

**Report of On-Site Evaluation
ACEJMC
Undergraduate program
2019-2020**

Name of Institution: Michigan State University

Name and Title of Chief Executive Officer: Dr. Samuel Stanley, President

Name of Unit: School of Journalism

Name and Title of Administrator: Tim P. Vos, Director

Date of 2019-2020 Accrediting Visit: Oct. 20-23, 2019

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

Date of the previous accrediting visit: October 2013

Recommendation of the previous site visit team: Re-accreditation

Previous decision of the Accrediting Council: Re-accreditation

Recommendation by 2019-2020 Visiting Team: Re-accreditation

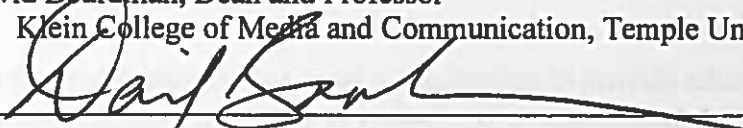
Prepared and submitted by:

Team Chair

Name and Title: David Boardman, Dean and Professor

Organization/School: Klein College of Media and Communication, Temple University

Signature _____

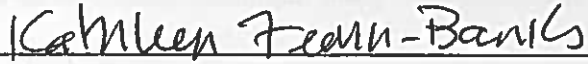


Team Member

Name and Title: Dr. Kathleen Fearn-Banks, Associate Professor

Organization/School: University of Washington

Signature _____

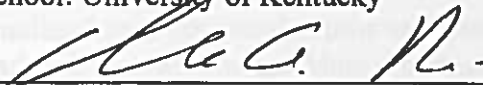


Team Member

Name and Title: Dr. Douglas Boyd, Professor Emeritus

Organization/School: University of Kentucky

Signature _____

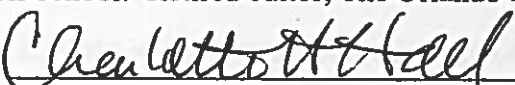


Team Member

Name and Title: Charlotte Hall

Organization/School: Retired editor, The Orlando Sentinel

Signature _____



PART I: General information

Name of Institution: Michigan State University

Name of Unit: School of Journalism

Year of Visit: 2019

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.

From the State of Michigan, Michigan State University Act 269 of 1909 is the authorization evidence, found online at:

[http://www.legislature.mi.gov/\(S\(x5mnhlaarxlilmsora2wzsa5\)\)/mileg.aspx?page=getObject&objectName=mcl-Act-269-of-1909](http://www.legislature.mi.gov/(S(x5mnhlaarxlilmsora2wzsa5))/mileg.aspx?page=getObject&objectName=mcl-Act-269-of-1909)

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 2013

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

Continuously accredited since 1949

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

The Michigan State University School of Journalism is a global intellectual leader of journalism and related media. It is engaged in excellent, innovative teaching, scholarship, and outreach.

The School of Journalism teaches and promotes:

1. The role of news media and free speech in democratic societies;
2. Legal rights and ethical responsibilities of journalism;
3. News and research literacy;
4. Training in professional skills, especially critical thinking, reporting, writing, and visual communication;
5. Scholarly research, analysis, and creative professional activities that advance journalistic knowledge and practices;
6. Applying faculty expertise to contemporary challenges facing news industries, communities, and society;
7. Using evaluation and comment to help journalism excel.

The School serves the University and strengthens public understanding of the media and of freedom of the press by offering courses of value to all majors.

Revisions approved by the Faculty of the School of Journalism, November 17, 2006

Revised December 14, 2012

Revised October 13, 2017

7. What are the type and length of terms?

Semesters of 15 weeks

Summer sessions of 7 and 15 weeks

Intersessions of 2 - 4 weeks (Education Abroad)

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

Bachelor's degree

Master's degree

Ph.D. degree

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

Journalism

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

120 semester hours

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

1-6 semester hours

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

The following are Concentrations in the School of Journalism. Program responsibility is jointly shared among the instructing faculty.

Writing, Reporting & Editing
Broadcast Journalism
Photojournalism
Media Design
Environment, Science & Health Reporting
Information Graphics
International Reporting
Sports Journalism
Media Relations

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

50,344

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):

Undergraduate majors in Journalism Concentrations

Sports Journalism	89
Broadcast Journalism	83

Concentration Undeclared	72
Writing, Reporting & Editing	65

International Reporting	20
Photojournalism	16

Environment, Science & Health Reporting	13
Media Relations	10

Media Design	8
Information Graphics	1

Concentrations being phased out, but still have enrollment:

Media Marketing	3
Visual Communication	14
Total	385*

* Numbers are from mid-summer, between students graduating and new students entering.

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 2019

Writing and Reporting the News (JRN 200 – 3 sections)	54
Section 001	(18)
Section 002	(18)
Section 005	(19)

Video Storytelling with Phones (JRN 206 – 2 sections)	35
Section 001	(16)
Section 002	(19)

Multimedia Writing and Reporting (JRN 300 – 3 sections)	51
Section 001	(16)
Section 004	(17)
Section 005	(18)
Announce, Interview, Hosting (JRN 303) – 1 section)	18
Radio, Podcasting & TV News (JRN 306 – 2 sections)	15
Section 002	(9)
Section 003	(6)
Photojournalism (JRN 310 – 1 section)	15
Sports Journalism (JRN 317 – 1 section)	16
Designing for Media (JRN 336 – 1 section)	19
Information Graphics (JRN 338 – 1 section)	16
TV News (JRN 403 – 1 section)	13
Advanced TV News & Producing (JRN 406 – 1 section)	13
Advanced Photojournalism (JRN 410 – 1 section)	16
Sports Multimedia Management (JRN 416 – 1 section)	17
Sports Reporting III (JRN 418 – 1 section)	17
Capital News Service (JRN 420 – 1 section)	3
Magazine, Feature, Freelance (JRN 432 – 1 section)	16
Information Graphics II (JRN 438 – 1 section)	9
Media Innovation and Entrepreneurship (JRN 450 – 1 section)	17
International Reporting (JRN 465 – 1 section)	6
Lab Environmental Reporting (JRN 472 – 1 section)	8
Bias Busters (JRN 492 – Section 001)	10
Interactive Immersive Storytelling (JRN 49 – Section 731)	18
News Media Management (JRN 492 – Section 732)	19

Fall 2019

[Note: Enrollments are as of August 16]

Writing and Reporting the news

(JRN 200 – 5 sections)	87
Section 001	(18)
Section 002	(18)
Section 003	(17)
Section 005	(18)
Section 006	(16)

Video Storytelling with Phones

(JRN 206 – 3 sections)	57
Section 001	(20)
Section 002	(19)
Section 003	(18)

Multimedia Writing and Reporting

(JRN 300 – 3 sections)	49
Section 001	(16)
Section 002	(15)
Section 003	(18)

Announce, Interview, Hosting

(JRN 303) – 1 section)	20
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Editing for Print and Digital

(JRN 305 – 1 section)	20
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Radio, Podcasting & TV News

(JRN 306 – 2 sections)	15
Section 001	(9)
Section 002	(8)

Photojournalism (JRN 310 – 1 section)	17
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Sports Journalism (JRN 317 – 1 section)	20
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Designing for Media (JRN 336 – 1 section)	10
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Information Graphics (JRN 338 – 1 section)	8
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International News & Government Dynamics

(JRN 365 – 1 section)	12
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TV News (JRN 403 – 1 sections)	10
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Advanced TV News & Producing

(JRN 406 – 1 section)	8
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Advanced Reporting (JRN 407 – 1 section)	6
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Sports Multimedia Management

(JRN 416 – 1 section)	8
Sports Reporting III (JRN 418 – 1 section)	3
Capital News Service (JRN 420 – 1 section)	2
Magazine, Feature, Freelance (JRN 432 – 1 section)	10
Design for Web & Mobile Device (JRN 436 – 1 section)	12
Lab Environmental Reporting (JRN 472 – 1 section)	7
Producing TV News (JRN 492 – Section 001)	10
Bias Busters (JRN 492 Section 002)	8
Truth, Lies, and the Future of Journalism (JRN 492, Section 003)	7
Long-Term Visual Storytelling Projects (JRN 492, Section 004)	11
Interactive Immersive Storytelling (JRN 492 – Section 731)	14

16. Total expenditures planned by the unit for the 2019–2020 academic year:

The School of Journalism’s planned expenditures in FY20, which began in July 2019, total approximately \$3,130,989.

Percentage increase or decrease over the last three fiscal years:

	FY 20	FY 19	FY18	FY 17
Journalism budget	\$4,158,348	\$3,728,194	\$3,757,228	\$3,780,034
% change	+11.5%	-1%	-1%	
Full-time faculty salaries	\$2,359,887	\$2,384,751	\$2,360,909	\$2,362,741

17. List name and rank of all full-time faculty in the accredited unit in fall 2019. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

Howard Bossen	Professor
Susan Carter	Professor (Consulting Year)
Mike Castellucci	Instructor
Manuel Chavez	Associate Professor

Lucinda Davenport	Professor (Sabbatical)
Lori Anne Dickerson	Senior Specialist
Richard Epps	Instructor
Stacey Fox	Instructor
Eric Freedman	Professor
Joanne Gerstner	Instructor
Bob Gould	Instructor
Joe Grimm	Instructor
Karl Gude	Senior Specialist
Amy Haimerl	Instructor
Troy Hale	Senior Specialist
Serena Miller	Associate Professor
Rachel Mourão	Assistant Professor
Folu Ogundimu	Associate Professor (Medical Leave)
Perry Parks	Assistant Professor
Dave Poulson	Instructor
Jeremy Steele	Specialist
Bruno Takahashi	Associate Professor (Sabbatical)
Esther Thorson	Professor
Joy Visconti	Specialist
Tim Vos	Professor/Director
Judy Walgren	Instructor
Brendan Watson	Assistant Professor
Geri Zeldes	Professor (Sabbatical)

18. List names of part-time/adjunct faculty teaching at least one course in fall 2019. Also list 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.)

Adjuncts and Graduate Students who were former professionals teaching one course.

Part-time faculty and graduate students/former professionals teaching one course.* [See p. 7 Part I]

Spring 2019

Sheila Schimpf	Professional
Dan Dickerson	Professional

Ken Winter	Professional
Carin Tunney	Grad Student/Professional Experience

Tony VanWitsen	Grad Student/Professional Experience
Tara Mesyn	Grad Student/Professional Experience

Fall 2019

Sheila Schimpf	Professional
Walter Middlebrook	Professional

Omar Sofradzija	Professional
Apoorva Joshi	Grad Student/Professional Experience

Carin Tunney	Grad Student/Professional Experience
Tara Mesyn	Grad Student/Professional Experience

Linda White	Grad Student/Professional Experience
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*Sheila Schimpf edits news copy on Fridays for the syndicated Capital News Service course, JRN 420, and does not teach a course per se.

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
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2018-2019 academic year	121	115	95.04%
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2017-2018 academic year	108	103	95.4%
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20. Schools on the quarter system:

For each of the last two academic years, please give the number and percentage of graduates who earned 104 or more quarter hours outside of journalism and mass communications.

N/A

PART II — Standard 1: Mission, Governance and Administration

Overview:

Michigan State University has featured journalism in its curriculum for more than 110 years, making it one of the nation's oldest programs. The School of Journalism, established in 1944, has long been considered one of the nation's best, producing distinguished journalists who have shined across forms of media and areas of focus. The School was first accredited by ACEJMC in 1949, and has been continually accredited since. In fact, the School boasts that it has never been out of compliance on a single accreditation standard.

Today, the School remains strong. But perhaps as much as at any point in its history, it faces significant challenges that are testing the leadership of administrators at the School, College and University levels. Among those challenges:

- The aftermath of the Larry Nasser scandal, in which Nasser, a physician for Michigan State and USA Gymnastics, was sentenced to 175 years in prison for sexually abusing dozens of girls and young women, including some students in the School of Journalism, under the guise of providing medical treatment. Michigan State has paid \$500 million into a victims' compensation fund and was fined \$4.5 million by the federal government for "abhorrent" handling of complaints against Nasser. This scandal resulted in a wholesale removal of the University's top leadership – resulting in four presidents in two years – and what can only be described as wholesale trauma that lingers throughout the campus.
- Significant budgetary challenges tied to the Nasser scandal, the struggling Michigan economy and reductions in state support.
- A personnel issue within the School of Journalism in which some faculty members complained of gender-based harassment by another faculty member and subsequently felt physically endangered by him. This, too – especially in the wake of the Nasser situation – has been traumatic for many faculty and staff.

It was into this difficult situation that a new director of the School, Dr. Tim Vos, entered this fall. Dr. Vos succeeds Dr. Lucinda Davenport, who led the School for the preceding decade. The site team was impressed that Dr. Vos appears to embrace the challenges that he and the School face, leading with a calm demeanor that seems to have quickly won the confidence of the faculty. Even more impressive is the collegiality of the faculty in the aftermath of these storms.

Above the director, the College has a relatively new dean, an interim provost, and a president who joined MSU this fall. So strategic planning is predictably fluid, though the School of Journalism seems to be on a steady course through the choppy waters.

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 School of Journalism does have a written mission statement and a written strategic plan. Both are designed to align with the strategic plans of the College of Communication Arts and Sciences and of the

University. The School is one of five academic units with the College of Communication Arts and Sciences, the others being the Department of Communication, the Department of Advertising, the Department of Media and Information and the Department of Communicative Sciences and Disorders. The nomenclature between “School” and “Department” seems to mean little if anything within the College, and is likely just a vestige of the historical fact that the School of Journalism existed 13 years before the College of Communication Arts and Sciences did.

The School of Journalism’s mission statement reads:

The Michigan State University School of Journalism is a global intellectual leader of journalism and related media. It is engaged in excellent, innovative teaching, scholarship, and outreach.

The School of Journalism teaches and promotes:

- 1. The role of news media and free speech in democratic societies*
- 2. Legal rights and ethical responsibilities of journalism*
- 3. News and research literacy*
- 4. Training in professional skills, especially critical thinking, reporting, writing, and visual communications*
- 5. Scholarly research, analysis, and creative professional activities that advance journalistic knowledge and practices*
- 6. Applying faculty expertise to contemporary challenges facing news industries, communities and society*
- 7. Using evaluation and comment to help journalism excel*

The School serves the University and strengthens public understanding of the media and of freedom of the press by offering courses of value to all majors.

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

The unit has clear and strong policies around faculty governance, though some faculty say adherence to those policies has varied somewhat under various deans. There is ample evidence that the faculty regularly updates and assesses its goals, particularly around curriculum. A major review began in fall 2016 and culminated with significant curricular changes in fall 2018.

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 unit was led for 10 years, until this fall, by Dr. Lucinda Davenport, for whom most of the faculty express great respect and affection. The new director, Dr. Tim Vos, indicates that he inherited a School in very good shape, apart from one ongoing personnel situation that has been particularly difficult.

While he has big shoes to fill, Dr. Vos, also the incoming president of AEJMC, appears to be off to a good start. While some faculty expressed that they are withholding judgment, most say they are

impressed with his early leadership and feel optimistic about the direction of the program. The chairs of the other departments within the College also expressed respect for him.

The School of Journalism and the College of Communication Arts and Sciences are considered jewels of the University. The School is treated quite well from a budgetary standpoint, with better faculty-to-student and advisor-to-student ratios than some other departments within the College.

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

In October 2018, Director Davenport announced she would return to the faculty at the end of the academic year. The dean decided the position would be filled through a national search. Following such a search, the faculty recommended to the dean that Dr. Vos be chosen as the next director; the dean recommended likewise to the provost, and Dr. Vos began his term in June 2019.

The director is evaluated annually by the dean with input from the faculty. The evaluation includes the following categories: administrative skills; program and resource management; initiative and leadership; personnel management; effectiveness with people; professional achievement; diversity, pluralism, equal opportunity, non-discrimination and affirmative action; academic governance; institutional commitment; relationship to students, and external relations.

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

The University, College and School have clear processes and procedures to address concerns. Generally, attempts are made first to resolve such issues informally; if that is not successful then a formal process is initiated. Such processes are laid out clearly in the School of Journalism Grievance Procedures for Students and in the Faculty Reference Book.

That said, several faculty members expressed concern that their complaints about one particular faculty member, who they said had been verbally abusive to them and others, had not been adequately and quickly enough addressed by the administration. As one put it: "This is a very difficult situation that has gone on for far too long. While being overly concerned that they may face some legal action from (the faculty member in question), they are not looking at the human cost to the other people involved." Some broke down in tears in describing the situation, which at this point does appear to be nearing resolution.

SUMMARY:

Michigan State University is coming out of one of the most difficult chapters of its long history, and the trauma experienced at all levels of the institution certainly had profound impact on the School of Journalism, whose students not only included victims of Nasser but also included many who covered the scandal as journalists and endured hostility from some in the MSU community. Thanks to leadership of both its former and current directors, however, the School appears to have weathered this ordeal and appears poised to move forward productively, pending resolution of the ongoing situation involving the allegedly abusive faculty member.

Overall evaluation compliance/non-compliance:

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.

Students are required to take 34 credits in the major, 120 credits for graduation. That leaves 96 credits, well in excess of the 72 required ACEJMC credits outside the major. A journalism-focused advisor within the College sees to it that all students, upon entering the major and throughout their studies, do not exceed the maximum number of credits. In the School of Journalism, 40 credits must be completed at the 300/400 level, 72 credits outside of ComArtSci. The School reports that more than 95 percent of its graduates have met the requirement.

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 guidelines of the School strongly reflect a balance between theory and practice, and speak directly to the competency goals defined by ACEJMC.

The University requires 31-34 credits in the following core:

- First-year writing (4)
- A biological science course
- A physiological science course
- A second course in either science
- An Arts and Humanities course
- A second-level Arts and Humanities course
- A social science course at the 300 level
- A satisfactory score on a math test or 1 to 2 courses
- Two diversity courses, national, international or a combination of both

In addition, each J-major must take one civics course out of five offered outside the major and part of the 80 non-major courses, each for three credits. Also, 3-4 literature credits are required.

Journalism majors are required to take 28-29 credits in the following courses as a journalism core:

- JRN 108 The World of Media (3)
- JRN 200 Writing and Reporting News (3) Students must pass the Grammar Readiness Review with a 2.0 to enroll in JRN 200.
- JRN 203 Visual Storytelling & Social Media (3)
- JRN 300 Multimedia Writing and Reporting (3) Must earn a 2.0 or higher to continue.
- JRN 325 Journalism & Media History (3)
- JRN 430 Journalism Ethics & Law (3)

Then each major has a choice of nine concentrations. Each concentration requires 4-5 additional courses, 12 credits. These are the concentrations:

- Writing, Reporting and Editing
- Broadcast Journalism

Sports Journalism
Media Relations
Environment, Science and Health Reporting
International Reporting
Information Graphics
Media Design
Photojournalism

Majors must also take at least one course in a cross-College bundle called “Media Sandbox” as a concentration course. Each student in the College of Arts and Sciences must take one. Additionally, all students must take JRN 493 Journalism Internship (1). Certain classes may be taken more than one time if the topic is different. The courses are the following;

Creative Thinking
Design & Layout
Story, Sound & Motion
Creativity & Entrepreneurship
Media Sketching & Graphics

Then there are minors and second majors with additional courses to be completed. Minors are not required. The minors are following:

Photojournalism
Broadcast Journalism
Sports Journalism
Public Relations
Animation & Comics Storytelling in Media
Documentary Production
Entrepreneurship & Innovation

The array of choices and number of concentrations and available minors is certainly unusual, and the site-team wondered whether the array might be overwhelming to students. But in meetings with students, they were unanimously positive on the array and appreciated the opportunity to develop subspecialties within journalism, and believe this will make them more marketable for employment.

The School is home to the Knight Center for Environmental Journalism, which offers to undergraduates both coursework and opportunities for paid internships. Students produce text, video, photos and audio stories for the award-winning Great Lakes Echo News Service.

In addition to the Knight Center for Environmental Journalism, the School offers another special opportunity for students in the form of a class called Capital News Service, in which students cover the nearby Michigan State Capitol for mostly small newspapers across the state. Unfortunately, few students take advantage of this opportunity; in the most recent two semesters, the undergraduate enrollment in this class (which is also open to graduate students) was two and three. Questioned about the lack of participation in the class, students responded that it has a reputation of being “too demanding.”

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 site team found the quality of the faculty and the curriculum to be outstanding, and feedback from the students reflected that. The curriculum was recently updated, and reflects a current understanding of the state of art in the profession. The technological investments made by the College in recent years manifest a goal of keeping current and preparing students for the world they will enter.

The unit developed a chart exhibiting the 12 ACEJMC competencies achieved in 60 sections of core courses. Each instructor identified his/her section of the course as “awareness,” “understanding,” or “application.”

In the following courses, faculty stress in their syllabi how certain skills will benefit students upon completion:

JRN 200 Writing and Reporting News

JRN 203 Visual Storytelling

JRN 300 Multimedia Writing and Reporting

JRN 303 Announce, Interview, Hosting

JRN 306 Radio, Podcasting and TV News

JRN 402 Public Relations Topics in Journalism

JRN 407 Advanced Reporting

JRN 445 Images and Messages

JRN 450 Media Innovation & Entrepreneurship

JRN 472 Environment, Science & Health Reporting

JRN 492 Special Topics—Media Literacy in the Age of Fake News

JRN 493 Professional Field Experience

JRN493 Internships

There are four courses with multiple sections (JRN200, JRN300, JRN206, JRN306). Faculty do not own any of these courses but work together with the others to keep classes current and relevant.

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.)

The School is consistently true to the ACEMJC skills-class guidelines, with an average 18-1 ratio in skills class and 33-1 in non-skills classes. These are far smaller than classes in other units in the College of Communication Arts and Sciences, and students cited class size as a reason to choose this program over others.

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.

Internships and professional experiences are a clear emphasis of this program. Students are required to have at least one internship, and may earn as many as 6 credits in internships. Many students pursue additional internships not for credit, with an average of three. There is an internship coordinator who oversees JRN 493 Professional Field Experience and also approves internships offered by recruiters. Some organizations have continued internships over multiple semesters with journalism students. The coordinator also seeks employer feedback of student work. The coordinator does appear to be overburdened with responsibility in this regard, and some students expressed that the School should offer more internship support.

SUMMARY:

The School of Journalism offers a multidimensional curriculum that reflects the values and competencies of ACEJMC and prepares its graduates to be successful in their chosen professions.

Overall evaluation, compliance/non-compliance:

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.

The unit has a document entitled “Diversity, Equity and Inclusion Guidelines,” first adopted in 2002 and most recently revised in December 2018. It includes vision, values and mission statements regarding diversity and more specific statements about recruitment and retention of a diverse faculty and student body.

The guideline document does not set numerical goals or contain a timeline, but it enunciates principles, strategies and some tactics to nurture and promote diversity, equity and inclusion. The vision statement says that the School “aspires to have a student cohort, faculty and staff that reflect the world and strive to reach beyond classic definitions of diversity, which include women, racial and ethnic minorities, veteran status, geographic diversity and people with disabilities.” Reaching beyond the “classic definitions” is not specifically defined except to say that “all narratives” should be represented in the classroom and represented in the media.

The guidelines include steps that will be taken to achieve the unit's goals, such as financial aid for students from under-represented groups, a trained “affirmative action advocate” on each faculty search committee, and inclusion of multicultural perspectives in course work. The guidelines document does not include provisions for assessing the success of its efforts. In the curricular area, the self-study says that the unit assesses progress by examining all courses that go through curriculum review to ensure diversity goals are included. The university compiles an annual report on diversity and inclusion that requires the unit to record applicants, faculty and student gender and race/ethnicity. The unit reviews the data each semester and also examines statistics such as student progress-toward degree for evidence of achievement gaps. Three journalism faculty members also serve on the Diversity Equity and Inclusion Committee of the College of Communications Arts and Sciences.

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.

The School sees diversity as a journalistic imperative – an essential component of accuracy in reporting. The self-study offers an extensive list of courses with descriptions of how diversity and inclusion are included in both core courses and electives. Several notable examples stand out. In the required Multimedia Writing and Reporting course last year, students spent a semester reporting on the impact of Michigan's school-choice law, which has had an impact on classroom diversity, resulting in an award-winning magazine style report, entitled “Tough Calls, Lasting effects.”

This year, students worked with a local history commission to tell the story of a highway project in the 1960s that destroyed a majority African American neighborhood. The course also required students to keep track of their sources, including race, ethnicity, gender and age, for a diversity audit at midterm and at the end of the course.

Among advanced electives, the most innovative example of diversity topics is Bias Busters (Journalism 492: Special Topics in Journalism). Beginning in 2013 with “100 Questions and Answers About Indian Americans,” students have published a series of 16 books designed to break stereotypes and improve cultural competence and diversity. Topics have ranged from Muslim Americans to Gen X and Millennials. The co-authors are 180 MSU students and they have been assisted by more than 230 community allies.

A sampling of syllabi shows that some courses descriptions note that diversity perspectives are included in the course, but many did not mention diversity. In addition to the School’s requirements, the University requires all incoming students to pass a Diversity & Inclusion eLearning Module and also to take two diversity-related courses for graduation. Journalism students with whom the team talked with recognized inclusion of diversity topics and emphasis on diverse sources in news reporting, especially in introductory courses, but less in advanced courses in which student choose their own topics. In thinking about courses with content on diversity, students repeatedly mentioned courses with a focus on diversity and taught by a faculty member with a long history of championing diversity.

Efforts to expose students to global diversity include content on international issues in core courses and four courses on international journalism. The university also offers extensive study abroad opportunities, including five summer trips led by journalism faculty and offering credit in the major. These range from sports in Paris and Rome to environmental reporting in Peru. Scholarship aid is available for the programs, though students must shoulder the transportation and food costs on their own.

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 School states it is committed to creating and supporting a diverse faculty, but has had a mixed record, with notable weakness in representation of African Americans. At the time of the last accrediting site visit in 2013, the unit had 25 full-time faculty members, 31 percent of whom were racial-ethnic minorities, and 37 percent of whom were female. In the past six years, the faculty has grown to 28, and the percentage of women has risen to 43 percent. However, the percentage of faculty from minority ethnic-racial groups has fallen to 25 percent. Four faculty members are Hispanic/Latino and two are Asian American. Several of them have international backgrounds.

Notably, the unit has only one black faculty member, a native of Nigeria who has been on medical leave the last two years. In a School where nearly 20 percent of the students are African-American and a state where nearly 15 percent are, this is a glaring weakness. African American students the site team met with repeatedly mentioned the lack of faculty who “look like me.” One of the leaders of the newly invigorated student chapter of the National Association of Black Journalists has met with dean of the College to discuss the issue. African American students appreciate the effort of the faculty to assist them, but one said, “It’s a different experience to have people who look like me, with similar background and knowledge of what you face as an African American.” Some of the African American students said they have to take the “extra step,” to seek professional members outside the School who have backgrounds like theirs. They view journalism as a “white industry,” where they need the support and mentoring of other African American journalists.

In the past six years, the unit has hired 11 full-time faculty members. Six are women, one is Hispanic/Latina and 10 are white. There have been four searches for full-time faculty in the past three years; two of them failed. Minorities were in the hiring pools for three of the four searches, and a minority candidate was among the finalists for one of the positions but was not hired. Women were in all the pools, and a woman was hired for one position. The other hire was a white male.

The process of filling faculty vacancies is a rather traditional, passive one, relying largely on placing ads in academic publications and choosing from among the respondents. Programs that have had more success in recruiting faculty of color recognize that a different, more proactive approach is necessary, cultivating networks and actively reaching out to potential candidates rather than waiting for them to find you.

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 College has a strong record in recruiting a diverse student body. Overall, racial/ethnic minorities make up just under 30 percent of the student body, compared to 22 percent for the University as a whole. The unit has been especially successful in recruiting African American students, who represent just over 19 percent of the student body, compared to 7.8 percent for the University. One factor is the Crain MSU Detroit High School Journalism program, a partnership between the School and Detroit Public Schools to produce student newspapers by training aspiring young journalists. It also has become an opportunity for recruiting students to the journalism. The School also has several scholarships directed toward minority students.

Hispanic/Latino students make up 4.6 percent of the student body and Asian American students 2.1. Students who identify as two or more races make-up 3.6 percent. The percentages for African Americans and two or more races exceed the percentages in Michigan (MSU's service area). Asian American and Hispanic/Latino percentages fall just short. Women make up 61.5 percent of journalism students. International students make up almost 6 percent of the student body.

Retention efforts for minority students are multi-pronged, from several diverse student groups, including a chapter of NABJ, to funds from the School and the College for travel to professional conferences. One staff member in the College's Office of Academic and Student Affairs coordinates diversity and multicultural affairs for the college and has obtained University grants to support programs that promote inclusion and equity. Programs have included mentoring, workshops, competitions and guest speakers. The advising staff tracks the progress of minority students and provide mentorship and other assistance.

The six-year graduation rate for African American students lags the rate for white students. In the last two graduating classes, the rates for white students have been 81.5 percent and 80.3 percent; for African Americans the rates have been 63.6 percent in the 2012 cohort, rising to 68.2 percent in the 2013 cohort. A positive sign, however, is that the rate for African American students in the 2014 cohort already stands at 85 percent in year five. And last year's retention/persistence rate for African American first-year students was 100 percent.

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.

Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. institutions are located.

The School is still dealing with the emotional fallout of the Larry Nasser case and the upheaval in the University that followed the revelations. Nasser's victims included journalism students, and many took

part in covering the story, sometimes taking verbal abuse from others on campus. Faculty report that some students are still traumatized and that the case is an ever-present emotional wound in campus life.

Last year, in the wake of the Nasser case, the College undertook a self-examination. A journalism faculty member co-led a process that focused on equity for women in the College. In May the group reported that the chief inequity discovered was that units varied in lab space, start-up packages and salaries.

The same faculty member serves as the Faculty Excellence Advocate for the College, participating in all faculty searches as an advocate for racial and gender diversity, working to retain diverse faculty members and organizing events about diversity. The faculty member also led several faculty members in an ongoing project called, “Finding Our Voice—Sister Survivors Speak,” in conjunction with MSU Museum. Four journalism faculty members participated in the first program in April.

As noted elsewhere, several faculty members expressed their displeasure with the handling of allegations of verbal abuse by another faculty member in the School, a situation that was still evolving during the site team’s visit.

SUMMARY:

The School is strongly committed to diversity, equity and inclusion as a principle and a journalistic imperative. Many courses include diversity in discussions and assignments, starting with introductory courses and progressing through innovative advanced courses. The School has had greater success in attracting minority students, especially African Americans. Where it has not succeeded is in building a diverse faculty, especially African Americans. Though the student body is nearly 20 percent African American, there are none currently teaching full time in the School. The School missed an opportunity to further diversify the faculty since the last accreditation review. It hired 11 new faculty, 10 of them white.

**Overall evaluation, compliance/non-compliance:
COMPLIANCE**

Academic year: 2018 – 2019 Full-time faculty

	Female		Male	
African-American	0	0	1	3.6
White	9	32.1%	12	42.9%
American Indian				
Alaskan Native	0	0	0	0
Asian	1	3.6%	1	3.6%
Hispanic/Latino (any race)	2	7.1%	2	7.1%
Native Hawaiian/ other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Other race	0	0	0	0
International /any race	0	0	0	0
Total	12	42.8%	16	57.2%

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.

Faculty selection and evaluation in the School of Journalism follow the same rules detailed for other units at MSU, as explained in the School of Journalism Reappointment, Tenure and Promotion guidelines.

Once the dean of the College approves a search, the director forms a search committee with a diversity advocate. From there, searches for both full- and part-time faculty follow procedures much like those at most ACEJMC-accredited units.

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

This is a truly outstanding faculty, representing a balance of scholarship and practice. It includes both world-class scholars and renowned journalists.

A majority of the classes in the School are taught by full-time faculty – 84 percent, in fact, in the 2018-19 academic year. This faculty is evenly divided between tenured/tenure-track faculty and professors of practice, with less reliance on adjunct faculty than many large units. Although the tenured and tenure-track faculty as a whole have a robust research profile, most clearly value their teaching responsibilities and are actively engaged citizens of the School.

The guidelines for full-time tenured and tenure-track faculty call for 40 percent teaching, 40 percent scholarship (research or creative) and 20 percent outreach and service. Tenure-track faculty are expected to produce an annual average of at least two peer-reviewed juried or peer-reviewed scholarship works each year. Faculty working on grants or projects may have reduced teaching loads.

Full-time tenure-stream faculty teach a 2-2 course load; fixed-term, non-tenure-track faculty typically teach a 3-3 load. Summer courses are extra and compensated as such. Course releases are possible for research or creative projects. All new faculty get one course release in their first year in order to jump-start scholarship. Course releases are also available when faculty take on administrative duties.

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.

As noted above, the faculty is evenly divided between scholarly and practice faculty, at 14 apiece. Notably, most of the tenured/tenure-track faculty not only have terminal degrees (12 with Ph.D. and two with J.D.), they also have some industry experience.

All faculty have completed one or more professional development programs, including:

- The Academic Advancement Network, including the Lilly Teaching Fellows Program and the Walter and Pauline Adams Academy for Instructional Excellence and Innovation. The Lilly program offers (\$8,000) a faculty member the opportunity to study effective teaching practices for a year.
- The Adams program provides a faculty member \$3,000 for professional development in teaching and learning. The School of Journalism matches \$1,500.
- The MSU Hub for Innovation & Learning offers fellows a one-month salary and the opportunity to work, in summer, on a project that will improve student learning.
- MSU's Office of University Outreach & Engagement provides a summer intensive workshop and time to develop a community engagement plan. The School of Journalism pays \$450 for each faculty member.

Additionally, the School supports faculty attendance at conferences and workshops that help keep instruction current.

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

The director evaluates all faculty each year. This assessment is based on the following:

- A Professionals Accomplishment Report, which lists all teaching, scholarship and outreach/service activities submitted by each faculty member every spring.
- The Union for Non-Tenure Track Faculty (UNTF) provides a form completed by the director after his/her annual meeting with each fixed-term faculty member.
- Tenure-stream faculty are evaluated similarly by the director according to MSU policy.
- MSU students evaluate the faculty by completing the Student Instructional Rating System (SIRS) survey form with the goal of assessing and improving course design and teaching performance. Results are available to the faculty member.

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

This unit is held in high regard on campus and in the profession. Faculty members have an excellent record of service to the School, the College and the University. Several have won prestigious awards, fellowships and other accolades.

SUMMARY:

The School has an outstanding faculty that appears to be collegial, goal-oriented, student-focused and mutually supportive.

Overall evaluation, compliance/non-compliance:

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.

The School of Journalism exists within the College of Communication Arts and Sciences, which states it is the nation's first college of communication and has international renown for its research profile. Not surprisingly, then, for both tenure-line and professor-of-practice faculty, research and creative productivity expectations are high. Faculty understand criteria for promotion and advancement. Professors of practice are given flexibility to create professional projects for development and the advancement of positive student outcomes.

Unlike many other schools in the discipline, Michigan State's School of Journalism does not provide for faculty without terminal degrees to be hired into tenured or tenure-track positions on a creative, rather than research track. This is a limiting factor in terms of recruitment of high-level professionals, and warrants consideration as the School struggles to hire more faculty of color.

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

The School expects faculty to submit research for publication and to attend professional conferences, and supports this financially. Faculty believe their travel is adequately, even generously supported. New faculty are offered multi-thousand-dollar start-up funds to support research and travel. Each faculty member receives an annual allotment for travel, up to \$2,500 for the current year with a College-mandated cap of \$4,000 for participation in international meetings. Should additional funds be needed, faculty can request money from the School's endowment, which is substantial.

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

As noted earlier in this document, expectations for faculty research and creative activity are clearly noted. Tenure-track faculty are not union members; professors of practice and adjunct faculty are unionized. This has apparently helped smooth some faculty merit pay and equity issues.

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 production of the School of Journalism's faculty, particularly in the research realm, is impressive. Since the previous accreditation six years ago, faculty have received 165 awards and honors, as well as 26 internal and 69 external grants. During this reporting period they published 40 scholarly books, four textbooks, and 11 edited books. Additionally, they published 172 articles in refereed journals, 562 non-refereed publications and authored 182 conference papers. The chart below provides additional data.

Some faculty expressed concern that the School, and even more so the College, places too much emphasis on grant production in recruiting new faculty and assessing tenure and promotion. As one

research-focused, tenured faculty member put it: “There is an extreme focus from the College on big-dollar grants, a culture of having to look for money, rather than researching what you want to. They should make allowances for areas of intellectual inquiry that don’t generate big dollars.”

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

The University, College, and School encourage a climate of intellectual curiosity. Faculty understand that even with a demanding research, teaching and service load they must produce academic research and other creative activities. Additionally, faculty in School are congenial and support each other, celebrating efforts and strengths they each bring to the School.

SUMMARY:

Faculty know that they work at a major AAU research university and respect each other’s creative and scholarly efforts. Their output contributes to the School’s solid national and international reputation.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

Scholarship, Research, Creative and Professional Activities

	Total	Individuals				Totals
	from	Full Associate	Assistant	Other		
	Unit	Professors	Professors	Professors	faculty**	
		(7)	(4)	(3)	(14)	(28)
Awards and Honors	165	66	31	12	56	165
Grants Received Internal	29	14	12	2	3	31
Grants Received External	69	26	26	6	16	74
Scholarly Books, Sole- or Co-authored	40	19		1	23	43
Textbooks, Sole- or Co-authored	4	6				6
Books Edited	11	1	7		3	11
Book Chapters	72	49	26	4	5	84
Monographs	0					
Articles in Refereed Journals	172	68	108	34	2	212
Refereed Conference Papers	186	62	147	18		227
Invited Academic Papers	83	16	53	17		90
Encyclopedia Entries	1		1			1
Book Reviews	0					
Articles in Non-refereed Publications	563	562	7	3	27	599
Juried Creative Works	6	8	2			10
Non-juried Creative Works	46	23			55	78
Other (please specify)	94	7	20	8	59	94

*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.

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.

The College of Communication Arts and Sciences, of which the School of Journalism is a part, has a central academic advising office for undergraduates. Specifically, the School has one full-time academic advisor, who informs students of degree requirements and their progress and also provides information about other learning opportunities. Because of the heavy load, the unit is adding a half-time journalism advisor this year.

Each semester, the advising office surveys all students who use it. In the most recent surveys, journalism students have reported a high degree of satisfaction with the work of their advisor. Of those responding, 99 percent either strongly agreed or agreed their advisor listened to them and was respectful, and 98 percent said the counselor's advice was accurate. However, in a conversation with the site team, numerous students said the office was overloaded and that long waits of several weeks to see the sole advisor were common. One student reported a wait of month to see the study-abroad advisor. One day a week the advising office offers drop-in meetings with advisors. Information is also available to students online and by phone. Students can track their progress online, and degree checks are sent to seniors at the end of each semester. Advisers also track the 72-hour rule and remind students of the requirement.

The College has a career center with several staff members and a software program, Handshake, that lists internship opportunities and job openings. Faculty members and students say, however, that faculty do much of the advising on internship, job and careers. Students told the site team that while they may attend the career center's resume class, they depend on faculty to help them hone their resumes, cover letters and portfolios and to provide connections in the industry. Some faculty said students don't use the career center very much for career advising because the advising staff are not journalists and have little knowledge or connections in the field. Faculty members say a heavy load of career and internship advising falls on them.

b). Faculty are available and accessible to students.

Faculty members are required to have 2 hours of office time a week for each course taught, but they are available to students informally as well. Faculty members said they enjoy working with students and providing both academic and career advice. Students have universal praise for the support and mentoring faculty members provide. When the site team asked a group of students what the best thing about their experience in the School, they immediately said the faculty. "They spend time with us, they care about us, they want us to succeed," said one. "They don't sugar coat what we'll face—they set high standards," said another.

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

When students first enroll they are given an easy-to-understand one-page document with all degree requirements. Information about requirements for graduation come from the unit's academic advisor and include indicators of progress toward graduation, four-year plans, and the College's advising syllabus. When they are juniors and seniors, students are sent "degree checks" each semester to ensure they are on course to graduate. The College puts out a weekly newsletter with information from the Academic and Student Affairs Office and the Center for Careers and Internships. Postings and flyers in the halls provide a wide range of enrichment opportunities and potential internship/career leads.

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

Students can choose from a rich variety of extra-curricular activities and opportunities that enhance learning, provide invaluable hands-on experiences, develop critical-thinking skills and complement the academic program. The self-study lists 10 extracurricular media organizations, ranging from The State News, the student-run print and digital campus newspaper, to the Spartan Sports Report, an online video highlights and analysis show; VIM Magazine, the student-run fashion, beauty and lifestyle magazine of MSU; and WKAR public radio, TV and website.

In addition, many communications-related clubs and organizations allow students to explore their interests, form networks, and meet professionals. The groups include university chapters of groups such as the National Association of Black Journalists, the Society for News Design, and the Association of Women in Sports Media, as well as independent groups such as the MSU Documentary Filmmakers Club, the Spartan Broadcasters, and the Environmental Journalism Association. Students say they value the groups for professional development and networking.

More than 100 professional journalists visited the campus last year to speak in classrooms or give public lectures. These professionals often have lunch with students and faculty to discuss the current state of the industry and the training that is needed by today's journalists.

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

The unit publishes on its website the retention rate for first-year students for the most recent year. It also publishes the "average" number of years it took students to graduate in the most recent graduating class (4.02 years). It does not publish graduation rates on its website. The average number of years to graduate is a useful number, but it leaves out the students who do not graduate and therefore can be misleading. Graduation rate tells the story more fully.

In the self-study, the unit says the most recent six-year graduation rate was 77.2 percent, down from 82 percent in the last accreditation review. The University's rate is slightly higher at 80 percent. Users of the School's website are unable to see trends over time regarding retention and years to graduate, as only the most recent year is published. The University publishes online university-wide graduate rates for 17 years.

The retention rate for the School is reported online as 96.4 percent, higher than the rate for the University (91.6 percent) and the rate in the prior review year (91.8 percent).

SUMMARY:

While the centralized academic advising system is overloaded, and waits for appointments can be long, students praise the care and accuracy of the advising they receive. Even more so, they universally praise the academic support and career advising they receive from faculty members. Students have a wide range of extracurricular opportunities, from the campus newspapers to WKAR public, and also communications-related clubs, such as the Society of News Design and the Association of Women in Sports Media.

**Overall evaluation, compliance/non-compliance
COMPLIANCE**

PART II — Standard 7: Resources, Facilities and Equipment

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.

School funds flow from the Office of the Provost to the College of Communication Arts and Sciences to the School of Journalism. The School budget for the 2019-20 academic year is \$4,158,348, an 11.5 percent increase over the previous year. This is particularly impressive given that the School's enrollment is down 6 percent year over year.

The School also has access to a designated endowment of \$6,158,000, and the College has an endowment of about \$30 million to serve all of its units. The dean of the College shared that among the units in the College, the alumni of the School of Journalism are particularly generous donors, despite the fact that they often earn less than the alumni of other units.

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

The School of Journalism is clearly treated fairly relative to other units within the College. Due in large part to ACEJMC accreditation, class sizes are smaller and the ratios of both faculty to students and advisors to students are better than in some other units within the College.

Notably, however, chairs of the other units expressed no resentment nor jealousy and instead expressed admiration for the School of Journalism and its strong reputation.

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

The School is housed in the College of Communication Arts and Sciences, a large and impressive building on the sprawling MSU campus. The facility was built in 1982 and expanded later. Through the years, many changes have been made to increase and improve instructional space. The other units in the College, as well as the Dean's office, are also in the building.

Particularly striking is the "Spartan Newsroom," a combination classroom and studio space that allows for state-of-the-art multimedia production and collaboration. It is equipped with fixed, professional-level, high-definition cameras, some of which are remote-controlled on robotic platforms. The School has two other TV studios that are utilized both for classroom and student production use. Undergraduates produce a weekly news and public affairs program that reaches an audience via the University's internal cable system, Facebook, and YouTube.

Throughout the building are other spaces for meetings and collaboration, and the facilities are kept clean and green – as in the color – reflecting a spirit and pride in the University. A warm, friendly atmosphere permeates the building.

Faculty offices and classroom labs feature an abundance of computers and appropriate software to assist with scholarship, teaching, and learning. Noteworthy are 8 MAC-equipped classrooms heavily used for classroom instruction. Labs may be used by students during non-class time. Also available are audio-

recording suites.

The building also houses other units in the College of Communications Arts and Sciences, including the College Dean's office and staff.

The original building was completed in 1982, but later a major addition was added. Through the years, other building changes have been made to increase instructional space. School offices are modern and well equipped. Faculty offices and classroom labs feature an abundance of computers and appropriate software to assist with scholarship, teaching, and learning.

In conversations with students, there was one area of grievance in regard to resources: limited access to the Adobe Creative Cloud suite. The College recently announced it is adding the suite to more computers, but the access will still be limited. While some universities are purchasing site licenses that make these important tools available to all students and faculty free of charge, in the MSU School of Journalism they are only available in computer labs unless students and faculty pay a direct subscription fee to Adobe.

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

The University hosts a major research library and students and faculty have the level of access to digital resources that one would expect at an institution of this size and reputation.

SUMMARY:

This unit is clearly valued by the University administration, as reflected in budget, resources and facilities. Although the School's building is far from new, it has been nicely maintained and updated, reflecting continuing investment from the College and University.

Overall evaluation, compliance/non-compliance:

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 keeps touch with its alumni, largely through its website and social media. For example, a monthly e-newsletter featuring School events, awards, alumni news and internships is distributed to 30,000 alumni and current students. Alumni often speak in classes or have informal conversation with students, including advice regarding internships and careers.

Eight journalism alumni serve on the 20-member Alumni Board of the College of Arts and Sciences. They provide guidance and deep knowledge of the current state of journalism and their expertise enriches the student experience. Each year, the college's Alumni Board recognizes outstanding alumni and faculty to be honored at the annual celebration event for their outstanding achievements, service to the community and enduring impact on students.

The University maintains the alumni database for all MSU, and faculty say the unit does not have ready access to it for the purpose of career networking.

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 unit enriches the news landscape of Michigan through its leadership in high-quality news production by students. The examples are many, including the Capital News Service, covering state government carried by many Michigan newspapers; coverage of the greater Lansing area on Community News; Focal Point TV News, covering the MSU campus; and the Great Lakes Echo, an environmental news service covering the Great Lakes region.

The School also is the home of the Michigan Journalism Hall of Fame, honoring outstanding journalists from Michigan who have improved the quality of the profession and advanced the legacy of a free press. Students attend the banquet free of charge and have an opportunity to meet successful journalists. Two other annual events that promote high standards of professional practice are the Neil Shine Ethics Lecture, named for the late publisher of the Detroit Free Press, and the Mary Gardner Lecture focusing on journalism topics in Latin America.

Professors are involved in many professional organizations, allowing them to stay current on trends and developments in journalism. Those organizations include Michigan Association of Broadcasters, the Michigan Press Association, the Radio Television Digital News Association, the National Association of Black Journalists, the Society of News Design, the Online News Association, the National Press Photographers Association, and many more. MSU faculty serve on the boards of a number of national journalism associations, including the Society of Environmental Journalists, the Association for Women in Sports Media, and the Michigan Association of Broadcasters.

A faculty member who was once president of the National Press Photographers Association brought the

organization to MSU for five years to do its annual judging of the national Best of TV Photojournalism and TV Video Editing. The judges and other professionals gave an open talk one evening during the give-day judging. Results of the judging were streamed via social media.

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 AEJMC and other journalism education groups, and some help lead those organizations. In fact, Director Vos is the incoming president of AEJMC.

Faculty have served on the editorial boards of each of the AEJMC journals: Journalism & Mass Communication Quarterly, Journalism and Mass Communication Education and Journalism and Communication Monographs. They also serve on editorial boards of other communication journals, some with international reach, such as the International Journal of Communication, the Consortium for Latin American Studies Programs and the Central Eurasian Scholars and Media Initiative.

In an innovative assignment, students in a journalism class produced a book telling their professors what works and doesn't work in the classroom: "To My Professor: Student Voices for Great College Teaching." It was supported by a grant from the MSU Office of Inclusion and Intercultural Initiatives and is now available on Amazon.

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.

Several curricular initiatives serve the community in direct ways. For example, the Knight Center for Environmental Journalism provides significant outreach and service to public, scientists and other researchers. The self-study included a long list of workshops, conferences, presentations and lectures, from Michigan to Kenya.

In another example, two faculty members won a grant from ONA to research Michigan's "Schools of Choice" program, resulting in a website and student-produced magazine that was sent to every school in the district. Teachers and parents read the magazine and many asked for more copies.

Faculty members have a wide range of service and leadership roles in the community. For example, one faculty member is on the FlintLead Registry Advisor Board. Another is on the NCAA Women's Basketball Oversight Committee and is a director of the MSU Federal Credit Union. A third is on the Board of the Michigan Coalition for Open Government; a fourth volunteers at the Crossroads Soup Kitchen in Detroit and a fifth has reviewed grant proposals for the Singapore Ministry of Education .

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

MSU has housed the Michigan Interscholastic Press Association (MIPA) since 1982. MIPA sponsors workshops, conferences and camps that annually attract more than 4,500 attendees from high schools and middle schools. In the spring it sponsors an awards program that attracts more than 4,000 nominations. Faculty members judge many of the entries.

The School sponsors another well-known high school program, the Crain MSU Detroit High School

Journalism Program, which links hundreds of Detroit students a year with the unit and connects them with professional mentors. The program is coordinated by the faculty in partnership with Crain Communications Inc. Faculty members, along with Crain professionals, visit participating schools, most of them Title 1 low-income schools, to support and mentor students and teachers in the creation of a citywide print and online newspaper, Dialogue. The program also helps build a pipeline for minority students to collegiate journalism.

SUMMARY:

Faculty and students of the School of Journalism provide important service to the MSU community and the larger Michigan community through publications and broadcast media that inform on issues from the environment to the statehouse to sports. Faculty serve the profession and the academy through membership and leadership in state and national groups.

Overall evaluation, compliance/non-compliance:

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.

• Who is in charge of the assessment program (e.g., administrator, sequence coordinator or faculty committee)?

All faculty in the School are involved in the assessment data collection and analysis. The director is in charge of the overall assessment effort; a faculty member assumed the task of drafting the self-study narrative for this standard.

• How has the unit verified that core and required courses cover all 12 of ACEJMC’s professional values and competencies?

The director works with faculty creating required courses to ensure that all 12 professional values and competencies are covered. In particular, the School’s Undergraduate Affairs Committee is responsible for oversight of this imperative.

• How has the unit ensured that the syllabuses for these courses state learning outcomes that address the values and competencies appropriate for each course?

Each faculty member is directed to include this in each course syllabus and the director reviews them to ensure this occurs. Each semester, course syllabi are collected, reviewed and catalogued by the director.

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

• What direct measures of assessment does the unit use, where in the curriculum and when?

The unit has a written assessment plan with both direct and indirect measures to evaluate learning. The direct measures include an assessment survey, measuring students’ knowledge in professional competency areas when they enter the program and when they leave. Employers sponsoring interns also evaluate skills at the end of each semester.

Additionally, student work in the capstone course was evaluated. Data were obtained every semester of every year.

• What indirect measures does it use, where and when?

In indirect methods, six measures are used. They are the following:

- 1) Survey of interns to determine how they rate their own preparation for the professions. This is planned for the end of each semester.
- 2) Faculty rate value and competency of their own courses

- 3) At end of each semester, a survey by the College seeks to determine job status of grads.
- 4) Student course evaluations are used to inform how to improve learning.
- 5) Ongoing presentations of courses are made at faculty meetings.
- 6) Awards and honors for outstanding work are reviewed at the end of each semester.

The faculty reviewed these assessments in on-going multi-year curriculum discussions. The results were implemented in 2018.

• Are these measures effective for assessing ACEJMC's professional values and competencies?

In the judgment of the site team – and previous site teams – these measures, which are under continuing evaluation and updating, have been effective in assessing professional values and competencies.

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

• How does the unit collect and analyze the findings and identify unsatisfactory learning of specific values and competencies?

Incoming students completed the assessment survey in JRN108 World of Media. Outgoing students took it in the capstone JRN 400 Spartan Online. The findings did uncover elements that were not sufficiently covered in the curriculum, and the unit worked to “close the loop” with curricular revisions. Also, it was determined that the survey should be given at the beginning of the semester for incoming students and at the end of the semester for outgoing students.

• What specific values and competencies had graduating classes not mastered satisfactorily?

It was determined from results that students were not learning sufficient journalism history.

• How does the unit decide how to address these areas of concern and what actions did it take to do so?

Faculty discussions were held and suggestions made to revise the curriculum. At the time journalism history was included in JRN 108 The World of Media and students were required to take an additional course of their choice in the history department. JRN 425 was an elective. In the revised curriculum, students are required to take JRN 425 in addition to getting some history in JRN108. JRN425 was changed to JRN325 so students will take it before their senior year. This proved to be a correction approved by faculty and now in place.

• How does the unit evaluate whether its actions overcame the weaknesses in student learning and what were the results?

The change is in place as of 2019 and the units will measure its success at the end of the semester and school year.

• Was the program of data analysis and action effective for identifying and overcoming unsatisfactory student learning?

All data are collected and provided to faculty and School professionals and alumni to help foster student learning.

The Undergraduate Affairs Committee reviews data from the assessment activities, each year, and then reports those outcomes to the faculty for further review. The result is that from those outcomes, change is encouraged and learning is enhanced.

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 unit maintains a close relationship with alums. Many alums supervise interns from the School and provide feedback on measurement surveys. They also help students with career preparedness in interviewing, developing skills, work ethic, etc. Alumni judge student award competitions. They are frequent guest speakers and panelists.

American Press Institute (API) researchers analyzed a survey of alums from the top 22 journalism programs about their views on the industry and how prepared students were. Responses from MSU alums were separated from the rest and were presented to a faculty meeting. Subsequent revisions to the curriculum were made.

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

As previously noted, professionals, especially School alumni, are part of the assessment process.

SUMMARY:

This School has had a compliant assessment process in place for several cycles and continues to work to improve it. There is strong evidence that the faculty uses results to improve curriculum and student learning.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS:

- A dedicated, accomplished faculty that represents excellence both in scholarship and professional practice.
- Diversity in the student body, cultivated through serious recruitment programs, and a clear commitment to DEI values in curriculum and culture.
- Extensive on-campus opportunities for students to develop professional-level skills using state-of-the-art technology and facilities.
- An engaged and generous alumni population.

WEAKNESSES:

- Insufficient diversity in the faculty, and in particular a dearth of African American professors in a context in which they are needed.
- A passive faculty-recruitment process that relies too heavily on strong candidates finding the School, rather than vice versa.
- Academic advising, while excellent in its quality, is overloaded, resulting in unacceptably long waits for student appointments.

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

None

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

- The insufficient diversity of the faculty, and especially the lack of African American faculty, is a serious issue that emerged repeatedly in conversations with students and many faculty members. As noted above, the recruitment process for faculty is far too passive to produce change here.
- By far, the predominant complaint of students is the difficulty in securing advising appointments in a timely manner.

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.

In the last accreditation review, the unit was found in compliance on all standards. However, three areas were cited for potential improvement, and all were addressed:

- A need for more focus and clarity for broadcast/electronic journalism. The School has revised this concentration and now has a clearer, more current curriculum, better facilities and a better overall program as reflected by its first win as Michigan's College Television Station of the Year.
- More focus on diversity throughout the curriculum, particularly related to newsgathering. This has been a clear focus during the latest review period, including introduction of a course called "Bias Busters," which has resulted in publication of diversity guides.
- A need to organize assessment results into a framework that clarifies areas of success and challenge in student learning. The School has clearly made an effort to "close the loop" in assessment and the recent curricular changes were informed by assessment findings.

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 disappointing, and problematic for the site team during the visit. We spent inordinate time probing inconsistencies and seeking accurate information. The director was helpful in resolving the questions.