Report of ACEJMC Evaluation

Undergraduate program
2021–2022

Name of Institution: Indiana University

Name and Title of Chief Executive Officer: John Applegate, Interim Provost

Name of Unit: Journalism Unit in the Media School

Name and Title of Administrator: James D. Kelly, Unit Director

Date of 2021-2022 Accrediting Visit: Oct. 24-27, 2021

Date of the previous accrediting visit: Jan. 25-28, 2015

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Recommendation by 2021-2022 Visiting Team: Provisional

Prepared and submitted by:

Team Chair
Name and Title: Joel Kaplan, Associate Dean for Graduate Programs
Organization/School: S.I. Newhouse School of Public Communications at Syracuse University
Signature _____

Team Member
Name and Title: Shirley Staples Carter, Associate Dean for Diversity, Equity and Inclusion
Organization/School: College of Information and Communications, University of South Carolina
Signature _____

Team Member
Name and Title: Vincent Duffy, News Director
Organization/School: Michigan Radio
Signature _____

Team Member
Name and Title: Janet Rose, Professor of Practice and Director, The Agency
Organization/School: William Allen White School of Journalism and Mass Communication, University of Kansas
Signature _____

Please indicate if team members participated on site or virtually only:

On site: All members on site

_____

Virtually: _____

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PART I: General Information

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Name of Institution: Indiana University

Name of Unit: Journalism Unit

Year of Visit: 2020-2021, postponed to 2021-2022

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
_X_ 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
_X_ Public
___ Other (specify)

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

The creators of Indiana's first constitution in 1816 mandated that the General Assembly provide, by law, for a general system of education, including a state university where "tuition shall be gratis, and equally open to all." The bill was signed in January 1820. The university was known as Indiana Seminary and opened in 1824. In 1828, it was renamed Indiana College and offered a broader range of courses. In 1838, the college was renamed Indiana University. Its new charter called for departments of law and medicine. The 1838 General Assembly statue declared: "There shall be, and hereby is created and established, a university adjacent to the town of Bloomington, in the county of Monroe, for the education of youth in the American, learned and foreign languages, the useful arts, sciences (including law and medicine) and literature, to be known by the name and style of the 'Indiana University,' and to be governed and regulated as hereinafter directed."

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

_X_ Yes
___ No
If yes, give the date of the last accrediting visit: January 2015

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1948

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

The Educational Mission of the Journalism Unit is to foster critical thinking about media institutions and diverse domestic and global audiences, encourage ethics in an international environment, and develop skills in our students for journalism, public relations and other media professions.

This mission is both academic and professional; it is about learning, teaching and doing as informed by our core values of excellence, innovation, diversity, integrity and social responsibility.

We are committed to supporting high-caliber scholarly research and creative activity in journalism, public relations and other forms of public communication, to liberal arts education, and to professional practice in media work.

Statement is part of the IU Journalism Five-year strategic plan.pdf

7. What are the type and length of terms?

Semesters of _16_ weeks
Quarters of _____ weeks
Summer sessions of _varied_ weeks
Intersessions of _____ weeks

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

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

9. List the specific 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:
(Specify semester-hour or quarter-hour credit.)

120 semester credit hours

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

1 to 3 credits per internship; up to 6 credits in internship may count within the 120-hour total.

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

Name of Sequence or Specialty	Person in Charge
News Reporting & Editing concentration	Elaine Monaghan
Public Relations concentration	Nick Browning

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

In Fall 2019, there were 33,084 undergraduate students enrolled at Indiana University-Bloomington. There were 32,986 in Fall 2020 and 34,253 in Fall 2021.

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):

Name of Sequence or Specialty	Undergraduate majors in 2019
News Reporting & Editing concentration	219
Public Relations concentration	189
Pre-majors	73
Total	483

Name of Sequence or Specialty	Undergraduate majors in 2020
News Reporting & Editing concentration	211
Public Relations concentration	208
Pre-majors	50
Total	469

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 2021	section	course name	enrolled
MSCH-H 225	5926	EPS Reporting, Writing, and Editing I	16
MSCH-C 225	34899	Reporting, Writing, and Editing I	14
MSCH-C 225	7971	Reporting, Writing, and Editing I	18
MSCH-C 225	13750	Reporting, Writing, and Editing I	18
MSCH-C 225	7972	Reporting, Writing, and Editing I	17
MSCH-C 225	7973	Reporting, Writing, and Editing I	16
MSCH-C 225	7974	Reporting, Writing, and Editing I	18
MSCH-C 225	7975	Reporting, Writing, and Editing I	18
MSCH-C 225	38775	Reporting, Writing, and Editing I	18
MSCH-C 225	38776	Reporting, Writing, and Editing I	18
MSCH-C 226		Visual Communication (skills labs)	
	7978		18
	7979		17
	7980		18
	7982		17
	7981		18
	7983		18
	7990		18
	7985		18
	7986		18
	7987		18

	section	course name	enrolled
	7989		18
	7988		18
	9441		18
	9442		18
	9260		18
	9261		17
MSCH-J 303	7996	Online Reporting	14
MSCH-J 341	9629	News Reporting	15
MSCH-J 343	8804	Broadcast News	14
MSCH-J 343	37814	Broadcast News	7
MSCH-J 351	34090	News editing	14
MSCH-J 353	8005	Advanced Broadcast News	9
MSCH-J 360	12959	Intro to Podcasting & Radio	16
MSCH-J 362	9048	Journalism Multimedia Storytelling	14
MSCH-J 363	35634	Web & Mobile Design	13
MSCH-J 363	35636	Web & Mobile Design	13
MSCH-J 385	8006	TV News Reporting & Producing	8
MSCH-J 460	11263	Immigration Reporting	13
MSCH-J 460	12413	Entertaining Media and Politics	6
MSCH-J 463	9100	Graphic Design	18
MSCH-J 463	13617	Graphic Design	18
MSCH-J 463	11502	Graphic Design	18
MSCH-J 464	30950	Infographics	9
MSCH-J 465	9274	Graphic Design II	18
MSCH-R 349	5050	PR Writing	18
MSCH-R 349	6538	PR Writing	18
MSCH-R 349	12434	PR Writing	18

Fall 2021	**section**	**course name**	**enrolled**
MSCH-C 225	17066	Reporting, Writing, and Editing I	18
MSCH-C 225	17071	Reporting, Writing, and Editing I	18
MSCH-C 225	23470	Reporting, Writing, and Editing I	18
MSCH-C 225	23471	Reporting, Writing, and Editing I	18
MSCH-C 225	46469	Reporting, Writing, and Editing I	17
MSCH-C 225	46476	Reporting, Writing, and Editing I	14
MSCH-C 225	17068	Reporting, Writing, and Editing I	16
MSCH-C 226		Visual Communication (skills labs)	
	17134		18
	43480		15
	43481		18
	17135		18
	17136		18
	17137		18
	17138		18
	43483		18
	42486		18
	18801		18
	18802		16
	19937		18
	19939		18

MSCH-C 250	42474	Story Lab I	18
MSCH-C 250	42475	Story Lab I	17
MSCH-C 250	42476	Story Lab I	18
MSCH-C 250	42477	Story Lab I	17
MSCH-J 315	43593	Feature Writing	17
MSCH-J 331	44034	Podcasting I	16
MSCH-J 341	20944	News Reporting	16
MSCH-J 342	17081	Magazine Reporting	12
MSCH-J 343	17057	Broadcast News	16
MSCH-J 343	46839	Broadcast News	8
MSCH-J 344	18897	Photojournalism Reporting	7
MSCH-J 351	43538	News Editing	13
MSCH-J 353	17059	Advanced Broadcast News	8
MSCH-J 360	42525	Data Analysis for Journalism & PR	11
MSCH-J 360	43457	Disruptors: Internet Industries	14
MSCH-J 360	44280	Video Producing	14
MSCH-J 360	45460	Graphic Design Basics	6
MSCH-J 362	12755	Journalism Multimedia Storytelling	16
MSCH-J 363	23923	Web & Mobile Design	17
MSCH-J 365	21438	Graphic Design I	18
MSCH-J 365	45468	Graphic Design I	18
MSCH-J 365	45470	Graphic Design I	18
MSCH-J 385	17063	TV News Reporting & Producing	10
MSCH-J 401	43420	Depth Reporting & Editing	9
MSCH-J 402	43421	Depth Photojournalism	8
MSCH-J 404	42422	Depth Multimedia	8
MSCH-J 414	43532	Narrative Journalism	13
MSCH-J 465	21314	Graphic Design II	15
MSCH-J 465	40658	Graphic Design II	6
MSCH-R 349	14090	PR Writing	18
MSCH-R 349	16678	PR Writing	18
MSCH-R 349	18866	PR Writing	18

16. Total expenditures planned by the unit for the 2020–2021 academic year:
Give percentage increase or decrease in three years:
Amount expected to be spent this year on full-time faculty salaries:

The Journalism Unit (as reflected in Table 10) accounted for $3,836,683 in academic year 2020-2021.

The change over the last FOUR years (updated for COVID) is:

	2017-2018	**2018-2019**	**2019-2020**	**2020-2021**
TOTAL ANNUAL JOURNALISM	$4,175,075	$4,262,217	$4,429,207	$3,836,683
Percentage Change from Previous Year:		2.087%	3.918%	-13.378%

The amount budgeted for Journalism Unit salaries in 2021-2022 is: $2,700,028

17. List name and rank of all full-time faculty in the accredited unit in fall 2020. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

Faculty Members in **fall 2020**	Rank	Note
Browning, Nicholas Paul	Assistant Professor	
Coleman, Joseph M	Professor of Practice	
Comfort, Suzannah Evans	Assistant Professor	
Conway, Michael Thomas	Associate Professor	sabbatical
Fargo, Anthony L	Associate Professor	
French, Kelley Benham	Professor of Practice	medical leave
French, Thomas M	Professor of Practice	
Groobert, Dave	Lecturer	
Johnston, Kathleen Marie	Professor of Practice	
Kang, Minjeong	Associate Professor	
Kelly, James D	Associate Professor and Director	
Lanosga, Gerry	Associate Professor	
Layton, Bonnie L	Senior Lecturer	
Layton, Stephen	Senior Lecturer	
Mailland, Julien	Associate Professor	
Monaghan, Elaine	Professor of Practice	
Parameswaran, Radhika	Professor	
Peifer, Jason	Assistant Professor	
Ryder, Anne	Senior Lecturer	
Sarge, Melanie Ann	Assistant Professor	family leave
Schwab, William Edward	Professor of Practice	
White, Teresa Ann	Senior Lecturer	
Wood, Craig Park	Senior Lecturer	
Yang, Sung Un	Professor	Sabbatical

Faculty Members in **fall 2021**	Rank	Note
Nick Browning	Associate Professor	newly promoted
Coleman, Joseph M	Professor of Practice	
Comfort, Ryan	Assistant Professor	new hire
Comfort, Suzannah Evans	Assistant Professor	
Conway, Michael Thomas	Professor	newly promoted
Fargo, Anthony L	Associate Professor	
French, Kelley Benham	Professor of Practice	
French, Thomas M	Professor of Practice	
Groobert, Dave	Lecturer	
Jackson, Cheryl Owsley	Visiting Senior Lecturer	new hire
Johnston, Kathleen Marie	Professor of Practice	
Kang, Minjeong	Associate Professor	Sabbatical
Kelly, James D	Associate Professor and Director	
Lanosga, Gerry	Associate Professor	
Layton, Bonnie L	Senior Lecturer	
Layton, Stephen	Senior Lecturer	

Mailland, Julien	Associate Professor	Transfer
Monaghan, Elaine	Professor of Practice	
Parameswaran, Radhika	Professor	
Peifer, Jason	Assistant Professor	
Russ, Catfish	Lecturer	medical leave
Ryder, Anne	Senior Lecturer	
Sarge, Melanie Ann	Assistant Professor	
Schwab, William Edward	Professor of Practice	
White, Teresa Ann	Senior Lecturer	
Wood, Craig Park	Senior Lecturer	
Yang, Sung Un	Professor	

18. List names of part-time/adjunct faculty teaching at least one course in fall 2020. Also list names of part-time faculty teaching spring 2020. (If your school has its accreditation visit in spring 2021, please provide the spring 2021 adjunct list in the updated information.)

Spring 2020	Fall 2020	Fall 2021
Barber, Heather	Borman, Laurie	Borman, Laurie
Bowen, Kevin	Carney, Chuck	Carney, Chuck
Carrothers, Chad	Chambers, Alex	Chambers, Alex
Carney, Chuck	Carrothers, Chad	Davis, Jason
Chambers, Alex	Elgoharry, Yasmin	Dewig, Samantha
Higgs, Steven	Hogan, Jeremy	Ham, Yoosun
Dupree,Renee	Higgs, Steven	Higgs, Steven
Fields, Victoria	Hinnefeld, Steve	Kim, Eugene
Kincaid, Jay	Leonard, Mike	Kincaid, Jay
Leonard, Mike	Moore, Neal	LaFave, Jeff
Hinnefeld, Steve	Kincaid, Jay	Lee, Ejae
Moore, Neal	Morris, Les	Moore, Neal
Borman, Laurie	Brosher, James	Morris, Les
Morrison, Sean	Rund, Christopher Scott	Paul, Chris
Parham, James	Snyder, Barry	Rodenbush, Jim
Rund, Christopher	Zaltsberg, Robert	Snyder, Barry
Zaltsberg, Robert	Zhang, Andi	Zaltsberg, Robert
		Zhang, Andi
BOOT CAMP INSTRUCTORS		
Cabrera, Claudio	Boot camp courses are	Have not taught any during
Snyder, Barry	one credit hour courses	COVID emergency
Kenney, Mary	taught over one weekend	

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
2020-2021 academic year	112	112	100
2019-2020 academic year	142	142	100
2018-2019 academic year	169	169	100

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).

Indiana University has a long and storied history when it comes to journalism education. Journalism was first taught at IU in 1893; its Department of Journalism was established in 1911 though students could not major in journalism until 1932. The program was among the first to be accredited in 1948. In 1974, the Department of Journalism became the School of Journalism within the College of Arts and Sciences and in 1989 Journalism became an independent school, becoming inextricably linked with Ernie Pyle, the great World War II correspondent, being housed in Ernie Pyle Hall. However, shortly after journalism celebrated its centennial, the IU Board of Trustees, as part of its strategic plan, decided to create the Media School by merging journalism with telecommunications and parts of communications and culture within the College of Arts & Sciences. The four current units within the Media School are Journalism—the largest—followed by Cinema and Media Studies, Communication Science, and Media Arts and Production. All four units have a director who report to the dean of the school.

As could be expected, the move was somewhat controversial, particularly given that Journalism as an independent school was now being merged with three other units into a separate school within the College of Arts & Sciences. During the most recent accreditation visit, Journalism was in the midst of the merger, still housed in Ernie Pyle Hall. A year later Journalism, and the rest of the Media School, moved into newly renovated Franklin Hall. The unit was officially formed the year after the previous accreditation visit.

One particularly problematic aspect of the creation of the new school within Arts & Sciences is that the Memorandum of Understanding signed by the college in 2013 promised that Journalism would be a department. That promise never came to fruition though the other three units within the school are also not departments.

Another result of the merger is that the unit no longer has direct budgetary or curricular control though it still runs its own tenure and promotion process.

The unit has written a series of five-year strategic plans, though there was a gap from 2015-2019 as a result of the transition. During that time the ad hoc subcommittee spent time adapting previous policies to its new situation and creating new procedures. The new plan includes a vision statement and objectives. The unit annually updates its information on the ACEJMC database.

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

 The merger complicated faculty governance in that the Journalism Unit has its own faculty governance policies as well as follows the policies of the larger Media School. The Media School, in turn, operates within the College of Arts & Sciences. Tenure, promotion and salary recommendations are performed by the unit, which are reported to the dean of the Media School.

Searches for new faculty are conducted by the Media School. Once faculty are chosen, they can choose which of the four units to join.

However, curricular matters are not performed by the unit but by the school as a whole. Members of all

four units make up the committee, chaired by the school's director of undergraduate studies. Unit faculty are also members of the school's Faculty Advisory Board. Each unit elects two members to three-year terms and oversees strategic planning and curricular changes.

Interviews with the unit faculty members indicated few problems with the new governance structure and say the unit's relationship with the other three units in the school are generally productive and collegial. The unit's faculty meets monthly during the academic year and meets four times with faculty from the other units in the school.

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

The current unit director is the second director since the unit became part of the Media School. The first director is now the associate dean at the school. The current director is uniformly liked and appreciated for his advocacy on behalf of the unit's students and faculty. The school's interim dean says the unit gets more resources than the other three units in the school though that is partly because it is the largest unit within the school. The unit is highly regarded within the university.

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

The unit director is selected after receiving a two-thirds vote of the unit's faculty and then appointed by the dean. The director serves a four-year term.

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

The unit director handles most complaints from faculty and students concerning personnel and instructional issues. Support staff are part of a union and can be represented if there are complaints. Professional staff are expected to forward complaints to their supervisors. Nevertheless, almost all staff complaints go directly to the school and college. Likewise, grade appeals also go to the school and college and all adjuncts report to the school. A student advisory board reports to the associate dean.

SUMMARY: The unit has successfully transitioned from being a stand-alone school with its own dean to a unit within the Media School. Students and most faculty are pleased with the current leadership and like the new affiliation within the Media School.

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

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

Discussions of indicators b, c and e must describe and evaluate the individual academic sequences in the unit.

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.

Both of the graduating classes preceding the accreditation visit—2019-2020 and 2021—fully met the 72-semester credit hour requirement outside the journalism unit.

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 unit provides a balance between theoretical and conceptual courses and professional skills courses through its basic reporting course, and the required communications law course and capstone Media as Ethical and Social Institutions course. The unit's 2019 course mapping demonstrates how the Bachelor of Arts in Journalism concentrations in News Reporting and Public Relations emphasize the 12 ACEJMC professional values and competencies.

Since the 2014-2015 site visit evaluation, the journalism unit curriculum was adjusted to conform to the Media School core curricula requirement, but the unit maintains that the fundamental approach remains intact. For example, the two basic reporting courses (writing and visual) are being replaced by Story Lab I and Story Lab II, described by the unit as fundamentally multimedia focused. The specialization requirement is now optional and students in the News Reporting & Editing concentration take two additional laboratory-based courses focused on multimedia skills. Faculty and students praised this new focus that augments the unit's traditional theoretical and conceptual courses, and professional skills courses.

Major requirements

The major requires at least 39 credit hours (plus an outside minor or certificate), including the requirements listed below.

1. Bachelor of Arts in Journalism Core.
   a. Introduction to Media. One (1) course:
      - MSCH-C 101 Media
   b. Story Lab I. One (1) course:
      - MSCH-C 250 Story Lab I
   c. Story Lab II. One (1) course:
      - MSCH-C 251 Story Lab II
   d. Media Law. One (1) course:
      - MSCH-J 300 Communications Law
      - MSCH-H 300 Ernie Pyle Scholars Communications Law

     e. Statistics. One (1) course:
- CJUS-K 300 Techniques of Data Analysis
- ECON-E 370 Statistical Analysis for Business and Economics
- LAMP-L 316 Junior Seminar: Analytical Problem Solving
- PSY-K 300 Statistical Techniques
- PSY-K 310 Statistical Techniques

     f. Media Ethics. One (1) course:
- MSCH-J 410 The Media as Ethical and Social Institutions
- MSCH-H 410 Media as Social Institutions for Ernie Pyle Scholars

2. News Reporting and Editing Concentration.

     a. Journalism Principles. One (1) course:
- MSCH-C 203 Foundations of Journalism

     b. Journalism Gateway. One (1) course:
- MSCH-J 301 Story Lab III

     c. Converged Newsroom. One (1) course:
- MSCH-J 400 Converged Newsroom

     d. Journalism Research. One (1) course:
- MSCH-J 407 Current Issues in Media Law
- MSCH-J 409 Media Management
- MSCH-J 423 Public Opinion
- MSCH-J 448 Global Journalism: Issues and Research
- MSCH-J 450 History of Journalism

     e. Journalism Mastery. One (1) course:
- MSCH-J 385 Television News Reporting and Producing
- MSCH-J 401 Depth Reporting and Editing
- MSCH-J 402 Depth Photojournalism
- MSCH-J 404 Depth Multimedia
- MSCH-J 408 Investigative Reporting

     f. Journalism Skills Electives. Two (2) courses and six (6) credit hours:
- MSCH-B 332 Sports Writing and Reporting
- MSCH-B 333 Sportscasting
- MSCH-B 334 social media in Sports
- MSCH-B 340 Sports Video Storytelling
- MSCH-B 350 Esports Journalism

     g. Additional Requirements.
- At least nine (9) credit hours in the concentration must be at the 300–499 level.
- Except for the GPA requirement, a grade of C- or higher is required for a course to count toward a requirement in the concentration.
- A GPA of at least 2.000 for all courses taken in the concentration—including those where a grade lower than C- is earned—is required.

2. Second Concentration. One (1) of the following:
- College-approved Certificate or Minor
  - Complete a College of Arts and Sciences minor, certificate, or other credential transcripted by the College. If the credential is less than 24 credit hours, electives in MSCH-J or MSCH-R courses must be completed to reach 24 credit hours.
  - Students must follow standard policies for declaring these credentials. Completion of the B.A.J. second concentration will not result in automatic transcription of these credentials.

- Credit hours earned from coursework outside the College that are applied to credentials within the B.A.J. second concentration will be included in the 100 College of Arts & Sciences Credit Hours requirement. These credits from outside the College do not count toward the Bachelor of Arts in Journalism major hours limit, however.
  - Specializations
    - Complete at least one (1) B.A.J. Specialization (see full list below) plus electives to reach 24 credit hours. Students should consult with their Media School academic advisor about this option because there are limits to how many mass communication credit hours may be taken in the major.
    - The B.A.J. specializations are included on the transcript.

Public Relations Concentration

Major requirements

The major requires at least 39 credit hours (plus an outside minor or certificate), including the requirements listed below.

1. Bachelor of Arts in Journalism Core.
   a. Introduction to Media. One (1) course:
      - MSCH-C 101 Media
   b. Story Lab I. One (1) course:
      - MSCH-C 250 Story Lab I
   c. Story Lab II. One (1) course:
      - MSCH-C 251 Story Lab II
   d. Media Law. One (1) course:
      - MSCH-J 300 Communications Law
      - MSCH-H 300 Ernie Pyle Scholars Communications Law
   e. Statistics. One (1) course:
      - CJUS-K 300 Techniques of Data Analysis
      - ECON-E 370 Statistical Analysis for Business and Economics
      - LAMP-L 316 Junior Seminar: Analytical Problem Solving
      - PSY-K 300 Statistical Techniques
      - PSY-K 310 Statistical Techniques

   f. Media Ethics. One (1) course:
      - MSCH-J 410 The Media as Ethical and Social Institutions
      - MSCH-H 410 Media as Social Institutions for Ernie Pyle Scholars

Public Relations Concentration.
   - Public Relations Principles. One (1) course:
   - MSCH-C 208 Principles of Public Relations
   - Public Relations Gateway. One (1) course:
   - MSCH-R 349 Public Relations Writing
   - Public Relations Research. One (1) course:
   - MSCH-R 348 Public Relations Planning and Research
   - Public Relations Mastery. One (1) course:
   - MSCH-R 429 Public Relations Campaigns
   - MSCH-R 480 Bateman Competition
   - Public Relations Electives. Two (2) courses and six (6) credit hours:

- ▪ MSCH-J 360 Journalism Specialties (approved topics only; see academic advisor)
- ▪ MSCH-R 429 Public Relations Campaigns
- ▪ MSCH-R 431 Public Relations for Nonprofits
- ▪ MSCH-R 450 Public Relations Management
- ▪ MSCH-R 455 Social Media Communication Strategies

Public Relations Skills Electives. One (1) course:

- MSCH-B 332 Sports Writing and Reporting
- MSCH-B 333 Sportscasting
- MSCH-B 334 Social Media in Sports
- MSCH-B 340 Sports Video Storytelling
- MSCH-B 350 Esports Journalism

Additional Requirements.

- At least nine (9) credit hours in the concentration must be at the 300–499 level.
- Except for the GPA requirement, a grade of C- or higher is required for a course to count toward a requirement in the concentration.
- A GPA of at least 2.000 for all courses taken in the concentration—including those where a grade lower than C- is earned—is required.

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 Media School's curriculum is developed and implemented to meet professional expectations of current and anticipated digital, technological, and multimedia competencies. The journalism unit addresses these competencies in its journalism and public relations curriculum, state of the art advanced facilities, internships, hands-on media learning labs that include the Indiana Daily Student newspaper, the Beckley TV Studio, campus radio and television station WIUX and IUSTV, the Mark Cuban Center for Sports Media and Technology, the Center for International Media Law and Policy Studies, and the Michael I. Arnolt Center for Investigative Journalism. Both alumni and current students touted the Journalism Unit's effectiveness in delivering demanding and current multimedia skills.

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 Journalism Unit's student-faculty classroom ratios facilitate effective teaching and learning in all courses. None of the skills courses offered in Spring 2021 and Fall 2021 exceeded 18 students.

e). The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit.

The Journalism Unit strongly encourages but does not require students to take professional internships. Students may obtain internships that do not require academic credit, or they may earn up to 6 credit hours for internships. All for-credit internships must be approved before they begin and must pertain to subject matter taught in the school.

Internship courses include MSCH-X474 Journalism Internship available as a one, two or three-credit

hour semester class, the X472 Media Internship, and the Semester in Los Angeles program. The Journalism Unit's coordination with the Walter Center for Career Achievement offers students internships in academic, administrative, and athletic departments across campus.

The internship credit from either course may be applied as a journalism elective toward the student's degree. Students must register for the internship during the semester or summer session in which the internship occurs. The student's final grade is based on the reflection essays and employer supervisor evaluation.

Alumni and students praised the internship program but noted a lack of consistency in how it is implemented. This sentiment was echoed by students who said they were successful in landing their own internships but thought the internship selection and preparation process within the unit could be improved.

It seemed problematic that Advertising is not housed in any unit, as opposed to being part of the Journalism Unit.

SUMMARY:
The Journalism Unit in 2021 compared to the Journalism Department evaluated in 2014-2015 offers the same B.A.J. degree, but with curricular enhancements. The degree now offers two concentrations in news reporting and public relations, although advertising is now a part of the Bachelor of Arts in Media. The "new" Journalism Unit enrolls 469 students, including 211 in news reporting, 208 in public relations, and 50 designated as pre-majors. Journalism is the largest and only accredited unit in the Media School. The Journalism Unit faculty continue to provide current and demanding instruction to uphold the tradition of journalism excellence in the Media School at Indiana.

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 2019-24 diversity plan for the Journalism Unit, housed in the Media School in the College of Arts & Sciences, abides by the college's stated philosophy of valuing "diversity, equity and inclusion as a core strength of its educational mission." The unit also affirms the Media School's statement of values and vision in its *Action Plan for Recruiting and Retaining a Diverse Faculty*. The Journalism Unit's diversity plan covers curriculum, faculty, student body and climate.

The self-study provided the three diversity plans for the unit, school and college, noting that at the school level, there is a standing diversity committee charged with regularly assessing the school's progress on diversity issues and reporting back to the faculty and administration. At the Journalism Unit level, the advisory committee receives suggestions from faculty members for changes to unit policies and advises the unit director on a variety of issues, including diversity.

Although the diversity plans had specific objectives and actions to be taken on a regular basis, none of them noted progress toward completion or included metrics.

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.

A diversity audit of the journalism syllabi reveals several courses that foster understanding of issues and perspectives that are inclusive in terms of domestic concerns about gender, race, ethnicity and sexual orientation either as a learning outcome, in the course outline, or embedded in course content.

For example, a learning outcome for MSCH-C 101 Media, a foundational course is *Students will develop awareness of and sensitivity to the histories, cultures and political, social and economic realities of diverse groups and their representation in the media.*

A professor in MSCH-C 226 Visual Communication said he uses lectures and class discussions to try to help students understand how visual stereotypes have misrepresented various ethnic and racial groups, genders and members of the LGBT community in news coverage, ads and entertainment.

Many students have taken the Media School's Race, Gender and Media course, but it is not required. Students also felt the unit's curriculum was lacking in diversity, although diverse guest speakers have helped to fill the void. The Journalism Unit does not currently have a diversity course. The students are excited about a new course on Immigration Reporting that was first offered during the 2021 spring semester.

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 Media School is responsible for faculty recruitment. Open positions are considered Media School openings, not openings in specific units. Search committees are appointed by the dean or associate dean and always include faculty from the Journalism Unit, among others. After faculty members are hired, they choose which unit or units with which they want to be affiliated.

The previous university provost approved a five-faculty member cluster hire to address the diversity faculty deficiency in the Media School. Students called the Media School "overwhelmingly white" compared to other units at the university. The Media School has yet to begin this search that might result in up to four new Black faculty hires for the Journalism Unit, according to the Media School associate dean and interim dean. "Representation matters," said one student. The Journalism Unit currently has no Black tenure-track faculty. The Media School hired a Black woman as Visiting Professor at the beginning of the Fall 2021 semester, whom students have already begun to praise as a welcome addition to the program in the course and lab that she teaches.

Since the last accreditation visit, a well-regarded Black woman assistant professor in the unit left after the university failed to make her a competitive counteroffer.

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.

Currently, Black, American Indian/Alaskan Native/Asian/Hispanic/Latino students account for 27 percent of the student population in the unit. The unit's Black student population is more closely aligned with the area population, 4.8 percent compared to 4.9 percent.

The unit cites several tactics for attracting, recruiting and retaining a diverse student population. Chief among those are the highly regarded High School Journalism Institute, scholarships, and community outreach.

Students involved in diverse student organizations such as NABJ and NAHJ find it difficult to recruit diverse student members. They also felt that was the case with recruiting students to work on the Indiana Daily Student newspaper (IDS). Students feel that a diverse faculty will greatly enhance retention of students who are Black, Indigenous, and People of Color (BIPOC). "It is hard to recruit students in the Media School because you don't see faculty who look like them," said the student.

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 unit demonstrates a commitment to women and members of underrepresented groups through successful tenure and promotion outcomes and encouraging them to pursue leadership opportunities. The

current Media School associate dean is an Asian woman, who is also the Herman B Wells Endowed Professor, one of the university's highest honors. She is also one of three full professors; the others are a Korean man and white man. Two other faculty members, a Hispanic man and a Korean-American woman were both granted tenure and promoted to associate professor since the last accreditation visit. Three non-tenure track women were hired and promoted to senior lecturer, and two professors of practice are women. The unit also hired a Native American man as an assistant professor in fall 2021.

Faculty generally felt that the unit fosters a welcoming and supportive environment where they can flourish.

SUMMARY:
The unit has been unsuccessful in recruiting and retaining Black faculty in the last three accreditation cycles, including this one. They have been successful to some extent in diversifying the curriculum, but there are gaps that need to be filled, especially when students recognize them and point them out to the site team. Progress has been made, but more needs to be done to recruit and retain Black faculty. The new strategic cluster search when it launches could be a great start.

Overall evaluation, compliance/non-compliance: **NON-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.)

SCHOOLS LOCATED OUTSIDE OF THE UNITED STATES should adjust the response and listing below to best represent the racial/ethnic/socio economic groups of the area's population.

Academic year: 2019 – 2020 Full-time faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American	1	4	0	0
White	10	38	11	42
American Indian/Alaskan native	0	0	0	0
Asian	2	8	1	4
Hispanic/Latino (any race)	0	0	1	4
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	1	4

Academic year: 2019 – 2020 Part-time/adjunct faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American	0	0	0	0
White	7	27	17	65
American Indian/Alaskan native	0	0	0	0
Asian	0	0	0	0
Hispanic/Latino (any race)	0	0	1	4
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	1	4

Academic year: 2020-21 Full-time faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American	0	0	0	0
White	7	29	12	50
American Indian/Alaskan native	0	0	0	0
Asian	2	8	0	0
Hispanic/Latino (any race)	0	0	1	4
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)	1	4	1	4

Academic year: 2020 – 2021 Part-time/adjunct faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American	1	5	0	0
White	2	10	15	75
American Indian/Alaskan native	0	0	0	0
Asian	0	0	0	0
Hispanic/Latino (any race)	0	0	0	0
Native Hawaiian/other Pacific Islander	0	0	0	0
Two or more races	0	0	1	5
Other race	0	0	0	0
International (any race)	1	5	0	0

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.

The unit has 27 full-time faculty members, including 13 tenured or on tenure track, 7 lecturers and 6 professors of practice. A visiting senior lecturer also meets with the unit even though she is technically assigned at the school level rather than at the unit level.

Full-time faculty are selected via a search process decided by the entire school with each of the four units represented on each search. Those searches are conducted according to written university criteria. The search committees recommend candidates to the dean who negotiates employment. Once hired, each new faculty member can choose which of the four units to join.

Part-time faculty are also hired at the school level by the director of undergraduate studies in consultation with unit directors and approval by the dean. Such adjuncts can teach no more than two courses per semester.

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

The normal teaching load for tenured and tenure-track faculty is 2-2; lecturers have a 3-3 load and professors of practice have a 2-2 load with specific service related assignments like running awards programs or centers. Together, the full-time faculty teach a majority of the unit's core and required courses.

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.

All of the tenured and tenure-track faculty have PhDs and a majority of the lecturers and professors of practice have master's degrees. The unit has a nice balance between faculty who do scholarly work and those that do journalistic work and who maintain strong connections to the industry. Several members of the faculty have also won teaching awards.
Faculty are exposed to a number of teaching and professional development activities through the unit, which administers a teaching fellowship, as well as at the university level.

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

The unit expects all of its faculty—both full and part-time---be fully "engaged in the enterprise of teaching." Beyond annual reviews of all tenure-track and non-tenure track faculty who have yet to be promoted, the unit provides a campus-wide online course evaluation to every student in every class. The school adds five questions to that survey and faculty can add their own questions as well. Full-time faculty

are also regularly peer reviewed. The unit appoints peer reviewers to evaluate new hires in their first year and tenure-track and non-tenure track faculty are encouraged to engage in a peer review process every two years. The school has a written evaluation form and guide.

Part-time faculty are reviewed by the school's director of undergraduate studies in consultation with the unit director.

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

The strong history and admiration of journalism education on campus has followed the unit as it became part of the Media School. The faculty is not only respected among the other three units within the school, it is also respected throughout the Bloomington campus, particularly because of the award-winning student media that the faculty within the unit mentor.

SUMMARY:

The unit has a productive faculty of strong teachers and accomplished researchers in both the scholarly and creative realm. They are well respected and liked by their students and colleagues across the campus.

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 Journalism Unit values and supports faculty research, creative activity and professional activity. Faculty in the unit take pride in scholarly, creative and professional productivity, also in the unit's continued and relevant engagement in research and the professional fields. The current university climate also encourages eligible faculty to seek funding and competitive grants at the college, university and national levels.

The unit directly supports faculty research and professional activity though small grants, competitive grants-in-aid, summer faculty grants, start-up packages and travel to conferences. The unit director distributes discretionary funds for travel and for research or creative activity initiatives from funds allocated to the unit by the dean of the Media School. The dean also awards travel funding directly to faculty members engaged in activity that represents the school beyond the unit.

Due to the restructuring of the former School of Journalism to what is now a unit within a 4-unit Media School, the unit has limited autonomy regarding funding decisions, because the dean's office now makes significant funding and resourcing decisions. Legacy foundation funds, however, remain within the unit to be used at the unit's discretion.

Tenured faculty at IU Bloomington are eligible to apply for sabbatical leaves every seven years. Sabbatical leave for tenured faculty provides time to pursue research and professional development interests. Professors of Practice may receive full or partial pay for leave subject to approval by the dean. Administrative appointments receive one semester paid leave upon completion of their term.

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

The journalism unit adopted a five-year strategic plan in 2019, supplementing the Media School Strategic Plan adopted in 2017. This plan articulates the unit's mission, values and goals including indicators of success for research, and creative and/or professional activity. The plan details general procedures and criteria for hiring promotion and tenure "in tandem with any changes in Media School and university policies." It also lists processes for communicating hiring priorities to the Media School's Director of Undergraduate Studies (DUS) and concerns to the Media School's Advisory Board (FAB). Faculty and director hiring requests connect to "student enrollments, demands for specializations and faculty consensus on priorities in research and creative activity."

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

The unit's criteria for promotion, tenure and merit recognition are appropriate to each member's professional and scholarly specializations. Committees for tenure, promotion and merit recognition include faculty as specified by university policies. The unit director maintains open communications with faculty in conjunction with the school's dean and directors.

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.

Faculty members are active in publication, leadership and participation in conferences, workshops and professional organizations. Reported activity since the 2014 ACEJMC accreditation includes 23 active faculty, seven faculty members no longer on the faculty due to resignation or retirement and two faculty members who elected to join other units in the Media School. (See chart of Scholarship, Research and Creative Activities included in this section.)

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

The unit evidences a collegial, open and engaged professional climate reflecting and encouraging diverse professional and research interests. Research and creative activities cover a wide range of topics and ideas including environmental, health and sports media, broad interests and engagement in international travel and participation in global cultures, journalism, media, public relations and communications developments, ethics and law. This broad spectrum of faculty interests and mutual support create a climate of professional activity, engagement and enthusiasm for the unit's and individual faculty members' work and interests.

The Journalism Unit's five-year strategic plan outlines the importance of fostering and encouraging a supportive and open intellectual climate across a broad spectrum of goals, activities, values and culture.

SUMMARY:

The unit and the Media School support and reward faculty research, creative and professional activity to encourage faculty engagement and commitment to scholarly and professional achievement. The unit's activity and climate reflect strong ties to a broad range of faculty, industry and field of interests. The unit's 2019 strategic plan provides guidance to maintain and grow a sound and open intellectual climate successfully integrated into the Media School.

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

Scholarship, Research, Creative and Professional Activities

	Individuals					
	Total from Unit*	Full Profs (5)	Asso. Profs (6)	Assist. Profs (7)	Other Faculty** (16)	Totals (34)
Awards and Honors	69	5	7	20	37	69
Grants Received Internal	44	2	12	10	20	44
Grants Received External	16	0	8	4	4	16
Scholarly Books, Sole- or Co-authored	4	1	3	0	0	4
Textbooks, Sole- or Co-authored	0	0	0	0	0	0
Books Edited	3	1	2	0	0	3
Book Chapters	24	6	15	2	1	24
Monographs	6	0	6	0	0	6
Articles in Refereed Journals	72	17	19	40	0	76
Refereed Conference Papers	51	8	20	25	0	53
Invited Academic Papers	34	0	34	0	0	34
Encyclopedia Entries	0	0	0	0	0	0
Book Reviews	4	0	4	0	0	4
Articles in Non-refereed Publications	74	0	26	20	28	74
Juried Creative Works	0	0	0	0	0	0
Non-juried Creative Works	5	0	0	0	5	5
Other (please specify: Includes: invited professional talks, legal citations, work used in others' textbooks, appearances on national TV, professional blogs, conferences organized and panels served, invited conference presentations.	505	7	119	23	356	505

*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 academic advising in the Media School starts early, with major degree requirements explained for many prospective students during their high school visits. This information is shared during regularly scheduled visits by either the Media School's assistant director of recruiting or one of the school's academic advisors.

The degree requirement information is shared again numerous times through summer new student orientation sessions, and at group advising sessions that take place during Welcome Week at the start of freshmen semesters. Students at this time are also introduced to the online Academic Advisor Report that helps them track their progress toward graduation and view options for future courses that will meet those requirements.

The self-study provides many websites within the university where students can get information about degree requirements and related information. Perhaps most important among them is the website containing the Academic Advisement Report mentioned above, which is available to both advisers and students. Advisors go through these reports during advising sessions with students and students report they are clear, easy to understand and helpful.

The Media School employs six, full-time academic advisors and two are expert at requirements for the BA in Journalism. These academic advisors are formally evaluated every year by both the school and the college, including observation of advising sessions.

Centralized recording functions in the Media School allow the advisors to track student progress towards their degrees and improve compliance with graduation and accreditation requirements.

Surprisingly, the only time Media School students are required to meet with an advisor is when they first enter the school program, but it is recommended that students meet with an advisor each semester and they can sign up for an appointment online, visit during drop-in hours (during non-Covid times), or send an email if appointments are full. Students report their ability to track their own progress online and easily see which courses are required to advance towards their degree means regular in-person visits with their advisor are not always necessary.

Career advising takes place through the college's Walter Center for Career Achievement, which assigns an associate director of employer relations and a career coach to work with Media School students on career and internship placement. The career coaches advise students and provide one-on-one counseling sessions on a walk-in basis and by appointment. Students can receive help with resumes, cover letters and portfolio preparation, as well as working on interview skills.

Student opinions about the quality of the advising are collected in senior focus groups. In interviews with the students, they reported to site team members being happy with the advisors and their availability. They also praised the advisors for their knowledge of the curriculum and ability to suggest related courses students would find of interest.

b). Faculty are available and accessible to students.

Faculty members hold scheduled office hours for at least two hours each week and many are available during the day on a walk-in basis or by appointment. Faculty also communicate regularly with students through email and Canvas (the campus course program). Students report the faculty are widely and frequently available, including during off-hours when some students might need help with equipment in the field.

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

The Media School has a Director and Assistant Director of Student Services who are responsible for coordinating services among academic advising, career services, experiential learning, and undergraduate recruiting.

Information about the school, career information and notices about upcoming events and opportunities within the school are shared with students via a weekly electronic newsletter titled The Buzz, which is sent to all enrolled students every Wednesday. Much of this information is also shared on monitors located throughout Franklin Hall.

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.

The Media School offers more than two dozen student clubs and a wide array of programs and professional and social activities for the students. The school maintains a web page describing a wide range of organizations and activities supported by the school and available to students in the unit that include American Student Radio, National Association of Black Journalists, Public Relations Society of America, Ad Club of Indiana, Society of Professional Journalists and many others. Each organization has a faculty sponsor and financial assistance from the school.

The unit and school also have a number of impressive programs available to students including:

The Ernie Pyle Scholars program provides scholarships to 15 to 18 incoming freshmen each year, and provides them with opportunities including honors sections, a spring break week at the Poynter Institute, and a six-week "Summer in London" experience that includes course credit and an internship.

The Arnolt Center for Investigative Journalism – an independent, working newsroom teaching and producing investigative journalism through partnerships with other national and international news outlets.

An independent student newspaper (Indiana Daily Student or IDS), a student television station, a student radio station, a student run advertising and marketing agency, and a campus yearbook allow students to gain experience in varied journalism fields.

Several international travel courses that provide global experiences in Europe, Africa, Asia and Latin America including some including media internships.

The Media School also partners with many centers and institutes that allow students to expand their education including the Black Film Center, the National Sports Journalism Center, and the Observatory on Social Media.

Most students working towards a BA in Journalism also participate in a professional internship. Internships are not required but are strongly encouraged for students in the unit. Students may earn up to six credit hours for internships. The School, in conjunction with the Walter Center for Career Achievement, assists students with finding and applying for internships, although many students report securing professional internships on their own. Some students complained that this centralized approach to locating internships through the career center made it more difficult than if it were run entirely by the unit, but a clear majority of students do participate in internships.

Students and the businesses with which they intern both report that the students from Journalism Unit are generally better prepared for their internships than students from other universities.

There are also many academic, administrative and athletic department related internships available to students within the Media School.

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 IU Office of the Vice Provost for Undergraduate Education collects and maintains retention and graduation data. Enrollment data for the school and unit are gathered in house, pulling from the IU databases. The Media School director of administration and strategic initiatives along with the director of journalism, compile and analyze the enrollment, retention and graduation rate data for all students in the BA of Journalism degree.

The School saw a drop in second and third year journalism degree retention after the Journalism School became a unit in the larger Media School. This was happening even though retention rates within the school itself were not falling. The data indicate moving the journalism degree program into the Media School increased initial enrollment into the degree program, but that more students than before now transfer to other degree programs within the Media School after being introduced to the other majors and concentrations offered within the school. The trend seems to be strongest among students enrolling in the BA in Journalism degree program and switching to the BA in Media major. The School says this is a small percentage, and the majority of those who enroll in the BA Journalism degree program do graduate with a BA in Journalism.

The most recent retention and graduation data can be found on the Media School's website.

SUMMARY:

A staff of fulltime advisors combined with the Academic Advisor Report ensures students are aware of program and graduation requirements. Faculty are available to the students and students are kept informed about the unit through formal and informal communication methods. The School has numerous, varied and well-run extracurricular activities and student media outlets and adequate internship support. Enrollment data is available and efforts are underway to increase what has been declining enrollment in the Journalism Unit.

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.

The budget allocation for the Journalism Unit is part of the larger, central budget of the Media School. A detailed budget provided in the self-study breaks out the Journalism Unit's portion of the school's budget and indicates small but steady growth for the years leading up to and including the self-study year.

The unit shares the expenses for many of the administrative and support staff salaries with other units in the school, but budget lines for Journalism Unit faculty and lecturers, equipment, travel and research show continuity in the budget over time.

The resources are adequate to achieve the goals set forth in the Journalism Unit's strategic plan. The unit's strategic plan is much more specific than the strategic plan written by the Media School and leverages the new facilities and resources of the Media School well, to broaden the curriculum opportunities for the students.

The Journalism Unit has been able to supplement its budget allocations and create opportunities and programs for students through successful development efforts. The Ed Spray Control Room (television), the Beckley TV studio and the Arnolt Center for Investigative Reporting were all made possible due to substantial multi-million dollar gifts from School alumni.

The unit has also been able to keep control over its endowments which provides funds for student scholarships and faculty teaching enhancement.

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 resources allocated by the Media School to support the Journalism Unit are adequate to support its mission. The size of the journalism faculty has been maintained as part of the Media School. The resources given to the unit are fair compared to the other units in the school and cover staff initiatives such as guest speakers, special seminars, student clubs, and foreign travel for student classes.

When the Journalism Unit was its own school at Indiana University, it also had complete control over its research funding, which many faculty members described as more robust and easier to access in the past. Currently the research funding allocations are handled at the school level, and Journalism Unit faculty report it is more difficult to get the funding now than in the past but admit that the research funding allocations are fair when compared to other units within the school.

In the Fall of 2021, WIUX, the student radio station was denied continuing funding from the IU student government. IUSTV, the student run television station, similarly lost its student government funding in 2019. Both operations are now run with school funds. The stations remain editorially independent. A working group has created detailed suggestions to increase funding support for the student media outlets, including IDS (the student newspaper). These include pooling the business offices and shared advertising revenue. The interim dean asserts that the school will continue to provide funding for the student media outlets for as long as necessary, citing them as a crucial part of Indiana University.

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

The Journalism Unit is housed with the other units from the Media School in Franklin Hall, a former library that underwent a $21 million renovation. At the center of the building is a three-story Commons with a 24-by-12 foot video screen and numerous seating options for students to gather, watch news and sports on the screens, or work together or visit at tables.

While the renovated building can be initially difficult to navigate, what is found throughout the building is impressive. Numerous collaborative spaces and meeting spaces can be found throughout the building, as well as many classrooms outfitted with touchscreens, computers with Adobe suite, projectors, and software that allow students to share their work on screens and monitors with an app on their phone.

The building is also home to a media screening room with theater seating and a 14-foot screen, a multi-media lab with 40 iMac workstations open Sunday through Friday, a large and small television studio with fully digital control rooms and robotic cameras, a green-screen performance studio, virtual reality game-design labs, two large audio production studios, 16 video editing suites, and 14 audio suites.

All student media facilities can be found in Franklin Hall, including the IDS student newspaper newsroom and offices, the student-run radio station, and studios for IUSTV newscasts.

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.

Franklin Hall has an equipment check-out facility that gives students access to professional level Sony video and Canon DSLR still cameras, Tascam and Marantz audio field recording equipment, numerous types of microphones, and lighting equipment. The equipment can be reserved online and most of it checked out for 48 hours. Students report the equipment is always available and in good working order. Much of the equipment is reserved for class sections that will require its use.

One complaint from numerous faculty members involved the budgetary caps on computer equipment for faculty members. Many unit faculty members involved in creative production or teaching film or video require higher-end computers than the school allowance for computers will cover. Faculty members report being asked to use funds from their dedicated research account that is supposed to support their research and teaching needs to make up the difference in cost for the computers they need to teach their class or grade their coursework.

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

The unit or school do not have their own dedicated library in Franklin Hall but do share a dedicated librarian with other schools at the university's main library (Herman B Wells Library). One faculty member believes the librarian assigned to the Media School is "clearly spread too thin" but other faculty members say the librarian is helpful, or that they do not find a need to use the library. Students report the online search system for the library is easy to navigate and they are able to acquire the research materials they need.

Students say the main reason they go to the library is to read national newspapers for free, but also say the librarians are "super helpful" in assisting them with searches and locating research material or archived newspaper articles.

SUMMARY:

The Journalism Unit's budget is part of the Media School's budget as a whole. The Journalism Unit's portion of the budget is stable and adequate for the unit to achieve its mission. The unit has had very successful development efforts that allowed it to fund modernized studios and an outstanding investigative unit. The facilities and equipment available to the students are modern and abundant. Library services are adequate and meet the needs of the unit and its students.

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.

Despite its long and rich history with hundreds of influential alumni, the move to the Media School means that the alumni outreach and communication is now officially housed within the school and not the unit. For example the school has a dean's advisory board as well as a school alumni board and a school alumni association. Many of those on the advisory and alumni boards are graduates of journalism when it was a stand-alone school. So while the school regularly consults and communicates with its alumni (the Media School publishes an e-newsletter, Media School Memo), all outreach and engagement is now done through the school rather than the unit.

Nevertheless, many recent alumni say they are pleased by the outreach from the school and say they enjoy keeping tabs on alums from other units within the school. Many local alums also frequently visit the unit to talk to classes or discuss ideas with faculty.

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 provides leadership in a number of important areas from running a speaker series that brings national and internationally known speakers to campus, running the Roy Howard National Collegiate Reporting Competition, and founding the Center for International Media Law and Policy Studies. Among its other activities, it is home to the Indiana Journalism Hall of Fame and the National Sports Journalism Center.

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.

Members of the unit have leadership positions in a number of journalism and mass communication organizations ranging from AEJMC to the American Journalism Historians Association. They also serve as editors or editorial board members of a number of prestigious journals like the Journal of Public Relations Research, Mass Communication and Society and the Journal of Media Law & Ethics.

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.

Thanks to a $6 million donation from an alumnus, the Michael I. Arnolt Center for Investigative Journalism was formed in 2019. Though it operates independently from the university, the center is dedicated to educating students in investigative reporting techniques and creating original journalism through a working newsroom. The center provides finished stories to media outlets free of charge. A unit faculty member also led two day-long "Making News" community forums designed to bolster public understanding of journalism.

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

The unit has a tremendous history of working with scholastic journalism, having started one of the oldest high school journalism institutes back in 1947. Prior to the pandemic, in the summer of 2019, the unit had 242 students enrolled for two 5-day sessions. The school also provides five day workshops for high school teachers. The school also supports scholastic journalism through its continuing relations with the Indiana High School Press Association, where IU faculty frequently present sessions and serve as judges. In the summer of 2019 the school also hosted an on campus camp for 14 middle school Girl Scouts.

In addition, the school annually hosts the IU Bee, the regional qualifier for the Scripps National Spelling Bee.

SUMMARY:

The unit has a long and strong history of engaging with outside constituencies in promoting the values of journalism and public relations. That has not changed since joining the Media School. Alumni continue to feel valued and faculty continue to be leaders in professional and public service as well as scholarly endeavors.

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)?

Currently the unit does not have a committee, coordinator or administrator for assessment. At the time of this writing, unit faculty members Teresa White and Bonnie Layton form an ad hoc committee that is preparing a proposal to create a standing committee for assessment. The proposal will include recommendations for conducting assessments each semester. It also will propose additional faculty involvement in creating assessment rubrics as well as connecting to the Walter Center for Career Achievement to collect unit-specific data. The committee will deliver its proposal at a December 2021 faculty meeting.

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

The Journalism Unit created and formally adopted separate and distinct assessments, though not plans, for its News Reporting & Editing and PR concentrations in 2019. The 2019 assessment for the unit's News Reporting & Editing concentration assesses and maps courses and learning outcomes across core and required courses to cover all 12 of ACEJMC's values and competencies. The unit's 2019 assessment for the PR concentration maps courses and learning outcomes using PR professional industry standards and inputs.

The two 2019 assessments of the News Reporting & Editing and PR concentrations were not part of a formal assessment plan. Assessment currently is managed by an undergraduate curriculum committee in the school not in the unit and not tied to ACEJMC values and competencies. Both the Covid-19 pandemic and the need for continued discussions and reviews to integrate with the Media School governance and procedures have contributed to the assessment plan delay.

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

While the unit faculty and director support a culture of continual improvement and iteration in the curriculum including in course syllabi, the unit does not have an on-going, formal assessment process in place at the current time. The 2019 assessments incorporated in-depth syllabus reviews. This means that a significant amount of work connecting syllabi development and assessments to an assessment plan appears to be in place at this time.

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's 2014 assessment plan adopted prior to its integration into The Media School has not been updated.

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

The unit's 2014 assessment plan adopted prior to its integration into The Media School has not been updated.

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

It appears that ACEJMC professional values and competencies will be considered in an assessment plan for the News Reporting & Editing concentration when the unit creates this plan. It is not clear if ACEJMC professional values and competencies will be foundational for assessing the PR concentration.

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?

The unit currently does not have an assessment plan. However, some on the faculty and in the unit are actively engaged in informal and formal reviews of the curriculum.

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

The 2019 assessments evidenced, for example, the need for curriculum to adapt to evolving media environments and to demands of the unit within a Media School structure for broad-based skills in multimedia platforms, visual media and writing. These needs resulted in the revision of former unit core curriculum courses focused primarily on news writing to a new sequence of courses called "Story Lab" 1-IV to replace previous writing and visual communications courses. Story Lab I was taught for the first time in Fall 2021. When created, an assessment plan will include Story Lab courses. This is an example of positive and effective progress of the unit to continue to meld its curriculum to Media School needs.

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

The 2019 assessments for News Reporting & Editing and the PR concentrations produced insights and concerns, also revisions to curriculum. A formal assessment plan will build on these learnings and analysis.

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

No assessment plan is currently in place.

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

No assessment plan is currently in place.

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

Alumni were involved in contributing feedback and input in the 2019 assessments.

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

The unit included members of the journalism and mass communications professions in the feedback and development of its 2019 plans.

SUMMARY: The unit does not currently have an assessment plan. The unit invested significant effort to produce detailed assessments in 2019 for the News Editing & Reporting and PR concentrations undertaken due to mandates of The Media School to review, assess and evolve its curriculum. The News Editing & Reporting concentration assessment maps against ACEJMC values and competencies while the PR concentration assessment maps against industry and professional standards. Neither of these assessments have moved forward into formal assessment plans at this point.

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

PART III: Summary by site visit team

1)Summarize the strengths and weaknesses of the unit.

Strengths:

Award-winning students who do very well in national competitions and engage with student media

Strong leadership that has guided the unit's integration into the Media School

Newly refurbished $21 million building with an abundance of modern, professional equipment

Accomplished alumni and faculty

Weaknesses

Lack of diversity on the faculty and staff and failure to infuse diversity and inclusion into many parts of the curriculum

Failure to create a formal assessment plan that adopts ACEJMC values and competencies

Losing control of what had been its own budget due to the merger into the Media School

Decision to forgo integrating advertising into the unit alongside public relations

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

Standard 3: Diversity and Inclusiveness

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).

Lack of diversity on the faculty and staff and failure to infuse diversity and inclusion into many parts of the curriculum

Failure to have an assessment plan or to adopt the ACEJMC values and competencies.

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

Lack of diversity on the faculty and staff and failure to infuse diversity and inclusion into many parts of the curriculum

Failure to have an assessment plan or to adopt the ACEJMC values and competencies

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

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.

- Two visits ago the unit was cited as deficient for slow progress on increasing the diversity of the student body, faculty and staff. After the last visit, the site team said the unit needs to continue to work to hire faculty members who reflect diversity, with a particular emphasis on African Americans.

  As documented in Standard 3, the problem has not been corrected.

- It needs to continue to assimilate itself into the newly formed Media School, adjusting to any necessary cultural shifts, all the while leveraging resources for the betterment of the department and the school.

  Most, though not all of the faculty, are very happy with their new home in Franklin Hall and their assimilation into the larger Media School. The promise of a department never came into being but most faculty believe they are getting their fair share of resources.

- It needs to assimilate its relatively new full-time faculty hires into the fabric of the department, with an eye toward building the most positive climate of mutual respect and understanding among academics and professionals.

  Many of those new faculty hires have successfully undergone the tenure/promotion process. They said they were happy with both the unit and the school and find a collegial atmosphere.

- It needs to continue to work to increase access to, and uniformity of advising across the unit's sequences.

  The advising staff is now at the school level and has received good grades across the board from both faculty and students.

- It needs to continue to examine the structure and coherence of the programs curricular specializations to ensure a critical mass of students in each area.

  That process is ongoing.

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.

Clear and well-written but some of the information was difficult to find and access. However, any of the deficiencies were likely due to the Covid delay. The unit had finished the self-study more than a year ago and chose to attach an addendum rather than a new self-study. This did lead to some confusion.