant. The Diamondback, UMD's main newspaper, and other student campus media outlets are not controlled by the College. But it is common for journalism majors to serve on the staffs. Some students said they work

on and sometimes start online and social media products that match their interests, such as sports, literature, culture and various areas of diversity. Chances to sign up for additional practical media experience, beyond the significant news service assignments and course projects within Merrill, are plentiful.

(e) The unit gathers, maintains and analyzes enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. Clear and accurate data are published on the accredited unit's website.

The College's website, self-study and other documents cover fundamental data on enrollment, retention and graduation for undergraduate and graduate programs. The posted information includes gender, race and ethnicity statistics. One section compares freshmen SAT scores for Merrill students with their university cohort.

An attractive, easy-to-read chart provides data for 2013, though more current data can be found elsewhere on the website and in the self-study.

Advisers said that student course records are checked periodically to help keep majors on track. An advising session is required when students accumulate 25-45 credit hours, and again when they reach 75 credit hours. Many students seek guidance from the office beyond the two required sessions.

SUMMARY: Student services and the advisers who lead the charge are highly appreciated by students. Requirements for journalism majors are clearly spelled out. And preventative checks are in place to review students' records and minimize problems.

Overall evaluation (undergraduate program): COMPLIANCE

Professional master's program / Unit performance with regard to indicators:

(f) The unit has appropriate admissions and retention policies for the professional master's program.

The College requires a four-year baccalaureate degree and a cumulative 3.0 GPA, GRE and TOEFL scores for international students, three letters of recommendation, three writing samples and a statement of purpose.

Professional master's students receive academic advising prior to the semester in which they enroll and additional advising if their performance drops below the College's minimum requirements. Master's students receive internship and career advising from the director of Internships and Career Development.

Professional master's students are required to maintain a cumulative GPA of 3.0. If a student falls below this requirement in any semester, he or she will receive an academic warning and be given one semester to bring the cumulative GPA up to standard or risk dismissal.

Of the cohort that began in summer and fall 2014, 21 of 22 (95.4 percent) had either graduated or were still in the program in fall 2015.

SUMMARY: The master's program has appropriate admissions and retention policies. It also maintains data on enrollment, retention and graduation.

Overall evaluation (professional master's program): 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 College's annual expenditures flow from its strategic plan priorities and programmatic goals. The College has managed to dig itself out of the dangerously precarious budget hole in which it found itself during the previous ACEJMC review.

The current bottom line, according to the self-study: "When [the College] was last visited by an accrediting team in 2010, [it] was more than \$1.5 million 'in debt' to the University of Maryland. While it was painful at times to get there, the money has been repaid and the college's budget is now in the black. The budget is tight, but the college is financially healthy."

The background: When a new provost assumed office in 2007, the College's dean at the time was required to sign a deficit reduction agreement. His successor, who served in an interim capacity, subsequently was asked to sign a more precise document, with the goal, according to the self-study, "of eradicating the deficit by the end of FY 2012."

Then, in 2009, a newly appointed dean was charged with aggressively addressing the budget issues head-on. Layoffs of faculty and staff members were deemed necessary. The self-study notes that "the layoffs caused significant dissension within the college," but, at the end of fiscal 2012, the College was "just barely in the black."

The current dean, who negotiated a \$200,000 increase in state funds, assumed her position in 2012 with limited—but welcome--budgetary wiggle room, thus allowing her to make hires that partially offset earlier layoffs.

The College's total annual expenditures increased from \$5,541,315 in 2012-2013 to \$5,929,354 in 2014-2015, the year of the self-study (up 7 percent). As is the case at virtually all programs across the country, the lion's share of the budget is spent on salaries—for full- and part-time faculty members, teaching assistants and staff—with \$5,051,306 (85 percent) allocated in the 2014-2015 budget.

The College certainly has been judicious in its spending—including not hiring on all unfilled positions. It has been able to climb out of the hole in which it found itself and has simultaneously, over the past three years, built a rainy-day surplus of more than \$1 million—a common sense necessity in the turbulent economic times that the university has been enduring. Gifts, annual payouts from endowments and grants have been crucial. In 2014-2015, for example, the College budgeted \$6,128,482 (\$3,905,670 from hard funds and \$2,222,812 from soft money), but expended \$5,929,354, resulting in a fiscal-year surplus of \$199,127. The College has budgeted \$6,285,041 for 2015-2016, a 10 percent increase over three years ago. It expects to spend \$2,810,570 on full-time faculty salaries.

The College has been able to make modest equipment purchases in recent years—although the self-study notes that while "equipment in the multiplatform program is adequate for the college's current

needs, the equipment in the broadcast program is verging on antique.” The ink was barely dry on that description when the College received the first installment of a significant grant from the Richard Eaton Foundation, which combined with the reallocation of some internal funds, enabled Merrill to begin installing \$300,000 in new equipment in the spring 2016 semester.

The College also has been able to pump six-figure money into faculty travel in recent years after draconian cuts in the severe belt-tightening years.

Though stretched thin, the College is appreciative of the support received from the current provost. The self-study notes that, over the past three years, her financial commitment “has been strong.” The self-study also notes that, because of the College’s “financial issues over the past decade,” the provost has protected it from some of the recent institutional cutbacks.

Processes are clearly in place for budgeting. The dean, of course, is ultimately responsible for the College’s budget, but she works closely with the assistant dean for business operations, other senior administrators and the Faculty Advisory Committee. The self-study notes that the current dean has been particularly open in reporting periodically at College assembly meetings about ever-evolving budget matters.

The university is in the process of launching a major capital campaign—and the College has established priorities and is gearing up for it. The College is well staffed for the campaign, which is in the second year of its “silent phase.” The dean will work with two key staff members as the campaign picks up steam: the College’s assistant dean for external relations, who serves as the major gifts officer, and the development coordinator. The self-study notes that the College is particularly pleased with the “enthusiastic support” that The Shirley Povich Center for Sports Journalism has generated since its founding in 2011.

The College has worked also to build up scholarship support for its students. In 2014-2015, for example, it awarded \$178,552 to deserving undergraduates, a very good number considering the unit’s enrollment.

Like most public universities, Maryland does not enjoy the same level of state support as in years past—so private funds and external federal research grants will become increasingly important. This reality is not lost on the College.

Although the College has been notably successful in recent decades generating significant private support from individuals and particularly from foundations—it raised \$18 million toward the \$30 million John S. and James L. Knight Hall--the vast majority of the money has not been earmarked for endowment. The current market value of the College’s permanent endowment is \$6.479 million. The College’s endowment includes funds for two chairs, 29 named scholarships, special programs, and general support for visiting lecturers, broadcast equipment and the Povich Center for Sports Journalism. The College also has \$1.33 million remaining from the \$10 million naming gift in 2001 from the Merrill family. At the family’s request, that gift was not to go toward an endowment.

Although the budget remains a constant concern (the College is painfully aware that its support staff is stretched thin), through good stewardship and careful spending, the unit clearly delivers a quality education to an impressive student body.

(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.

In these particularly challenging economic times, the College, which is among the smaller stand-alone academic units on campus, appears to be treated fairly within the institution, especially since the current provost assumed office. And by all accounts, the College has spent its funds wisely.

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

The facilities provided in the state-of-the-art John S. and James L. Knight Hall are top notch and, after six years, still look brand new. The highlight is the Capital News Service newsroom/classroom/mini-video studio that serves as the multimedia hub for the practicum classes and programs producing content for CNS clients and media outlets. It is connected to a similar newsroom in the broadcast studio in an adjacent building as well as bureaus in D.C. and Annapolis. There are four additional computer classroom labs, and a few smaller labs for student specialty work, a 24/7 open lab for student work, a 70-seat theater style classroom and seminar/conference rooms.

Adjacent to Knight Hall are the broadcast studios in Tawes Hall that include two studios with new Tricasters for HD production in the control rooms. One studio was equipped with new studio cameras in Fall 2015. The main studio used for student news production also has a newsroom with more than a dozen workstations and a half-dozen edit bays.

Two faculty members have two small labs used for research, and nearly all full-time faculty members have offices in Knight Hall. A few broadcast faculty members are located in Tawes Hall near the studios. All faculty offices are equipped with a MAC or Windows computer of the faculty member's choice. A majority of full-time faculty said they were satisfied with the equipment and software provided for their research, professional creative work and teaching.

(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.

Students and faculty members have access to extensive, professional digital equipment and software. Classroom labs and student work labs use MAC computers that also have accessible Windows desktops. Adobe Creative Suite, Photoshop, and Audition are among the content software available on all computers. SPSS is available for research. Students and faculty members can also download these products at no cost to personal laptops and other computers.

Broadcast students use ENPS, one of two top professional news production software products. This past fall the College made a significant investment in broadcast field equipment, including 30 new Sony HD cameras, and a broadband live unit to attach to the camera that will allow live broadcasts from anywhere there is cell service. If the unit is successful, additional mobile broadband units will be purchased. Currently cellular-based mobile live is state-of-the-art in the industry.

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

The university has seven libraries on campus, plus full access to all library resources online, and inter-library loan from other public universities in the state. Of special interest to journalism researchers are

the Library of American Broadcasting and the National Public Broadcasting Archives located in the Hornbake Library.

The Edith Gaylord Resource Center is located in Knight Hall, providing a selection of journalism books and copies of Ph.D. dissertations.

The College is assigned a librarian with a budget for acquiring materials for it. The librarian also creates course websites with research materials and information that supplement teaching. She spends one day a week in the Gaylord Resource Center and is available to work individually with students.

SUMMARY: The College's annual expenditures align with its strategic plan priorities and programmatic goals. It has weathered budget challenges in recent years and continues, through a combination of state and private funds, to provide a quality program for its students and support for its faculty. It boasts excellent facilities and well-equipped labs. With the recent updating of broadcast equipment and expected future purchases, students will be working with equipment and software on par with that which they will find in professional media outlets.

Overall evaluation (undergraduate program): COMPLIANCE

Professional Master's Program

SUMMARY: The College is fortunate to be housed in a state-of-the-art building with open classrooms, and ample faculty offices. Master's students enrolled for CNS have dedicated broadcast gear. Students also have access to computer labs, a television studio, HD cameras, other video equipment and appropriate up-to-date software.

Overall evaluation (professional master's program): COMPLIANCE

PART II — Standard 8: Professional and Public Service

The unit and its faculty advance journalism and mass communication professions and fulfill obligations to 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.

Contact with alumni appears to be ongoing and effective. Graduates are frequent guest speakers in classes and at Merrill-sponsored programs. They serve on the Board of Visitors and participate in other College initiatives. And they often collaborate with faculty and staff members on networking opportunities for students. Some students cited examples of how alumni are sometimes called upon to help land internships or other opportunities, often with assistance from faculty or staff members. A few suggested that visibility of and access to alumni in a position to help students could be increased.

Alumni who were included in a group meeting with the site team were effusive in praise of what they called substantial progress at Merrill. They said even more efforts are needed to elevate the program, including more attention to non-traditional areas of journalism and more marketing of its current strengths. But satisfaction with steps taken to date was apparent.

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

The College provides impressive public forums on a variety of journalism issues. High-profile programs such as the symposium series presented by the Shirley Povich Center for Sports Journalism have expanded the Merrill brand. Faculty members seek grants to explore research and other initiatives of potential benefit to the broader media community. One recent example: a small grant to explore fresh approaches to teaching media ethics. A certificate program was started in 2010, offering continuing education opportunities for professionals.

(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 are active in a range of academic and professional associations. The list includes SPJ, AEJMC, NAHJ, IRE, NICAR, ASNE and ONA. Faculty members participated in numerous conferences, research gatherings, and other sessions, including: Workshop on Fairness, Accountability, Transparency in Machine Learning; Journalism and Gender; International Symposium on Online Journalism; and Poynter Institute programs. Faculty members served as judges, panelists, speakers and in other roles at a high volume of conferences and other events.

(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.

As some media outlets in the region have trimmed staffing or retrenched local news coverage, the College has targeted special projects and in some instances news bureau coverage with underserved communities in mind. Reporting on a targeted Baltimore neighborhood was started in the wake of a fatal police encounter that attracted national attention to the interaction between law enforcement and young African American men. The self-study pointed to efforts by the College's Capital News Service staff to develop beats and write about topics of special interest to underserved populations. The Shirley Povich Center for Sports Journalism presents a series of forums on topics of high community interest, several addressing the dynamics of race in sports. The College's community outreach through programs such as these is ongoing and impressive.

Peers from other units on campus praised the engagement and visibility of the dean and others in the College serving on various university committees and initiatives. The provost expressed appreciation for the roles played by the College within the campus community.

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

The College continued its outreach to high school journalism advisers following the 2010 relocation of the Maryland/D.C. Scholastic Press Association that had been housed in Merrill College of Journalism facilities. J-Day sessions were held at the College for high school students and their advisers in November 2015, attracting about 300 participants. A scholarship for high school sophomores, juniors and seniors also was started in honor of a Merrill colleague who died in 2013. The Lee Thornton Young Scholars Journalism scholarship covers the cost of a three-week college class for a diverse group of students. In addition, the Shirley Povich Sports Journalism High School Summer Camp was conducted in 2014 and 2015. Various other activities, including appearances by individual faculty members, confirm that attention to scholastic journalism is ongoing.

SUMMARY: Public service is at the heart of a number of College forums and activities, some targeting media professionals, several of broader community interest and value. Public affairs journalism, as practiced at the Capital News Service bureaus and through other courses and special projects, is a defining part of this successful program.

Overall evaluation (undergraduate program): COMPLIANCE

Master's program

In fall 2010, the College launched a Graduate Certificate of Professional Studies in Multimedia Journalism, designed to teach skills to working professionals, nonprofits and businesses in the region.

All M.J. students must work four days a week in their final semester at the Capital News Service.

Students serve as full-time reporters, coders, producers and anchors covering state and national news for the service's website, as well as dozens of clients in Maryland, Virginia, Delaware and Washington, D.C. The students are given full-time beats and stationed in one of four bureaus in Washington, Annapolis or College Park.

There is an M.A. graduate on the College's Board of Visitors.

SUMMARY: The College, through its master's program, provides service for the professions and fulfills its obligations to the community, alumni and greater public.

Overall evaluation (professional master's program): 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 College’s assessment plans and practices have evolved and matured over a period of more than a decade, with the most recent adjustments coming during the past year. According to the executive summary of the College’s learning outcomes assessment plan, the unit has long “tracked student learning through faculty reviews of students’ professional portfolios, alumni surveys and evaluations of intern performance by on-site media supervisors,” but it is since 2005, the year following ACEJMC’s adoption of Standard 9, that the unit “began formulating its up-to-date learning outcomes assessment plan.” The self-study notes that the nudge—and subsequent requirements—came from ACEJMC and the Middle States Commission on Higher Education. For its undergraduate program, the College has eight outcomes that align with ACEJMC’s values and competencies: (1) Students will demonstrate written and oral communications skills through the ability to report, write and edit relevant news stories acceptable to a professional news outlet; (2) students will demonstrate an understanding and awareness of the history of journalism, its relationship with diverse groups in society and its historic special role in a democratic society; (3) students will demonstrate an understanding and awareness of the ethical guidelines and practices that govern the profession and the legal implications and considerations that inform the profession; (4) students will demonstrate the ability to apply tools and technology appropriate for the profession; (5) students will demonstrate the ability to conduct research and evaluate information by methods appropriate to the profession; (6) students will apply basic numerical and statistical concepts appropriate for the profession; (7) students will demonstrate knowledge of grammar, spelling, punctuation and syntax and an ability to apply Associated Press style to news stories in a manner acceptable to professional news outlets; and (8) students will demonstrate preparedness for the media job market through their resumes and published clips. The eighth outcome was added in 2015. Commendably, the university consistently has awarded high marks to the College’s assessment practices. A quote from the spring 2015 report from the chair of the Provost’s Commission on Learning Outcomes Assessment: “The Philip Merrill College of Journalism continued [its] excellent record established at the inception of the learning outcomes assessment process ten years ago. [It is] to be commended for such consistency in assessments and program improvement. Journalism is a good example of a program where even when students show evidence of adequate mastery the faculty members push to improve student learning beyond these acceptance levels.”

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

The College’s written assessment plan is well constructed. Data constantly are gathered and analyzed. The plan employs a variety of direct and indirect measures. The *direct* measures: (1) twice yearly faculty critiques of student work in core classes based on rubrics that measure learning outcomes that align with ACEJMC’s professional values and (2) annual portfolio reviews by alumni and other media professionals of the published work of seniors (and M.J. students). The twice-a-year faculty critiques have been in place for several years. Student assignments are uploaded to an online platform called JPortfolio, where instructors score the work on a 0-4 scale, which results in a database that enables the

College to compare progress across sections and to make course changes based on the findings. The *indirect* measures: (1) student awards in regional and national contests; (2) survey responses by graduating seniors (and master's students) about their education and experiences in the College; (3) job placements; (4) retention and graduation rates; and (5) evaluations of student work from professional newsroom supervisors during undergraduates' required internships.

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

The College's assessment plan is no paper tiger. The unit annually collects, synthesizes, reports and applies data and information it gathers. There is ample evidence that the College makes use of assessment results to, as the self-study notes, "pinpoint weaknesses in the curriculum" and to make course and programmatic adjustments. Two examples of "closing the loop": course requirements have been toughened to ensure that students will become more proficient at applying basic numerical and statistics concepts and new courses have been developed and offered in multimedia and data journalism.

(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 College stays in contact with its alumni through occasional surveys, such as the comprehensive one conducted most recently of its 2012 graduates. It also relies on graduates each semester for advice when they return to campus to serve on panels or as guest speakers, in addition to providing frequent input on the College's Facebook and Twitter accounts. The College also surveys graduating seniors twice a year. Students are asked on a 1-5 scale, among other things, how well they felt prepared for their careers; how valuable they found their internships; and how well they felt the College met their general expectations. The best average scores consistently have been in how the unit prepared them for media careers and the value of their professional internships. The lowest, but still good, means have been in response to a question concerning how well prepared they felt they were to operate in a multimedia news environment—although those averages have improved in recent surveys, likely as a result of additions to existing courses on the use of social media and new courses in data gathering and analysis.

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

There is extensive interaction between the College and its professional constituents. The unit relies, for example, on members of its Board of Visitors to evaluate portfolios; JPortfolio assessment scores are regularly completed by working journalists; surveys are filled out by newsroom internship supervisors and analyzed by the College's internship director; and input is gathered from part-time instructors who are journalism professionals.

SUMMARY: The College has a written undergraduate assessment plan and involves media professionals annually in the process. It has been actively involved in assessment for more than a decade. Each year, it systematically gathers data, synthesizes the findings, analyzes the information and closes the loop by making programmatic and curricular changes.

Overall evaluation (undergraduate program): COMPLIANCE

Professional master's program / Unit performance with regard to indicators:

- (a) The College has condensed the 12 ACEJMC values and competences into three learning outcomes adopted for the master's program: Demonstrate written and oral skills and ability to research and assess information critically, demonstrate an understanding and awareness of the ethical guidelines and practices that govern the profession, and apply tools and technology to conduct research and evaluate information by methods appropriate to the profession.
- (b) While the College does have an assessment plan, it does not include the two diversity learning outcomes.
- (c) For the M.J. Portfolio Day, the College uses an M.J. assessment rubric.
- (d) Alumni serve as expert panelists for M.J. Portfolio Day. Each master's student is required to present a portfolio of professional-level work to a panel of three faculty members and one alumnus who is a working professional as part of the College's M.J. Day. Assessment data are then reviewed for improvement to the curriculum. The College has included alumni who are current working professionals from The Washington Post, The Baltimore Sun, Bloomberg, WJLA and WBAL-TV, and NPR, among numerous others, to review M.J. portfolios.

SUMMARY: The College has an assessment plan for the M.J. program. While diversity is being discussed throughout the master's curriculum, it should also be included in the learning outcomes and assessed. Alumni who are working professionals serve as panelists to review for the M.J. Portfolio Day

Overall evaluation (professional master's program): COMPLIANCE

**PART III: Summary by site visit team
of the undergraduate program**

(A separate summary is required of the professional master's program)

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

The College has several strengths:

- Location, location, location.
- A full-time faculty that possesses impressive academic and professional credentials, supplemented with an exceptionally deep pool of first-rate adjuncts drawn largely from metropolitan Washington.
- A hard-working administrative team that is respected by students, faculty and others on campus.
- A newly instilled spirit of collaboration and work with others across the campus.
- Diverse, committed and articulate students who speak with conviction about the education they are receiving and the professors who deliver it.
- A spacious, attractive, airy and comfortable building that creates an inviting and splendid work environment.
- Impressive four-, five- and six-year graduation rates for students of all ethnicities.
- An Office of Student Services repeatedly praised as a model of support for students navigating College and university requirements.
- A collection of Capital News Service bureaus that provides students with opportunities to produce deadline-driven content that serves professional clients and local audiences.
- An internship program that ensures intensive supervision of students and quality professional work experience.

The College has some challenges:

- A need to continue the momentum toward digital, mobile and other new platforms as journalism evolves.
- A need to continue to diversify its full-time faculty.
- A need to consider, when relevant, metrics to measure progress in its strategic and diversity plans.

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

N/A

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

N/A

(4) In the case of a recommendation for provisional accreditation, list the deficiencies that should 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 that recommendation.

N/A

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

The College was found in *noncompliance* on one undergraduate standard during the review six years ago:

Standard 4: Full-Time and Part-Time Faculty. The previous site team noted that it was particularly concerned that the tally of full professors included several who had left the faculty, who were shared with another college, who were retiring in the near future or who were listed on the roster but not teaching. The team was also critical of the structure of the one-year contracts held by full-time lecturers, noting it led to instability and angst. Both concerns have been addressed. The College has eight full professors, all of whom are in residence. The College also has four associate professors and two assistant professors. Seven of the tenured or tenure-track faculty members have been hired since the last ACEJMC review. Within two months of the previous review, the College changed the contract structures for full-time lecturers. Of the current 13 full-time lecturers, one has a one-year contract, two have two-year contracts and all others have three-year contracts.

Four *weaknesses* also were cited in the summary during the review six years ago:

- Too-few permanent faculty compared with the number on contracts.* Slightly more than half of the full-time faculty members are not tenured or on tenure track. However, as noted above, virtually all of the full-time faculty members now are on three-year—rather than one-year—contracts. Three-year contracts for non-tenure-track faculty members are common at universities.
- A poor record of minority hiring and promotion on the faculty.* In the last three years, the College has had five searches for full-time faculty members. Offers were extended to persons of color in two of the searches. One accepted, a Latina. Three women and two men were hired. In addition, a Latino was named associate dean.

- *A structural budget deficit that has been exacerbated by state funding cutbacks.* At the time of the previous visit, the College had a deficit of more than \$1 million. After layoffs and severe belt tightening, the College had a fund balance of \$3,000 in August 2012. The current balance is \$1.06 million, largely due to a substantial rebate for College funds advanced to the university for remodeling the broadcast facility, and from not immediately hiring on open positions.
- *Uneven tracking of graduates.* Though the College always has enjoyed access to Maryland's University Relations database, it has worked hard to enhance tracking of its graduates. The College now regularly communicates with alumni, including a quarterly dean's newsletter and through regional events, thus significantly expanding its current alumni information.

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

The self-study—which was produced largely by faculty and staff members who had never assumed primary responsibility for one previously--was thorough, candid, contextual, well written, logically organized and attractively presented. Commendably, it was made available to team members well in advance of the site visit.

**PART III: Summary by site visit team
(Professional master's program)**

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

In addition to strengths in the undergraduate program, the master's program has several:

- Students have an opportunity to publish work in major national journalism outlets.
- Small classes allow for one-on-one attention.
- A strong curriculum features advanced skills courses.

The master's program has some challenges:

- A need to consider, when relevant, metrics to measure progress in its strategic plan.
- A need to include all 12 learning outcomes in its assessment plan

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

N/A

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

N/A

(4) In the case of a recommendation for provisional accreditation, list the deficiencies that should 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 that recommendation.

N/A

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

The program was found in *noncompliance* on one master's standard during the review six years ago:

Standard 9: Assessment. The previous site team noted that while there was an assessment plan in place, the College had not yet "closed the loop" by implementing programmatic and curricular changes based on an analysis of the information gathered. The College now routinely does so. The previous team was also concerned that the College did not have outside professionals evaluate and assess the work of the master's students. Assessment data are now being collected and professionals who are also alumni serve as panelists for M.J. Portfolio day.

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

The graduate portion of the self-study was satisfactory.