

# Report of On-Site Evaluation

ACEJMC

Undergraduate program

2019-2020

Name of Institution: Temple University

Name and Title of Chief Executive Officer: Richard M. Englert, president

Name of Unit: Department of Journalism

Name and Title of Administrator: David T. Z. Mindich, chair

Date of 2019-2020 Accrediting Visit: Jan. 21-24, 2020

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

Date of the previous accrediting visit: Oct. 13-16, 2013

Recommendation of the previous site visit team: Re-accredit

Previous decision of the Accrediting Council: Re-accredit

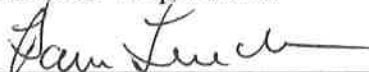
Recommendation by 2019-2020 Visiting Team: Re-accredit

*Prepared and submitted by:*

## Team Chair

Name and Title: Pam Luecke, professor

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

Signature 

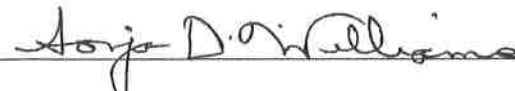
Name and Title: Charles T. Wanninger, retired news executive

Organization/School: Gannett Corp.

Signature 

Name and Title: Sonja D. Williams, professor and interim chair

Organization/School: Department of Media, Journalism and Film, Howard University

Signature 

Name and Title: Paul Voakes, professor emeritus

Organization/School: Department of Journalism, University of Colorado

Signature 

## PART I: General information

**Name of Institution:** Temple University

**Name of Unit:** Department of Journalism

**Year of Visit:** 2020

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

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

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

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

- Private
- Public
- Other (specify)

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

A copy of the university charter will be available during the site visit. Copies of the relevant excerpts of the university charter are in [Appendix 1](#).

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

- Yes
- No

**If yes, give the date of the last accrediting visit:** October 13-16, 2013

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

1971

### 6. Provide the unit's mission statement. Statement should give date of adoption and/or last revision.

Temple University's Department of Journalism's graduates are engaged, resilient and self-confident citizens, and agile, ethical and analytical storytellers for ever-changing multimedia, journalistic ecosystems. Through a program rooted in the liberal-arts and in a diverse urban setting, we prepare people

to promote the importance of free expression in an increasingly diverse and global-connected environment. -- Adopted May 3, 2014

**7. What are the type and length of terms?**

Semesters of   16   weeks  
Quarters of        weeks  
Summer sessions of 4, 6, and 12 weeks  
Intersessions of        weeks

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

Bachelor's degree  
 Master's degree  
 Ph.D. degree (Media and Communication degree. Members of the journalism faculty serve on the faculty of the Ph.D. program; Dr. Fabienne Darling-Wolf serves as its director.)

**9. List the specific undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC. \*Indicate online degrees.**

Bachelor of Arts in Journalism

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

124 semester credit hours (University minimum is 120 credit hours).

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

Up to six semester credit hours.

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

We do not have formal sequences. Instead, we have suggested paths that advisers share with students if they would like to pursue specialties, such as broadcast journalism or photography.

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

**ENROLLMENT (FALL 2018)**  
Undergraduate                      29,672 (74%)  
Graduate/Professional              10,359 (26%)  
Total Enrollment                      40,031

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

Total: 353 as of January 16, 2020.  
Source: Cognos, pulled by Rosalind Williams].

**15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. 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 2020**

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 1.Elements of Writing, 26         | 27.Sports Writing, 14                |
| 2.Elements of Writing, 20         | 28.Advanced Sports Reporting, 6      |
| 3.Elements of Writing, 17         | 29.Travel Writing, 4                 |
| 4.Audio/Visual Newsgathering, 14  | 30.Writing Arts Criticism, 8         |
| 5.Audio/Visual Newsgathering, 14  | 31.14th Street, 14                   |
| 6.Audio/Visual Newsgathering, 8   | 32.Photography, 18                   |
| 7.Audio/Visual Newsgathering, 8   | 33.Photography, 18                   |
| 8.Audio/Visual Newsgathering, 19  | 34.Photography, 16                   |
| 9.Audio/Visual Newsgathering, 19  | 35.Photography, 16                   |
| 10.Audio/Visual Newsgathering, 17 | 36.Documentary Photography, 20       |
| 11.Audio/Visual Newsgathering, 17 | 37.Radio News Reporting, 5           |
| 12.Design for Journalists, 19     | 38.A Broader View, 2                 |
| 13.Design for Journalists, 18     | 39.Multimedia Storytelling, 12       |
| 14.Design for Journalists, 10     | 40.Multimedia Storytelling, 19       |
| 15.Writing and Reporting, 19      | 41.Multimedia Storytelling, 19       |
| 16.Writing and Reporting, 19      | 42.Honors: Comic Journalism, 12      |
| 17.Writing and Reporting, 19      | 43.Philadelphia Neighborhoods, 18    |
| 18.Writing and Reporting, 19      | 44.Philadelphia Neighborhoods, 11    |
| 19.Writing and Reporting, 19      | 45.Philadelphia Neighborhoods, 7     |
| 20.Writing and Reporting, 11      | 46.Broadcast Journalism Practicum, 8 |
| 21.Writing and Reporting, 11      | 47.Sports Production Practicum, 1    |
| 22.Magazine Article Writing, 19   |                                      |
| 23.Magazine Article Writing, 20   |                                      |
| 24.Broadcast News Writing, 16     |                                      |
| 25.Broadcast News Writing, 7      |                                      |
| 26.Broadcast Performance, 15      |                                      |

**18. List names of part-time/adjunct faculty teaching at least one course in fall 2019. Also list the names of part-time faculty teaching spring 2019. (If your school has its accreditation visit in spring 2020, please provide the spring 2020 adjunct list in the updated information.)**

**Spring 2020**

- 1.Tara Askin
- 2.Lawrence Atkins
- 3.Rebecca Batcha
- 4.Kriston Bethel
- 5.Anne Bigler
- 6.Terry Bitman
- 7.Turaya Bryant Kamau
- 8.Yvonne Dennis
- 9.John DiCarlo

10. Thomas Guarnieri
11. Denise James
12. Chris Krewson
13. Christine Lejeune
14. Christopher Malo
15. James McGinnis
16. Neil Ortiz
17. Michael Panzer
18. Jenine Pilla
19. Kaitlin Privitera
20. Yanuara Ramirez
21. Theresa Regan
22. Lauren Schneiderman
23. Howard Shapiro
24. Joseph Slobodzian
25. Irv Slifkin

**19. Schools on the semester system:**

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

72 or more semester hours  
outside of journalism and mass communications

Year	Total Graduates	Number in Compliance	Percent
2018-2019 (F '18, Sp '19) academic year	93 _____	92 _____	98.92% _____
2017-2018 (F '17, Sp , Su'18) academic year	121 _____	111 _____	91.74% _____

Source: "[JRN compliance data from Brad Blitz](#)" in Appendices folder.

**20. Schools on the quarter system: NA**

## PART II — Standard 1: Mission, Governance and Administration

### Unit performance with regard to indicators:

**a). The unit has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit. The unit annually updates its data on the ACEJMC searchable database website (<https://lookup.acejmc.org>).**

The Department of Journalism is one of four units within the Klein College of Media and Communication at Temple University, a public institution. The department has 387 students – all journalism majors; the program offers no formal tracks, to allow “students to shop around for electives and build their own path.” Enrollment is down by a third from six years ago, but the department believes numbers have stabilized.

The department also has a master’s program, but it is not part of this review. Temple’s journalism department has been accredited since 1971 and is one of three ACEJMC accredited programs in Pennsylvania.

Klein College is one of 17 schools and colleges at Temple, a Carnegie Very High Research Activity institution. Temple has 39,000 students on nine campuses, including Harrisburg, Pa., Rome and Tokyo. Klein College has 2,800 students. The other three departments are Advertising and Public Relations; Communication and Social Influence; and Media Studies and Production.

Following the appointment of Dean David Boardman, the Klein College of Media and Communication adopted a new strategic plan in the winter of 2014, and updated it in fall 2018. This plan guides strategy and planning in the department, including goals for hiring and retention, research productivity and profile, and developing student skills and competencies that are informed by and reflective of Temple’s “diverse, urban environment.”

The department’s mission statement was adopted May 3, 2014, and identifies a clear distinction for the program:

*“Temple University’s Department of Journalism’s graduates are engaged, resilient and self-confident citizens, and agile, ethical and analytical storytellers for ever-changing multimedia, journalistic ecosystems. Through a program rooted in the liberal arts and in a diverse urban setting, we prepare people to promote the importance of free expression in an increasingly diverse and global-connected environment.”*

The department established its current strategic plan at a retreat in 2011. The plan lists eight goals, “all of which have been accomplished to a large degree,” according to the self-study. The department plans a retreat after classes end in 2020 to set new strategic goals to complement a new strategic plan of the College. One long-running goal has been to improve its cramped physical space, and the college is thrilled to have received a preliminary commitment from the Temple trustees for construction of a new building.

The department’s information and data are available on the ACEJMC database and its graduation and retention rates are posted on its website.

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

Temple faculty are part of the Temple Association of University Professionals and fall under a collective bargaining agreement. This agreement stipulates that curricular and academic policy changes require a vote of the full faculty.

There are seven standing committees, including personnel, curriculum and diversity. The department meets monthly and keeps a file of agendas and minutes.

**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.**

David Mindich became chair of the department in fall 2017. With few exceptions, faculty spoke highly of his management style, demeanor and leadership, even if they didn't agree with all of his decisions. "He tries to find the best in everyone," said one professor. "He is a good soul," said another. Mindich has had only one evaluation since arriving in the department, in spring 2019. Faculty rated him on more than a dozen qualities, using a five-point scale. He received high marks for being approachable with problem or concerns and recognizing faculty for their hard work. Respondents gave him lower marks for making "important decisions with appropriate faculty consultation." Mindich is quick to acknowledge mistakes and said he has taken steps to reassure the faculty of his support for shared governance.

Dean Boardman supports Mindich wholeheartedly. Both appear to be well-regarded by university colleagues and administration.

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

Department chairs serve a three-year term and may serve for no more than three consecutive terms. The union contract specifies that the dean may appoint a chair after consultation with the tenured and tenure-track faculty. The contract also outlines procedures for a search for a new chair, which requires a faculty advisory committee. The advisory committee puts forward a list of its preferred candidates from which the dean may choose. If the dean does not intend to appoint one of the committee's preferred candidates, he must meet with the committee members to explain why.

The department's bylaws outline a process for evaluating the chair once a year. The process is organized by the chair of the personnel committee.

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

The department tries to resolve disputes and concerns through open communication. For those that cannot be resolved in that way, there are several clearly stated departmental, college and university policies. At the time of the site visit, there were no pending disputes.

**COMPLIANCE**

## PART II — Standard 2: Curriculum and Instruction

### 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 this requirement.**

Temple's undergraduate degree in Journalism requires 124 semester credit hours. Students are required to take a minimum of 72 credit hours outside the Klein College of Media and Communication, and they may take up to 52 credit hours in Journalism and other departments within the Klein College.

The self-study reported that only 94.9% of the graduates in the previous two years had complied with the 72-credit-hour rule. During the team visit, the advising director explained that for one year in the review period, Journalism's policy was changed to count all Klein College courses outside Journalism as "outside" courses, that is, part of the (liberal arts) 72-credit-hour group. After that year, the Journalism department reverted to a rule more in compliance with the spirit of the ACEJMC "72" rule, that is, all courses in the Klein College are counted as Journalism courses rather than "outside" liberal arts courses. (The one exception is that about two dozen conceptual, social-science courses in the Klein College's Communication and Social Influence curriculum are regarded as "outside" courses.) The result of the one-year aberration was that 10 graduating seniors in 2017-18 were deemed to have taken less than 72 "outside" credit hours because they had taken a few non-Journalism courses in the Klein College thinking those would count as "outside."

In the years before and after the one-year policy glitch, the compliance varied between 99% and 100%.

**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.**

The curriculum requires a core of nine courses (27 credit hours):

- JRN 1101 – Elements of Writing
- JRN 1111 – Journalism and Society
- JRN 1196 – Writing for Journalism
- JRN 1113 – Audio/Visual Newsgathering
- JRN 1114 – Design for Journalists
- JRN 2101 – Journalism Research,
- JRN 3101 – Journalism and the Law
- JRN 3601 – Multimedia Storytelling
- JRN 4196 – PhiladelphiaNeighborhoods.com (capstone off-campus)

To complete the degree, students choose six, seven or eight courses (between 18 and 25 credit hours) from among a bounty of Journalism elective courses. Their degree of freedom is unusual in that nearly all electives are free of prerequisites.

In addition, the department stipulates that the student's "outside" liberal-arts coursework include two specific U.S. History courses and two specific U.S. Political Science courses, and that they choose (from specific menus) one urban studies course, one economics course and one statistics course.



The Journalism department offers no formal sequences. Instead, students are encouraged (by faculty and advisers) to develop an area of interest. In fact, the faculty provide course recommendations for these specializations: Broadcast Journalism, Photojournalism, Magazine Journalism, Public Affairs Journalism, News Management/Entrepreneurship, Journalism Studies, International Journalism, Arts and Music Journalism, Sports Journalism, Visual Journalism, Long-form Journalism, and News Editing.

In discussing the curriculum, faculty members quickly referenced aspects of the revised curriculum, which the department adopted in 2018 but which had not been launched during the review period. Therefore, most of the report here refers to the current curriculum, which will be supplanted in Fall 2020.

The current curriculum displays somewhat of an imbalance between conceptual and skills courses. In the nine-course core, only two courses (Journalism and Society and Journalism Law and Ethics) are conceptual in nature. The remainder focus on writing, reporting, design and multimedia journalism. Because there are no requirements regarding electives, it is possible to earn a Journalism degree by taking 15, 16 or 17 courses, only two of which are conceptual. In reality this has proven rare, as the enrollments for several elective courses were quite high. Still, the department's ability to deliver on all 12 of ACEJMC's competencies depends largely on which elective courses the student chooses.

The skills/conceptual imbalance "on paper" was not lost on the faculty members during the visit. The 2020 curriculum now requires students to choose at least one course from a five-course conceptual menu entitled "Democracy, Inclusion and Representation," and at least one course from a second five-course conceptual menu entitled "The Future of Journalism." With the compression of the current seven skills courses in the core into five courses, and the addition of the two conceptual-course menus, the balance in the core curriculum will change to five skills courses and four conceptual courses.

**c). Instruction, whether on-site 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.**

The faculty pride themselves on their enthusiasm to stay current in the digital, multimedia and other journalism fields. Each year, most attend some combination of such conferences as the Online News Association, International Journalism Festival, and the National Institute of Computer Assisted Reporters-Investigative Reporters and Editors, as well academically oriented conferences such as AEJMC and ICA. The principal input of the department's professional advisory board concerns trends in journalism.

Several core classes, as well as various electives, embrace technological change. Frequent updates to JRN 1114 (Design for Journalists) allow for the introduction of new design and display technologies. One of the most popular elective courses, JRN 3709 (Entrepreneurial Journalism) is anchored in technological change, with instructors designing the course around the successful development and pitching of a news-based digital product. The department has also developed curriculum around solutions journalism, and specific projects in the Kensington and Germantown neighborhoods have used a wide range of technologies to produce stories in and for these communities.

The faculty are regularly recognized for teaching excellence. To name a few honors: Journalism professors won the Klein College Senior Faculty Teaching Award in 2017 and 2018, and the Junior Faculty Teaching Award in 2016 and 2018; in 2016, a Journalism professor was named a faculty fellow at Temple's Center for the Advancement of Teaching and Learning; and in 2019 a Journalism professor was elected to the AEJMC Teaching Committee in 2019.

The department enjoys publicizing the awards its students receive in intercollegiate media competitions. Just in 2018, the department had 11 finalists in *Editor and Publisher's* EPPY Awards, and won for Best Photojournalism on a Website, and Best Overall Website Design among small publications (for *1217*, a publication of the "Solutions Journalism: Covering Addiction" class). Three students placed in Hearst Awards in Multimedia categories, with the department ranked eighth overall in the multimedia competition. Students received 16 Keystone Press Awards and honorable mentions from the Pennsylvania News Media Association. Temple Update won first place for best newscast in the Broadcast Educators Association's Festival of Media Arts National Awards.

**d). Student-faculty classroom ratios facilitate effective teaching and learning in all courses; the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1. (Campaigns classes are exempt from the 20-1 ratio.)**

Student-faculty classroom ratios are overall excellent and enable effective teaching and learning. Enrollment in the 50 skills classes offered in Fall 2019 was 20 or below for all courses except one; in Spring 2020, all classes except two were at or under the cap. Enrollment in Documentary Photography was over 20 in both the fall and spring, but just by three students and one, respectively. A few class enrollments were in the single digits.

The department offers a few courses online and an occasional journalism course at the Japan campus, but these are not skills courses.

**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.**

The metropolitan nature of Temple's location provides a wealth of opportunities for the students – with many top media companies playing key roles. Internships are not required, but most journalism students take advantage of internship opportunities and say that the professional experience they gain is an important part of their education.

They can earn up to six hours of academic credit for successfully completing an internship. Often, however, students must weigh the advantages of a payment for their internship work against the value of credit hours. And some internships may not be eligible for credit hours.

The department has procedures in place to monitor the internship process. Students must have a 3.0 GPA and must work through the internship coordinator before seeking an internship. While on the job, students must create a portfolio of work. Companies employing students evaluate the interns' work twice during the semester. The students' work is also monitored by a faculty member.

Students must keep a regular log and submit a final portfolio (or report) to the coordinator.

## COMPLIANCE

## PART II — Standard 3: Diversity and Inclusiveness

### Unit performance with regard to indicators:

**a). The unit has a written diversity 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.**

A deep commitment to diversity and inclusion is apparent in nearly every section of the self-study -- and was equally apparent during the site visit. In its mission statement, the department “aims to develop critical-thinking journalists who can communicate creatively across various contexts, cultures and media while maintaining sensitivity to other perspectives.” The Diversity Committee Report dated April 2019 concludes with an enthusiastic embrace of its proposed initiatives, proposing that the Journalism department “can ‘own’ the topic of diversity, taking THE initiative in providing programming for Klein College.” The department recently elevated its Diversity Committee from ad-hoc to “standing committee” status.

The faculty and administration are proud of the Klein College's receipt of AEJMC's 2018 Equity and Diversity Award.

That said, the unit lacks a true diversity plan – one that sets goals, objectives and timelines for improving student and faculty diversity, a more diversity-focused curriculum and a climate of inclusiveness. The plan presented in the self-study was basically the 2019 Diversity Committee Report (quoted above). That report does include seven recommendations, which the full faculty adopted:

- \* Enhancements of diversity initiatives in core curriculum classes;
- \* A monthly lecture/speaker series emphasizing involvement of editors or owners of local community-based or ethnic media;
- \* Creation of a video on diversity in Philadelphia;
- \* Examination of a diversity-related topic during the annual year-end faculty meeting;
- \* Increased faculty contact with community groups in Philadelphia;
- \* Assigning students to cover lectures on or off campus with diversity-related themes;
- \* Providing periodic journalism workshops to community news platforms and news organizations.

**b). The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of domestic concerns about 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.**

Several courses throughout the unit's core curriculum, beginning with the introductory Journalism and Society, incorporate considerations of diversity. Clearly the jewel in this crown is the required capstone course, Philadelphia Neighborhoods. Graduating seniors engage in news coverage in about 20 neighborhoods that are not only ethnically diverse but historically underserved by local mainstream media. Students have reported in depth about issues ranging from immigration, opioid addiction and gentrification to protests over racial and sexual identity. Alongside a traditional style guide, student writers are also trained in a “diversity style guide” in order to reflect the customs and values of the city in which they are learning. The faculty has deemed the course so pedagogically valuable that the new curriculum, which faculty approved in 2018 and will launch in Fall 2020, will now require two semesters of Philadelphia Neighborhoods – one in the junior year and the other as the capstone.

The curriculum does not require a diversity-specific conceptual course, and only a few syllabi for core-curriculum courses include diversity content or mention diversity competence as a learning objective.

The department offers five electives that address diversity considerations directly: Race and Racism in the News, History of Journalism, Gender and American Mass Media, Journalism and Globalization, and Ethnic and Alternative News Media. Faculty members said they had long been concerned that no course dealing directly with diversity was being required, which is why the new curriculum requires students to take one course in a menu titled Democracy, Inclusion and Representation (the menu is similar to the course list above). Also, as part of Journalism students' general-education requirements outside the unit, students must take at least one course in urban studies.

The unit has also created a specialized foreign reporting semester, an immersive study-abroad experience in South Africa focusing on race relations, called "Rainbow Nation."

The faculty are active in inviting guest speakers to their classes. In the last three years, 72 such speakers were listed. About 30% were persons of color, and more than 50% were women.

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

The current full-time Journalism faculty is 32% diverse (see Table 6 below), and adding international faculty to the mix raises that to 44% diverse. According to the self-study, this is a higher rate of faculty diversity than other departments within the Klein College and the university as a whole. The full-time faculty is 56% female. In its Fall 2019 stable of adjunct instructors, 20% were persons of color and 40% were female.

In the last three years, the department has had six searches for full-time faculty. Offers were made to three women and two persons of color. All offers were accepted. In recruiting for faculty positions, the department reaches out to (and in some cases advertises with) diverse professional organizations (AAJA, NAHJ, NAJA, NABJ) and academic organizations and publications that focus on diversity in the academy. The department also contacts professional journalism organizations in the Philadelphia region.

**d). The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.**

The department's population of students of color is more than double the diversity of the university's service area, the state of Pennsylvania. The state is 18% diverse, compared to 39% among Journalism students. Temple University's students are 45% diverse overall.

The department's retention results for students of color have tracked well with the Journalism students as a whole and the university as a whole. In the previous four years, an average of 90% of the first-year students of color returned for the sophomore year, for both Journalism overall and students of color. That compares to 89% for the university. The four-year graduation rate for students of color historically lagged behind the departmental average, but that gap has been steadily closing. In the latest cohort of graduates, the four-year rate was 65% for Journalism students of color, 70% for Journalism students overall, and 55% for the university overall.

The department participates fully in the college's and university's minority recruitment events and

programs. Beyond those, the department is a principal participant in Klein College's two-week residential High School Media Workshop each summer, for low-income students in Philadelphia. Of the 19 high school students who attended in the summer of 2019, the staff reported, six have applied for admission to Temple.

There are several programs focused on retention of diverse students at Temple, in which the Klein College and the department participate. The college has a "care team" that assists students with economic challenges as well as family crises. In addition to the university's food pantry for low-income students, the Klein College has a clothing closet for students who need dress clothes for interviews and headshots. Staff and faculty donate to the closet.

The university has initiated a "Fly in Four" program designed to promote on-time graduation by ensuring that a student will graduate in four years if they attend regular advising sessions. If the student keeps their obligations and fails to graduate because of unavailability of required classes, Temple will pay for any remaining tuition.

Journalism students may avail themselves of several diversity-related extracurricular organizations, including The Temple Association of Black Journalists and the Temple chapters of the Asian American Journalists Association and the National Association of Hispanic Journalists. *Freely Magazine* is a multicultural media channel for international students. The Klein Latinx Initiative is a college-wide student organization.

The Klein College also has a part-time assistant to the dean whose focus is diversity and inclusion – the first such specialist in any of the university's 17 colleges.

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

The department does not discriminate on the basis of race, gender, or sexual orientation in promotion and hiring decisions. Personnel policies and procedures, including those related to harassment and discrimination, follow guidelines outlined by the provost's office and are conducted in accordance with the terms outlined in the Temple Association of University Professionals contract and the Office of Institutional Diversity, Equity, Advocacy and Leadership (IDEAL). The university has established an explicit Student Code of Conduct focusing on respect for the rights and diversity of fellow students, and IDEAL has created goals for a diverse learning environment. All faculty work with the university's Office of Disability Resources and Services to foster a more accessible learning environment. All of the department's course syllabi include language relating to accommodation of disabled students and religious observances, and respect for the expression of diverse perspectives.

In the site team's many conversations with faculty and students, no problems regarding the working or learning climate were raised. In Journalism during the review period, an African-American woman was granted tenure and promotion; a woman was promoted to full professor; a woman was appointed director of the college's doctoral program in Media and Communication; a female professor served as interim chair, and a female professor was awarded Temple's highest faculty honor, the Carnell professorship.

## COMPLIANCE

**Table 6. Faculty Populations, Full-time and Part-time**

Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit's total faculty. (Report international faculty the same way the university reports them.)

**Academic year: 2018 – 2019 Full-time faculty**

<b>Group</b>	<b>Female</b>	<b>% of total faculty</b>	<b>Male</b>	<b>% of total faculty</b>
Black/African-American	4	18	2	9
White	6	27	8	36
American Indian/Alaskan native				
Asian	1	4.5	1	4.5
Hispanic/Latino (any race)				
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)	3	13		

**Fall 2019 Part-time/adjunct faculty**

<b>Group</b>	<b>Female</b>	<b>% of total faculty</b>	<b>Male</b>	<b>% of total faculty</b>
Black/African-American	3	15		
White	5	25	11	55
American Indian/Alaskan native				
Asian				
Hispanic/Latino (any race)			1	5
Native Hawaiian/other Pacific Islander				
Two or more races/ Other race/ International (any race)				

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

### Unit performance with regard to indicators:

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

Full-time faculty members are hired according to the policies set by the department's bylaws (adopted September 11, 2013). Accordingly, a department search committee, appointed by the unit's chair, conducts and coordinates the search process. Once finalists are identified, the committee's recommendations are submitted to the department faculty. All tenure-track finalists must be interviewed by the search committee and the unit's chair, and they must teach a class and conduct a public presentation. Group and/or individual interviews with non-search committee faculty members may also be part of the tenure-track hiring process.

Non-tenure-track potential hires also are interviewed by the department's search committee and chair, and the candidates must teach a class. In both tenure-track and non-tenure-track hiring decisions, two-thirds of the faculty must be present to vote on candidates. Recommendations are forwarded to the chair and, through the chair, to the college dean.

In conjunction with recommendations from faculty members, part-time, adjunct faculty are selected by the department chair in consultation with the assistant chair. Most of the department's part-time faculty members are working or former journalists. The unit's assistant chair is responsible for regular communication with adjuncts, and adjuncts indicated that both the assistant chair and the chair communicated well with them. Adjuncts teach one or two courses (at the most) per semester.

The adjuncts we interviewed feel respected, love the ability to put their own stamp on classes while adhering to department values and appreciate the collaborative nature of the unit. Adjuncts collectively became members of the faculty union in 2018. Reportedly, adjunct hiring/reappointment procedures have not changed under union participation, although they acknowledged that there was a modest increase in their compensation. Students said they valued the up-to-date knowledge of adjuncts and noted that some required courses were taught by adjuncts.

Instructional staff members who are not faculty are hired through Temple's Human Resources process. All applications are reviewed by the chair or a hiring committee, and hiring recommendations are sent to the chair and the dean. The unit chair conducts annual reviews of the instructional staff members performance.

Each semester, all Temple University faculty must be evaluated by their students using the institution's standardized evaluation document – the Student Feedback Form. Evaluations are based on a 5-point scale with 5 being the highest level. The chair and the faculty member review and discuss as needed, any specific concerns revealed by the forms. In addition, full-time faculty are evaluated through peer-review/classroom observations, teaching awards, publications/creative work and service activities.

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

Due to increased research activity throughout the university, in 2015 the Carnegie Classification of Institutions of Higher Education determined that Temple University is a Very High Research Activity Institution. As such, tenured and tenure-track faculty are expected to pursue and achieve excellence in teaching and research/creative activities, along with providing service to the department, the school or

college and the university. Tenure and promotion considerations are based on faculty members' performances in those categories.

All junior faculty members in the college and in the department are paired with senior faculty mentors, and pre-tenure sabbaticals may be offered to help junior members prepare their tenure packages. With the university's Very High Research Activity status, promotion and tenure applications must be reviewed by seven external reviewers (up from four previously).

The department's full-time tenured or tenure-track faculty members typically carry a 2-2 course teaching load each academic year. That load could be reduced by one course per semester if the faculty member has certain service responsibilities, such as directing the master's or doctoral programs or service as a faculty senate officer. The assistant chair, in consultation with the department chair, determines faculty workloads based on established Temple University policies and contracts.

The unit's non-tenure-track, full-time faculty members carry a 4-4 teaching load, although many have releases for service work. Most non-tenure-track and tenure-track faculty indicated that they enjoyed "robust" mentoring support from senior faculty members. However, some non-tenure-track faculty said that they felt a bit insecure at times about their long-term employment status because of their either one year or multi-year renewable contracts. In addition, it was determined that no non-tenure-track women faculty have been promoted to Associate Professor of Practice during this evaluation period, indicating that promotion mentoring and faculty review standards may not have been administered universally.

Some faculty described tension between the department's research and creative faculty members. Following a recommendation by the needs-assessment committee, the department chair has attempted to alleviate such tension by getting traditional researchers and creative faculty members to collaborate by jointly presenting their scholarship to the wider faculty.

According to the unit's self-study report, the majority of the courses offered by this unit during the past three academic years increasingly were taught by full-time faculty members. Faculty members appreciated the fact that they were able to create and teach new courses over time.

In academic year 2017, full-time faculty taught 54.3% (or 124) of the 228 courses offered; in AY 2018 full-time faculty taught 62.3% (or 141) of the 225 courses offered; and in AY 2019 63.5% (or 127) of the 200 courses offered. The department is on track to have similar percentages taught by full-time faculty in AY 2020. Still, the full-time faculty population has increased by a third while student enrollments have declined roughly by the same amount.

During this reaccreditation period and through Spring 2019, the unit's faculty completed an impressive amount of scholarship/creative activities. The department's 21 full-time faculty members were awarded 14 internal and 15 external grants, including a \$2.1 million grant to create "Catalyst" a hub for technical and news content innovation, a \$850,000 donation for a faculty driven community engagement journalism project in two underserved Philadelphia neighborhoods and a \$50,000 grant for a project funding interactive community conversations about racial justice and equity. Faculty also received 38 awards in their areas of expertise; completed 5 books (sole and co-authored scholarly or textbooks, and edited volumes); 20 book chapters; 57 refereed journal articles; 99 refereed conference papers; 356 journalistic articles; 27 juried creative works and 11 non-juried creative works.

With regard to service, department faculty actively serve on and/or chair committees within the unit, the college and throughout the university, including the Faculty Senate and in the greater Philadelphia community and communities nationwide.



The full-time faculty is composed of 11 tenured members, four tenure-track faculty and six non-tenure-track faculty. Senior faculty are encouraged to visit the classrooms of junior faculty and junior faculty are encouraged to do the same for adjuncts.

During classroom visits the faculty demonstrated effectiveness as communicators and teachers. Most students appeared to be engaged in class discussions, analyses and productions, and they praised the department faculty for their expertise, advising and dedication.

**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.**

During the Fall 2019 semester, the department consisted of nine full-time faculty members with Ph.D.s.; seven held master's degrees; two had J.D. degrees; and three held bachelor's degrees with 15 to 28 years of professional experience. Full-time faculty members with master's or doctoral degrees also had two to forty-four years of professional experience.

The backgrounds of the 20 part-time, adjunct faculty range from two to 43 years of professional experience, and one to 17 years of teaching experience. The department also hosts special visits/presentations by leading journalists, including recent visits by journalists from the Center for Investigative Journalism, Resolve Philadelphia and the Miami Herald.

Full-time faculty were members in at least 15 professional organizations. The department provides \$2,000 in annual research/professional travel support to tenured and tenure-track faculty, and \$1,000 in such support for non-tenure-track full-time faculty members. As a result, faculty members attended and presented papers in a wide range of national and international conferences, including those sponsored by the Association for Education in Journalism and Mass Communication, Online News Association, International Communication Association, National Communication Association, Midwest Popular Culture Association, National Association of Black Journalists, National Institute for Computer Assisted Reporting, Union for Democratic Communication, American Journalism Historians Association, Cultural Studies Association, World Journalism Educators Congress, Canadian Communication Association, the Institute for the Advancement of Journalism and the Ahmed Kathrada Foundation.

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

Student evaluations are required of full-time and part-time faculty in each course every semester. The chair reviews those evaluations and discusses any areas of concern with the faculty member.

Full and associate tenured professors also must submit an annual report of faculty activity along with their CV to the chair. They can submit a merit application if desired. The performances of tenure-track faculty are assessed during third-year reviews, and upon the submission of their tenure application; tenure-track faculty are also reviewed every year by the chair and the head of the department's personnel committee. All applications for tenure and promotion must include the faculty member's research, teaching and service narrative and documentation, past student evaluations, CV and class visit reports. The unit's personnel committee (all tenured faculty), the department chair, college personnel committee, college dean and university personnel committee review the candidate's promotion and tenure application.

Non-tenure-track faculty are initially hired with one-year contracts that may then be renewed via one, two or three-year contracts with the appropriate reviews.

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

The faculty is well respected across campus, and most faculty members report some type of participation in university and community service.

## **COMPLIANCE**

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

### **Unit performance with regard to indicators:**

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

In 2015, Temple University became a Very High Research Activity university, the highest category in the Carnegie Classification system. Scholars in the Journalism department reported unanimously that the change had little effect on their outlook or workload, as they felt they had been performing scholarly work at an “R1” level already. Every tenure-track and tenured faculty member in the unit is required to devote at least 40% of time and effort for research or creative/professional work. Research/professional performance is the primary focus of annual merit evaluations, and research/professional expectations are carefully delineated in guidelines for tenure and promotion. The Klein College and the department have a number of programs and resources that support these faculty endeavors.

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

In accordance with college and university standards, the department stipulates the qualities it values at each rank:

- Assistant professors are expected to demonstrate sustained productivity – and evidence of developing leadership -- in scholarly, creative or professional activity.
- Associate professors are expected to demonstrate evidence of growth toward national and/or international recognition in their field.
- Full professors are expected to show evidence of having achieved national and/or international recognition in their field through appropriate scholarly or creative/professional activity.

The department’s personnel committee is the first level of review for tenure/promotion, and this committee consists of all tenured faculty. (The committee also performs a three-year reappointment review of every assistant professor.) Its recommendation is reviewed by the chair, who sends successful cases to the college personnel committee, and then to the dean. The dean forwards the case to a provost’s review committee – either to the Humanities and Arts committee or to the Social Science committee.

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

Recognizing the unique qualities of each tenure-track colleague, the department has no standard requirements for output. Tenured colleagues are assigned to mentor untenured faculty members, to help craft their tenure and/or promotion statements and portfolios. As a baseline for review, all candidates, whether scholarly or creative/professional, are expected to have their work shown or published in prestigious venues or publications, and their work to be externally reviewed. In promotion to full professor, each faculty member must have established a national reputation and impact in their field. The chair of the personnel committee also conducts annual evaluations in concert with the department chair. Merit increases are given for excellence, primarily in research and creative activities, as well as for teaching and service performance.

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

The unit encourages both professional/creative work and traditional scholarship. Faculty research interests cover a broad range of journalism studies. Social justice, through critical perspectives, seems to be a theme shared among several professors. Nearly all of the faculty's research can be readily applied to current challenges in journalism (e.g. non-profit business models, community engagement, journalism and the tech industries, solutions journalism, international reporting, or social media's impact on journalism). On the creative side, several faculty members publish in the popular media on a range of issues including race and addiction.

Some of the faculty's grants and awards for scholarship have been national in scope and prestigious, including a \$2.1 million grant from the Knight Foundation and the Lenfest Institute to create a hub for tech tools to help local news organizations across the country switch to primarily digital news content and business models. Academic awards include the International Communication Association's Outstanding Book Award in 2016, Ohio University's Guido Stempel III Award for outstanding career in Journalism and Mass Communication Research, AEJMC's Research Prize for Professional Relevance in 2018, AEJMC's Burd Urban Journalism Research Award (2019) and several top faculty paper awards at national or international conferences.

Among the 15 tenured or tenure-track faculty members whose work was tallied for the self-study, there were 99 conference papers, 57 articles in refereed journals, 15 external research grants, 35 honors or awards, 19 book chapters, 12 juried creative projects, and three scholarly books authored. It is worth noting also that four of the longtime tenured faculty produce professional journalistic work -- output that is prolific and well regarded but does not fit many of the scholarly research categories in the grid below. Overall, the level of output for the scholarly research faculty seems appropriate to the Carnegie designation of Very High Research.

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

The research climate in the department seems good, and getting better. Tenured faculty were quick to praise the intellectual vitality of the newly hired assistant professors, and they were celebrating the dean's commitment to hire a senior scholar with tenure, in 2020. This will bring the faculty balance to nine traditional (Ph.D.) researchers and 10 creative/professional professors, which faculty members said was a better balance than the department has seen in many years.

The Klein College has a Ph.D. program in Media and Communication, and Journalism has eight faculty members serving on its faculty. Assistant professors across the college meet every month for career-development workshops, and the Journalism chair meets with the untenured faculty every month. Citing these groups, assistant professors reported a strong sense of community and support among their peers, and among the faculty in general.

The department, college and university support a strong research ethos in other tangible ways. Temple has a detailed, generous system for sabbaticals; basically, sabbaticals are available every year to tenured faculty at a rate of one sabbatical per seven faculty members. Faculty on the tenure track are also eligible for sabbaticals in their fourth or fifth year of service. Non-tenure-track faculty with at least 10 years of faculty work at Temple are also eligible, at a rate of one sabbatical for every 10 faculty

members in any given year. During the review period, 10 faculty members in the department – including four assistant professors – took sabbaticals.

In addition, the university offers summer research grants of \$7,000 for tenured or tenure-track faculty. The university also offers grant-in-aid awards of usually \$3,000 for tenured or tenure-track faculty. The Klein College offers travel support of up to \$2,000 per year for academic purposes. Non-tenure-track faculty may receive up to \$1,000 under special circumstances. During the review period, 17 faculty members in the department received one or more of these grants, which indicates the unit is taking full advantage of these opportunities for research support. Tenured faculty are eligible for a sabbatical every six years, although they may apply for more frequent sabbaticals at the discretion of their chair and dean.

## **COMPLIANCE**

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				
		Full Professors (7)	Associate Professors (3)	Assistant Professors (5)	Other Faculty** (7)	Totals (22)
Awards and Honors	38	18	4	13	3	38
Grants Received Internal	14	3	2	9		14
Grants Received External	15	3	3	9		15
Scholarly Books, Sole- or Co-authored	3	1		1	1	3
Textbooks, Sole- or Co-authored	1	1				1
Books Edited	2	2				2
Book Chapters	20	6	5	9	1	20
Monographs						
Articles in Refereed Journals	57	6	1	50		57
Refereed Conference Papers	99	36	7	56		99

Invited Academic Papers		4		2		
Encyclopedia Entries	1			1		1
Book Reviews	6	3		3		6
Articles in Non-refereed Publications	356	298	30	29	25	356
Juried Creative Works	27		12		15	27
Non-juried Creative Works	11				11	11
Invited Talks	107	42	13	35	7	107

\*Co-authored work should be counted as a single publication in the unit totals. However, if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors. \*\*Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements. SOURCE: gleaned from CVs, which are in "[Full-time faculty CVs](#)" in the Appendices folder.

## PART II — Standard 6: Student Services

### Unit performance with regard to indicators:

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

Department communication starts with a superb Internet presence for the unit, with a number of well-crafted websites detailing schedules, academic procedures, on-campus activities, career opportunities and alumni activity.

The department has its own advising staff and students get information at two levels: college advisers and faculty advisers. The website contains all curricular requirements. The department maintains a career center to assist students in starting their career – it even includes a clothing closet with supplies to help students make their LinkedIn photo as professional as possible. The office also donates formal clothes to students who cannot afford them. Students say the systems in place for advising and record-keeping work well.

**b). Faculty are available and accessible to students.**

All faculty members are required to keep regular hours. And students related that they had few problems with accessing professors.

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

A listserv is used by the department to communicate information about activities, class changes and meetings. A university-wide system tracks student progress and faculty members assist students with both academic and professional advice. Students say they are kept abreast of department activities and their individual progress toward graduation.

**d). The unit and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.**

Students have access to a full range of student media opportunities – a student-run newspaper, a magazine, and a newscast which also includes a Spanish-language edition, and WHIP, a radio station. Students say their work on student media is valuable part of their journalism education.

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

The department maintains all relevant enrollment and retention statistics and posts the information on its website.

## COMPLIANCE



## PART II — Standard 7: Resources, Facilities and Equipment

### Unit performance in 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.**

In 2011, and subsequently with the hiring of the college's dean in 2014, the department developed and/or refined strategic plans that would support the unit's (and the college's) ongoing desire to innovate programs for aspiring journalists by: hiring and supporting highly qualified faculty members, assessing student outcomes, adjusting offerings as needed, attracting a more racial, ethnic and geographically diverse pool of students from Philadelphia area and eastern Pennsylvania, and providing study-away programs.

To that end, for the three years prior to the 2020 ACEJMC site team visit the department's budget reveals funding increases in full-time teaching and administrative salaries and a reduction in part-time faculty salaries. These figures are consistent with the fact that since AY 2017, full-time faculty taught higher percentages of the unit's courses. In addition, during AY 2020 the department is conducting a search for two new full-time faculty members — namely a tenure-track senior scholar and a non-tenure-track professor of practice.

Allocations for faculty travel also have dramatically increased, and there were increases in funds for database and online services – apparently in line with the university's Carnegie Very High Research status and the institution's and the department's desire to encourage and support faculty research, creative endeavors and professional development. In AY 2019, substantially more funds were available to provide honorariums for guest speakers from the Miami Herald, Center for Investigative Journalism and Resolve Philadelphia.

Yet during the past three years, the unit's budget allocations for equipment and supplies decreased, a potential problem for broadcast/multimedia journalism and other equipment intensive classes or projects. On the main campus, students have complained about the relatively limited access to or availability of portable cameras, microphones, tripods, audio recorders and other equipment absolutely necessary to produce broadcast quality multimedia stories and packages. Even in the department's highly praised Philadelphia Neighborhoods project – which has earned Emmy nominations for three consecutive years – there are roughly 30 camera kits available for use by students, yet barely 10 of those kits are new. The bulk of the camera kits are older and in various stages of disrepair.

Despite the increases and decreases in certain budget lines, the unit's budget showed an increase from roughly \$3 million dollars in AY 2017 to nearly \$3.5 million in AY 2019.

#### **b). The resources that the institution provides are fair in relation to those provided other units and are adequate to achieve the unit's mission.**

Both the department chair and college dean confirm that the department has resources comparable to other units. Certainly, all college and department faculty and students have access to a wealth of the computer hardware and software, online databases and library support needed for research/creative and pedagogical demands.

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

As noted in the ACEJMC's 2014 site team report and in the department's self-study, a portion of the unit's long-term strategic plan deals with its ongoing need for more space. In 2019 the university's

Board of Trustees approved architectural and pre-construction services to support a new mixed-use building to house the Klein College and the Center for the Performing and Cinematic Arts. According to the department chair and the dean, this new state-of-the-art building is projected to be completed by 2023.

In the meantime, the department uses three computer labs in Annenberg Hall for the teaching of many of its skills courses covering writing, data journalism, audio/video editing and design. One lab contains 20 Apple computers while another houses 19 workstations. Students also have access to a 20-seat PC lab attached to TV Studio 3, which is used by many news production classes. The department also maintains a 10-computer digital darkroom with photo-quality color printers for the photojournalism classes.

In another building, the department uses one large lecture class for its Journalism and Society class. All student-run, faculty supervised newscasts are shown on TUTV – a channel on Philadelphia’s Comcast and Verizon cable systems. The TUTV Master Control Center control is outfitted with two Mac Pro non-linear editing stations that student editors and producers use for their original programs. Those programs, including the news feature-oriented *Temple Update*, *Temple Ahora* (in Spanish) and *Alt Sports*, are recorded in HD with new Hitachi cameras and teleprompters, a new studio set, professional lighting grids and dedicated servers to store the recordings. The budget for TUTV’s equipment and operations is separate from the department’s budget and based in the college.

In Temple’s (downtown) Center City campus, the department has a 20-seat iMac lab used by Philadelphia Neighborhoods and a couple of other classes. The lab also contains studio equipment so that shows may be shot on that campus.

**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.**

All students and faculty members can freely access essential word processing, audio/video editing and mastering software, including Adobe Suite, Associate Press Style Book, Nexus/Lexus and required databases.

The college maintains an equipment room from which students check out video cameras, audio recorders, DSLRs, tripods, lights, microphones and other equipment for use on assignments. But due to access and availability issues, students strongly suggested that the department could use its own dedicated equipment, a better process for getting equipment purchases approved and a much more timely way to rent equipment for fast-breaking news coverage.

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

Most faculty and administrators have nothing but praise for the university’s newly opened Charles Library and its staff. Department freshmen take an introductory course in library science enabling them to search through the online facilities of the library.

**COMPLIANCE**

## PART II — Standard 8: Professional and Public Service

### Unit performance with regard to indicators:

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

The college has about 23,000 alumni and makes an effort to communicate with them regularly. The self-study notes 5,000 alumni on Facebook, 4,000 on Twitter and 2,000 on Instagram. Alumni members contacted by the site team noted numerous efforts by the college to foster interaction — biweekly emails and hosting of on-campus activities such as sports events.

The college hosts an annual awards dinner that notes the work of successful graduates, provides a forum for students to meet alumni and serves as a base for fund-raising efforts. Alumni interact with the department through participation on its advisory board, speaking at classes and providing input into the journalism curriculum. Many graduates also provide professional advice for students and recent graduates.

**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 department both practices and preaches for a strong service component, and that shows up in its participation in varied activities. It takes justifiable pride in its Philadelphia Neighborhoods course and its new involvement in two low-income neighborhoods with an \$850,000 grant from the Independence Public Media Foundation.

The Klein College High School Media Workshop is supported – both as an exercise in giving back, but also as a way to preach the department message to potential students.

**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 all participate in industry organizations, regularly hosting events for such groups as Society of Professional Journalists, National Association of Black Journalists and Investigative Reporters and Editors. Many faculty members participate with AEJMC.

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

The department is committed to service projects that impact the Philadelphia community beyond the campus. The best example of that is the Philadelphia Neighborhoods course that puts students into the community in a meaningful way. The school also promotes a summit meeting called Klein Camp News Innovation, which brings professionals from many fields together to address the many issues that impact the industry – from changes in technology to the development of apps.

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

Faculty members support scholastic journalism in a number of ways, including a project called Prime Movers Philadelphia that supports journalism clubs at 20 high schools. Also of note is the Klein College High School Media Workshop, a two-week, on-site, tuition-free summer workshop for high school juniors and seniors.

The department joins the Dow Jones News Fund in a long-standing training program for high school, undergraduate and graduate students. This focuses on editing residencies on Temple's campus and is part of one of the premier internship programs in the nation.

In addition, the department was chosen by the Knight-Lenfest Local Innovation Fund for a \$2 million grant to help media entities adapt to the demands of the digital age.

**COMPLIANCE**

## PART II — Standard 9: Assessment of Learning Outcomes

### Unit performance with regard to indicators:

*The Accrediting Committee and Council seek site-team reports on assessment that are appropriately detailed for a judgment on compliance that is informed, fair and consistent from one team to another. Please respond to each of these questions in your report on indicators (a), (b) and (c):*

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

The department was found out of compliance on Assessment in 2013 and 2007, but it was found in compliance during a revisit in 2009. The department revised its assessment plan in 2017, and the self-study shows clear areas of improvement. There remain, however, several problem areas, which led the site team to again find the program noncompliant on this standard.

The current plan outlines 10 learning outcomes for its students which directly cover 10 of the 12 ACEJMC competencies.

The department’s learning outcomes are as follows:

Upon completing a degree in journalism at Temple University, students should demonstrate:

1. Strong skills in reporting, writing, photography, audio/video newsgathering, editing and design
2. An understanding of digital and interactive media technologies in journalism
3. The ability to tell stories across multiple media
4. An ability to collaborate through team reporting and work independently
5. The ability to tell stories that accurately reflect a diverse, urban environment
6. An intellectual curiosity that results in fair, balanced, and thorough reporting in pursuit of the truth
7. A strong sense of ethical responsibility and the knowledge necessary for ethical decision-making
8. An awareness of the increasingly global nature of today’s journalistic environment
9. The ability to critically analyze past and present trends of journalism and to help craft alternative forms of journalism for the future
10. An appreciation of free expression and awareness of legal constraints guiding responsible journalism

Not directly mentioned are these ACEJMC competencies:

- “Apply basic numerical and statistical concepts” and
- “Conduct research and evaluate information by methods appropriate to the communications professions in which they work.”

The department requires students to take a quantitative literacy course outside the department and the department assured the site team that it evaluates students’ competence in this area in several ways. Similarly, the department assured the site team that “conducting research and evaluating information” are skills that are baked into evaluations in Philadelphia Neighborhoods.

A grid in the self-study indicates where each of its 10 learning outcomes is covered in the curriculum; however, course syllabi do not consistently state those learning outcomes.

For most of the past six years, the assessment process has been the primary responsibility of an assistant professor (he became an associate professor in July 2019). Assessment is a frequent topic at faculty

meetings and the department head submits a report to the college each year that examines a few learning outcomes. That, in turn, is submitted to the university. An excerpt from the department's 2017-2018 assessment report was praised as a good example by the provost's office and is being included this year in the university's report for its regional accreditor, Middle States. (The measurement mentioned in that report is "portfolio evaluation" from Writing for Journalism, which is not listed as an assessment measure in the current plan. During its visit, though, the team was told that portfolio assessment remains an active assessment technique.)

There has been no end-of-year summary assessment report and analysis, as encouraged by ACEJMC, although the department states that there have been periodic reports on individual measures.

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

The department's plan lists six measures, four indirect, one direct and one (internship supervisor surveys) a blend:

Indirect:

- Entrance survey for "Journalism and Society" course, administered every semester
- Exit survey, administered every semester after students complete Philadelphia Neighborhoods
- Core-course coordinator discussions with section instructors concerning student development
- Advisory board comments and feedback
- Internship supervisor surveys

Direct:

- Regular evaluation of student work from Philadelphia Neighborhoods.com by the capstone director
- Internship supervisor surveys

The team found both the quality of these measures and the documentation of results to be uneven.

- The most developed measure is the evaluation of work by students enrolled in the capstone course, Philadelphia Neighborhoods. The capstone directors conduct a comprehensive review of student work each semester and identify areas where student skills need more attention. An analysis of these findings was presented to the faculty in January 2020, and shared with the site team. The report contains no documentation of previous analyses, although the self-study states that "challenges that appeared in student work across all sections...were communicated back to the rest of the faculty on a regular basis." This analysis was also mentioned as one reason for the recent curriculum change, but again, there is no documentation that this took place during the review period.
- The entrance survey contains 16 questions, most seeking general information from students about their interest in the major and their career plans. Three questions address learning outcomes:
  - What are some of the challenges you see as impacting journalism?
  - Do you see yourself as capable of affecting change in your communities through journalism?
  - Do you see yourself as capable of producing accurate, interesting journalism on deadline?

These questions are asked again in the exit survey of students in the capstone course and the answers are compared.

- The intern supervisor evaluation addresses many of the learning outcomes in the department's assessment plan. (While an internship is not required for the major, nearly all of the students hold at least one.) The self-study states that these evaluations are shared each semester with the department chair and used by the internship director to evaluate the quality of placements. The self-study contained no summary of the surveys or analysis of students' evaluations over time. During the site visit, the department told the team that the previous intern director made regular reports to the faculty and advisory board about what the data show.
- The advisory board comments and feedback on student work are informal and irregular. The report contained no summary of their findings.
- The team does not consider a "core-course coordinator discussions" as an assessment measure, although we do applaud it as a best practice.

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

The 2013 site-team report said "the department must refine its assessment program to ensure that it has the mix of direct and indirect measures ACEJMC requires, applies them regularly and consistently, gathers and analyzes the findings systematically, and addresses weaknesses the measures identify."

This team found considerable attention had been given to improving the program, but shortcomings remain. The self-study and appendices offered little evidence of regular data collection and analysis by learning outcomes. Conversations with faculty indicate that more reflection of assessment measures and learning outcomes may be taking place, but it is not documented.

The report asserts that the department has "closed the loop" on assessment but acknowledges in the self-study that it did not want to inundate "the department with too much assessment data and thus muddy the strategic directions the department should take."

While there has definitely been significant curriculum change, it is not clear how much was a response to analysis of assessment data.

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

The department connects with its alumni in many ways, including biweekly emails, social media updates and an occasional survey of recent graduates.

The college has 5,000 followers on Facebook, 4,000 on Twitter and 2,000 on Instagram.

The college hosts an annual event, the Lew Klein Alumni in the Media Awards, which raises money for scholarships and attracts many alums, especially those in the Philadelphia area.

Its advisory board includes many alumni and meets at least once a year.

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

Professionals are involved in the department's assessment process in several ways, most directly through the use of intern supervisor surveys.

The department also said it solicits "structured feedback" on the department's capstone news site from its advisory board. But, as mentioned above, there is no documentation of this. The board does provide valuable guidance on industry trends in other ways.

Less formally, the department seeks regular input from its many adjuncts about the curriculum and the students.

**NONCOMPLIANCE**



### **PART III: Summary by site visit team**

#### **1) Summarize the strengths and weaknesses of the unit.**

##### STRENGTHS:

- A clear and distinctive department mission focused on teaching students to practice journalism in an urban setting.
- High-quality extracurricular and co-curricular media that give students ample hands-on opportunities
- A demanding and creative capstone course that enables students to cover underserved Philadelphia communities
- Strong support for students looking for internships and jobs
- An engaged student body that is racially and socio-economically diverse
- A productive faculty and culture that supports scholarship and creative activity
- Caring and highly committed faculty, regardless of rank, who are well liked by students.
- A dedicated chair who emphasizes “students first” in the department’s decisions and is widely praised for his leadership style
- Strong support from the well-respected dean of Klein College, who had a distinguished career in journalism and remains well connected to the industry

##### WEAKNESSES

- A diversity plan that lacks the department’s definition of diversity and specific goals, objectives and timelines
- An assessment plan that continues to fall short of ACEJMC expectations
- A crowded building that does not reflect the department’s commitment to innovative and ambitious journalism
- Lack of consistency among syllabi for sections of the same course and pervasive lack of attention to stating learning objectives

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

Standard 9, Assessment of Learning Outcomes

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

The department needs to refine its list of learning outcomes; reflect learning outcomes more consistently in syllabi; collect and analyze data more consistently and document those activities; and more clearly connect curriculum changes to assessment data.

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

NA

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

NA

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

The department was found out of compliance in Assessment in both 2007 and 2013. In 2007, the department was also found out of compliance on Standard 6 and the team recommended provisional re-accreditation. A revisit team in 2009 determined that the department had made sufficient progress on both standards, found them in compliance, and recommended re-accreditation.

The 2013 site team remained concerned about Standard 9, noting that the department “may not fully understand what ACEJMC means by direct and indirect measures and their application.” It found the department out of compliance on Standard 9 and urged it to review “A Guide to Assessment of Learning Outcomes for ACEJMC Accreditation.”

The self-study lists several steps that the department has taken in the past six years to address these concerns, including development of a new entrance survey, but the site team concluded more work needs to be done.

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

The self-study was well organized and clearly written, although the documentation could have been more thorough. The department was responsive to team requests for additional information.



## **Klein College of Media and Communication**

February 18, 2020

Patricia Thompson  
Executive Director  
Accrediting Council on Education in Journalism and Mass Communications  
201 Bishop Hall  
University of Mississippi  
University, MS 38677

Dear Ms. Thompson and Members of the Accrediting Committee and Accrediting Council:

First, we want to thank the members of the ACEJMC site team for volunteering their time and expertise to helping our program, and journalism education writ large, improve. Never in our nation's history has journalism education been more important, and the feedback from the site team will certainly help us elevate our program going forward.

Secondly, we want to thank the team for what its chair characterized to us as an "enthusiastic recommendation" for re-accreditation. We are enormously proud at all we have achieved in our Department of Journalism since the last re-accreditation, including adding distinguished faculty, securing millions of dollars in industry-related and research grants, and winning the 2018 Equity and Diversity Award from the Association for Education in Journalism and Mass Communication.

We do feel, compelled, however, to express our surprise – and, in fact, our objection – to being found out of compliance on Standard 9, Assessment. Since being found out of compliance on that standard in 2014, we made profound and meaningful changes to our assessment processes, based in large part on recommendations from the "guru" of ACEJMC accreditation, Trevor Brown, who led the 2014 site team. We feel confident that those changes have produced an assessment program that meets ACEJMC's requirements for the standard.

The accreditation section of the site team's report ignores or downplays aspects of the department's assessment work that have informed curricular change, pedagogical development and changes in outreach and internship strategy over the past six years. The report approaches assessment as a rigid template that all programs must replicate, rather than allowing for creative approaches toward achieving the stated goals of the standard. In doing so, this analysis would appear to violate this ACEJMC tenet:

*The Council recognizes and safeguards the individual nature of each accredited program. It encourages educational innovation by programs in their efforts to meet accreditation requirements and standards to prepare students for careers in journalism and mass communications around the world.*

Looking at assessment holistically, and the way in which our Department of Journalism has used evidence gathered from assessment activities in order to make decisions and change practices, should have led to a finding of “compliance.”

For example, assessment reporting has happened in various ways over the past six years that are not fully captured in the report. Individual measures are often documented and discussed, and the department has been more careful about synthesizing those measures and connecting them to our learning outcomes. Every semester, the director of Philadelphia Neighborhoods has surveyed exiting students and shared those responses with the faculty. Annual systematic reviews of student work in the capstone have been conducted and reported to the faculty. Surveys of internship employers and evaluations of students have been collected, and an overview of our internship program has been offered to our advisory board, annually. The act of reporting acts as a mechanism for soliciting feedback that then goes into departmental decision-making.

Further, in the spirit of “closing the loop,” i.e., making substantive and strategic changes based on assessment reporting, the department has done the following: implemented pedagogical best practices in classes across the curriculum (off-campus reporting, more assignments completed on deadline, more opportunities for one-on-one coaching and revision of assignments); moved the capstone, and the pedagogical benefit of the capstone, into the junior year; ended certain internship placements that were not meeting learning outcomes and developed mechanisms for communicating learning needs to internship placements; implemented core course coordinators to offer more oversight over the teaching of course courses, and increased the amount of class observations and teaching mentorship offered in the department.

Finally, while we acknowledge that our nine stated SLOs don’t align perfectly with two of the ACEJMC’s outcomes, we do feel that each of ACEJMC’s outcomes are assessed through surveys, portfolios, grades, discussions with alumni, curriculum committee meetings (which are open to all) and monthly faculty meetings, which are often devoted to curricular and assessment issues. On numeracy, for instance, we have extensive touchpoints built into various required classes, ensuring that students have mastered numeracy skills along the way. And in reviewing work for the capstone Philadelphia Neighborhoods as part of our assessment procedures, our faculty look closely at how numerical and statistical data are used when they appear in a story, evaluating for coherence and accuracy of representation. In recent semesters, we have introduced a lesson practicing writing about numbers accurately in Philadelphia Neighborhoods based on insights from this review.

That is not to say that our assessment program cannot or should not be improved. In fact, we already have begun to institute some of the suggestions made by the site team, including adding questions about numeracy to our assessment surveys. But just because a program can improve its performance on any particular standard – which in fact cannot? – does not justify finding it out of compliance.

While we fully expect the Committee to vote to re-accredit our Department of Journalism, we felt compelled to offer this perspective for the Committee and Council to see before you meet to discuss our case. Thank you for your consideration.

Sincerely,



David Mindich  
Chair, Department of Journalism



David Boardman  
Dean, Klein College of Media and Communication