

Report of ACEJMC Evaluation

Undergraduate program 2021-2022

Name of Institution: University of Washington

Name and Title of Chief Executive Officer: Ana Mari Cauce

Name of Unit: Journalism and Public Interest Communication (Department of Communication)

Name and Title of Administrator: Christine Harold

Date of 2021-2022 Accrediting Visit: January 18-21, 2022

Date of the previous accrediting visit: January 20-23, 2022

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Recommendation by 2021-2022 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair

Name and Title: Joe Foote, Dean Emeritus

Organization/School: University of Oklahoma

Signature 

Team Members

Name and Title: Mary T Rogus, Associate Professor

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

Signature 

Name and Title: Sonny Albarado

Organization/School: Retired investigations editor; freelance editorial consultant

Signature 

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

On site: All three team members on site.

Virtually: _____

PART I: General Information (Jan. 2022 update)

Name of Institution: University of Washington

Name of Unit: Department of Communication

Year of Visit: 2022

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

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

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

- Private
- Public
- Other (specify)

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

The University of Washington is established in Title 28B Revised Code of Washington (RCW) as a public institution of higher education. RCW 28B.20.010 stipulates: "The state university located and established in Seattle, King County, shall be designated the University of Washington." RCW 28B.20.020 reads: "The aim and purpose of the University of Washington shall be to provide a liberal education in literature, science, art, medicine, military science, and such other fields as may be established therein from time to time by the board of regents or by law."

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: Jan. 20-23, 2015

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1956

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

Journalism and Public Interest Communication Mission Statement

(Updated 2019)

The mission of the University of Washington's Journalism and Public Interest Communication Program is to teach students the public-service ethic of journalism and the contributions all media professionals must make if a democratic and equitable society is to survive and flourish. To do this, we will teach our students to think critically, to communicate effectively, and to develop professional values dedicated to serving the public, its many diverse communities, and society at large. Our goal is to foster analytical and storytelling skills that will enable students to perform successfully in their journalism and public interest communication careers and to work in the public interest by producing content in ethical, creative, innovative ways, and by demonstrating a commitment to professional excellence in all that they do. Central to achieving these aims is providing students with foundations in writing, curiosity, adaptability, collaboration, and a grounding in difference and equity as part of their ethical framework. At the same time, we believe the development of foundational journalism skills must be balanced with the development of intellect and character in the student. To accomplish this, we have four chief goals:

1. To impart the journalistic skills and the professional values that will allow our students to gain employment and to create innovative pathways as journalism and storytelling industries evolve.
2. To equip students with the historical, cultural, ethical and intellectual context of journalism and related media professions, as well as the role of journalism and public interest communication in a diverse society.
3. To expose our students to a broad, liberal arts education that will ensure that they have a knowledgeable and critical understanding of the institutions that are the framework of public and private life and an informed perspective on the events of a complex world.
4. To infuse a mindset that helps our students to be adaptive in rapidly changing media and cultural environments.

7. What are the type and length of terms?

Semesters of _____ weeks

Quarters of 10 weeks

Summer sessions of 4 or 8 weeks

Intersessions of 4 or 8 weeks _____ weeks

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.

B.A. Communication/Journalism and Public Interest Communication Emphasis

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

180 quarter credits

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

4 Communication quarter credits, none of which fulfill Journalism and Public Interest Communication requirements.

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
Journalism and Public Interest Communication	Christine Harold (Chair); Matthew Powers (JPIC program coordinator)

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

31,384 undergraduates (Seattle campus, Autumn 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):

As of Winter 2022:

<u>Name of Sequence or Specialty</u>	<u>Undergraduate majors</u>
Journalism and Public Interest Communication	83
Communication Studies (not under accreditation review)	506
Pre-majors	None
Total	589

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 campaign courses are exempt from the 20-1 ratio.)

Winter 2022

- COM 360: Foundations of Multiplatform Journalism and Public Interest Communication - 16
- COM 361: Advanced Journalism and Public Interest Communication - 9
- COM 362: Community Journalism and Public Interest Communication - 20
- COM 460: Special Reporting Topics (Visual Storytelling) - 8
- COM 465: State Government Communication - 4

Autumn 2021

- COM 360: Foundations of Multiplatform Journalism and Public Interest Communication - 15
- COM 361: Advanced Journalism and Public Interest Communication - 20
- COM 362: Community Journalism and Public Interest Communication - 20
- COM 364: Media Responsibility in a Diverse Society - 20
- COM 457: Journalism Portfolio - 8
- COM 459: Narrative Journalism - 15

16. Total expenditures planned by the unit for the 2020–2021 academic year: \$1,350,747

Give percentage increase or decrease in three years: -14.7%

Amount expected to be spent this year on full-time faculty salaries: \$537,188

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.

- Caley Cook associate teaching professor
- Andrea Otáñez associate teaching professor
- Matthew Powers associate professor
- Adrienne Russell professor
- Meg Spratt associate teaching professor
- John Tomasic artist-in-residence
- Doug Underwood professor
- Anis Rahman assistant teaching professor

18. List names of part-time/adjunct faculty teaching at least one course in fall 2021. Also list names of part-time faculty teaching spring 2021.

Spring 2021

Jen Dev, COM 361, Advanced Journalism and Public Interest Communication

Joanne Silberner, COM 460a, Special Reporting Topics: Audio storytelling

Fall 2021

Jim Simon, COM 362, Community Journalism and Public Interest Communication

Jovelle Tamayo, COM 361, Advanced Journalism and Public Interest Communication

Winter 2022

Jovelle Tamayo, COM 361, Advanced Journalism and Public Interest Communication

Adam Jabari Jefferson, COM 460, Special Reporting Topics: Visual Storytelling.

Tamyra Howser, COM 444, Public Relations and Society.

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.

104 or more quarter hours

outside of journalism and mass communications

Year	Total	Number Graduates	in Compliance	Percent
2019-2020 academic year	COM: 455 Total: 489	JPIC: 34	32	94%
2020-2021 academic year	COM: 388 Total: 428	JPIC: 40	34	85%

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>).

Students in the accredited unit, Journalism and Public Interest Communication (JPIC) comprise approximately 13 percent of the broader Department of Communication, which is part of the Social Sciences Division of the College of Arts and Sciences. Journalism has been taught at Washington since 1907 and has developed a solid footing within the university. From the beginning, journalism was offered in a liberal arts environment that endures today. The unit's mission statement emphasizes those roots and the importance of high ethical behavior and social responsibility in the pursuit of quality journalism. In its most recent five-year strategic plan, the department added Public Interest Communication to its portfolio. It surmised that the same skills and competencies it was pursuing in journalism are valuable in the public interest communications sphere where several students begin jobs and several prominent alumni have migrated. Unfortunately, funding to hire dedicated public interest communication faculty has not yet been forthcoming. The unit is current in its strategic planning and has current data uploaded to the ACEJMC website.

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

The university has a strong record of faculty governance and that applies to JPIC and the Department of Communication. JPIC has a member on the department's executive committee, a person who directs the undergraduate program and two who co-direct one of the department's centers. The divisional dean described the department as one of the most democratic on campus. He also said no other department gives teaching faculty a greater voice than communication. The team could find no instances where the department had run roughshod over the JPIC faculty over any curricular issue. In a budgetary environment, however, three temporary JPIC artists-in-residence positions were eliminated to contribute to a political communication hire for the department.

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.

With the unit having its own leadership through a program coordinator and personnel and budget leadership through a department chair, a close working relationship between those two leaders is vitally important. Fortunately, the current coordinator and chair have much in common and work seamlessly together. The previous two-term chair was a member of the JPIC faculty. The newer arrangement has demonstrated that the bifurcated leadership can be a functional one that provides JPIC with considerable autonomy and status within the department. The divisional dean labeled communication as the most collegial department in his area. Both teaching faculty and tenure-track faculty share a unified vision for the department and both feel they have a strong voice in governance. The chair has consistently served as a facilitator to achieve JPIC goals within the department, especially in terms of fundraising. She is

seen as approachable, a good listener, a strong advocate and actively interested in bettering the JPIC program. She receives high marks from her superior.

The integration between JPIC and the department runs deep enough that any fault lines between the two groups of faculty are invisible. The expansion into public interest communication is opening new lines of integration between communication and JPIC faculty. The professional master's program in communication leadership, which addresses strategic and crisis communication, is the most closely related degree to the public interest communication program.

The JPIC coordinator works hard to handle all of the curricular and scheduling needs of the area and is an excellent liaison to the department and beyond. The JPIC coordinator, also a co-chair of an academic center with a strong publication record, enjoys high status within the broader communication faculty as well as his own faculty. With the expansion of public interest communication expected to bring more responsibility and higher student numbers, some JPIC faculty argue that the coordinator position should be full-time or near full-time.

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

The university defines how chairs are selected. Before the Arts and Sciences dean selects a chair, the dean appoints a three-person committee, two of whom are external. The external members canvas the faculty and staff. After consultation, the committee reports back to the dean, who can forward one or two candidates to the department. Based on those recommendations, the dean appoints the chair for a five-year term. The previous chair, who was a member of the JPIC faculty, served two terms. In the search for the current chair, several faculty volunteered, leading the divisional dean to cite communication as having the "deepest bench" of any of his departments.

The chair appoints the JPIC coordinator for a three-year term in consultation with the JPIC faculty. There is an assumption that most JPIC faculty would be called on to serve as coordinator during their tenure.

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

The department has a well-defined set of processes for settling complaints at the lowest level and for escalating complaints that cannot be solved. The department reports no complaints during the past cycle that rose above grade complaints.

SUMMARY:

The JPIC unit has a long and proud history at the University of Washington and has fit well into the Department of Communication. All JPIC faculty share the liberal arts philosophy of the department and have integrated into its broader work. JPIC faculty, teaching and tenure-track, believe they have a strong voice in the department and are able to maintain their own autonomy regarding curriculum and the direction of the unit. JPIC benefits currently from a strong, positive working relationship between the department chair and the JPIC coordinator.

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.

With some exceptions, the Journalism and Public Interest Communication program has met the minimum 104-quarter-credit-hour rule for courses outside the major since the last site visit. The self-study notes that a small number of students in the past two years took too many hours of journalism courses and did not meet the minimum external hours. The self-study attributed the excess to a loss of institutional memory due to retirements and departures among faculty and advising staff. Faculty and advisers are now assuring that students meet the minimum. The College of Arts and Sciences requires students take a minimum of 90 credits outside their major.

Students within the unit need 55 quarter credit hours for the Journalism and Public Interest Communication baccalaureate. The total includes two introductory courses (10 credits) required of both JPIC and Communication Studies students; a research methods course (5 credits); seven core courses (totaling 30) that include beginning and advanced skills classes, a diversity course, media law, an ethics course, and a closing portfolio course; and two advanced electives (10 credits).

Outside of the accredited unit, College of Arts and Sciences undergraduates must take between 5 and 20 credits in languages, including English composition and foreign language competency; reason and writing in context (15 credits); and 75 credits of general education with at least 20 of those in visual, literary and performing arts, individuals and societies, and the natural world.

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 12 professional values and competencies are ingrained in the curriculum, based on examples provided in the self-study, a sample of syllabi, and interviews with faculty and students. The curriculum strikes a balance between theoretical/conceptual courses and professional skills.

Examples of conceptual/theoretical courses are the required Introduction to Communication, Media Responsibility in a Diverse Society, Mass Media Law, and Media Ethics and electives such as Comparative Media Systems, Journalism and Literature, and Communication and Social Change.

Skills courses include core courses such as Advanced Journalism and Public Interest Communication and News Lab: Community Journalism and Public Interest Communication, and electives like Narrative Journalism, State Government Communication, Data Reporting, and Crisis Communication.

As part of the curriculum revision that occurred in 2020 with the program's name change to Journalism and Public Interest Communication, the unit has expanded its advanced elective offerings, allowing students to choose "journalism" or "public interest communication" courses depending on their career goals. The list of electives seems comprehensive and attuned to the changing demands of the profession. Faculty say the curriculum will continue to evolve as public interest communication becomes more fully integrated into the unit's identity.

The new unit identity reflects a deeply thought-out belief that core journalistic theory and skills are not only transferable but necessary to storytelling and reporting by communicators who work in such fields as nonprofit advocacy and government information offices. The unit administrator and faculty are unanimously adamant that the name change is not a back door to a public relations program. The unit administrator emphasized that "we don't have an interest in or the capacity to run a PR program. We think we have something future-oriented."

Planned hires will help make that happen. The department chair is fully supportive of the additional emphasis beyond traditional journalism, saying that the program aims to shape career trajectories beyond the newsroom.

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 unit's name change was an intentional response to student and alumni requests and suggestions and the faculty's awareness of the relatively new field of public interest communication. The program was overdue for a re-fit, said one of the newest faculty members, who was hired because of his experience at the crossroads of traditional media and the digital revolution. This professor praised the faculty who were key to creating the JPIC identity as "forward-thinking."

The curriculum has not undergone a great deal of change to incorporate public interest communication into the coursework so far, but it is still evolving. The assessment at the end of this academic year should provide more direction for tweaking and change, according to the undergraduate coordinator.

The program strives to provide students with immersive experiences in journalism and public interest communication settings, while ensuring that the focus remains on informing the public as a foundational trait of civil society and democracy. Some examples of how that works in practice: The ethics course draws case studies from "journalism-adjacent" organizations like Human Rights Watch, Amnesty International and others. For the skills courses, in which students are pushed to publish early, the program is diversifying its partners beyond traditional news outlets to include cause- and community-based groups such as the Nature Conservancy and the Northwest Wildlife Federation. Relationships with similar organizations are being developed. The program's three internship programs – Premier, State Government and International – are also expanding to include the information divisions of state government and nonprofits. Students in the Media Responsibility in a Diverse Society course have worked for an organization that serves the disabled and elderly.

Students say one area of the curriculum remains less than ideal: the availability of instruction in audio and video journalism. While certain courses offer visual storytelling, they are more focused on photography. Students have complained about the lack of availability of audio and video training, and some have suggested they be required or offered as separate courses rather than as a small part of other

courses. The faculty defends the lack of specific audio or video training by noting that the program is focused on multiplatform storytelling. Still, the syllabi and students indicate the program is heavy on written storytelling and lighter on “more modern” forms like podcasting.

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.)

All core classes and most electives meet the 20-1 ratio.

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 and Public Interest Communication program is proud of its internship offerings, which are touted as an extracurricular draw. Two internships are in the course catalog as electives, students must apply to be considered. Students expressed a desire for more internship possibilities; some of them said they didn’t feel the availability of positions was transparent enough despite the information the unit publishes online.

The Premier Internship places students in Seattle-area newsrooms and the communication teams of nonprofits and government agencies. Between 2014 and 2021, this program placed 80 interns at such outlets as the Seattle NPR affiliate, the digital sites of television stations and smaller outlets in the area.

Two other internship programs, the Olympia Legislative Reporting Program and the International Reporting Journalism Internship, provide experiences in legislative reporting and reporting for English-language outlets in a variety of countries.

The pandemic scaled back the Premier and Olympia programs in 2020 and 2021; the few internships that became available were done online. The international program was canceled in 2020 and 2021 because of the pandemic but is expected to be restarted in 2022-23.

All three internship programs provide stipends for participants. Additionally, the internship coordinator reported, all internships in 2021-22 were paid positions with the outlets where they were placed.

SUMMARY:

The unit’s rigorous curriculum and instruction gives students a firm grounding in the theoretical and conceptual foundations of the journalism profession. It immerses students early and often in real-world experiences. It instills the Council’s professional values and competencies throughout the instructional program. The expansion of the unit into public interest communication has been intentional and is still evolving.

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

PART II — Standard 3: Diversity and Inclusiveness

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 journalism program first adopted its detailed diversity plan in 2006 and has regularly updated it every few years, including updates in 2018 and 2020, since the last accreditation review. The plan includes goals and detailed steps for achieving those goals in curriculum, faculty hiring, student recruitment and retention, and creating a general climate in which DE&I are part of the culture.

The unit's definition of diversity is taken from the university's overall definition of underrepresented groups, which is broad and inclusive of many differences as well as the intersectionality among them.

The unit reports mostly positive progress in all areas of the plan, including curriculum, faculty, students and general climate. The few specific goals in which progress was slower than anticipated, such as in the area of global diversity and faculty hiring, were mostly hampered by pandemic limitations and/or budget cuts which resulted from it. For example, to achieve budget cuts the program did not renew contracts of three artists-in-residence. They had created an online publication, The Seattle Globalist, which provided students and others in the community an outlet to publish stories impacting the many multicultural communities in Seattle. The unit has replaced the Seattle Globalist with professional partnerships that include media outlets targeted to diverse audiences in the Seattle area.

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.

Diversity, equity and inclusion perspectives are embedded in the content of the six core courses in the JPIC program. A review of syllabi shows readings, assignments and speakers related to the broadest range of diversity perspectives and cultures. For example, a visual skills elective class a team member visited was focused on producing representative images in stories. DEI is the entire focus of one core course, COM364 Media Responsibility in a Diverse Society, which students highly praised as impactful. The syllabi for many courses which involve writing assignments list guidelines from the various diverse professional organizations such as NABJ, NAHJ, NAJA, and NLGJA, as well as the Seattle Times' Guide to Inclusive Journalism in required readings. In addition to the core courses, JPIC students have a variety of electives from both the unit and the Communication Studies program which provide deep dives into specific race, ethnicity, gender and cultural issues and perspectives. In our conversation with students it was unanimous that DEI is emphasized throughout the curriculum.

The unit brings in a variety of visiting professionals and class speakers representing multiple diverse groups and perspectives for students to hear from and interact with.

The Department of Communication anticipates restarting its study abroad program in Spain in Spring 2022., after a hiatus because of the pandemic. The self-study notes that study abroad programs in Spain and Italy are popular with JPIC students.

In our discussion with program stakeholders, an editor at The Seattle Medium, a digital newspaper targeting Black audiences, said UW students who intern with and/or pitch stories to him, show a “sensitivity and compassion when dealing with DEI issues” in addition to strong story packaging skills.

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 JPIC program makes a strong effort to recruit women and minority faculty members. While the 8-member JPIC faculty includes four women, one of those Hispanic and an international male, some faculty noted diversity among their members was a concern, especially given the diverse student body. To tackle that concern while they wait to fill new positions, the focus has been on diversifying part-time faculty. Since 2015, the unit has hired 15 part-time faculty and of that number 73 percent are women and 66 percent, people of color.

The unit recruits using professional contacts in the minority/multicultural divisions of academic and professional organizations such as AEJMC and NABJ. The department also has adopted the university’s best-practices recommendations for diversity hiring, including being an early adopter of a requirement that all job candidates provide a diversity and inclusion statement as part of their job application.

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 JPIC program is effective at recruiting students from under-represented groups and international students with 46% of the student population minority and 13% international. That compares with a little more than a third of the state’s population identifying as minority. The unit’s numbers also compare favorably with the university’s minority and international student population. The JPIC program’s 4-year retention rate for minority students is 77.7%, slightly higher than the university’s 75%.

Recruitment and retention strategies have included identifying under-represented students in the entry level COM course and advising them to explore JPIC career opportunities, reaching out to community colleges to increase transfers, and connecting minority students with the minority professional journalism organizations. The advising process, both in the department and at the university level through the Office of Minority and Diversity Affairs, is a key part of JPIC’s retention strategy. The self-study also indicates that creating a DEI culture in classes and across the program helps all students feel welcome.

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 stated goal in the JPIC Diversity Plan on unit climate is “*To create and take part in a community in which diversity, difference, equity and inclusion are an expectation, not an exception.*” The unit and department have several strategies to reach that goal. The department has an active Diversity, Equity and Inclusion Committee, co-chaired by a JPIC faculty member, which sponsors faculty workshops on

topics ranging from combatting micro aggressions to being an ally for undocumented students. The committee also led a department-wide collaboration to create a “Diversity Blueprint,” that details both the department’s DEI efforts thus far as well as chart aspirations, resources, and initiatives going forward. UW’s Human Resources Department reported no complaints in the six years since the last accreditation report.

The department established the Center for Communication, Difference, and Equity in 2015. The center provides research grants and holds academic and community events focused on difference and equity. Recent events have included two-day conferences around the 2020 Census, and race and media. A JPIC faculty member is an associate director of the center.

In conversations with JPIC faculty members, there was a uniform commitment to DEI across the program. One faculty member put it this way, “It’s what we do.”

SUMMARY:

The JPIC program, and the Department of Communication it is part of, have infused diversity and inclusion in every aspect of their work. From curriculum to recruitment and retention of faculty and students, to scholarly research, the program sends a message that DEI is a priority.

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

Academic year: 2020 – 2021 Full-time faculty*

GROUP	% OF TOTAL FEMALE FACULTY	% OF TOTAL MALE FACULTY
Black/African-American	5 or less	5 or less
White	#11= 41%	#6=22%
American Indian/Alaskan native	0%	0%
Asian	5 or less	5 or less
Hispanic/Latino (any race)	5 or less	5 or less
Native Hawaiian/other Pacific Islander	0%	0%
Two or more races	5 or less	5 or less
Other race	0%	0%
International (any race)	N/A	N/A

*Note included in self-study with this table: “Since our last accreditation, a change in Washington state law has altered how the University reports faculty demographics. The law, RCW 42.56.250, went into effect in June 2020, and states that voluntarily submitted demographic information must be decoupled from individual faculty members. To comply with this change, the University’s Office of Academic Personnel lists any ethnic or racial group with fewer than six people as “5 or less.” In doing the self-study, we consulted with both our unit’s divisional dean and the Provost’s office to verify that our reporting of the data is consistent with these legal changes.”

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 University of Washington has a well-designed, rigorous system for selecting faculty. The hiring of part-time faculty is less formal and based on current needs of the area. Recent changes have given the teaching faculty higher status. They have been moved from a broad category of lecturer into three ranks (assistant, associate, full) that mimic the tenure track ranks. JPIC faculty are generally in the majority for JPIC searches, but communication faculty serve on each committee as well. All permanent searches are national. Teaching faculty are typically hired on three or five-year contracts, depending on ranks. Artists-in-Residence, who serve as non-voting members of the faculty can be hired on multi-year or one-year contracts..

Faculty submit a yearly activity report and are evaluated annually. The chair interviews assistant professors annually, associate professors every two years and full professors every three years. At her discretion, the chair usually does additional in-person interviews. Each full-time faculty member receives a written evaluation. The coordinator monitors the performance of part-time faculty and consults them as needed concerning their performance.

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

Throughout the previous accreditation cycle, full-time faculty have had primary responsibility for teaching. This percentage dipped to 50 percent during the 2018-19 academic year when several faculty vacancies occurred, but rose to 55 percent in 2019-20 and is expected to rise further with the hiring of a new temporary faculty member jointly with the communication leadership program in 2022.

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.

There is a healthy balance between professional and scholarly experience on the faculty. Several of the teaching faculty have strong publication records and several tenure-track faculty have professional experience. Travel, research and professional development funds are available equally to both groups of faculty. There is an abiding undercurrent of staying current with both teaching and scholarly pursuits.

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

A major part of the department's evaluation involves teaching. Students' teaching evaluations are taken seriously and there is a requirement for peer evaluation before eligibility for merit pay.

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

For a small faculty, JPIC makes a noticeable impression. Its faculty are active in campus leadership and are seen as good, productive partners. There is respect for the educational rigor of both communication and JPIC.

SUMMARY:

JPIC has been fortunate to attract well-qualified, high-productivity faculty members. Furthermore, they have fused into a highly collegial group that allows them to achieve high productivity. Retirements, resignations and eliminated positions have challenged their numbers, but they have survived those dislocations and appear ready to expand their student numbers and faculty. There is an impressive synergy between the teaching and tenure-track faculty and between the JPIC faculty and the broader communication faculty.

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.

As an R-1 institution, UW has a core expectation of the production and distribution of quality scholarly, professional and/or creative work from its full-time faculty. For most tenured and tenure-track JPIC faculty, research and/or creative/professional activity is 50% of their workload. Teaching professors and administrators also are encouraged to engage in scholarly, creative and/or professional projects, although it is only 10% of their workload. Since the last accreditation report JPIC faculty members have published or edited eight books, published 23 journal articles, presented 29 conference papers, published 19 professional articles, many in national publications, and received six awards for research or professional work.

The department supports faculty research and professional/creative activity in multiple ways. Policies on teaching loads and flexibility in scheduling classes provide blocks of time for research and professional/creative projects. The department has a large endowment to provide research grants to faculty and two endowed chairs with research and professional activity funds. It provides travel funding to present research at academic conferences and participate in conferences of professional journalism organizations. Faculty members also have the use of graduate student research assistants. The department supports two centers, the Center for Journalism, Media, and Democracy and the Center for Communication, Difference, and Equity, which provide research grants and sponsor colloquia to present research.

Productivity in scholarly and/or creative/professional activity is rewarded in merit raises and is the key factor in promotion and tenure evaluations.

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

Expectations for scholarly research and creative/professional activity are broadly outlined in the Faculty Code for the university. The code describes a variety of possible contributions in all three areas. The College of Arts and Sciences, which is the department's home, also has a set of guidelines outlining expectations for promotion and tenure that is more specific on what constitutes research contributions expected of assistant professors applying for tenure and promotion. The Communication Department also has developed its own set of P&T guidelines which the faculty approved a year ago and is now waiting for university approval. It is even more specific, acknowledging different research approaches.

The self-study notes, "the general expectation is that a successful candidate for tenure and promotion to associate professor will have developed a national reputation for her or his scholarship. Though what's considered sufficient quality and productivity varies by the individual, most successful candidates have published at least six to eight articles in refereed journals or proceedings, or have had a book accepted for publication and have some scholarship published in refereed journals or proceedings."

Promotion to full professor is primarily based on research quality and productivity with the expectation of an international reputation.

The ads provided for full-time faculty positions in the last six years were quite specific on the scholarly research or professional/creative activity desired.

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

Promotion and tenure guidelines in the UW Faculty Code, the College of Arts and Sciences guidelines, and the upcoming Department of Communication guidelines all make specific reference to acceptance of a broad range of scholarly or professional/creative endeavors considered for promotion and tenure. In fact the department's new guidelines provide separate outlines of contributions for Social Science research and Humanities research.

In conversations with JPIC faculty members, there was agreement that they could choose their individual paths to research and/or professional and creative work as long as they were productive on that path. There also is reference to the importance of cohesiveness in the work.

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 in the JPIC program share their research and creative/professional projects in a wide range of venues. Faculty publish in the top scholarly journals for the communication field, as well as a number of professional journalism outlets, and many have published multiple books. They regularly present peer reviewed research at the major academic conferences and participate in conferences and workshops sponsored by the national and regional professional journalism organizations. The university and department also provide opportunities for faculty members to share their scholarly research and pedagogical techniques at workshops, conferences and colloquia on campus.

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

Given the wide range of scholarly and professional work in which the JPIC faculty engages, there is support for research and professional/creative work that explores many different perspectives and methodologies in journalism and mass communication. The publication, presentation and other distribution paths for faculty research and professional/creative work also encompasses a broad range of outlets from top scholarly journals to professional media.

SUMMARY:

JPIC faculty members maintain a productive and quality research and creative/professional activity agenda.

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

Scholarship, Research and Creative/Professional Activity

		INDIVIDUALS				
SCHOLARSHIP, RESEARCH, CREATIVE AND PROFESSIONAL ACTIVITIES	TOTAL FROM UNIT*	FULL PROFESSORS (5)	ASSOCIATE PROFESSORS (3)	ASSISTANT PROFESSORS (0)	OTHER FACULTY* (4)	TOTALS (12)
Awards and Honors	6		3		3	6
Grants Received Internal	13	1	5		7	13
Grants Received External	1	1				1
Scholarly Books, Sole- or Co-authored	2	1	1			2
Textbooks, Sole- or Co-authored	3		3			3
Books Edited	3	2	1			3
Book Chapters	20	9	11			20
Monographs	1		1			1
Articles in Refereed Journals	23	7	16			23
Refereed Conference Papers	29	6	23			29
Invited Academic Papers	2	1	1			2
Encyclopedia Entries	4		4			4
Book Reviews	6	4	2			6
Articles in Non-refereed Publications	19	14	1		4	19
Juried Creative Works	0					
Non-juried Creative Works	0					
Other (please specify)***	74	21	23		31	74

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 Communication Department provides a two-tiered advising environment for communication and JPIC students – a three-person professional staff in its Academic Services office and individual counseling by faculty on professional matters and individual class issues. In the winter quarter of 2022, professional advising staff served a total 589 students, of whom 83 were Journalism and Public Interest Communication majors.

The previous site team report noted student frustration with scheduling delays and other issues with the department's advising staff. At the time, professional advising staff consisted of two advisers. Now it has three, all of whom advise students on a rotating basis for scheduled appointments. The staff also is available during specific hours mornings and afternoons for shorter drop-in sessions. The academic services director believes they have resolved student concerns even with the challenges posed by the pandemic. Because of the pandemic, advising staff have sometimes met with students online beyond regular office hours.

Students told the site team they are generally pleased with the access they now have with the advising staff and professors, even with the challenges posed by remote communication during the pandemic.

Since the last site visit, the advising staff's office space has been transformed into a brightly decorated Communication Commons, which includes information hubs and other resources, and a space for regular visits from the university librarian assigned to the Communication Department. The academic services director and others voiced wistfulness for the pre-pandemic days when students regularly flocked to the Commons even when they didn't have appointments "just to drop in and say hi."

The advising staff also helps with out-of-class professional development, curriculum questions and general psycho-emotional support and is working with the director of diversity affairs to make sure first-generation and minority students who might need extra guidance know that the Commons and the advising staff can assist them.

The academic services director primarily deals with admissions into the department and the JPIC unit, leads required orientation alongside a JPIC faculty member, and shares the initial advising session with all JPIC students with her staff. The two senior academic advisers oversee internships, provide academic and career counseling, and are involved in other professional development opportunities provided by the department and the program.

The advising staff's performance is evaluated formally by the department chair. The undergraduate program coordinator, the JPIC program coordinator and the faculty professional development coordinator provide informal performance review.

While the program doesn't have a formal placement office, faculty and staff help students embark on careers through a variety of intentional programs and informal strategy. Faculty advise students on

career options and provide conduits to jobs after graduation. The required portfolio course uses professional mentors to help students present the best version of themselves; Career Kickstart, a program that sponsors career exploration trips that link students to alumni, especially in New York City and Los Angeles; professional development workshops and events that connect students to potential employers; networking with professionals through class visits; annual Career Discovery Week workshops; and workshops organized by the department's alumni board.

b). Faculty are available and accessible to students.

Faculty maintain regular office hours and say they meet frequently with students. Students praised faculty for their accessibility and willingness to offer one-on-one coaching.

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

Once admitted into the journalism program, students must meet with advisers to discuss academic planning and course selection and attend an orientation session held each quarter led by a member of the advising staff and at least one faculty member. Students can monitor their academic plan and progress via the university's online academic record platform. Advisers monitor student progress through the same platform and communicate with students via email and other platforms.

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

Students can participate in campus chapters of several professional organizations, including SPJ, AAJA, NAHJ, PRSSA and AWC. About half of the content in the independent, student-run newspaper, The Daily, and on dailyuw.com is produced by JPIC students. The Daily also produces video and audio programming on its website, giving interested students additional opportunities. It has an editorial staff of about 20. The newspaper gets administrative and financial support from the university's Student Life Department.

HUA Voice Radio, a Mandarin-language internet radio program started by students in 2014, produces news and entertainment for the university's large Chinese student population and offers journalism students another extracurricular outlet.

JPIC students are encouraged from their earliest courses to pitch stories to editors at The Daily and other local and regional news outlets and nonprofit communication teams and to get them published. Some students expressed concern that pitch expectations aren't clearly communicated from introductory courses through mid-level core courses. A couple of students said they experienced a steep learning curve between the advanced journalism course, where they made one pitch near the end of the quarter, and the next level news lab course, where they were expected to pitch almost immediately. Other students attributed such gaps to the differences in part-time instructors who may need more direction from JPIC administrators on what information must be imparted from one course to the next one in sequence.

For a few years after the last site visit, students could get published, and learn about publishing, through The Seattle Globalist, an in-house publication that focused on journalism at the intersection of

immigration, cultural difference and global awareness. The program lost funding in 2018 for the publication and the artists-in-residence faculty affiliated with it.

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 JPIC program publishes its graduation and retention information on its website. The self-study states that the unit retains about 75% of its students through graduation. The website data indicates that of 281 students admitted into the journalism program between AY 2014 and AY 2019, 197 graduated with JPIC degrees, a rate of 70%. Adding the number of students who enrolled in the journalism program but graduated with a general communications degree during that period raises the percentage to 85%. The self-study reports that over 90% of Journalism and Public Interest Communication students graduate within four years, compared to the university's current 68%.

The self-study reports that the program's retention rates "have diminished slightly" since the last site visit primarily because the Communication Studies program's admission process has become highly competitive. That has meant some students entered the journalism program after not making the cut in communication studies, only to switch later. Students also sometimes switch to a communication emphasis because it requires fewer credits than the Journalism and Public Interest emphasis. The program and the department have taken steps to reduce these occasions:

SUMMARY:

The level and availability of professional advising has improved since the last site visit. The unit has robust internship programs and in-class requirements that give students experience pitching and writing stories for professional outlets.

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 for Journalism and Public Interest Communication decreased 15 percent over the past three years. The salaries budget decreased 34 percent during that time period. There have been retirements and departures of full-time faculty. Three artist-in-residence temporary positions were eliminated with the funds reallocated to fund a tenure track position in political communication. Funding for both a temporary and permanent position in public interest communication are on hold. JPIC expects to search for a joint teaching position with the communication leadership program in 2022 and a tenure-track PIC position in 2023. The FTE funding per student rose from \$6,331 in 2013-14 before the last self-study to \$8,196 in 2019-20. During the current accreditation cycle, the program has hired two full-time faculty funded by the department, and a faculty member filling an endowed chair.

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.

Despite the recent salary budget reductions, the unit has benefited financially from being part of the Department of Communication. A fee-based applied master's program in communication leadership nets the department around \$300,000 per year, which it can spend as it likes. JPIC seems to get its fair share of that money. A proposed teaching hire to jointly serve the communication leadership program and journalism's public information communication emphasis will be funded primarily with this money. The funds are also used to provide a generous travel budget of \$5,000 per year and research funding for up to \$7,000 per faculty member annually. Much of the department's technical support that benefits JPIC significantly comes from departmental funds. Thus, while the salaries budget has looked bleak recently, the other-than-salaries' accouterments to keep the program running have been generous.

Communication's high FTE keeps the department in good stead for funding within the social sciences division. Social science administrators aren't particularly pleased with the small class sizes in JPIC, but realize that they must make accommodations for the division's only accredited unit and that journalism alumni can be particularly loyal and influential. Another bright spot financially is the department's endowment, which has grown from \$7.4 million in 2014 to \$12.2 in 2021, with \$4.6 million being earmarked for journalism. In addition, the unit has access to \$64,000 "current use" funds annually. The department has its own fundraising and communication team that benefits JPIC's funding and outreach. Overall, the JPIC faculty believe they are benefitting from their integral position as part of the Department of Communication.

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

JPIC is not a particularly equipment-intensive unit. It maintains two computer laboratories and a very small video studio for video podcasts, livecasting and other simple talking-head interviews. A speech lab offers a sound-proof box for specialized audio recording. One of the computer labs is due for an upgrade now and the other will need new technology early during the next accreditation cycle. There are no outward signs that video storytelling is a priority.

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.

JPIC has a well-stocked equipment room that lends a variety of technology to students, usually for a very generous length of time. The unit benefits from the Department of Communication's three technology specialists who maintain all of the laboratories, the equipment, provide graphic and software support and standby to help students individually. Student interns who check-out equipment are expected to make tutorials on how to use various pieces of technology. Students working on campus have access to the Adobe Suite of programs on all computers. The pandemic has created a stress point when students have not always had access to the software.

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

The University of Washington has an excellent library system that provides students and faculty with whatever resources they need. The subject specialist librarian assigned to communication actually has regular office hours within the department to help students access archives, audio-visual clips, etc.

SUMMARY:

Despite significant setbacks in faculty salary budgets during the past three years, the JPIC program, with added reliance on adjuncts, has managed to fulfill all of its curricular obligations. The immediate search for a teaching position and a search next year for a tenure-track position will remediate most of those shortfalls. Faculty support supplements from Communication's fee-paying master's degree and increased endowments provide generous travel and research support. Overall, the JPIC program benefits from being nested in communication. Facilities are adequate for the needs of the program..

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 Department of Communication's Alumni Professional Development Board advises the unit on curriculum, mentors students and is important in sustaining relationships between the unit and alumni. Current members of the group include journalists and advertising, marketing and public relations executives and specialists.

The department describes its in-house Outreach Team as unique within the university. The team is responsible for internal and external communication with students, alumni, community partners and faculty. Alumni-specific contact is handled by the department's Outreach and Alumni Relations Manager. The Outreach Team also uses the usual online platforms, monthly newsletters and social media channels to celebrate alumni and promote the work of the department's faculty and students, including those from the journalism program.

Between fall 2014 and spring 2020, the department hosted more than 250 professionals in various communication fields, including journalism, to talk with faculty and students. Some of these professionals also took part in other mentoring activities. Professionals also advise the JPIC unit and students on a variety of professional development issues, and an ad hoc committee of professionals and alumni was consulted on the renaming of the program.

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.

JPIC faculty members participate in lectures and presentations sponsored or co-sponsored by the Communication Department and its two centers – the Center for Journalism, Media and Democracy and the Center for Communication, Difference and Equity. Speakers in 2021 and 2020 included a Belgian researcher who presented a Zoom talk on how U.S. broadcast news portrays public opinion; a University of Texas at Austin professor of media studies who examined unpaid gendered and racialized labor in Ultimate Fighting Championships; and a UW alum who is research director of the Agora Journalism Center in Portland, Ore., and gave a public lecture on “The Future of Journalism in a Post-Truth Democracy.”

Since fall of 2020, two Journalism and Public Interest Communication faculty have co-directed the Journalism, Media and Democracy Center. The center holds public-facing events; among them have been “America in a Transforming World: The Coming Realignment of Environment, Economy and Democracy” and “Seattle Journalism's Possible Futures.” It also has hosted or co-hosted numerous speakers over the past six years, many of whom gave public lectures as well as visited classrooms. Among those have been Univision anchor Jorge Ramos, who gave a Zoom talk in November 2020 on journalism and the American presidential election; and Tina Rosenberg, a pioneer of “solutions journalism.”

Students express appreciation for the ability to interact with professionals who visit their classes or make other visits to campus. More than one said they owe current jobs to such networking.

The director of the Center for Communication, Difference and Equity is involved in “Interrupting Privilege ” and “Radical Listening” events in Seattle and on the university campus. The center also hosts annual conferences that bring together scholars working on topics related to race and media, and race and the environment.

A JPIC faculty member helped organize a 2018 lecture series that examined fake news and included Ronan Farrow, Kevin Young and Lori Dorfman among the speakers.

The JPIC program, with the Communication Department Outreach Team and the university libraries, developed a daylong news literacy workshop in 2017 that was a response in part to the 2016 presidential election. The workshop brought together journalists and library science experts to lead public discussion on understanding news processes and finding factual information.

Faculty members have served as judges of journalism contests such as the Chicago Headline Club’s Lisagor Awards, Peabody Awards, the Society of Professional Journalists’ Western Washington Chapter regional contest, Washington Newspaper Publishers Association, Pacific Northwest Association of Journalism Educators, the Council for Advancement and Support of Education Magazine Awards, and the Wisconsin Newspaper Association.

The student newspaper, the UW Daily, and the student chapter of the Society of Professional Journalists sponsor an annual Collegiate Journalism Conference that draws about 60 students from Washington universities and colleges for professional education and networking.

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 Journalism and Public Interest Communication faculty have hosted an IRE computer-assisted reporting boot camp; served on ACEJMC site teams, participated over several years on an international advisory group to a Finnish project on security, privacy and trust; served on the editorial board of an academic journal about alternative media; and been involved local chapters of professional organizations such as the Society of Professional Journalists.

JPIC faculty have served as manuscript reviewers for various academic journals in the U.S. and abroad, served on the Washington Newspaper Publishers Association Foundation Board, chaired dissertation review committees, and chaired a committee of scholars that created a U.S. Postal Service awards program for the best research on the history of the postal system.

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

The Communication Department co-founded with other organizations a program devoted to suicide prevention, Forefront: Innovations in Suicide Prevention. JPIC faculty developed a training program for college journalists on responsible coverage of suicide, supported in part by a \$300,000 federal grant to the University of Washington.

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

The department hosts the Washington Journalism Education Association Journalism Day each fall, an event attended by about 1,000 students for sessions led by faculty. An example of the topics that have been covered – “Column Writing: You be you, but also report.” JPIC faculty also meet with high school students who express an interest in the profession and the journalism program; one faculty member volunteered for a high school’s journalism class for three years. When the department hosted an IRE Watchdog Workshop in 2019, it invited some high school students to attend.

SUMMARY:

Unit alumni play a vital role in mentoring students, advising faculty in course development and financial support of program offerings. Faculty and the unit are involved in public-facing events that foster an understanding of journalism’s role in society as well as other events that advance high professional standards. The unit hosts regular scholastic journalism events.

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.

The JPIC Assessment Plan defines the goals for student learning as the 12 ACEJMC Professional Values and Competencies and five goals outlined in the program’s mission statement. The program mission goals overlap with many of the values and competencies, adding emphasis to those learning outcomes.

The assessment program is overseen by the JPIC Program Coordinator. All the data from the various measures comes to the program coordinator, who then assigns individual faculty members to analyze and summarize to present to faculty at an annual assessment retreat.

The assessment plan includes a table with all the values and competencies and program mission goals mapped to the JPIC core and department-required courses, as well as the three most popular courses that meet the elective requirement. The table shows that each value or competency has multiple required courses, which include it as a learning outcome. The courses are designated as to the level the learning outcome reaches: awareness, understanding or application.

To ensure that multiple faculty members, especially part-time professionals, provide the content to reach the learning outcomes at the prescribed level, the faculty created detailed lists of the topics, skills, and information to be included in each of the core courses. The list is one example of how the faculty responded to data collected in one of the direct assessment measures and closed the loop.

A check of syllabi for the core courses found that the values and competencies mapped to a course were part of the learning outcomes for that course.

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

The JPIC assessment plan outlines three direct measures and six indirect measures.

Direct Measures:

Pre-test/Post-test of student learning — Students in core courses fill out a pre-test and post-test survey, which includes three or more questions related to specific knowledge from the learning outcomes and two self-assessment questions. Students fill out the pre- and post-test surveys every other time the course is taught.

Portfolio Assessment — The unit created a 1-credit portfolio class that seniors take one of their last quarters. Students are paired with professional mentors, typically alums, to help evaluate their work and create a portfolio, preparing for the job market. Each mentor fills out an assessment survey of how the student’s work demonstrates mastery of the relevant values and competencies.

Internship Evaluations — Internship supervisors fill out an assessment of the interns’ skills, professionalism and work ethic. Note, not all students choose to do a for-credit internship.

Indirect Measures:

Exit Interviews — All seniors take part in a 30-minute, focus group-style exit interview in the Portfolio classes. These interviews typically are done and summarized by teaching assistants, and all student

responses are anonymous. Students reflect on the strengths and weaknesses of the program, as well as what they learned and did not learn.

Student Internship Evaluations — In addition to their supervisors, student interns also fill out an evaluation of the effectiveness and value of the internship.

Publication Database/Student Awards — Students are asked to submit links and information about any of their work that is published in professional media outlets. The program uses the database (with students' permission) to enter their work in award competitions.

Contact with Professionals/Alums — The program maintains a database of all speakers and guests who interact with students and analyzes that information for diversity of exposure to multiple perspectives and groups. Speakers in classes are asked to complete a survey about the experience, their engagement with students, and the content of the class which they observed.

Graduation/Retention data — Collected by the university.

Looking at the data provided and how it was analyzed, the direct measures provide effective tools to assess the professional values and competencies. The entire faculty is involved in analyzing and reflecting on the data gathered, and then making decisions about changes in individual courses or the entire program (i.e. name change and expanded emphasis on public interest communication). Some faculty noted that the program was considering staggering data collection and/or analysis of some measures to reduce the overload of data to analyze every year. Given that some data provides repetitive information, this may give more time to focus on problem areas and to see if implemented changes are effective.

An interesting note in the self-study explains why students' self-assessment is a large part of the plan, including part of one of the direct measures.

“The scholars who designed UW SOUL [longitudinal ‘Study Of Undergraduate Learning’] concluded that student self-appraisals were a valuable tool for assessing learning outcomes, and their conclusion has significantly influenced our thinking about assessment in our program through the years. It has led us to focus not only on what professionals and alumni say about our students but also what the students say about themselves – about what they have learned and what they believe they still need to learn. These meta-indicators (what professionals/alumni say, what students say) have been guideposts we have followed in developing our current assessment plan.”

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

Much of the data for the direct measures is collected in classes by the faculty or TAs and then forwarded to the program coordinator. The pre- and post-tests are distributed to students in the core classes. The faculty members who teach those courses then analyze the data from their classes and write reflection summaries on the results and indicate how they might change their course if a learning outcome is not met satisfactorily. The exit interviews are conducted and summarized by TAs in a focus group format during the Portfolio class. The Portfolio evaluations by mentors are done through surveys after the student's portfolio is complete. Student and supervisor internship surveys are collected by the department internship coordinator and then analyzed by the program coordinator or a designated faculty member.

All the data from the multiple measures filters to the program coordinator, who assigns each measure to one faculty member to analyze and summarize, noting potential problem areas, for consideration at the faculty's annual assessment retreat during the Winter or Spring quarter. Action items identified and

summarized following the retreats indicate that concerns with the values and competencies or other areas of the program are discussed with a focus on closing the loop. Some examples include:

- Adding a Friday section to the first core skills class to focus on writing fundamentals in response to some of the portfolio evaluations.
- Content reviews of the three core skills classes to avoid repetition and ensure that the scaffolding approach to these courses is in fact increasing student competency in journalism skills with each course. Also better communication with students about learning outcomes and the goals students should reach by the third course. These were in response to student comments that they were focusing on the same skills in each class and not leveling up
- Increasing time spent on visual storytelling, and video shooting and editing skills, in the core skills courses and development of a stand-alone special topics visual storytelling elective course in response to both student and professional feedback. This was the competency, especially video storytelling, most often mentioned in student exit interviews as missing from the program and their skill set upon graduation. Students told us while they do spend more time on photojournalism and use of audio, video storytelling and technical skills are still lacking. Those taking the Special Topics: Visual Storytelling course this semester described it as a photojournalism class.

Comments from students in exit interviews, portfolio mentors, and internship supervisors in subsequent years indicate that the actions taken, particularly in improving writing fundamentals and increased video skills were mostly effective.

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 JPIC program actively engages with its alumni in multiple ways. It has an alumni advisory board and brings alumni back to campus to speak in classes, teach part time, and as mentors for the Portfolio class. The unit regularly uses these opportunities to discuss strengths and weaknesses of the curriculum and future directions for the program. Alumni feedback was important in the decision to expand the program to include public interest communication, widening career opportunities and recognizing that many journalism skills are now practiced outside traditional newsrooms.

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

Journalism professionals are well integrated into the assessment process. They mentor and evaluate the work of graduating seniors in the Portfolio class, supervise internships and provide evaluations of student interns, and provide feedback on curriculum and student engagement. Most of the part time faculty are current professionals and therefore directly involved in the assessment data gathering process as well as the analysis and reflection on that data.

SUMMARY:

The JPIC faculty works diligently to assess its success in student learning of the ACEJMC values and competencies using a number of varied direct and indirect measures. Faculty members then analyze and reflect on the data and develop a plan to close the loop around any deficiencies yearly.

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

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths

- A multi-talented faculty covering many academic and professional bases with a keen ability to adapt to a changing environment and “do a whole lot without a whole lot.”
- A near frictionless integration of Journalism and Public Interest Communication with the Department of Communication aided by a highly collegial and effective departmental and program leadership.
- A strong liberal arts backbone that provides fertile ground for the teaching of journalism and public interest communication.
- A positive expansion into public interest communication as an outgrowth of strategic planning that points to a bright future for the unit.

Weaknesses

- Limited opportunities for students to focus on audio and video storytelling.
- Limited effectiveness in recruiting ethnically diverse faculty.
- Retirements, resignations, position eliminations and search deferrals that have challenged JPIC’s ability to function effectively during the past three years and implement its new public interest communication program.

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).

N/A

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

N/A

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

N/A

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

N/A

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 complete, well-written and straightforward. The team particularly appreciated having live links to all supplemental material. The two-column magazine format was cumbersome for digital readers.