

Report of evaluation of undergraduate programs for 2022-2023 visits

Report of ACEJMC Evaluation

Undergraduate program 2022-2023

Name of Institution: Pontificia Universidad Católica de Chile

Name and Title of Chief Executive Officer: Ignacio Sánchez, Rector

Name of Unit: School of Journalism

Name and Title of Administrator: Luz Márquez de la Plata, Director

Date of 2022-2023 Accrediting Visit: November 13-16, 2022

Date of the previous accrediting visit: November 8-11, 2015

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Recommendation by 2022-2023 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair

Name and Title: Brad Rawlins, Director of the School of Media & Journalism
Organization/School: Arkansas State University

Signature  _____

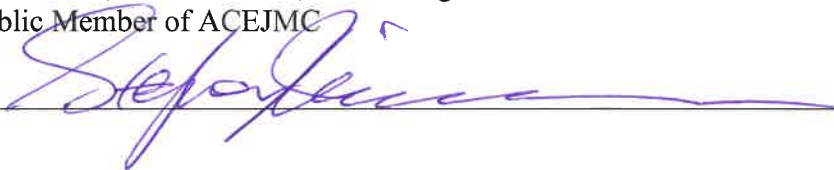
Team Member

Name and Title: Diana Fuentes, Executive Director
Organization/School: Investigative Reporters & Editors

Signature  _____

Team Member

Name and Title: Steve Geimann, Retired Editor, Bloomberg News
Organization/School: Public Member of ACEJMC

Signature  _____

Team Member

Name and Title: Diana Martinelli, Dean of Reed College of Media
Organization/School: West Virginia University

Signature  _____

Part I: General Information

Name of Institution: Pontificia Universidad Católica de Chile

Name of Unit: School of Journalism

Year of Visit: 2022

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

- Higher Learning Commission
- Middle States Commission on Higher Education
- New England Commission on Higher Education
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and School Commission on Colleges
- 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:

Comisión Nacional de Acreditación de Chile (Chile's National Accrediting Commission)

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. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

1. The name of the university is PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE; its legal address is Avenida del Libertador Bernardo O'Higgins 340, Santiago de Chile.

2. The PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE is a not-for-profit corporation of higher education whose legal personality is granted by Chilean and ecclesiastic right. It is open to all residents of the nation as an establishment of higher education, with the normal rules and regulations applicable to the rest of the Chilean universities. It is governed by the Statutes approved by the Apostolic Holy See and common legislation. Its annual budget includes a contribution from the national government of Chile, as do all other public universities, and it has been recognized by the Government of Chile since 1929 via the Decree Law N° 4807 and subsequent annual budgetary laws of the Nation.

3. The legal representative of the PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE is its President, Dr. Ignacio Sánchez.

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 full accrediting visit. If there was a revisit, give the date of the last full visit and the date of the revisit: 2015

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1997

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

Mission of the School of Journalism and profile of the UC Journalist

In line with the values, mission, and vision of the Faculty of Communications, as well as the profile of graduates proposed for the UC journalist, the School of Journalism's mission is to train professionals with a vocation of service to society and ethical awareness; with the skills and standards for the processing and dissemination of socially relevant content; and whose work is essential to democracy, needs and promotes transparency, the free flow of ideas, and rational discussion to build a better life for all.

At the undergraduate level the School strives to:

- Educate future journalists characterized by their humanistic and ethical perspective.
- Develop good study habits, discipline and professional conduct.
- Provide students with a strong, enlightened and professional instruction.
- Train students to be able to pursue different specializations and adapt to the changing environment.

Specific aptitudes of the School of Journalism's trained professionals are:

- The ability to gather, select, process, edit and deliver socially-relevant information, with a solid understanding of the concept of news.
- An ongoing wish to be informed of local and world events.
- A broad range of storytelling skills to express themselves effectively and creatively in different media platforms in an increasingly convergent landscape.
- A proficiency in managing communication technologies in an ethical and socially responsible way.
- The capacity to observe, interpret and communicate their surroundings.
- The ability to relate and interpret facts and correctly place them within a context that makes sense of them.
- A commitment to press freedom; high ethical standards; and critical and independent thinking, with regards to both the media industry and social forces.
- The capacity to understand the nature and the effects of mass communication phenomena.

7. What are the type and length of terms?

Number of weeks in a semester: 16

Number of weeks in a quarter: --

Number of weeks in summer sessions: --

Number of weeks in intersessions: --

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.

Licenciatura and professional degree in Journalism (nine-semester undergraduate program).

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

120 US credit hours (semester).

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

No credits

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

| Name of Sequence or Specialty | Person in Charge |
|--|-------------------------|
| <i>Licenciatura</i> in Social Communication and Journalism professional degree | Luz Márquez de la Plata |

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

28,978 undergraduates and 4,399 graduate students (2021)

14. Number of undergraduate majors in the accredited unit, by sequence. (If the unit has pre-major students, list them as a single total). Give the semester and academic year represented.

| Name of Sequence or Specialty | Semester/AY Undergraduate majors in |
|-------------------------------|-------------------------------------|
| | First semester 2022 |
| <i>Licenciatura</i> | 610 |
| Total | 610 |

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 for the preceding term. (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

First semester 2022 (March-July)

| Journalism Workshop | Print | Radio | TV | Advanced |
|---------------------|-------|-------|----|----------|
| Section 1 | 7 | 12 | 13 | 15 |
| Section 2 | 6 | 12 | 12 | 14 |
| Section 3 | 9 | 13 | 15 | 14 |
| Section 4 | 10 | 13 | 15 | 14 |
| Section 5 | 10 | -- | -- | -- |
| Section 6 | 9 | -- | -- | -- |

Second semester 2022 (August-December)

| Journalism Workshop | Print | Radio | TV | Advanced |
|---------------------|-------|-------|----|----------|
| Section 1 | 13 | 13 | 10 | 9 |
| Section 2 | 13 | 11 | 11 | 10 |
| Section 3 | 14 | 11 | 13 | 10 |
| Section 4 | 13 | 13 | 9 | 6 |
| Section 5 | 13 | -- | -- | -- |

It is not possible to inform the list of enrolled students according to the UC Data Treatment and Protection Policy.

Data Treatment and Protection Policy

The Pontificia Universidad Católica de Chile (UC) is committed to protecting personal data while respecting the dignity of the human person in a digital environment. UC supports data rights protection for everyone involved in our activities, including faculty members, researchers, staff, students, and alumni, among others.

The UC Data Processing and Privacy Policy, published in 2021, establishes the University community's responsibilities and the principles governing data treatment and protection to fully meet the requirements of the Chilean Constitution, laws, regulations and the General Data Protection Regulation (GDPR). The UC recognizes that proper and compliant processing under data protection legislation increases trust between the University and its community.

Any data transfer from UC to another institution must comply with the principles established in <https://protecciondedatos.uc.cl/politica/politica>. Therefore, the Institution must follow the principles and guidelines recognized by the University, having to declare the categories of data it requires, its purpose and the storage period before its elimination.

16. Total expenditures planned by the accredited unit for the 2022–2023 academic year:

Give percentage increase or decrease in three years:

- 2018-2019: 2.6%
- 2019-2020: 2.7%
- 2020-2021: 7.8%

Amount expected to be spent this year on full-time faculty salaries: USD \$944,054

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

| Journalism | |
|-------------------------------|--|
| Full-time (44-hour contracts) | Rank |
| Bachmann, Ingrid | Associate Professor |
| Edwards, Cristóbal | Associate Professor |
| Faundes, Arly | Associate Teaching Professor |
| Grassau, Daniela | Associate Professor |
| López, Ignacio | Assistant Professor |
| Márquez De la Plata, Luz | Associate Teaching Professor |
| Montenegro, Carlos | Clinical or Practice or Profession Associate Professor |
| Mora, Alex | Adjunct Instructor |
| Mujica, Constanza | Associate Professor |
| Puente, Soledad | Full Professor |
| Rozas, Eliana | Associate Teaching Professor |
| Saavedra, Gonzalo | Associate Professor |
| Saldaña, Magdalena | Assistant Professor |
| Valenzuela, Sebastian | Associate Professor |

18. List names of part-time/adjunct faculty teaching at least one course in fall 2022. Also list names of part-time faculty teaching spring 2022.

Full-time (44-hour contracts)

Condeza, Ana Rayen
Porath, William Alejandro
Urrutia, Carolina
Fernandez, Francisco Javier
Osorio, David Andres

Adjunct faculty (11-hours contracts)

| | |
|-----------------------|------------------------|
| Alarcón, Muriel | Mujica, Enrique |
| Aldea, Sofia | Navarrete, Maria Pilar |
| Álvarez, Constanza | Oro, Luis |
| Alvarez, Carolina | Ortiz, Miguel |
| Bezama, Boris | Páez , Katherine |
| Cartagena, Daniela | Palma, Constanza |
| Cortes, Jorge | Parra, Carla |
| Cruzat, Daniela | Penjean, Lorena |
| De La Fuente, Ricardo | Pizarro, Gabriela |
| De La Maza, Renato | Ramirez, Pedro |
| De Las Casas, Alicia | Rebolledo, Miguel |
| Fernandez, Ale | Rivas, Katherine |
| Fleming, Heglár | Rivera, Andrea |
| Franco, Veronica | Rojas, Carla |
| Fuchslocher, Carmen | Romo, Lorena |
| Fuentes, Carolina | Rossi, Gabriela |
| Gaete, Catalina | Sepúlveda, Oscar |
| Godoy, Ignacia | Toro, Juan Pablo |
| Guenau de Mucy, Tomás | Trujillo, Francisco |
| Guerrero, Rainiero | Valenzuela, Felipe |
| Kattan, Javiera | Vergara, Maria |
| Hornig, Francisca | Vergara, Sebastián |
| Levicán, Constanza | Vial, Barbara |
| Lescornez, Macarena | Villegas, Jimena |
| Lira, Catalina | Weinborn, Christian |
| Marquez, Pablo | Yez, Lyuba |
| Molina, Jacinta | |

19. For each of the last two academic years, please give the total number of graduates from the unit.

Year 2020: 72

Year 2021: 81

PART II — Standard 1: Mission, Governance and Administration

The Pontificia Universidad Católica de Chile (referred to as UC throughout the self-study) earned its Pontifical designation in 1930. This means the Pope must ratify the person chosen to be the university's president, a position held by Dr. Ignacio Sánchez since 2010. In 1931 it was granted academic autonomy and state support by the Chilean government and currently operates as an urban, multi-campus private university with public support. The university receives a significant portion of its annual budget from public funds, including scholarships for students. It would be considered a Research I university in the United States, with its 39 doctoral programs, highest national accreditation status and a world ranking of 121, according to the international Quacquarelli Symonds (QS) Ranking system. (For reference, MIT, Oxford and Stanford are the top three in these rankings and UC is in the company of Boston University and Purdue.)

The School of Journalism is one of three units in the College of Communication and the only one seeking reaccreditation. The other units are Advertising and Audiovisual Direction. Composed of 14 full-time faculty and about 360 students, the school is focused entirely on the discipline of journalism. The structure of the college and school is an interesting hybrid where the locus of control is mixed between the two levels. The college sets the strategic plan, manages the budgets for all units, coordinates all of the committees, drives the curriculum and evaluates the faculty. It would be similar to a department that has individual degree programs, where the department, not the program directors, has central control of the resources. The school director serves on the college's executive committee, enforces the policies and practices established by the dean and college committees, motivates faculty and students and helps make the schedule and teaching assignments with the college's teaching director.

The curriculum structure follows requirements in Chile for professional degrees. Students complete the undergraduate degree in four years to earn their bachelor's degree and another semester to earn the professional title of journalist.

On October 18, 2019, Santiago was the epicenter of violent protests (Estallidos Sociales or public outbursts) which had a significant impact on the university and the School of Journalism. The protests began because of an increase in the public subway fares, but was really a response to several growing socio-economic inequalities. By October 25, 1.2 million people took to the streets to protest. While some of the protesting was civil, there were clashes with the state police, property damage and several casualties. The Pontificia Universidad Católica de Chile sits near ground zero of these protests and was closed for several weeks for the safety of students, faculty and staff. Life in Chile has not been the same since the protests, with a new constitution proposed and reforms suggested in many areas. The traditional media, particularly television, lost trust and credibility.

The university was able to resume classes before the end of the spring 2019 semester, which ended in mid-December. Following the summer break, the campus was hit with the Coronavirus pandemic when classes were about to resume in March 2020. The university went to online instruction for the 2020-2021 academic year. While the site team was familiar with the impact of the pandemic on higher education, it became increasingly aware of the watershed nature of the protests for the school.

Unit performance with regard to indicators:

(a) The unit has a written mission statement and a written strategic long-range plan that provides vision and direction for its future, meaningful short-term measurements, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.

The dean of the College of Communication is primarily responsible for the development of the strategic plan, which takes place every five years. The current plan covers 2019-2023. The School of Journalism participated in the exhaustive strategic planning process, which included involvement of faculty, students, alumni, industry experts and outside reviewers from universities in the United States, Brazil and Denmark. The plan is comprehensive and includes goals, objectives, strategies, tactics and annual benchmarks and is considered as part of the university budgeting process; resources are allocated to each of the objectives.

The plan is presented to the university which determines the central budget dedicated to the college for the next five years. Additional resources for new programs or initiatives may be requested, but once the plan and budget are approved by central administration, the college works within those budget parameters until the next plan is presented. See Standard 7 for more explanation about the budget.

The plan addresses curriculum, pedagogy, research and scholarship, development and community engagement. The dean and directors are assigned responsibility for monitoring individual strategies. The process to develop the plan and the detail of each goal, strategy and tactic is impressive.

The plan was placed on the school's website during the site-team visit.

(b) 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 school is led by a seasoned administrator who is in her second year as director. With 32 years at UC, her previous service as the director of continuing studies, vice president for communication and vice director for Master's programs in the College of Communication has helped her build a strong reputation across campus. She was chosen by the dean because she has vision and a "hunger" for moving the school forward. She has the complete confidence of the dean and is widely respected for her many years of professional experience, her contacts with industry leaders, and her collaborative style of decision-making. While she seeks input from everyone about important issues, she is described as someone who is not afraid to make the tough decisions and move forward. She has also demonstrated considerable care for faculty and students. The site team heard several stories about how she has assisted faculty to improve teaching, find grants and connect to industry.

Faculty describe her as energetic, fair and collaborative at advancing the school on critical issues. Her drive has helped the school rebound from the pandemic and violent protests. The professional faculty in particular appreciate the support and experience she brings to the practical operations of the curriculum. Both scholarly and professional faculty expressed admiration and appreciation for her leadership.

The need for revising the curriculum is the primary concern of the school and the college. Some faculty in the school expressed a desire to move more quickly on this matter, but it appears to be moving as quickly as possible, according to the dean. The curriculum committee is at the college level and reports to the dean, who said that while it is desirable to move quickly it is more important to do it right. The university also has requirements and procedures for major program overhauls that delay the process. Of course, the pandemic and the disruptive protests in 2019 have also contributed to the delay.

She has emphasized the need to be more inclusive and accommodating to all diverse groups, especially with LGBTQ+ students and faculty, and diversity numbers for indigenous and low-income students have increased over the last year.

(c) The unit annually updates its data on the ACEJMC searchable database website (<https://lookup.acejmc.org>).

It is available and updated.

(d) The unit gathers, maintains and analyzes enrollment, retention and graduation data and posts them annually in a prominent, easy-to-find place on its websites.

The school posts its enrollment, retention and graduation rates on the website landing page, under the title of Accreditation. It is easy to find and very transparent. The data were last updated in July 2022.

On indicators (e), (f) and (g) the site team should make sure the unit operates within accepted academic norms and need only report in detail on extraordinary situations, cases or variances from policy.

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

Faculty governance takes place at the college level. All committees—curriculum, search, faculty evaluation, executive and advisory council—are made up of faculty and directors from each of the college's three units. The school does not have any formal committees. The college committees meet regularly, at least once a month, with the dean. The director convenes a monthly school meeting, usually lasting two hours, which is attended by all faculty and staff. A great deal of responsibility is given to the committees, and through these meetings the faculty direct the affairs of the college with the collaboration of the dean and directors.

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

The dean is elected by the faculty from among a list of candidates presented by a search committee for a four-year term. The director is selected by the dean for a three-year term. The nominated director is presented by the dean to the College Council, which has to approve the appointment. The College Council is composed of the college administrators and six faculty (two from each unit). The director is evaluated every two years by the dean and the college evaluation council.

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

The university has appeals and grievance processes. Student grievances are brought to the academic representatives, selected by students, who will bring issues to the attention of the school and college administration. They can also go to the college's Student Affairs Office, where the director will work to resolve the concern or conflict. The university also has an ombudsman to help mediate conflicts among members of the university community.

SUMMARY:

A strong leader, who has brought new energy to the school, works with the dean and college committees to help move the department forward in curriculum, facilities and diversity.

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 f should describe and evaluate individual academic sequences in the unit.

(a) Students in the unit complete academic requirements for a baccalaureate degree that meet the liberal arts and sciences/general education requirements of the institution. Programs may identify classes within the unit that contribute to a liberal arts and social sciences perspective for graduates from the unit.

The curriculum, in place since 2013, is in the initial stages of a redesign at the college level. For undergraduates, the curriculum has courses in Journalism, Mass Communication and Liberal Arts (covered by both the General Education Plan and specific undergraduate courses). Students take an additional, ninth, semester to obtain a professional degree in Journalism and optional in-depth courses.

After four years, students earn a Licenciatura (Licentiate), equivalent to a bachelor's degree, and, after a ninth semester, the Journalist professional degree (título profesional). At the university, 120 U.S. credits are required for the Licenciatura.

Of the needed U.S. credits, 72 are in the liberal arts and sciences, including social sciences. The remaining 48 are core Journalism courses. The professional degree requires an additional 15 U.S. credits in Journalism. Grading is from 1.0 (bad) to 7.0 (outstanding). Under 4.0 is failing.

The required courses in journalism and mass communications:

- 1.Challenges in Communication
- 2.Mass Communication Theory
- 3.News Theory
- 4.Journalism Ethics
- 5.Media Law
- 6.Audiences
- 7.Non-fiction Storytelling
- 8.Written Non-fiction Storytelling
- 9.Radio Non-fiction Storytelling
- 10.Audiovisual Non-fiction Storytelling
- 11.Graphic Non-fiction Storytelling
- 12.Interactive Non-fiction Storytelling
- 13.Print Journalism Workshop
- 14.Radio Journalism Workshop
- 15.Television Journalism Workshop
- 16.Journalism Elective

For the ninth semester, the students are required to take:

- 1.Comparative Journalism
- 2.Advanced Journalism workshop
- 3.Political economy of communication
- 4.Journalism elective
- 5.Journalism elective

Electives include Photojournalism; Print Editing; Infographics; Media Convergence; Features Writing; Social Media Journalism; Radio and Broadcasting; Transmedia Reporting; The Reporting Toolbox; Photo Reporting; Data Journalism; Sports Journalism; New Narratives and Digital Audiences; Disinformation, Fake News and Society; Journalism and Environment; and Gender, Communication and Society.

Courses outside the major include modern history, communication technologies, communication history, semiotics, visual language, fiction storytelling, statistics, oral communication skills, democratic theory and aesthetics fundamentals.

(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 values and competencies listed by the Council.

The curriculum offers theoretical approaches to describe mass media, the media industry, and mass communication trends, analysis and explanation of the potential of different media, workshops in print, television and radio, as well as digital platforms offered by professionals with extensive experience. Students told the site team these professionals teaching the workshops were “celebrities” in the school.

These courses balance practice and theory. The objectives detailed by ACEJMC are aligned with classes. However, not all the courses have been mapped to the competencies and values.

In the practical courses, students are expected to put theory into practice. Workshops provide them with the work skills for the profession. In an adjustment made prior to the visit, the school determined that rather than investing in bulky video cameras for use by students in the field, they are buying accessories for mobile phones that are increasingly the device of choice in field reporting.

Students told the team they had become concerned for their safety when class assignment required them to work in the community. The concern is tied, in part, to ongoing unrest and protests that began in October 2019. In response the school is sending students in pairs when they report from the streets.

(c) Instruction, whether on-site or online, synchronous or asynchronous, is demanding and current, and is responsive to professional expectations of digital and technological media competencies.

A review of classroom instruction found active debate and discussion among students and with teachers. Students in the radio and television workshops prepare a 30-minute TV broadcast, which is streamed live, and a one-hour radio broadcast. In the first six weeks of the semester, the assignments are submitted to the teacher. For the final weeks, those assignments are part of the broadcasts.

Students in Social Media Journalism Workshop create digital stories, multimedia guidelines, and web stories. The course represents a first step to reorient the curriculum. Some faculty members have adjusted their courses to include more social media aspects. A radio class that produced audio reports requires students to also create online content. A broadcast story on basketball’s growth in Chile was later posted to the web, with a map showing where the sport had become more popular.

(d) The unit demonstrates efforts to connect faculty and administrators to the professions they represent, with a specific understanding of the changing skills needed to be successful in the workplace.

Professors and administrators report they are in contact with the industry through research on trends and meetings with media executives. Talks by prominent speakers at the school's Viernes de Medios sessions are recorded for later viewing. Cristián Zegers, former director of El Mercurio, Chile's leading newspaper, spoke in 2018; CNN Chile anchorwoman, Mónica Rincón, and the sports editor of Radio Agricultura, Carolina Fernández, both appeared in 2019.

The pandemic forced a pause, but the unit is considering reviving this project or a similar one in 2023.

The self-study reports the professors must serve as judges, in their respective areas, in the national journalism industry. The same happens with the Advanced Journalism Workshop, which allows award-winning work by the students to be published in national media.

(e) Student-faculty classroom ratios facilitate effective teaching and learning in all courses. Except for campaigns courses, the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1.

Information included in the self-study showed all sections of the print, radio and television workshops are within the 20-1 ratio.

(f) 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. Units may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter hours).

The professional internship is only for job sites where the student's work is guided by a professional and at which students must perform reporting, news selection and production tasks. This process is overseen by a professor who authorizes the internship in a specific place or position.

Students must also take an internship within the school, in which they work for 20 hours per semester on one of the media projects. These internal activities are not awarded credits, but their approval is necessary for graduation. A teacher supervises this internship and evaluates the students.

Professional internships do not offer credits, but they must be completed to obtain the degree. There is no option to grant credit for internships or other work experience.

When students take courses for internship credit at appropriate professional organizations, the unit must show ongoing and extensive dual supervision by the unit's faculty and professionals.

For 2021-22, the self-study showed more than 60 organizations, ranging from national newspaper El Mercurio and Diario Austral de la Región de Los Ríos to Canal 13 radio and Chile Today, offer internships. Most students land at TVN, the national public broadcaster, and La Tercera.

A student must complete the Evaluation of Professional Internship, where they explain the work they had to do, evaluate their training in preparation for the internship, and comment on topics or tools they think the school could improve.

Then the onsite manager completes an evaluation. As of March 2022, the student was assessed for how they exhibited professional values, story selection choices, information processing ability, journalistic training and general training. A student had to pass three of the five. In addition, a student fails if rated “insufficient” on either ethics, workplace responsibility or investigative rigor.

Lastly, the professor in charge of the course reviews three examples of the student’s intern work.

Students may take up to nine semester credits (or their equivalent) at professional media outlets owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

Several professors each semester are put in charge of the Internal Internship course. At the beginning of each semester, the project details and available jobs are posted. Students enroll. The topics are rigorously analyzed to effectively help students develop the additional skills needed for the profession.

Each professor must supervise the students’ 20 hours of work and guide them to meet the objectives. The work is evaluated as pass or fail.

SUMMARY:

Everyone, from the dean to the director to the faculty, recognizes that the curriculum urgently needs revising, and the process began in 2019 but was halted first by civil unrest that upended Santiago and then by the pandemic that shuttered the school for almost two years. Where they can, the faculty have modified classes to remain current with the industry, adding relevant elective courses, and using professionals who teach part time to share their experience and knowledge with students.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 3: Assessment of Learning Outcomes

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.

Unit performance with regard to indicators:

(a) The unit has a written assessment plan that has been implemented, is up to date and addresses contemporary curricular issues, including instruction related to the rapidly changing digital media world.

The unit posts its assessment plan in a prominent, easy-to-find place on its website.

The School of Journalism has an assessment plan that was first developed in 2009 and revised in 2013 and is available on the college website. The dean's Curriculum Advisory Team and Curricular Committee have the responsibility to review syllabi and ensure links to the values and competencies; analyze the direct and indirect measures; propose changes and program improvements to the dean, school and Faculty Council; and monitor the changes made by the council to comply with the school's learning goals and mission.

The assessment plan was very slightly updated in 2022; however, the link on the website still displays the 2013 version, as does the self-study appendix. However, the self-study's narrative and updated direct and indirect assessment tools align to the updated values and competencies. The latter were used by supervisors and students in 2022 to evaluate professional experiences as part of the ninth semester of journalism study.

The curriculum has been in place since 2013. The assessment plan calls for a complete curriculum review every five years, but as discussed under Standard 2, the disruptions caused by the protests and COVID-19 pandemic disrupted those plans. Faculty report they are now in the early stages of a curriculum redesign, the school director is passionate about moving ahead, and there is evidence that professionals and faculty have been actively engaged in the discussions.

Despite the delay in curricular revision, there also is evidence that students are exposed to and learn contemporary digital applications and considerations in their courses. Examples include the use of audience analytics, broadcasts on Instagram and YouTube, fact-checking lessons and live assignments, and such new elective courses as gender, communication and society; queer cinema; and disinformation, fake news and society. Required course syllabi indicate students learn about data analytics (in COM 116 Audiences), infotainment and social responsibility (in COM 200 Journalism Ethics/Ethics in Communication), and develop web-based interactive design projects (in COM 117 Interactive Non-fiction Storytelling).

(b) The unit defines the goals for learning that students must achieve, including the professional Values and Competencies” of the Council. (See Standard 2: Curriculum and Instruction.)

The assessment plan broadly states that journalism students will be able to “critically and independently select, process, transmit and appraise information for different media and using diverse technologies, as well as to investigate, analyze, synthesize, and evaluate the informative phenomena in and outside the country, under ethical and professional criteria.” The self-study also states that at the end of their studies, graduates will have acquired the following:

- Wide range of skills to investigate, analyze and contextualize news events and communicate them through different formats, with a deep knowledge of the various media and new technologies
- Interest and ability to keep informed of national and international events, observe the surrounding reality and interpret and communicate it through selection, relation and editing of information
- Attitude and skills to reinforce and safeguard freedom of the press, critically and independently of industry and social pressures
- Ability to understand the reality, the nature of the communications phenomenon and the effects of public communication
- Broad humanities knowledge and a comprehensive perspective of human beings and social responsibility
- Commitment to professional journalism and its constant improvement through reflection, critical analysis of journalistic work and permanent specialization
- Ability to work as part of an interdisciplinary team, providing their perspective of reality

Direct and indirect measures to assess student learning in these areas include direct measures as part of pre- and post-measures in the experiential workshop, news theory and journalism ethics courses and indirect measures via alumni surveys.

In addition to the above objectives, the assessment plan lists the previous 12 ACEJMC professional values and competencies; however, the self-study links courses to the newer 10 values and competencies. For example, a semiotics course helps students understand how diverse people are represented, and critical cultural perspectives, including feminist theory, are included in the mass communication theory course. Although the assessment plan dictates that syllabi include ACEJMC program outcomes, a review of the syllabi found no evidence of this. Still, direct and indirect measures have been taking place per the assessment plan and demonstrate learning specific to these competencies.

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

The school employs both direct and indirect measures to assess student learning. Direct measures are conducted in the workshop (i.e. capstone) courses via pre- (early) and post- (late) assignment evaluations; pre- and post-tests are used for the foundational theory and ethics courses. In addition, students are required to have an internship to graduate, and professionals who supervise their work (or faculty when work is conducted internally and not at a professional outlet) complete an evaluation at the end of the experience that includes the ACEJMC values and competencies. Students self-report their learning on these outcomes as an indirect measure.

Students worked at 130 internships in 2020 and 2021 (67 and 63, respectively) in various media environments, including digital, investigative, television, magazine, radio, and institutional. Supervisors rated students on a four-point scale (representing very poor, poor, good, very good). On average, students were scored highest (3.8/4.0) on commitment to free expression, use of information technologies, and responsibility; they were scored lowest (3.4/4.0) in their use of numbers and statistics and in proposing creative news stories.

Students rated their own competencies highest in ethics, freedom of expression, and reporting/editing (average of 3.7/4.0). They rated themselves lowest in managing numbers and statistics and use of information technology (2.67 and 2.73, respectively).

The 2017-2021 journalism assessment report shows annual data obtained for news theory and journalism ethics (measured via entrance and exit exams) and for the various journalism workshops,

which include print, radio, and television and are measured via early and late assignments. Although all of these assessments showed positive learning differences between the two measures, the latest assessments within the radio and television workshop courses showed precipitous learning declines from earlier levels.

Alumni surveys are conducted regularly by the university, which obtain data primarily about employment outcomes. In addition, the school informally obtains feedback on curriculum and student preparedness from industry professionals, and administrators and faculty review and discuss student success (i.e. graduation rates, employment data and awards won) as part of their overall discussions of curriculum and student learning. The school director reviews assessment data each semester, and faculty indicate that results of the pre- and post-evaluations and internship data are discussed at faculty meetings.

(d) At least one direct and/or indirect measure should include journalism and mass communication professionals engaged in assessment data collection.

Professionals are directly engaged in the internship assessment measures, which include questions about student performance in 13 distinct areas that tie directly to the school's and ACEJMC's learning outcomes. Up until 2021, professionals evaluated the students' performance as very good, good, poor, very poor, or indicated that the particular area being reviewed was not applicable. The form was changed in 2022 and now uses a five-point scale to indicate unachieved, insufficient, sufficient, good, very good, or N/A. It includes two sections of ratings: one regarding student performance in the internship; the other, their professional training.

Indirect data also include the alumni survey and informal interactions with professionals who visit the school.

(e) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction. There is substantial, concrete evidence of "closing the loop," generally and specifically. Multiple examples of "closing the loop" are evident.

The assessment plan indicates periodic review of direct and indirect measures through the dean's curriculum advisory team and the curricular committee. Recommendations for change are provided to the dean, the school and Faculty Council. The director also reviews assessment data every semester, and journalism faculty indicate that results are shared each semester at regular faculty meetings.

Data from the pre- and post-exams in the ethics and theory courses and from the early and late assignments in the print, radio and television workshops show results at least every year from 2017 through 2021. In response to a significant drop in scores for the radio and television workshops, full-time faculty coordinators were assigned to ensure course sections were made more uniform. In addition, instructors with greater data backgrounds and knowledge were assigned these courses.

Other responses to assessment findings included updating such courses as Interactive Non-fiction Storytelling and adding new electives. Among these new electives are Data Journalism, which includes computational and statistical analysis to help strengthen the numerical and statistical competencies of students, and Gender, Communication and Society to increase students' exposure to social justice issues and their social and cultural influences. In the student meeting, multiple students specifically expressed appreciation for the latter course and recommended that it be required.

SUMMARY:

There is evidence that direct and indirect measures are used to assess student learning across the ACEJMC values and competencies and the school's own stated learning objectives and that actions are taken to address identified concerns. However, the 2022 plan should be posted on the website, and ACEJMC learning outcomes should be prominently listed on course syllabi to help track where students are exposed to, demonstrate understanding of, and apply them.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 4: Diversity and Inclusiveness

Unit performance with regard to indicators:

(a) The unit has a written diversity plan that has been implemented and discussed annually, for achieving an inclusive curriculum, a diverse, culturally proficient faculty, staff 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, identify under-represented groups and articulate key performance indicators upon which the unit intends to focus and improve.

The unit posts its diversity plan in a prominent, easy-to-find place on its website.

The school's diversity plan was rewritten in May 2022 and is located on the Journalism program's landing page.

The plan is centered on the belief that to ensure equity and inclusiveness, there must be mutual respect. It defines diversity as a means of acknowledging that our differences complement each other and should be promoted in ways that enrich the educational experience of all.

Located in a country that is 87% Latino with 13% identifying as indigenous, the school's major underrepresented group is the indigenous community, primarily located in southern Chile. The school is located in central Chile, in the capital city of Santiago, with a population of about 5.4 million.

There are new waves of migrant populations coming from Haiti and other Latin American countries with larger populations of citizens of African descent, but school administrators don't expect them to be of college age for another eight to ten years. This group is not mentioned in the diversity plan.

The plan notes the various courses that include discussions on national issues of cultural identity and indigenous rights and how to ensure those views are taken into account in real-world assignments. Since 2018, transgender students have had the right to use the name of their choice in the classroom and in most school documents. Bathrooms on campus have been retrofitted to be unisex.

The college's Student Affairs Office offers support and intervention for students regarding neurodiversity and mental health issues, and also provide help for those in underrepresented communities to ensure they receive remedial coursework if necessary and support throughout their college years.

In recent years, the university and school have made significant efforts to increase the admission of students from lower-income backgrounds, those with disabilities and from other underrepresented communities. Specific plans have been developed to attract those students, including several new admission programs: Equity Admissions, Special Admissions, Talent & Inclusion. Other specialized admission methods, such as for students with disabilities, also have been implemented.

Looking forward, the plan calls for developing a consistent means of evaluating the progress of students who enter under special admission provisions to ensure they are meeting the required standards and will graduate at the same educational level as those admitted under the general admission process. It also calls for increasing the number of courses dedicated to diversity issues.

In regard to the faculty, there have been few openings in recent years. The most recent posting was for a part-time faculty member, which drew 16 applicants, of whom seven were women. Two women made the final cut but the final hire had not been made at the time of the visit.

(b) The unit's curriculum creates culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit's curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society.

The school offers a few courses dedicated to issues of underrepresented communities, including Cine Queer and Gender, Communication and Society, which are both electives, as well as Challenges in Communication, a required course taken by every student in their first semester.

For the latter course, student advisors hand-select each class to ensure diversity in gender, geographic origin and high school location.

In practical workshops throughout their college career, students are sent out to do assignments in areas where they don't live to help expose them to diverse viewpoints.

Students interviewed during the site visit said they would like to see more courses regarding these issues, in particular a course about culturally appropriate language and how to interact with people from other backgrounds. Many had taken the elective Gender, Communication and Society and gave it high praise, suggesting it be made a required course. Several faculty members made the same suggestion.

(c) The unit demonstrates effective efforts to enhance all faculty members' understanding of diversity, equity, inclusion and ability to develop culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit also demonstrates intentional efforts to recruit and retain faculty and professional staff who are from demographics that are historically, domestically marginalized.

The school relies heavily on the university's overall recruiting efforts, and doesn't have much say in recruiting on its own.

Pointing out that over the years often half to two-thirds of its faculty has been female—in 2021-22, full-time faculty was 57% female; part-time faculty was 49% female—school administrators say they do not take any extra measures to hire women faculty members.

Efforts to hire international professors have not been successful; while a recent search for an open position drew applications from Spain, and an offer was made to one person, it was not accepted.

No applications from the domestic minority population have been received; school administrators acknowledge they need to develop methods to try to reach that community to find qualified applicants.

(d) In alignment with the institution's mission, the unit demonstrates effective efforts to help recruit, retain and graduate a student population reflecting the diversity of the population the institution aims to serve.

The school participates in an annual on-campus fair where high-school students from around the region are brought in by bus. All the schools have tables set up at the fair, with faculty and student representatives talking to the visiting high school students. There is a focus on students from underrepresented communities.

To help with retention and graduation, a peer tutor is assigned to every freshman student, with an eye toward diversity. While not every student takes advantage of this program, and there is no data on this front, anecdotal information indicates the peer tutors help students from underrepresented communities over rough spots in their scholastic careers and have encouraged more than a few to complete their studies and earn their degrees.

The school works closely with the university's Program for the Inclusion of Students with Special Needs (known by its Spanish-language initials of PIANE), which facilitates the admission process for these students and works with the students and faculty members during and after class throughout their academic career.

(e) The unit demonstrates that it has an inclusive climate, 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.

Students and faculty alike praise school leaders for their emphasis on providing a safe, welcoming environment for all people regardless of gender, sexual orientation, geographical origin, race/ethnicity, socioeconomic status, cultural background and physical or mental abilities. A student who uses a wheelchair said much of the historic campus is wheelchair-accessible, and his professors and administrators willingly change the location of test sites if the scheduled site happens to be in an older part of a building to ensure he has access.

Students who aren't Catholic say there are no efforts to challenge their beliefs or choice to be agnostic or atheist; an agnostic faculty member said neither the school nor university leadership has questioned his position. A Jewish faculty member said his schedule is readily adapted to allow for observing holy days.

According to a 2021 study, 43% of students said they were Catholic, while 38.5% said "none" when asked for their religion or belief.

A professor who identified as gay said he felt accepted and his ideas considered like any others by school authorities as well as by students and fellow faculty members.

Several gay students said they felt safe and welcome on campus, and praised open discussion across the school's curriculum, especially regarding current events. They, like other students, however, said the school would benefit from more courses in queer studies and other topics related to historically marginalized communities.

The number of students who identify as LGBTQ+ has grown slightly from 24.8% in 2020 to 25% in 2021. That compares with a university total of 18%. The number in the school who answered "prefer not to say" dropped from 11% in 2020 to 8% in 2021.

There are few students who identify as indigenous, but the number has grown, from 2 of 145 respondents (student population was 672) to 5 of 152 respondents (student population was 750).

About 23% of the school’s student body receives financial help to attend the school. The number of students who said they work to pay for tuition or meet expenses to attend the school nearly doubled from 12.4% in 2020 to 23% in 2021.

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.

Academic year: 2021 – 2022 Full-time faculty

| <u>Group</u> | <u>Female</u> | <u>% of total faculty</u> | <u>Male</u> | <u>% of total faculty</u> |
|-----------------------------------|---------------|---------------------------|-------------|---------------------------|
| <u>Hispanic/Latino (any race)</u> | 8 | 57% | 6 | 43% |
| <u>Indigenous</u> | 0 | 0% | 0 | 0% |
| <u>International (any race)</u> | 0 | 0% | 0 | 0% |

Academic year: 2021 – 2022 Part-time/adjunct faculty

| <u>Group</u> | <u>Female</u> | <u>% of total faculty</u> | <u>Male</u> | <u>% of total faculty</u> |
|-----------------------------------|---------------|---------------------------|-------------|---------------------------|
| <u>Hispanic/Latino (any race)</u> | 23 | 49% | 24 | 51% |
| <u>Indigenous</u> | 0 | 0% | 0 | 0% |
| <u>International (any race)</u> | 0 | 0% | 0 | 0% |

SUMMARY:

The School of Journalism makes notable efforts to advance equity and a sense of belonging, to avoid discrimination and provide a safe environment for discussing difficult topics involving underrepresented communities. It wants to diversify its student body and faculty. It does a good job of retention and graduation of students from diverse backgrounds. It would benefit from a more detailed approach to recruiting students and faculty members from underrepresented communities to further its goal for equity and inclusion.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 5: Faculty

Unit performance with regard to indicators:

(a) Full-time faculty have primary responsibility for curricula, oversight of courses, research/creative activity and service.

The 14 full-time faculty members teach just over 50% of the required courses in the journalism curriculum and are typically assigned fundamental courses for first-year students. Although this may seem lower than desired, this percentage has increased since the last accreditation visit and includes required courses taught by other units. Faculty are formally represented through a college-wide curriculum committee, but they also discuss curriculum during their regular monthly School of Journalism faculty meetings. Full-time faculty include both research—or “ordinary”—faculty as well as teaching—titled “special”—faculty, and what they refer to as “adjunct” faculty, who are limited term full-time teaching professionals employed for no more than four semesters.

The journalism school director assigns courses in collaboration with the college’s teaching director, based on the university’s and college’s formal regulations. Full-time ordinary faculty typically teach up to two courses a semester; special faculty, up to three, although the teaching loads may change owing to other administrative, research or service assignments. Faculty meet periodically with the director to review their course assignments.

(b) The unit’s faculty (full- and part-time) are highly qualified and keep their expertise current through professional development opportunities and maintain relationships with professional and scholarly associations.

The full-time faculty is composed of the director, one full professor, eight associate professors, three assistant professors, and one instructor/lecturer. Eight have Ph.D.’s. Of the 40 part-time faculty listed for fall 2022, years of professional experience range from one to 41, with more than half having 20 years’ experience or more. About a third of the part-time faculty have a master’s degree or higher. Women make up 57% of the full-time faculty and 49% of the part-time faculty; all are Latino.

Faculty who teach the experiential workshop courses, which are akin to capstone courses, are often working professionals, whom students referred to as “celebrities” because they are well known in the region and industry. A full-time faculty member coordinates each of the workshop sections across areas (i.e. print, radio, television).

Faculty serve as journal reviewers, editorial board members and active AEJMC members. They invite alumni back to the university for events. In addition, the department has hosted nationally known media professionals, who interacted with faculty and students. Examples include CNN Chile anchor Mónica Rincón and *El Mercurio* newspaper director Cristián Zegers. Although the unit has an alumni board, it was created under a former dean, and owing to the pandemic and change in leadership, it hasn’t met in recent years.

The school supports faculty sabbaticals. Since the last accreditation, four faculty have been granted sabbaticals and two others had visiting professor positions in Germany. The faculty who took sabbaticals spent up to a year at universities in Germany, the United States and Spain. As a result, a book, book chapters and multiple published journal articles were produced.

(c) The unit requires, supports and rewards faculty research, creative activity and/or professional activity. Expectations for promotion and tenure are clear.

Faculty are reviewed and their performance rated every two years by the Dean's Advisory Committee for the Incorporation, Promotion, and Assessment of the Academic Staff. Their review is then forwarded to the dean, who has the final say in the evaluation. If she disagrees with the evaluation, she must make a case to the provost.

Faculty expectations and criteria for promotion are defined and documented in the university's Academic Regulations, and teaching-focused faculty may be tenured. Currently, seven ordinary (research) faculty and four special (teaching) faculty have tenure. The unit has but one full professor; however, four faculty have been promoted from assistant to associate professor since the last accreditation, and faculty indicate expectations are clear. Senior faculty were named as informal mentors to assistant professors. The college is in the process of discussing and developing "Complementary Regulations" to better operationalize how the university's Academic Regulations are applied to their disciplines and ranks.

Faculty who receive lower than desired course teaching evaluations by students are encouraged to attend workshops and classes through the University's Teaching Development Center. The director adjusts other duties, if needed, to free time for such professional development and meets regularly and works with such faculty to ensure progress.

(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 travel is supported, particularly for research or teaching presentations. Recent examples include a research-track professor who attended ICA and a teaching-track professor who presented (and won a paper award) at AEJMC. Faculty noted travel to such international conferences is usually expensive and that support may be received from the university through an application process as well as a lesser amount from the college and possibly the school.

Journalism faculty actively collaborate on research grants, with investigations involving such topics as misinformation, public opinion, and institutional trust in Chile. Two journalism faculty members manage the academic communications journal Cuadernos.info, an Ibero-American scholarly journal available through SCOPUS. Others are actively engaged in university media, such as Radio Beethoven, and an alumni magazine.

Faculty regularly produce book chapters and articles. Recent international conference presentations included such topics as experiential learning via smartphones, political discourse, COVID-19 communications, news recall, and crisis communications. Professional workshops for the public also are conducted, and faculty have developed openly accessible digital resources, such as a website with free visual tools and student-produced tutorials, which were invaluable to students during the pandemic.

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

Faculty are actively engaged in the life of the university and are respected by other administrators and faculty. They gush about the quality of the students and the unit, with one saying the college was

“number one” at the university and another stating that of all of the students at the university who take her courses, students in the College of Communication were the best. (Journalism majors make up 60% of college students.)

The School of Journalism director is a former university vice president of communications, and faculty contribute to the university mission in multiple ways, including a public-private partnership that seeks to extend education in Chile and learning communities within the Teacher Development Center.

A faculty member from another college noted that the college’s level of academic scholarship had increased in recent years, and indeed, the level of productivity is higher in this accreditation cycle than in the previous one.

SUMMARY:

Full-time faculty represent a balance of academic and professional experience, which is supplemented by part-time faculty who are working media professionals, many of whom are recognized nationally. Faculty are well respected across the university and produce scholarship that examines journalistic issues of importance in the country. They contribute actively to university activities and to professional organizations.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

| Scholarship, Research, Creative and Professional Activities | Total from Unit* | Individuals | | | | |
|---|------------------|---------------------|--------------------------|--------------------------|---------------------|-------------|
| | | Full Professors (1) | Associate Professors (9) | Assistant Professors (3) | Other Faculty** (1) | Totals (14) |
| Awards and Honors | 8 | 0 | 5 | 3 | 0 | 8 |
| Grants Received Internal | 6 | 0 | 4 | 2 | 0 | 6 |
| Grants Received External | 16 | 2 | 8 | 9 | 0 | 16 |
| Scholarly Books, Sole- or Co-authored | 1 | 0 | 1 | 0 | 0 | 1 |
| Textbooks, Sole- or Co-authored | 0 | 0 | 0 | 0 | 0 | 0 |
| Books Edited | 0 | 0 | 3 | 0 | 0 | 3 |
| Book Chapters | 15 | 0 | 13 | 4 | 0 | 17 |
| Monographs | 0 | 0 | 0 | 0 | 0 | 0 |
| Articles in Refereed Journals | 59 | 3 | 51 | 25 | 0 | 79 |
| Refereed Conference Papers | 65 | 8 | 56 | 34 | 0 | 98 |
| Invited Academic Papers | 1 | 0 | 1 | 0 | 0 | 1 |
| Encyclopedia Entries | 2 | 0 | 2 | 0 | 0 | 2 |
| Book Reviews | 1 | 0 | 1 | 0 | 0 | 1 |
| Articles in Non-refereed Publications | 2 | 0 | 2 | 0 | 0 | 2 |
| Juried Creative Works | 0 | 0 | 0 | 0 | 0 | 0 |
| Non-juried Creative Works | 0 | 0 | 0 | 0 | 0 | 0 |
| Other (please specify) | -- | -- | -- | -- | -- | -- |

PART II — Standard 6: Student Services

Unit performance with regard to indicators:

(a) The unit provides students with the support and services that promote learning and ensure timely completion of their program of study.

Students trigger their interest in the School of Journalism by registering for an introductory course. They then receive information about the curriculum, the common education plan, and the graduation requirements. Those requirements are published on the Student Affairs Office web page, which lists the steps to obtain the degree and the professional journalism title.

Students have formal and informal opportunities to learn about the academic process, but meetings with a faculty advisor are not required. Freshmen are tutored by other students, often the most successful upperclass students recruited and appointed by the Office of Student Affairs. The College also has an elected student council that advocates and lobbies for mostly non-academic issues, such as better meeting space and to promote cultural, sports and social activities. Students are also elected as academic representatives to work with the school administration to resolve grading, teaching or class issues. Election campaigns for the student and academic representatives were underway during the site visit.

An academic in the college reviews cases where students have difficulties in their studies or report poor academic performance. The panel reviews the situation and indicates whether the student must take fewer courses, temporarily suspend their studies, accept a resignation request, or lose their status. One member of the Journalism unit sits on this committee.

The college in late 2019 hired a professional psychologist to work with students in need of guidance on personal issues ranging from career to mental health. Serious mental health issues are referred to external specialists for appropriate treatment.

(b) Professional advisers, and faculty where appropriate, provide students with academic and career advice.

The School of Journalism, as well as the college, relies on the student-led structure to counsel and advocate for students. Faculty members do provide guidance, but according to the head of student services their role is to help students with their job search. In addition, professional advisors and deputy advisors participate in the Faculty Council—with one vote—and the Curricular Committee.

The student advisors organize committees for each degree. For example, the journalism committee includes a delegate for each class and a delegate from each workshop. The committee meets from time to time, sometimes with the director or the deputy director of student affairs, to voice student concerns and propose actions for improvement.

Meetings with the student advisors were key during the pandemic. In 2020 and 2021, department directors met weekly to identify problems and solutions for students unable to be on campus.

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

The university monitors student performance to identify academic difficulties and will notify the college

when students are faltering. A student is placed on academic alert if their cumulative weighted average falls below 4.0 or they fail the same subject three or more times. A student on alert must meet with a representative of their academic unit to define strategies and establish commitments to remedy the deficiencies, which are reviewed in meetings held at least twice in the semester.

(d) The unit and institution provide extra-curricular activities and opportunities relevant to the curriculum and that help develop the students' professional and intellectual abilities and interests.

The most representative extracurricular activities are:

- Volunteering in media, such as Radio UC and the digital magazine Kmcerro, where content is created by students as part of the concept of “learning by doing.”
- Fact checking UC, an initiative developed for students to learn data verification techniques within the Journalism Comparative Analysis course. This project focuses on verifying comments during public discourse, such as campaign debates, and has been carried out since 2013. The fact-checking service is available to public audiences.
- *Viernes de Medios*, an activity in which renowned professionals are invited to speak. After being suspended during the pandemic, the sessions are expected to start again in 2023.

The site visit encountered a group of freshmen, working on a radio broadcast about music they had scripted the previous day. They were working for experience, not credit, they said.

(e) The unit uses retention and graduation data to improve student services, such as advising, and to reduce barriers to student success.

In 2018, the school created a position for a person who processes and manages data. In 2022, the job has increased responsibilities and received a title — Coordinator of Projects and Information for Management — and reports directly to the dean.

Retention and graduation data are analyzed and published annually on the unit's website, but data at the university level and for other colleges are not public. While the data was not readily available at the time of the visit, due to student privacy concerns, the school provided it for the revisions to the report.

The unit conducts no studies to evaluate the success of the academic follow-up activities, but retention rates suggest follow-up activities are successful. The vast majority of students on academic alert continue their studies or temporarily suspend them. Only a minority resigns or drops out.

SUMMARY:

The School of Journalism has among the most inventive approaches to keep students on track, focused on empowering students individually and as a group to advocate for improvements and changes, coupled with a safety net that identifies potentially troubled students and crafts remedies to keep them in class.

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 college manages the budget for the three units, including the School of Journalism. Every five years, the college submits a strategic plan that is used for budget planning by the university. The plan introduces goals and initiatives for the next five years and requests resources to meet them. The allocated resources for the annual budget are clearly aligned with the college's plan.

(b) Resources provided by the institution are adequate to achieve the unit's mission and are fair in relation to those provided to other units.

The budget is composed of two sources: central funds and proprietary funds. The central funds are allocated by the university from the tuition and public funds provided by the government. The proprietary funds are generated by each college from continuing education, graduate degrees, consulting, productions, etc. Of the undergraduate tuition, 90% goes to central funds and 10% goes to the college, whereas 90% of continuing education and graduate tuition goes to the college and 10% to central funds.

The college controls the budget and honors requests for resources from each of the units, with greater priority going to those that meet the strategic plan. The college cannot satisfy all of its needs with the central funds and it is dependent on the supplementary proprietary funds. The central funds increased by 4.5% from 2019 to 2021. However, during that same time period, the proprietary funds decreased by 30%. Much of the decline of the proprietary budget was due to the pandemic. The overall budget, combining the two sources, decreased by 14%.

The areas impacted the most by the declines appear to be technology and travel. While the computer labs will need some updates soon, the school has the resources to meet the needs of students. Because the budget is controlled at the college level, the resources are shared across the three units. All of the units use the computer labs, studios, production rooms, cameras, audio equipment, etc. However, the dean said that the majority of the budget is dedicated to supporting the journalism school because it has approximately 60% of the students in the college.

Faculty receive an annual cost-of-living increase tied to national inflation and a merit increase every two years that is tied to their biannual evaluations. The college recently went through salary adjustments to bring professional and scholarly faculty to the same level.

(c) The unit's facilities and information resources enable and promote effective scholarship, teaching and learning.

The college occupies a 10-story building (seven floors above ground and three below) with more than 53,000 square feet of classrooms, offices, labs and studios. The college's two television studios with control rooms, three auditoriums, two radio studios, 20 audio/video production rooms, microcinema, and creativity room are used by students from the three units. One of the TV studios is dedicated to creative productions and the other dedicated to news productions. Both studios have industry-standard switchers, cameras and lights. One of the radio studios can accommodate six live hosts and streaming video.

Faculty and students have access to more than a million volumes in a library shared with the Law School and nine other libraries distributed across the university's five campuses. They also have access to, and use more frequently, the electronic resources of the library that include 435,000 electronic titles and 257 searchable databases to worldwide resources, such as EBSCO and Science Direct.

(d) The institution and the unit provide faculty and students with equipment, or access to equipment, and technical assistance needed to support student learning, curriculum and the research, creative and professional activities of the faculty

The students and faculty have access to a check-out room that has sufficient equipment for their needs. After the pandemic, the school invested in more mobile phone kits as students, and industry, became more comfortable shooting photos and videos with these devices. Several audio and video production studios were used regularly by radio and TV workshop students to produce daily news shows.

Four computer labs host 80 computers with graphics and video editing software. In addition to the computer labs, the audio and video production studios have 2-3 computers per room. Adobe made available for free to students the Adobe Creative Cloud during the first semester of the pandemic. The school then provided students with free versions of DaVinci Resolve until the students returned to campus in March 2022. The PC computers have an older version of the Adobe Creative Suite and Adobe Creative Cloud is available on the nine Mac computers and six editing suites.

Perhaps most impressive, is that the college employs six technicians to assist with student productions, with each having a specialization in a specific area such as audio, video, photo and post production.

Faculty have updated computers and access to a fiber optic network for high-speed data and video transfers.

SUMMARY:

The school enjoys an impressive and modern building with ample studios, professional grade production technology, multiple audio and video editing rooms, computer labs, creative spaces and a budget that helps them manage current needs and has the potential to increase programs and technology depending on future strategic plans.

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 actively engages with them, other professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.

There is no formal alumni association, but the school maintains an email database with some 2,000 names of alumni that it uses often. The school regularly has special events and workshops for which it sends emails inviting either the entire database or alumni specific to each event. For example, for a recent workshop on leadership skills for women, an invitation was sent to all female alumni in the database.

The school has a rotating list of adjunct professors who regularly teach hands-on courses, many of whom are alumni in professional practice.

There is an advisory council of professionals and alumni that doesn't formally meet, but individual members are consulted on matters of curriculum and technology. This group includes former deans Francisca Alessandri, Eduardo Arriagada, Silvia Pellegrini and Eliana Rozas and numerous nationally recognized professionals, including

- Patricio Hernández, general manager, Latina Televisión
- Macarena Manzur, general manager, Tironi y Asociados
- Eduardo Pooley, corporate and digital marketing manager, Banco Bci
- José Luis Santa María, editor of La Tercera Newspaper
- Tony Sarroca, partner & Chief Creative Officer, Simple / Chile
- Iván Valenzuela, journalist of Teletrece Tarde, Canal 13 and T13 Radio
- Marilú Velasco, partner, Extend Comunicaciones
- Andres Wood, film director, Wood Producciones

(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 school has an active office of continuing education, offering a wide range of courses and workshops throughout the year, including many four-month courses that offer certificates. Others are two-day, hands-on classes for the public that teach such practical skills as how to shoot better video for social media.

Members of the faculty and administration also are much-sought-after experts in their fields. For example, Director Luz Márquez de la Plata is part of the public and government discussions on the revision of constitutional protections for journalists. Márquez and Professors Sebastián Valenzuela, Magdalena Saldaña and Ingrid Bachmann recently participated in a meeting with Chile's Secretary General on a campaign designed to develop tools to fight disinformation among the public. The meeting included professors from other universities and from fact-checking organizations — all were alumni of Pontificia's School of Journalism.

Professors also have served as jurors for numerous national and international journalism contests, including for the Association of Women Journalists and Writers (Lenka Franulic Award), the García

Márquez Foundation for Ibero-American Journalism and the Society for News Design, among others

Other activities by faculty members included serving as a member of the Transparency Council of Chile; serving as reviewers, editors or board members of academic journals, including Feminist Media Studies, International Journal of Communication, International Journal of Public Opinion Research, Journal of Communication, Journalism Studies, Digital Journalism, Political Communication, Journal of Computer-Mediated Communication, International Journal of Communication and New Media & Society among others; and serving in leadership positions in such organizations as AEJMC and the Society for News Design.

(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.

During the pandemic, the school offered a higher number of courses via the web to the public, including “Tools for times of crisis,” which included international guests who shared useful tools for communicators; “Women and cities: debates, actions and challenges toward equality and sustainability”; and “Interests and information consumption by the elderly,” giving voice to older Chileans.

Another benefit for the public was the development of a fact-checking system for the public accounts of Chilean presidents and presidential debates. The website, fact checking.cl, was developed by students in the Comparative Journalism Analysis course, guided by their professors and instructors, as a public service.

(e) The unit supports scholastic journalism.

The school participates in the university’s annual orientation fair for high school students, presenting its programs to students who are brought to campus from across the region. Alumni and professors also visit high school campuses, sometimes along with current journalism students, to talk with high school students about the benefits of a journalism degree and the advantages and financial assistance available to attend the school.

SUMMARY:

Alumni now in professional practice return frequently to the school for workshops and hands-on classes as well as to teach one or two courses a year. They regularly offer students the jobs required for the last-semester projects to receive the title of journalist, and then hire them for full-time jobs upon graduation. A highly respected institution, Pontificia’s school faculty and administrators are consistently sought after by both the public and private sectors for their expertise. Faculty and students regularly provide public service.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS

- Students benefit from quality full-time and professional faculty that provide an apprenticeship-type experience.
- Engaged students enlightened by social unrest seeking ways to express their voice and practice professional skills.
- Strong, passionate leader who has infused energy into the school following the pandemic.
- Enviable facilities and staff support to assist professional student productions.
- Unique student support system that meets students' academic and mental health needs.

WEAKNESSES

- A curriculum that has been patched but not significantly revised in almost a decade.
- A diversity plan lacking in detail and proactive actions for recruiting from underrepresented communities.
- Program outcomes and ACEJMC values and competencies are not always linked or found on course syllabi.

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

3) In the case of a recommendation for accreditation or reaccreditation, with standard(s) not in compliance, list the deficiencies that need to be addressed before the next site team evaluation.

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 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.

Economically homogeneous student body: The 2015 site team suggested that greater attention be paid to diversifying an “economically homogeneous student body.” In the past seven years, the national government has started to fund tuition for students in the lowest income categories, while the university offered alternate admission paths for low-income, intercultural and special needs students, as well as programs to support their academic development.

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 hard to follow from the start, with an unfriendly font and inconsistent translation across the eight standards. Some questions in the self-study were unanswered and portions of the report were long on generalities and short on specifics. The team had to spend time on site digging for information, especially on the budget.