

Report of ACEJMC Evaluation

Undergraduate program

2022–2023

Name of Institution: **Texas Christian University**

Name and Title of Chief Executive Officer: **Dr. Victor J. Boschini, Jr., Chancellor**

Name of Unit: **Department of Journalism**

Name and Title of Administrator: **Dr. Uche Onyebadi, Chair**

Date of 2022-2023 Accrediting Visit: January 29 – February 1, 2023

Date of the previous accrediting visit: January 31 – February 3, 2016; revisit January 28 – 30, 2018

Recommendation of the previous site visit team: Provisional (2016)

Previous decision of the Accrediting Council: Provisional (2016); Accreditation (2018)

Recommendation by 2022-2023 Visiting Team: Reaccreditation

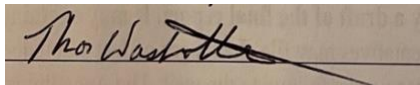
Prepared and submitted by:

Team Chair

Name and Title: Thor Wasbotten, Professor; Managing Director

Organization/School: School of Media and Journalism, Kent State University; Markkula Center for Applied Ethics at Santa Clara University

Signature

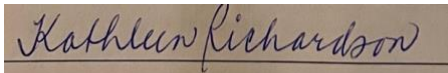


Team Member

Name and Title: Kathleen Richardson, J.D., Dean Emerita

Organization/School: School of Journalism and Mass Communication, Drake University

Signature

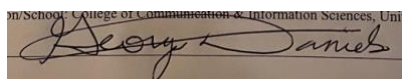


Team Member

Name and Title: George L. Daniels, Ph.D., Associate Professor

Organization/School: College of Communication & Information Sciences, University of Alabama

Signature



PART I: General information

This general information section will be included in its entirety in the site team’s report, and it must present the most current information available. Before the site visit, the unit should review its responses to the questions below and update them as necessary. The unit then should provide a digital copy of this updated section to team members when they arrive on campus. The updated responses will be included in the digital team report sent to the ACEJMC office.

In addition, if any significant changes not covered in this section have occurred after the original self-study report is submitted, the unit should describe and document those changes and present this new material to the team when members arrive.

Name of Institution: **Texas Christian University**

Name of Unit: **Department of Journalism**

Year of Visit: **2023**

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: N/A

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.

The Articles of Incorporation (Article I and II) state that the name of the corporation shall be Texas Christian University. An excerpt: “The purpose for which this corporation is formed is the support of an educational undertaking to wit: The establishment and maintenance of an institution of learning, of university rank, for education and training of students in the arts, sciences and languages, and in all branches of learning ... in the State of Texas” <https://repository.tcu.edu/handle/116099117/11132>.

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. 2016 and 2018

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1967

6. Mission Statement: [Re-adopted]

To educate students to think and act as responsible professionals and ethical citizens in a global community; to help students develop competencies necessary to prepare them for professional employment or advanced studies; and to develop skilled professional communicators who understand their social, legal and ethical responsibilities, and their career opportunities in a technological society.

Statement should give date of adoption and/or last revision. April 20, 2022

7. What are the type and length of terms?

Number of weeks in a semester: 16

Number of weeks in summer sessions: 4, 5, 8,10 and 12 weeks

Number of weeks in intersessions: N/A

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:

Bachelor of Arts & Bachelor of Science – Journalism

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

124 semester hours

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

6 semester hours

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.

Journalism – BA, BS Journalism

Dr. Uche Onyebadi

13. Number of full-time students enrolled in the institution: 12,273 (Fall 2022)

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. Add lines as needed.

Name of sequence or specialty	Semester	Undergraduate Major
Journalism; News & Media Studies	Fall 2018	164
Journalism; News & Media Studies	Fall 2019	147
Journalism; News & Media Studies	Fall 2020	144
Journalism; News & Media Studies	Fall 2021	129
Journalism	Fall 2022	113
Journalism	Spring 2023	123

News and Media Studies (NMS) degree has been phased out; only three students currently remain in the NMS degree plan in Fall 2022. The figures above are unduplicated (not double majors).

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. Include a separate list for online skills courses, which also must meet the 20-1 ratio. (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

Term: Fall 2022	Course/Section	Number of students
JOUR 10113	Media Writing & Editing / 010	15
JOUR 10113	Media Writing & Editing / 050	15
JOUR 10303	Intro to Visual Jour / 015	15
JOUR 10303	Intro to Visual Jour / 065	16
JOUR 30204	Reporting / 035 [with lab; JOUR 135]	14
JOUR 30204	Reporting / 045 [with lab; JOUR 145]	11
JOUR 30303	News Production / 030	16
JOUR 30563	Digital Storytelling / 030	9
JOUR 40203	Adv News Production / 070 [with lab; JOUR 170]	10
JOUR 40483	Sports Journalism / 074	14
JOUR 40970	Mobile Journalism (special topic)	17
JOUR 40983	Multi-Platform Capstone / 745	12

Spring 2022	Course/Section	Number of students
JOUR 10113	Media Writing & Editing / 015	13
JOUR 10113	Media Writing & Editing / 030	14
JOUR 10303	Intro to Visual Jour / 035	9
JOUR 10303	Intro to Visual Jour / 065	11
JOUR 30204	Reporting / 035 [with lab JOUR 135]	17
JOUR 30204	Reporting / 045 [with lab JOUR 145]	15
JOUR 30233	Visual Jour Advanced / 045	8
JOUR 30303	News Production / 030	8
JOUR 30563	Digital Storytelling / 020	8
JOUR 40203	Adv News Production / 070 [with lab JOUR 170]	15
JOUR 40453	Business Journalism / 080	15
JOUR 40970	Special Topics - Podcasting / 050	9
JOUR 40983	Multi-platform Capstone / 005	20

Spring 2023	Course/Section	Number of students
JOUR 10113	Media Writing & Editing / 020	15
JOUR 10113	Media Writing & Editing / 030	15
JOUR 10303	Intro to Visual Jour / 035	16
JOUR 10303	Intro to Visual Jour / 065	16
JOUR 30204	Reporting / 035 [with lab JOUR 135]	16
JOUR 30204	Reporting / 045 [with lab JOUR 145]	16
JOUR 30233	Visual Jour Advanced / 045	9
JOUR 30303	News Production / 015	16
JOUR 30563	Digital Storytelling / 020	5
JOUR 40203	Adv News Production / 070 [with lab JOUR 170]	11
JOUR 40453	Business Journalism / 080	N/A
JOUR 40970	Special Topics - Podcasting / 050	16
JOUR 40983	Multi-platform Capstone / 005	22

16. Total expenditures planned by the accredited unit for the 2022–2023 academic year:
\$1,154,321.76

Give percentage increase or decrease in three years: Average increase of 3.85% per year

Amount expected to be spent this year on full-time faculty salaries: \$912,368.00

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.

Name	Academic Rank
Zamarripa, Patty	Assistant Professor of Professional Practice
Harrison, Melissa	Assistant Professor of Professional Practice
Brown, Jean Marie	Associate Professor of Professional Practice
Dastgeer, Shugofa	Assistant Professor (Tenure Track)
Loke, Jaime	Associate Professor (Tenured)
Tisdale, John	Associate Professor (Tenured)
Stewart, Daxton	Professor (Tenured)
Onyebadi, Uche	Professor (Tenured, Department Chair)

Note: A colleague in the rank of Associate Professor left the department for another university at the end of May 2022. After a failed search for a replacement, the Department has approval to begin a new search in the 2023-2024 academic year.

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. (If your school has its accreditation visit in spring 2023, also provide the spring 2023 adjunct list in the updated information.)

N/A

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

Academic Year	Number of Graduates
2021-2022	35
2020-2021	40

PART II — Standard 1: Mission, Governance and Administration

OVERVIEW

Texas Christian University (TCU) hired J. Willard Ridings in 1927 to establish the Department of Journalism. It became the fifth journalism program in Texas. In 1967, the Department was accredited by the American Council on Education for Journalism (ACEJ). At the time, it was one of 60 accredited journalism schools/departments in the United States, and the first at a private university in Texas.

In 2007, the Department was renamed the Bob Schieffer School of Journalism and Public Relations/Advertising in honor of alumnus and CBS reporter Bob Schieffer. In 2014, the Public Relations/Advertising faculty voted to separate from the unit, changing their name to Strategic Communication. Upon this separation, the University's administration renamed the school as the Bob Schieffer College of Communication, consisting of four departments: Journalism; Strategic Communication; Communication Studies; and, Film, Television & Digital Media. The new name became effective in January 2016. The Department of Journalism is the only department accredited by ACEJMC.

The Department has nine full-time faculty and takes pride in teaching the vast majority of the courses offered. In fact, skills courses have a soft cap of 15 while conceptual courses can have a maximum enrollment of 25.

The Department offers both a BS and a BA in Journalism. In Fall 2016, the Department launched the BS degree in News and Media Studies; however, in 2021, the Department replaced News and Media Studies with a BS in Journalism degree to include more skills courses.

At the time of the site visit, the Department had an enrollment of 123 in the undergraduate majors.

The Department is housed within the Bob Schieffer College of Communication. The College enrolls more than 1,100 students and the University enrolls more than 12,000 undergraduate and graduate students.

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 Department's mission statement is:

To educate students to think and act as responsible professionals and ethical citizens in a global community; to help students develop competencies necessary to prepare them for professional employment or advanced studies; and to develop skilled professional communicators who understand their social, legal and ethical responsibilities, and their career opportunities in a technological society.

The Department has implemented a “holistic all-faculty-and-staff” approach in discussing, developing and assessing its strategic plan. When the current Chair, Dr. Uche Onyebadi, arrived in 2016, he initiated discussions to revisit the Department’s 2012 strategic plan. With the impending ACEJMC site team revisit scheduled for Spring 2018 – after the Department was found to be out of compliance on Standard 9: Assessment and was given Provisional Reaccreditation in 2016 – the Chair pushed back the strategic plan revisions to 2018. Faculty and staff met to create the new, and still current, strategic plan. The Chair was charged with monitoring the implementation of the plan and to reconvene the faculty and staff to evaluate its progress. The onset of COVID-19 delayed the formal evaluation, which was planned for 2020. The Chair has indicated a full review will take place in Fall 2023, which is the original date for completion of the current plan.

The plan has been focused on two areas: programmatic and curriculum. It is forward-looking and has helped the Department align its overall strategic goals with tactics that have produced results and a stronger Department in many ways that are outlined below.

The unit posts its mission statement and strategic plan in a prominent, easy-to-find place on its website.

The Department posts its mission statement and strategic plan prominently on its website under the “About” section. <https://schieffercollege.tcu.edu/journalism/about/strategic-plan/>

Describe in detail how the mission statement/strategic plan is implemented, plays into the daily life of the unit and its effectiveness in driving progress. Who has responsibility for keeping the plan updated? Is it revised regularly to deal with rapidly changing issues of instruction and technology?

The Chair has responsibility for monitoring the implementation of the strategic plan and convening faculty and staff to measure its progress and success.

Some of the successful outcomes since 2017 include:

- New Governance and Procedures Handbook (the Department had not had one previously).
- The successful hires of two faculty to replace one retiring faculty member.
- More diversity in faculty.
- Increased support for faculty to travel to conferences and for their scholarship and teaching efforts.
- Investment in new technology and infrastructure.
- Recruiting efforts, such as establishing the DFW High School Journalism Teachers visit (pre-pandemic).
- Redesign of the BS degree in Journalism to increase skills courses.
- Design and implementation of a new Multi-Platform Capstone course with a Signature Learning Activity to showcase student learning.
- Design and implementation of new courses that are relevant to current industry standards for storytelling and newsgathering.

(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.

Characterize in depth the leadership of the unit as an agent for progress, advocate for the unit’s fields of study within the university and aggressive connector with alumni. What significant achievements can be attributed to the leader? Has the leader built partnerships within the university? Is the leader seen as a strong advocate on matters of diversity, inclusion and equity? Is faculty and student diversity improving? Do scholars and professionals work collaboratively? Is creativity in curriculum, teaching and research sought and rewarded? Is the leader driving forward the curriculum (while respecting faculty governance and required process) to keep up with a rapidly changing media world?

The Department of Journalism is one of four units in the Bob Schieffer College of Communication. It is led by Dr. Uche Onyebadi, who reports directly to the Dean of the College, Dr. Kristie Bunton. The Chair also belongs to the Dean’s Council that meets every other week during the academic year. The Council is made up of the Dean, all four department chairs, the Associate Dean for Undergraduate Studies and the Associate Dean for Graduate Studies and Administration.

Dr. Onyebadi oversees a Department that has nine faculty (including the Chair and Dean), a director of Student Media (held by a full-time faculty member), a director of Student Media Sales and Operations, a director of Journalism Technology, and an administrative assistant. The Department has two standing committees: Curriculum and Advisory. The Department may constitute adhoc committees depending on the needs of the Department. Members of the Department also serve on any number of College committees, such as Advisory, Curriculum, Diversity and Inclusion, Research and Professional Development, and Executive as well as University-level committees.

The Dean and many faculty mentioned that Dr. Onyebadi is “exactly what is needed” to represent the Department and a “very good leader.” He is in his third, three-year term as Chair and is described as someone who has the right temperament and caring style – for faculty, staff and students – that is effective in his role.

His accomplishments as the Chair are impressive. He is a strong advocate for the Department and has strategically placed himself on various University-level committees and built relationships that keep the Department in a strong position on campus. In addition to the outcomes listed previously, he serves as the College’s representative on the Provost’s committee to design and market (on-campus) the University’s Quality Enhancement Plan (QEP) in preparation for TCU’s reaffirmation by the Southern Association for Colleges and Schools Commission on Colleges; he has served on the search committee for the current Dean of Admissions; and he personally participates in the Mondays-at-TCU program, which is a recruiting tool for families interested in TCU.

His efforts – and results – in diversity, inclusion and equity are particularly notable. He has been able to add to the diversity of the faculty, work with faculty to increase diversity issues in the curriculum, and work to increase recruiting efforts (more success prior to the pandemic with plans on resuming efforts in 2023).

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

The Department was working on the ACEJMC searchable database while the team was on site.

(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 Department gathers, maintains and analyzes enrollment, retention and graduation data and post them on its website.

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.

The Department operates within accepted academic norms.

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

The Department operates within accepted academic norms. During the last reappointment period for the Chair, some faculty noted that there was not adequate time provided by the Dean for feedback as specified in the College's established processes. The Dean acknowledged that she could have managed the process better. There were no concerns about whether the Chair should be reappointed, only some concerns about the process.

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

The Department operates within accepted academic norms.

SUMMARY:

The Department of Journalism has effective leadership and a diverse faculty that understand the mission and are fully dedicated to its students and position on campus, in the community and nationally. The Chair and Dean each praise their relationship and how they advocate for the program.

Overall evaluation compliance/non-compliance:

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

(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.

Journalism majors must fulfill the TCU Core Curriculum requirements, which are intended to provide a liberal arts and sciences education. The University's general education requirements are grouped under the headings of Human Experience and Endeavors (27 credit hours of Humanities, Social Science, Fine Arts and Natural Science); Heritage, Mission, Vision and Values (18 credit hours of Religious Traditions, Historical Traditions, Literary Traditions, Cultural Awareness, Global Awareness, and Citizenship and Social Values); and Essential Competencies (12 credit hours of Mathematical Reasoning, Oral Communication, Writing Communication and six credit hours of Writing Emphasis). TCU Core Curriculum requirements may be fulfilled with classes from a student's degree program, allowing the general education requirements to be satisfied with between 39 and 63 credit hours.

Journalism classes that contribute to the TCU Core Curriculum include JOUR 10203 Introduction to Journalism, JOUR 10103 Media and Society, and all upper-division writing classes.

(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 program objectives of the TCU Department of Journalism are framed as The Schieffer Seven. These seven outcomes incorporate the 10 ACEJMC core values and competencies:

1. **Media writing and editing:** Students will learn to write clearly for diverse audiences across appropriate multimedia platforms, to apply the conventions of the language, to edit, and to critically evaluate their work and that of others.
2. **The tools of mass communication — statistics, research and technology:** Students will apply the tools of effective communication practice: research and the evaluation of research, the use of numerical and statistical concepts, and the technology skills used to communicate effectively in their professional area.
3. **Free media:** Students will understand and value the principles and laws that underlie a free media system, including their historical antecedents.
4. **Diversity:** Students will value diversity in a global society and its impact on information-gathering and adapting messages to an ethnically and culturally heterogeneous audience.
5. **Critical and creative thinking:** Students will apply critical, creative and independent thinking to their professional projects.
6. **Theory:** Students will understand concepts and apply theories in the use and presentation of images and information.
7. **Ethical standards:** Students will understand professional ethical standards and their relationships to critical professional choices.

The core journalism classes strike a balance between the theoretical (JOUR 10203 Introduction to Journalism, JOUR 20003 Diversity and the Media, JOUR 40523 Law and Ethics of Mass Communication) and professional skills (JOUR 10113 Media Writing and Editing, JOUR 10303 Introduction to Visual Journalism, JOUR 30204 Reporting). The Multi-Platform Capstone, JOUR 40983, requires students to apply both theory and skill to an independent culminating project, called the Signature Learning Activity. Examples of recent capstone projects — which incorporate research, long-form writing, photos, videos and graphics — include an examination of the effect of the pandemic on students' mental health, and students' understanding and acceptance of Critical Race Theory.

Students are required to take an upper-level skills-based writing or production course. All students take one seminar course that is more theoretical, such as JOUR 40573 Contemporary Issues in Sports Journalism or JOUR 40443 Issues in Coverage of Business and the Economy. Elective courses that complete the degree program also represent a mix of theory and practice: for example, JOUR 10103 Media Literacy, JOUR 30853 Historical Development of Mass Media, JOUR 40553 Issues in News, JOUR 40613 Media Ethics, as well as JOUR 20453 Interactive Communication Design, JOUR 30233 Advanced Visual Communication, JOUR 30303 News Production and JOUR 30563 Digital Storytelling.

(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.

The University requires 124 total credits for graduation. The Department of Journalism offers a 33-credit-hour Bachelor of Arts in Journalism, which includes a foreign language requirement, with an optional six-credit-hour Broadcast Certificate. There is also a 39-credit Bachelor of Science in Journalism, with no language requirement. Both majors require a minor outside the Department. The Department also offers a 22-credit-hour minor in Journalism.

All classes in the Department curriculum are taught in person on campus. The electronic media facilities are up-to-date and support the currency of the curriculum. The Department staff includes a Director of Journalism Technology who teaches one class, maintains electronic media equipment and assists faculty with technology.

Journalism students complete four foundational classes (JOUR 10113 Media Writing and Editing, JOUR 10203 Introduction to Journalism, JOUR 10303 Introduction to Visual Journalism and JOUR 20003 Diversity and the Media), preferably during their first year. Students must earn a grade of at least “C” in each of these classes before continuing in the program. They take a required basic reporting class (JOUR 30204 Reporting Lecture and Lab), JOUR 40523 Law and Ethics of Mass Communication, JOUR 40983 Multi-Platform Capstone, and choose one class from a menu of upper-level reporting courses (JOUR 40203 Advanced News Production, JOUR 40453 Business Journalism, JOUR 40463 Public Affairs Reporting, JOUR 40643 Long-Form Journalism or JOUR 40820 Washington Internship). Students seeking a Broadcast Certificate choose two classes from among JOUR 30303 News Production, JOUR 40203 Advanced News Production and JOUR 40553 Issues in News. All students chose one seminar course from a list of eight, and either five hours of electives (for a BA degree) or 11 hours of electives (for a BS degree). Some electives can be satisfied by an internship or by participating in the Schieffer College of Communication in Washington, D.C., program (*see subsection (f) below*).

Students and recent alumni report that they felt well-prepared for their internships and post-graduate employment or graduate programs, especially as the result of personal mentoring by faculty. “I never felt like I was doing it alone,” said one alumna. University colleagues note the “depth and breadth” of

the Department's offerings, and the professionalism of the "digital first" student media, which they say have a great impact on the campus community.

The Department also offers students extracurricular professional enrichment activities. It maintains a Journalism Innovation Fund, which is used to host professionals who share current industry technology with students and faculty. For example, in 2019 a Washington Post reporter conducted a workshop on drone journalism. Another pool of money, the Sandusky Globalization Fund, is used to support student projects related to global issues, such as hunger and cyber warfare. The Department has also forged partnerships with the Center for Strategic and International Studies and the Pulitzer Center on Crisis Reporting to provide additional opportunities for students to produce professional work.

(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.

Faculty members, especially the professors of professional practice, have significant industry experience and maintain connections with former colleagues and alumni working in the field. One alumnus said faculty "have their ear to the ground" professionally and bring outside expertise into the classroom to provide "fresh perspective." Journalism faculty collaborate with colleagues in the Strategic Communication Department on interdisciplinary experiences designed to reflect real-world interactions. As part of the faculty evaluation and tenure and promotion processes, teachers are expected to engage in professional development and stay abreast of technology and trends in their field. The Department supports faculty attendance at conferences and membership in professional organizations. In recent years journalism faculty have taken advantage of such training as Investigative Reporters and Editors Educator Bootcamp, Adobe Creative Campus, Poynter Institute's Teachapalooza, a Foundation for Individual Rights in Education conference and a mobile journalism workshop.

(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.

The Department policy aims to cap enrollment in skills classes at 15 and in conceptual/theoretical classes at 25. Enrollment in all classes during the 2022-2023 academic year ranged from eight to 22.

(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).

Students are encouraged to obtain internships. Internships for credit are approved by the Department Chair and coordinated and supervised by the Department office. The Department allows students to obtain up to three credit hours per semester (one credit for every 75 hours worked) to a maximum of six internship credit hours.

Juniors and seniors with at least a 3.0 GPA can apply to attend a semester at the Schieffer College of Communication in Washington, D.C. Participants have full-time internships at a D.C. media organization and take night classes through The Washington Center.

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.

The Department and the internship employer sign an agreement that requires dual responsibility for the internship. Internships for credit must incorporate duties that align with the outcomes of The Schieffer Seven. Employers evaluate the student, using a Department assessment tool, both at the midpoint and end of the internship. The evaluation seeks feedback on such qualities as the intern's work attitude and habits, as well as journalism skills and quality of work, framed in terms of The Schieffer Seven. Students write two reflective papers on their experience, which they discuss with the internship coordinator. They also provide a portfolio of work samples.

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.

N/A

SUMMARY:

The TCU Department of Journalism ensures students obtain a broad liberal arts and sciences education, as well as a journalism education that balances theory with practice. The Schieffer Seven learning outcomes incorporate the 10 ACEJMC professional values and competencies. Students, alumni, internship employers and University colleagues report that Journalism faculty keep abreast of industry trends and that the curriculum is rigorous, current and "digital first." Small classes facilitate learning. Internships are encouraged and supervised by both employers and the Department.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 3: Assessment of Learning Outcomes

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 Department of Journalism was found out of compliance with the assessment standard during its 2015-2016 site visit and put on provisional accreditation status. The current assessment plan was adopted in 2018 as part of the Department's work to remedy deficiencies and regain accreditation. The unit has strived to implement the plan, and to adopt improvements that ensure rigor and currency in the curriculum. Students and alumni report being well prepared for internships and post-graduate employment. Internship employers and campus colleagues describe student work as "very professional," solid, consistent, technologically proficient and focused on strong journalism values.

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

The assessment plan is posted on the "Academics" section of the Department's website, along with descriptions of the curriculum.

(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 Department's assessment plan examines student learning in terms of The Schieffer Seven, which incorporate ACEJMC's 10 professional values and competencies. (*See Standard 2(b) above.*)

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

The Department of Journalism's assessment plan includes the following measures:

Direct measures:

- A 100-question test is administered to first-year students and then again to graduating seniors to assess growth in learning. The test addresses media writing (AP Style and grammar), law and ethics, introduction to journalism (history of media and current practices) and diversity and media.
- The Multi-Platform Capstone course requires seniors to complete a Signature Learning Activity, a journalism project that is evaluated by both instructors and outside professionals to assess students' ability to synthesize and apply journalism skills and theoretical competencies.

Indirect measures:

- Employers who hire student interns for credit evaluate the students using an assessment tool provided by the Department and based on the The Schieffer Seven plus additional professional competencies.
- The Department tracks student achievement in award contests, competitive fellowships and internships, in feedback from contest judges, and in other external evaluation and recognition of student work.

- The Department conducts an exit survey in which graduating seniors provide feedback on their journalism education in terms of the ACEJMC values and competencies and on their experience with the Department.

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

Media professionals review the Signature Learning Activity projects completed by the seniors in their capstone course. Internship employers also evaluate the work of students they supervise. In addition, an awards program is held each spring in which professionals judge student work produced for extracurricular student media.

(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 Department evidences a culture of continuous improvement in which faculty assess student learning and use this analysis to improve the program and to ensure the rigor and currency of the curriculum:

- The Department Chair and Curriculum Committee collect and analyze the results of the 100-question test that is administered to first-year students and graduating seniors. For example, an analysis of five years of results determined that student learning had advanced, with 80% of seniors having mastered essential learning outcomes. The Department had set a goal of 70% mastery.
- The faculty recognized inconsistencies in the student senior capstone learning experience. In response, in 2021 the Department launched a required Multi-Platform Capstone course in which seniors complete an independent Signature Learning Activity. Professionals have provided feedback on the projects, which will be collected over the next few years as more students take the class and analyzed to identify any gaps in learning that must be addressed.
- Since 2018, the Department has retooled the evaluation that internship supervisors complete, in an effort to better capture feedback on the quality of students’ work, and to ensure careful oversight of internships for credit.
- The Department also is addressing perceived issues with advising, in response to the results of senior exit surveys over time. (Nonetheless, current students and alumni generally report being satisfied with advising and especially with the career advising they receive from faculty. *See Section 6(e) below.*)
- Faculty have mapped the core competencies across the curriculum to ensure that all of the learning outcomes are addressed multiple times. Faculty who teach various levels of skills courses collaborate to ensure that the curriculum is scaffolded from introduction to mastery. (Indeed, that intentionality was specifically mentioned by students as a strength of the program.) In courses with multiple sections, faculty work together to ensure consistent learning outcomes. Faculty conduct pre- and post-tests in skills classes to assess learning of such skills as Associated Press Style.
- The faculty recognized a lack of rigor and weaknesses in student outcomes in its previous News and Media Studies major, so decided to replace it in 2021 with a retooled Journalism BS major that has a more rigorous curriculum incorporating current digital competencies.

Although there has been progress, as noted above, the site team encourages the Department to continue to improve its systematic efforts to connect how data collection has informed changes in the curriculum. This is a small, nimble faculty that has made decisions to improve student learning, but when asked

what measures and data were used to inform their decisions, there was evidence that there is an opportunity to make stronger connections between the assessment plan and the decisions they make.

SUMMARY:

The Department has adopted an assessment plan that addresses the skills and values needed by current media professionals, as articulated by ACEJMC standards and The Schieffer Seven. The plan includes both direct and indirect measures and incorporates input from industry professionals at multiple points. There is evidence that the Department has used this information to continually update its curriculum to ensure that students are prepared for a rapidly changing media world; however, there is an opportunity to help faculty understand the connection between the data collected and the decisions made.

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.

Originally adopted in 2018, the Department’s diversity plan includes six goals, such as to “become a diversity leader at TCU” and “increase the quality and quantity of curricular diversity activities for students,” along with 10 strategies for achieving the goals. A section of the plan notes key goals attained since the original plan was adopted. The plan was revised and adopted in April 2022.

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

The Department of Journalism’s diversity plan is accessible under the “About” tab on its website. <https://schieffercollege.tcu.edu/journalism/about/diversity-equity-and-inclusiveness/>

(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 Department of Journalism’s curriculum includes multiple opportunities for instruction on issues and perspectives related to mass communications across diverse cultures. Chief among them is JOUR 20003 Diversity and the Media, which is part of the core required of all majors. Faculty members shared with the site team members examples of the way this course is taught, integrating mass communication theories with various diversity and global diversity topics. Elsewhere in the curriculum, JOUR 30853 Historical Developments of Mass Media, students are introduced to the role of the media in the Civil Rights Movement, and global diversity is addressed in JOUR 10203 Introduction to Journalism course. Through the Department’s Schieffer College of Communication in Washington, D.C. program, students are able to take advantage of opportunities to study abroad and learn about global diversity.

(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 University has a network of Diversity, Equity and Inclusion Advocates. The outgoing DEI advocate for the College is also a member of the faculty in the Department of Journalism. Site team members were told about the workshops conducted for faculty in the College. Additionally, the DEI Advocate has provided training materials to faculty on an adhoc basis. Outside of the College, campus partners shared with the site team how much the Journalism Department, specifically, was seen as a “leader in the DEI space.” This was, in part, because of the thorough training students receive in the Fault Lines Framework, something embedded in multiple Journalism courses and evident in the student work produced in upper-level classes.

Each new academic year, TCU mandates that all faculty and staff complete an annual compliance training in the area of diversity, inclusion and belonging, as well as harassment and discrimination. The University's Chief Inclusion Officer shared with members of the site team that plans are in place for two University-wide workshops for faculty in the Spring 2023 semester – one on radical empathy and a training on “designing for belonging.”

(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.

Data from the institutional research office shows that the Department's minority student population was 37.2% (which includes international students) at the time of the self-study. That is higher than the University's minority student population, which is 5.2%. As one way to retain students from diversity populations, the Department facilitated the registration of the campus chapters of both the National Association of Black Journalists (NABJ) and National Association of Hispanic Journalists (NAHJ). After being on pause during the COVID-19, both groups planned events in 2023. Site team members interacted with both students and faculty involved in the NAHJ chapter. In addition to holding joint events with other NAHJ student chapters in Texas, current chapter leadership is looking to reinvigorate the chapter with such things as offering Spanish-language media content in student media outlets.

(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.

Article 4 of the Department's The Schieffer Seven learning outcomes stipulates that “students will value diversity in a global society and its impact on information-gathering and adapting messages to an ethnically and culturally heterogeneous audience.” All staff and faculty are encouraged to complete a variety of DEI courses and workshops organized by the University's human resources unit. Graduating students on an exit survey are asked to rate the Department on “diversity and maintenance of an environment free of prejudice, harassment and abuse.” In the most recent survey for which data were available (Fall 2021), all graduating seniors either “agreed” or “strongly agreed” that the Department does very well in this area.

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.

SUMMARY:

As it is seen as a leader on campus in the DEI space, the Department not only has a diversity plan that was updated in 2022 but is executing that plan in the teaching of multiple courses where diversity and inclusion are key components. A required Diversity and the Media course is taught by multiple faculty who have received training at both the College and University level. The percentage of majors from underrepresented racial minority groups is higher in the Department than at the University. Since the last accreditation review, the level of gender and racial diversity of the faculty has greatly increased.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

Faculty Population Table

Group	Female	Percentage of Total in Unit	Male	Percentage of Total in Unit
Black/African American	1	12.5	1	12.5
White	1	12.5	2	25
American Indian/Alaskan Native	-	-	-	-
Asian American	1	12.5	-	-
Hispanic/Latino (any race)	1	12.5	-	-
Two or more races	-	-	-	-
Other race	-	-	-	-
International (any race)	1	12.5	-	-
Total	5	62.5	3	37.5

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.

Despite its location in a top-five media market (Dallas-Fort Worth-Denton Metroplex), the Department of Journalism has not employed adjunct or part-time faculty in recent years. Cuts in the University's Academic Affairs budget prompted the Schieffer College to allocate limited adjunct funds to needs in other units. Thus, in the period under the review, the unit has made limited use of part-time faculty, leaving the responsibility for curricular oversight, research/creative activity and service to the full-time faculty.

(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.

Of the eight current full-time faculty in the Department, five have terminal (doctoral) degrees and three have master's degrees. Seven of the eight have significant professional experience as journalists, including newspaper, radio, television, Internet and magazine publishing as well as broadcasting, both in the U.S. and abroad. The Department has ample funding per faculty member for training and professional development. It regularly sends several faculty to the major conferences in journalism and mass communication education, such as AEJMC, Broadcast Education Association and College Media Association. In their meetings with site team members, several faculty mentioned their recent or upcoming presentations at many of these association meetings.

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

The College's Handbook notes that while the primary component of a faculty member's role in the College is quality teaching, each faculty member is expected to engage in significant scholarship and/or artistry/creative activity in the area of the faculty member's specialization. It is expected that a substantial portion of published scholarship will appear in the major forums within the individual's discipline. The expectation outlined in the Department Handbook notes the expectation of the unit is that candidates for promotion and tenure will produce a minimum of one article published in a peer-reviewed journal or equivalent (i.e. book chapter, portion of a scholarly book, law review article) per year. This is based on an 40% teaching, 40% research and 20% service of faculty members.

The University is currently implementing a new faculty workload model that would adjust the workload for tenured and tenure-track faculty to 50% teaching, 30% research and 20% service. Site team members were told while the College was participating in a pilot of this new workload model, the teaching and research expectations of faculty were largely unchanged. In meetings with site team members, no faculty expressed concern about the potential impact of the new workload model.

During the period under review, at least two tenure-track members of the faculty have received promotion and tenure to the rank of associate professor. One of those has since left the faculty for a position at another university. Two other members of the faculty were promoted from associate professor to professor. One non-tenure track member was promoted to associate professor of

professional practice. Faculty members report feeling supported as they have gone through the tenure and promotion process, even being challenged to continue to progress to the highest ranks of appointment.

(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 Department regularly communicate results of research, creative and/or professional activity to other scholars, educators and practitioners. In the period under review, more than two dozen book chapters, 32 refereed journal articles, eight edited books and three sole or co-authored books were published by faculty in the unit. Additionally, 44 conference papers were also presented.

The Department celebrates the fact that despite the COVID-19 pandemic, just between Fall 2020 and Fall 2022, its faculty members produced four book chapters, 17 peer-reviewed journal articles, made three dozen presentations at regional and national conferences, and published volumes one and two of a book. In the area of scholarship, both the Chair of the Department and the Dean of the College, who is a member the Journalism faculty, have led by example, each publishing books themselves in 2020 and 2021, respectively.

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

The faculty in the Department are highly regarded by colleagues, both elsewhere in the College and across the University, for their efforts to produce graduates with a “good solid foundation in reporting.” In particular, one campus partner told the site team that the Journalism students in the College made the switch to “digital first” many years ago, long before others in the industry. In general, those around campus feel the quality of the students has increased in recent years.

While it was evident that faculty in the Department are contributing to the larger University community in serving on committees such as the Faculty Senate and participating in the University leadership development program, the unit did not have many examples of collaborative programs or ventures with classes, units or departments across the University. This may represent an opportunity for further extending the reach of the Department of Journalism.

SUMMARY:

With limited use of part-time faculty, the eight full-time faculty oversee curricular offerings. Most are credentialed with terminal degrees in the field and despite being at an institution where teaching is the primary component of the faculty role, are very productive in their scholarship. Faculty in the Department are highly regarded by faculty within the College and across the University.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

Scholarship Table

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Full Professor (3)	Associate Professor (7)	Assistant Professor (5)	Other Faculty (0)	Totals (12)
Awards and Honors	18	5	1	12	0	18
Grants Received Internal	\$2,750	0	0	\$2,750	0	\$2,750
Grants Received External	\$500	0	\$500	0	0	\$500
Scholarly Books, Sole- or Co-authored	3	1	2	0	0	3
Textbooks, Sole- or Co-authored	5	2	3	0	0	5
Books Edited	8	0	8	0	0	8
Book Chapters	25	2	20	3	0	25
Monographs	0	0	0	0	0	0
Articles in Refereed Journals	32	6	19	10	0	34
Refereed Conference Papers	44	9	13	26	0	48
Invited Academic Papers	0	0	0	0	0	0
Encyclopedia Entries	1	1	0	0	0	1
Book Reviews	9	2	3	4	0	9
Articles in Non-refereed Publications	25	5	9	11	0	25
Juried Creative Works	0	0	0	0	0	0
Non-juried Creative Works	1	0	0	1	0	1
Other (please specify)	0	0	0	0	0	0

PART II — Standard 6: Student Services

Unit performance with regard to indicators:

(a) The unit and institution ensure that students are aware of graduation requirements.

TCU students are advised by full-time academic advisers in the Dean's Office during the first two years and by faculty during the final two years. The Department of Journalism has adopted mandatory advising for all four years for its students. Holds are placed on student accounts to prevent class registration until the student meets with an adviser. Once students earn 84 credits, they fill out an "intent to graduate" form and their progress toward graduation is monitored by the Dean's Office.

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

Journalism students are required to meet with an adviser prior to registering for the next semester's classes. They fill out an "advising check sheet" before the meeting that includes reminders of degree requirements. Advising handouts also lay out graduation requirements graphically. In addition, students can track their progress toward completion of their degree through the University's online academic services portal. New Journalism faculty are paired with senior professors to learn about advising. Faculty post their office hours on their office doors and in syllabuses (a minimum of two two-hour windows each week).

Students are encouraged to utilize the University's Center for Career and Professional Development, which provides career counseling, job placement services, resume review and interviewing training. One center staff member is assigned to the College, and the Department has worked with the center to host networking events with local media professionals. Faculty also facilitate professional networking and connect students with employment opportunities.

Students report strong relationships with their faculty, whom they characterize as personal and professional mentors and advisers. As one alumna reported, "I never felt like I was doing it alone." On-campus colleagues volunteer that they are impressed by the support Journalism students receive from their teachers and the fact that Journalism graduates remain in touch with their former faculty mentors.

Students described the unit's culture as "a real community" and one of "collaboration and cooperation, not competition." Said one student, "People are very invested in what they are doing here."

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

The Department keeps students abreast of policies, requirements and events through electronic communications, mandatory advising meetings, announcements during class, flyers and posters.

(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.

Journalism students and faculty are justifiably proud of the robust menu of award-winning student media: a 120-year-old weekly newspaper, *The Skiff*; multimedia news portal TCU360.com; *The 109*,

which covers the Fort Worth community; pop culture programming via The Leap; political site Politifrog; Unscripted, a forum for online talk shows; and Image, a longform digital news magazine. The campus media is student-led with faculty advisers. TCU News Now is a co-curricular newscast produced by the Department's news production classes. Other Journalism classes also contribute content to TCU360.com. Journalism students also can participate in the campus radio station, KTCU-FM, run by the Film, Television and Digital Media Department. As one alumnus said, "I can't speak more highly of my student media experience."

There are also campus chapters of professional journalism organizations Kappa Tau Alpha, the Society of Professional Journalists, National Association of Black Journalists and National Association of Hispanic Journalists.

Students can apply to spend a semester at the Schieffer College of Communication in Washington, D.C., or to obtain an international reporting fellowship through a partnership with the Pulitzer Center on Crisis Reporting in D.C.

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

Enrollment, retention and graduation information is gathered, analyzed and distributed by the University's Office of Institutional Research. The Department also conducts an exit survey of its graduates to gather feedback on the student experience.

University reports show that the 10-year average for first-to-second-year retention of Journalism students is 68% (an additional 26.4% remain at TCU in another major). The four-year graduation rate for Journalism students is 93%.

Exit surveys of graduating Journalism students show satisfaction with advising ranging from 59.5% to 80% over the past three years. Despite faculty concern about inconsistent results, current students and alumni report satisfaction with academic advising and the one-on-one professional and career advising they receive from faculty. One student characterized the faculty attitude as, "Tell us what your goals are; we are focused on helping you get there." She said she often visits faculty during office hours just to talk to them.

SUMMARY:

The Department of Journalism provides ample academic, personal and professional support for its students. Academic advising is mandatory for all four years. Students and alumni describe a culture that is challenging but supportive and personalized. They say faculty are invested in their success. There are a multitude of professional opportunities outside the classroom for students to enhance their experience and portfolios: The wide array of campus media is a strength of the program, as are internship and fellowship opportunities in Washington, D.C.

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 Department has a detailed budget that both adequately provides for the needs of the Department, including for Student Media, as well as funding from the College that helps with larger capital expenditures to support the strategic 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 Department of Journalism, by its own assessment, is “well resourced.” Its current annual budget is \$1.15 million. The department has modern facilities and equipment that meet its needs. Many of the upgrades – including a renovation of the second floor of the Moudy South building where the Department is housed (in 2019), a Newtek-Tricaster Production System (in 2017), new cameras and other supporting equipment (in 2019) – have allowed the Department to create an environment where students are able to learn in a modern academic setting on professional equipment. Students in the program do not have to purchase personal cameras or related equipment for student work because of the variety of equipment managed by the Department.

In addition to the regular budget, the Department manages a few endowments, including the Jay and Gail Milner Distinguished Student Journalism Awards Endowment for student journalism excellence, the Matthews Family Endowment that supports introducing students to innovations in the journalism profession, and the Sandusky Globalization Fund that enables students to develop awareness and competency on global issues.

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

The Department is located on the second floor of the Moudy South building – this includes all but two faculty offices, classrooms and Student Media. One faculty office is on the first floor, another is on the third floor. The newsroom has a modern broadcast studio with 32 iMac computer workstations that use Adobe Creative Suite and Apple Final Cut Pro software. The Ad Lab sales department, the Skiff newspaper production unit as well as a studio for podcasts, are all located in the newsroom. Faculty and staff who work closely with students in the newsroom, such as the Director of Student Media, the Journalism Director of Technology, and the Director of Student Media Sales and Operations, have their offices adjacent to the students' workstations and studio in the newsroom.

Classroom spaces and faculty offices maintain current technology and are conducive to effective scholarship, teaching and learning.

(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 Department regularly upgrades the equipment in classrooms, for faculty and for student use. For example, the Department recently (summer 2022) replaced 16 older (4-5 years old) laptops with MacBook Pro laptops, all stored in a secure cart. These laptops are used primarily for skills courses where the maximum number of students is 15.

The inventory in the equipment room includes 30 video cameras, 30 mirrorless and DSLR cameras, 16 360-degree cameras, 18 mobile video kits, 12 audio recorders and other accessories.

The Department benefits from the University's five-year computer replacement program. All members of the faculty and staff have the first option to purchase their previous computers.

SUMMARY:

This is a well-resourced Department that enjoys healthy funding for initiatives, investment in technology and equipment. Faculty appreciate that they have been supported by the Chair and Dean to have the technology that keeps teaching ahead of the industry. This support allows the Department to "adapt to industry and student needs" quickly and effectively.

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.

The Department has at least five members on the 16-member Schieffer College of Communication Board of Visitors, which meets once every semester. Plans are underway for the Department to resume publication of a quarterly news bulletin to Journalism alumni. The publication has been suspended since the 2014 reorganization of what was previously known as the Schieffer School of Journalism.

Alumni have sponsored workshops in the Dallas/Fort Worth area for journalism students to learn how to get a job in the television news business. Site team members interacted with alumni, particularly working at multiple television stations, who were very excited to talk about their experiences as students in the Department and grateful for the wisdom received from faculty while enrolled in the program. During a meeting with campus partners, the site team members were told that for the Journalism program, “the alumni network is very strong.”

(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.

Members of the Department’s faculty belong to several professional and discipline-specific organizations where they often hold leadership positions. These include the AEJMC, the Society of Professional Journalists, the International Communication Association (ICA), the Investigative Reporters and Editors (IRE), American Journalism Historians Association (AJHA) and Kappa Tau Alpha. One faculty member shared with the site team the experience of becoming one of the leadership trainers for the Robert C. Maynard Institute for Journalism Education. Another gave testimony to the Texas House of Representatives’ Select Committee on Mass Violence Prevention and Community Safety. These exemplify the active involvement of Journalism faculty in addressing communication issues of public consequence and concern.

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

While students indirectly contribute to the community through their reporting assignments in courses offered by the Department and in student media, there were no service learning courses for whom community-based learning or civic engagement of the faculty were central focus.

(e) The unit supports scholastic journalism.

Faculty outside of the unit spoke highly of the Department’s high school journalism workshop/summer camp for students from the Dallas/Fort Worth area. The Schieffer Summer Journalism Camp at TCU is a two-week intensive program that gives campers access to the Department newsroom and broadcast

studio and other equipment. In October 2019, the Department hosted high school teachers in communication and journalism from the Dallas/Fort Worth area. While not focused on journalism, the department also hosted the Fort Worth Young Men's Leadership Academy. Additionally, faculty from the Department have given presentations at Texas Interscholastic Press Association convention and local high schools. The Department has made equipment donations to high schools in Tarrant County for use in their broadcast programs.

SUMMARY:

The Department has been recognized as having a strong alumni network. The faculty have not only been members of, but served in leadership capacities in, an array of professional organizations. And, from volunteering in community organizations to giving testimony to state legislative hearings on issues of the day, faculty in the unit are most engaged in rendering 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:

- Leaders at both the Chair and Dean level that are both supportive and strong advocates for the Department.
- Diverse faculty that provides a strong mix of industry knowledge and scholarship potential.
- Diversity embedded within the curriculum in multiple required courses.
- Current technology and equipment that promotes learning and preparation for the workforce.
- Engaged students who are passionate about the program.
- Strong student media experience.
- Class sizes allow for a lot of individual instruction.
- Close faculty-student relationships characterized by personal and professional mentoring.

Weaknesses:

- Declining enrollment.
- Recruiting efforts that have been impacted by the pandemic but need to be renewed.

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.

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

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

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

The revisit in 2018 outlined the weaknesses in the 2016 site visit report and determined that all weaknesses were addressed or were in progress. The only continued deficiency noted that has continued is declining enrollment. The Department has plans to reengage efforts to help improve this through recruiting.

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 easy to understand and navigate. The site team had to ask for clarity on a few items, and the team appreciated the quick and thoughtful responses by the Department Chair.