



# 2022-2023 Self-Study

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ACEJMC Site Visit – Philip Merrill College of Journalism – Oct. 23-26, 2022



# PHILIP MERRILL COLLEGE *of* JOURNALISM

# Self-Study Report for Accreditation in Journalism and Mass Communications

For an undergraduate/professional master's program site visit in the 2022-23 academic year

Submitted to the  
Accrediting Council on Education in Journalism and Mass Communications

**Name of Institution:** University of Maryland

**Name of Journalism/Mass Communications Unit:** Philip Merrill College of Journalism

**Address:** John S. and James L. Knight Hall, 7765 Alumni Drive, College Park, MD 20742

**Date of Scheduled Accrediting Visit:** October 2022

We hereby submit the following report as required by the Accrediting Council on Education in Journalism and Mass Communications for the purpose of an accreditation review.

Journalism/mass communications administrator:

**Name:** Lucy A. Dalglish, J.D.

**Title:** Dean

**Signature:**

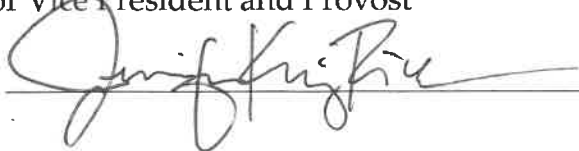
A handwritten signature in cursive script, reading "Lucy A. Dalglish", written over a horizontal line.

Administrator to whom journalism/mass communications administrator reports:

**Name:** Jennifer King Rice, Ph.D.

**Title:** Senior Vice President and Provost

**Signature:**

A handwritten signature in cursive script, reading "Jennifer King Rice", written over a horizontal line.

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*Part I:*

*General Information*



## **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:** University of Maryland

**Name of Unit:** Philip Merrill College of Journalism

**Year of Visit:** 2022-23

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

- ☐ Higher Learning Commission
- ☒ Middle States Association of Colleges and Schools
- ☐ New England Association of Schools and Colleges
- ☐ Northwest Association of Schools and Colleges
- ☐ Southern Association of Colleges and Schools
- ☐ Western Association of Schools and Colleges

*If the unit seeking accreditation is located outside the United States, provide the name(s) of the appropriate recognition or accreditation entities:*

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

- ☐ Private
- ☒ Public
- ☐ Other (specify)

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

The University of Maryland was chartered as a corporation of higher education by the General Assembly of the State by the Act of 1812, Chapter 159, as amended and supplemented by the Act of 1882, Chapter 88. The Maryland State College of

Agriculture was similarly created by the Act of 1856, Chapter 97. The two entities were merged and consolidated by the Act of 1916, Chapter 372.

The current legal authority establishing a consolidated system of public higher education, the University of Maryland System (later renamed the University System of Maryland), of which the University of Maryland is one constituent part, is found in the Annotated Code of Maryland, at title 12-101 et seq. This most recent law granted to the Board of Regents all the previous powers to provide higher education in the State of Maryland as granted under the above-cited statutes.

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

☒ Yes

☐ No

**If yes, give the date of the last accrediting visit.** 2015-16.

**5. When was the unit or sequences within the unit first accredited by ACEJMC?** 1960

**6. Insert here the undergraduate mission statement and the separate mission statement for the graduate program. Statements should give the date of adoption and/or last revision.**

Adopted in [Strategic Plan](#), April 1, 2020.

**College Mission**

The Philip Merrill College of Journalism's faculty of acclaimed researchers and repeat winners of journalism's top awards — including the Pulitzer, Peabody and Emmy awards — prepares students to join a dynamic profession. Students leave the college with strong writing and visual skills, a command of technology and nuanced understanding of data analysis and audience engagement. The college recruits diversity throughout its ranks, helping prepare students to search for and tell meaningful stories in all communities. The college seeks to benefit the journalism profession and inform the public by supporting and promoting the research of its faculty and the development of future scholars.

**Undergraduate Mission**

Our undergraduate mission is an uncompromising dedication to the principles of the journalism profession, with training in evolving types of newsgathering and delivery.

**Master's Mission**

Our master's education concentrates on professional development, providing postgraduate education to those seeking to enter the field and intensive professional

training for mid-career journalists with a particular focus on investigative, sports, security and computational journalism.

**7. What are the type and length of terms?**

Number of weeks in a semester: 15

Number of weeks in a quarter: n/a

Number of weeks in summer sessions: 6

Number of weeks in intersessions: 3

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

☒ Bachelor's degree

☒ Master's degree

☒ Ph.D. degree

**9. List the specific undergraduate and professional master's degrees as well as the majors or sequences being reviewed by ACEJMC. \*Indicate online degrees.**

B.A. in Journalism

Master of Journalism

M.A. in Journalism

**10. Credit hours required by the university for an undergraduate degree: 122**

(Specify semester-hour or quarter-hour credit.)

Credits hours required for a professional master's degree: Up to 31

Credit hours required for a Master of Arts degree: 30

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

2 credits (required), plus 1 credit (optional) for a total of 3 maximum.

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

Name of Sequence or Specialty  
Journalism

Person in Charge  
Rafael Lorente

**13. Number of full-time students enrolled in the institution: 41,000**

**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.**

**Spring 2022**

<i>Name of Sequence or Specialty</i>	<i>Semester/AY Undergraduate majors</i>
Journalism	473*

\*The college's curriculum changed four years ago to eliminate tracks. There are fewer than five students remaining in the college who are still on the previous multiplatform and broadcast tracks. By 2023, all Merrill students will be on the unified journalism major.

**15. Give the number of graduate students enrolled on-site: 59 master's; 28 Ph.D.**

Number of graduate students enrolled online: 0

**16. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Submit two semesters with the self-study and update the list as needed for spring 2023 visits.**

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

Spring 2022

JOUR201 0201, News Writing and Reporting I - 10  
JOUR201 0401, News Writing and Reporting I - 18  
JOUR201 0501, News Writing and Reporting I - 19  
JOUR201 0601, News Writing and Reporting I - 16  
JOUR201 0801, News Writing and Reporting I - 17  
JOUR202 0201, News Editing - 6  
JOUR202 0301, News Editing - 17  
JOUR262 0101, News Videography - 12  
JOUR262 0201, News Videography - 12  
JOUR262 0401, News Videography - 10  
JOUR262 0801, News Videography - 12  
JOUR262 1001, News Videography - 12  
JOUR320 0201, News Writing and Reporting II: Multiplatform - 7



JOUR320 0301, News Writing and Reporting II: Multiplatform - 11

JOUR320 0401, News Writing and Reporting II: Multiplatform - 14

JOUR328A 0101, Special Topics in News Writing and Reporting; Sustainability, Change Management, and the Future of the News as a Business - 6

JOUR328F 0101, Special Topics in News Writing and Reporting; Reporting on Journalists Imprisoned Overseas - 7

JOUR328G 0101, Special Topics in News Writing and Reporting; Professionalization, Commercialization, Youth Sports & the Media I - 11

JOUR328I 0101, Special Topics in News Writing and Reporting; Multiple Degree Options - 13

JOUR328L 0101, Special Topics in News Writing and Reporting; Sports and Society - 14

JOUR328O 0101, Special Topics in News Writing and Reporting; News Application Development - 2

JOUR328P 0101, Special Topics in News Writing and Reporting; Professionalization, Commercialization, Youth Sports & the Media II - 11

JOUR328R 0101, Special Topics in News Writing and Reporting; Business and Economic Reporting - 4

JOUR328T 0101, Special Topics in News Writing and Reporting; Data Visualization - 8

JOUR334 0101, Audio and Podcast Reporting - 10

JOUR352 0101, Interactive Design and Development - 11

JOUR352 0201, Interactive Design and Development - 13

JOUR353 0101, News Bureau: Multimedia Reporting - 6

JOUR353 0201, News Bureau: Multimedia Reporting - 3

JOUR353 0401, News Bureau: Multimedia Reporting - 5

JOUR355 0101, News Bureau: Multimedia Editing and Production - 5

JOUR355 0201, News Bureau: Multimedia Editing and Production - 10

JOUR355 0301, News Bureau: Multimedia Editing and Production - 3

JOUR357 0101, Capital News Service Broadcast Immersion - 3

JOUR360 0101, News Writing and Reporting II: Broadcast - 14

JOUR360 0301, News Writing and Reporting II: Broadcast - 18

JOUR361 0101, Television Reporting and Production - 7

JOUR362 0101, Broadcast News Producing - 2

JOUR362 0103, Broadcast News Producing - 1

JOUR364 0101, Advanced Audio and Podcast Reporting - 6

JOUR367 0101, Broadcast News Bureau - 1

JOUR368D 0101, Topics in Broadcast and Electronic Media; Social Media Content Creation, Audience Engagement and Analytics - 17

JOUR368E 0101, Topics in Broadcast and Electronic Media; Streaming and Broadcast Design - 4

JOUR368F 0101, Topics in Broadcast and Electronic Media; Studio Production - 4

JOUR368F 0102, Topics in Broadcast and Electronic Media; Studio Production - 4

JOUR368I 0101, Topics in Broadcast and Electronic Media; Designing Stories with Motion Graphics - 13

JOUR368K 0101, Topics in Broadcast and Electronic Media; Video Innovation - 10

JOUR368N 0101, Topics in Broadcast and Electronic Media; Advanced Photojournalism - 10

JOUR368X 0101, Topics in Broadcast and Electronic Media; Documentary Filmmaking - 7

JOUR368Y 0101, Topics in Broadcast and Electronic Media; Sports Producing - 9

JOUR370 0301, Photojournalism - 13

JOUR370 0501, Photojournalism - 13

JOUR370 0701, Photojournalism - 10

JOUR371 0101, Feature Writing - 9

JOUR382 0101, Sports Writing and Reporting - 7

JOUR389O 0101, News Coverage of Special Topics; Reporting the Election of '22 -- Daily Journalism Under Pressure I - 7

JOUR389P 0101, News Coverage of Special Topics; Reporting the Election of '22 -- Daily Journalism Under Pressure II - 7

JOUR472 0101, Data Journalism - 7

JOUR472 0201, Data Journalism - 5

JOUR475 0101, Understanding Audiences and Analytics - 17

JOUR479A 0101, Special Topics in Data Gathering and Analysis; Basketball Analytics - 18

JOUR479E 0101, Special Topics in Data Gathering and Analysis; Political Analysis - 13

JOUR479F 0101, Special Topics in Data Gathering and Analysis; Investigative Skills: Finding and Cultivating Sources - 8

JOUR501 0401, Fundamentals of Writing and Editing - 1

JOUR501 0601, Fundamentals of Writing and Editing - 2

JOUR603 0101, News Videography - 1

JOUR620 0101, Public Affairs Reporting - 9

JOUR620 0201, Public Affairs Reporting - 9

JOUR620 0301, Public Affairs Reporting - 1

JOUR623 PCJ1, Mobile Journalism - 2

JOUR625 0101, Advanced Capital News Service Bureau - 3

JOUR625 0201, Advanced Capital News Service Bureau - 1

JOUR628A 0101, Specialized Topics in News Writing and Reporting; Sustainability, Change Management, and the Future of the News as a Business - 3

JOUR628B 0101, Specialized Topics in News Writing and Reporting; Sports Reporting and Writing - 8

JOUR628C 0101, Specialized Topics in News Writing and Reporting; Advanced Howard Center Investigations I - 2  
 JOUR628N 0101, Specialized Topics in News Writing and Reporting; Reporting on Journalists Imprisoned Overseas - 3  
 JOUR628O 0101, Specialized Topics in News Writing and Reporting; News Application Development - 5  
 JOUR628R 0101, Specialized Topics in News Writing and Reporting; Business and Economics - 1  
 JOUR628T 0101, Specialized Topics in News Writing and Reporting; Data Visualization - 4  
 JOUR652 0101, Interactive Design and Development - 2  
 JOUR660 0301, Broadcast News Writing - 1  
 JOUR661 0101, Television Reporting and Production - 6  
 JOUR662 0101, Broadcast News Producing - 1  
 JOUR664 0101, Advanced Audio and Podcast Reporting - 2  
 JOUR667 0101, Broadcast News Bureau - 2  
 JOUR668D 0101, Topics in Broadcasting and Electronic Media; Social Media Content Creation, Audience Engagement and Analytics - 2  
 JOUR668E 0101, Topics in Broadcasting and Electronic Media; Streaming and Broadcast Design - 1  
 JOUR668K 0101, Topics in Broadcasting and Electronic Media; Video Innovation - 1  
 JOUR668N 0101, Topics in Broadcasting and Electronic Media; Advanced Photojournalism - 1  
 JOUR668X 0101, Topics in Broadcasting and Electronic Media; Documentary Filmmaking - 1  
 JOUR689O 0101, News Coverage of Specialized Topics; Reporting the Election of '22 -- Daily Journalism Under Pressure - 3  
 JOUR698I 0101, Special Problems in Communication; Advanced Public Affairs Reporting/Investigative Journalism - 6  
 JOUR772 0101, Data Journalism - 11  
 JOUR772 0201, Data Journalism - 8

#### Fall 2022

JOUR201 0101, News Writing and Reporting I - 17  
 JOUR201 0301, News Writing and Reporting I - 9  
 JOUR201 0501, News Writing and Reporting I - 9  
 JOUR202 0201, News Editing - 18  
 JOUR262 0201, News Videography - 7  
 JOUR262 0301, News Videography - 12  
 JOUR262 0501, News Videography - 12

JOUR320 0101, News Writing and Reporting II: Multiplatform - 18  
 JOUR320 0201, News Writing and Reporting II: Multiplatform - 14  
 JOUR320 0401, News Writing and Reporting II: Multiplatform - 18  
 JOUR320 0601, News Writing and Reporting II: Multiplatform - 18  
 JOUR320 0701, News Writing and Reporting II: Multiplatform - 16  
 JOUR327 0101, Urban Affairs Reporting - 7  
 JOUR328A 0101, Special Topics in News Writing and Reporting; Sustainability, Change Management, and the Future of the News as a Business - 4  
 JOUR328I 0101, Special Topics in News Writing and Reporting; Multiple Degree Options - 17  
 JOUR328I 0201, Special Topics in News Writing and Reporting; Multiple Degree Options - 2  
 JOUR328M 0101, Special Topics in News Writing and Reporting; Sports Betting and College Sports I - 9  
 JOUR328N 0101, Special Topics in News Writing and Reporting; Sports Betting and College Sports II - 9  
 JOUR328T 0101, Special Topics in News Writing and Reporting; Data Visualization - 3  
 JOUR328V 0101, Special Topics in News Writing and Reporting; Covering Comic Book Culture in Entertainment - 11  
 JOUR328W 0101, Special Topics in News Writing and Reporting; Foreign Reporting from College Park: The Art of Finding and Cultivating Sources Abroad - 6  
 JOUR328Z 0101, Special Topics in News Writing and Reporting; Freelance Journalism - 4  
 JOUR334 0101, Audio and Podcast Reporting - 6  
 JOUR352 0201, Interactive Design and Development - 18  
 JOUR352 0401, Interactive Design and Development - 11  
 JOUR352 0501, Interactive Design and Development - 16  
 JOUR353 0201, News Bureau: Multimedia Reporting - 0  
 JOUR353 0301, News Bureau: Multimedia Reporting - 4  
 JOUR355 0101, News Bureau: Multimedia Editing and Production - 5  
 JOUR355 0201, News Bureau: Multimedia Editing and Production - 9  
 JOUR357 0101, Capital News Service Broadcast Immersion - 4  
 JOUR360 0201, News Writing and Reporting II: Broadcast - 10  
 JOUR360 0301, News Writing and Reporting II: Broadcast - 18  
 JOUR360 0401, News Writing and Reporting II: Broadcast - 18  
 JOUR361 0301, Television Reporting and Production - 10  
 JOUR362 0102, Broadcast News Producing - 3  
 JOUR362 0104, Broadcast News Producing - 1  
 JOUR364 0101, Advanced Audio and Podcast Reporting - 3  
 JOUR367 0101, Broadcast News Bureau - 6

JOUR368D 0101, Topics in Broadcast and Electronic Media; Social Media Content Creation, Audience Engagement and Analytics - 13

JOUR368D 0201, Topics in Broadcast and Electronic Media; Social Media Content Creation, Audience Engagement and Analytics - 12

JOUR368I 0101, Topics in Broadcast and Electronic Media; Designing Stories with Motion Graphics - 5

JOUR368L 0101, Topics in Broadcast and Electronic Media; Intro to Studio Production - 5

JOUR368L 0102, Topics in Broadcast and Electronic Media; Intro to Studio Production - 5

JOUR368N 0101, Topics in Broadcast and Electronic Media; Advanced Photojournalism - 4

JOUR368N 0201, Topics in Broadcast and Electronic Media; Advanced Photojournalism - 5

JOUR368X 0101, Topics in Broadcast and Electronic Media; Documentary Filmmaking - 8

JOUR368Y 0101, Topics in Broadcast and Electronic Media; Sports Producing - 8

JOUR370 0101, Photojournalism - 10

JOUR370 0301, Photojournalism - 10

JOUR370 0501, Photojournalism - 5

JOUR382 0101, Sports Writing and Reporting - 13

JOUR472 0101, Data Journalism – 10

JOUR472 0201, Data Journalism - 1

JOUR475 0101, Understanding Audiences and Analytics - 18

JOUR479C 0101, Special Topics in Data Gathering and Analysis; Follow the Money: Reporting on Business - 6

JOUR479D 0101, Special Topics in Data Gathering and Analysis; Investigative Tools Reporting - 15

JOUR479E 0101, Special Topics in Data Gathering and Analysis; Political Analysis - 8

JOUR479G 0101, Special Topics in Data Gathering and Analysis; Video Game Industry Research - 15

JOUR479X 0101, Special Topics in Data Gathering and Analysis; Sports Data Analysis and Visualization - 9

JOUR603 0101, News Videography - 12

JOUR604 PCJ1, Introduction to Multimedia Skills - 8

JOUR620 0101, Public Affairs Reporting - 11

JOUR620 0201, Public Affairs Reporting - 9

JOUR625 0101, Advanced Capital News Service Bureau - 5

JOUR625 0201, Advanced Capital News Service Bureau - 4

JOUR627 0101, Urban Affairs Reporting - 1



JOUR628A 0101, Specialized Topics in News Writing and Reporting; Sustainability, Change Management, and the Future of the News as a Business - 2

JOUR628B 0101, Specialized Topics in News Writing and Reporting; Sports Reporting and Writing - 1

JOUR628C 0101, Specialized Topics in News Writing and Reporting; Advanced Howard Center Investigations I - 1

JOUR628I 0101, Specialized Topics in News Writing and Reporting; Advanced Howard Center Investigations II - 2

JOUR628T 0101, Specialized Topics in News Writing and Reporting; Data Visualization - 1

JOUR628V 0101, Specialized Topics in News Writing and Reporting; Covering Comic Book Culture in Entertainment - 1

JOUR628W 0101, Specialized Topics in News Writing and Reporting; Foreign Reporting from College Park: The Art of Finding and Cultivating Sources Abroad - 4

JOUR628Z 0101, Specialized Topics in News Writing and Reporting; Freelance Journalism - 3

JOUR634 0101, Audio and Podcast Reporting - 2

JOUR652 0101, Interactive Design and Development - 2

JOUR655 0101, Advanced Online News Bureau - 3

JOUR660 0101, Broadcast News Writing - 8

JOUR661 0301, Television Reporting and Production - 1

JOUR664 0101, Advanced Audio and Podcast Reporting - 1

JOUR667 0101, Broadcast News Bureau - 6

JOUR668D 0101, Topics in Broadcasting and Electronic Media; Social Media Content Creation, Audience Engagement and Analytics - 3

JOUR668I 0101, Topics in Broadcasting and Electronic Media; Designing Stories with Motion Graphics - 3

JOUR668Y 0101, Topics in Broadcasting and Electronic Media; Sports Producing - 4

JOUR670 0101, Photojournalism I - 1

JOUR772 0201, Data Journalism - 14

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

### Spring 2022

JOUR352 0401, Interactive Design and Development - 19

JOUR352 0501, Interactive Design and Development - 18

Fall 2022

JOUR352 0301, Interactive Design and Development - 18

JOUR473 0101, Computational Journalism - 4

JOUR652 PWJ1, Interactive Design and Development - 7

JOUR772 0301, Data Journalism - 3

JOUR773 0101, Computational Journalism - 1

**17. Total expenditures planned by the unit for the 2022-2023 academic year: \$7,108,550**

**Give percentage increase or decrease in three years: 10.5% increase**

**Amount expected to be spent this year on full-time faculty salaries: \$5,070,773 (includes dean's salary). Full-time staff expenditures expected: \$1,091,621**

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

Full Professors (All tenured)

- Lucy Dalglish
- Mark Feldstein
- Susan Moeller (on sabbatical 2022-23)
- Deborah Nelson
- Sarah Oates
- Dana Priest
- Linda Steiner

Associate Professors (All tenured)

- DeNeen Brown (on leave Fall 2022)
- Ira Chinoy
- Chris Hanson
- Rob Wells
- Ron Yaros

Assistant Professors (Tenure track)

- Naeemul Hassan
- Christoph Mergerson
- Krishnan Vasudevan

Professors of the Practice (Professional track – contract)

- Kevin Blackistone
- Mark Hyman

Senior Lecturers (Professional track - contract)

- James Carroll
- Josh Davidsburg
- Karen Denny
- Chris Harvey
- Rafael Lorente
- Sean Mussenden

Lecturers (Professional track – contract)

- Tom Bettag
- Kathy Best
- Alison Burns
- Mel Coffee
- Alanna Delfino
- Constance Ford
- Ronald Harris
- Tim Jacobsen
- Adam Marton
- Alex Pyles
- Tom Rosenstiel
- Nathan Stevens
- Derek Willis
- Cindy Wright
- Jerry Zremski

Grant Supported Faculty/Staff

- Kathy Best

CNS Managing Director (Faculty specialist - contract)

- Marty Kaiser

**19. 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.)**

Fall 2022

Edward Alwood

Abbie Bennett

David Betancourt

Sara Browning

Tom Brune  
Daarel Burnette  
Brittany Cheng  
Chelsea Cirruzzo  
Keegan Clements-Housser  
Linda Coleman  
Merrilee Cox  
Graham Cullen  
Tom Davidson  
Stacey Decker  
Rose DiPaula  
Steven Drummond  
Elizabeth Feldman  
Alex Flum  
Bobbie Foster Bhusari  
Jodi Friedman  
Megan Fromm  
Mark Gray  
Kalani Gordon  
Jeff Guo  
Md Mahfuzul Haque  
John Hughes  
Carl Johnson  
Nicoletta Kern  
Andrea Koppel  
Lisa Lambert  
George Lanum  
Carole Lee  
David Lightman  
Robert Little  
John McQuaid  
Amber Miller Moore  
Nicole Munchel  
Gagan Nirula  
Micah Ratner  
Anne Rosen  
Robert Ruby  
Stuart Schwartz  
Robin Sundaramoorthy  
Carolina Velloso

Mauro Whiteman  
Clarence Williams  
Kaitlyn Wilson  
Ho Chun Wong  
Benjamin Worsley  
Kate Yanchulis  
Joe Yasharoff  
Wenyou Ye  
Denitsa Yotova

Spring 2022

Edward Alwood  
Barbara Barrett  
Jaclyn Borowski  
Tom Brune  
Daarel Burnette  
Chris Cioffi  
Linda Coleman  
Merrilee Cox  
Graham Cullen  
Tom Davidson  
Alanna Delfino  
Rose DiPaula  
Steven Drummond  
Benjamin Eidelberg  
Alex Flum  
Bobbie Foster Bhusari  
Kalani Gordon  
Md Mahfuzul Haque  
Emma Harris  
Hamil Harris  
Rona Kobell  
Andrea Koppel  
Carole Lee  
David Lightman  
Robert Little  
Kathleen Manzo  
Gagan Nirula  
Luke Rollins  
Anne Rosen



Michael Rosenwald  
Robert Ruby  
David Steele  
Robin Sundaramoorthy  
Carolina Velloso  
Clarence Williams  
Benjamin Worsley  
Joe Yasharoff  
Denitsa Yotova  
Jerry Zremski

**20. For each of the last two academic years, please give the total number of graduates.**

2021-22 academic year: 167 (146 undergraduate students, 20 master's students, 1 Ph.D. student)

2020-21 academic year: 147 (114 undergraduate students, 30 master's students, 3 Ph.D. students)

*Part II:*  
*Supplementary Information*



## PART II: Supplementary Information

**Note: Responses to the following should include discussion of the undergraduate and professional master's programs.**

**1. Complete and attach here in the main body of the self-study report the following tables:**

**Table 1, "Students"**

**Table 2, "Full-time Faculty"**

**Table 3, "Part-time Faculty"**

### **Table 1. Students**

List below each of the separate programs of study in the unit. These may be called emphases, concentrations, sequences, or majors; please identify each program with a separate set of requirements. Please also provide separate sequence or emphasis listings for all graduate programs in the unit. Give the number of students by class (year in school) in each of these programs at the end of the 2021–2022 academic year. If all of your students technically come under one major but you subdivide those majors into sequences or tracks, please list students by those sequences or tracks. Please be sure to list separately all subsidiary programs of study, even if not formally identified by computer or register codes. Please also list any such subdivisions in your graduate programs. Add or delete lines as needed. Show the number of degrees conferred during the 2021-22 academic year. Please include all semesters or quarters. If the unit has a formal pre-major status, list the number of such students.\*

Number of Students 2021-22							Degrees Conferred 2021-22	
Undergrad/Grad Programs of Study	Fresh.	Soph.	Jr.	Sr.	Prof. Master's Students	Total Students	Bachelor's	Master's
Pre-majors, if any*								
1. Broadcast	0	0	0	0	10	10	0	3
2. Multiplatform	0	0	0	0	43	43	0	15
3. Journalism	78	93	119	183	0	473	146	0
<b>Total Students</b>	78	93	119	183	53	526	146	18**

\*Students who have declared their intention but have not completed the requirements for admission to the major.

\*\*Two additional Master's students had degrees conferred in 2021-2022. They earned an M.A. and not an M.J.

NOTE: A handful of 2021-22 undergraduates earned degrees under the previous curriculum, which conferred both Broadcast and Multiplatform degrees.

## Table 2. Full-Time Faculty

List names of full-time journalism and mass communications faculty members assigned to the unit and provide requested information for the quarter or semester **immediately preceding** the accreditation visit. Add or delete lines as needed.

(As part of the updated General Information Section, faculty lists will be updated to reflect the academic term when the visiting team is on campus. For more information, see the "General Information" section of the Self-Study report form.)

### Spring 2022

Name	Years full-time professional	Years full-time college teaching	Years on this faculty	Years at present rank	Highest earned degree	Tenured (Y/N)	Credit hours taught per semester	% of Time		
								Teaching	Research	Service
Unit Administrator										
Lucy Dalglish	35	0	10	10	J.D.	Y	0	n/a	n/a	100
Professors										
Mark Feldstein	23	19	10	10	Ph.D.	Y	6	40	40	20
Susan Moeller	4	34	20	12	Ph.D.	Y	6	40	40	20
Deborah Nelson	27	19	19	6	J.D.	Y	6	40	40	20
Sarah Oates*	7	25	9	9	Ph.D.	Y	6	30	40	30
Dana Priest	29	7	7	7	B.A.	Y	6	40	40	20
Linda Steiner*	2	42	15	15	Ph.D.	Y	3	25	25	50
Associate Professors										
DeNeen Brown	33	4	3	2	B.S.	Y	6	40	40	20
Ira Chinoy	25	20	20	13	Ph.D.	Y	6	40	40	20
Chris Hanson	21	22	14	14	Ph.D.	Y	6	40	40	20
Rob Wells	35	12	<1	<1	Ph.D.	Y	6	40	30	30
Ron Yaros	30	18	13	7	Ph.D.	Y	6	40	40	20
Assistant Professors										
Naeemul Hassan	2	6	3	3	Ph.D.	N	6/3	40	40	20
Krishnan Vasudevan	11	5	5	5	Ph.D.	N	6	40	40	20
Instructors/Lecturers/Professors of the Practice/Visiting Assistant Professors										
Sandy Banisky	38	14	14	14	J.D.	N	9/6	70	0	30
Tom Bettag	46	8	6	6	M.S.	N	3	80	0	20
Kevin Blackistone	26	14	14	14	M.S.	N	6/3	70	0	30
Alison Burns	29	1	1	1	M.A.	N	9/6	70	0	30
James Carroll	30	8	6	6	M.A.	N	9/6	70	0	30
Mel Coffee	15	21	3	3	M.S.	N	9/9	70	0	30

Josh Davidsburg	10	8	8	8	B.A.	N	9/6	70	0	30
Karen Denny*	24	7	18	7	M.A.	N	3/3	30	0	70
Constance Ford	35	10	6	6	M.A.	N	9/6	70	0	30
Ronald Harris	33	4	>1	>1	B.A.	N	9/6	70	0	30
Chris Harvey*	15	28	28	28	B.S.	N	3/3	50	0	50
Mark Hyman	35	9	2	1	J.D.	N	6/6	60	0	40
Tim Jacobsen	35	16	13	3	B.A.	N	9/6	80	0	20
Rafael Lorente*	29	10	16	8	M.A.	N	0	0	0	100
Adam Marton	19	3	3	3	M.A.	N	9/6	70	0	30
Christoph Mergerson**	6	1	1	1	Ph.D.	N	6/3	70	0	30
Sean Mussenden	10	11	11	11	M.A.	N	9/6	70	0	30
Alex Pyles	10	3	3	3	M.J.	N	9/6	70	0	30
Tom Rosenstiel	41	1	1	1	M.S.	N	6	70	0	30
Nathan Stevens	22	2	1	1	M.S.	N	9/6	70	0	30
Derek Willis	23	2	1	1	B.A.	N	9/6	70	0	30
Cindy Wright	25	15	15	15	J.D.	N	3/3	80	0	20

Comments on workload: \*Have substantial administrative duties. \*\*Moved to TT faculty in fall 2022.

### Table 3. Part-Time Faculty

List names of part-time faculty paid from journalism and mass communications funds and provide requested information. List should include personnel, including laboratory instructors and teaching assistants, who taught any regular course during the year preceding the accreditation visit. Present the names in groups by semester or quarter. Put an X under the appropriate teaching responsibility. Add or delete lines as needed. Submit two semesters below.

#### Fall 2021

Name and Rank	Years Full-time Professional Experience	Years Teaching Experience	Highest Earned Degree	Now Working Full-time as Professional (Y/N)	Working Toward Degree (Y/N)	Credit Hours Teaching this Semester	Teaching Responsibilities			
							In Charge of Course	Lectures	Assists in Lab	Teacher in Charge
Adjunct Faculty										
Edward Alwood	31	31	Ph.D.	N	N	6		X		X
Abbie Bennett	16	3	B.A.	Y	N	3		X		X
David Betancourt	16	1	B.A.	Y	N	3		X		X
Tom Brune	44	6	M.A.	Y	N	3		X		X
Daarel Burnette	14	1	M.A.	Y	N	3		X		X



Brittany Cheng	6	1	B.A.	Y	N	3		X		X
Chris Cioffi	8	1	M.A.	Y	N	3		X		X
Chelsea Cirruzzo	7	1	B.A.	Y	N	1		X		X
Merrilee Cox	26	16	Ph.D.	N	N	3		X		X
Graham Cullen	18	11	M.A.	Y	N	3		X		X
Tom Davidson	45	12	B.A.	Y	N	3		X		X
Alanna Delfino	8	5	B.A.	Y	N	3		X		X
Steven Drummond	33	2	M.A.	Y	N	3		X		X
Elizabeth Feldman	41	16	M.S.	Y	N	3		X		X
Mark Gray	12	11	B.A.	Y	N	3		X		X
Jay Goldman	40	33	M.A.	Y	N	3		X		X
Kalani Gordon	18	3	B.A.	Y	N	3		X		X
Emma Harris	10	4	B.A.	Y	N	3		X		X
Hamil Harris	25	3	M.A.	Y	N	6		X		X
John Hughes	40	2	M.A.	Y	N	3		X		X
George Lanum	25	17	M.A.	Y	N	3		X		X
Lisa Lednicer	23	5	B.S.	Y	N	3		X		X
Carole Lee	17	9	Ph.D.	N	N	6		X		X
David Lightman	50	47	M.A.	Y	N	3		X		X
Robert Little	18	7	M.S.	Y	N	3		X		X
Brittany Mayes	6	3	B.A.	Y	N	3		X		X
Robyne McCullough	11	1	MBA	Y	N	3		X		X
Michael Mirny	15	3	M.A.	Y	N	3		X		X
Nicole Munchel	14	5	MFA	Y	N	6		X		X
Gagan Nirula	22	6	B.S.	Y	N	3		X		X
Anne Rosen	25	9	M.A.	Y	N	3		X		X
Stuart Schwartz	44	14	MSJ	N	N	3		X		X
LaMonte Summers	25	25	M.A.	Y	N	3		X		X
Joseph Weber	26	20	B.A.	Y	N	3		X		X
Mauro Whiteman	8	5	M.A.	Y	N	3		X		X
Clarence Williams	7	3	M.A.	Y	N	3		X		X
Benjamin Worsley	19	4	B.A.	Y	N	3		X		X
Joe Yasharoff	20	6	B.A.	Y	N	3		X		X
Denitsa Yotova	8	9	Ph.D.	N	Y	3		X		X
Jerry Zremski	33	8	M.A.	Y	N	3		X		X

**Spring 2022**

Name	Years Full-time Professional Experience	Years Teaching Experience	Highest Earned Degree	Now Working Full-time as Professional (Y/N)	Working Toward Degree (Y/N)	Credit Hours Teaching this Semester	Teaching Responsibilities			
							In Charge of Course	Lectures	Assists in Lab	Teacher in Charge
Adjunct Faculty										
Edward Alwood	31	31	Ph.D	N	N	6		X		X
Barbara Barrett	16	3	B.A.	Y	N	3		X		X
Jaclyn Borowski	8	8	B.A.	Y	N	3		X		X
Tom Brune	44	6	M.A.	Y	N	3		X		X
Daarel Burnette	14	1	M.A.	Y	N	3		X		X
Chris Cioffi	8	1	M.A.	Y	N	3		X		X
Linda Coleman	3	40	Ph.D	Y	N	1		X		X
Merrilee Cox	26	16	Ph.D	N	N	3		X		X
Graham Cullen	18	11	M.A.	Y	N	3		X		X
Tom Davidson	45	12	B.A.	Y	N	3		X		X
Alanna Delfino	8	5	B.S.	Y	N	3		X		X
Rose DiPaula	12	4	B.A.	Y	N	3		X		X
Steven Drummond	33	2	M.A.	Y	N	3		X		X
Benjamin Eidelberg	16	1	M.S.	Y	N	3		X		X
Alex Flum	8	1	B.A.	Y	N	3		X		X
Bobbie Foster (Bhusari)*	4	5	M.A.	N	Y	3		X		X
Kalani Gordon	18	3	B.A.	Y	N	3		X		X
Md Mahfuzul Haque*	8	2	M.A.	N	Y	3		X		X
Emma Harris	10	4	B.A.	Y	N	3		X		X
Hamil Harris	25	3	M.A.	Y	N	3		X		X
Rona Kobell	28	3	M.A.	Y	N	3		X		X
Andrea Koppel	26	1	B.A.	Y	N	1		X		X
Carole Lee	17	9	Ph.D	N	N	6		X		X
David Lightman	50	47	M.A.	Y	N	3		X		X
Robert Little	18	7	M.S.	Y	N	3		X		X

Kathleen Manzo	12	2	M.E.	Y	N	3		X		X
Gagan Nirula	22	6	B.S.	Y	N	3		X		X
Luke Rollins	15	4	B.S.	Y	N	3		X		X
Anne Rosen	25	9	M.A.	Y	N	3		X		X
Michael Rosenwald	8	1	MFA	Y	N	3		X		X
Robert Ruby	17	2	M.A.	N	N	3		X		X
David Steele	30	1	B.S.	Y	N	3		X		X
Robin Sundaramoorthy*	17	5	M.A.	N	Y	3		X		X
Carolina Velloso*	3	2	M.A.	N	Y	3		X		X
Clarence Williams	7	3	M.A.	Y	N	3		X		X
Benjamin Worsley	19	4	B.A.	Y	N	3		X		X
Joe Yasharoff	20	6	B.A.	Y	N	3		X		X
Denitsa Yotova*	8	9	Ph.D	N	Y	3		X		X
Jerry Zremski	33	8	M.A.	Y	N	3		X		X

\*Denotes Ph.D. students who are teaching courses.

## 2. Describe the history of the unit in no more than 500 words.

The University of Maryland offered its first courses in journalism in 1947. The Department of Journalism and Public Relations was housed within the university's College of Business and Public Administration. The unit moved into a new building on the campus mall in 1958. In 1960, the unit was accredited, and the department dropped "public relations" from its title in 1966. A Master of Arts program was launched in 1971. During a campus-wide reorganization in 1972, the journalism department became the College of Journalism. Ray Hiebert became the first dean of the new college in 1973. The college curriculum allowed students to specialize in journalism or public relations.

Reese Cleghorn, a respected editor in Atlanta, Charlotte and Detroit, became dean in 1981 and served nearly 20 years. In 1989, the college created Capital News Service, a student-produced supplementary news service that launched with a bureau in Annapolis and expanded to Washington, D.C., the following year. In 2001, the college added a CNS broadcast bureau and a news program that reaches hundreds of thousands of homes in suburban Washington via Comcast cable. An online bureau in College Park was also added in 2001. All candidates for a Master of Journalism degree participate in CNS, and undergraduates are allowed to take the CNS class as a capstone course.

In the late 1990s, the college dropped public relations from the curriculum. It is now taught within the College of Arts and Humanities. For the next 15 years, the journalism-only curriculum emphasized print, broadcast and online news.

Tom Kunkel, a former editor for The Mercury News (San Jose, California) and the Miami Herald, succeeded Cleghorn as dean in 2001, and served for eight years. Also in 2001, the college was named for Philip Merrill, publisher and owner of The Capital daily newspaper in Annapolis and Washingtonian magazine, in recognition of his \$10 million gift. Kunkel also spearheaded a capital fund drive to replace the college's outdated Journalism Building.

Kunkel was succeeded as dean by former NPR President Kevin Klose in 2009. John S. and James L. Knight Hall, a \$30 million facility that allowed the college to bring most of its operations and auxiliary programs under one roof, opened in 2010.

Lucy Dalglish, a journalist and lawyer who had spent the previous 12 years as executive director of the Reporters Committee for Freedom of the Press, succeeded Klose in 2012. University policy allows deans to serve a maximum of two five-year terms. At the request of senior faculty members, the former provost asked Dalglish to continue as dean. Dalglish elected to serve one additional year and will step down in summer 2023. The provost plans to start a search for her replacement in fall 2022.

The college has approximately 500 undergraduates. Under changes made in 2018, curricular tracks were eliminated and all undergraduates earn a unified "Journalism" degree. The master's program admits 25 to 30 students a year. The doctoral program admits a cohort of five or six students a year.

### **3. Describe the environment in which the unit operates, its goals and plans, budgetary considerations, and the nature of the parent university.**

The University of Maryland, College Park, was founded in 1856 and serves as the state's flagship campus. The university is home to more than 40,700 students. It is a Carnegie Research I institution ranked 10th among public institutions for research and development spending, totaling more than \$1.1 billion in combined research expenditures with the UMD-Baltimore campus in FY20. (The UMD medical, law and social work graduate programs are in Baltimore.) Over the past 25 years, the university has experienced transformational growth. The 1,250-acre campus is inside the Capital Beltway, four miles from Washington, D.C., enabling researchers and students to take advantage of all that the seat of the nation's government offers. The university boasts top faculty (including three current Nobel Prize winners and Merrill's own six current

Pulitzer Prize winners) and numerous new and under-construction facilities, including a new College of Public Policy building, a “redesigned” Cole Field House that serves as an indoor football practice facility, a computer science building, an “Idea Factory” for science and engineering programs and several new student apartments. In addition, the university has taken the lead in redeveloping Baltimore Avenue to include several entertainment, retail and restaurant spaces, a four-star hotel, multifamily housing and facilities for a number of federal government agencies.

Undergraduates can choose from more than 102 majors, and there are more than 28 “living-learning” honors programs spanning topics such as media, the arts, life sciences and languages. Students have more than 400 study abroad options. In-state tuition for undergraduates in 2022-23 is \$11,233; out-of-state tuition is \$39,469.

Following the selection of a new president in 2020, the university adopted a new strategic plan in 2022. The college had adopted its own new strategic plan in spring 2020. It is remarkably consistent with the university’s 2022 plan. Although the pandemic created havoc in 2020, causing the state to cut \$292 million from the university’s budget for FY21 and FY22, the cut to Merrill College’s state appropriation (approximately \$450,000) has been restored for 2022-23. The university raised more than \$1.5 billion in a seven-year “Fearless Ideas” campaign that ended in 2021. Merrill College raised \$15.2 million, exceeding its capital campaign goal by about 50%.

John S. and James L. Knight Hall opened in January 2010. Knight Hall has a 70-seat teaching theater wired for television; a 24-hour, seven-day-a-week student “news bubble” for cooperative journalism ventures; broadcast capability from a small Knight Hall studio; a large multifunction room with a kitchen that is the envy of campus; large conference rooms; and seven state-of-the-art computer labs. Merrill’s main broadcast operations are housed at UMTV, the college’s Comcast cable facility across Knight Hall’s courtyard in Tawes Hall. The two studios at UMTV were upgraded since the last accreditation visit in 2016, featuring state-of-the-art TriCaster switching equipment, an updated set, and other upgrades that allow our students to broadcast in HD and do live remotes.

At the time of the last site team visit in 2016, Merrill College was coming out of troubling financial times. During the 2008-2010 recession, the college had to deal not only with a poor economy, but it was being forced to “pay back” more than \$1.5 million in “debt” to the university. Dean Emeritus Kevin Klose and his team paid back the debt over three years, but damage had been done. When Dean Dalglish started in 2012, the college had \$3,000 in reserves. Through invigorated fundraising and careful budget

management, reserves are now about \$500,000. While that amount brings breathing room, the college remains the most thinly staffed on campus.

Merrill College has responded to goals promoted by UMD presidents. During President Wallace Loh's nearly 10 years in office, focus was placed on innovation and entrepreneurship (including creation of the "Discovery District" on East Campus), cross-college collaborations, cybersecurity, big data and sustainability. Dr. Loh also worked to connect the campus to the rest of the university by supporting construction of the "Purple" Metro line through campus. He also moved the university from the Atlantic Coast Conference to the Big Ten.

The new strategic plan "Fearlessly Forward" found in [Appendix ST1-B](#), developed under President Darryll Pines and Provost Jennifer King Rice, has four major initiatives, which will inform choices the university makes going forward. Those initiatives, as well as Merrill College's efforts under those categories, are summarized below:

- **We reimagine learning**

Merrill College faculty members were among the leaders in the effort to move the entire campus curriculum online when the pandemic hit. Merrill faculty members are always early adapters to digital technology. By matching experienced online teachers with novices, the college was able to create an online learning environment that, among other things, prepared our students for their new reality: remote newsrooms. The college has also implemented new types of internships and found professional newsroom partners who work hand in hand with our students on capstone projects and summer Howard Center for Investigative Journalism projects. One example of the professional-student collaboration is the online weekly meetings Associated Press senior editors have with our Howard Center investigative team as they prepare for an upcoming project that will be reported with and distributed by AP to an international audience.

- **We take on humanity's grand challenges**

There are two overarching challenges that journalists must address simultaneously.

First, journalists must regain the public trust and audience necessary for citizens to make informed decisions at the ballot box. Not only is the business model for journalism in tatters, so is public trust among some audiences. The new generation of journalists must work toward solutions, or democracy is jeopardized around the world. Our faculty address these issues in nearly

every course and, for example, through the student work published via Capital News Service.

Second, journalists must work hard to hire and promote journalists from a variety of underserved and underrepresented communities. All journalists must learn to listen to those audiences. For any of these efforts to flourish, Merrill College and the university must educate students from these diverse communities. It also must hire faculty and staff who reflect underserved communities. Merrill College has made significant progress in these areas over the past several years, including requiring nearly all Merrill College courses to have a significant diversity, equity and inclusion component.

- **We invest in people and communities**

Not only do Merrill College faculty members have access to continuing education opportunities to maintain their journalism skills, the university provides outstanding educational programs for staff members. The college has supported training for numerous college staff members over the past six years.

There are numerous examples mentioned in the self-study that illustrate Merrill College's investment in communities near and far. Here is one: Over the past year, Merrill College has worked with donors Andy and Julie Klingenstein to start a local journalism initiative. With an initial two-year grant of \$500,000, the college is using its midlevel reporting classes to focus on beat reporting in local newspapers, websites, radio stations and TV stations. Merrill students will pair with local newsrooms to produce stories that can be used by daily and weekly newspapers in Maryland, neighboring states and the District of Columbia.

- **We partner to advance the public good**

Long before it came into vogue, Merrill College was partnering with news outlets and journalism schools across the country to collaborate on reporting about the most challenging issues of our time. Some examples from the Howard Center for Investigative Journalism: [“Printing Hate,”](#) which reported on lynchings across the country that were encouraged or promoted by local newspapers; [“Unlevel Playing Fields,”](#) an in-depth investigation into Title IX and high school sports as the landmark legislation celebrated its 50th anniversary in June; and [“Code Red: Baltimore’s Climate Divide,”](#) which illustrated the price humans will pay in the world’s growing climate crisis.

These projects involved cross-college partnerships, collaboration with students at other universities, interdisciplinary use of UMD experts and collaboration with professional publishing partners, including NPR, PBS NewsHour, AP and countless newspapers around the country.

As all of these practices and initiatives demonstrate, Merrill College students learn by doing.

**4. Describe any recent major changes in the mission, goals, or programs and activities of the unit.**

Over the past seven years, numerous fundamental changes have occurred:

- The college has redesigned the undergraduate curricula to eliminate the “silos” that forced students to choose between broadcast and multiplatform courses. Students now are required to write and report more, take additional visual communication courses and master basic data skills. They also have more flexibility to create their own course of study.
- The two \$3 million grants from the Scripps Howard Foundation that created the Howard Center for Investigative Journalism have benefitted every student in the college. Courses in investigative reporting, urban reporting, motion graphics, social media, data, web design, videography, photography, sports investigation and media law have been allocated Howard Center resources to produce investigations that have been published across the country in professional outlets. Our faculty members enthusiastically seek out opportunities to collaborate under the Howard Center umbrella.
- The college has taken advantage of numerous opportunities to work with students and faculty from the University of Maryland colleges of engineering, public health, information science and computer science to conduct joint research projects and even reporting projects.
- The college has doubled down on a strength: data journalism. In addition to teaching more data-focused courses, the college has entered into an innovative collaboration with the College of Information Studies to create advanced courses in data journalism. The two colleges have jointly hired Assistant Professor Naeemul Hassan, a computer scientist who teaches data journalism classes. His research involves automated fact-checking, credible health information and misinformation detection. The colleges have created a



data journalism master's degree that can be earned completely online. If it is successful, the college will pursue accreditation of the degree in 2028.

- During a “rebasement” of state funds by the provost’s office in 2019, the college’s budget was increased by about \$500,000, which allowed all permanent faculty members to be paid with base funds and allowed for a handful of new staff hires.
- The college hired its first full-time diversity coordinator (Aaron Guillermo Vogel) in January 2022. He is working closely with the college’s diversity committee, which focused exclusively on student programming in spring 2022 and will begin addressing faculty and staff issues in fall 2022. The college’s latest diversity plan was adopted in spring 2020. ([Appendix E](#))
- And in one of the most heartening developments over the past six years, there has been an increase in the “cross-pollination” between the college’s researchers and its practitioners. Some of our scholars are working with capstone classes to build publishable news product as well as publishable research. For example, Senior Lecturer Sean Mussenden worked hand in hand with Assistant Professor Krishnan Vasudevan and experts from UMD’s A. James Clark School of Engineering to conduct research on how climate change affects impoverished people in Baltimore. It resulted in research papers as well as the national professional award-winning “Code Red” project from our Howard Center for Investigative Journalism.

**5. If the unit was previously accredited, summarize each deficiency noted in the previous accreditation report (Part 3, item 6) that the site team said should be addressed, followed by a response to each of actions taken and the results. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify these standard(s), the reasons cited, and how these problems have been addressed.**

Merrill College was found in compliance with all standards in 2016.

**6. Describe the process used to conduct the self-study, including the roles of faculty members, students and others. Describe the strengths and weaknesses of the program discovered during the process, and describe any changes undertaken or planned as a result.**

In fall 2021, faculty members were asked to begin compiling lists of speakers they had invited to class. They were reminded to submit all syllabuses. They were told to update resumes and turn them into the dean’s office. In addition, Dalglish, Assessment Director/Senior Lecturer Chris Harvey, Associate Dean Rafael Lorente (academic

affairs) and assistant deans Vanessa Nichols-Holmes (business operations), Josh Madden (undergraduate studies) and Katie Aune (development), and Director of Computer Services Clint Bucco were assigned responsibility for portions of the self-study. Professor and Senior Scholar Sarah Oates, who serves as the college's research director, took charge of collating faculty CVs and lists of achievements for tenure/tenure track faculty. Executive Assistant Natalie Cosner was tasked with day-to-day coordination of the files to be assembled for the self-study. Communications Manager Josh Land served as the initial editor of the self-study. Lecturer Alex Pyles served as the final copy editor of the document. Dalglish and Harvey took responsibility for the final read of the self-study.

### **Strengths:**

- Our students and faculty are our biggest strengths.
- We are a national destination school.
- We are an integral part of the University of Maryland.
- Students have won numerous national professional awards over the past three years.
- Our researchers have national reputations in such areas as misinformation/disinformation, journalism history, computational journalism and gender in the media.
- Professional track faculty members are treated with enormous respect by the tenured professors.
- We attract outstanding students from across the country.
- The college is in better financial condition than seven years ago.
- Our faculty is more racially diverse than it was seven years ago.
- We are known for the outstanding work published by Capital News Service, the Howard Center for Investigative Journalism and The Shirley Povich Center for Sports Journalism.
- Our curriculum is vibrant and cutting edge.
- Our assessment process has been recognized across campus as a model for other units.
- Knight Hall provides a fantastic base for all classes and programs, housing everything under one roof, except for the two broadcast studios.
- The college has been successful at developing cross-campus affiliations and projects.
- We have drawn significant philanthropic support from a variety of foundations and individuals.

## Weaknesses:

- Lack of scholarship support for out-of-state undergraduates and master's students, which often means a disproportionate number of white students attend Merrill College.
- The college's financial operations are run on the thinnest of margins.
- Underinvestment by the state, particularly in regard to salaries across the board. Between 2016 and 2022, no merit increases were allocated by the state, leading to severe salary compression. Merit pay was appropriated in 2022 and the raises were welcome. But salary compression remains an issue.

## 7. Provide the web links to undergraduate and graduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements. If this information is in print-only formats, provide a print copy in the workroom.

[Merrill College undergraduate catalog](#)

[Merrill College graduate catalog](#)

Merrill College homepage: <https://www.merrill.umd.edu>

Merrill College overview, mission statement, governance:  
<https://merrill.umd.edu/about>

Merrill undergraduate landing page, mission, curriculum:  
<https://merrill.umd.edu/degrees-programs/bachelors-degree>

Merrill master's landing page, mission, curriculum: <https://merrill.umd.edu/degrees-programs/masters-degree>

*Standard 1:*

*Mission, Governance and Administration*



## Part II, Standard 1. Mission, Governance and Administration

**BEFORE THE VISIT:** As part of the self-study process, the unit should self-report data directly into ACEJMC's searchable database, <https://lookup.acejmc.org>, by the time of the site visit. Instructions are at <http://www.acejmc.org/resources/acejmc-database-instructions-2>.

During the visit, the unit should provide the following in the workroom or access to:

- unit reports on curriculum, educational policy, meeting minutes, etc.
- files related to searches and hiring decisions regarding administrators
- files related to concerns and complaints expressed by faculty, staff or students
- a faculty policy manual, handbook or other document specifying the roles of faculty in governance and the development of educational policy
- copy of the strategic plan

### Executive summary:

The highlights of the last seven years at the Philip Merrill College of Journalism demonstrate a period of stability, achievement, innovation, collaboration and diversity. They include:

- **Stability:** While thinly staffed and running on slim margins, Merrill College is on solid financial footing, has an experienced core faculty and staff, an updated curriculum, an engaged alumni and donor base, and continues to outpace the rest of the university's achievements in retention and graduation rates. Two \$3 million grants from the Scripps Howard Foundation to create and continue the Howard Center for Investigative Journalism have energized the college, and funded new faculty members and financial support for dozens of aspiring student journalists.
- **Achievement:** The college's faculty has won national and university awards for scholarship and creative works. Students taking courses under the umbrella of the Howard Center have won national awards going head-to-head with professionals. Students enrolled in Capital News Service courses have provided subscribers with content that local news organizations have been struggling to gather and report. Merrill students often graduate with three or four internships on their resumes, and the college's job placement record is outstanding.
- **Innovation:** Merrill faculty members have doubled down on teaching data throughout the curriculum, collaborating with the UMD College of Information Studies to expand our students' data skill sets. Students and faculty members have created digital tools shared with journalists across the country. Merrill students with cutting-edge digital skills are jumping straight into jobs at metro

and national news organizations, such as The Wall Street Journal, The Washington Post, Detroit Free Press, USA Today and NPR.

- Collaboration: Merrill scholars have availed themselves of opportunities to collaborate with units across campus, including the College of Information Studies, Department of Computer Science, Clark School of Engineering, the Department of Government and Politics, and the School of Public Policy. Merrill faculty teaching skills courses and their students have collaborated on investigative projects with NPR, The Associated Press and other news organizations, as well as with students and faculty members from a dozen universities across the country.
- Diversity: Since the last site team visit, Merrill College has added diverse faculty and staff, successfully recruited increasingly diverse students, and participated in new diversity and inclusion programming on campus and at the college. The self-study will demonstrate that the college has infused diversity, equity and inclusion coursework into nearly the entire curriculum.

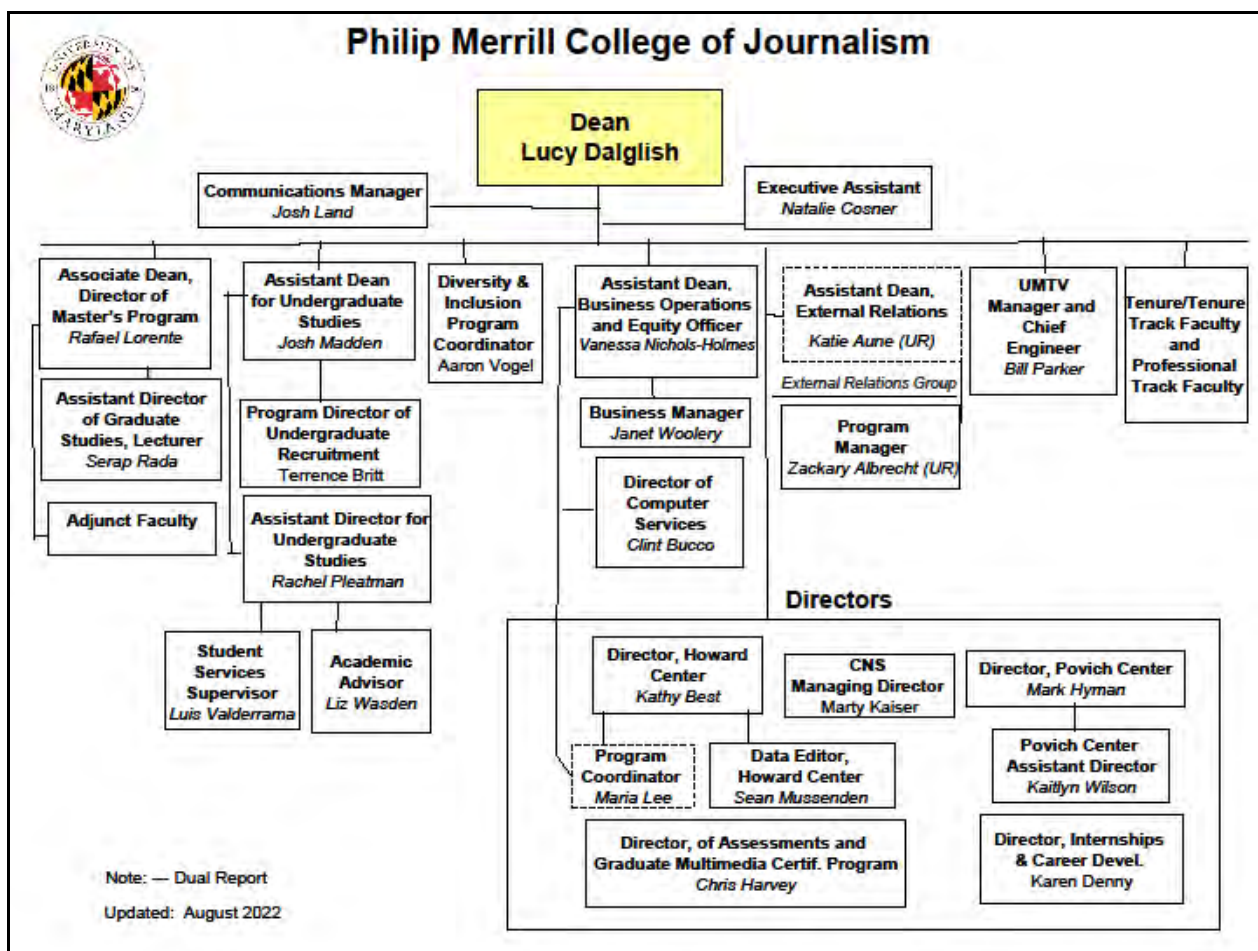
Respond to each of the following instructions. (Boldface type on questions/directives. Use regular type on responses.)

**1. Provide the web link to the unit's mission statement.**

<https://merrill.umd.edu/about>

**2. Describe the administrative structure of the unit, including to whom the unit administrator reports within the university. Include names and titles. The information should extend from the lowest level of administrative responsibility within the unit to the institution's chief executive officer.**





(Appendix ST1-A)

**Unit Head. Lucy A. Dalglish** (B.A., M.S.L., J.D.) was named dean of the Philip Merrill College of Journalism in May 2012. The dean of the college is its chief academic and administrative officer. The dean is responsible for the business operations of the college, professional and academic leadership, and ties to the campus community and the professions served by the college. She provides leadership in maintaining accreditation of the college; she acts as the chief advocate of the college and is responsible for the unit's budget and for fundraising. In addition, the dean reviews and recommends campus-level action proposals made by the unit's governing body, the College Assembly and the Promotion and Tenure Committee. The dean directs the advising of students and certifies them for degrees awarded by the college, encourages interdisciplinary programs in which the college might be included and prepares or directs the preparation of materials needed for planning purposes for such programs. The dean advises the College Assembly and college committees when she cannot follow through on college proposals. The dean of Merrill College reports to the university's senior vice president for academic affairs and provost.

**Senior Vice President and Provost. Jennifer King Rice** (Ph.D.) is second to the president as the provost. The provost is the chief academic officer of the university, with responsibility for guiding its mission; ensuring programs and faculty are of the highest caliber; building the diversity of the student body, faculty and staff; and building academic excellence across the university. The deans of the 11 colleges and schools at the university report to the senior vice president and provost, as do the deans of undergraduate studies, graduate studies and professional studies, the dean of the libraries, and the associate provost for international affairs.

**Associate Dean for Academic Affairs. Rafael Lorente** (M.A.) was appointed to the position in January 2015. Lorente had been a lecturer responsible for the master's program and one of the college's Capital News Service bureau chiefs. The associate dean supports the work of the dean and serves as the chief administrator of the unit in the absence of the dean. He also supervises adjunct lecturers. His academic title is "senior lecturer."

**Assistant Dean for Undergraduate Studies. Josh Madden** (M.A.) oversees undergraduate recruitment, orientation and advising.

**Assistant Dean for Business Operations. Vanessa Nichols-Holmes** (M.S.) manages the budget, business, personnel and facilities functions of the college, and advises the dean on budget and resources. She supervises **Business Manager Janet Woolery**, who provides administrative support for the entire college, and co-manages **Program Coordinator Maria Lee**, who spends half of her time handling business operations of the Howard Center for Investigative Journalism. She also supervises **Director of Computer Services Clint Bucco**.

**Assistant Dean for External Relations. Katie Aune** (J.D., LL.M.) is the college's development officer. She reports to the university's vice president for university relations, with a dotted line report to the dean. She is assisted by **Program Manager Zackary Albrecht**.

**Director of Internships and Career Development. Karen Denny** (M.A.) is a senior lecturer and administers the college's student internship program, has responsibility for career placement and serves as scholarship liaison.

**Director of Assessments. Chris Harvey** (B.S.) is a senior lecturer and monitors the college's compliance with its assessment policy. She also directs the Graduate Certificate of Professional Studies in Multimedia Journalism. She has a substantial role in vetting



adjunct lecturers and serves as “lead teacher” for all JOUR201 (News Writing and Reporting I) classes for undergraduates.

**Director of Computer Services. Clint Bucco** (B.S.) oversees the college's computer laboratories and office technology. He provides computer technical support to faculty, staff and students. He works with the office of the assistant dean for business operations on resources for new equipment needs.

**Assistant Director for Undergraduate Studies. Rachel Pleatman** (M.A.) oversees the college's student services office and undergraduate academic advising staff. She assists with the scheduling of undergraduate and graduate courses, curricular issues, recruitment, orientation and special events at the college. **Elizabeth Wasden** (M.A.) is the other full-time academic advisor for the undergraduate program. There is also usually at least one graduate assistant helping with undergraduate advising.

**Program Director of Undergraduate Recruitment. Terrence Britt** (M.A.) oversees the college's recruitment efforts. He travels through the region scouting high school students, travels nationally to journalism conferences, and plans and administers on-campus visits and orientations.

**Student Services Supervisor. Luis Valderrama** (B.A.) is the first “face” seen by a visitor to Knight Hall. He acts as a receptionist and supervises a team of students who assist with clerical functions.

**Communications Manager. Josh Land** (B.A.) maintains the college's website, social media, publicity and marketing materials, and facilitates special projects. He keeps all of the college's communications channels updated and pushes news out to alumni and the public.

**Executive Assistant. Natalie Cosner** (B.A.) is the executive assistant in the Dean's Suite, and provides support for the dean and others in the college's administration.

**Assistant Director of Graduate Studies. Serap Rada** (Ph.D.) oversees all administrative procedures related to enrollment and management of master's and doctoral students. She also coordinates the college's commencement ceremonies.

**Howard Center Director. Kathy Best** (M.A.) directs the Howard Center for Investigative Journalism. She works with capstone faculty members to create investigative projects and supervises up to a dozen graduate assistants who work on those projects. She also serves as a lecturer and supervises all Howard Center student

fellows. She also supervises **Maria Lee's** management of the Howard Center's grants, and Senior Lecturer **Sean Mussenden**, the Howard Center's data editor.

**CNS Managing Director. Marty Kaiser** (B.A.) serves as managing director of all Capital News Service operations.

**Diversity and Inclusion Program Coordinator. Aaron Guillermo Vogel** (M.A.) oversees, creates and manages projects and programs related to the college's diversity plan.

**Director, The Shirley Povich Center for Sports Journalism. Mark Hyman** (J.D.) is a professor of the practice, directs the Povich Center and teaches several sports journalism classes each year.

**Assistant Director, The Shirley Povich Center for Sports Journalism. Kaitlyn Wilson** (B.A.) coordinates all seminars and administrative functions for the center.

**UMTV Manager and Chief Engineer. William Parker** (A.A.) is responsible for managing and maintaining UMTV and the Richard Eaton Broadcast Center in Tawes Hall. He also frequently heads freelance teams that broadcast and livestream campus-wide events, such as commencement and the annual Povich Symposium. He reports to the dean.

**Centers and Affiliates** (Please also see Standard 8.)

**Capital News Service** (<https://cnsmaryland.org/>)

Founded in 1990, Capital News Service is a nonprofit, student-powered news organization run by the Philip Merrill College of Journalism that serves as the publishing platform for all of the college's news products. All Master of Journalism students spend at least one semester working in a CNS bureau. Undergraduate students may apply to take a CNS class as their capstone course. With offices and news teams in College Park, Annapolis, Baltimore and Washington, the teaching hospital-style newsrooms are managed by full-time faculty members with distinguished careers as professional journalists. CNS provides deeply reported, award-winning coverage of issues that are important to Marylanders. CNS provides coverage of the state few can offer. In fact, CNS operates Maryland's largest statehouse bureau. CNS delivers news in multiple formats via partner news organizations, a destination website, an on-air and streaming television newscast, and affiliated social media channels. It provides breaking news coverage, in-depth investigative and enterprise journalism, visual storytelling opportunities, and serves as a laboratory for students to test and develop

innovative methods of reporting and storytelling. In January 2017, CNS became a contributor to The Associated Press, allowing for worldwide story distribution.

When combined with affiliated courses, CNS has as many as 100 student journalists per semester at its disposal. CNS reporters have covered nine national political conventions, a terrorism trial at Naval Station Guantanamo Bay, the Super Bowl, the Sept. 11 attacks in Washington and New York, and the impeachment of President Donald Trump.

Capital News Service students and graduates go on to land internships and jobs at the nation's finest news organizations: The New York Times, The Washington Post, CNN, The Associated Press, Politico, The Baltimore Sun, the Chicago Tribune, the Los Angeles Times, ProPublica, National Geographic, NBC News, The Dallas Morning News, Washington City Paper, Washingtonian magazine, NPR, PBS "NewsHour," Money magazine, The Wall Street Journal and many more. CNS is led by Managing Director Marty Kaiser, who guided the Milwaukee Journal Sentinel to three Pulitzer Prizes while editor there from 1997-2015.

**Howard Center for Investigative Journalism (<https://merrill.umd.edu/howard-center-for-investigative-journalism>)**

The Howard Center for Investigative Journalism, launched in 2019, gives Philip Merrill College of Journalism students the opportunity to work with news organizations across the country to report investigative stories of national or international importance. The multidisciplinary program is focused on training the next generation of reporters through hands-on investigative journalism projects. Students learn to dive deep into data, ask tough questions of those in power, and tell the stories they uncover in new and compelling ways. The center is directed by Kathy Best, whose long career in journalism includes leading The Seattle Times to two Pulitzer Prizes. The Howard Center is funded by a multimillion-dollar gift from the Scripps Howard Foundation and honors the legacy of Roy W. Howard, former chairman of the Scripps-Howard newspaper chain and a pioneering news reporter. Fellowships and aid are available for graduate students interested in working with the Howard Center. Undergraduate students also have opportunities to work with the Howard Center. Howard fellows also can compete for postgraduation fellowships that place them on investigative teams in nonprofit newsrooms. The center also provides opportunities for students in the college to draw on the expertise of research faculty across the university.

**The Shirley Povich Center for Sports Journalism (<https://merrill.umd.edu/povich-center-sports-journalism>)**

The children of venerated Washington Post sports reporter and columnist Shirley Povich, who worked at The Post for 70 years, first contributed money for an endowed

chair in sports journalism, which was awarded to George Solomon, longtime sports editor at The Post. A dozen years ago, Maury, Lynn and David Povich asked the university to shift the funds to support an endowed center for sports journalism directed by Solomon. Mark Hyman, a veteran journalist, professor, author and lawyer, succeeded Solomon as director and was named Merrill College's inaugural George Solomon Endowed Chair in Sports Journalism in 2020. The Solomon Chair was funded by a \$2 million capital campaign. The center hosts the Povich Symposium, which celebrated its 16th anniversary in 2021. The symposium attracts hundreds of guests who listen to speakers such as ESPN host Scott Van Pelt, veteran sports reporter Claire Smith, The Undeclared's former editor Kevin Merida (now editor of the Los Angeles Times) and former NBC sports anchor Bob Costas, as well as a host of professional athletes and college coaches. In addition, the center sponsors multiple panel discussions and speakers throughout the year. The center's one-day spring "boot camp" for aspiring high school sports journalists usually attracts more than 150 students from a five-state area. More than 50 high school students also participate in a weeklong summer day camp each year. In spring 2022, the Povich Center published an investigative collaboration with the Howard Center about the impact of Title IX in high school sports as the landmark legislation turned 50 years old. About 30% of the Merrill undergraduate student body takes at least one course related to sports journalism. Over the past dozen years, the college has also worked with the Department of Athletics to recruit student-athletes who have graduated but have remaining eligibility. Several of these students, particularly women, have enrolled in the Master of Journalism program, which the university pays for until their eligibility expires.

#### **Future of Information Alliance (<https://fia.umd.edu/>)**

In the face of a continually changing information landscape that presents both rich opportunities and high-stakes challenges, the Future of Information Alliance was created at the University of Maryland in 2011 to foster transdisciplinary dialog, networking, research and action. The FIA's founding directors are Merrill College Associate Professor Ira Chinoy and Allison Druin, a professor in the College of Information Studies. With \$1 million in foundation funding, \$500,000 in university funding and more than \$300,000 of in-kind support from various partners, the FIA has run seed-grant programs for students and their faculty mentors; organized programs and events bringing together leading experts, innovators and engaged audiences; and assisted the university in creating broadly collaborative approaches to important issues, including a program leading to a new task force of UMD centers and labs to identify and address common challenges and opportunities. The FIA has had an association with Google since inception.

**International Center for Media & the Public Agenda (<https://icmpa.umd.edu/>)**

The International Center for Media & the Public Agenda (ICMPA), founded in 2006, conducts media and policy research, and works with global leaders on domestic and international issues of concern. The center is directed by Susan Moeller, professor of media and international affairs at Merrill College.

**National Association of Black Journalists (<https://nabjonline.org/>)**

The college maintains a special affiliation with NABJ by virtue of being the headquarters for the nation's oldest and largest minority journalism organization. With about 3,000 members and more than 100 professional and student chapters, NABJ offers professional development opportunities such as seminars, training sessions, educational programs and other resources through its Media Institute, funded by corporate grants and private donations. It also offers scholarships and internships to students and fellowships to professionals. Founded in 1975, the organization accepted an offer from then-Dean Reese Cleghorn to move to campus from Reston, Virginia. After operating out of several on-campus locations, NABJ agreed in December 2009 to a 20-year lease with the college and moved into John S. and James L. Knight Hall. While affiliated with Merrill College because of its location, NABJ is wholly independent of the college and its budget is in no way related to the college's. Prior to COVID-19, NABJ Executive Director Drew Berry met at least twice a year with Dean Dalglish. In addition, the organization frequently hosts committee and board meetings in Knight Hall. NABJ began returning to Knight Hall in spring 2022 after leaving the building in 2020 to work remotely.

**Accrediting Council on Education in Journalism and Mass Communication (<http://www.acejmc.org/>)**

The headquarters for ACEJMC moved to Knight Hall from the University of Mississippi in summer 2022, leasing space that The Associated Press leased prior to the pandemic. Director Patricia Thompson and a part-time support staff member share the office.

**Legacy Centers**

For a variety of budget reasons, the college no longer operates several programs and centers mentioned in the 2016 self-study. While the **Maryland-District of Columbia Scholastic Press Association** is no longer operated by the college, for example, the college maintains a good relationship with that now-independent group, and pre-pandemic hosted the association's annual fall conference, which typically attracts more than 300 high school students. The workshop is expected to return to Knight Hall in November 2022.

**3. Describe the unit's process for strategic or long-range planning. Provide the web link to the unit's written strategic or long-range plan. This plan should give the date of adoption/revision and any timeline for achieving stated goals. Discuss how the plan provides vision and direction for the unit's future and how it is has encouraged and contributed to quality and innovation in the unit. Describe who has responsibility for updating the plan and the process for monitoring its effectiveness in driving progress.**

Merrill College updates its strategic and diversity plans roughly every five years. The process is initiated by the dean, who appoints ad hoc committees made up of members of the College Assembly. Tenure/tenure track and professional faculty members were represented, as well as staff members. The dean seeks volunteers who have significant teaching and research experience, leadership experience in both academic and newsroom settings, and financial expertise.

The current strategic plan set a bold vision that is well within the college's grasp. It is among the vehicles that has led to a collegial faculty and staff always in search of opportunities to collaborate. The college's plan can be found here:

<https://merrill.umd.edu/about/strategic-plan> (*Appendix E*)

The most recent plan was adopted in spring 2020, just as the university was dismissing in-person work and coursework. The plan anticipates its goals and objectives will be met by spring 2025. The College Assembly reviews progress annually. (*Appendix E*)

University of Maryland President Darryll Pines and Provost Jennifer King Rice launched a process to devise a new university strategic plan when they took over mid-pandemic. Merrill had just adopted its own plan. The dean recommended several Merrill College faculty and staff members to participate in the university's recent strategic planning process. The final university plan — "Fearlessly Forward" — is complementary to and consistent with the college's plan, particularly as the university plan seeks opportunities to strengthen democracy, engage with various communities, take advantage of the university's location in the Washington, D.C., metro area and provide experiential learning opportunities for students.

The university's strategic plan can be found here:

<https://issuu.com/umaryland/docs/strategicplan2022?fr=sNDZhNTQ2MzkxOTM>  
(*Appendix ST1-B*)

**4. Provide the web link to where the unit publishes its most recent retention and graduation data.**

<https://merrill.umd.edu/about>

**5. Describe the unit's policies and procedures for faculty governance. Provide in a digital format or make available in the site team workroom a print copy of faculty policy manuals, handbooks or other documents specifying policies, procedures, and the roles of faculty and students in governance and in development of educational policy and curriculum. (Note passages and pages specific to the directive.)**

The college's policies and procedures for faculty governance can be found in the college's Plan of Organization, "The PORG," which is formally reviewed and revised every 10-12 years by the College Assembly and University Senate. The PORG also was amended a few times in recent years as new diversity and strategic plans, a professional track promotion plan and merit pay plans were incorporated as needed.

Link to Plan of Organization (PORG):

[https://drive.google.com/file/d/1OJUgoFewk-imoHyssBmJNPV\\_8psDomP\\_/view](https://drive.google.com/file/d/1OJUgoFewk-imoHyssBmJNPV_8psDomP_/view)

*(Appendix A, for all PORG citations listed below)*

The PORG sets up the College Assembly as the governing body of the college, chaired by the dean. Its meetings are open to all college constituents. Voting members include all full-time faculty members. Staff members, graduate students, undergraduate students and adjunct faculty members elect representatives who take office on July 1 every year. ([PORG, Art. III, p. 5](#))

Each year, the faculty elects three faculty members who serve two-year terms to the Faculty Advisory Committee. The six-member FAC meets monthly with the dean. Tenured, tenure track and professional track faculty members are represented on the FAC. ([PORG, Art. V, p. 14](#))

The College Assembly elects members of standing committees, such as the curriculum committee, diversity committee and master's committee. All tenure/tenure track hires are voted on by the College Assembly. All curriculum changes must be approved by the assembly. ([PORG, Art. V, p. 11-18](#))

Undergraduates are admitted by the central university admissions department. The college's master's students are recruited and selected by the Master's Committee. ([PORG, Art. V.B., p. 13](#))

The doctoral committee is comprised of full-time tenure/tenure track faculty members who hold Ph.D.s. The committee is tasked with recruiting and selecting doctoral students, as well as setting up a review and mentoring program for those students. ([PORG, Art. V, p. 12](#))



Tenure/tenure track faculty members and professors of the practice are evaluated and recommended for promotion by tenure/tenure track members of their aspired rank and above. (Called the Appointments, Promotion and Tenure, or “APT,” committee.) The dean receives the recommendation and forwards a recommendation to the campus-wide Appointments, Promotions and Tenure committee. The university provost and president have final authority on T/TT promotions. ([PORG, Art. V & IX](#))

Similarly, lecturers who are seeking promotion to senior lecturer after five years of service have a professional track promotions committee made up of all senior lecturers. The dean has the final word on senior lecturer promotions. ([Appendix B](#)) After five years as a senior lecturer, faculty members may apply for promotion to principal lecturer, which must be approved by a campus committee and the provost.  
(<https://faculty.umd.edu/main/appointments/faculty-titles#instructional-faculty>)

The College Assembly elects representatives (one tenured professor and one professional track lecturer) to serve two-year terms representing the college on the University Senate. (See question No. 8)

#### **6. How often did the faculty meet during the most recent academic year?**

The faculty meet on a monthly basis during College Assembly meetings in the fall and spring semesters. Those meeting dates were:

Fall 2021: 9/1/2021, 10/5/2021, 11/2/2021, 12/1/2021  
Spring 2022: 2/2/2022, 3/1/2022, 4/6/2022, 5/4/2022

#### **7. List faculty committees and chairs. List ad hoc committees in operation at the time of the self-study.**

Philip Merrill College of Journalism  
Committees 2022  
Descriptions as stated in the PORG

Committee	Responsibilities	Committee Members
Appointments Committee	The Appointments Committee has broad representation of faculty, one graduate student, one undergraduate student, the dean as ex-officio, nonvoting, and others as necessary. The committee recommends search committees to the dean to initiate full-time and center director appointments in the college. Those committees	Sean Mussenden (chair) Chris Harvey Susan Moeller Sarah Oates Linda Steiner Ron Yaros



Committee	Responsibilities	Committee Members
	report to the Appointments Committee. The committee recommends position descriptions to the dean. The Appointments Committee recommends all proposed part-time faculty and affiliate appointments to the college. The committee reviews and recommends whether part-time appointments should be renewed. The committee acts in accord with the college's Procedures on Appointments, Tenure and Promotion policy.	<p>Jerry Zremski Dean, ex-officio</p> <p>Student Reps: Undergrad: Layla Shulman Grad: Wei-Ping Li</p>
Committee on Centers and Affiliate Organizations	The Committee on Centers and Affiliate Organizations serves as a conduit for information among the dean, the faculty and the centers. The committee meets at least once a semester with the dean and during the summer as necessary. The committee is charged with advising the dean and the faculty on matters involving the centers, and with soliciting faculty input about the operation of the centers and the substance of the program offerings. The committee is intended as a vehicle for integrating the centers into the life of the college and ensuring that the centers and the core faculty take maximum advantage of available talent and resources. The chair of the committee reports regularly on its activities to the College Assembly.	<p>Kathy Best (co-chair) Mark Hyman (co-chair) Susan Moeller Bill Parker Dana Priest Serap Rada</p>
Faculty Salary Advisory Committee/Merit Pay Committee	The Faculty Salary Advisory Committees shall be elected by the faculty to address salary and merit pay. There will be two separate committees for tenure/tenure track faculty and professional track faculty. The tenure track committee will include: one assistant professor, one associate professor, one full professor and two members from all other ranks. All members have voting privileges. The committee shall elect either the associate professor or full professor as its chair. The professional track committee shall be made up of five professional track faculty members.	<p><b>Tenure/Tenure Track:</b> Sarah Oates (chair) Mark Feldstein DeNeen Brown Ron Yaros Krishnan Vasudevan</p> <p><b>Professional Track:</b> Mel Coffee (chair) Josh Davidsburg Adam Marton Sean Mussenden</p>

Committee	Responsibilities	Committee Members
	<p>The committees consider salary issues referred to them by the dean or members of the College Assembly. Regarding merit pay, the committees will act in accordance with the college's policy on faculty merit pay distribution. The committees are advisory and will forward evaluations to the dean, who consults with the committees to discuss final plans for merit pay distribution. The dean then reports final decisions to the committees, discusses any disagreements and sends appropriate salary letters to all faculty members.</p>	<p>Nathan Stevens</p>
<p>Committee for Doctoral Studies</p>	<p>The Committee for Doctoral Studies monitors the college's doctoral program and policies and works with the administration to select candidates for the doctoral program. Curriculum or course modification proposals are considered first by the Programs, Courses and Curricula Committee, and then go to the Committee for Doctoral Studies.</p>	<p>Rob Wells (chair)  Ron Yaros  Ira Chinoy  Mark Feldstein  Chris Hanson  Susan Moeller  Sarah Oates  Linda Steiner  Krishnan  Vasudevan  Naeemul Hassan</p> <p>Doctoral Student Rep:  Sara Browning</p>
<p>Master's Committee</p>	<p>The Master's Committee monitors the college's master's program and policies and works with the administration to select candidates for the master's program. Curriculum or course modification proposals are considered first by the Programs, Courses and Curricula Committee, and then go to the Master's Committee.</p>	<p>Marty Kaiser (chair)  Kathy Best  Chris Hanson  Chris Harvey  Deborah Nelson  Dana Priest  Alison Burns  Mel Coffee  Rafael Lorente (ex-officio, director of the master's program)</p>

Committee	Responsibilities	Committee Members
Awards Committee	The Awards Committee considers all campus and University System of Maryland awards to faculty and staff, and makes nominations to the dean. The committee was created to bring equity and process to the business of nominating candidates for standard university awards.	Josh Davidsburg (chair) Kevin Blackistone Ira Chinoy (tenured faculty rep) James Carroll Adam Marton  Staff Reps: Josh Land Natalie Cosner
Professional Track Promotions Committee	Beginning with the academic year 2016-17, the college established a new standing committee, the Professional Track Appointments, Evaluation and Promotion Committee, comprised of all full-time professional track faculty serving as senior or principal lecturers.  The chair is chosen by the committee. The chair is responsible for writing the committee's reports with input from the committee. All members have voting privileges.	Karen Denny (chair) Chris Harvey James Carroll Josh Davidsburg Sean Mussenden Rafael Lorente (ex-officio)
Programs, Courses, and Curricula Committee (PCC)	The Programs, Courses and Curricula Committee is key in governance. The college's Plan of Organization (PORO) calls for this committee to be composed of up to seven faculty members and two students. Proposals to modify the college's curriculum may be initiated by any member of the faculty or staff but must be presented to the PCC for action. Once a proposal is formulated, it must be presented to the College Assembly for discussion; a majority vote of the assembly is required before the proposal is sent with a recommendation to the dean. Significant curricular changes must be approved by the University Senate.	Alex Pyles (chair) Chris Harvey Mel Coffee Sean Mussenden Deborah Nelson Tom Rosenstiel  Student Reps: Undergrad – Jared Ochacher Master's – Gea Ujčić Ph.D. – Shannon Scovel  Rafael Lorente (ex-officio)

Committee	Responsibilities	Committee Members
Promotion and Tenure Committee	<p>The Promotion and Tenure Committee is composed of all tenured faculty. Full professors consider, by secret vote, each question of promotion to full professorship. Full professors and associate professors consider by secret vote each question of promotion to associate professorship and tenure. Their decisions go to the dean. The dean consults with the committee but is not present when votes are taken. The dean reports his/her decisions to the committee, including cases that the dean agrees should go forward to the campus Appointments, Promotion and Tenure Committee. The committee invites assistant professors annually to discuss their progress toward promotion. Associate professors may request meetings with full professors to discuss their progress. The performance of lecturers is monitored by the dean annually. After serving three years, lecturers undergo a formal review conducted by a subcommittee of the Professional Track Appointments, Evaluation and Promotion Committee.</p>	<p>Deborah Nelson (chair)  DeNeen Brown  Mark Feldstein  Susan Moeller  Dana Priest  Ron Yaros  Ira Chinoy  Chris Hanson  Sarah Oates  Linda Steiner  Rob Wells</p>
Undergraduate Committee (including Scholarship Committee)	<p>The Undergraduate Committee monitors the college's undergraduate program and policies and reviews students' admissions. Curriculum proposals by this committee go to the Program, Courses and Curricula Committee for review before any action is taken by the College Assembly.</p>	<p>Josh Madden (chair)  – Assistant Dean for Undergrad Studies</p> <p>Kevin Blackistone  Terrence Britt  Josh Davidsburg  Rafael Lorente  Adam Marton  Krishnan  Vasudevan  Derek Willis  Christoph Mergerson  Karen Denny  Alanna Delfino</p>

Committee	Responsibilities	Committee Members
		<p>Student Services Rep: Rachel Pleatman</p> <p>Staff Reps (no voting privileges): Katie Aune, Natalie Cosner, Zackary Albrecht</p> <p>Student Rep: Kathryn Maher</p>
Committee on Diversity	The Committee on Diversity meets each semester to monitor the college's compliance with its policy on diversity.	<p>Aaron Vogel (co-chair) Kevin Blackistone (co-chair)</p> <p>Tom Bettag DeNeen Brown Karen Denny Mark Hyman Bill Parker Krishnan Vasudevan Nathan Stevens Ronald Harris Vanessa Nichols-Holmes - college equity officer</p> <p>Exempt Staff Rep: Aaron Vogel</p> <p>Student Reps: Undergrad – Adryan Nash Master's – Markayla Brooks Ph.D. – Dinfin Mulupi</p>

Committee	Responsibilities	Committee Members
Faculty Advisory Committee	<p>The Faculty Advisory Committee (FAC) plays a key role in shared governance with the dean. The FAC is the key committee to ensure accountability on the part of the college's administration. The FAC advises the dean on facilities, strategic planning and faculty members. Membership consists of six full-time faculty members with duties as defined by the university. All members serve for two years and are not eligible for re-election for one year after completing a term. Members are elected by fellow faculty members by secret ballots. Two members are full professors, two members are associate or assistant professors and two members are lecturers. The Plan of Organization provides for staggered replacement of the committee members to ensure continuity. The FAC elects its own chair each year from among its members. The FAC acts as a conduit for information between the faculty and the dean. It meets monthly with the dean before meetings of the full College Assembly. It meets during the summer, as needed, on urgent matters. The FAC proposes names for membership on the college's other standing committees to be ratified by the College Assembly. The FAC advises the dean on budget matters, but it has no budget powers. The FAC has responsibility to review complaints or grievances lodged by a faculty member if asked to do so by the faculty member. The FAC chair reports regularly on its activities to the College Assembly and chairs the College Assembly meetings.</p>	<p>Mark Feldstein (chair)  Naeemul Hassan  Karen Denny  Dana Priest  Josh Davidsburg  Rob Wells</p>

### Other Non-Advisory Committees

Committee	Responsibilities	Members Currently Serving on the Committee
Ray Hiebert History of Journalism Committee	<p>The committee (formed in 2016) decides the recipient of the Ray Hiebert History of Journalism Award as well as the recipient of a similar award limited to students.</p> <p><b>Ray Hiebert History of Journalism Endowed Award</b></p> <p>The Ray Hiebert History of Journalism Endowed Award is awarded each spring for the best work of journalism history in the previous calendar year by any graduate student or faculty member in the Philip Merrill College of Journalism.</p> <p>The winner receives a \$1,000 honorarium.</p> <p>The award may be granted for a master's thesis, Ph.D. dissertation, published article in a peer-reviewed research journal or book published by a reputable publisher.</p> <p><b>The Ray Hiebert History of Journalism Endowed Student Award</b> recognizes outstanding journalism history research done by a Merrill College graduate student. The winner receives a \$1,000 honorarium.</p>	<p>Ira Chinoy (chair)  Mark Feldstein  Chris Hanson  DeNeen Brown  David Sicilia (history)</p>
JOUR Writing Contest Awards Committee	<p>The committee (formed in 2019) decides the recipients of the following awards:</p> <p><b>The Gerald Fischman Award for News Commentary &amp; Criticism</b></p> <p>This award honors Gerald Fischman, a 1979 graduate of Merrill College and writer for The Diamondback. He spent most of his career writing for the Capital Gazette newspapers, becoming known for his "scathing, insightful" commentary. Fischman was one of five people who lost their lives in 2018 when a gunman attacked</p>	<p>Lucy Dalglish  Alex Pyles  Kaitlyn Wilson  Kathy Best  Constance Ford</p>

	<p>the Capital Gazette newsroom. His friends and family established this award in his memory, hoping to recognize and honor Merrill College students who produce exemplary works of news commentary or criticism.</p> <p><b>The John McNamara Sports Writing Award</b></p> <p>This award honors John McNamara, a 1983 graduate of Merrill College and writer for The Diamondback. He spent his career covering the Terps for Capital Gazette newspapers and wrote books about the University of Maryland football and basketball teams. McNamara was one of five people who lost their lives in 2018 when a gunman attacked the Capital Gazette newsroom. His friends and family established this award in his memory, hoping to recognize and inspire the next generation of sports journalists at the University of Maryland.</p>	
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**8. Describe the faculty's contributions to the administration and governance of the university.**

There are several ways the faculty and staff contribute to the operation and governance of the university.

**The University Senate:** Unlike most university governing bodies that do not allow staff or student members, UMD's senate includes all deans as well as elected representatives from the colleges and staff units. For example, Dean Dalglish, Professor Sarah Oates and Senior Lecturer Karen Denny are voting members of the senate. Other faculty members who have served in recent years include Professor Linda Steiner and Lecturers Josh Davidsburg and Adam Marton. In addition, staff members and undergraduate and graduate students are eligible to run for at-large University Senate positions. Senior Lecturer Sean Mussenden was appointed to the senate's Faculty Affairs Committee for the 2022-23 school year. That committee recommends policies and practices pertaining to all faculty members, such as employment practices, academic freedom and faculty morale. Associate Dean Rafael Lorente currently serves



on a campus-wide committee tasked with recommending changes to the University Senate's plan of organization.

**Strategic Planning Task Force:** During the 2021-22 school year, Associate Professor DeNeen Brown, Professor Sarah Oates and Howard Center Director Kathy Best served on the provost's task force that developed the university's new strategic plan.

**Dean's Council and Dean's Forum:** The dean is a member of the provost's Dean's Council, which advises the president and provost on administrative matters. Other administrators attend Dean's Council meetings. Dean's Forums are limited to the provost and deans.

**Chief Budget Officer's Council:** Merrill's assistant dean for business operations, Vanessa Nichols-Holmes, joins with other college budget officers to advise the provost's budget office.

**Academic Leadership Forum (ALF):** Associate Dean Rafael Lorente represents the college at meetings of college and department leaders on faculty affairs and academic affairs matters.

[Academic Planning Advisory Committee \(APAC\)](#): Professor Sarah Oates serves on a small committee of tenured faculty members who meet three times a semester to advise the provost on academic issues with significant resource implications.

[Campus Appointments, Promotions and Tenure Committee \(APT\)](#): The smaller colleges at UMD rotate representatives on this committee. Professor Linda Steiner served from 2018-2020 on the campus committee that makes promotion and tenure recommendations to the provost and president. Professor Sarah Oates served as the provost's representative on a tenure appeal case at another unit in 2021-22. Professor Mark Feldstein will serve on the campus APT committee for two years starting in 2022-23.

[TerrapinSTRONG Diversity and Equity Initiative](#): Assistant Dean Vanessa Nichols-Holmes serves as the college's staff representative on the president's diversity and equity initiative. Professor Sarah Oates serves as the college's faculty representative.

**Research Council:** Professor Sarah Oates, who is director of Merrill College's research efforts, represents the college on the university's research council.

**Athletic Council:** Dean Dalglish recently completed a two-year term as the provost's representative on the university's Athletic Council.

**Graduate Council:** Associate Professor Rob Wells represents the college on the Graduate Council.

**Search Committees:** Numerous faculty and staff members have served on campus-wide search committees. In the past four years, Dean Dalglish has chaired searches at the request of the university president for vice president of diversity, equity and inclusion, and vice president for external relations.

**Special Presidential Task Force:** Dean Dalglish served as co-chair of a Special Presidential/University Senate Task Force on Inclusion and Respect during the 2017-18 school year.

**Teaching and Innovation Grants:** Associate Dean Rafael Lorente chaired a provost's committee in 2020 that awarded almost \$4 million in grants to faculty to help them prepare for online teaching during the pandemic.

## **9. Describe the process for selecting, appointing and evaluating unit administrators.**

The college's chief administrative officer is the dean. At UMD, deans are eligible to serve two five-year terms. Deans are given an annual review by the provost as well as a comprehensive review by a committee chaired by another dean after five years. (In fall 2020, Merrill College senior faculty members contacted then-Provost Mary Ann Rankin and asked her to consider extending Dean Dalglish's appointment beyond the standard 10 years. In consultation with the provost, Dean Dalglish elected to stay one additional year. Her term ends June 30, 2023, at which time she will assume her other rank of full professor.)

The university will begin searching for Dean Dalglish's replacement in fall 2022. The provost will appoint between 15 and 20 faculty and staff members, alums, students and donors to serve as a search committee. The committee will likely be chaired by a dean from another college. Following a national search, the provost will appoint a successor who is expected to start July 1, 2023.

Associate and assistant deans are recommended by search committees and appointed by the dean. They are evaluated in writing annually by the dean.

**10. Describe the unit's process for timely and equitable resolution of complaints and concerns expressed by faculty, staff or students.**

Concerns brought by faculty that are alleged to be in violation of the college's Plan of Organization may be brought to the Faculty Advisory Committee. ([\*Appendix A, PORG, Art. VII, p. 21\*](#)) The Faculty Advisory Committee will consider the grievance at its next regularly scheduled meeting and forward it, along with its written comments, to the dean. The dean will respond to the Faculty Advisory Committee and the griever in writing. The Faculty Advisory Committee will respond to the griever, in writing, in a timely fashion. No such complaints have been brought to the FAC in the last seven years.

Other complaints from faculty and staff members are brought directly to the dean. There have been no formal written complaints brought to the dean's attention in the past six years. Student complaints and concerns are directed to the associate dean, director of the master's program and the assistant dean for undergraduate studies. Students may appeal those decisions to the dean. Student complaints may also be brought to various offices within the Office of Student Affairs and Office of Diversity, Equity and Inclusion.

**Professional master's program:**

**11. Describe the role of the graduate director, other persons or committees assigned to the professional master's program.**

The director of Merrill College's master's program is Associate Dean Rafael Lorente. He is assisted by Assistant Director of Graduate Studies Serap Rada. Ultimate authority for the master's program falls to Dean Dalglish, as well as to the dean and associate provost for graduate studies, Dr. Steve Fetter, who is responsible for maintaining admissions standards, distributing fellowship assistance, and setting other policies and priorities for the Graduate School.

The college recruits heavily in the fall and winter for candidates. The master's committee, chaired by CNS Managing Director Marty Kaiser, is responsible for screening and admitting applicants. Associate Dean Lorente, Dr. Rada and other master's committee members advise master's students on course and program selection.

**12. Provide a web link to the unit's written strategic or long-range plan for the professional master's program.**

The college does not have a separate strategic plan for the master's program.

**13. Provide the web link to where the unit publishes its most recent retention and graduation data of its professional master's students.**

<https://merrill.umd.edu/about>

**14. Describe the unit's policies and procedures for faculty governance of the professional master's program. Provide online or make available in the site team workroom a print copy of faculty policy manuals, handbooks or other documents specifying policies, procedures and the roles of faculty and students in governance and in development of educational policy and curriculum of the profession master's program. (If these documents are the same as those provided in response to Q. 5, there is no need for duplication. Note the passages and pages specific to the professional master's program.)**

The college does not have separate governance policies and procedures for the master's programs.

The college's Plan of Organization addresses shared governance. ([Appendix A, PORG, Art. II, p. 4](#))

The membership of the master's committee is found in [Appendix A, PORG, Art. V, Sec. B, p. 13](#).

*Standard 2:*  
*Curriculum and Instruction*



## Part II, Standard 2. Curriculum and Instruction

**Make the following documents available in digital format and in the workroom during the visit: a complete set of syllabi for all courses offered by the unit during the current term, the immediate past regular term, and the immediate past summer and special session (including interim terms and courses offered by correspondence, online or distance education).**

### **Executive summary:**

The Philip Merrill College of Journalism is committed to preparing students to become leaders in the media landscape. Their education will be grounded in the foundational concepts of ethics, accuracy and fairness, underpinned by building blocks of analytical thinking, careful reporting, and compelling writing and visuals. Students will also dive into data and investigative journalism skills needed to sustain a healthy democracy.

Since the last accreditation report, Merrill College has revamped both its undergraduate and master's coursework. In 2018, the university approved the faculty's curriculum that removed the requirement that undergraduate students commit to either a multiplatform or broadcast specialization. Taking that bifurcation away gives undergraduate students more freedom in the upper levels to sample courses across specializations, providing career flexibility. Students still have an option, however, to specialize in broadcast reporting, or investigative or sports journalism, while earning their 122-credit Bachelor of Arts degree.

In the Master of Journalism curriculum, which students typically complete in 1 1/2 to two years, the faculty in 2022 approved a curriculum granting additional course menu options, and thus greater flexibility for students to prepare for careers that might include data analysis and visualization, social media, interactive graphics, long-form writing and broadcast or podcast storytelling.

The college also teamed up with the University of Maryland College of Information Studies to launch in fall 2022 a Master of Professional Studies in Data Journalism. The 36-credit curriculum can be taken online, in person or a combination of the two, and will point students toward careers using investigative data skills at nonprofits, government agencies or private companies. This new degree is not part of this review.

The launching of the Howard Center for Investigative Journalism in 2019 gave both undergraduate and master's students the opportunity to work on teams near the end of their coursework to delve deeply into topics of regional, national and international significance, and to see their stories published by professional outlets, including USA

Today, The Baltimore Sun, PBS NewsHour and The Associated Press. Reporting projects have covered the impact of climate change and rising temperatures on the health of inner-city residents ("[Code Red: Baltimore's Climate Divide](#)"), the role of post-Reconstruction newspapers in fueling racial hate ("[Printing Hate](#)") and more. The center offers fellowships to master's students and course credits to undergraduate and graduate students.

In addition, the college hired a lecturer in summer 2022 to spearhead a collaborative local news initiative that will invite media outlets to work with undergraduate students in a second-level reporting class. The pilot program, which will produce published work and encourage students to pursue careers in local journalism, is donor-funded.

To bolster these new programs and focuses, the college has made significant curricular updates over the past several years to both its undergraduate and master's offerings. New courses include advanced work in data and data visualization, photojournalism and podcasting, audience engagement and analytics, motion graphics and investigative reporting. New seminars encourage students to think about the future of journalism and its intersection with culture, business, sports, politics and public affairs. Visiting Professor Tom Rosenstiel, former executive director of the American Press Institute, created courses on the changing roles, responsibilities and norms of journalism (JOUR458K) and on sustainability, change management and the future of news as a business (JOUR328A/628A). Knight Chair Dana Priest, a two-time Pulitzer Prize-winning reporter for The Washington Post, offered a course on censorship and disinformation in the 21st century, and on the new global war for political power (JOUR459P). Adjunct Lecturer Tom Davidson, who is on the product development and design team for Gannett and USA Today Network, launched a course in managing nonprofit newsrooms (JOUR459N). And Professor of the Practice Kevin Blackistone, a Washington Post sports columnist and ESPN panelist, offered a course on sports, protest and the media (JOUR458M, being hard-numbered to 447), while Mark Hyman, director of The Shirley Povich Center for Sports Journalism, this fall is teaching a class on sports betting and college sports (JOUR328M/628M).

Despite the updates to the college's course offerings, the curriculum at the undergraduate and graduate levels continues to stress fundamentals. All undergraduate journalism majors take multiple reporting and writing classes, an ethics and law class, a history of journalism course, a statistics course and required capstone and internship classes, along with substantial liberal arts and social sciences coursework. Capstone classes, such as the Capital News Service bureaus in Annapolis, Washington and on campus (TV, audience engagement and data), also hone students' professional skills and provide them with published work. All Master of Journalism

students are required to cap their studies with a semester in one of the CNS bureaus, working four days a week under the direction of an experienced faculty editor. Undergraduates must apply for a part-time or full-time spot in one of the CNS bureaus, or take another capstone course, such as investigative reporting, Baltimore urban affairs reporting, health reporting or podcasting.

With its location between Washington and Baltimore, the college is ideally situated to steer students to internships for credit and pay at some of the nation's leading media outlets, including The Washington Post, USA Today, CNN, local and network TV stations, NPR and SiriusXM.

**Please respond to each of the following instructions:**

**1. Use the following format to provide an outline of the curriculum required for the major and for each of the unit's specializations. Add lines for courses and categories as needed. (Please see example provided separately with this template.)**

**Number of hours/units required for undergraduate graduation:** 122 credits

**Number of hours/units required for major degree:** minimum of 42 journalism credits, maximum of 48

**Core Required Courses for All Students in the Program (21-27 credits earned)**

\*\*\* JOUR181: Grammar for Journalists, 1 credit (Not counted toward the total because students with a strong grounding in grammar may test out of this course via a grammar diagnostic exam.)

- 1) JOUR152: Introduction to Storytelling with Code, 1 credit
- 2) JOUR200: Journalism History, Roles and Structures, 3 credits
- 3) JOUR201: News Writing and Reporting I, 3 credits
- 4) JOUR320: News Writing and Reporting II, 3 credits
- 5) JOUR352: Interactive Design and Development, 3 credits
- 6) JOUR396: Supervised Internship, 2 credits
- 7) JOUR402: Journalism Law and Ethics, 3 credits
- 8) a JOUR capstone, 3-9 credits

**PLUS: One 3-credit course from each of the four menus below (12 credits earned):**

- 9) **Visual menu** (choose one): JOUR262: News Videography, or JOUR370: Photojournalism, or an alternative approved by PCC and associate dean, 3 credits
- 10) **Exploration menu** (choose one): JOUR202: News Editing; or JOUR262: News



Videography; or JOUR360: News Writing and Reporting II: Broadcast; or JOUR370: Photojournalism; or JOUR371: Feature Writing, 3 credits

11) **Journalism and Society course list**, in the 410-469 range, which includes JOUR447: Sports, Protest and the Media; JOUR453: News Coverage of Racial Issues; JOUR456: Literature in Journalism; and JOUR458K: The Changing Roles, Responsibilities and Norms of Journalism, among others, 3 credits

12) **Media Research course list**, in the 470-479 range, which includes JOUR471: Follow the Money: Reporting on Business; JOUR472: Data Journalism; JOUR473: Computational Journalism; JOUR475: Understanding Audiences and Analytics; and JOUR479D: Using Investigative Tools in Reporting, among others, 3 credits

13) **A minimum of 9 and a maximum of 15 upper-level JOUR elective credits**, at least 6 credits of which must be upper-level skills courses in the 321-389 range, and which could help to fulfill an optional specialization, below. (Students may also sample from multiple specializations if that fits their career goals, or they may choose from upper-level courses outside these specializations.)

**Additional courses in specializations that students may take as part of the upper-level JOUR requirement:**

**Broadcast Specialization (9-15 credits earned); some of these credits may already be counted on the Visual, Exploration or Capstone menus, above:**

- 1) JOUR262: News Videography, 3 credits
- 2) JOUR360: News Writing and Reporting II: Broadcast, 3 credits
- 3) An approved broadcast capstone, 3-9 credits
- 4) Some broadcast capstones, including JOUR357 and 367, the CNS broadcast bureau, also require JOUR361: Television Reporting and Production, 3 credits
- 5) Additional specialization options include but are not limited to JOUR362: Broadcast News Producing and JOUR334: Audio and Podcast Reporting, each 3 credits

**Investigative Reporting Specialization (12 credits earned); some of these credits may already be counted on the Capstone, Journalism and Society or Media Research menus:**

- 1) JOUR353: News Bureau: Multimedia Reporting, with an investigative reporting focus, 6 credits
- 2) JOUR472: Data Journalism, 3 credits
- 3) JOUR459I: History of Investigative Journalism, or another approved seminar/discussion class in the 410-469 range, 3 credits

**Sports Specialization (11-18 credits earned); some of these credits may already be counted on the skills, Journalism and Society, Capstone or Internship menus:**

- 1) JOUR382: Sports Reporting and Writing, or another sports skills course, 3 credits
- 2) JOUR447: Sports, Protest and the Media, or another sports discussion/seminar class, 3 credits
- 3) A sports capstone class, possibly seated in one of the CNS news bureaus, 3-9 credits
- 4) JOUR396, a sports-focused internship, or a second sports-focused capstone course, 2-3 credits

**Required outside of the accredited unit: 74-80 credits in subjects such as history, economics, government, sociology and psychology. Fifty-six of these credits must be upper-level courses. Specific requirements include:**

- 1) One statistics course from a menu of options, 3 credits
- 2) Math, computer science or language options, 6 credits
- 3) A public speaking course from a menu of options, 3 credits
- 4) HIST200 or 201, 3 credits
- 5) A behavioral or social science course, from a menu of sociology, psychology or anthropology options, 3 credits
- 6) ECON200 or 201, 3 credits
- 7) GVPT170, 3 credits
- 8) A supporting area: A minimum of 12 upper-level credits (four courses) in a supporting field (not communications).
- 9) Four additional upper-level electives totaling 12 credits (not communications, but two courses can be in journalism).

The approved undergraduate curriculum can be found in [\*Appendix ST2-A\*](#).

**2. Explain how students in the unit complete academic requirements for the baccalaureate degree that meet the liberal arts and sciences general education requirements of the institution. How is your unit meeting the spirit of a liberal arts and sciences education? Identify classes within the unit that contribute to a liberal arts and social sciences perspective for graduates from the unit. If a minor is required, include these details.**

As noted in the curriculum outline above, 74-80 credits for undergraduate journalism majors come from liberal arts, the social sciences and general education coursework outside of the journalism major, in subjects including history, economics, government, sociology, anthropology and psychology. Six of those credits must come from math, computer science or language options, and an additional statistics course is required. In addition, 12 upper-level credits (four three-credit courses) come from supporting areas

(not journalism or communications). Supporting areas are often chosen on the basis of students' career interests; the most popular are history, film, Spanish, African American studies, public policy and sociology. Some students elect to add even more expertise in an area outside of journalism by completing a double major. The most common are government and politics, criminology and criminal justice, psychology, business and economics. Students also take 12 more upper-level credits (four three-credit courses) in various supporting areas (not communications, although two courses can be in journalism).

**3. Explain how the unit provides a balance among theoretical/conceptual courses and professional skills courses.**

The undergraduate journalism coursework is dominated by skills courses taught in labs with up-to-date equipment and software, designed to prepare students for the professional newsroom and other media jobs many will be seeking. The skills courses near the end of the curriculum – capstone courses and internships – immerse students in that professional work for one, two or more days a week. However, the curriculum also requires students to take at least four journalism courses that are delivered in discussion-oriented formats, with research projects or papers rather than published stories or visuals as the chief output. These critical thinking courses include Journalism History, Roles and Structures; Journalism Law and Ethics; a course from the Journalism and Society menu (JOUR410-469 range); a course from the Media Research list (JOUR470-479 range); and possibly one or more upper-level, nonskill electives from the nine-credit upper-level requirement.

**4. Describe how the core and required courses instruct majors in ACEJMC's 10 professional values and competencies.**

The college follows a rigorous assessment program, detailed in Standard 3 of this report, to comply with the teaching values and competencies set by ACEJMC. Note that in several cases, more than one ACEJMC value is addressed in a learning outcome.

What follows is a list of learning outcomes set in the core undergraduate curriculum, a summary of the courses where those learning outcomes are addressed, and a list of the assignments that are evaluated to determine if students are learning what was expected.

<b>JOUR Learning Outcome Descriptions</b>	<b>Which courses assessed, and when? What is measured?</b>
<b>LO 1</b> – Students will demonstrate written and oral communications skills through the ability to report, write and edit relevant news stories acceptable to a professional news outlet.	Collected every spring and fall in <b>JOUR201: News Writing and Reporting I; JOUR320: News Writing and Reporting II: Multiplatform; and JOUR361: Television Reporting and Production</b> ; evaluated every spring and fall by faculty in core required classes. <b>A story or story package is scored using rubrics in each class.</b>
<b>LO 2</b> – Students will show through written work an understanding and awareness of the history of journalism, its relationship with diverse groups in society (including people of color, and those of different religions, sexual orientations, gender identities and socioeconomic backgrounds) and its historic special role in a democratic society.	Collected every spring and fall in <b>JOUR200: Journalism History, Roles and Structures</b> ; evaluated every spring and fall by faculty in core required classes. <b>A research paper or researched story is assessed using a rubric. Since fall 2021, a midterm essay is also evaluated, using a rubric.</b>
<b>LO 3</b> – Students will demonstrate an understanding and awareness of the ethical guidelines and practices that govern the profession and the legal implications and considerations that inform the profession.	Collected every spring and fall in <b>JOUR402: Journalism Law and Ethics</b> , beginning in fall 2020. (JOUR300 and 400, separate law and ethics courses where assessment occurred, were phased out.) <b>A memo documenting the status of a student’s public records request and the findings is assessed, along with an ethics paper.</b>
<b>LO 4</b> – Students will demonstrate the ability to apply tools and technology appropriate for the profession.	Collected and evaluated every spring and fall in <b>JOUR361: Television Reporting and Production</b> ; and <b>JOUR352: Interactive Design and Development</b> . <b>A final project incorporating coding and multimedia work (JOUR352) and a video project (JOUR361) are assessed using rubrics.</b>
<b>LO 5</b> – Students will demonstrate the ability to conduct research and evaluate	Collected every spring and fall in <b>JOUR470-479</b> courses, <b>including</b>

information by methods appropriate to the profession.	<b>JOUR472: Data Journalism.</b> Work is evaluated every spring and fall by faculty in core required classes. <b>Various research assignments, including those evaluating large data sets, are scored using rubrics.</b>
<b>LO 6</b> – Students will apply basic numerical and statistical concepts appropriate for the profession.	Collected every spring and fall in <b>JOUR201: News Reporting and Writing I</b> , and, since fall 2020, in <b>JOUR320, News Reporting and Writing II: Multiplatform.</b> Work is evaluated every spring and fall by faculty in these required classes. <b>Assessment is of stories on FBI uniform crime data for UMD’s College Park campus (JOUR201) and on trends in recent county operating budgets (JOUR320). The stories incorporate students’ work with calculations computed with Google (JOUR201) and Excel (JOUR320) spreadsheets.</b>
<b>LO 7</b> – Students will demonstrate knowledge of grammar, spelling, punctuation and syntax, and can apply Associated Press style to their news stories in a manner acceptable by a professional news outlet.	Collected every spring and fall in all sections of <b>JOUR201: News Reporting and Writing I</b> and <b>JOUR320: News Reporting and Writing II: Multiplatform</b> ; evaluated every spring and fall by faculty in those core classes. <b>An Associated Press style quiz (JOUR201) and stories (JOUR320) are used to assess work, with scoring pegged to rubrics.</b>
<b>LO 8</b> – Students will demonstrate preparedness for the media job market through their resumes and published clips.	<b>Collected annually in upper-300-level capstone courses, selected on a rotating basis. Portfolios, which will include a resume and sampling of published stories, are evaluated by journalism professionals.</b> This is complemented by internship supervisor evaluations for students taking the required internship class, JOUR396.

**5. Explain how instruction, whether on-site, online, synchronous or asynchronous, responds to professional expectations of current digital, technological and multimedia competencies.**

The college's curriculum committee continually updates the undergraduate and professional master's courses and requirements to ensure they meet current digital and technological competencies, which are integrated into courses regardless of delivery mode. All undergraduates and professional graduate students are required to complete a visual storytelling course — photography or videography for undergrads — using professional software tools for editing. M.J. students have a broader visual storytelling menu that also includes options for motion graphics and interactive design and development. All undergraduates must successfully complete an interactive design and development course (JOUR352), which teaches basic and intermediate HTML and CSS for news website construction; introduces students to the formulation and construction of interactive graphics for storytelling; and describes the usefulness of social media tools (such as Twitter, Facebook and Instagram) for audience building, branding and live reporting from the field. All undergrads must also take a capstone class near the end of their curriculum, which reinforces reporting and writing; photo, video or mobile editing; and some coding and group multimedia work, typically for publication. M.J. students must work four days a week near the end of their coursework at [Capital News Service](#), which is our longest-running capstone (in operation for more than 30 years). Undergraduates may choose CNS in Washington, Annapolis or College Park for a capstone, working two-to-four days a week, or select other options, including the Baltimore Urban Affairs Reporting class (which publishes its work on CNS); an investigative reporting news bureau (which publishes work on CNS); an advanced sports reporting class, which in fall 2022 will be reporting on the impact of sports betting on colleges (and will publish work on CNS); and an advanced audio podcasting class.

The college's skills classes — regardless of delivery mode — have been integrating new software, editing and data skills into lessons and requirements. For instance, JOUR201, the introductory reporting and writing class required of all undergrads, in recent years moved proficiency with spreadsheets into math literacy units, in which students analyze FBI uniform crime reporting data about the university and write a story from that analysis. The second news reporting class, JOUR320, requires spreadsheet use in a unit on covering budgets. A full Data Journalism class is required of multiplatform M.J. students.

All of our faculty have been strongly encouraged to integrate lessons or talks that touch on issues of diversity, and some classes have integrated technology into these talks. For instance, in the second news reporting classes for undergraduate and master's students, students use spreadsheets to input data on the sources they consult while covering their beats. Students are asked to include not only names and contact info but also race/ethnicity, gender and other identifiers when possible. An analysis of this list at the beginning and end of the semester touches on the importance of consulting diverse lists of sources in order to adequately cover concerns and challenges facing communities.

**6. Explain how the accredited unit ensures consistency in learning objectives, workload and standards in courses with multiple sections.**

Associate Dean Rafael Lorente and undergraduate Assessment Director Chris Harvey work with full- and part-time faculty to strive for consistency across core classes with multiple sections. For a number of Merrill College's core undergraduate and graduate courses, including JOUR200 (history), JOUR201 and 502 (beginning newswriting), JOUR320 and 620 (second-level newswriting), JOUR262 and 603 (news videography), JOUR360 and 660 (broadcast newswriting), JOUR352 and 652 (interactive coding) and JOUR402 and 702 (law and ethics), lead instructors share sample syllabuses on an ELMS-Canvas Commons site to ensure others teaching those courses are working from similar syllabuses, learning objectives, course requirements and textbooks. Discussions on these courses and course consistency also are raised at College Assembly meetings during the school year and at twice-yearly adjunct faculty orientations. New instructors' syllabuses are reviewed by Lorente and Harvey before the start of each semester. And course team meetings are often conducted through Zoom and email exchanges during each semester to address faculty questions as they arise. In addition, the deans review student evaluations of faculty to ensure standards are being met. And the associate dean occasionally sits in on classes to assess interactions between students and instructors and the appropriateness of instruction.

**7. Explain how the unit connects faculty and administrators to the professions they represent and the understanding of the skills needed to be successful in the workplace.**

Our faculty and staff attend and teach at numerous national and regional professional conferences and workshops each year, where they interact with other journalism professionals and faculty. Conferences attended include those organized by the Online News Association, Investigative Reporters and Editors, the Society of Professional Journalists, the Association for Education in Journalism and Mass Communication, Poynter's Teachapalooza, the Radio Television Digital News Association, the National

Association of Black Journalists, the National Association of Hispanic Journalists, the Maryland-Delaware-District of Columbia Press Association and others.

In addition, most of our part-time faculty and some of our full-time faculty work in newsrooms in the Baltimore-Washington media market, and share knowledge of skills needed in their newsrooms with their students and other faculty at Merrill.

The college's [Board of Visitors](#) also advises the faculty, the college's deans and students at twice-yearly meetings. Many of the board members are alums of the college who hold leadership positions in the nation's newsrooms and with other types of media firms. See also Standard 8, question 1. Members of the 20-person board include Catherine Merrill, president and CEO of Washingtonian Media; Jay Kernis, producer of CBS "Sunday Morning"; Trif Alatzas, publisher and editor-in-chief of The Baltimore Sun; Scott Van Pelt, anchor and reporter for ESPN; Margaret Talev, managing editor for politics at Axios; Bonnie Bernstein, founder of Walk Swiftly Productions; and Ralph Crosby, founder and chairman of Crosby Marketing.

In addition, Karen Denny, our internships and career development director, regularly communicates with newsroom internship supervisors who relay their needs when seeking students to join their workplaces.

**8. Describe the methods used to select sites for internships for credit in the major; to supervise internship and work experience programs; to evaluate and grade students' performance in these programs; and to award credit for internships or work experiences. In a separate digital file, provide the unit's internship policy, questionnaires and other instruments used to monitor and evaluate internships and work experiences. Provide examples of recent internship sites.**

Merrill College faculty believe that the skills and ethics we teach in the classroom are so critical that every degree-seeking journalism undergraduate student must secure a journalism internship and pass a corresponding two-credit internship class, JOUR396, in order to graduate.

Internships in the newsrooms of independent, general-interest newspapers, news websites, magazines, television or radio news departments, or network news operations count for journalism required credit. So do production internships at most commercial sports news operations (such as NBC Sports or ESPN), and some podcasts and documentary productions, and internships at specialty publications, such as Baltimore Business Journal, The Daily Record in Baltimore, special-interest magazines, trade publications and the Washington bureaus of news outlets.



These and our other internship sites are largely selected by the students but are vetted by the college's internships director, typically through research, emails and phone calls, to assure that the interns will have supervision in a professional setting and have ample opportunity to use many of the journalism tools they use in the classroom. Internship supervisors must assure a safe workplace and adequate supervision.

Because this is a journalism internship, rather than a public relations one, work for teams, team owners, stadiums, leagues, nonprofit advocates, entertainment television/film producers, federal or state government press offices or religious organizations, except independent news producers, are not approved for the required class. No public relations, marketing, communications, sales, events or promotions opportunities qualify for the required internship credit.

Given the necessary change in office environments and work habits at news organizations due to the COVID-19 pandemic, remote internships are permitted, along with in-person opportunities and hybrid arrangements. The expectations for professional supervision, appropriate tasks and mentoring remain the same.

Whether remote, in person or hybrid, we expect students to put to use the tools they have learned in journalism classes, such as reporting, story research, writing, copy editing, broadcast news production, assignment desk duties, web production or editing, news videography or photography, audio editing, graphics and page design, social media management or data-driven graphics.

Internships Director Karen Denny sends out — through student listserv blasts and social media — details about internships as she hears about them. She keeps an eBulletin Board — a regularly updated Google document of opportunities — of internships eligible for credit, part-time and freelance jobs, and other related positions open to students. Information is also posted on bulletin boards in our hallways.

Students and their proposed newsroom supervisors sign a contract ([Appendix ST2-B](#)) outlining the specific newsroom duties and hours the student can expect during the internship. Denny reviews all contracts to ensure they meet the college's guidelines. If the internship is approved for credit, Denny clears students to register for JOUR396.

The course syllabus ([Appendix ST2-C](#)) requires students to work a minimum of 90 hours over at least 10 weeks during the spring or fall sessions and a minimum of eight weeks in the summer. (The course is offered only during the first summer session, but students have until the end of the second summer session to complete the requirements.) Students may work more than required, but not less, or risk failing the class. Students

must also complete a reflection essay about the company and their experiences, which must adhere to all journalism standards for spelling, punctuation, grammar and style, as well as be responsive to questions about the company for which they are working. This essay includes a section on diversity in the newsroom and the organization. Students must meet once with the internships director during the semester and complete job-seeking documents: a resume, cover letter and reference list, along with a thank you note to their current internship provider. They must produce a portfolio of work and/or a diary of experiences gained during the internship. They must twice turn in timesheets signed by their newsroom supervisor, verifying their hours worked. And they must be evaluated twice by this newsroom supervisor about their work performance. ([Appendix ST2-D](#) and [ST2-E](#)) The internships director refers to those evaluations to help compute the student's grade in the internship class. Students who successfully complete JOUR396 earn two credits.

Undergraduates may also take additional elective internships, for a maximum of one credit or for pay, if desired. Master's students are encouraged to find paid internships, but these are not required in their curriculum.

### **Professional master's program:**

#### **9. Describe the process and requirements for admission to the program. If requirements are different for an online program, please explain.**

Admission to our master's programs is competitive. By keeping class sizes small, the college is able to work intensively with each student to develop their skills, a portfolio and a professional network. By taking a skills-intensive and hands-on approach to education, the Philip Merrill College of Journalism prepares students for careers in a rapidly evolving industry.

What follows are the application materials needed for Merrill College's Master of Journalism, Master of Arts in Journalism and Master of Professional Studies in Data Journalism programs. The data program launched in fall 2022. Master's applications are typically due in early February for students wishing to enroll the following fall. A faculty Master's Committee reviews and makes decisions on applications, in consultation with the associate dean. The university requires a 3.0 minimum GPA for an applicant's undergraduate studies, but the college can petition the Graduate School to make an exception for exceptional applicants who may not meet that requirement. The following materials are submitted through an online application process:

- Statement of purpose (*Data Journalism applicants should outline their interest in data journalism in this statement.*)
- Three writing samples
- Three letters of recommendation
- Resume/CV
- Official transcripts from previous universities attended
- TOEFL scores for international students
- Portfolio is optional
- GRE is optional

**10. Report the applications, admissions and enrollment for the years below. If the degree is offered on-site and online, provide each separately in the chart below.**

**On-site:**

Year	Applications	Admissions	Enrollment
2021-22 academic year	119	82	32
2020-21 academic year	98	49	22
2019-20 academic year	98	56	35

**Online:** N/A

**11. Tell how the graduate program is distinct from the undergraduate program. Show how instruction and curricular requirements for graduate students are at a more advanced and rigorous level than courses for undergraduate students, including courses open to both undergraduate and graduate students. This discussion should include online courses.**

Merrill offers a Master of Journalism, which is a professional degree generally aimed at would-be journalists with little or no experience, as well as a Master of Arts aimed at returning journalists with years of experience or students who would like to complete a thesis. ([Appendix ST2-F](#))

The M.A. degree for experienced journalists is tailored to individual students and shares little, if anything, in common with the undergraduate program or with the M.J. degree. Students are required to take a research methods course, a theory course and six credits of thesis research. The rest of their program is individualized to meet their research and writing interests.

The undergraduate program and the professional M.J. do share common goals and values, as well as an emphasis on ethical standards, strong writing and reporting, and public affairs journalism. Over the last few years, the college has deepened its strength in data journalism and emphasized investigative work that is both collaborative and innovative. The effects of these changes are especially evident in the master's program. Older students often know what they want and are drawn to our data and innovation strengths. Because we emphasize collaboration, we are often able to put master's students in leadership positions on reporting teams.

The undergraduate and master's programs differ, however, in some important ways. All master's students are required to take six credits of Capital News Service. Undergraduate students have an option to take CNS. In addition, master's multiplatform students are required to take three credits of data journalism.

In the other courses, where some of the requirements are nearly identical to their undergraduate equivalents, graduate students are asked to complete additional, or more complex and intensive assignments.

The M.J. is designed to be completed in three or four semesters. Even the courses that are similar in design to their undergraduate counterparts include more rigorous requirements. For instance, graduate students take a more demanding version of our interactive design course, JOUR652, going further in interactive coding and design than undergraduates taking JOUR352.

Like their undergraduate counterparts, graduate students are required to take law and ethics as part of the program. But graduate students are required to take courses that are not required in the undergraduate curriculum. One of these is Data Journalism (JOUR772), an intensive reporting class required of all multiplatform graduate students. The course, which students take during their first fall semester, is a practical, hands-on course in the basics of data journalism. It teaches students to use software, statistical analysis, data programming, data visualization, computational thinking, automation and other techniques as part of the reporting and storytelling process. It is designed to help reporters learn to use data to unearth key facts, patterns and proof in the service of telling stories.

All M.J. students are required to take six credits of Capital News Service during one of their last semesters. As part of their CNS experience, the students spend four days a week as full-time reporters, coders, producers, anchors and social media strategists, covering state and national news for the service's website, as well as for dozens of clients in Maryland, Virginia, Delaware and Washington, D.C. The students are given

full-time beats and stationed in one of four bureaus in Washington, Annapolis or College Park.

Undergraduates may enroll in CNS for their capstone requirement, but it is not required, and they are not guaranteed a seat. They must apply and demonstrate that they are prepared for the rigors of the course. But they are allowed to do a three-credit version that only requires a two-day-a-week commitment.

Multiplatform graduate students are required to take an advanced writing or video class, and broadcast graduate students are required to take a television and production class.

All graduate students also are required to take an upper-level critical thinking course. Options for this course have included advanced courses in public affairs, journalism history and national security reporting. Our most recent addition to this menu is *The Changing Role, Responsibilities and Norms of Journalism*, taught by Tom Rosenstiel.

Graduate students also are required to take one intermediate reporting elective. Similar courses are allowed as capstones for undergraduates, but these are required for graduate students before they enter their CNS capstone class. These courses include: Urban Affairs Reporting (JOUR627), Advanced Audio and Podcast Reporting (JOUR664), Advanced Public Affairs Reporting: Investigative Journalism (being renumbered from JOUR698I to JOUR635), and Sports Reporting and Writing (being renumbered from JOUR628B to JOUR682).

Finally, all M.J. students must successfully complete a portfolio review on M.J. Day. Students present all of their published work from their time at Merrill to a panel of three professors and one alum for review, critique and career advice. Undergraduates do not have a panel review requirement.

Starting in fall 2022, the M.J. will be further distinguished from the undergraduate program. The introductory writing and reporting course was moved online and into the summer session. That move will help the program provide students with course sequences that support students in pathways such as podcasting, data and data visualization, audience engagement, investigative reporting, sports reporting and more. We believe these optional pathways will help students get more from the program and make them better prepared for the field.

**12. Provide a list and a brief description of specialized professional graduate courses offered as part of the curriculum.**

**JOUR502**

**Basics of Writing and Editing**

Credits: 1

This skills-based immersion into journalism teaches the foundations of journalism — reporting and writing news. It explores how news is delivered through digital and print publications, and how editors and reporters make judgments on what constitutes a story worth pursuing. Students are introduced to reporters' ethics, to the construction of short news stories, to basic interviewing and research techniques, and to Associated Press style points.

**JOUR601**

**Theories of Journalism and Public Communication**

Credits: 3

Survey and evaluation of current communication theories. Attention is given to the nature and function of scientific theory, models of communication behavior, the nature of information, social functions of journalism and public communication, attitude change and persuasive communication, and theories of language and meaning.

**JOUR603**

**News Videography**

Credits: 3

Introduction to shooting, editing and production of video stories for broadcast and the web; includes newsgathering in the field.

**JOUR620**

**Public Affairs Reporting**

Credits: 3

Designed to add to and sharpen the skills learned in JOUR502. It is primarily an introduction to "beat" reporting that allows students to sample the most common new beats while reporting and writing on deadline. Students are required to develop and hone their multimedia skills by reporting in a variety of media.

**JOUR625**

**Advanced Capital News Service Bureau**

Credits: 6

Advanced journalism training. Students report as part of Merrill College's Capital News Service program.

## **JOUR627**

### **Urban Affairs Reporting**

Credits: 3

Students are immersed in coverage of issues affecting cities, working on a semester-long multiplatform reporting project based in Baltimore.

## **JOUR628A — Fall 2022**

### **Specialized Topics in News Writing and Reporting; The Future of the News Industry and How to Reshape It: Mastering the Tools of Transformation**

Credits: 3

This class will cover the changing economics of the news industry, its history and its future. It will teach some of the essentials of transformational change management in news and will culminate in students critiquing a gap in a news organization's model and designing a performance challenge plan for that news organization to address that gap through innovation.

## **JOUR628A — Spring 2022**

### **Specialized Topics in News Writing and Reporting; Sustainability, Change Management, and the Future of the News as a Business**

Credits: 3

This class will cover the changing economics of the news industry, its history and its future. It will teach some of the essentials of transformational change management in news and will culminate in students critiquing a gap in a news organization's model and designing a performance challenge plan for that news organization to address that gap through innovation.

## **JOUR628B**

### **Specialized Topics in News Writing and Reporting; Sports Reporting and Writing**

Credits: 3

This course will give students full and wide-ranging instruction in all aspects of sports reporting and writing, from the history of the craft to its mechanics, including how to prepare to report and write sports stories; incorporating photography, audio, video and interactive mechanics; and the laying out and editing of them. We will also discuss ethics, objectivity, fairness and the future of sports journalism.

## **JOUR628C**

### **Specialized Topics in News Writing and Reporting; Advanced Howard Center Investigations I**

Credits: 3

Advanced journalism training. Students work on investigative projects as part of the college's Howard Center for Investigative Journalism.

### **JOUR628G**

#### **Specialized Topics in News Writing and Reporting; Professionalization, Commercialization, Youth Sports & the Media**

Credits: 3

This course will explore the monetization of youth sports, including high school sports, on media platforms from ESPN to regional streaming platforms to community access channels.

### **JOUR628I**

#### **Specialized Topics in News Writing and Reporting; Advanced Howard Center Investigations II**

Credits: 3

Advanced journalism training. Students work on in-depth investigative projects as part of the college's Howard Center for Investigative Journalism.

### **JOUR628M**

#### **Specialized Topics in News Writing and Reporting; Sports Betting and College Sports**

Credits: 3

Legalized sports betting is changing the landscape of sports at every level. The impact on college sports is especially complicated. The NCAA bans athletes from betting on sports, professional or college. But on college campuses, the popularity of sports betting is growing rapidly. In this course, students examine and report on the present and future impact of sports betting on colleges from multiple perspectives: university presidents, athletic directors, coaches, athletes and students, among others.

### **JOUR628N**

#### **Specialized Topics in News Writing and Reporting; Reporting on Journalists Imprisoned Overseas**

Credits: 3

In this course, students will dip into national security and diplomatic reporting by learning to research the context, laws and international pressure surrounding an individual journalist imprisoned in a particular country. Students will learn how to find sources and conduct interviews with diplomats, experts, reporters and family members living overseas while never leaving College Park.



## **JOUR628O**

### **Specialized Topics in News Writing and Reporting; News Application Development**

Credits: 3

A class that combines a survey of work in this area, featuring work done at organizations like ProPublica, The Associated Press, the San Francisco Chronicle and others, with practical skills in reporting and building news applications. Students will review and critique existing news apps, read materials from those who built them and develop projects in small groups that display data in a news app style. Key skills gained include: back-end development, front-end development, command-line usage and some data analysis.

## **JOUR628R**

### **Specialized Topics in News Writing and Reporting; Business and Economics**

Credits: 3

Students will explore why economic and business themes are among the top stories generating reader interest. Topics vary each semester but can focus on the economic impact of immigration, employment, income inequality, wage stagnation, trade wars and affordable housing. Students will learn to identify newsworthy stories, and interpret and integrate numbers and financial data into stories in a compelling way.

## **JOUR628T**

### **Specialized Topics in News Writing and Reporting; Data Visualization**

Credits: 3

This course is focused on data visualization in the service of journalistic storytelling. Students will learn data visualization theory, best practices and methods, including how to create data visualizations using a variety of tools.

## **JOUR628V**

### **Specialized Topics in News Writing and Reporting; Covering Comic Book Culture in Entertainment**

Credits: 3

Comic book culture's evolving impact in entertainment has been vast and rapidly growing. This course will look at the humble beginnings of comic book culture in entertainment, from the comic books themselves, to the adaptations that have become big business for movies, television, streaming and animation as well as how to write on/cover those moments.

## **JOUR628W**

### **Specialized Topics in News Writing and Reporting; Foreign Reporting from College Park: The Art of Finding and Cultivating Sources Abroad**

Credits: 3

This research and reporting methods course will teach students how to find the right people in the United States and abroad to help them research and write stories about foreign events and about people living overseas, even if you don't speak the language. Students will learn how to find “guides” into a particular culture, how to make contacts almost anywhere and how to discover the network of people overseas that can help a reporter delve deep into one subject. We will also explore the American and foreign officials who can be indispensable for your stories. Students will be assigned to research and write a profile of a person or family in distress overseas; refugees, imprisoned human rights defenders and journalists or people living in conflict zones.

## **JOUR628Z**

### **Specialized Topics in News Writing and Reporting; Making a Career as a Freelance Journalist**

Credits: 1

Freelancing can give early-career journalists their first big break in the industry. This course will cover the basics of launching a career as a freelance reporter: pitching, setting rates, forming relationships with editors, managing invoices and doing your taxes.

## **JOUR634**

### **Audio and Podcast Reporting**

Credits: 3

Students will learn the tools needed to report and produce short- and long-form audio storytelling, including writing, reporting, interviewing, production, editing, hosting and delivery. Field reporting and audio gathering outside of class are required, along with writing and mixing broadcast-quality audio stories. The class will produce a complete newscast on deadline, with live and prerecorded elements. Various interests in audio reporting are welcome and encouraged.

## **JOUR652**

### **Interactive Design and Development**

Credits: 3

Conceptualize, wireframe, design and build responsive web pages using HTML, style sheets and other coding tools; work with open-source interactive tools and JavaScript libraries to create charts, timelines and maps to tell stories.

**JOUR655****Advanced Online News Bureau**

Credits: 6

Advanced online journalism training. Students work as online reporters, editors and producers for a news site. Students also package copy from the print and broadcast news bureaus.

**JOUR660****Broadcast News Writing**

Credits: 3

Descriptive and critical analysis of broadcast news; methods of evaluation of news judgments; decision-making and organizational aspects of the broadcast news industry.

**JOUR661****Television Reporting and Production**

Credits: 3

Reporting, writing, editing and production of broadcast news.

**JOUR662****Broadcast News Producing**

Credits: 3

Learn and practice the basics of broadcast newscast producing. Design, write, edit and implement a news program.

**JOUR664****Advanced Audio and Podcast Reporting**

Credits: 3

Students receive professional skills training in the reporting, writing, editing, voicing and production of radio news. Students will be required to do extensive field reporting, along with writing and mixing broadcast-quality radio pieces. They will also participate in other aspects of radio news production, including editing, directing, live interviewing and hosting. By the end of the semester, students will have created all the elements of a complete radio broadcast, including news spots, finished pieces, two-ways and a long-form audio segment. The class will also delve into the history and evolution of radio news and its future in podcasting and other forms.

## **JOUR667**

### **Broadcast News Bureau**

Credits: 6

Advanced broadcast journalism training. Students report as part of the college's Capital News Service program.

## **JOUR668D**

### **Topics in Broadcasting and Electronic Media; Social Media Content Creation, Audience Engagement and Analytics**

Credits: 3

This class will provide students with an overview of social media best practices for journalists, and will work to develop their skills in the following areas: social content creation, audience engagement, sourcing, verification and analytics. By the end of this course, students will have the practical skills needed to manage a social media account for themselves (as student or professional journalists) or contribute to the management of a news organization's social media presence.

## **JOUR668E**

### **Topics in Broadcasting and Electronic Media; Streaming and Broadcast Design**

Credits: 3

This course explores the culture and practice of live streaming. Through a hands-on approach, it leads students from the various stages of live streaming account creation, production design and delivery, audience garnering and engagement. Beyond Twitch, it will also examine other popular streaming platforms. At the end of the course, you should understand how accessible and valuable streaming is for you.

## **JOUR668F**

### **Topics in Broadcasting and Electronic Media; Studio Production**

Credits: 3

This course will take you through every production aspect related to studio production. This includes learning how to plan and execute a live studio production featuring camera crews, a floor director, producer, director, technical director, audio, and teleprompter. Labs will focus on putting together and executing a live newscast production.

## **JOUR668I**

### **Topics in Broadcasting and Electronic Media; Designing Stories with Motion Graphics**

Credits: 3

In this course, students will learn how to create motion graphics that turn data and facts into visually compelling animated stories. Students will learn theories and practices of animation, design and visual journalism. After completing this course, students will have a solid grasp of storyboarding, scripting and creating motion graphic stories using the Adobe After Effects software.

## **JOUR668K**

### **Topics in Broadcasting and Electronic Media; Video Innovation**

Credits: 3

NewsBIN focuses on the future of video journalism, from documentary to 360 videos. In the class, students can experiment with cinematic techniques, motion graphics, choose-your-own-adventure style videos and more. The class is heavily influenced by independent documentary filmmaking and video storytelling. Students will be required to contribute to a weekly behind-the-scenes vlog of our class documenting the work we do.

## **JOUR668L**

### **Topics in Broadcasting and Electronic Media; Introduction to Studio Production**

Credits: 3

This course will take you through every production aspect related to studio production. This includes learning how to plan and execute a live studio production featuring camera crews, a floor director, producer, director, technical director, audio and teleprompter. Labs will focus on putting together and executing a live newscast production. Students will also be able to go on live shots with reporters to run camera/lighting.

## **JOUR668N**

### **Topics in Broadcasting and Electronic Media; Advanced Photojournalism**

Credits: 3

This course will provide a deeper dive into the storytelling medium of photojournalism. Students will learn the skills necessary to tell in-depth, long-term stories through the use of still photography. Topics of discussion will include the history of photojournalism, changing approaches to the photo story/photo essay over time, how to approach a variety of potential subject matter and situations, finding long-term photo story projects and organizing images for a variety of digital and traditional formats.

## **JOUR668X**

### **Topics in Broadcasting and Electronic Media; Documentary Filmmaking**

Credits: 3

Hands-on independent documentary production. From preproduction to distribution, the class will include field production, pitching, grant writing and more.

## **JOUR668Y**

### **Topics in Broadcasting and Electronic Media; Sports Producing**

Credits: 3

This class will take an analytical look at sports TV and sports content by deconstructing shows. We will examine the producer's role in creating the look, feel and direction of shows and learn how to choose a lead story, how to “tease” effectively and the importance of identifying and telling good stories. We will watch live televised sporting events to better understand the techniques used by directors and producers. Students will get hands-on experience with BTN2Go and learn all aspects of live game production.

## **JOUR670**

### **Photojournalism**

Credits: 3

Examining the basics of shooting, editing and storytelling with still photos taken with 35mm digital cameras. Students shoot portraits, feature photos and action shots. Final project is a photo story/essay.

## **JOUR702**

### **Journalism Law and Ethics**

Credits: 3

An examination of the legal rights and ethical problems and constraints of mass media, including libel, privacy, copyright, monopoly and contempt.

## **JOUR772**

### **Data Journalism**

Credits: 3

A practical, skills-based course in the basics of modern data journalism, data literacy and data storytelling. Students will learn to use data visualization, data analysis and other data-driven reporting techniques.

### **JOUR773**

#### **Computational Journalism**

Credits: 3

Designed to teach the application of computational methods in journalism and reporting. The methods include natural language processing, visualization and web data mining. The course will also cover the necessity and impact of journalistic ethics in designing computation solutions.

### **JOUR775**

#### **Quantitative Methods in Journalism and Public Communication Research**

Credits: 3

Logic and methods of quantitative data collection and statistical analysis as applied to journalism and public communication studies.

### **JOUR776**

#### **Qualitative Research Methods in Journalism and Public Communication**

Credits: 3

Methods of historical, critical and field research in journalism and public communication. Formulation of significant research questions, systematic collection of bibliographic and phenomenal information, formulating substantial claims, organizing and writing research for disciplinary outlets.

### **JOUR779K**

#### **Seminar in Research Problems; Activism, Social Movements and Alternative Media**

Credits: 3

In this course, we will examine several aspects of activism and social movements as it relates to the creation of alternative journalism, oppositional art, connective action and citizen voice. We will explore the media of historic social movements such as the women's suffrage and civil rights movements, as well as movements of the current epoch including Black Lives Matter and the youth climate movements. We will also study community journalism, alternative journalism and other forms of value-laden reportage that privilege the citizens vantage point. Additionally, students will learn how technological affordances shape alternative and oppositional media, and how these affordances inform specific media designs and aesthetics. The final project for this course will be a journal-length manuscript that examines a recent example of media practices and/or media artifacts by a social movement, community newspaper or alternative publication.

## JOUR779I

### **Seminar in Research Problems; History of Investigative Journalism**

Credits: 3

Students will learn the history of investigative journalism in the U.S., focusing on key time periods from colonial times to the present.

## JOUR798

### **Master's Professional Fieldwork**

Credits: 2-6

Contact department for information to register for this course.

## JOUR799

### **Master's Thesis Research**

Credits: 1-6

Contact department for information to register for this course.

### **13. Show that at least half the required credit hours in the master's program are in professional skills courses appropriate to professional communications careers.**

The following is a list of curriculum requirements in Fall 2022 for multiplatform and broadcast M.J. students. **Professional skills courses are bolded in blue. All but six credits of the 30- to 31-credit total come from skills courses.**

### **Multiplatform requirements:**

#### **Summer II | 1 credit**

**Basics of Writing and Editing** (JOUR502) 1 credit

#### **Fall I | 12 credits**

**Public Affairs Reporting** (JOUR620) 3 credits

**Data Journalism** (JOUR772) 3 credits

**Journalism Elective** 3 credits

- Options include but are not restricted to:
  - **Interactive Design and Development** (JOUR652)
  - **Social Media Content Creation, Audience Engagement and Analytics** (JOUR657)
  - **Photojournalism** (JOUR670)
  - **News Videography** (JOUR603)

**Journalism Law and Ethics** (JOUR702) 3 credits



## Spring I | 9 credits

### Intermediate Reporting 3 credits

- Options include but are not restricted to:
  - **Urban Affairs Reporting** (JOUR627)
  - **Advanced Audio and Podcast Reporting** (JOUR664)
  - **Advanced Public Affairs Reporting: Investigative Journalism** (JOUR635)

### Journalism Elective 3 credits

- Options include but are not restricted to:
  - **Understanding Audiences and Analytics** (JOUR475)
  - **Sports Reporting and Writing** (JOUR682)
  - **Audio and Podcasting Reporting** (JOUR634)

### Visual Journalism Elective 3 credits

- Options include but are not restricted to:
  - **Photojournalism** (JOUR670)
  - **News Videography** (JOUR603)
  - **Interactive Design and Development** (JOUR652)
  - **Designing Stories with Motion Graphics** (JOUR637)

## Fall II | 9 credits

### Capstone 6 credits

- **Capital News Service** (4 days/week)
  - **Advanced Capital News Service Bureau** (JOUR625) *Annapolis reporting*
  - **Advanced Capital News Service Bureau** (JOUR625) *Washington reporting*
  - **Advanced Online News Bureau** (JOUR655) *Data/Design*
  - **Advanced Online News Bureau** (JOUR655) *Audience/Social*

### Critical thinking 3 credits

- Options include but are not restricted to:
  - **Theories of Journalism and Public Communication** (JOUR601)
  - **History of Investigative Journalism** (JOUR757)
  - **Sports, Protest and the Media** (JOUR447)

## \*\*\*SPRING II option | 3-6 credits

### Up to 6 credits of a Howard Center investigative capstone experience.

Total credits after three semesters: 30, or 31 if counting JOUR502; if a fourth semester is taken, up to 36-37.

Credits from skills courses after three semesters: 24, or 25 if counting JOUR502; if a fourth semester is taken, up to 30-31.

## **Broadcast requirements:**

### **Summer II | 1 credit**

**Basics of Writing and Editing** (JOUR502) 1 credit

### **Fall I | 12 credits**

**Public Affairs Reporting** (JOUR620) 3 credits

**Journalism Law and Ethics** (JOUR702) 3 credits

**Broadcast News Writing** (JOUR660) 3 credits

**News Videography** (JOUR603) 3 credits

### **Spring I | 9 credits**

**Television Reporting and Production** (JOUR661) 3 credits

**Intermediate Broadcast Elective Menu**, 3 credits

- Options include but are not restricted to:
  - **Audio and Podcast Reporting** (JOUR634)
  - **Broadcast News Producing** (JOUR662)
  - **Studio Production** (JOUR636)
  - **Designing Stories with Motion Graphics** (JOUR637)

**Journalism Elective Menu**, 3 credits

- Options include but are not restricted to:
  - **Advanced Public Affairs Reporting: Investigative Journalism** (JOUR635)
  - **Interactive Design and Development** (JOUR652)
  - **Social Media Content Creation, Audience Engagement and Analytics** (JOUR657)
  - **Sports Reporting and Writing** (JOUR682)
  - **Data Journalism** (JOUR772)

### **Fall II | 9 credits**

**Capstone** 6 credits

- **Capital News Service**
  - **Broadcast News Bureau** (JOUR667)

**Critical thinking** 3 credits

- Options include, but are not restricted to:
  - **Theories of Journalism and Public Communication** (JOUR601)
  - **History of Investigative Journalism** (JOUR757)
  - **Sports, Protest and the Media** (JOUR447)

**\*\*\*SPRING II option | 3-6 credits**

**Up to 6 credits of a Howard Center investigative capstone experience.**

Total credits after three semesters: 30, or 31 if counting JOUR502; if a fourth semester is taken, up to 36-37.

Credits from skills courses after three semesters: 24, or 25 if counting JOUR502; if a fourth semester is taken, up to 30-31.

**14. Complete the two professional master's program curriculum tables below.**

**Curriculum for Professional Master's Programs**

**Provide the first 15 names on an alphabetical list of the graduate students who received a professional master's degree during the 2021-22 academic year. Provide each student's name, undergraduate major and school attended as an undergraduate. (We listed all 18.)**

Name	Undergraduate Major	School
1. Trisha Ahmed Hoque	Sociology	Johns Hopkins University
2. Julia Arbutus	Economics	University of Maryland, Baltimore County
3. Katherine Benzan	Psychology	Harvard University
4. Natalie Drum	English and Communication	St. Joseph's University
5. Brittany Gaddy	Communication and Journalism	Bowie State University
6. Kelly Livingston	English/Anthropology	University of Florida
7. Rachel Logan	Computer Engineering	University of Pittsburgh
8. Nicholas McMillan	Statistics	Rice University
9. Allison Mollenkamp	English	University of Alabama

10. Ashkan Motamedi	Communications	George Mason University
11. Kara Newhouse	Anthropology	American University
12. Glory Ngwe	Communications Multimedia Journalism	Salisbury University
13. Gabe Pietrorazio	Media and Society/Political Science	Hobart and William Smith College
14. Collin Riviello	English	Mount Saint Mary's University (Maryland)
15. Aadit Tambe	Journalism/Mass Communication	University of Iowa
16. Jon White	Communication	Denison University
17. Molly Work	English	Carleton College

### **Professional Master's Credit Hours**

**Show master's credit hours earned in all courses by the students listed above.**

<b>Student No.</b>	<b>Courses Inside Unit *Course Outside Unit</b>	<b>Master's Credits Earned</b>
1	JOUR479C Understanding Business and Economics JOUR620 Public Affairs Reporting JOUR625 Capital News Service JOUR628T Data Visualization JOUR652 Interactive Design and Development JOUR670 Photojournalism JOUR698I Investigative Journalism JOUR702 Journalism Law and Ethics JOUR772 Data Journalism	30

2	JOUR610 Mass Media History JOUR620 Public Affairs Reporting JOUR628D Product Development JOUR628R Business Reporting JOUR628X Advanced Feature Writing JOUR652 Interactive Design and Development JOUR655 Capital News Service JOUR670 Photojournalism JOUR689F Feature Writing JOUR702 Journalism Law and Ethics JOUR772 Data Journalism	36
3	JOUR479A Basketball Analytics JOUR501 Fundamentals of Writing and Editing JOUR603 News Videography JOUR620 Public Affairs Reporting JOUR652 Interactive Design and Development JOUR655 Capital News Service JOUR660 Broadcast News Writing JOUR689O Covering Presidency JOUR698 Special Problems in Communication Independent Study JOUR702 Journalism Law and Ethics JOUR772 Data Journalism	36
4	JOUR459P Censorship and Disinformation in the 21st Century JOUR501 Fundamentals of Writing and Editing JOUR620 Public Affairs Reporting JOUR625 Capital News Service JOUR628Y Protecting Human Sources JOUR652 Interactive Design and Development JOUR670 Photojournalism JOUR698I Investigative Journalism JOUR702 Journalism Law and Ethics JOUR772 Data Journalism	33

5	JOUR459P Censorship and Disinformation in the 21st Century JOUR501 Fundamentals of Writing and Editing JOUR620 Public Affairs Reporting JOUR625 Capital News Service JOUR628Y Protecting Human Sources JOUR652 Interactive Design and Development JOUR670 Photojournalism JOUR698I Investigative Journalism JOUR702 Journalism Law and Ethics JOUR772 Data Journalism	33
6	JOUR459P Censorship and Disinformation in the 21st Century JOUR620 Public Affairs Reporting JOUR625 Capital News Service JOUR652 Interactive Design and Development JOUR670 Photojournalism JOUR689O Covering Presidency JOUR702 Journalism Law and Ethics JOUR772 Data Journalism	30
7	JOUR620 Public Affairs Reporting JOUR625 Capital News Service JOUR628C Advanced Howard Center Investigations I JOUR628O News Application Development JOUR628R Business Reporting JOUR652 Interactive Design and Development JOUR670 Photojournalism JOUR702 Journalism Law and Ethics JOUR772 Data Journalism JOUR773 Computational Journalism JOUR779I History of Investigative Journalism	36

8	JOUR459P Censorship and Disinformation in the 21st Century JOUR620 Public Affairs Reporting JOUR652 Interactive Design and Development JOUR655 Capital News Service JOUR689F Feature Writing JOUR698 Special Problems in Communication Independent Study JOUR698I Investigative Journalism JOUR702 Journalism Law and Ethics *INST767 Big Data Infrastructure	30
9	JOUR459P Censorship and Disinformation in the 21st Century JOUR620 Public Affairs Reporting JOUR625 Capital News Service JOUR652 Interactive Design and Development JOUR664 Advanced Podcasting JOUR670 Photojournalism JOUR689F Feature Writing JOUR702 Journalism Law and Ethics JOUR772 Data Journalism	30
10	JOUR458M Sports, Protest and the Media JOUR501 Fundamentals of Writing and Editing JOUR620 Public Affairs Reporting JOUR625 Capital News Service JOUR628B Sports Reporting and Writing JOUR628J Gender Equity in Sports JOUR652 Interactive Design and Development JOUR670 Photojournalism JOUR702 Journalism Law and Ethics JOUR772 Data Journalism	33

11	JOUR628J Gender Equity in Sports JOUR628O News Application Development JOUR628T Data Visualization JOUR652 Interactive Design and Development JOUR655 Capital News Service JOUR664 Advanced Podcasting JOUR668I Designing Stories with Motion Graphics JOUR689F Feature Writing JOUR698I Investigative Journalism JOUR702 Journalism Law and Ethics JOUR772 Data Journalism	36
12	JOUR459P Censorship and Disinformation in the 21st Century JOUR501 Fundamentals of Writing and Editing JOUR603 News Videography JOUR620 Public Affairs Reporting JOUR660 Broadcast News Writing JOUR661 TV Reporting and Production JOUR667 CNS Broadcast News Bureau JOUR668X Documentary Filmmaking JOUR670 Photojournalism JOUR702 Journalism Law and Ethics	33
13	JOUR459P Censorship and Disinformation in the 21st Century JOUR603 News Videography JOUR620 Public Affairs Reporting JOUR625 Capital News Service JOUR628X Advanced Feature Writing JOUR652 Interactive Design and Development JOUR689F Feature Writing JOUR698I Investigative Journalism JOUR702 Journalism Law and Ethics JOUR772 Data Journalism	33



14	<p>JOUR458K The Changing Role, Responsibilities and Norms of Journalism</p> <p>JOUR501 Fundamentals of Writing and Editing</p> <p>JOUR603 News Videography</p> <p>JOUR620 Public Affairs Reporting</p> <p>JOUR628B Sports Reporting and Writing</p> <p>JOUR652 Interactive Design and Development</p> <p>JOUR660 Broadcast News Writing</p> <p>JOUR661 TV Reporting and Production</p> <p>JOUR667 CNS Broadcast News Bureau</p> <p>JOUR702 Journalism Law and Ethics</p>	33
15	<p>JOUR459P Censorship and Disinformation in the 21st Century</p> <p>JOUR501 Fundamentals of Writing and Editing</p> <p>JOUR603 News Videography</p> <p>JOUR620 Public Affairs Reporting</p> <p>JOUR628I Advanced Howard Center Investigations II</p> <p>JOUR628X Advanced Feature Writing</p> <p>JOUR652 Interactive Design and Development</p> <p>JOUR698 Special Problems in Communication</p> <p>Independent Study</p> <p>JOUR698I Investigative Journalism</p> <p>JOUR702 Journalism Law and Ethics</p> <p>JOUR772 Data Journalism</p>	33
16	<p>JOUR620 Public Affairs Reporting</p> <p>JOUR628D Product Development</p> <p>JOUR628O News Application Development</p> <p>JOUR628T Data Visualization</p> <p>JOUR655 Capital News Service</p> <p>JOUR667 CNS Broadcast News Bureau</p> <p>JOUR698 Special Problems in Communication</p> <p>Independent Study</p> <p>JOUR702 Journalism Law and Ethics</p> <p>JOUR772 Data Journalism</p> <p>JOUR773 Computational Journalism</p> <p>*INST767 Big Data Infrastructure</p>	36

17	JOUR459P Censorship and Disinformation in the 21st Century JOUR501 Fundamentals of Writing and Editing JOUR603 News Videography JOUR620 Public Affairs Reporting JOUR628B Sports Reporting and Writing JOUR628Y Protecting Human Sources JOUR660 Broadcast News Writing JOUR661 TV Reporting and Production JOUR667 CNS Broadcast News Bureau JOUR702 Journalism Law and Ethics	33
18	JOUR501 Fundamentals of Writing and Editing JOUR603 News Videography JOUR620 Public Affairs Reporting JOUR634 Advanced Podcasting JOUR652 Interactive Design and Development JOUR655 Capital News Service JOUR668I Designing Stories with Motion Graphics JOUR698 Special Problems in Communication Independent Study JOUR698I Investigative Journalism JOUR702 Journalism Law and Ethics JOUR772 Data Journalism	36

*Standard 3:*  
*Assessment of Learning Outcomes*



## Part II, Standard 3. Assessment of Learning Outcomes

### Executive summary:

The college relies on both direct and indirect assessment to evaluate how well our undergraduate and master's journalism majors are attaining the knowledge and skills deemed critical for securing jobs in journalism, mass media and other careers requiring critical thinking and strong written and visual communication skills.

Key components of Merrill College's assessment program for undergraduate and master's students are the semiannual faculty evaluations of student work in core classes, relying on rubrics that measure [learning outcomes](#) that align with ACEJMC's professional values. Designated student assignments in these core classes are uploaded to an online database called j-Assessment, where instructors score the work on a 0-4 scale. That database allows the college to compare progress across sections in core classes and across the broader curriculum, and to make course changes based on these findings, through its curriculum committee and College Assembly.

As part of direct assessment, the college also schedules systematic portfolio reviews. For our Master of Journalism students, the reviews are part of M.J. Day at the end of the fall and spring semesters, when journalism alumni join teams of faculty in reviewing graduating student resumes and clips compiled in internships and capstone classes.

Undergraduate published work and resumes are reviewed annually on a rotating basis of students in upper-level capstone classes. College alumni and other journalism and media professionals volunteer as the portfolio reviewers. Working electronically, they score student clips and resumes based on rubrics. The reviewers' written comments also prove valuable for faculty and administrators seeking to spot areas in the curriculum needing improvement.

As a complement to these portfolio reviews, the college's internships director tracks how well students' work is rated by their newsroom supervisors each semester. Each undergraduate is required to complete at least one internship before graduation; master's students are encouraged to complete one. We've included final scores and some comments from these internship supervisors for fall 2021, and spring and summer 2022. These scores underscore the high regard our students continue to earn during these semester-long newsroom immersions. The newsroom supervisor reviews also provide students with professional feedback on the quality of their journalistic work and their readiness for jobs in journalism and related fields.

The college also uses a number of indirect assessments to evaluate undergraduate student satisfaction in the program, and how well they have learned the skills and knowledge needed to be successful in their careers. These indirect assessments include:

- Student awards in regional and national contests
- Graduating seniors and graduate student survey responses about their education and experiences at Merrill College
- Job placements (with 2019 graduates' placements tracked for this report)
- Retention and graduation rates

Results of both the direct and indirect assessments are detailed in this report.

Beyond helping to guide curriculum decisions, assessment findings have spurred faculty discussions about the need for consistent learning outcomes across sections of a core course, to ensure that all students are ready for the next course in the required progression of skills attainment.

**Please respond to each of the following instructions:**

- 1. Provide a web link to the unit's written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.**

<https://merrill.umd.edu/about> (*Appendix F*)

The college's assessment plan for undergraduate and master's degree students was approved in spring 2006 and implemented in fall 2006. Pieces of the plan have periodically been updated over the years (most recently in 2022) as the curriculum has been revised and updated. Those updates are detailed in the annual undergraduate assessment reports submitted to the university at the end of each October, and in the semiannual reports written for the master's degree programs.

- 2. Provide the unit's definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.**

Faculty and professional reviewers assess the quality of selected student output from core undergraduate and master's courses each fall and spring semester, based on standardized rubrics that align with learning outcomes outlined in ACEJMC's list of professional values and competencies. In addition, faculty and professionals review and score graduating master's degree students' portfolios each semester. And professionals are tapped to review clips and resumes from targeted undergraduate capstone courses

once a year. (Those reviews are complemented by internship supervisors' scoring of students' work during fall, spring and summer semesters.)

The undergraduate learning outcomes for these direct assessments are listed below. A table that matches Merrill College's Learning Outcomes with the ACEJMC Values and Competencies can be found in [Appendix F, p. 5-7](#).

LO 1 — Students will demonstrate written and oral communications skills through the ability to report, write and edit relevant news stories acceptable to a professional news outlet.

LO 2 — Students will show through written work an understanding and awareness of the history of journalism, its relationship with diverse groups in society (including people of color, and those of different religions, sexual orientations, gender identities and socioeconomic backgrounds) and its historic special role in a democratic society.

LO 3 — Students will demonstrate an understanding and awareness of the ethical guidelines and practices that govern the profession and the legal implications and considerations that inform the profession.

LO 4 — Students will display the ability to apply tools and technology appropriate for the profession, including the creation and editing of images and/or the creation and editing of digital files.

LO 5 — Students will demonstrate the ability to conduct research and evaluate information by methods appropriate to the profession.

LO 6 — Students will apply basic numerical and statistical concepts appropriate for the profession.

LO 7 — Students will display knowledge of grammar, spelling, punctuation and syntax, and apply Associated Press style to their news stories in a manner acceptable by a professional news outlet.

LO 8 — Students will demonstrate preparedness for the media job market through their resumes and published clips.

Master's students' assessment is described in numbers 7 and 8 of this report.

3. **Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide end-of-year assessment reports. If there are multiple reports from the review period, summarize the findings and make the reports available in a separate digital file.**

See [Appendix ST3-A](#), [ST3-B](#), [ST3-C](#), [ST3-D](#), [ST3-E](#) and [ST3-F](#) for the six undergraduate assessment reports filed with the university at the end of each October, from FY16 through FY21.

See [Appendix ST3-N](#) and [ST3-O](#) for the master's assessment reports for the years 2017-2019 and 2019-2021.

### **Core Course Assessment:**

As outlined in the executive summary, key components of Merrill College's assessment program for undergraduate and master's students are the semiannual faculty evaluations of student work in core classes, which rely on rubrics that measure learning outcomes that align with ACEJMC's professional values. Designated student assignments in these core classes are uploaded to an online college database called j-Assessment, where instructors score the work on a 0-4 scale. That database allows the college to compare progress across sections in core classes and across the broader curriculum, and to make course changes based on these findings through the curriculum committee and College Assembly.

Deficiencies spotted in these reports and by course instructors have periodically included a need for greater attention to Associated Press Style, to newswriting and reporting skills, and to math proficiency. Attention to style and grammar were addressed in core reporting and newswriting classes (JOUR201 and 320) through the introduction of more drills (for AP Style). Math proficiency was addressed in two steps between FY16 and FY20, first by drawing stronger connections between word problems and data used in news stories about campus crime and county budgets (in JOUR201 and 320, as well as JOUR501 and 620), and then by introducing the use of spreadsheets to make the calculations for the news stories. Newswriting and reporting skills were addressed by requiring all students, not just those in the multiplatform concentration, to take JOUR320, now the second-level newswriting and beat reporting class.

Deficiencies were flagged by the assessment director, who summarizes the data from the previous academic year in annual reports due to the university in late October, and by the associate dean and dean, following conversations with faculty and students. The assessment reports are reviewed and discussed with the College Assembly and sent to a



provost-appointed Commission on Learning Outcomes Assessment. Feedback from the commission is sent by the associate provost to the provost and the deans early the following year, before the next report is written by each unit. (See [Appendix ST3-F](#) for the most recent undergraduate report from the college that has been reviewed by the provost, from fall 2021. Assessment reports to the university from the college for 2016 to 2021 are available in the [Standard 3 Appendix](#).) The provost's commission reviews all assessment outcomes each year for each campus unit and rates responses as exemplary, acceptable or unsatisfactory. (An "aspirational" category above exemplary was added by the university in May 2019.) These ratings and accompanying comments from the commission are summarized by Associate Provost William Cohen for the provost's annual report on university assessment.

The Philip Merrill College of Journalism consistently receives Exemplary ratings and excellent reviews for its assessment program and LOA report. (See [Appendix ST3-G](#) for provost commission remarks on college reports from FY16 to FY21.) In the FY21 report, for instance, 11 Exemplary ratings were awarded and one N/A for the 12 categories. In the FY20 commission ratings, the college received 10 Exemplary scores, one Aspirational score and one N/A.

The FY21 provost report complimented the college's improvements in the math literacy assessment, which was updated in response to assessment findings of student weaknesses:

*"One area of note is the way the program addressed student performance issues in mathematics. Motivated by past scores, the program used innovative methods for improving math literacy, such as connecting mathematical word problems to a news story assignment. This approach led to 'vast improvements in students' math facility,' and also appears to have helped students understand the importance of having math skills."*

The college in summer and fall 2020 had reworked the teaching and assessment of math concepts, requiring spreadsheets to be used to solve word problems for data-driven stories in the first and second news reporting classes. Requiring both a story and a spreadsheet to be turned in for the assessment was a natural evolution of some earlier tweaks made to the learning outcome in FY16, when math problems were integrated into stories (but the assessment scoring was based solely on math calculations done with calculators). Although in that first semester of the spreadsheet implementation, assessment scores dipped below the benchmark in the first reporting class, they had risen by spring 2021, with more than 70% of participating students in both the first and second newswriting classes scoring 3s or 4s on the 0-4 scale.



The FY20 provost report, summarizing the college's previous year's data, was also extremely positive:

*"As in previous years, Journalism submitted an excellent report, revealing a strong learning outcomes assessment process. The four-year assessment plan that describes when, where, and how data will be collected and reviewed was impressive."*

And the FY19 report from the provost noted:

*"The College of Journalism continues to exemplify a best practice for academic units in terms of engaging faculty and staff in assessing learning outcomes, performing an honest review of the program, and using accurate measures of learning outcomes."*

When areas of concern are identified, the assessment director brings them to the attention of individual instructors or teams of instructors, or to the full curriculum committee for discussion and action.

As noted in the college's FY18 annual assessment report, our undergraduate students' entry-level writing skills had become a concern in the college in recent years, due to assessment scores and anecdotal information from professors that highlighted inadequacies.

Multiplatform students in JOUR201, the first reporting and writing course, in fall 2017 and spring 2018 failed to meet the benchmark of at least 70% scoring Good in Research and Writing LOs, for instance. In fall 2016, students also failed to meet the benchmarks in research and writing.

In response, our undergraduate curriculum committee (which includes two student reps) and College Assembly (which includes adjunct, staff and student reps) voted to expand a second-level reporting and writing course (JOUR320: News Writing and Reporting II: Multiplatform) so that it would be required of ALL journalism students. Prior to fall 2018, it was only required of students in our multiplatform major (students interested in print and web journalism).

The requirement was approved by the university and went into effect in fall 2018 for incoming freshmen.

In addition, faculty and student discussions about curriculum and assessment sometimes led to broader initiatives.

During the 2020-21 academic year, amid national and university discussions of racial equity, the journalism faculty spent considerable time discussing the need for more attention to diversity, equity and inclusion — both in the way courses are taught, and in the content that is delivered. Faculty were asked by Dean Lucy Dalglish to record in a Google doc ([Appendix ST3-H](#)) the discussions and assignments included in their specific courses that touch on diversity in the newsroom and in sourcing and reporting. This compilation of assignments was extensive and allowed the curriculum committee to see if there were gaps in content. Those discussions pointed to the need for another assessment to be added to the history and diversity learning outcome embedded in the undergraduate journalism history course (JOUR200) required of all majors. That new diversity assessment was added to the midterm in fall 2021.

### **Portfolio Reviews:**

As part of direct assessment, the college also schedules professional portfolio reviews. For our Master of Journalism students, the reviews are part of M.J. Day at the end of the fall and spring semesters, when journalism alumni join teams of faculty in reviewing graduating student resumes and clips compiled in internships and capstone courses. The reviewers give verbal critiques of student work and also arm graduating master's students with career advice and networking contacts. In addition, they score student work based on rubrics, allowing the associate dean to track how well each cohort is performing and to step in if any deficiencies are spotted.

Undergraduate published work and resumes are reviewed annually (with the exception of one year during the COVID pandemic) from a rotation of students in capstone classes. (The portfolio reviews started in 2016 with a random selection of students from a required senior-level course (JOUR480), but they shifted in spring 2020 to random reviews of capstone cohorts after a curriculum revamp eliminated the senior course from undergraduate requirements.) College alumni and other journalism and media professionals volunteer as the portfolio reviewers. Working electronically, they score student clips and resumes based on rubrics. ([Appendix ST3-I](#)) The reviewers' written comments are relayed back to the assessment director, who shares comments with faculty and administrators seeking to spot areas in the curriculum needing improvement.

From FY16 to FY21, five sets of portfolios were reviewed from 63 undergraduate students. Fourteen were reviewed for the FY16 report, 14 for FY17, 12 for FY18, 15 for FY19 and eight for FY21. Three to five professional journalists or public relations editors reviewed student work each cycle. In the last review for FY21, the reviewers were:

- Robyne McCullough, Special Advisor for Communications, the Office of Lieutenant Governor in Maryland, and formerly a news producer for Hearst TV in Baltimore
- Justin Karp, Director of Social Media, NBC Sports Group
- Brooke Auxier, Research Manager, Center for Technology, Media and Telecommunications at Deloitte
- Maria Douglas Reeve, Executive Editor, the Houston Chronicle
- Debbie Leiderman, Senior Staff Editor, The New York Times Arts Desk

All five reviewers are alumni of the Philip Merrill College of Journalism. The group of five reviewed eight portfolio packets. Using a rating system of 4=Excellent; 3=Good; 2=Fair; 1=Poor; the eight packets reviewed averaged a score of 3.1, or Good. Just as important, 87.5% of the packets (seven out of eight) received scores of 3 or 4 (Good or Excellent). This surpassed the goal set by the college for at least 70% to receive scores of 3 or better.

In all but one of the five annual reviews scored in this accreditation cycle, the portfolio work met the bar set by the college. The exception was in the FY17 report, when 60% of the packets met the standard of Good or Excellent, with the remainder judged as Fair. The critiques were shared with faculty, and efforts were made in successive years to make sure students had job-ready resumes and took the selection of clips for this exercise seriously.

Criticism in the FY21 report of portfolio reviews was again constructive. It included:

- “Be mindful of punctuation. Don’t be afraid of periods.”
- “Online versions of your story should build upon what you present on TV (not simply repeat the script).”

And compliments were welcomed, confirming that reporting and writing instruction at the college is on target:

- “Solid writer and eye for detail. The first three graphs of the K-pop story set the stage for an interesting and detailed look inside the subculture. Rob Hiaasen’s memorial story is rich in detail and emotion.”

### **Internship Supervisor Reviews:**

As a complement to these portfolio reviews, the college’s internships director tracks how well students’ work is rated by their newsroom supervisors each semester. Each undergraduate is required to complete at least one internship before graduation;

master's students are encouraged to complete one. We've included final scores and some comments from these supervisors for fall 2021, and spring and summer 2022. These scores underscore the high regard our students continue to earn during these semester-long newsroom immersions. The newsroom supervisor reviews also provide students with professional feedback on the quality of their journalistic work and their readiness for jobs in journalism and related fields.

Newsroom supervisors gave an average final score of 94.75% (or a solid A) to the 36 undergraduates taking the required internship course, JOUR396, in the Fall 2021 semester. The lowest score was a 75%, with just two students awarded that. Twelve students, or 33%, earned scores of 100% on an evaluation that asked supervisors to consider and score numerous points from their interns. The points included job knowledge, adaptability, judgment, attitude and in-house and external communication.

Final supervisor scores for undergraduate interns from spring 2022 were also solid, except for one zero. The average score for the 26 students taking JOUR396 was 88.76%, with the zero included. (If the student earning zero is excluded, the average rises into the low A range, at 92.32%.) Six of the 26 students, or 23%, earned scores of 100%. The next lowest score after the zero was a 75%; only one student earned that.

The summer 2022 final scores from newsroom supervisors were very strong as well. The average supervisor score for the 50 undergraduate interns was a 92.7%. Nine students earned scores of 100%. The lowest score, earned by just three students, was 80% (or a low B). (For the final supervisor scores for the three semesters, see [Appendix ST3-I.](#))

Supervisor comments included in the interns' final evaluations were extremely positive. Said a Voice of America supervising editor of a fall 2021 intern: "I see [X] as having a successful career in journalism if that is what he intends to pursue. But he would also excel at any job where writing is a key part."

An internship supervisor at Baltimore Magazine likewise had strong praise for a spring 2022 intern. She wrote: "I've been very impressed with [X] over the course of the semester, appreciating her diligence and responsibility with assignments. She's a lovely writer, and a pleasure to work with. I hope that she continues with journalism, as she's got great promise."

And the managing editor of the community news site College Park Here & Now was effusive in his praise of a fall 2021 intern. "[X] is the best intern we've ever had. I feel as though she made the most of her time with us. So much so that, by the end of the

internship, she was largely dictating what to write and what angles to approach. We've never granted an intern this kind of freedom before."

And, of course, some supervisor comments gave advice or constructive criticism to departing interns. Wrote one supervisor of his intern at Montgomery Community Media in fall 2021:

"[X] is a creative, big picture person but sometimes needs to be reminded about the little things (tags and categories in Wordpress, not settling for a pretty good picture when a very good picture tells and sells the story much better)."

### **Indirect Assessments:**

The college also uses a number of indirect assessments to evaluate student satisfaction in the program and how well they have learned the skills and knowledge needed to be successful in their careers. These indirect assessments include:

- Retention and graduation rates
- Student awards in regional and national contests
- Job placements (with 2019 graduates' placements tracked for this report)
- Graduating seniors and graduate students' survey responses about their education and experiences at Merrill College

### **Retention/Graduation Data:**

The university's Office of Institutional Research, Planning, and Assessment collects and analyzes institutional data and provides official campus statistics, and the college links to the data for its students from its website, here: <https://merrill.umd.edu/about>

Data for the university are detailed here: <https://www.irpa.umd.edu/CampusCounts/>

A look at the data from fall 2016 through fall 2020 shows a one-year retention average of 95.2% for Merrill undergraduates, with the most recent data from fall 2020 (the first year of COVID interruptions) showing 94.8% were retained at the end of the first year. This is just a fraction lower than the university's campus-wide data, which showed a one-year retention average for the fall 2016 to 2020 period at 95.4%, and first-year retention in fall 2020 at 95.5%.

The college continues to far outpace the university with its four-year and five-year graduation rates for journalism undergraduates, according to university data. The most

recent graduation data showed 85.4% of Merrill College undergraduate students who entered in 2017 graduated in four years, compared to 75.2% for all university undergraduate students. The college's five-year graduation rates for undergraduates who entered in 2016 also bested the university's: 91.8% of Merrill undergraduates had graduated by their fifth year, compared to 87.3% for the university.

### **Student Awards:**

The college's undergraduate and master's students continue to excel in national and regional contests, underscoring students' readiness for jobs in reporting, writing, data analysis, broadcasting and other visual storytelling. Students won awards from the National Press Foundation, the Robert F. Kennedy Journalism Award, the Hearst Journalism Awards Program, Investigative Reporters and Editors, the Associated Press Sports Editors Student Contest, the Society of Professional Journalists, The National Academy of Television Arts and Sciences (Emmys) and the Alliance for Women in Media Foundation (Gracie Awards), among others.

For a listing of top awards won since 2016, see No. 5, below.

### **Job Placements: Graduate Students and Undergraduate Students, Class of 2019:**

All 14 students in the 2019 master's graduating class are accounted for in the list in No. 6. Of the 14 graduates, 13, or 93%, have full-time or freelance jobs in media and communications (with the majority of those jobs clearly identifiable as journalism jobs, in newsrooms at The Wall Street Journal, The Baltimore Sun, Capital Gazette and others).

Of the 135 students in the 2019 undergraduate graduating class, all but 12 graduates are accounted for in the list in No. 6. Of the 123 graduates who we have data on, at least 72, or 59%, have jobs in journalism or the broader communications field, in positions including associate producer at CNN, digital content producer for NBC, audience engagement editor for the Center for Public Integrity, news associate for The Associated Press, and Miami Dolphins beat reporter for The Miami Herald, among others.

For details on undergraduate and master's student job placements, see No. 6, below.

### **Student Survey Responses:**

The most recent student survey responses of attitudes about the journalism B.A. degree available are from the 2021 graduating class, and the summary shows a high level of

satisfaction with most aspects of the program. Broad questions included how students felt about their preparation for a professional career in journalism, how they felt about their preparedness for a multimedia environment, whether the college met the expectations they had upon entering the program, and whether the college fostered a positive climate for diversity. Students were also asked if there was anything they would like to see added or deleted from the degree program.

**Eighty-two of the 114 students graduating between August 2020 and May 2021 responded to the university's survey.** Many of the questions asked for a rating from four possible answers: Very Good, Good, Average or Poor.

The highest Very Good responses came in response to these two questions:

- “How do you feel about your courses and experiences in the Philip Merrill College of Journalism as preparation for a professional career in journalism or a related field?”  
*54 of the 82 students responded with Very Good; 22 responded with Good; six with Average; and zero with Poor. That means 93% rated this preparation as Very Good or Good.*
- “For each of these journalistic skills, describe your level of expertise right now: Reporting and research.”  
*54 responded with Very Good; 25 with Good; two with Average; and one with Poor. That means 96% rated their skills in reporting and research as Very Good or Good.*

The only question in which the Poor response rose to double digits was this:

- “For each of these journalistic skills, describe your level of expertise right now: Doing web or TV production.”  
*22 responded with Very Good; 29 with Good; 19 with Average; and 10 with Poor. Fewer than half of the college's undergraduate students choose broadcast journalism as a focus.*

Of interest were some of the student responses to what they would like to see added or subtracted from the undergraduate curriculum.

“I think there needs to be something for students interested in entertainment, arts and/or pop culture reporting,” said one, noting correctly that the college has undergraduate concentrations in investigative and sports reporting.

“More photo classes, more data classes,” requested another. An advanced photo class was recently added to the curriculum, and more data classes continue to be added. Another argued the university's statistics requirement should be removed.

**4. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.**

Journalism and media professionals are involved in the assessment process in a number of ways. Working professionals, many of them Merrill alums, are asked to participate in the annual portfolio reviews of selected capstone classes each year. The portfolios include an undergraduate student's resume and four published clips — text stories, videos and/or audio/photo stories, depending on a student's career aspirations. The professional evaluations include scores based on rubrics, and qualitative comments, which are shared with faculty and administrators to give input on our students' career readiness.

Professionals also participate in a review of every graduating student in our M.J. program. Each student's panel typically includes an alum working in journalism, along with three professors. Each panel gives verbal feedback to the student — either on Zoom or in a face-to-face meeting — and then scores the student's work, based on a rubric, for the college to track. Those scores and comments are reviewed each semester by the associate dean and the assistant director of graduate studies, to see if curriculum adjustments might be recommended to the curriculum and master's committees.

In addition, the college's Board of Visitors has been periodically asked to talk to undergraduate and graduate students about their courses and published work.

And the direct assessment of students in core classes is often completed by working journalists hired as adjunct faculty to teach many of our skills classes.

**5. In a digital file, list the major awards won by the unit's students in local, regional or national competitions during the review period. Limit to five a year.**

A sampling of some of the prestigious Merrill student awards in regional and national contests, fall 2016 to spring 2022:

**2021-22:**

- Howard Center for Investigative Journalism, News Leaders Association's Punch Sulzberger Innovator of the Year Award for "Printing Hate"
- Howard Center for Investigative Journalism, IRE Medal/IRE Award in Student - Large category for "Printing Hate"



- Howard Center for Investigative Journalism, Society of Professional Journalists' Sigma Delta Chi Award for Collaborative Journalism for "Printing Hate"
- The Shirley Povich Center for Sports Journalism and the Howard Center for Investigative Journalism, The Drake Group's 2022 Student Journalism Prize for Investigative Reporting on Intercollegiate Athletics for "Unlevel Playing Fields"
- Kimi Fleming, AWMF Gracie Award in the television student category, Soft News Feature, for "A horse from heaven"

#### **2020-21:**

- Howard Center for Investigative Journalism, Society of Professional Journalists' Sigma Delta Chi Award for Collaborative Journalism for "Nowhere to Go"
- Lila Bromberg, Winner of 2021 Associated Press Sports Editors Student Contest
- Kate DeBlasis, Second place in the Hearst Journalism Awards Program's Multimedia Innovative Storytelling competition
- Amelia Jarecke, First place in the Broadcast Education Association Festival of Media Arts national contest Student News category
- Angela Roberts, Second place in the Hearst Journalism Awards Program's Explanatory Reporting Award competition

#### **2019-20:**

- Howard Center for Investigative Journalism, Scripps Howard Award (Topic of the Year category) for "Code Red: Baltimore's Climate Divide"
- Howard Center for Investigative Journalism, National Press Foundation's Innovative Storytelling Award for "Code Red: Baltimore's Climate Divide"
- Howard Center for Investigative Journalism, News Leaders Association's Punch Sulzberger Award for Innovative Storytelling for "Code Red: Baltimore's Climate Divide"
- Howard Center for Investigative Journalism, Society of Professional Journalists' Sigma Delta Chi Award for Collaborative Journalism for "Code Red: Baltimore's Climate Divide"

- Alicia Cherem and Heather Kim, National Capital Chesapeake Bay Chapter of The National Academy of Television Arts and Sciences Outstanding Achievement in Student Production (Emmy) for the Short Form — Non-Fiction category

#### **2018-19:**

- Austin Kleber and Lauren Koenig, BEA Best of Festival award, Student TV Feature category, for the CNS-TV story, “Underwater Halloween”
- James Crabtree-Hannigan, Winner of the Hearst Journalism Awards Program National Writing Championship
- Amy Jennings, Lauren Koenig, Pearl Mak, Mollie Markowitz, Keirsten Owens, Stephanie Parr, Bryan Taylor, Casey Tomchek, Sarah Fielder and Uyen Nguyen, Maryland-Delaware-District of Columbia Press Association Best of Show for multimedia sports storytelling, for the ViewFinder project, “The Other Games”
- Capital News Service, MDDC Press Association online-only News Organization of the Year
- The Diamondback, Society of Professional Journalists’ MOEy, the top student journalism award

#### **2017-18:**

- Megan Smedley, Gracie Award for On-Air Talent – Student
- CNS data lab (Naema Ahmed, Helen Lyons, Daniel Trielli, Ana Hurler, Michael Errigo, Abby Mergenmeier, Jenna Milliner-Waddell, John Powers, Mark Boyle, Quanny Carr, Jacob Taylor and Talia Richman) led by CNS data editor Sean Mussenden, Robert F. Kennedy Journalism Award
- Documentary from ViewFinder led by Bethany Swain, BEA Best of Festival award
- Documentary from ViewFinder led by Bethany Swain, Gracie Award in Hard News Feature – Student category
- Capital News Service, MDDC Press Association online-only News Organization of the Year

**2016-17:**

- Capital News Service, Society of Professional Journalists National Mark of Excellence Award (Best Digital-Only Student Publication)
- Capital News Service, MDDC Press Association online-only News Organization of the Year
- Kyle Melnick, Second place in Hearst Journalism Awards Program's Personality/Profile competition
- Michelle Chavez, Second place in Hearst Journalism Awards Program's Television II - News competition
- Capital News Service, IRE Award – Student Large finalist for “Discharging Trouble”

For separate digital file of the awards list, see [Appendix ST3-K](#).

**6. In a digital file, list by specialty each member of the graduating class of 2019 and those graduates' current jobs. If practical, give a total number of “unknowns” rather than including them in the list. Describe the program used to track graduates to assess their experience in the profession and to improve curriculum and instruction.**

**Job Placements, Master's Students, Class of 2019:**

All 14 students in the 2019 master's graduating class are accounted for in the list that follows. **Of the 14 graduates, 13, or 93%, have full-time or freelance jobs in media and communications (with the majority of those jobs clearly identifiable as journalism jobs, in newsrooms such as The Wall Street Journal, The Baltimore Sun, Capital Gazette and others).** The Merrill graduate not in a journalism or communications job is continuing in higher education as a graduate student in philosophy at Tufts University. She previously worked as a graphics reporter at The Wall Street Journal.

Because our master's cohorts are small, faculty and our development staff are in regular contact with many of our graduates — through LinkedIn, Facebook, Twitter, emails and phone calls. To confirm the whereabouts of this complete 2019 cohort, our development team collected employment information between February and August 2022. The staff emailed all graduates an employment survey and individually followed up via email and phone. Staff confirmed info on LinkedIn and Twitter accounts, and through staff directories on employers' websites. Merrill faculty and staff also submitted information to development. The university's alumni database also contained additional

employment information. The college also provides a form on its website for graduates to submit updated contact and employment information whenever they change jobs. A link to that form is included in each monthly alumni e-newsletter, as well as other email communications to alumni.

News of both successes and concerns relayed to our team are routinely shared with the Master's Committee and sometimes the curriculum committee and administrators.

Our alums also are routinely asked to come back to speak to students in various reporting classes and on panels. Again, news of successes and any concerns are shared with other faculty and administrators, so adjustments can be made as needed to curriculum.

Placements for the 2019 M.J. and M.A. graduates follow:

First Name	Last	Major/Specialization	Employer	Title
Horus	Alas	Journalism: Master of Journalism 2019 - Multiplatform	Loudoun Times-Mirror	Education and Public Safety Reporter
Colleen	Crowley	Journalism: Master of Journalism 2019 - Broadcast	Self	Freelance Video Editor
Elliott	Davis	Journalism: Master of Journalism 2019 - Multiplatform	U.S. News & World Report	Reporter
Brooks	DuBose	Journalism: Master of Journalism 2019 - Multiplatform	Capital Gazette	Editor
Nora	Eckert	Journalism: Master of Journalism 2019 - Multiplatform	The Wall Street Journal	Reporter, covering auto industry from Detroit
Hannah	Gaskill	Journalism: Master of Journalism 2019 - Multiplatform	The Baltimore Sun	Politics Reporter
Maria	Herd	Journalism: Master of Arts 2019 - Multiplatform	University of Maryland, College Park	Multimedia Communications Specialist

Lindsay	Huth	Journalism: Master of Journalism 2019 - Multiplatform	Tufts University	Philosophy Graduate Student
Lauren	Moses	Journalism: Master of Journalism 2019 - Broadcast	Bally Sports in Greater Philadelphia	Digital Content Producer
William	Pitts	Journalism: Master of Journalism 2019 - Broadcast	Independent Messenger in Emporia, Virginia	Staff Writer
Roxanne	Ready	Journalism: Master of Journalism 2019 - Multiplatform	Self	Freelance Journalist
Ian	Round	Journalism: Master of Journalism 2019 - Multiplatform	The Daily Memphian	State Government Reporter
Carolina	Siqueira Paranhos Velloso	Journalism: Master of Arts 2019 - Multiplatform	University of Maryland, College Park	Ph.D. Student/ Adjunct Lecturer
Emily	Top	Journalism: Master of Journalism 2019 - Broadcast	Disney - National Geographic Partners, Washington, D.C.	Technical Evaluator

For a separate digital file of the job placements of 2019 master's students, see [Appendix ST3-L](#).

#### **Job Placements, Undergraduate Students, Class of 2019:**

Of this 2019 undergraduate graduating class of 135 students, all but 12 graduates are accounted for in the list that follows. Those 12 were removed from the list, as instructed. **Of the 123 graduates who we have data on, at least 72, or 59%, have jobs in journalism or the broader communications field, in positions including associate producer at CNN, digital content producer for NBC, audience engagement editor for the Center for Public Integrity, news associate for The Associated Press, Miami Dolphins beat reporter for The Miami Herald and others.** Faculty and our development staff are in regular contact with many of our graduates — through LinkedIn, Facebook, Twitter, emails and phone calls.

To confirm the whereabouts of this 2019 cohort, our development team collected employment information between February and August 2022. The staff emailed all graduates an employment survey and individually followed up via email and phone. Staff confirmed info on LinkedIn and Twitter accounts, and through staff directories on employers' websites. Merrill faculty and staff also submitted information to development, and the university's alumni database contained additional employment information.

News of both successes and concerns are routinely shared with administrators and sometimes the curriculum committee. Our alums also are routinely asked to come back to speak to students in various reporting classes and on panels. Again, news of successes and any concerns are shared with other faculty and administrators, so adjustments can be made as needed to curriculum.

First Name	Last	Major/Specialization	Employer	Title
Brian	Abate	Journalism: Bachelor of Arts 2019 - Multiplatform	Red Hook Star-Review	Reporter
Simret	Aklilu	Journalism: Bachelor of Arts 2019 - Broadcast	CNN	Associate Producer, "The Situation Room with Wolf Blitzer"
Alexander	Asifo	Journalism: Bachelor of Arts 2019 - Broadcast	Apple	Audio Editor
Jared	Beinart	Journalism: Bachelor of Arts 2019 - Multiplatform	ZeniMax Media	Quality Assurance Tester
Jarred	Belman	Journalism: Bachelor of Arts 2019 - Broadcast	South Carolina Athletics	Producer of New & Creative Media
Abigail	Bentz	Journalism: Bachelor of Arts 2019 - Multiplatform	Blizzard Entertainment	UX/UI Designer

Graham	Berry	Journalism: Bachelor of Arts 2019 - Broadcast	Granicus	Digital Campaign Coordinator
Shruti	Bhatt	Journalism: Bachelor of Arts 2019 - Multiplatform	ICR	Senior Associate, Tech PR
Hannah	Borison	Journalism: Bachelor of Arts 2019 - Broadcast	NBCUniversal	Casting Coordinator
Hannah	Brockway	Journalism: Bachelor of Arts 2019 - Multiplatform	[solidcore]	Brand Coordinator
Kathryn	Brown	Journalism: Bachelor of Arts 2019 - Broadcast	SiriusXM	Associate Producer
Ethan	Cadeaux	Journalism: Bachelor of Arts 2019 - Multiplatform	NBC Inc.	Digital Content Producer
Harrison	Cann	Journalism: Bachelor of Arts 2019 - Multiplatform	City & State Pennsylvania	Staff Reporter
Jay	Cannon	Journalism: Bachelor of Arts 2019 - Multiplatform	USA TODAY	Network Planning Editor
Morgan	Caplan	Journalism: Bachelor of Arts 2019 - Multiplatform	Sierra Club	Associate Press Secretary
Jennifer	Casale	Journalism: Bachelor of Arts 2019 - Broadcast	Unemployed - Actively Searching	
Joseph	Catapano	Journalism: Bachelor of Arts	NBC Sports	Researcher

		2019 - Multiplatform		
Ashley	Clarke	Journalism: Bachelor of Arts 2019 - Multiplatform	Center for Public Integrity	Audience Engagement Editor
Rebecca	Cohen	Journalism: Bachelor of Arts 2019 - Multiplatform	Insider	Junior Breaking News Reporter
James	Crabtree- Hannigan	Journalism: Bachelor of Arts 2019 - Multiplatform	Asheville Citizen Times	High School Sports Reporter
Bradley	Dress	Journalism: Bachelor of Arts 2019 - Multiplatform	The Hill	Reporter
Warren "Bird"	Duckett	Journalism: Bachelor of Arts 2019 - Broadcast	Early Bird Radio	Founder
Greta	Easthom	Journalism: Bachelor of Arts 2019 - Multiplatform	N.C. State University	Ph.D. Research Assistant/ Student
Jessica	Feldman	Journalism: Bachelor of Arts 2019 - Multiplatform	Dotdash Meredith	Associate Editor, Special Projects
Justin	Fitzgerald	Journalism: Bachelor of Arts 2019 - Multiplatform	Cherokee Scout	Sports Reporter
Benjamin	Fox	Journalism: Bachelor of Arts 2019 - Broadcast	Fox Stations Sales Inc.	Sales Assistant, FLX
Justin	Gallanty	Journalism: Bachelor of Arts 2019 - Broadcast	MLS NEXT Pro	Play-by-Play Broadcaster



Bryan	Gallion	Journalism: Bachelor of Arts 2019 - Multiplatform	The Associated Press	News Associate
Scott	Gelman	Journalism: Bachelor of Arts 2019 - Multiplatform	WTOP News Bites Media	Digital Editor Freelance Writer
Jessica	George	Journalism: Bachelor of Arts 2019 - Multiplatform	Live Nation	General Manager Assistant
Jared	Goldstein	Journalism: Bachelor of Arts 2019 - Multiplatform	Golf Digest	PrEditor
Harrison	Goldstein	Journalism: Bachelor of Arts 2019 - Multiplatform	Halo Collar	Copywriter (Freelance)
Victoria	Gomes-Boronat	Journalism: Bachelor of Arts 2019 - Broadcast	Original Strategies	Associate
Daniel	Gomez	Journalism: Bachelor of Arts 2019 - Broadcast	WJZ   CBS Baltimore	Digital Producer
Brittany	Goodman	Journalism: Bachelor of Arts 2019 - Multiplatform	DXC Technology	Sales Executive
Noah	Gross	Journalism: Bachelor of Arts 2019 - Broadcast	KTXS	Sports Reporter
Liam	Harrington	Journalism: Bachelor of Arts 2019 - Broadcast	RaffertyWeiss Media	Video Editor
Julia	Heimlich	Journalism: Bachelor of Arts 2019 - Broadcast	Nexstar Media Group Inc.	News Producer

Hannah	Himes	Journalism: Bachelor of Arts 2019 - Multiplatform	Merrill Lynch	Client Associate
Kaliah	Hobbs	Journalism: Bachelor of Arts 2019 - Broadcast	The E.W. Scripps Company	Producer
Conor	Hollingsworth	Journalism: Bachelor of Arts 2019 - Broadcast	23 WIFR	Multimedia Journalist/OT T Anchor
Kaitlyn	Hopkins	Journalism: Bachelor of Arts 2019 - Multiplatform	The Oxford Club	Assistant Managing Editor
Conner	Hoyt	Journalism: Bachelor of Arts 2019 - Multiplatform	Adfero	Account Executive
Joseph	Ilardi	Journalism: Bachelor of Arts 2019 - Broadcast	Business Owner	Free Agent Journalist/ Editor
Miranda	Jackson	Journalism: Bachelor of Arts 2019 - Multiplatform	Prime Video & Amazon Studios	Music Coordinator
Ann	Jacob	Journalism: Bachelor of Arts 2019 - Multiplatform	Penn Law	Student
David	Jahng	Journalism: Bachelor of Arts 2019 - Multiplatform	Chesapeake Bay Outward Bound School	Instructor
Dawn	Jefferies	Journalism: Bachelor of Arts 2019 - Undecided	Virginia Tech	Associate Director of Visual Strategy

Amy	Jennings	Journalism: Bachelor of Arts 2019 - Broadcast	Mid-Atlantic Sports Network	Multimedia Journalist
Noah	Johnson	Journalism: Bachelor of Arts 2019 - Multiplatform	Lower Cape Community Access TV	Community Reporter
Jordan	Katz	Journalism: Bachelor of Arts 2019 - Multiplatform	Baltimore Sports and Life	Analyst
Evan	Kean	Journalism: Bachelor of Arts 2019 - Broadcast	Unemployed - Actively Searching	
Victoria	Kean	Journalism: Bachelor of Arts 2019 - Multiplatform	Fishawack Health	Editorial Assistant
Thomas	Kendziora	Journalism: Bachelor of Arts 2019 - Multiplatform	Enterprise- Journal	Sports Editor
Danielle	Kiefer	Journalism: Bachelor of Arts 2019 - Multiplatform	American Gastroenterologi cal Association	Marketing Coordinator
Nicole	Kirkner	Journalism: Bachelor of Arts 2019 - Multiplatform	University of Maryland, College Park	Communicati ons Coordinator
Lauren	Koenig	Journalism: Bachelor of Arts 2019 - Broadcast	CNN	Writer/ Producer
Melanie	Lederman	Journalism: Bachelor of Arts 2019 - Broadcast	CBS Television Distribution	Sales Planner
Haemee	Lee	Journalism: Bachelor of Arts	Grant Thornton	Advisory Associate

		2019 - Multiplatform		
Julia	Lerner	Journalism: Bachelor of Arts 2019 - Multiplatform	Cascadia Daily News	Environmenta l Reporter
Samuel	Levin	Journalism: Bachelor of Arts 2019 - Broadcast	Bucket Listers	Business Development Team Lead (East Coast)
Aurora	Lozada	Journalism: Bachelor of Arts 2019 - Broadcast	Sinclair Broadcast Group	Television News Producer
Samantha	Luckert	Journalism: Bachelor of Arts 2019 - Broadcast	AMC Networks	Publicity Coordinator
Pearl	Mak	Journalism: Bachelor of Arts 2019 - Multiplatform	Aronson LLC	Marketing Associate
Joseph	Malfa	Journalism: Bachelor of Arts 2019 - Broadcast	VISTA Worldlink	Play-by-Play Broadcaster/D igital Media Ctr. Coordinator
Sara	Malinow	Journalism: Bachelor of Arts 2019 - Broadcast	WME (William Morris Endeavor)	Agent
Mollie	Markowitz	Journalism: Bachelor of Arts 2019 - Broadcast	Fox News Media	Associate Producer at "Fox Nation"
Thomas	Mason	Journalism: Bachelor of Arts 2019 - Broadcast	University of Maryland, College Park	Director of Broadcast/B1 G+
Caitlyn	Mateik	Journalism: Bachelor of Arts 2019 - Broadcast	Essential Oil Revolution	Podcast & Sound Editor, Freelance

Sam	Merrill	Journalism: Bachelor of Arts 2019 - Broadcast	The Bier Baron Tavern and DC Comedy Loft	Sound Technician
Connor	Moldo	Journalism: Bachelor of Arts 2019 - Multiplatform	Fragomen	Summer Associate
Anngie	Morales	Journalism: Bachelor of Arts 2019 - Broadcast	City of Laurel, MD	Reporter
Eugene	Nash	Journalism: Bachelor of Arts 2019 - Multiplatform	United States Marine Corps	Officer
Connor	Newcomb	Journalism: Bachelor of Arts 2019 - Multiplatform	Locked On Podcast Network	Host, "Locked On Orioles" Podcast (also a freelance broadcaster)
Mary "Casey"	Noenickx	Journalism: Bachelor of Arts 2019 - Multiplatform	BBC News	Social Media Producer, Travel and Worklife
Allison	O'Reilly	Journalism: Bachelor of Arts 2019 - Multiplatform	Kuykendall family	Nanny
Chiamaka	Ofulue	Journalism: Bachelor of Arts 2019 - Broadcast	CNN	Associate Producer
Jacob	Orgel	Journalism: Bachelor of Arts 2019 - Multiplatform	Pryor Cashman LLP	Associate Attorney
Daniel	Oyefusi	Journalism: Bachelor of Arts 2019 - Multiplatform	Miami Herald	Dolphins Beat Reporter

Asya	Paez	Journalism: Bachelor of Arts 2019 - Broadcast	Jaguar Land Rover	Aftermarket Sales Manager
Stephanie	Parr	Journalism: Bachelor of Arts 2019 - Broadcast	Fox News Media	Programming Analytics Junior Associate
Chandler	Parr	Journalism: Bachelor of Arts 2019 - Broadcast	WRDE NBC Coast TV	Multimedia Journalist
Sofia	Parrela Castro	Journalism: Bachelor of Arts 2019 - Broadcast	PhoenixTeam	Client Support Analyst
Alec	Perez	Journalism: Bachelor of Arts 2019 - Broadcast	School Health Corporation	Territory Manager
Zachary	Phillips	Journalism: Bachelor of Arts 2019 - Multiplatform	Industry Dive	Editor
Pablo	Roa	Journalism: Bachelor of Arts 2019 - Broadcast	Jon Baron for Maryland	Campaign Manager
Christopher	Robinson	Journalism: Bachelor of Arts 2019 - Broadcast	University of Maryland, College Park	Assistant Coordinator - Men's Basketball
Alexandra	Robinson	Journalism: Bachelor of Arts 2019 - Broadcast	U.S. Department of Labor	Deputy Speechwriter
Jose	Rocca	Journalism: Bachelor of Arts 2019 - Broadcast	Strategic Partners & Media	Video Editor
MacKenzie	Roche	Journalism: Bachelor of Arts 2019 - Multiplatform	U.S. News & World Report	Editor
Ryan	Romanik Romano	Journalism: Bachelor of Arts	The Washington Post	Multiplatform Editor

		2019 - Multiplatform		
Samantha	Rosen	Journalism: Bachelor of Arts 2019 - Multiplatform	AIPAC	Digital Content Manager
Jermaine	Rowley	Journalism: Bachelor of Arts 2019 - Multiplatform	AMC Networks	Social Media Marketing Specialist
Racquel	Royer	Journalism: Bachelor of Arts 2019 - Broadcast	Freelance	Independent Public Relations Consultant
Alexander	Rychwalski	Journalism: Bachelor of Arts 2019 - Multiplatform	The Cumberland Times-News	Sports Reporter
Mia	Salenetri	Journalism: Bachelor of Arts 2019 - Broadcast	WUSA9, TEGNA	Multiplatform Content Producer
Sara	Salimi	Journalism: Bachelor of Arts 2019 - Multiplatform	George Mason University	Graduate Student
Maryam	Shahzad	Journalism: Bachelor of Arts 2019 - Broadcast	Montgomery Community Television Inc.	Reporter
Samantha	Silber	Journalism: Bachelor of Arts 2019 - Multiplatform	NBCUniversal/ Peacock/ Washington Hockey Now	Editorial Associate/ Capitals Beat Reporter
Evan	Silvera	Journalism: Bachelor of Arts 2019 - Multiplatform	Kepler	Senior Analyst, Optimization & Innovation
Alexa	Silverberg	Journalism: Bachelor of Arts 2019 - Broadcast	BOLD PR	Assistant Account Manager

Sanchali	Singh	Journalism: Bachelor of Arts 2019 - Multiplatform	Hearst Connecticut Media Group	Audience Producer
Georgia	Slater	Journalism: Bachelor of Arts 2019 - Multiplatform	Dotdash Meredith	Writer/Report er
Michael "Mikey J"	Smith	Journalism: Bachelor of Arts 2019 - Broadcast	Chamber Hill Strategies	Associate
Christian	Sorge	Journalism: Bachelor of Arts 2019 - Broadcast	Sirius XM Satellite Radio	Senior Producer, "The Covino & Rich Show"
Laura	Spitalniak	Journalism: Bachelor of Arts 2019 - Multiplatform	Higher Ed Dive	Associate Editor
Danielle	Stein	Journalism: Bachelor of Arts 2019 - Broadcast	WCAV-TV	Weekend Sports Anchor
Kerrigan	Stern	Journalism: Bachelor of Arts 2019 - Broadcast	Hyatt Commercial	Marketing and Graphic Design Specialist
Jordan	Stovka	Journalism: Bachelor of Arts 2019 - Multiplatform	District Fray Magazine	Writer and Illustrator (Freelance)
Kristie	Taiwo- Makanjuola	Journalism: Bachelor of Arts 2019 - Broadcast	Triad Education	Marketing Content Coordinator
Carly	Taylor	Journalism: Bachelor of Arts 2019 - Multiplatform	The Neibart Group (TNG)	Senior Account Executive



Bryan	Taylor	Journalism: Bachelor of Arts 2019 - Broadcast	SiriusXM	Associate Producer
Delon	Thornton	Journalism: Bachelor of Arts 2019 - Broadcast	CNBC	Associate Producer
Casey	Tomchek	Journalism: Bachelor of Arts 2019 - Broadcast	ABC News	Production Associate, Newsmagazines
Ambriah	Underwood	Journalism: Bachelor of Arts 2019 - Multiplatform	Penguin Random House	Jr. Analyst
Gabrielle	Wanneh	Journalism: Bachelor of Arts 2019 - Multiplatform	Inside Health Policy	Associate Editor
Jacob	Weinberger	Journalism: Bachelor of Arts 2019 - Broadcast	FiscalNote	Senior SDR & Team Lead / Player-Coach
Sydney	Wess	Journalism: Bachelor of Arts 2019 - Broadcast	Clutch.co	Senior SEO Specialist
Cody	Wilcox	Journalism: Bachelor of Arts 2019 - Multiplatform	Mallick Mechanical Contractors Inc.	Marketing and Communication Specialist
Savannah	Williams	Journalism: Bachelor of Arts 2019 - Multiplatform	13News Now (WVEC)	Digital Content Producer
Jack	Wisniewski	Journalism: Bachelor of Arts 2019 - Multiplatform	SolarReviews	Content Specialist
Hannah	Yasharoff	Journalism: Bachelor of Arts	USA Today	Entertainment Reporter

		2019 - Multiplatform		
Kelly	Zheng	Journalism: Bachelor of Arts 2019 - Multiplatform	NewDay USA	Purchase Loan Closer

Undergrad placements are also listed in the [Appendix ST3-M](#).

**7. Provide a matrix that aligns the student learning outcomes with the courses where they are taught and the direct or indirect measures that assess the outcomes.**

The college's undergraduate program-level outcomes are addressed over multiple courses and are pegged to the "professional values and competencies" set by ACEJMC. The college monitors the national standards and makes adjustments to conform to them, while also addressing its own curriculum needs, as annual assessment reviews for the university help point out. Merrill College direct assessments pair rubrics with learning outcomes, to add layers of specificity for assessment.

The university asked units last year to highlight work on diversity, equity and inclusion. The Philip Merrill College of Journalism's Learning Outcomes specifically address history, diversity and inclusion in LO2. The outcome was approved for updating by the college's curriculum committee and College Assembly in spring 2021, with assignment language updated by affected faculty in fall 2021. A second written assignment, a midterm essay, was added to the learning outcome by instructors in fall 2021. This assessment complements the research assignment on history and diversity previously in place. Scoring on this newest assessment will show up in the late October 2022 annual assessment report to the university.

**In the table below, undergraduate core courses are listed by number and title beside the Learning Outcome they incorporate. Assignments assessed for each outcome are also listed. Skill levels run from basic, to proficient, to intermediate, to advanced — stretching across the four-year curriculum.**

JOUR Learning Outcome Descriptions	Which courses assess, and when? What is measured?
LO 1 — Students will demonstrate written and oral communications skills through the ability to report, write and edit relevant	Collected every spring and fall in JOUR201: News Writing and Reporting I; JOUR320: News Writing and Reporting II: Multiplatform; and JOUR361: Television

news stories acceptable to a professional news outlet.	Reporting and Production; evaluated every spring and fall by faculty in core required classes. <b>A story or story package is scored using rubrics in each class.</b>
<b>LO 2</b> — Students will show through written work an understanding and awareness of the history of journalism, its relationship with diverse groups in society (including people of color, and those of different religions, sexual orientations, gender identities and socioeconomic backgrounds) and its historic special role in a democratic society.	Collected every spring and fall in <b>JOUR200: Journalism History, Roles and Structures</b> ; evaluated every spring and fall by faculty in core required classes. <b>A research paper or researched story is assessed using a rubric. Since fall 2021, a midterm essay is being evaluated, using a rubric.</b>
<b>LO 3</b> — Students will demonstrate an understanding and awareness of the ethical guidelines and practices that govern the profession and the legal implications and considerations that inform the profession.	Collected every spring and fall in <b>JOUR402: Journalism Law and Ethics</b> , beginning in fall 2020. (JOUR300 and 400, separate law and ethics courses, were phased out.) <b>A memo documenting the status of a student's public records request and the findings is assessed, along with an ethics paper.</b>
<b>LO 4</b> — Students will demonstrate the ability to apply tools and technology appropriate for the profession.	Collected and evaluated every spring and fall in <b>JOUR361: Television Reporting and Production</b> ; and <b>JOUR352: Interactive Design and Development</b> . <b>A final project incorporating coding and multimedia work (JOUR352) and a video project (JOUR361) are assessed using rubrics.</b>
<b>LO 5</b> — Students will demonstrate the ability to conduct research and evaluate information by methods appropriate to the profession.	Collected every spring and fall in <b>JOUR470-479</b> courses, including <b>JOUR472: Data Journalism</b> . Work is evaluated every spring and fall by faculty in core required classes. <b>Various research assignments, including those evaluating large data sets, are scored using rubrics.</b>

<p><b>LO 6</b> — Students will apply basic numerical and statistical concepts appropriate for the profession.</p>	<p>Collected every spring and fall in <b>JOUR201: News Writing and Reporting I</b>, and, since fall 2020, in <b>JOUR320: News Writing and Reporting II: Multiplatform</b>. Work is evaluated every spring and fall by faculty in these required classes. <b>Assessment is of stories on FBI uniform crime data for UMD’s College Park campus (JOUR201) and on trends in recent county operating budgets (JOUR320). The stories incorporate students’ work with calculations computed with Google (201) and Excel (320) spreadsheets.</b></p>
<p><b>LO 7</b> — Students will demonstrate knowledge of grammar, spelling, punctuation and syntax, and can apply Associated Press style to their news stories in a manner acceptable by a professional news outlet.</p>	<p>Collected every spring and fall in all sections of <b>JOUR201: News Reporting and Writing I</b>, and <b>JOUR320: News Reporting and Writing II: Multiplatform</b>; evaluated every spring and fall by faculty in those core classes. <b>Stories and an Associated Press style quiz are used to assess work, with scoring pegged to rubrics.</b></p>
<p><b>LO 8</b> — Students will demonstrate preparedness for the media job market through their resumes and published clips.</p>	<p><b>Collected annually in upper-300-level capstone courses, tapped on a rotating basis. Portfolios, which will include a resume and sampling of published stories, are evaluated by journalism professionals.</b> Job preparedness is also assessed in internship supervisor evaluations of student work, in <b>JOUR396. Supervisor final scores for fall 2021, spring 2022 and summer 2022 were averaged and discussed in this report.</b></p>

### **Professional master's program:**

**8. Provide a web link to the unit's written assessment plan for the master's program. Provide any end-of-year assessment reports. If there are multiple reports from the six-year review period, summarize the findings and make the reports available in a separate digital format.**

<https://merrill.umd.edu/about> (*Appendix F*)

The university Graduate School has been revising its graduate assessment program for several years, and during that revision, it has paused collecting reports from individual units. The college has continued collecting, analyzing and responding to its assessment data even while the university's process has been on hiatus.

Assessment reports for the two-year periods 2017-19 and 2019-21 can be found in *Appendix ST3-N* and *ST3-O*.

As described in the executive summary for this standard, Merrill College reviews both direct and indirect assessments for undergraduate and master's students.

Direct assessment for master's students comes from two key sources:

- 1.) Faculty reviews of key assignments in core classes each fall and spring semester, with assessment scores tied to rubrics used across all sections of a course.
- 2.) Scores and comments from teams of faculty and alumni who review each graduating M.J. student's portfolio and resume. These scores are also tied to rubrics.

Indirect assessment includes:

- 1.) Feedback on surveys distributed to graduating master's students, who evaluate their experiences and describe whether the program met expectations.
- 2.) How well master's students perform in regional and national journalism contests.
- 3.) Job placements.

### **Two-Year Assessment Reports and Direct Assessments:**

The reports covering 2017-19 and 2019-21 demonstrate that graduating master's students have met or exceeded the college's direct assessment benchmarks about half of the time. When a graduating group of master's students failed to meet the benchmarks, it was by only a few percentage points.

**The master's degree learning outcome descriptions and the classes the assessments are applied to are:**

1 — Students will demonstrate written and oral communications skills and the ability to research and assess information critically through their reporting of relevant news stories publishable by a professional news outlet. (Capital News Service classes, JOUR625, 655 and 667) (See [Appendix ST3-P](#) for LO1 with rubrics.)

2 — Students will demonstrate an understanding and awareness of the ethical guidelines and legal practices that govern the profession. (Capital News Service classes, JOUR625, 655 and 667; and being added in fall 2022 to JOUR702: Journalism Law & Ethics) (See [Appendix ST3-Q](#) for LO2 with rubrics.)

3 — Students will demonstrate the ability to apply tools and technology to conduct research and evaluate information by methods appropriate to the profession. (JOUR772, formerly called Methods in Computer-Assisted Reporting, now called Data Journalism) (See [Appendix ST3-R](#) for LO3 with rubrics.)

4 — Students will demonstrate the ability to apply tools and technology appropriate for the profession. (JOUR652: Interactive Design and Development, and previously JOUR504: Introduction to Multimedia Skills. JOUR504 will be replaced with another tools class in the updated curriculum in the 2022-23 academic year) (See [Appendix ST3-S](#) for LO4 with rubrics.)

5 — Students will demonstrate through written or visual or computational work an understanding of journalism's need for diversity in staffing and storytelling to adequately inform and interact with an audience that includes people of different genders, races, ethnicities, religions, socioeconomic backgrounds and sexual preferences. (JOUR620: Public Affairs Reporting; assessment piloted in spring 2019; incorporated with rubrics in spring 2020) (See [Appendix ST3-T](#) for LO5 with rubrics.)

6 — Students will apply basic numerical and statistical concepts appropriate for the profession. (Previously in JOUR501: Fundamentals of Writing and Editing, and JOUR620: Public Affairs Reporting. Under the new curriculum approved in spring 2022, in JOUR620) (See [Appendix ST3-U](#) for LO6 with rubrics.)

7 — Students will demonstrate through their writing an understanding of the history and role of professionals and institutions in shaping journalism, and the role that gender, race, socioeconomic status and other variables may have in shaping how well a community or issue is covered. (Previously in JOUR501; under the curriculum

approved in spring 2022, in JOUR502: Basics of Writing and Editing) (See [Appendix ST3-V](#) for LO7 with rubrics.)

The students are scored on a five-point scale, based on rubrics for each LO, as follows:

- 4 = Excellent
- 3 = Good
- 2 = Fair
- 1 = Poor
- 0 = Unacceptable

The objective for each outcome is that at least 90% of all master's degree students in the nonthesis track will receive a score of 3 (Good) or better for each learning outcome.

### **M.J. Day Portfolio Review:**

Each graduating master's degree student is required to present a portfolio of professional-level work to a panel of three faculty members and one alum as part of the college's M.J. Day.

Students are given verbal feedback and critiques. In addition, the panel members also fill out anonymous assessment sheets, which do not identify the faculty member or the student. The rubric asks panel members to assess the students on the following four questions:

- Question 1: Based on the M.J. portfolio presented to you and your conversation with the student, has he or she demonstrated good reporting and newswriting and communication skills — writing stories for publication that are accurate and fair, clear and concise, and in a format and style appropriate for that publishing platform?
- Question 2: Has the student demonstrated an understanding and awareness of the ethical guidelines and practices that govern the profession, along with an awareness of the need to consult diverse sources when reporting?
- Question 3: Has the student demonstrated the ability to apply tools and technology to conduct research and evaluate information by methods appropriate to the profession, such as through the use of spreadsheets in computer-assisted reporting or online databases?
- Question 4: Has the student demonstrated a competency in the visual display of information, through the use of tools appropriate to the profession, such as photos, videos, maps, charts or graphs?

The panel members score their answers based on the following rubric:

- 4 — Candidate is operating at an extraordinary level that will make him or her stand out from most other professional news reporters.
- 3 — Candidate is operating at a level above that of an average young professional journalist.
- 2 — Candidate is operating at an acceptable level for a first-year professional reporter.
- 1 — Candidate's work in this area is not up to the standards of a daily newspaper/broadcast outlet.
- N/A — Unable to answer this question based on the materials provided to the committee or the conversation with the candidate.

Over the 12 semesters reviewed in the three reports, at least 94% of master's students rated acceptable (2) or above on all four questions. The percentage of students rated unacceptable (1) for any question during that period was always in the low single digits.

**Indirect Assessment: Graduating Student Survey (job placements and awards were detailed in the first half of this report):**

The college began conducting anonymous surveys of incoming and graduating master's students in spring 2014. The survey has been modified over the years, but continues to suffer from low response rates. ([Appendix ST3-W](#))

Among the small number of responses to an open-ended question that reads, "Do you have other comments or concerns, or would you like to elaborate on any of the questions above?", the college has received a mix of answers.

Recent graduates have said:

- "Truly excellent preparation."
- "Spend more time with faculty training on sensitivity. Not just with race, but with gender, age, LGBTQ, special needs, and life experiences."
- "As I've told a few professors, I think the main change I would make to the program is focusing more on writing consistently in courses. The Diamondback prepared me extremely well to be a better and faster reporter, but I'm not sure where I would be without that experience. Thank you for everything!"
- "This school could not have better prepared me for a working newsroom. Thank you."



## Closing the Loop:

The college's faculty and leadership have responded to direct and indirect assessment results, student needs and changes in the industry by making regular improvements to course offerings and content over the last six years. Among the changes:

- In an introductory reporting and writing course (JOUR501), the college responded in two steps to classroom indicators that students needed to use math formulas and concepts in ways that were more meaningful to how they would use numbers in their stories professionally. First, during FY16, what had previously been a standalone math quiz requiring basic calculator-assisted computations was twinned with reported stories on crime rates and county budget trends to make the numbers more meaningful. Each math quiz included at least five word problems requiring calculations. Students were required to get all the calculations correct in order to pass. They were given one shot at correcting problems they missed; if they still made mistakes at this stage, they were given a new quiz that they had to pass with no errors. Later, the faculty at the urging of the associate dean decided to use the math assessment as a steppingstone to deeper data work. In summer 2020, during the COVID lockdown, JOUR501 instructors joined the assessment director and JOUR620 instructors in Zoom discussions, agreeing to integrate spreadsheet use into the math work in reported stories. The teams also agreed to move the budget word problems and story to JOUR620. The assessment director and instructors created a rubric that since fall 2020 has assessed how well the students' stories incorporate the needed math. (The math quiz is now used as a warmup to the story/spreadsheet assessment.) Incorporating spreadsheets into the math lessons is a way to prepare students for later work in data journalism.
- Responding to student comments and university encouragement to seek more meaningful classroom discussions and assignments on issues involving race, gender, age, LGBTQ experiences and special needs, the college took two steps. First, as mentioned in No. 3, instructors were asked in the 2020-21 academic year to note in a Google doc what kinds of diversity/equity/inclusion discussions or assignments they were including in their courses. After reviewing that list, the curriculum committee and College Assembly approved a new DEI assessment for both the undergraduate and graduate curriculum. (Each degree had previously included one official DEI assessment.) The new assessment added to the master's curriculum in fall 2021 has students doing readings, watching a documentary and having discussions on the history of the Black press. Students

then write an analytical piece on the impact the minority media have in coverage of issues of importance.

Among other actions taken by the college:

- A summer start was eliminated in 2018 in response to low student interest, leaving most new students to start in the fall semester.
- A social media/audience engagement Capital News Service bureau was created to better reflect the changing job market.
- The Capital News Service digital bureau has been transformed into a data, data visualization and design bureau to better prepare students for cutting-edge jobs.
- In 2020, to better reflect the growing need for visual skills in the industry, the college began piloting a change that required that students take a full semester of a visual or audio class (photography, videography or audio) instead of a previous course that sampled all three. That change has since been made permanent.
- The most significant change since the last visit has been the launch of the Howard Center for Investigative Journalism in 2019. Master's students take classes in the center, work on center projects as part of Capital News Service and other capstones, and have the option of applying for an extra semester where they spend four days a week working on investigative projects.

Even as the college has piloted new courses and used the flexibility in the program to meet student needs, our faculty has been discussing ways to improve the curriculum and build more flexibility into the program. The result is a series of changes to the curriculum approved by faculty and the university and set to take effect in fall 2022. The changes include a new summer reporting and writing introductory class to be taught entirely online, a new broadcast section of our public affairs reporting course and a deeper set of data journalism courses. All of these were in response to student and faculty feedback, assessment data and changes in the industry. We hope the net result will be a flexible curriculum that allows us to respond to evolving needs while also providing clear pathways to students in emerging areas such as data and data visualization, audience engagement, podcasting, product development and more.

The program will continue to evolve, as needed, in order to keep pace with changes in the media industry. As the program evolves, we will continue to evaluate our learning outcomes and consider modifying the outcomes, the means by which they are achieved, or both, as needed.

**9. Show that the unit has defined outcomes in the professional master's program appropriate to such a program, such as a professional project, a thesis or a comprehensive exam demonstrating development of analytical and critical thinking abilities appropriate to the profession.**

The college asks professional master's students to show mastery of their skills and knowledge at several points.

All professional master's students are required to take what the college calls an intermediate reporting class before their Capital News Service semester. These courses are project oriented and require the completion of a journalistic piece that is ready for public dissemination through our Capital News Service, the Howard Center for Investigative Journalism or some other professional outlet. These courses include investigative reporting, urban affairs reporting, business reporting, broadcast innovation and others. The most ambitious master's students take two of these courses or join the Howard Center as summer interns and end up working on more than one project.

Capital News Service, which is required of all professional master's students, serves as a semester-long test of their skills because students are required to work as journalists four days a week in one of the college's five bureaus. All of their work is professionally disseminated.

The optional Howard Center semester for investigative students provides one more opportunity for students to work on professional projects.

Before graduation, all of the college's professional master's students are required to present a portfolio of their work to a four-person committee consisting of three faculty members and a professional from the ranks of Merrill's local alumni. The portfolio review serves as a final critique of their entire body of work.

*Standard 4:*  
*Diversity and Inclusiveness*



## Part II, Standard 4. Diversity and Inclusiveness

**Make the following documents available in a digital format and in the workroom during the visit:**

- **Reports showing impact of faculty professional development aimed at enhancing ability to teach courses that develop culturally proficient communicators able to work on and advocate for diverse teams**
- **Evidence of climate studies or other indicators of the unit's level of inclusion**

### **Executive summary:**

Diversity, equity and inclusion are key pillars of the Philip Merrill College of Journalism's mission, and are woven into every aspect of the college. Merrill College faculty, staff and students strive to create an inclusive, respectful and united community, starting with recruiting and admissions, and continuing with orientation, advising, the curriculum, mentorship and all aspects of our student experience. We work hard to create welcoming spaces where collaboration and shared learning is encouraged, and diverse perspectives are celebrated.

Merrill College has a diversity and inclusion plan titled "Enhancing Diversity and Inclusivity," which was most recently revised in May 2020. The plan defines diversity broadly and commits the college to an inclusive environment for all individuals. ([Appendix E](#)) The college has a standing Committee on Diversity that monitors hiring, promotion and advancement, retention, and recruitment of employees and students. Diversity and inclusion topics are throughout the curriculum and the central theme of several courses.

Since our last reaccreditation, the college has made strides in a number of important areas.

- The percentage of our full-time faculty that identifies as something other than white is higher today than it was during the last site visit, even as our full-time faculty has grown by nine members. Our overall part-time faculty numbers have decreased, but the diversity percentages remain strong.
- We require that every course include a diversity, equity and inclusion component, and have begun tracking the modules in a centralized document.
- Our faculty focus their capstone, news service and investigative projects on topics that highlight disparities, and represent diverse students and diverse

topics. Among our award-winning projects in the last few years are “[Code Red: Baltimore’s Climate Divide](#),” about the vulnerabilities of urban areas in a changing climate; “[Printing Hate](#),” about the historic role of white-owned newspapers in promoting lynchings; and “[Essential and Exposed](#),” about the treatment of vulnerable essential workers during the COVID-19 pandemic. “Printing Hate” and “Code Red” both won the Punch Sulzberger Innovator of the Year Award from the News Leaders Association, among other professional awards from the Scripps Howard Foundation, the National Press Foundation and others. The Society of Professional Journalists began awarding a professional collaborative journalism award three years ago. The three winners have been “Printing Hate,” “Code Red,” and “[Nowhere to Go](#),” another Howard Center project about the criminalization of homelessness in America.

- As part of our successful proposal for the Howard Center for Investigative Journalism, we created master’s fellowships that emphasize recruiting from historically Black colleges and universities, and Hispanic-serving institutions, with the goal of training investigative journalists in the data, visual and computational journalism skills that will make them indispensable to the world’s top newsrooms.
- We partnered with HBCUs to hire students to work on “Printing Hate,” our Howard Center’s unprecedented investigation into how white-owned newspapers incited racial violence during the Jim Crow era. We have since recruited two of the students to join the Merrill College master’s program.
- We keep lists of story sources in our reporting classes and capstones in order to both improve the diversity of sources in our projects and to inculcate the practice in our students before they leave us for the working world.
- Thanks to the flexibility of our revised curriculum, we have been able to quickly launch new courses on gender equity, gender identity and sexual orientation in the media, and environmental justice journalism.
- We have built diversity into undergraduate student recruitment at every level, and created new scholarships and fellowships to assist us in those efforts.
- In November 2021, the college hired its first diversity and inclusion program coordinator, who leads the college’s efforts as part of [TerrapinSTRONG](#) (*Appendix ST4-A*), a university-wide initiative that seeks to unite all members of

the UMD community under a shared framework of inclusion, respect, security and safety.

Merrill College's faculty, staff and students recognize that progress must continue, especially after national news coverage of the last few years shined a brighter light on inequalities related to policing and criminal justice, COVID and other issues. How journalism programs prepare students to cover these topics is more important than ever.

We believe our commitment and our flexible curriculum will help us continue moving forward to meet the [TerrapinSTRONG](#) goals in our college and to prepare students to be diversity champions throughout their careers.

**Please respond to each of the following instructions:**

1. **Complete and attach to this narrative section the following tables:**  
Table 4, "Area Population"  
Table 5, "Student Populations"  
Table 6, "Faculty Populations"  
Table 7, "Full-time Faculty Recruitment"  
Table 8, "Part-time/Adjunct Faculty Recruitment"

#### **Table 4. Area Population**

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

**Service Area:** Describe here the unit's geographic service area as far as student enrollment is concerned (region, states, state, counties, etc.).

**Based on the most recent Census figures, what percentages do the following groups represent of the population of the unit's geographic service area as described above?**

We have defined that as the United States.

<b><u>Group</u></b>	<b><u>% of population</u></b>
Black/African American alone, percent	13.6%
White alone, percent	75.8%
American Indian/Alaskan native alone, percent	1.3%



Asian alone, percent	6.1%
Native Hawaiian/other Pacific Islander alone, percent	0.3%
Two or more races, percent	2.9%
Hispanic/Latino, percent	18.9%
White alone, not Hispanic or Latino, percent	59.3%
Female	50.5%

Source: <https://www.census.gov/quickfacts/fact/table/US/PST045221>

We also have defined that as the state of Maryland.

<b>Group</b>	<b>% of population</b>
Black/African American alone, percent	31.4%
White alone, percent	57.8%
American Indian/Alaskan native alone, percent	0.7%
Asian alone, percent	6.9%
Native Hawaiian/other Pacific Islander alone, percent	0.1%
Two or more races, percent	3.1%
Hispanic/Latino, percent	11.1%
White alone, not Hispanic or Latino, percent	49.0%
Female	51.3%

Source: <https://www.census.gov/quickfacts/fact/table/MD/PST045221>

**Based on the most recent Census figures, what percentages do the following groups represent of the K-12 public school enrollment population of the unit's geographic service area as described above?**

We have defined that as the United States.

<b>Group</b>	<b>% of population</b>
Black/African American alone, percent	14.9%
White, percent	45.2%
American Indian/Alaskan native alone, percent	0.9%



Asian alone, percent	5.4%
Native Hawaiian/other Pacific Islander alone, percent	0.4%
Two or more races, percent	4.7%
Hispanic/Latino, percent	28.4%

Source: [https://nces.ed.gov/programs/digest/d22/tables/dt22\\_203.50.asp?current=yes](https://nces.ed.gov/programs/digest/d22/tables/dt22_203.50.asp?current=yes) (NOTE: These are PK-12 percentages from 2021.)

We also have defined that as the state of Maryland.

<b>Group</b>	<b>% of population</b>
African American, percent	33.4%
White, percent	34.7%
American Indian/Alaskan native, percent	0.3%
Asian, percent	6.8%
Native Hawaiian/other Pacific Islander, percent	0.1%
Two or more races, percent	4.9%
Hispanic, percent	19.8%
Female	48.9%

Source: <https://reportcard.msde.maryland.gov/> (NOTE: These are K-12 numbers from 2021.)

### **Table 5. Undergraduate Student Populations**

Show numbers of male, female, minority, white and international students enrolled in the unit, the percentages they represent of total journalism and mass communications enrollment, and the percentages these racial/ethnic groups represent of the total institutional enrollment.

Use figures from the most recent academic year for which complete data are available.

#### **Academic year: 2021-2022**

<b>Group</b>	<b>Male</b>	<b>Female</b>	<b>% of total in unit</b>	<b>% of total in institution</b>
Black/African American	15	27	8.9%	11.8%
White	131	196	69.1%	45%
American Indian/Alaskan native	1	0	0.2%	0.1%
Asian	10	17	5.7%	20.3%

Hispanic/Latino (any race)	9	27	7.6%	10.2%
Native Hawaiian/other Pacific Islander	0	0	0%	0.1%
Two or more races	10	11	4.5%	4.7%
Unknown	9	9	3.8%	4.4%
International students (any race)	0	1	0.2%	3.6%

Source: Unit data is from Spring 2022

**Table 5a. Graduate Student Populations**

**Academic year: 2021-2022**

<b>Group</b>	<b>Male</b>	<b>Female</b>	<b>% of total in unit</b>	<b>% of total in institution</b>
Black/African American	6	6	20%	9.2%
White	14	18	53.3%	38%
American Indian/Alaskan native	0	0	0%	0.1%
Asian	3	2	8.3%	8.8%
Hispanic/Latino (any race)	1	3	6.7%	5.3%
Native Hawaiian/other Pacific Islander	0	0	0%	0.1%
Two or more races	0	1	1.7%	2.6%
Other race	0	0	0%	5.5%
International students (any race)	3	3	10%	30.4%

Source: Master's-only unit data is from Spring 2022

**Table 5b. Undergraduate Student Populations (Geographic Sources of Enrolled Population)**

Show percentages they represent of total journalism and mass communications enrollment, and the percentages they represent of the total institutional enrollment.

Use figures from the most recent academic year for which complete data are available.

**Academic year: 2021-2022**

<b>Source Area</b>	<b>% of total in unit</b>	<b>% of total in institution</b>
Maryland	67.2%	75.7%
New Jersey	10.7%	6.3%
New York	5.7%	3.4%

Connecticut	2.7%	1.2%
Pennsylvania	2.5%	2.3%
Other	11.2%	10.9%

Source: Unit data is from Spring 2022 - [Institution data is from Fall 2020 – Office of Institutional Research, Planning and Assessment](#)

**Table 6. Faculty Populations, Full-time and Part-time**

Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit's total faculty. (Report international faculty the same way the university reports them.)

**Academic year: 2021-2022 Full-time faculty**

<b>Group</b>	<b>Female</b>	<b>% of total faculty</b>	<b>Male</b>	<b>% of total faculty</b>
Black/African American	2	5%	4	10%
White	13	33%	17	44%
American Indian/Alaskan native	0	0%	0	0%
Asian	0	0%	2	5%
Hispanic/Latino (any race)	0	0%	1	3%
Native Hawaiian/other Pacific Islander	0	0%	0	0%
Two or more races	0	0%	0	0%
Other race	0	0%	0	0%
International (any race)	0	0%	0	0%

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

<b>Group</b>	<b>Female</b>	<b>% of total faculty</b>	<b>Male</b>	<b>% of total faculty</b>
Black/African American	3	6%	7	13%
White	18	35%	22	42%
American Indian/Alaskan native	0	0%	0	0%
Asian	1	2%	1	2%
Hispanic/Latino (any race)	0	0%	0	0%
Native Hawaiian/other Pacific Islander	0	0%	0	0%
Two or more races	0	0%	0	0%

Other race	0	0%	0	0%
International (any race)	0	0%	0	0%

**Table 7. Full-time Faculty Recruitment**

Provide the following information for any searches for full-time faculty members conducted by the unit within the past three academic years.

<b>Academic years:</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
Openings	3	1	8
Total applicants in hiring pool	162	24	98
Females in hiring pool	50	4	32
Female finalists considered	7	2	8
Offers made to females	1	0	1
Offers accepted by females	1	0	1
Minorities in hiring pool	66	10	33
Minority finalists considered	10	1	6
Offers made to minorities	3	0	1
Offers accepted by minorities	3	0	1
International faculty in hiring pool	10	0	0
International faculty considered	2	0	0
Offers made to international faculty	0	0	0
Offers accepted by international faculty	0	0	0

**Table 8. Part-time/adjunct Faculty Recruitment**

Provide the following information for any searches for part-time or adjunct faculty members conducted by the unit within the past three academic years.

The university does not require formal searches for adjunct faculty, and the college does not conduct them. It relies on outreach to the wealth of news organizations in the Baltimore-Washington area, a network of alumni, and present and former adjuncts. Recruitment of adjuncts is an ongoing process coordinated by the associate dean for academic affairs, who also reviews adjunct performance and evaluations. Special attention has been paid to recruiting diverse candidates and candidates who

supplement the full-time faculty's experience, either through their subject-matter expertise or their innovative skill sets. Appointments are based on the desire to teach and a review of previous teaching experience; the adjunct's depth of professional experience; diversity interests; and the ability to make the necessary time commitment to teach. Merrill College hires about 50 adjuncts each fall and spring semester (many are in place for years).

**2. Provide a web link to the unit's diversity plan. The plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit's definition of diversity, and the under-represented groups identified by the unit. The plan should include key performance indicators, and focus on domestic minority groups and, where applicable, international groups.**

<https://merrill.umd.edu/about> (*Appendix E*)

**3. Describe how the unit assesses its progress toward achieving the plan's objectives, and how frequently faculty discuss the plan.**

The college's standing Committee on Diversity meets monthly to discuss a range of topics. During the 2021-22 academic year, the committee discussed ways for [Merrill to implement the university's TerrapinSTRONG](#) program (*Appendix ST4-B*), brainstormed on inclusive hiring workshops for faculty and talked about ways to engage conservative students who may feel left out on our campus, for example.

The dean's Faculty Advisory Committee has discussed ways to make the building's signs and displays more inclusive and representative of the student body. In addition, the undergraduate Scholarship Committee and the Master's Committee regularly discuss the diversity of our student population as they decide how to allocate the college's student aid resources.

Diversity is a central topic of the college's annual retreat at the beginning of every fall semester. In 2021, the retreat featured a presentation on "Infusing Diversity into Your Course" from the campus' Teaching & Learning Transformation Center, and another on "Recovering from Diversity Missteps" from the director of the university's Office of Diversity and Inclusion. The theme for the fall 2022 retreat is inclusive language. The D&I coordinator will facilitate a workshop on what this concept means, the evolution of current terms and how to create as welcoming a classroom as possible.

Our diversity goals are also central to other regular discussions. The Programs, Courses and Curricula Committee, which is responsible for recommending curriculum updates for the master's and undergraduate programs to the College Assembly, regularly

discusses ways to incorporate diversity and inclusion assignments into Merrill courses and into formal assessment metrics. The College Assembly has approved these recommendations.

One update approved by the College Assembly in spring 2021 was to add a second written assignment on journalism history and diversity to our first-year History, Roles and Structures course, JOUR200. The course, which is required of all of our undergraduate students, includes modules on the Black, Hispanic and gay press, and the way underrepresented groups have historically been left behind as media innovations and other changes have disrupted the industry. That course now assesses topics important to underrepresented groups with both a research paper or researched story, and with a midterm essay.

In addition, two of our master's reporting and writing courses in recent years have added formal assessments on history and diversity to written assignments. In the intro JOUR501/502 courses, students were asked in fall 2021 and summer 2022 to watch the documentary "The History of the Black Press: Soldiers without Swords," and read a Nieman Reports article on "The New Black Press," along with other recent articles on women and underrepresented groups in the newsroom, then write a researched and reasoned blog post reflecting on several questions. Questions included why the Black press and other minority press were so necessary to raising key issues of fairness and equity during the last two centuries. In the second-level master's reporting and writing class, JOUR620, teachers piloted in spring 2020 and thereafter incorporated a written assignment that reflects on the need for careful language in reporting and writing, especially on sensitive topics such as immigration, race, mental health and disabilities, sexual orientation and gender. Students were given a number of articles to read, including some written by Merrill graduate students, and asked to discuss and write about how to handle sensitive topics when interviewing and writing.

Those formal assessments are just a small piece of the discussions and assignments that touch on diversity and inclusion in Merrill classrooms, where all teachers are asked to weave these topics into their coursework.

**4. Describe how the unit's curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society. Provide a grid that outlines where cultural communications proficiency is taught in the curriculum.**

The college, and more recently the university, has asked that instructors include a diversity and inclusion component in every course. To monitor this requirement, the college has for several years maintained a document ([Appendix ST3-H](#)) where faculty

describe diversity and inclusion assignments and learning outcomes from each of their courses. The document is used to both monitor what is being taught and to avoid duplication.

In the college's first-level news reporting and writing class, JOUR201, students are led through a discussion of recent stats on the hiring of women and minorities in newsrooms, and how a lack of diversity in staffing affects coverage of the news. The class also has touched on barriers for the advancement of women and minorities, and how those barriers might be overcome. A recent guest speaker on the topic was Maria Douglas Reeve, executive editor at the Houston Chronicle and a master's alum who has been very [active in NABJ](#).

The college's second-level reporting classes (JOUR320 and 620) and its capstones have begun using spreadsheets to keep lists of sources consulted for stories, so students and faculty can see where they are succeeding and where they are failing to include diverse voices and topics. We are building this out in the hope that our students will graduate and continue the practice in their professional careers.

The undergraduate news editing class, JOUR202, has had discussions of stereotyping in stories, and why it should be questioned by editors. Classes have discussed the potential edits of stories that include sexist/ageist/racist references, on stories that focused, for instance, on female political candidates' hairstyles and suits, and on an elderly person's (alleged lack of) skills with technology. Students have also been challenged to discuss how well mainstream media have covered some of the underpinnings of inner-city violence.

The journalism law and ethics course (JOUR402) includes modules on hate speech, campus speech and political speech that extensively examine conflicts around protecting free speech, tolerating diverse views and combating hate speech. This includes a discussion of the U.S. Supreme Court's rulings on cross burnings: The court has said the First Amendment protects a person's right to burn a flag unless it is a threat. So, a Klansman can burn a flag in a field to express his racism. But the First Amendment would not protect his right to expression if the cross were burned on the lawn of a Black family and meant as a threat. The course also looks at how other countries handle antisemitic and racist speech. For instance, why does the law allow a person to carry a flag bearing a swastika in the U.S. but not in Germany? The course also examines the arrests of journalists — overwhelmingly, the cases involve Black journalists — who were covering protests in Ferguson, Minneapolis and other cities around the country. What were the charges? Why were the reporters and photographers arrested? And students discussed the way networks covered the

aftermath of Freddie Gray’s death from injuries suffered in police custody in Baltimore — including a debate over whether the word “thug” is appropriate in describing men involved in rioting. As a final project, students research and develop their own code of ethical standards for digital communication that reflect antiracism, cultural awareness, social responsibility and respect for diversity.

The interactive design and development courses (JOUR352/652) review the multimedia version of The New York Times’ [1619 Project](#). Students explore the project with an eye toward content and message in addition to contextual design, presentation and interaction. After reading at least two stories from the project in full, they are asked to respond in writing to a series of questions, including: How does design, interaction and presentation of this multimedia presentation help contextually communicate the message of the 1619 Project in general? And what specific design elements are used to represent the repression and enslavement of African people in America?

In Merrill’s capstones, in the Capital News Service and in the Howard Center for Investigative Journalism, we choose coverage topics that speak to diverse students and diverse interests, such as how climate change disproportionately harms the urban poor, how migrants and other vulnerable workers were mistreated amid the COVID pandemic, and how white-owned newspapers historically covered lynchings and other racial terror. Our sports capstone in fall 2021 was Title IX and Gender Equity in Sports. The class explored the 50th anniversary of Title IX and published [“Unlevel Playing Fields,”](#) a project that has been widely cited, including in The New York Times.

In addition to pressing for diversity and inclusion components in every course, Merrill regularly teaches a number of courses where the central theme is diversity. Among them: News Coverage of Racial Issues; Women in the Media; Gender Identity, Sexual Orientation and the News Media; and Environmental Justice Journalism. In the spring, the News Coverage of Racial Issues and Women in the Media courses collaborated with a class at Howard University and an outside partner to write profiles about the Black women who have covered the White House as part of the 75th anniversary of Alice Dunnigan becoming the first Black woman to be credentialed by the White House Correspondents’ Association. This project is ongoing.

**The following grid provides information about diversity topics covered in some of our core courses. More information, especially about other courses, see [Appendix ST3-H](#).**

Course #	Title	Subjects Taught
JOUR200	Journalism History, Roles and Structures	History of the underrepresented press; representation; innovation’s costs
JOUR201	News Writing and Reporting I	Hiring/staffing diversity



JOUR202	News Editing	Stereotyping in editing
JOUR262	News Videography	Racial bias built into photography/videography; person on the street interviews with diversity requirements
JOUR320	News Writing and Reporting II: Multiplatform	Diversity in sourcing
JOUR352	Interactive Design and Development	Design and impact of NYT Interactive 1619 Project
JOUR360	News Writing and Reporting II: Broadcast	Analysis of TV coverage of Rodney King
JOUR361	Television Reporting and Production	Exploitation of poor communities by TV news; accents and hair; appearance standards for women versus men
JOUR370	Photojournalism	Subject selection; history of nonwhite photojournalists
JOUR402	Journalism Law and Ethics	Speech; implicit bias; coverage of police; more

**5. Describe efforts to establish and maintain a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.**

The recently hired diversity and inclusion program coordinator, Aaron Guillermo Vogel — who identifies as Latinx — has made an immediate impact, advancing discussions on identity, diversity and inclusion among students, faculty and staff at the college. Vogel serves as the [TerrapinSTRONG](#) representative for the college. Vogel has piloted several programs, discussions and initiatives at Merrill College aimed at fostering the importance of diversity and belonging. Among them:

- Facilitated a mixer for graduate students in order to foster inclusion, community and belonging for a group that felt particularly disconnected during the pandemic. Among other things, they staged an interactive workshop so that participants could network and share best practices with each other.
- Met with Merrill students who identify as first-generation college-going students. The participants of the workshop — the majority of whom were from diverse backgrounds — were glad to see a space created for them in the college. The participants asked that we host at least one of these conversations/spaces every semester. The topics of conversation included but were not limited to: family expectations, relationships with peers and professors, academic success, and how being first-generation impacts their journalism.

- Facilitated a discussion for students interested in exploring the intersections of their identities and how these inform the journalism they want to practice. Participants filled out an identity wheel to better visualize the aspects of who they are and what values they hold.
- Hosted a discussion on diversity, equity and inclusion in the gaming industry, geared toward individuals interested in covering the video game industry.
- Began a mentorship program for undergraduate and graduate students that will complement a peer mentoring program begun by Merrill's student affairs team. The Merrill Mentorship Program empowers students to be successful in newsrooms, media outlets and other organizations by connecting them with industry leaders and experts.

The college is constantly looking for ways to communicate with students about the importance of diversity and inclusion. One way is a [TerrapinSTRONG-themed video](#) published earlier this year.

Before the COVID pandemic, the college paid for mental health first aid training for any full-time or part-time faculty or staff member who wanted to learn how to better assess and respond to students in crisis. The university now provides this service through three Zoom workshops each fall for faculty and staff members.

Knight Hall is a modern building with multiple push-to-open doors that are accessible to people with disabilities. The building originally had six gender-specific restrooms, three each for men and women. It also had a seventh restroom designated as a "family restroom." After a request from a transgender student, the dean had the sign changed to "all-gender bathroom."

The first floor of Knight Hall has a classroom that was sponsored by the Maryland-Delaware-D.C. Press Association, and featured the group's hall of fame. Several years ago, the faculty and the dean asked the association to review its hall of fame membership because the photos on the wall were overwhelmingly of white men. While that review was ongoing, a student reporter working on a Howard Center for Investigative Journalism project about the role of white-owned newspapers in encouraging lynchings and racial terror, brought it to the college's attention that one of the men on the wall had written an editorial calling for the lynching of five Black men. The dean took down the photo and then informed the MDDC Press Association. Since

then, the association has taken down all of the photos and is in the process of creating a new, more inclusive display.

The college has played a major role in university initiatives related to diversity, equity and inclusion. Dean Lucy Dalglish was co-chair of a Joint Presidential/Senate Inclusion and Respect Task Force in 2017-18 after an African American student from another university was stabbed to death on the UMD campus. The effort led to a report ([Appendix ST4-C](#)) as well as a subsequent Diversity Education Task Force Report in 2020 ([Appendix ST4-D](#)).

**6. Describe the unit's efforts to recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.**

Undergraduate admissions is controlled centrally by the university. As a result, the college focuses its efforts on outreach to potential applicants, communication with in-process applicants, and yielding of admitted students.

The college's program director for undergraduate recruitment works closely with the admissions team to ensure the incoming cohort includes prospective students from a variety of underrepresented populations. Our scholarship program includes privately endowed awards targeted to particular geographic areas in which nonwhite students are heavily represented. In addition to donors, the dean allocates substantial funding to aid in financial assistance to help our most vulnerable students. The college was able to award \$146,800 in fall 2022 to nonwhite students and first-generation students to alleviate the financial burden of advancing their journalism education. This money was in addition to any funds given out by the university.

The college's recruitment strategy includes high school visits to target prospective students to increase our applicant pool. To enhance outreach, the program director partners with high schools in Prince George's County and several schools in Washington, D.C. Over the past three years, our partners include:

Eleanor Roosevelt High School  
Bowie High School  
Dr. Henry A. Wise, Jr. High School  
Charles Herbert Flowers High School  
DeMatha Catholic High School  
College Park Academy Public Charter School  
Bishop McNamara High School

Archbishop Carroll High School  
Duke Ellington School of the Arts

To yield a diverse class, the college develops programming to encourage and assist students in their decision-making process. Nonwhite students can attend their own event, “There’s A Place for Me at Merrill College,” where they engage with alumni, current students, faculty and staff to answer their questions and showcase the college's diversity.

The National Association of Black Journalists is headquartered in Knight Hall. Additionally, the college designs targeted outreach to the association’s high school sector alongside attending the annual convention. The college’s assistant director of graduate studies attends the NABJ conference in an effort to recruit professionals to Merrill College’s master’s program.

**7. Units in which admission is selective or varies from general university admission requirements should describe considerations given to the effects of selective requirements on minority enrollment.**

The college was a Limited Enrollment Program (LEP) until 2021. That meant that students who wanted to major in journalism had to be accepted to the university, complete seven credits of gateway courses and obtain a cumulative GPA of 2.8 before being officially declared in the major. The LEP designation was removed as part of a campus-wide review of limited enrollment programs.

Beginning in summer 2021, the college became open to any student admitted to the university. It will take a few years for us to fully measure and understand the impact of this change. The number of journalism applications before the LEP designation was removed was not high enough to warrant keeping students out of the major through the gateway process. The most practical benefit of the LEP status was that it offered the college the ability to see how internal and external transfer students performed in the gateway courses before their admission to the major. In effect, it served as a quality-control measure. However, it may also have acted as a barrier and served to dissuade good students from attempting to declare the major — especially community college students who felt as if they could not get into Merrill, and students already in the university who believed a two-semester gateway process would extend their graduation timetable. Community college students tend to be more diverse than the general campus population, so the LEP status may have lessened the college's diversity.

In our first term without the LEP designation, our enrollment remained steady from the previous fall semester — at 469 undergraduate students. Our incoming first-year class dropped from 98 to 81 between 2020 and 2021, most likely due to the abrupt revocation by an interim provost of a special university scholarship for out-of-state students just after acceptance notices had gone out. However, we welcomed 16 transfer students in 2021 who were directly admitted from other institutions. Eight of the transfer students had a race/ethnicity that was something other than white.

In spring 2022, we had 457 students in the major (up six from the prior spring) and we welcomed seven external transfer students directly into the major. Four of the transfer students had a race/ethnicity that was something other than white. In spring 2022, 31.7% of all journalism students had a race/ethnicity other than white. That figure was 30.1% in spring 2021.

As it relates to new, first-year students, the lack of an LEP status may result in a more diverse population of students applying to the major. We had two first-generation students in our incoming first-year cohort in 2021. (The application period for those students occurred before we had dropped our LEP designation.) The number of first-generation students in our incoming first-year cohort will be nine in fall 2022 (along with three first-generation incoming transfer students). In 2021, our new first-year students were 25% nonwhite. In 2022, nonwhite students make up 39% of the incoming class.

First Year	Applicant	Admit	Conversion	Yield	Conversion	BK Scholar	Race/ Ethnicity	First Gen	State
2022	478	298	62%	92	31%	2	58% white 42% diverse background	11	58% in-state 42% out-of-state
2021	397	279	70%	79	28%	0	75% white 25% diverse background	2	39% in-state 61% out-of-state
2020	352	229	61%	100	44%	2	71% white 29% diverse background	7	45% in-state 55% out-of-state
Transfer	Applicant	Admit		Yield	Conversion	BK Scholar	Race/ Ethnicity	First Gen	State
2022		27		18	67%		61% white 39% diverse background	3	78% in-state 22% out-of-state
2021				11			55% white 45% diverse background	4	91% in-state 9% out-of-state
2020									

**8. Assess the unit's effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit in the retention of minority students. Note the role of advising in this process.**

Our scholarship committee, which meets several times a year to make awards, pays close attention to supporting students who identify as something other than white. We also make sure to consider and nominate nonwhite students for other opportunities, including networking events, internship positions, recruitment sessions and college programming. Starting this fall, the college is implementing a mentorship program that we think will help with the retention of students. The Merrill Peer Mentor Program will be a first-year experience designed to facilitate the successful transition of incoming students into the major and university. The mentors will have a caseload of around 10 students each and serve as a point of contact for academic, student involvement and campus-related questions. Mentors will see value in meeting incoming students, recruiting writers and reporters for student publications, developing leadership skills, and adding student involvement and professional development to their resume. Some mentors will not identify as white, and the retention of nonwhite students will be a key part of the program's mission.

Our new diversity and inclusion program coordinator has conducted a DEI workshop at each new student onboarding program. These sessions create a sense of community and introduce students to conversations about diversity, equity, inclusion, identity and power, and the critical impact these areas can have on a student's future journalism work. He has also offered a number of other programs that may help with minority student retention, as described above.

Retaining students from enrollment to graduation is a huge priority for us. Our retention and graduation rates have steadily been higher than the university averages.

- The college's one-year retention rate for cohorts starting from fall 2016 to fall 2020 has averaged 95.2%. The university's retention rate during that time span has averaged 95.4%.
- The college's two-year retention rate for cohorts starting from fall 2016 to fall 2019 has averaged 92.8%. The university's retention rate during that time span has averaged 92.4%.
- The college's three-year retention rate for cohorts starting from fall 2016 to fall 2018 has averaged 92%. The university's retention rate during that time span has averaged 90.8%.
- In terms of graduation rates, the college's four-year rate for cohorts starting from fall 2016 to fall 2017 has averaged 86.2%. The university's four-year graduation rate during that time span has averaged 74.7%.
- The college's five-year graduation rate for cohorts starting in fall 2016 was 91.8%. The university's five-year graduation rate that year was 87.3%.
- The college's six-year graduation rate for cohorts starting in fall 2015 was 87.7%. The university's six-year graduation rate that year was 88.3%.

The retention and graduation data bolster our belief in the value of the process that we have in place for the first-semester, four-year plan submission and review, the timeliness and effectiveness of our gateway and benchmark compliance protocol, and the quality and impact of our status audits and notification emails for students before their final year and final term. These processes require a great deal of work from our advising team and great attention to detail, but they are shown to be essential in keeping students informed about graduation timetables and requirements, and aware

of options for major retention. We take great pride in this data and strive to continue to outpace campus averages each year.

**9. Describe the unit's efforts to recruit women and minority faculty (as enumerated in Table 7, "Full-time Faculty Recruitment").**

The college has an equity officer who ensures that each search committee understands the need to promote an appreciation for diversity, recognizing individual differences that shape behaviors while acknowledging and challenging their biases, which allows them to stay open to all candidates. The equity officer also ensures that committees understand the difference between affirmative action and diversity and inclusion.

In her charges to hiring committees, the dean makes a point of requiring diverse search committees and candidate pools. (See Standard 5, question 1)

The college advertises jobs widely, including with:

- Chronicle of Higher Education
- Diversityjobs.com
- Higher Ed Jobs
- ijnet.org
- Journalism Jobs
- NABJ
- NAHJ
- Online News Association

From 2014-15 to 2021-22, the college's full-time faculty, including the dean and associate dean, grew from 30 to 39.

In 2021-22, there were 18 full-time faculty members who were not part of the full-time faculty in 2014-15.

Overall, the number of Black faculty went from two to six during that time period. The number of Asian faculty went from one to two. The gender breakdown of the overall faculty has reversed. In 2014-15, women made up 63% of the full-time faculty. In 2021-22, men made up 62% of the full-time faculty. Among the full professors, however, six are women and only one is a man. These numbers do not count the director of the Howard Center for Investigative Journalism, a woman whose role is a blend of editor, manager and instructor, and whose work is largely student facing.



One of the searches conducted since the 2016 visit was explicitly advertised for a visiting assistant professor in race and media. The search led to the hire of Christoph Mergerson, who identifies as Black and who at the time was completing his Ph.D. at Rutgers University. Since then, the college has successfully applied to convert Mergerson to a tenure track assistant professor through the university's [FAMILE](#) diversity hiring initiative.

The FAMILE initiative (Faculty Advancement at Maryland for Inclusive Learning and Excellence) was launched in 2021. It is specifically aimed at recruiting and retaining outstanding faculty members who will contribute to the university's diversity. For a program to be eligible to apply for FAMILE funds, each member of the search committee must complete an inclusive hiring workshop. The application also requires the development of an individualized retention plan for the new faculty member that specifies concrete actions that the unit and its members will take to support the new person's professional growth. A readiness assessment that appraises the unit's diversity, equity and inclusion strengths and weaknesses is also required.

**10. Describe the unit's efforts to provide an environment that supports the retention, progress and success of women and minority faculty and professional staff.**

This past spring, the new diversity coordinator scheduled inclusive hiring workshops that were open to all faculty. The University of Maryland's [ADVANCE initiative](#) — which seeks to support the recruitment, retention, advancement and professional growth of a diverse faculty — facilitated these two training sessions for Merrill faculty members. Faculty were given tools and resources to find and recruit diverse candidates, and ensure that the faculty search process is grounded in equity. The same equity principles apply to evaluation processes (annual reviews, merit reviews, tenure and promotion). This should go a long way to maximize retention of women and underrepresented faculty. The director of the ADVANCE program, Dr. Linda Steiner, who works halftime in the UMD Office of Faculty Affairs and halftime as a professor at Merrill College, is also involved in the training of equity coaches on campus.

The university requires that all faculty at the first rank have a mentor. (The college has a process for tenure track faculty and is working on one for professional track faculty.) All faculty at the second rank are to be offered a mentor. The ADVANCE programs for PTK faculty, for pre-tenure women and for associate professors always discuss how to find and work effectively with mentors. Meanwhile, the Office of Faculty Affairs has established mentoring circles for faculty who wish to improve their mentoring skills. The ADVANCE director was active in writing guidance on best practices.

Several Merrill faculty members have gone through one or more ADVANCE program peer networks. The college's ADVANCE professors (each academic college has one) are familiar with and advocate for policies and resources that promote the retention of a diverse faculty. Although ADVANCE professors are not expected to serve as mentors for everyone, they are available for consultation.

The aforementioned [TerrapinSTRONG](#) program seeks to unite all members of the University of Maryland community under a shared framework of inclusion, respect, security and safety.

**11. If the unit hires adjunct or part-time faculty members, describe the unit's effort to hire minority and female professionals into these positions (as enumerated in Table 8, "Part-time/Adjunct Faculty Recruitment").**

Because of the large number hired each year, the college does not charge search committees for adjunct faculty hires. Instead, the associate dean hires adjuncts with input and assistance from faculty and the assistant dean for undergraduate studies.

Adjuncts play a key role in Merrill's curriculum. Not only do they help us teach a number of required skills courses, they also have helped the college keep pace with the constant changes roiling journalism over the last decade. Thanks to adjuncts from some of the best newsrooms in the country — NPR, The Washington Post and USA Today, to name a few — Merrill teaches multiple podcasting courses, product development and nonprofit newsroom management, covering mass shootings, journalist security, covering comic book culture and more.

As the full-time faculty has grown since 2014-15, the adjunct faculty has shrunk, going from 67 in 2014-15, to 52 in 2021-22, a 22% decrease. In spite of the overall drop, the number of Black adjuncts has grown from eight to 10. The steepest decline has been among white adjuncts, whose numbers dropped from 50 to 40.

**12. Provide examples of professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives. (Five examples a year are sufficient and those examples should include the name, title, subject area/expertise, race, gender of speakers to provide context. The unit has the option of providing a complete list in a separate digital file.)**

Merrill College's location inside the Capital Beltway has always afforded the school access to some of the best adjunct lecturers and speakers in the country. The COVID

pandemic, and the resulting dependence and comfort using technologies such as Zoom, only expanded that network. For a comprehensive list, see [Appendix ST4-E](#).

**2021-22:**

- Sewell Chan — Editor in Chief, The Texas Tribune, Investigative journalism/newsroom management/nonprofit journalism, Asian male
- Emmanuel Martinez — Data Reporter, The Markup, Investigative journalism, Hispanic male
- Daniel Oyefusi '19 — Miami Dolphins Reporter, The Miami Herald, Sports, Black male
- Cheryl Thompson — Editor/Investigative Correspondent, NPR, News, Black female
- Eun Yang '95 — Morning News Anchor, NBC4, Broadcast journalism, Asian female

**2020-21:**

- Christine Brennan — Columnist, USA Today, Sports/sports journalism, White female
- Sharif Durhams — Managing Editor, Raleigh News & Observer, Diversity in media/local journalism/newsroom management, Black male
- Topher Sanders — Reporter, ProPublica/Co-founder, Ida B. Wells Society, News/investigative journalism, Black male
- Ray Suarez — Former Senior Correspondent, PBS "NewsHour," Broadcast journalism, Hispanic male
- Briana A. Thomas '17 — Author, "Black Broadway in Washington, D.C.," Culture, Black female

**2019-20:**

- Rebecca Corbett — Investigations Editor, The New York Times, Editing/investigations, White female

- Arelis Hernández '09 — Reporter, The Washington Post, Breaking news/immigration, Hispanic female
- Robert Klemko '10 — Reporter, The Washington Post, Investigative/sports, Black male
- Krissah Thompson '02 — Managing Editor for Diversity and Inclusion, The Washington Post, Editing/news, Black female
- Ashley Westerman '14 — Former Producer, NPR, Broadcast/radio journalism, Asian female

**Professional master's program:**

**13. Describe the curricular efforts in the master's program to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.**

Many of the efforts described above for the undergraduate program also apply to the master's program. Those include:

- Asking that instructors include a diversity and inclusion component in every course.
- Keeping lists of story sources in our reporting classes and capstones, so students and faculty can see where they are succeeding and where they are failing to include diverse voices.
- Choosing reporting and investigative projects that speak to diverse students and diverse interests. Master's students often are the lead reporters and data analysts on our Howard Center and Capital News service projects. For example, our first Howard Center project was led by students and faculty in our Baltimore Urban Affairs reporting course. Master's students were the lead reporters and writers, and one of them was hired as a summer intern by the NPR team that collaborated with us. That student, who now works in Detroit for The Wall Street Journal, reported and voiced an on-air NPR piece from Louisville.

**14. Describe curricular instruction in the master's program in issues and perspectives relating to mass communications across diverse cultures in a global society.**

Many of the undergraduate courses and projects described in question 4 have graduate sections, graduate seats and/or graduate components with similar requirements, including JOUR620, JOUR652, JOUR702, Capital News Service and the Howard Center for Investigative Journalism.

In addition, Professor Dana Priest, whose classes are open to and attract master's students, teaches classes every semester on global journalism issues. Recent courses have included Censorship and Disinformation in the 21st Century: The New Global War for Political Power, and Reporting on Journalists Imprisoned Overseas.

The courses produce published stories and often feature distinguished guests. The spring course on imprisoned journalists produced [eight published stories](#) on journalists imprisoned in such places as Hong Kong, Egypt and Crimea.

This fall, Priest is teaching a class on Foreign Reporting from College Park: The Art of Finding and Cultivating Sources Abroad. In her time with us, Priest has become adept at helping students find material and sources all over the world, sometimes without stepping foot outside of College Park.

Over the last few years, the college has taught a course titled Info Warfare: Disinformation, Fake News and Journalist Safety. The instructor, Michael Mirny, is senior director of the Information and Media Practice at IREX, a Washington-based organization that counts fighting disinformation around the world as one of its key missions.

**15. Describe the unit's efforts to recruit and retain professional master's students who reflect the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.**

Unlike the undergraduate program, the college controls master's program admission.

The program has averaged just under 23 students per year since the last reaccreditation site visit. The 159 students who enrolled since then, including in the Fall 2022 semester, are:

- White, 59.75%
- Black, 24.53%

- Asian, 8.18%
- Hispanic, 7.55%

Women make up 57% of the group. The domestic students come from 27 states and territories, including Washington, D.C., and Puerto Rico. International students represent 11 countries.

More than three dozen undergraduate majors and 110 universities are represented. The students come from diverse educational and professional backgrounds, including statisticians, engineers, computer scientists and anthropologists.

We have had a Fulbright Scholar in four of the last five cohorts. Among our current students is a former Afghani journalist who fled as U.S. armed forces withdrew from her country.

We have a recent alum who was a U.S. Naval Academy graduate and served as a pilot in the Navy, and currently have a female student who graduated from the United States Military Academy West Point and led troops in Kurdish-held Syria.

The college has taken several steps to recruit more diverse cohorts.

Over the last four years, Merrill has spent tens of thousands of dollars to advertise its graduate programs with great frequency. Merrill has promoted them with its own promotional videos, newsletters, website and social media channels. It has also paid for ads in emails, publications or on websites belonging to such organizations as the National Association of Black Journalists, the Online News Association, Investigative Reporters and Editors, the Society of Professional Journalists, Poynter, the Association for Education in Journalism and Mass Communication, and the Society for Advancing Business Editing and Writing. Ads for the graduate programs have also appeared in The Diamondback, the independent news outlet at the University of Maryland; NOVA Magazine; Princeton Alumni Weekly; and the visitors guides at the University of Maryland and Towson University. The college has additionally promoted the graduate programs at such events as NICAR, the ONA conference, the AEJMC conference and the Pinstripe Bowl.

Our assistant director of graduate studies has recruited at NABJ conventions in person and online. Before COVID, she also recruited at the annual National Conference for College Women Student Leaders hosted by the American Association of University

Women. She attended the UMD Graduate School's ongoing diversity recruitment meetings.

The college has also begun establishing relationships and recruiting master's students from HBCUs around the country. As part of the center's "Printing Hate" project on lynchings, the center paid nine undergraduate interns (one later dropped out) from Hampton University, Howard University, Morehouse College, Morgan State University, North Carolina Agricultural and Technical State University and the University of Arkansas.

We have recruited two of those students into our master's program starting this fall, with funding from the Howard Center for Investigative Journalism and the college. Another has already contacted the master's program director about applying, even though she has yet to complete her undergraduate program.

Much of our recruiting is dependent on financial resources. We compete with top programs that are well resourced.

While we are legally prohibited from creating race-based scholarships, the college keeps diversity in mind when awarding fellowships, scholarships and graduate assistantships. Since the last site team visit, the dean has added to the college's financial aid budget for master's students by annually funding five graduate assistantships for master's students, with each carrying a stipend and 10 free credits of tuition.

In addition, the college included generous master's fellowships in the Howard Center proposal to emphasize recruiting from HBCUs and Hispanic-serving institutions with the goal of training investigative journalists with the data, visual and computational journalism skills that will make them indispensable to the world's top newsrooms.

Including this fall's cohort, the Howard Center has funded 24 master's students since it opened its doors in 2019. Each student receives a \$7,500 stipend and five credits of tuition remission per semester for up to a maximum of four semesters.

For the 2022-23 academic year, Merrill awarded \$367,500 in scholarships, fellowships and graduate assistantships to 26 master's students. Of those 26, 17 are women and 11 identify as something other than white.

**Glossary:**

**Diversity** – all of the differences that exist within people, with the recognition that some elements of diversity are linked to the disenfranchisement of people.

**Inclusion** – feeling as if a person belongs and is a respected and valued member of the organization; proactive behaviors that make each person feel welcome and a part of an organization.

**Equity** – process of ensuring fairness and equal opportunity based on circumstance, especially engagement to ensure that people with marginalized identities have the opportunity to grow, contribute, and develop.

**Domestic minorities** – citizens of the unit's nation who are from a racial or ethnic group whose population is not the majority in the nation or who have less economic or political power than the majority. (Permanent visa or temporary visa holders are not included in this domestic minority count.)

**International faculty/students** – faculty members or students who hold a temporary visa (non-immigrant) or a permanent visa (immigrant status) to work or study in the unit's host country

**Culturally Proficient Communication** – communication that enables students to effectively, accurately exchange information that also empowers at both verbal and nonverbal levels with diverse groups, that have been traditionally disenfranchised in society, especially along racial, ethnic, gender, sexual orientation and ability differences



*Standard 5:*  
*Faculty*



## **Part II, Standard 5. Faculty**

Make the following documents available in a separate digital file:

- curriculum vitae of each full-time faculty member (Full-time faculty refers to those defined as such by the unit.)
- résumés of adjunct or part-time faculty, and of graduate students serving as teachers of record, teaching during the Fall 2022 semester

Print copy in the workroom only:

- records on faculty promotion and tenure

### **Executive Summary:**

**Include a brief description of faculty balance in terms of degrees, professional experience, gender, race, and rank.**

The Philip Merrill College of Journalism's full-time faculty members represent a mix of scholars and professionals with substantial experience in and out of the academy.

Both the research agenda and professional training at Merrill College are driven by understanding and preserving the rights of journalists and the value of journalism in modern society. In recent years, this mission has become one of the most visible and urgent issues in contemporary democracy. With a devoted corps of researchers and professionals with deep experience in journalism, Merrill College is dedicated to analyzing the issues, suggesting solutions and training the future generation of journalists.

The highest degree of the college's full-time faculty of 39, including the dean and associate dean, are as follows: 11 Ph.D.s, five juris doctor degrees, 12 master's degrees and 11 bachelor's degrees.

The full-time tenured faculty includes three Pulitzer Prize winners. Altogether, full-time faculty, program directors and students have earned five Peabody Awards, 13 Pulitzer Prizes, eight duPont-Columbia silver batons, an Edward R. Murrow Award, a Fred Friendly First Amendment Award, a Society of Professional Journalists Fellow of the Society, a Wells Memorial Key Award, a W.M. Kiplinger Distinguished Contributions to Journalism Award, several SPJ Sigma Delta Chi Awards, a Washington Press Club Foundation for Excellence in Congressional Reporting, White House Correspondents' Association Awards, citations from the National Academy of Sciences and the American Association for the Advancement of Science, an Editor & Publisher Editor of the Year Award and more regional Emmys than can be counted. (One of the tenured faculty members has two Pulitzers, three George Polk Awards, a Peabody Award and a duPont-Columbia silver baton.)

Merrill College's scholars have been recognized by national and international research organizations. Professor Linda Steiner was named a fellow by the International Communication Association in 2021 and has served as president of the Association for Education in Journalism and Mass Communication. Professor Sarah Oates was named a Distinguished Scholar-Teacher by the University of Maryland in 2021 and served as a Kennan Institute Fellow at the Woodrow Wilson Center in 2018-19. Professor Susan Moeller has won a Carnegie Scholar Award from the Carnegie Corporation of New York and a University System of Maryland Board of Regents Teaching Award.

The college's full-time faculty was 62% men and 38% women in 2021-22, a reversal from the last accreditation period. Among the full professors, however, six are women and one is a man.

Overall, 23% of the faculty identify as nonwhite. That percentage has significantly increased in the past seven years after a concentrated diversity hiring effort. The breakdowns are:

- White 77%
- Black 15%
- Asian 5%
- Hispanic 3%

Among the part-time faculty in any given semester are reporters, editors, coders and visual journalists from The Washington Post, NPR, USA Today, The Baltimore Sun, Bloomberg, NBC4, Newsy and other newsrooms. They include Pulitzer Prize winners, former CNN producers, and experts in gun violence, audience engagement, product development and more.

Women made up 42% of the part-time (adjunct) faculty in 2021-22.

Overall, 23% of the part-time faculty identify as nonwhite. The breakdowns are:

- White 77%
- Black 19%
- Asian 4%
- Hispanic 0%

Both research and teaching innovation have increased significantly at the college in the past six years, supported by faculty innovation and extensive external funding. The college hired two experts in media, race and democracy: Assistant Professor Christoph

Mergerson and Associate Professor DeNeen Brown, an award-winning Washington Post journalist who has written extensively about issues of race, history and society. Building on traditional strengths of media history, journalism in an international perspective, women in journalism and the digital audience, the research faculty are increasingly working in the field of detecting and deterring disinformation, with funded projects undertaken by Assistant Professor Naeemul Hassan (a joint appointment with the UMD College of Information Studies). Our research outputs (see chart) are up significantly from the previous accreditation period.

As a college, we have expanded on a record of student excellence in public affairs journalism to include student excellence in national investigative journalism and journalism training through the new Howard Center for Investigative Journalism. We've also expanded our work in community journalism.

The college has invested significantly in faculty who can teach journalism skills critical to the future newsroom, including data mining, data analytics, data visualization, motion graphics, coding and audience engagement. In 2016, we had three full-time faculty members teaching digital/data skills courses. We now have nine full-time faculty members teaching digital/data skills courses.

The success in publication and grant work is supported by an orientation toward problem-based inquiry. Examples include detecting disinformation in the news and using sensors to report on how climate change disproportionately affects low-income neighborhoods (part of the Howard Center's award-winning "Code Red" project). More recently, the college's "Printing Hate" project examining local newspapers' complicity in inciting racial terror launched a critical conversation about media, race and justice in the country. Merrill scholars/researchers continue to analyze the UMD Howard Center's historic archive of newspaper lynching coverage, which reaches back more than 100 years.

Our success is reflected not only in the work itself but in the many journalism award contests in which Merrill successfully competes with professional media outlets.

Much of this was made possible by significant success in fundraising to support journalism. This year, the college further committed to a future that fuses research with practice to address the critical survival of journalism by investing in local journalism through a \$500,000 grant funded by a private family gift.

In an exciting development that has significantly augmented the reach of the college's work, five documentaries were recently produced that were written or rooted in work

by Merrill faculty members, including “The Facebook Dilemma” (Dana Priest), an exploration of LGBTQ culture in Washington, D.C. (“Queen of the Capital,” Josh Davidsburg), and the horrific 1921 race massacre on Black Wall Street in Tulsa, Oklahoma (“Rise Again: Tulsa and the Red Summer” and “Tulsa: The Fire and the Forgotten,” DeNeen Brown).

Our research and creative expertise, as well as the augmented funding for student journalism, translate into the student experience through updated courses, new courses, new programs such as our online-only Data Journalism degree launched jointly with the UMD College of Information Studies (iSchool), and expanded opportunities for journalism training during all degree study.

Full-time faculty have the primary responsibility for curricula, oversight of courses, research/creative activity and service. The college also has a robust Ph.D. program (24 graduated since 2015) that provides a catalyst for research activity and augments research-led teaching.

We are a strongly interdisciplinary college, with faculty who have Ph.D.s in communications, history, journalism, political science and computer science, and are highly collaborative across our university. Many full-time Merrill faculty are affiliate professors in other departments or colleges, including the UMD School of Public Policy, School of Public Health and iSchool, as well as the Communication and Atmospheric and Oceanic Science departments. Five faculty members have doctor of jurisprudence degrees.

The faculty has respect on campus for its university citizenship, the quality of its courses, as well as its scholarly and creative work. As mentioned above, Oates was designated a UMD Distinguished Scholar-Teacher in 2021, the first Merrill faculty member to win the award. Steiner directs the university’s ADVANCE program, which supports the recruitment, retention, advancement and professional growth of a diverse professoriate on campus. Merrill faculty have served on a range of university groups including the University Senate; Research Development Council; campus Appointments, Promotion and Tenure Committee; Graduate Councils; and more. They also have played an important role on ad hoc committees ranging from the Strategic Plan Committee, Diversity Hiring Committee, and Joint President/Senate Inclusion and Respect Task Force.

The college follows the University of Maryland guidelines for tenure, which can be found here, <https://faculty.umd.edu/main/appointments/promotion-and-tenure>, (Appendix ST5-A) and in [Appendix A, PORG, Art. IX, p. 21-31](#).

The university's policy, in turn, requires colleges to adopt their own standards based on teaching, research and service when recommending tenure.

The college provides tenure track and tenured posts based on excellence in research, creative works or a mix of both. More specific details on how research/creative activities, teaching and service are assessed in the college can be found in our Plan of Organization ([Appendix A](#)).

We are unusual in that our entire college is focused on the study of journalism and does not include faculty or programs in advertising, public relations or related fields.

In the review period, three professors were granted tenure (Kalyani Chadha, DeNeen Brown and Rob Wells), and one was promoted from associate to full professor (Deborah Nelson). We have 14.5 tenured or tenure track faculty. All tenure track faculty are assigned mentors; at tenured ranks, the assignment of a mentor is voluntary. Each tenured faculty member is reviewed in terms of teaching, research and service every five years by his or her peers.

The college has improved its professional track career development, adding the rank of senior lecturer during the accreditation period. Nine lecturers have been promoted to senior lecturer in the past six years.

Among the full-time faculty, the ranks are:

Full Professor - 7 (Feldstein, Moeller, Nelson, Oates, Priest, Steiner, Dalglish)

Associate Professor - 5 (Brown, Chinoy, Hanson, Wells, Yaros)

Assistant Professor - 2.5 (Mergerson, Vasudevan, .5 Hassan)

Professor of the Practice - 2 (Blackistone, Hyman)

Senior Lecturer - 7 (Banisky, Harvey, Mussenden, Carroll, Denny, Davidsburg, Lorente)

Lecturer - 14 (Delfino, Jacobsen, Willis, Pyles, Zremski, Marton, Coffee, Harris, Stevens, Wright, Bettag, Burns, Ford, Rosenstiel)

CNS Managing Director/Faculty Specialist - 1 (Kaiser)

COVID created significant challenges for the faculty on a range of fronts — problems that were shared by our colleagues across the country. Supported by very responsive IT help at the university and in the college, Merrill faculty rapidly adapted courses for online delivery during the pandemic. Merrill faculty were awarded several teaching grants to improve the provision of online teaching, especially for skills courses, during summer 2020.

While the period created challenges for faculty, students, researchers and journalists alike, the college made several rapid changes to continue the educational, creative and research process: allowing students to take equipment home for an entire semester; creating online videos for teaching skills; substituting virtual internships for physical ones; and training faculty in a range of online tools. Professor Susan Moeller led an international project to study the effect of COVID on university students.

**Please respond to each of the following instructions:**

**1. Describe how the unit selects full-time and part-time faculty and instructional staff.**

**Tenured/tenure track faculty members** ([\*Appendix A, PORG, Art. IX, p. 21-31\*](#)):

At Merrill College, it is possible to earn tenure on one of two tracks: scholarly/research or professional. Nearly all Merrill scholars have terminal degrees, such as a juris doctor or Ph.D. Professional track tenured professors have had distinguished careers as journalists and are not required to have a terminal degree. Scholars engage in traditional research and publish in scholarly publications. Tenured professional faculty members engage in creative professional journalism.

Tenured/tenure track faculty members are appointed after a national search when state funds (a.k.a. a “line”) become available. Unless the search is for direct replacement of a faculty member with the same job description, the dean charges the Appointments Committee with determining the research and teaching portfolio sought. In consultation with the dean, the committee drafts a job description, which is approved by the College Assembly, the provost’s office, and the college and campus equity administrators. While most T/TT faculty searches seek scholars who have doctorates or other terminal degrees, an advanced degree is not necessary for appointments to the professional tenure/tenure track. The dean charges a search committee, which recruits and vets applicants. Three to five finalists are typically forwarded to the dean after the finalists visit campus and are interviewed by faculty, students and the dean. Finalists also make an hourlong research or teaching presentation open to all college constituents. The dean makes the final choice, which must be approved by the provost and campus equity administrator.

NOTE: As with all Merrill College searches (faculty and staff), the dean requires all search committees be diverse by race and gender. All finalist pools must also be diverse by race and gender. If a finalist pool is not diverse by race and gender, the dean requires the search chair to explain in writing why such a finalist pool was not possible. This



explanation has been required only three times in the last 10 years. In each case, the jobs were data or computational journalism related. Those fields are dominated by men.

### **Professional track faculty members**

*Appointment Evaluation, and Promotion Policy (AEP) for Professional Track Faculty*  
([Appendix B, Sec. I](#))

#### **Lecturers and Senior Lecturers**

Although the college's Plan of Organization describes broad authority for the Appointments Committee in regard to searches and appointments for professional track faculty members, policies adopted by the university after passage of Merrill's PORG do not require this process. ([Appendix B, AEP, Sec. III](#)) The university does not require searches for full-time contracted professional faculty. However, it is a longstanding Merrill College practice to seek advice for new professional track positions from the Appointments Committee and conduct searches for most professional track faculty members (called "PTK" faculty at UMD). The search is not as elaborate as T/TT searches. However, the college makes every effort to recruit and interview diverse pools of finalists. Nearly all PTK finalists visit campus and meet with faculty, students and the dean. The dean makes the final choice, which must be approved by the college and campus equity administrators. Most PTK faculty members are on three-year contracts.

#### **Professors of the Practice** (<https://faculty.umd.edu/node/2388>)

Professors of the practice are distinguished journalism practitioners who are hired after a search conducted in the same manner as lecturers. They must undergo a "tenure-like" process conducted by the college's Appointments, Promotions and Tenure committee in which candidates present portfolios and personal statements, and outside letters are sought describing their accomplishments. The Merrill APT committee recommends appointment to the dean, who forwards the portfolio and her recommendation to the campus APT committee for approval. Professors of the practice are hired on five-year contracts after final approval by the campus equity administrator and the provost. While professors of the practice are not eligible for tenure, they may apply for emeritus status if they have served in the role at least 10 years.

#### **Adjunct (part-time) faculty members**

The university does not require formal searches for adjunct faculty, and the college does not conduct them. It relies on outreach to the wealth of news organizations in the Baltimore-Washington area, its network of alumni, and present and former adjuncts. Recruitment of adjuncts is an ongoing process coordinated by the associate dean for academic affairs, who also reviews adjunct performance and evaluations. Special attention has been paid to recruiting diverse candidates and candidates who



supplement the full-time faculty's experience, either through their subject-matter expertise or their innovative skill sets. Adjuncts have allowed us to add new courses in innovative areas such as nonprofit news management; virtual reality; product development; gender identity, sexual orientation and the news media; the coverage of comic book culture; and the coverage of guns in America, to name a few.

Appointments are based on the desire to teach and a review of previous teaching experience; the adjunct's depth of professional experience; diversity interests; and the ability to make the necessary time commitment to teach. Merrill College hires about 50 adjuncts each fall and spring semester (many are in place for years).

**2. Describe the university and unit expectations of faculty members in teaching; research; creative and professional activity; and service. Describe the process for the award of tenure, promotions, reappointment and salary. (Provide digital access to relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit. Please provide specific page numbers.)**

### **Tenured and tenure track faculty**

Tenured and tenure track faculty members are generally expected to spend 40% of their time in teaching, 40% in research and 20% in service. The regular teaching load is two three-credit courses per semester. Research faculty also are expected to chair and serve on doctoral committees. The research faculty contribute to teaching across the curriculum, from undergraduate to doctoral classes. Merrill faculty also contribute significantly to the University of Maryland General Education and Honors programs.

Special provision is made for assistant professors, as they are expected to perform less service and are given some research leave (one three-credit course reduction) approximately one year before having to finalize their research portfolios.

Consistent with the university's mission and status, faculty in the college are evaluated on performance in the following areas: professional and/or scholarly research and journalistic activity, teaching and advisement, and service. Full details of the college criteria are found in the Plan of Organization. ([Appendix A, PORG, Art. IX, p. 23-28](#))

Key criteria include:

- For research scholarship and professional activity, productive faculty members are continuously involved in important research, writing and/or creative/professional efforts. Both disciplinary and interdisciplinarity are valued.

- For teaching, advisement and mentoring, faculty are expected to have clear and engaging communication, reasonable access to students, ethical and fair treatment of students, appropriate and rigorous assessment of student work, and content that is contemporary and rationally organized.
- For service, every faculty member is expected to participate in the conduct of the college and university; in appropriate professional organizations; and in professional service to schools, colleges, universities and other agencies of the community.

## **T/TT Promotions**

Tenure track faculty members (assistant professors) must be evaluated for promotion to associate professor by the Appointments, Promotions and Tenure Committee in their sixth year. (A formal review also is done midway through the term to give the assistant professor an idea of how their quest for tenure is progressing.) With the promotion dossier, the candidate provides material that includes student evaluations, APT committee evaluations, research/scholarship and service records, and a personal statement. The APT committee seeks six outside letters (three chosen by the candidate and three by the committee). During the candidate's seventh year, the APT committee reviews the dossier and makes a written report and recommendation to the dean. The dean also writes a letter either supporting or disapproving the promotion. The dossier is sent to the campus APT committee, which forwards a recommendation to the provost. The provost's recommendation is sent to the president, who has final authority on the promotion. ([\*Appendix A, PORG, V.F.1, p. 15-16; Art. IX.E.4., p. 30-31\*](#))

Promotions from associate professor to full professor follow a similar procedure. Associate professors seek guidance from their mentor, the APT committee and the dean as to whether promotion to full professor is warranted. The procedure described in the above paragraph is followed.

University policy requires tenured faculty members to be reviewed by peers every five years. The college had a good record of performing those reviews until the pandemic hit campus. Promotions and appointments continued, but five-year reviews were paused in an effort to allow the faculty to focus on teaching and managing student issues.

## **Professional Track Faculty Members**

Although Merrill College's Plan of Organization outlines a process for review of professional track faculty members, that process became obsolete in 2015 when the

university, after many years of debate, adopted a professional track faculty evaluation, promotion and reappointment policy that required the colleges to create a formal policy for lecturer promotions. Now, after serving five years as a full-time lecturer, a faculty member may apply to be promoted to senior lecturer. Merrill College's PTK plan was effective beginning in 2016-17. ([Appendix B](#))

The dean and associate dean review student evaluations and make "spot checks" of lecturer performance annually. PTK faculty members are formally reviewed every three years by their peers. During the first five years of the PTK plan, the college moved through a "backlog" of long-serving lecturers who were finally eligible for promotion to senior lecturer. The college established a new standing committee, the Professional Track Appointments, Evaluation and Promotion Committee, composed of professional track faculty who have attained the rank of senior lecturer or higher. That committee reviews student evaluations, a narrative statement and assigns one faculty member to watch one or more classes. The elected chair of the committee prepares a report for the dean, who makes the final decision on promotion to senior lecturer.

After five years of service as a senior lecturer, candidates may apply for promotion to "principle lecturer." The process is similar to the promotion to senior lecturer, except the provost must approve the promotion. Due to several recent retirements, Merrill does not yet have principle lecturers.

To avoid a traffic jam with the new PTK committee, three lecturers were invited to apply to become senior lecturers each year based on seniority. It took four years to "catch up" with all of the senior lecturer applicants. Going forward, the college will have finished the startup phase of the new PTK promotion policy and reviews will be standardized.

## **Faculty Salaries**

The dean sets the initial salary, which must fall under certain university job classification criteria and must be approved by the provost. Salary increases are available under three circumstances: cost of living increases awarded by the state; retention offers made by the dean after receiving written proof of a competing offer and approval by the provost; and merit pay.

After six years of no merit pay, the state provided funding in early 2022. The college followed new university policies and amended its one-size-fits-all merit pay policy to provide two tracks for merit pay evaluations. T/TT faculty members are reviewed by

elected T/TT colleagues. Likewise, full-time PTK faculty members are evaluated by elected colleagues of the same rank. ([Appendix C](#) and [Appendix D](#))

Elected members of the two merit pay committees serve three-year terms. Committee members evaluate their peers and rank them on a five-point scale. They also forward written comments to the dean. The dean makes all merit pay decisions. The dean writes to each faculty member telling them their new salary and summarizing comments made by the merit pay committees.

### **3. Describe professional development programs, workshops in teaching, or other methods used to stimulate and encourage effective teaching.**

Even before the pandemic forced the entire university to move online, Merrill's faculty took advantage of the campus' [Teaching & Learning Transformation Center](#) (TLTC), which offers a wealth of workshops and programs on everything from making the most of your course site on ELMS-Canvas, to setting up a flipped or entirely online class, to improving the climate in your classroom. Some sections of news videography, data journalism and design classes were already flipped, for example. We have also taught an entirely online, journalism-centric statistics class for a number of years.

The pandemic forced all of us to ramp up those efforts. The college hosted a session with TLTC leaders just before the campus shut down to help faculty get comfortable going online for the rest of the spring semester. We also encouraged both full- and part-time faculty members to take advantage of the added workshops TLTC offered throughout that spring and summer.

Internally, we created a Merrill-wide ELMS-Canvas page open to all, where faculty members shared assignments, articles and other resources with their colleagues. Starting in summer 2020, to complement that site, we held a weekly Zoom meeting open to all faculty and teaching assistants, where instructors shared resources, dos and don'ts, and helped each other get through the difficult 2020-21 academic year. In the 2021-22 academic year, the dean hired a longtime adjunct and Ph.D. program alum to hold less frequent but targeted versions of the teaching Zooms.

Merrill faculty also took advantage of a grant program created by the provost with federal pandemic funds. The grants asked for innovative course design proposals in the months leading up to fall 2020. In all, Merrill faculty received almost \$200,000 for proposals that affected 26 courses and our capstones. The course redesigns helped make our online courses better during the pandemic. Their impact is still felt across the curriculum, including in data workshops created for the capstones.

The college has also held workshops on mental health first aid, infusing diversity into classes and other subjects. Merrill faculty have taught and been taught at conferences such as Poynter's Teachapalooza, IRE, SPJ, BEA, NICAR, AEJMC and more. Finally, each faculty member is guaranteed at least \$2,000 annually to attend the conference or workshop of their choice. Some senior faculty members have additional funds available to them via their contracts or endowments related to their chairs.

**4. Describe the normal workload for a full-time faculty member. Explain how workloads are determined. If some workloads are lighter or heavier than normal, explain how these variations are determined.**

#### **Tenured/tenure track faculty**

Tenured and tenure track faculty members typically teach two courses per semester. If the classes are large, they often are assigned teaching assistants. Any variation from this standard is due to release from a course for a semester to focus on research or a "course buyout" earned by obtaining research grants. On occasion, faculty members nearing retirement teach a 3-2 load because their research or creative activity has diminished. In addition, some tenured professors are "borrowed" by the provost's office and put on a temporary special assignment. All variations in workload are managed by the dean and associate dean for academic affairs.

#### **Professional track faculty**

Professional track faculty typically teach a 3-2 schedule. Unlike many universities, PTK faculty at Merrill are heavily involved in service and administrative assignments, which may reduce their teaching workload. On occasion, PTK faculty members, in particular, work on an "overload," which means they are filling a college need and no one else is available.

**5. Demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of core and required courses for the three years before the site visit. If full-time faculty have not taught and are not teaching the majority of core and required courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.**

The college requires a wide variety of skills of every one of our undergraduates and master's students. These include traditional writing and reporting courses, photography, videography, coding and design, law and ethics, research methods and history. Because of the sheer number of sections required, the college takes full

advantage of one of our core strengths, the large and talented pool of adjuncts in the Baltimore-Washington area.

Our adjuncts come from Bloomberg, The Washington Post, McClatchy, Education Week, Newsy, The Baltimore Sun, Vox, NPR and others. We offer orientation sessions at the beginning of every semester and have adjuncts who have been with us for many years, yet attend the orientation sessions almost every semester.

In any course with multiple sections, such as JOUR201, our introductory reporting and writing course, the college assigns a full-time faculty member as the lead instructor. The lead instructor oversees the curriculum, makes sure learning objectives are uniform, and helps adjuncts share assignments and other resources. For several of these courses, we have created model syllabuses that are available for download from ELMS-Canvas.

Our full-time faculty teach all but one of our capstones and news service sections, which are small, experiential and very demanding. Those capstones, which include our Capital News Service bureaus, the investigative class, the Baltimore urban affairs class and others, are typically kept between eight and 12 students.

**Percentage of core and required courses taught by full-time faculty:**

2021-22 school year: 59.1%

2020-21 school year: 57.3%

2019-20 school year: 50.4%

**6. Describe the unit's processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff, including teaching evaluations and faculty evaluations. Use a digital format to provide access to any course evaluation forms, peer review forms or other documents used in evaluations.**

Tenure track faculty must be formally assessed as outlined in the UMD tenure policy and implementation guidelines found here:

<https://faculty.umd.edu/main/appointments/promotion-and-tenure> (*Appendix ST5-A and ST5-B*)

This includes regular meetings with an assigned mentor (typically a full professor), a formal third-year review with a report from the college Appointments, Promotions and Tenure Committee, and a tenure portfolio with research, teaching, service, and at least six external letters of evaluation that is submitted at the beginning of the sixth year for consideration by the college APT committee, the university APT committee and the university president. UMD tenure rules allow for the tenure clock to be “stopped” for

health, family or other reasons, with any assistant professor able to cite COVID as a reason for more time to meet tenure criteria.

All instructors are assessed through course evaluations in all classes. These forms have recently been updated and all course evaluations are automatically filed with the college. The college also carries out peer evaluations for all tenure track professors (as these form an important part of their portfolio for tenure) and carries out peer teaching evaluations for tenured staff, either as part of reviews (scheduled every five years) or if an individual is planning to apply for promotion (in which case we will do additional peer evaluations to provide for the teaching portfolio for promotion). The college follows these guidelines for peer teaching evaluation of tenured and tenure track faculty. ([Appendix ST5-C](#))

**7. For the grid that follows: Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during the review period (for example, new faculty and retired faculty).**

**Using the grid below, provide counts of the unit's overall productivity in scholarship during the review period by activity; first the totals for the unit as a whole and then for the individuals who produced these totals, broken down by academic rank. The chart should provide a snapshot of scholarship activity within the unit during the review period. Therefore, the grid should capture relevant activity by all full-time faculty only while at the accredited unit. Provide the total number of individuals in each rank in place of the XX. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.**

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals (32)
		Full Professors (5)	Associate Professors (6)	Assistant Professors (3)	Other Faculty** (18)	
Awards and Honors	134	26	9	17	82	134
Grants Received Internal	29	5	7	3	14	29
Grants Received External	28	3	17	6	2	28
Scholarly Books, Sole- or Co-authored	4	0	1	1	2	4
Textbooks, Sole- or Co-authored	2	0	0	0	2	2
Books Edited	6	5	0	0	1	6
Book Chapters	46	33	2	7	4	46
Monographs	0	0	0	0	0	0
Articles in Refereed Journals	58	24	16	14	4	58

Refereed Conference Papers	64	28	11	20	5	64
Invited Academic Papers	5	5	0	0	0	5
Encyclopedia Entries	6	5	0	1	0	6
Book Reviews	8	6	1	1	0	8
Articles in Non-refereed Publications	139	17	2	13	107	139
Juried Creative Works	6	3	1	0	2	6
Non-juried Creative Works	106	28	73	2	3	106
Other: Talks or presentations	243	97	28	26	92	243
Other: Documentaries	9	2	2	1	4	9
Other: Refereed conference proceedings	5	5	0	0	0	5
Other: Media freedom reports	4	4	0	0	0	4
Other: Symposia organized	5	0	5	0	0	5
Other: Outside service	26	0	0	0	26	26
Other: Stories for Maryland Public TV	15	0	0	0	15	15
Other: Professional leadership role	5	0	0	0	5	5
Other: Contest judging	10	0	0	0	10	10
Other: Technological innovations	14	0	0	0	14	14
Other: Broadcast innovations	21	0	0	0	21	21

\*Co-authored work should be counted as a single publication in the unit totals. However, if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors. \*\*Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements.

**8. List in a separate digital file the scholarly, research, creative and professional activities of each member of the full-time faculty during the review period. Limit to 10 per faculty member through the review period. The unit has the option of providing a complete list in an additional separate digital file. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note the departure. Professional service activities should be reported in Standard 8.**

See All Faculty List of Achievements file ([Appendix ST5-D](#))



**9. Describe the institution's policy regarding sabbaticals, leaves of absence with or without pay, etc. List faculty who have taken sabbaticals or leaves during the review period. Give one-sentence descriptions detailing the academic achievements of each sabbatical.**

The college complies with [University of Maryland policies](#) (*Appendix ST5-E*) regarding sabbaticals and leaves of absence. All full-time faculty who have completed 12 semesters of full-time tenure track or tenured service at the university (or since a previous sabbatical leave) are eligible. Applicants for sabbaticals initiate the request — at least six months in advance — by completing the university form, and attaching a curriculum vitae and a detailed summary of the sabbatical project, which includes a discussion of how the project benefits the faculty member and the university, as well as what tangible results are expected. The dean attaches a short memo explaining why the faculty member merits a sabbatical and how the applicant's teaching load will be covered. Final approval comes from the university.

The president may grant a full-time faculty member, or one who is on a term or continuing contract, a partial or full leave of absence without pay. This is granted either when the activities support our teaching, scholarly and creative activity, or for personal reasons, such as poor health or family obligations. In general, the leave is granted for one or two semesters. A leave of any kind for more than one full year is only granted under exceptional circumstances. As with sabbaticals, the faculty member applies by writing to the dean at least six months in advance (unless there are unusual extenuating circumstances) to explain the purpose of the leave, how it meets the guidelines of the campus' leave of absence policy and proposes a plan to minimize the disruption of the academic program. The dean signs off on the leave of absence application and the UMD president makes the final decision on whether leave with pay should be granted. Extending a leave beyond the original period, extending it beyond 12 months or making it contiguous to a sabbatical leave require a separate application and approval. The approval letter states explicitly whether the period of leave will be counted as service toward eligibility for tenure. Leave granted for personal reasons cannot be counted toward eligibility for sabbatical leave. Sick leave is accrued while the individual is on sabbatical leave or sick leave, but not while on leave without pay.

Following UMD policy, the college has an informal system of "collegial support;" that is, colleague-substitution for short-term incapacity of faculty. The University of Maryland allows for up to eight weeks of family leave during one semester. Full-time faculty members can use accrued annual or sick leave until it runs out. The remainder of the leave is unpaid.

Full policies regarding sabbaticals, all forms of leaves of absence, and leaves because of sickness, accidents or family care can be found at <https://faculty.umd.edu/main/resources/faculty-leave-information> (*Appendix ST5-E*)

During the review period, seven tenured faculty members took sabbaticals or leaves of absence without pay.

2017-18: Professor Mark Feldstein used a sabbatical to work on a book about media malpractice.

2018-19: Professor Sarah Oates took a full-year sabbatical and was a fellow at the Woodrow Wilson Center. She worked on a project entitled “Analyzing Misinformation in the Digital Age: Russian Propaganda Rewired.”

Fall 2019: Associate Professor Ron Yaros worked on a book about digital audiences and two journal articles.

Spring 2020: Associate Professor Chris Hanson worked on a book called “Spinning Justice: The Inside Story of the U.S. Army’s Most Revealing Sexual Misconduct Case.”

Fall 2020: Professor Dana Priest used a sabbatical to do research for multiple professional creative projects, including one that showed Facebook does not uphold its stated terms of service for an investigation broadcast by PBS Frontline.

Spring 2021: Professor Dana Priest used a leave of absence without pay to report and publish multiple projects, including The Washington Post’s award-winning “Pegasus Project,” which revealed that military-grade Israeli spyware intended for tracking terrorists and criminals was used by authoritarian governments to hack the smartphones of journalists, activists and business executives around the world.

2021-22: Associate Professor Ira Chinoy worked to complete a book exploring the intersecting histories of journalism and technology that focuses on the inaugural use of computers in the service of news reporting.

**10. Describe travel funding, grant support, or other methods or programs the unit uses to encourage scholarship, research, and creative and professional activity. List faculty who have taken advantage of those programs during the review period.**

Merrill College faculty members are allocated a minimum of \$2,000 during the school year to attend conferences or do the research travel of their choice. Most faculty

members attend conferences such as AEJMC, SPJ, Broadcast Educators Association, Investigative Reporters and Editors, Online News Association, ICA, NABJ and NICAR. Graduate students who are asked to deliver research papers at major conferences are also given travel/conference funds. In addition, several senior faculty members (Priest, Feldstein, Steiner) have travel and conference funds allocated to them as a benefit of employment with the college. Assistant professors (Vasudevan, Hassan and Mergerson) are awarded generally more travel funds to assist in their pursuit of tenure.

Merrill College also has been awarded grants and gifts related to research and reporting projects that have provided travel and conference funding, which are not reflected in college allocations. At least three senior tenured faculty members (Priest, Nelson and Brown) frequently work on projects for news organizations that pay their travel expenses. The college does not track those funds.

During the review period, the following faculty members have been awarded a total of \$105,767 in travel and conference funding from the college. This total number is much lower than a typical review cycle because of travel restrictions during the pandemic. The college paid for anyone who wanted to attend a “virtual” conference during FYs 2020, 2021 and 2022 when the university restricted travel.

#### FY16

Senior Lecturer Sue Kopen Katcef  
Lecturer Bethany Swain  
Associate Professor Ron Yaros  
Professor Carl Sessions Stepp  
Professor Linda Steiner  
Professor and Dean Lucy Dalglish  
Associate Professor Kalyani Chadha  
Lecturer Sean Mussenden  
Professor Sarah Oates  
Professor of the Practice Kevin Blackistone  
Professor Dana Priest

#### FY17

Lecturer Sean Mussenden  
Lecturer Bethany Swain  
Professor Carl Sessions Stepp  
Assistant Professor Nicholas Diakopoulos  
Associate Professor Kalyani Chadha  
Senior Lecturer Sue Kopen Katcef

Professor Mark Feldstein  
Lecturer James Carroll  
Professor Sarah Oates  
Professor and Dean Lucy Dalglish  
Associate Professor Deborah Nelson  
Professor Linda Steiner

FY18

Senior Lecturer Sandy Banisky  
Professor Carl Sessions Stepp  
Professor Linda Steiner  
Associate Professor Kalyani Chadha  
Assistant Professor Krishnan Vasudevan  
Lecturer Sean Mussenden  
Lecturer Josh Davidsburg  
Lecturer Bethany Swain  
Professor and Dean Lucy Dalglish  
Associate Professor Deborah Nelson

FY19

Professor Susan Moeller  
Professor and Dean Lucy Dalglish  
Associate Dean Rafael Lorente  
Assistant Professor Krishnan Vasudevan  
Senior Lecturer Sue Kopen Katcef  
Professor Sarah Oates  
Professor Linda Steiner  
Associate Professor Deborah Nelson  
Senior Lecturer Sean Mussenden  
Lecturer Alison Burns  
Professor Mark Feldstein  
Lecturer Bethany Swain

**Professional master's program:**

**11. List members of the graduate faculty and show that they meet the institution's criteria for graduate instruction.**

University of Maryland policies for appointment and other matters related to graduate faculty can be found at <https://academiccatalog.umd.edu/graduate/policies/faculty-members/>

Sandy Banisky

\*Kathy Best

\*David Betancourt

\*Tom Bettag

Kevin Blackistone

DeNeen Brown

\*Alison Burns

\*James Carroll

Kalayani Chadha

Ira Chinoy

\*Chelsea Cirruzzo

\*Mel Coffee

\*Graham Cullen

Lucy Dalglish

\*Josh Davidsburg

\*Alanna Delfino

\*Karen Denny

Nicholas Diakopoulos

\*Steven Drummond

Mark Feldstein

\*Constance Ford

Chris Hanson

\*Ronald Harris

Chris Harvey

Naeemul Hassan

\*Mark Hyman

\*Tim Jacobsen

\*Marty Kaiser

\*Robert Little

\*Rafael Lorente

\*Adam Marton

\*Christoph Mergerson  
Susan Moeller  
\*Nicole Munchel (certificate)  
\*Sean Mussenden  
Deborah Nelson  
\*Gagan Nirula  
Sarah Oates  
Dana Priest  
\*Alex Pyles  
\*Tom Rosenstiel  
Linda Steiner  
Carl Sessions Stepp  
\*Nathan Stevens  
Krishnan Vasudevan  
Rob Wells  
\*Mauro Whiteman  
\*Derek Willis  
\*Kaitlyn Wilson  
\*Cindy Wright  
\*Kate Yanchulis (as a Ph.D. student)  
Ron Yaros  
\*Jerry Zremski

\*Notes faculty who are currently in the university process of being added to the graduate faculty or are being renewed as graduate faculty members. The full Merrill College faculty voted on Sept. 7, 2022 to approve these members to the graduate faculty. We anticipate the process to be completed by the end of September 2022.

**12. Demonstrate that graduate faculty taught the majority of professional master's courses for the three years before the site visit.**

**Percentage of professional master's courses taught by graduate faculty:**

2021-22 school year: 81.8%

2020-21 school year: 82.5%

2019-20 school year: 74.5%

**13. In cases where graduate faculty are not teaching the majority of professional master's courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the graduate faculty.**

Merrill College master's students are taught mostly by the full-time faculty. The exceptions over the last six years have come about mainly for two reasons — an unexpected retirement or illness, or an opportunity to take advantage of an adjunct's unique subject knowledge or skill set. Adjuncts have allowed us to quickly add courses in product development, entrepreneurship, nonprofit news management, podcasting, comic book culture, guns in America and journalist security, for example.

*Standard 6:*  
*Student Services*





## **Part II, Standard 6. Student Services**

During the visit, the unit should make the following accessible to the team:

- advising records
- other files related to student services

### **Executive summary:**

The college's undergraduate student services office has an exemplary track record of helping students graduate in four years while completing the requirements for the journalism major and the campus' General Education program. Journalism advisors also assist students in efficiently completing the requirements for other academic credentials, including a second major, a minor, a living-learning program or an education-abroad experience. The four-year graduation rate for journalism majors has exceeded the campus average on a yearly basis. Our strategies for keeping students on track for graduation include the submission of a four-year plan during a student's first term (and subsequent feedback and appointments to discuss changes); a review of gateway and benchmark degree requirements after three terms; advising for all students in the major and those exploring the major; and a status audit/notification email for students before their final year and before their final term. Student-athletes and students on academic probation must meet with an advisor every term, and the former is reviewed every semester to verify athletic eligibility compliance. Students in the major and those exploring the major meet with the college's internships/career director about applying for internships, approving opportunities and postgrad career pathways.

The student services office has created and implemented electronic advising forms and processes, and has offered remote advising options in recent years to provide flexibility, as well as to improve efficiency and response times. The office now uses electronic folders/files for all students so that advisors can access up-to-date documents. Students are able to receive advising over the phone and virtually on such platforms as Zoom. That has helped some students be more informed about their requirements and more able to connect with an advisor when they are not on campus. These changes have helped the student services office reduce paper and become a greener operation.

Based on survey results (for details, please see question No. 3 in this standard), students are incredibly satisfied with our advising availability, our forms and processes, and the quality and quantity of advising they receive from the student services staff.

Please respond to each of the following instructions:

**1. Complete and insert here Table 9, “Student Aid.”**

**Table 9. Student Aid**

Provide information for each of the two academic years preceding the accreditation visit.

**SCHOLARSHIPS AWARDED TO UNDERGRADUATE STUDENTS IN THE UNIT**

	<b>2020-2021</b>	<b>2021-2022*</b>
Total amount of scholarship dollars from funds controlled by institution	\$1,678,476.00	\$1,708,519.00
Number of students receiving scholarships from funds controlled by institution	260	276
Median individual scholarship funds controlled by institution	\$5,000.00	\$5,000.00
Total amount of scholarship dollars from funds controlled by unit	\$313,751.00	\$480,284.00
Number of students receiving scholarships from funds controlled by unit	99	104
Median individual scholarship from funds Controlled by unit	\$2,801.00	\$4,140.00
<b>Undergraduate Assistantships or Work-study Appointments**</b>		
Number of students holding appointments	5	2
Range of stipends	\$1,504.38-\$2,717.57	\$2,265.08-\$3,381.38

*\*Note: Fiscal Year 2022 awards for Fall 2021/Spring 2022 may not be considered finalized, as there is still time for some of those awards to be updated/modified, as of the report date of 8/12/2022.*

*\*\*We hire undergraduates on hourly appointments rather than on undergraduate assistantships. Consequently, the data in this section is based only on Federal Work Study payment.*

**SCHOLARSHIPS AWARDED TO GRADUATE STUDENTS IN THE UNIT**

	<b>2020-2021</b>	<b>2021-2022*</b>
Total of scholarship funds controlled by institution	\$80,000.00	\$80,000.00
Number of students receiving scholarships from funds controlled by institution	9	10
Median individual scholarship funds controlled by institution	\$8,889.00	\$10,000.00
Total amount of scholarship dollars from funds controlled by unit	\$84,961.00	\$69,051.00

Number of students receiving scholarships from funds controlled by unit	24	27
Median individual scholarship from funds controlled by unit	\$3,540.00	\$2,557.00
<b>Graduate Assistantships or Work-study Appointments</b>		
Number of students holding appointments	31	38
Range of stipends	\$20,171.00-\$26,628.00	\$21,210.00-\$29,290.00

**2. Describe how the unit informs students of the requirements of the degree and the major, advises them on effective and timely ways to meet the requirements, and monitors their compliance with the requirements. Provide digital files of advising guides, manuals, newsletters or other internal communication with students. Describe availability and accessibility of faculty to students.**

From the moment a prospective undergraduate student demonstrates interest in our program, we work with them regarding their understanding of our major, the degree, and effective and timely ways for them to satisfy requirements and achieve their academic goals. Each term, the campus and college host numerous prospective student recruitment events, and current journalism majors and administrators participate. Potential enrollees also come to Knight Hall for tours of the facilities and conversations with Merrill professors. At these engagements, students start to learn about degree requirements, major courses and options for co-curricular involvement and programs.

When a student confirms their enrollment, we act to get a clearer picture of their prior coursework and start to meet with some of them one-on-one as new student orientation approaches. A copy of our “Academic Advising Audit” and “Academic Advising Notes” that a student receives during each academic advising appointment can be found in [Appendix ST6-A](#) and [ST6-B](#). In preparation for student orientation, which is mandatory for all students at the university, we created an online Enterprise Learning Management System (ELMS) course for incoming journalism majors. An example email to students about orientation can be found in [Appendix ST6-C](#). The virtual ELMS-Canvas course contains individual modules on: a degree requirements overview ([Appendix ST6-D](#)), journalism requirements ([Appendix ST6-E](#)), journalism supporting courses ([Appendix ST6-F](#)), the journalism four-year plan ([Appendix ST6-G](#)), our abstract thinking skills requirements ([Appendix ST6-H](#)), the campus’ General Education program ([Appendix ST6-I](#)), education abroad opportunities and logistics ([Appendix ST6-J](#)), popular concentration areas ([Appendix ST6-K](#)), upper-level non-journalism courses ([Appendix ST6-L](#)), prior learning credits ([Appendix ST6-M](#)), first-semester classes and notes ([Appendix ST6-N](#)), and tips for transfer students ([Appendix ST6-O](#)). Students post questions about these areas in an ELMS-Canvas discussion board and advisors provide

answers and insights. Students also submit inquiries and thoughts to the shared inbox for journalism academic advisors. At orientation, we discuss the ELMS-Canvas topics and have one-on-one conversations with students while they register for their first-term classes and think more clearly about big-picture goals. We also have a session at orientation with the parents of incoming students where we talk about some of these topics and inform parents about ways they can help their students leading up to their first term, during their first term and beyond their first term.

During a student's first term, journalism academic advisors go into each JOUR200 (Journalism History, Roles and Structures) section and talk to students about their four-year plan. Incoming students must take JOUR200 in their first term and we (along with the campus) mandate that each student submit a four-year plan. A sample email to students about submitting their four-year plan can be found in [Appendix ST6-P](#). After the plans are received, advisors review each one and share feedback with the students about what courses they did not include, what courses they do not need that they included and steps for how a student can add a double major or minor if mentioned in their plan. Advisors meet with students about these plans as they prepare for their second term. While students are not required to meet with an advisor unless they have not satisfied our benchmark requirements or have mandatory advising, the majority of students in the major voluntarily elect to meet with an advisor. Students with mandatory advising include student-athletes, students on academic probation, and students who have been academically dismissed from the university and are seeking to return. At each advising meeting, a student is informed of their degree progress and a graduation plan is discussed. If a student emails an advisor with a question about registration, they are given an update on their degree status. The advisors believe strongly in retention and graduation, so even if a student has an advisor for a minor or another major, we still carefully review those requirements and factor them into a student's graduation timetable and remaining requirements for their journalism degree. Students are also (where appropriate) referred to meet with other academic individuals regarding in-class or out-of-class situations. That may be the college's career and internships director. It may be the Office of the Registrar. Or it may be the University of Maryland Career Center or the UMD Counseling Center, which includes accessibility and disability services, as well as mental health support.

We evaluate a student's degree requirement compliance at least four times during their time in the major. The advisors review all students after 30 credits to ensure they have completed our first two benchmark courses. If they have not, we meet with them to discuss their major interest, their degree plans and their graduation timetable. That helps students get back on track in the major or helps them with their transition into a different major. We perform a second benchmark review of all students after 60 credits

to evaluate if they have completed our next four benchmark courses. This allows us to initiate another conversation with students about their academic plans. We then review each student in the major two more times – leading up to their final year and final semester. “Summer Senior Audits” example emails to students can be found in [Appendix ST6-Q](#) and “Winter Senior Audits” example emails to students can be found in [Appendix ST6-R](#). This semiannual process provides students with a clear graduation timetable and gives them an effective and timely update on where they stand. Students are given extensive and targeted information about their degree requirement compliance, which allows us to be sure they know what they need to complete and have time to prepare accordingly for their final term or terms. We also strategically set the seat capacity lower in several required courses that a student would need in their final year so we can assist a student in getting into a class that helps them toward their degree goals that may have been full.

We regularly communicate with students via a direct listserv or a Google Group about various academic items. Example messages of internal communication with students can be found in [Appendix ST6-S](#) including capstones, second-semester registration, course delivery methods, grading options, internships, withdrawal and preregistration processes. Each term, we send several emails to students about the capstone course requirements. We also hold back some seats in these classes for students in their final term or year who still need to satisfy this requirement. This helps them remain on track for graduation. Every fall, we send an email to first-semester students about the registration process and protocols as they shift from registration with an advisor at orientation to enrolling in classes on their own (although as mentioned previously, most students receive advising before their registration appointment). We send an email to all majors each semester that outlines our preregistration processes and includes information about advising, registration permissions and enrollment blocks. This helps students prepare for their registration and helps ensure a smooth sign-up process. It offers another opportunity for us to initiate a dialogue with students about their short-term and long-term academic plans and ensures effective and timely requirement compliance. During the semesters affected by the COVID pandemic, we sent targeted emails and reminders to students about one-off campus or college policies. These included course delivery methods, grading options, internships and withdrawals. We wanted to do whatever we could to make sure students understood these policy changes and options and how they would affect their major/degree completion and graduation plans.

The university's Office of Faculty Affairs says in the [Teaching Policies & Guidelines](#) (*Appendix ST6-T*) that faculty are expected to post and hold office hours. Merrill faculty are available during office hours, which are required to be listed in the

course syllabuses and are posted on the office doors of full-time faculty members. Faculty are also available to students by appointment and may meet with students before or after class when schedules allow for such to occur. Students can message faculty via email and through the university's ELMS-Canvas. Adjunct faculty often provide cellphone numbers along with their email addresses to allow for easier access for student inquiries. Knight Hall has an adjunct office and some instructors meet with students in that space or work in that room for extended periods of time on their teaching days to allow for greater availability for student meetings.

**3. Describe the unit's process for evaluating its advising and counseling services. Include measurements of the accuracy of academic advising, student and faculty opinion of the quality of advising, or other indices of the effectiveness of advising. Discuss the results of these assessments, and any changes or adjustments made because of the findings.**

Each summer, following New Student Orientation, the assistant dean meets with senior staff from the orientation office to discuss incoming first-year and transfer student feedback from the advising and registration that occurs at the two-day orientation programs. From the most recent feedback from 2020 Orientation, we feel very satisfied with our advising at the time of matriculation. ([Appendix ST6-U](#)) As a reminder, 2020 was our first virtual orientation program (because of the pandemic) so we had to abruptly shift our advising content from in-person PowerPoint slides that led to in-person course registration to virtual asynchronous modules that led to virtual synchronous advising and registration. Ninety-two percent of the students who provided feedback rated our academic advising as great or excellent and 96% chose great or excellent for the course registration process. The student feedback about the helpfulness of advising and registration was universally glowing. Feedback about improvements was unrelated to the advising that takes place at orientation. Every student who submitted feedback about the academic advisors said they were great or excellent. As orientation programs shift back to in person, we will work hard to ensure students feel the same way about their experience. We will continue to try to retain high-caliber academic advisors. We will recruit advisors who are passionate about advising and student development. And we will only permit advisors to meet with students once they have undergone our extensive training, which stresses attention to detail, clear and effective communication, and encouraging students to think critically about short- and long-term academic and professional goals. We remind our advisors that they must not only be a resource for strategic course selection but also a supporter of the pursuit of internships, organizations and involvement opportunities that will aid postgraduate success.

Advising audits are periodically reviewed by fellow advisors to ensure accuracy and consistency. Most students meet with multiple advisors during their time in the program and each time they are advised, the advisor conducts a new advising audit. This ensures a mistake is not made repeatedly by the same advisor and creates a natural oversight process that is beneficial for both students and advisors. It also allows us to constantly measure and evaluate our accuracy and quality. At regular advising team meetings, advisors discuss student feedback, issues, classes and policies. Ongoing training takes place at campus-wide advising groups and a yearly conference.

Every semester, we inventory student registration blocks and appointments to create a calendar for appointments that allows students to meet with an advisor before their registration. What we have discovered during this process is while most students do not have any blocks preventing them from registering, the majority of them elect to still meet with an advisor before registration. This makes us feel confident in the effectiveness of our advising and gives us insight into the students' thinking about its quality. Students who do not meet with us in-person or virtually for advising often email for help with their course registration. There are very few students we do not meet with or hear from on a regular basis, so we are confident that students have a good sense of where they stand with their degree requirements and their academic planning. If there are students who do not receive advising, we communicate with them via benchmark reviews, the status audits done for students entering their final year or correspondence related to education abroad, taking a course off campus, a request for an exception to policy or a check-in prompted by a professor's email.

During the Spring 2022 semester, the college sent an academic advising survey to all journalism majors. Students were asked to share feedback about their journalism advising experience and their non-journalism advising experience, which includes that from a previous higher education institution, a previous or current academic college/department at UMD (major, minor, certificate) or an education abroad experience. The results can be found in [Appendix ST6-V](#). We feel very good about the results and will continue to keep the standard high for a student's journalism advising experience.

	Percent of students who strongly agreed or agreed that their advisor provided sound guidance	Percent of students who strongly agreed or agreed that their advisor was responsive via email and addressed questions and concerns	Percent of students who strongly agreed or agreed that their advisor spent sufficient advising time with them	Percent of students who strongly agreed or agreed that their advisor helped them find answers to questions about JOUR policies and procedures	Percent of students who strongly agreed or agreed that their advisor helped them find answers to questions about UMD policies and procedures	Percent of students who strongly agreed or agreed that their advisor helped them plan academic options that allows them to graduate in a timely fashion	Percent of students who strongly agreed or agreed that their advisor introduced them to department and university opportunities
Merrill College advising	96	96	84	92	80	91	68
Non-Merrill College advising	53	62	37	41	50	48	45

The survey results align with our mission of serving students and helping them accomplish their academic goals. Each term, we reiterate to the advising team the need to give students strategic and thorough guidance, be responsive to their needs, devote satisfactory time to each advisee, and keep them informed of college and university policies. The responses to the survey question regarding the four-year academic plan reinforce the priority and emphasis that we put on that exploratory activity. Students must complete it in their first term and the advisor must provide thoughtful feedback to it, but every advising appointment beyond that is required to include a conversation regarding a student's graduation timetable. The feedback related to the survey question regarding our introduction to departmental and university opportunities is not as strong as we'd like, so advisors will be encouraged to spend more time discussing scholarships, study abroad, adding a double major, and minor or certificates with students at each appointment. It is critical that students are keenly aware of scholarship opportunities and exploring additional academic areas of study. Advisors discuss other programs of study at each appointment and we introduce students to study abroad, double majors and minors at recruitment sessions and orientation, but it appears as if we need to make this a big priority and a clearer topic of conversation.



**4. Describe student professional organizations or other extra-curricular activities and opportunities provided by the unit or the institution that are relevant to the curriculum and develop students' professional and intellectual abilities and interests. Do not duplicate information already included in Standard 2 (Curriculum and Instruction).**

The college's unparalleled location near Washington, D.C., Baltimore and Annapolis allows students to participate in a wide range of internships, including at The Washington Post, The Baltimore Sun, USA Today and CNN. Students prepare for these internship opportunities by gaining experience in numerous mostly student-run, campus-based media outlets and organizations. These include:

Student Media

**The Diamondback**

The independent, student-run newspaper for the University of Maryland covers the campus and parts of Prince George's County. Students have the opportunity to write for a variety of sections, including Sports, Opinion, Diversions and News. Content is published daily. The general assignment meetings are good ways for students to pitch story ideas or accept story assignments as they seek to complete the published clips requirement in JOUR320. The Diamondback is controlled by Maryland Media Inc., which has a general manager and a volunteer board of directors that includes Merrill College alumni and editors of their publications.

Website: [www.dbknews.com](http://www.dbknews.com)

**The Left Bench (recently renamed Terrapin Sports Central)**

A student-run sports media organization covering all University of Maryland sports at every home game, various away games and through feature stories. The publication, created eight years ago by three enterprising Merrill students, offers hands-on broadcast, videography and on-camera experience, as well as anchoring and production experience with their biweekly studio show, The Left Bench TV.

Website: [theleftbench.com](http://theleftbench.com)

**The Maryland Baseball Network**

The Maryland Baseball Network is entering its sixth season as the independent, comprehensive online platform and flagship radio station for the UMD baseball team. It provides high-quality broadcasts of Terps baseball games — home and away — and news with regular posts, podcasts, videos and much more.

Website: <https://marylandbaseballnetwork.com>

### **Stories Beneath the Shell**

Stories Beneath the Shell is a student-created, student-run digital publication that covers underreported and diverse stories in the University of Maryland community and surrounding College Park area.

Website: <https://umdsbs.wordpress.com/>

### **WMUC Radio**

The University of Maryland's student-run radio station, featuring sports, music, entertainment segments and news packages produced by students. Many journalism students are involved in the operations of the campus radio station. WMUC News has a Weekly Roundup and WMUC Sports produces, broadcasts and reports from Terps home games and various away games.

Website: [wmuc.umd.edu](http://wmuc.umd.edu)

### **The Campus Trainer**

The Campus Trainer is a fashion and lifestyle online publication run by University of Maryland students. Staff writers cover a multitude of topics, from fashion to campus life. Articles are written biweekly by staff writers. Much of the work is done digitally.

Website: <http://www.thecampustrainer.website/>

### **Her Campus**

An online magazine for college women covering, style, beauty, health, love and more. Her Campus has more than 300 campus chapters located in nine countries.

Website: [hercampus.com/school/maryland](http://hercampus.com/school/maryland)

### **The Mitzpeh**

The Mitzpeh is the University of Maryland's independent Jewish publication. They write stories of interest to the Jewish community on campus. That means stories about Jewish people, Jewish events or about Jewish students' perspectives on events. That being said, all writers are welcome. Being Jewish is NOT a requirement to write for Mitzpeh. The Mitzpeh is controlled by Maryland Media Inc., which has a general manager and a volunteer board of directors that includes Merrill College alumni and editors of their publications.

Website: [umdmitzpeh.com](http://umdmitzpeh.com)

### **Terrapin Yearbook**

Students work as editors, reporters and designers on the official yearbook of the University of Maryland. The first issue of the yearbook, entitled Reveille, was published in 1897 and features a history of what was then known as the Maryland Agricultural College. It was over 130 pages in length. The yearbook name changed to the Terrapin in

1935, and grew in size along with the campus. Each issue of the yearbook is produced entirely by the students. The yearbook is controlled by Maryland Media Inc., which has a general manager and a volunteer board of directors that includes Merrill College alumni and editors of their publications.

Website: <https://terrapinyearbook.com/>

### **Testudo Times**

Testudo Times, Maryland's SB Nation-affiliated site allows students to work as writers, photographers and multimedia journalists. Through Testudo Times, students make connections that can help them progress in the industry and learn about working in sports journalism. If a student is interested in writing, reporting, multimedia or sports, this is a great opportunity.

Website: <https://www.testudotimes.com/>

### **The Black Explosion**

The Black Explosion, the first and only Black newspaper on campus, gives students the opportunity to gain experience as staff writers, photographers and videographers. Writers can cover news, sports, opinion, lifestyle, arts and entertainment, or submit poetry or prose.

The mission of The Black Explosion is:

- We strive to put out fresh and challenging information primarily but not exclusively for the Black community.
- We strive to be a "Black voice" for the campus.
- We strive to bring attention to issues that affect the Black campus community.
- We strive endlessly for consistency and quality whether it be meeting our deadlines, or producing quality photography and writing.

Website: <https://www.blackexplosionnews.com/>

### **Howard Center for Investigative Journalism**

The Howard Center for Investigative Journalism, launched in 2019, gives Merrill College students the opportunity to work with news organizations across the country to report stories of national or international importance to the public. The multidisciplinary program is focused on training the next generation of reporters through hands-on investigative journalism projects. Students will learn to dive deep into data, ask tough questions of those in power and tell the stories they uncover in new and compelling ways.

Website: <https://merrill.umd.edu/howard-center-for-investigative-journalism>

### **CNS-TV News**

Students can connect early on with the broadcast and live components of the Capital News Service Broadcast Bureau, a college-run course overseen by faculty. There are opportunities for students to observe and get hands-on experience in several roles involving the production of the live broadcast, including director, technical director, floor director, audio and studio camera operators. The broadcast airs on Tuesday and Thursday evenings.

Located in the Richard Eaton Broadcast Center in Tawes Hall on the University of Maryland campus, the Capital News Service Broadcast Bureau operates out of two studios. Students learn to produce and report on deadline, and students interested in production learn to execute real-time, live broadcasts that air on [YouTube](#), [Twitch](#), [Facebook](#) and UMTV, where it is broadcast to more than 400,000 households in suburban Washington, D.C. The bureau also helps produce web video, text and multimedia packages. [Mel Coffee](#) is the director of the CNS Broadcast Bureau. Website: <https://merrill.umd.edu/about/umtv>

### **Student Organizations**

#### **National Press Photographers Association**

The NPPA is the leading voice advocating for the work of visual journalists today. It offers visual journalism students invaluable advice on scholarships and online education seminars, tips on entering the job market after college and the opportunity to be mentored by successful professionals.

#### **Maryland Association of Black Journalists**

MABJ is the student chapter of the National Association of Black Journalists (NABJ) – an organization of journalists, students and media-related professionals that provides quality programs and services to and advocates on behalf of Black journalists worldwide. The goal of MABJ is to assist journalism students and others interested in the media with the pursuit of scholarship, internships, networking and jobs. They plan fundraisers, lectures and workshops with professionals and UMD alumni.

#### **National Association of Hispanic Journalists**

The National Association of Hispanic Journalists (NAHJ) is dedicated to the recognition and professional advancement of Hispanics in the news industry. NAHJ has approximately 1,500 members, including working journalists, journalism students, other media-related professionals and journalism educators.

### **Society of Professional Journalists**

For more than 100 years, the Society of Professional Journalists has been dedicated to encouraging a climate in which journalism can be practiced more freely and fully, stimulating high standards and ethical behavior in the practice of journalism and perpetuating a free press. The Maryland student chapter holds monthly meetings – many times with guest journalists – takes part in local outreach efforts, participates in training sessions and field trips. The chapter also has access to scholarships, and takes part in regional and national conventions and contests.

### **Associated Press Sports Editors**

APSE (Associated Press Sports Editors) is a national organization that strives to improve professional standards for sports departments of professional news organizations and to recognize professional excellence among its membership. The University of Maryland and Virginia Tech were the first two student APSE chapters – both approved on June 25, 2014. APSE works with student chapters to increase student participation in regional and national meetings, and to bring APSE representation to campuses. APSE offers an internship and job bank, and awards student scholarships.

### **Association for Women in Sports Media**

AWSM is a volunteer-managed, 501(c)(3) nonprofit founded in 1987 as a support network and advocacy group for women who work in sportswriting, editing, broadcast and production, and public and media relations. AWSM works to promote and increase diversity in sports media through our internship/scholarship program, as well as through mentoring links and career-enhancement initiatives.

### **5. Describe the unit's career counseling and placement strategy for assistance in students' searches for employment. List placement statistics for the three most recent years before the self-study year for which accurate information is available.**

While the college does not place students in jobs and internships, it helps prepare students for the professional world by requiring professional experience as part of the curriculum. The college also provides advice on resumes and cover letters as well as career counseling, both formally and informally, through the career development director and journalism faculty. Faculty and the career development director often make phone calls, meet via video conferences and send email queries for students seeking positions. Also mentioned above, the college provides an up-to-date job bank and fellowships document, as well as regular listserv messages informing students and recent graduates of job opportunities in journalism and other fields. The college career development office also maintains and regularly updates a list of internship opportunities. The college career development director visits introductory and midlevel

journalism courses to discuss career opportunities and pathways in the college, and posts opportunities via the college's career Twitter account (@MerrillWorx).

The college hosts an annual career fair (health regulations permitting), where students and representatives from journalism organizations are able to network in person and connect applicants with opportunities for both jobs and internships. In addition, the university's Career Center offers a range of services to alumni, including career counseling, job fairs and mentoring services.

The college does not keep comprehensive placement statistics, but 2019, 2020 and 2021 surveys of graduates showed that 90% or more of alumni have employment that is either directly aligned with their career goals or is a stepping stone toward their ultimate career goals; and in excess of 90% report that their employment is either directly related to their field of study/major or utilizes knowledge, skills and abilities gained through their studies. For details, see 2021 Placement Statistics ([Appendix ST6-W](#)), 2020 Placement Statistics ([Appendix ST6-X](#)) and 2019 Placement Statistics ([Appendix ST6-Y](#)) for placement statistics for the three most recent years before the self-study year for which accurate information is available.

In an effort to reach more alumni, the college encourages graduates to update their contact information with Terp Nation, the University of Maryland Alumni Association's online database. We also provide an email address so they can provide that information to the college.

College assistance to alumni is informal but effective. Employment assistance is provided when requested. Typically, a graduate seeking advice contacts the career development director, a past professor, one of the Capital News Service (CNS) bureau chiefs or a college administrator. To assist the graduate, faculty and staff members often reach out to each other, other alumni and employers who may have or know about job openings.

The college's job bank is also a good source for alumni, because it is updated frequently. Information is also exchanged via social networking sites, including the @MerrillWorx Twitter account. Many faculty and administrators take advantage of other sites such as LinkedIn. Bureau directors use their professional contacts to help the career development director find candidates for openings, and encourage alumni to use the career development office for job postings and networking.

**6. Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major, and provide comparison to the university's rates. Discuss the findings of the analysis.**

Each spring, dean-level administrators from Merrill College meet with senior staff from the Office of Undergraduate Studies to review enrollment data, time-to-degree statistics and retention/graduation rates in journalism and compared to the rest of the university. Enrollment, retention, and graduation data from the most recent meeting can be found in [Appendix ST6-Z](#). From 2014 to 2021, the college's enrollment has gone from 562 to 469.

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
562	544	489	480	486	495	469	469

Higher education and journalism programs have seen declining enrollment since 2010 and we've been affected by that. Some factors include the marketability of the degree and political attacks on the press. Recently, we've seen reinvigorated incoming students who want to hold the powerful accountable and are enthusiastic about new, innovative ways of storytelling. Looking ahead, as a result of the college's transition from Limited Enrollment Program to non-LEP status in the summer of 2021, we expect our enrollment will increase as prospective students on campus have their "time to declaration" reduced from two semesters to immediately. Prospective students off campus also now have a similar major declaration timetable, which is of great appeal for those unsure about transferring. These students have immediate access to our advising and are able to avoid pre-major advising, where they may receive course recommendations that do not help them with their graduation timetable.

The enrollment of first-year students in the past five years has ranged from 79 to 122 and we have devised some recruitment strategies and scholarship campaigns recently that we hope will result in entering cohorts being closer to the top of that range. One of our biggest enrollment challenges is yielding our large number of out-of-state admits. The table below shows the recent rise in that population among our admitted class.

Number of out-of-state fall JOUR freshman admits

2016	2017	2018	2019	2020	2021
185	188	248	200	202	212

Number of out-of-state fall JOUR freshman enrollees

2016	2017	2018	2019	2020	2021
48	49	78	47	48	47

From 2016 to 2020, the college's first-year admits were 71% out-of-state residents. The campus' average during that time was 61%. While we realize that a high number of out-of-state admits means that students are interested in coming to a destination journalism school, the reality is that nonresident tuition costs are high and these students regularly come to us seeking five-figure scholarships to confirm. We do not have that available and we work hard to showcase our new building, flexible curriculum, stellar student publications, well-connected faculty and superb postgraduation job rates.

In terms of a student's time to degree (TTD), Merrill has surpassed the rest of the campus each year, dating back to at least 2014. The average TTD for a campus freshman in 2014 and 2015 was 3.9 years while it was 3.8 for a journalism freshman. From 2016 to 2021, the average TTD for a campus freshman was 3.8 while it was 3.7 for a journalism freshman. This data solidified our belief in how we advise students, and how closely we work with them on their understanding of the degree requirements and their pursuit of a timely graduation. With our non-LEP status beginning in summer 2021, we will soon be better able to compare TTD for students who start at UMD after transferring. Students can now transfer directly into the major from an external institution, so we will be able to evaluate our processes and protocols for this alternative population of students, who typically enter the university with around three semesters of credits completed. TTD data is currently available for journalism students who started at the university as transfers, but we feel as if this is not of great value because the students spent a year taking our gateway courses and receiving most of their advising from non-JOUR advisors before declaring. Additionally, JOUR credits from nonaccredited institutions cannot count toward the degree, so transfers often lose credits during the process, which may result in an extra semester to graduate. For this reason, it is critical for us to work with these students the moment they get on campus so we can begin to discuss their graduation and what is necessary to achieve the desired timeframe.

The college's retention and graduation rates have consistently been strong and higher than the university averages. The table below illustrates that using the most recent data (in percentages).



	One-year retention rate for cohorts starting from Fall 2013 to Fall 2020	Two-year retention rate for cohorts starting from Fall 2012 to Fall 2019	Three-year retention rate for cohorts starting from Fall 2011 to Fall 2018	Four-year graduation rate for cohorts starting from Fall 2011 to Fall 2017	Five-year graduation rate for cohorts starting from Fall 2011 to Fall 2016	Six-year graduation rate for cohorts starting from Fall 2011 to Fall 2015
Merrill College	95.7	92.7	91.1	83.6	89.2	88.9
UMD	95.4	92.1	90.2	71.3	85.2	87

The retention and graduation data reinforce our thinking on the effectiveness of the way we handle the four-year plan submission/review process for each incoming student; the timeliness and value of our gateway/benchmark compliance protocol; and the quality/impact of our status audits/notification emails for students before their final year and final term. These measures require a great volume of work from our advising staff and incredible attention to detail, but they are shown to be essential in keeping students informed about graduation timetables/requirements and aware of options for major retention. We take great pride in these numbers and strive each day to continue to outpace campus averages and keep up the standard that we set for each other.

#### **Professional master's program:**

#### **7. Describe the process for academic and career advising of professional master's students.**

Professional master's students receive academic advising from the director of the program, currently the associate dean, and from the assistant director of graduate studies.

The first academic advising session takes place in the summer before students enroll. The director of the program and the assistant director meet individually with each student to discuss their interests and their background, then tailor a plan that fits them. For example, students who have equivalent coursework or professional experience are waived from some introductory courses, allowing them to specialize earlier in their course of study. As our program has evolved over the last six years, we have created opportunities for students to specialize in areas such as data and data visualization, design, podcasting and investigative reporting, to name a few. These early meetings help us guide students through those possibilities and pathways.

The program director and assistant director meet individually with each student again during their first semester in order to plan the rest of their time with us. Since the program is short, three to four terms, we consider it important to have this meeting in case students have changed their goals after taking some of our initial courses. After the first term, most of the academic advising is done by the assistant director with assistance from the program director, as needed.

While the professional master's program does not require an internship, the internships and career director is available to master's students for resume and cover letter editing, advice about internships and jobs, and other career matters. Master's students are invited to the annual career fair held every fall and to any other opportunities to meet with potential employers.

The college also has negotiated regular internship and fellowship slots specifically for our students, with an emphasis on master's students. These include an annual summer internship slot on NPR's investigative team, two fall internship slots at The Washington Post, and one-year, postgraduate fellowships with nonprofit newsrooms around the country.

**8. Discuss retention and graduation rates in the master's program, including the grade-point average required to remain in the program and the expected time to degree.**

Professional master's students are required to maintain a cumulative GPA of 3.0. If a student falls below this requirement in any semester, they are put on academic warning by the graduate school and given one semester to raise their cumulative GPA or risk dismissal.

The program is designed to be completed in three or four semesters. The campus-tabulated retention and graduation rates are below. However, we note that these numbers include students who accepted admission but never registered, or registered and dropped out by the first day of classes.

For example, in 2018 we had three such students. Excluding them would have yielded a one-year retention rate of 95.7%.

## Master's Student Retention and Graduation

This shows Philip Merrill College of Journalism master's student retention and graduation data for 2018 to 2021.



Source: Office of Institutional Research, Planning and Assessment • Created with Datawrapper

*Standard 7:*  
*Resources, Facilities and Equipment*



## Part II, Standard 7. Resources, Facilities and Equipment

### Executive summary:

The Philip Merrill College of Journalism is the smallest college on the University of Maryland campus by size of enrollment and state support. It has seen modest increases in state support since FY16. Careful planning and budget management have provided the college with financial stability. The college has maintained healthy reserves and has dramatically increased philanthropic support through gifts from individuals and program grants from foundations. The college provides students and faculty with up-to-date equipment and facilities. Scholarship support will be the college's biggest need for the foreseeable future.

Please respond to each of the following instructions:

**1. Complete and insert in this section Table 10, "Budget." If necessary, provide a supplementary explanation.**

**Table 10. Budget**

**Show below the annual unit budget for each of the three years preceding the accreditation visit. "Annual budget" refers to funds directly under control of the unit for the entire year (12 months). Budget figures should not include expenditures for building maintenance, retirement allowances, scholarships, prizes or student aid. List student newspaper budget only if it is under control of unit and is used in instruction.**

Budget Item		2019-2020	2020-2021	2021-2022 (Self-study year)
Administrative Salaries		1,449,293	1,387,754	1,614,710
Teaching salaries (full time)		3,001,307	2,801,737	2,770,629
Teaching salaries (part time/adjunct)		729,571	696,157	785,386
GAs/Teaching Assistants		495,818	458,144	485,387
Clerical salaries		117,952	121,321	127,626
Equipment		76,488	75,466	47,215
Equipment maintenance		1,000	404	10,075
Supplies		25,970	45,340	104,655
Library resources				
Databases, online information services				
Travel		5,895	4,295	29,728
Research		100,000	100,000	108,839
Other: Employee relocation, Media insurance		35,775	7,800	43,335

Rents		83,795	57,275	117,150
Contractual services		27,293	80,837	106,349
Telephone/Postage		98,075	93,884	67,288
Building/Facilities		4,598	1,254	9,822
Student Assistants		61,458	2,570	48,417
<b>Total Annual Expenditures</b>		<b>6,314,288</b>	<b>5,934,238</b>	<b>6,476,611</b>
Journalism Budget				
Revised Hard Money Budget		4,928,554	4,784,232	5,068,428
Soft Money, Gifts, Grants		1,636,856	1,028,316	1,898,162
Net (Deficit)		251,122	(121,690)	489,979

**2. Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of faculty in the process.**

The dean and assistant dean for business operations/chief budget officer are responsible for budget development. Typically, the college's budget for the coming year is updated by the assistant dean and dean during the spring semester and submitted to the provost's office based on guidance from the state on the funds that will be available.

Faculty members are involved at several levels. The dean discusses budget matters with the six-member Faculty Advisory Committee at her discretion before sending the budget to the provost's office. Each spring, two committees of five full-time faculty members (one tenured/tenure track to review T/TT faculty members and the other professional track to review PTK faculty members) are elected. They review Faculty Activity Reports and curriculum vitae and, in years when merit pay is available, the committees make salary recommendations to the dean. The dean makes the final decision on merit pay – although it must be noted that merit pay from the state was awarded in FY22 and FY23 for the first time since FY16. During the pandemic, when merit pay was not available and faculty members worked remotely, the merit pay committees did not meet. Periodic five-year reviews for tenured faculty members and PTK promotion committees did meet by Zoom and evaluated faculty members. The dean reports annually to the College Assembly on budget matters at the end of the academic year. But Dean Lucy Dalglish regularly discusses budget matters at College

Assembly meetings, so members are fully aware of the economic climate throughout the year.

**3. Describe the adequacy of resources for the unit and the sources of revenue for those resources (university funds, fees, private funding, other). Describe how the unit will supplement its annual budget from other sources or reallocate resources to reach its strategic goals.**

### **State funding**

As with almost all state universities, the University of Maryland has experienced fluctuations in state support in recent years – some of them related to the COVID-19 pandemic. But Maryland’s state support has been more stable than many states due to a relatively stable economy, helped by the seriousness with which state officials handled the pandemic. University-wide enrollment actually increased during the pandemic.

Merrill College receives two types of funding for which it is asked to formally budget each year: hard money funds from the state and designated research initiative funds (DRIF), which are distributed annually by the provost’s office — a type of soft funding that redistributes grant overhead dollars based on research activity.

The total of these two types of funds has grown substantially at Merrill College over the past couple of years. Former Provost Mary Ann Rankin spent three years reviewing base budgets for most academic units on campus and adjusted state hard money allocations accordingly. As a result, Merrill College gained about \$500,000 in base state support, which went into effect in FY21. This considerably relieved stress on the college, which had been paying almost all professional track faculty members with unpredictable soft money. In addition, more Merrill College faculty members have sought and received research grants in recent years, which not only funded valuable research but also increased the college’s DRIF allocations.

### **Reserves**

For much of the past 20 years, Merrill College’s reserves could best be described as “modest,” but the financial crisis that existed at the college from 2007 to 2014 has been resolved. When Dean Dalglish took over in FY13, the college had \$3,000 in reserves. Today, Merrill College maintains a reserve of about \$500,000, which can be spent with permission of the provost’s office. The college strives to avoid spending reserve funds on annual operating expenses, although reserves were spent in FY21 in response to state base budget cuts to the entire University System of Maryland at the start of the pandemic. Those funds have been restored for FY23.

## **Philanthropy**

The University of Maryland completed the 7 1/2-year “Fearless Ideas” campaign on Dec. 31, 2021. Merrill College’s campaign goal was \$10 million and it exceeded that goal more than a year early, ultimately raising \$15.24 million over the course of the campaign.

A change in leadership for alumni relations and development efforts occurred in 2018 when Assistant Dean Lele LeVay Ashworth left the college and Katie Aune was appointed assistant dean of external relations and chief development officer in October 2018. Aune is a former tax lawyer who has 15 years of alumni relations and development experience in higher education and nonprofits, including with the Reporters Committee for Freedom of the Press.

Aune led the fundraising effort to create the George Solomon Endowed Chair in Sports Journalism in 2019. She has also overseen an audit of the college’s scholarship awarding and stewardship process, managed the college’s pivot to online alumni events in the wake of the COVID-19 pandemic, launched a new Journalism Alumni Network in 2021 and led efforts to increase donor participation, increasing the number of donors to the college by 37% from 2018 to 2021.

Aune reports up through the university’s division of University Relations, which has seen multiple leadership changes in recent years. A new vice president for university relations, Matthew Hodge, started July 1, 2022. He will be the fourth vice president to lead the division since 2016.

Since its last accreditation, the college has focused on attracting new scholarship support for students, raising money for an endowed chair in sports journalism and securing funding from the Scripps Howard Foundation to launch a new center for investigative journalism.

## **Highlights of fundraising activity over the past six years**

Merrill College has enjoyed four consecutive years of \$2 million or greater fundraising totals: \$4.7 million in fiscal year 2019, \$3.9 million in 2020, \$2 million in 2021 and \$4.6 million in 2022. Highlights include:

1. [Howard Center for Investigative Journalism](#)

Merrill College was selected in 2018 by the Scripps Howard Foundation as one of two journalism schools to receive a three-year, \$3 million grant to establish a Howard Center for Investigative Journalism. Scripps Howard renewed this grant in 2022, extending it by an additional \$3 million through 2025.



Thanks to the support of Scripps Howard, students at the Howard Center investigate important issues, dive deep into data, shine a light on society's injustices and produce stories with local, regional and national impact. They do so while collaborating with student and professional journalists alike. The funding from Scripps Howard provides student financial support in the form of fellowships and internships, as well as support for the logistics of reporting projects, including travel and document requests.

The Howard Center has also benefited from the ongoing support of the Park Foundation, which has given a total of \$440,000 to support investigative journalism at Merrill since 2018.

## 2. [The Shirley Povich Center for Sports Journalism](#)

The Shirley Povich Center for Sports Journalism was founded in 2011 to honor longtime Washington Post sportswriter and editor Shirley Povich. The center prepares students to be innovators and leaders in all facets of sports media. The center's unique, experiential curriculum and public programs elevate and amplify discussion of race, gender, politics and the world — just as Shirley Povich did each morning in The Washington Post.

In 2019, Merrill College launched a fundraising effort to raise \$2 million to establish a new George Solomon Endowed Chair in Sports Journalism, in honor of founding center director George Solomon, who retired in June 2020. The Povich family contributed a \$1 million matching gift, the college contributed \$500,000 and an additional \$500,000 was raised from more than 100 individual and corporate donors.

## 3. Scholarship and fellowship funds

- **Maryland Promise scholarship funds.** These scholarships were established in connection with the Clark Challenge for Maryland Promise, which offers matching funds for endowed scholarships supporting Pell Grant-eligible students from the State of Maryland. Each has a stated preference that it be awarded to a student majoring in Journalism.
  - Jack Tarver Maryland Promise Scholarship – established in 2017 by the Jack and Margaret Tarver Foundation with a gift of \$50,000.
  - Modarelli Coccozza Maryland Promise Scholarship – established in 2018 by Paula Modarelli Coccozza '92 with a gift of \$50,000.
  - Ralph M. Hamaker Maryland Promise Scholarship – established in 2018 by Ralph Hamaker '53 with a gift of \$250,000.
  - Connie Lawn Maryland Promise Scholarship – established in 2019 by Charles Sneiderman '69 with a gift of \$50,000.

- New endowed funds
  - Peter S. Mehlman Endowed Scholarship in Journalism – established in 2017 by Peter Mehlman '77 with a gift of \$30,000.
  - William Raspberry Endowed Scholarship in Journalism – established in 2017 by William's widow, Sondra Raspberry, with a gift of \$25,000. Sondra has since added another \$35,000 to the fund.
  - John McNamara '83 Endowed Sports Journalism Scholarship – established in 2018 by friends and family of John McNamara '83, one of five killed in the Annapolis Capital Gazette shooting. While the fund was initially set up with gifts totaling around \$120,000, it has since doubled in value thanks to annual contributions from a couple dozen friends and family.
  - Gonella Family Endowed Scholarship in Journalism – established in 2018 by Geoff Gonella '90 and Lulu Gonella with a gift of \$50,000.
  - Davis Family Endowed Scholarship in Journalism – established in 2019 by Richard Davis '84 with a gift of \$50,000.
  - Brian & Carin Lazarus Endowed Journalism Scholarship – established in 2019 by Brian Lazarus and Carin Lazarus '83 with a gift of \$260,000.
  - CNN Richard Davis Distinguished Graduate Fellowship in Journalism – established in 2021 by CNN with a gift of \$300,000. The fellowship honored UMD alum, Board of Trustees member and Merrill College Board of Visitors member Rick Davis as he retired from CNN. Davis later contributed an additional \$50,000 to the fellowship.
  - Richard Eaton Endowed Undergraduate Scholarship in Broadcast Journalism – established in 2021 by the Richard Eaton Foundation with a gift of \$100,000.
- New current-use funds
  - Guy and Laura Cecala Journalism Scholarship – established by Guy Cecala '82 and Laura Cecala in 2018 with a pledge of \$5,000 annually for five years.
  - Smart Family Current-Use Scholarship in Journalism – established by the Smart Family Fund in 2021 with a cash gift of \$25,000.
  - Capital Gazette Memorial Scholarship – established by the Anne Arundel County Community Foundation after the Capital Gazette shooting in 2018. The scholarship endowment is held at the Community Foundation and the spendable income each year is

given to support a scholarship for a Merrill student from Anne Arundel County.

#### 4. Additional Support

- Cathy, Nancy and Doug Merrill (the children of Philip Merrill, for whom the college is named), through the Merrill Foundation, have provided a total of \$300,000 in support for the Merrill College Dean's Fund since 2016.
- The Gridiron Club & Foundation continues to provide \$10,000 a year in scholarship funds.
- The White House Correspondents' Association continues to provide \$20,000 a year in scholarship funds.
- Google LLC has provided \$60,000 in support for the Future of Information Alliance, led by Associate Professor Ira Chinoy.
- Ralph Crosby '56 and Carlotta Crosby gave \$50,000 to fund upgrades to the Ralph Crosby Student Lounge in the Knight Hall atrium, including new television monitors, new trophy cases, and a new Hall of Fame wall and interactive kiosk.
- Julie Klingenstein '80 and Andy Klingenstein committed \$500,000 in 2022 to support a new local news initiative. The funds support the hiring of a new faculty member to run the newly formed local news collaborative and will provide summer internship stipends to students working in local newsrooms.
- Kathryn Crown '66 has made just over \$98,000 in additional gifts to the J. Theodore Crown, Sr. & Joseph T. Crown, Jr. Scholarship, which she originally established in 2008.

#### 5. Planned Gifts

- Andrea Chamblee '83 confirmed a \$1 million bequest, which will support the John McNamara '83 Endowed Sports Journalism Scholarship.
- Sue Kopen Katcef '76 confirmed a \$36,000 bequest, which will support the Phyllis and Frank Kopen Broadcast Scholarship.
- Brian Lazarus and Carin Lazarus '83 confirmed a \$2 million bequest, which will support the Brian & Carin Lazarus Endowed Journalism Scholarship.
- Amy Dailey '86 established a \$10,000 charitable gift annuity, which will support the Merrill College Dean's Fund.

**4. Describe how the resources provided by the institution compare with the resources for similar units on your campus.**

Merrill College is the smallest independent academic unit on campus by size of budget and enrollment. The colleges closest to it in size are the College of Public Policy (CPP) and the College of Architecture, Planning and Preservation (APP).

	FY19	FY20	FY21
Journalism	\$4.628 million	\$4.784 million	\$5.256 million
Undergrad	495	469	446
Grad	94	93	89
	FY19	FY20	FY21
APP	\$5.463 million	\$5.562 million	\$6.142 million
Undergrad	431	449	474
Grad	130	128	141
CPP	\$6.696 million	\$8.052 million	\$7.818 million
Undergrad	219	271	308
Grad	248	302	320

Journalism has consistently received fewer state dollars than comparably sized units on campus. As noted above, a “rebasings” of state dollars by the university’s previous provost resulted in Merrill College receiving almost \$500,000 in new state support starting in FY21. The university hired a consultant, which evaluated all units on campus based on their cost per student and other factors. Merrill College came out significantly ahead. The result is that nearly the entire full-time faculty and staff (except those funded by grants) are supported on state budget lines.

**5. Describe the unit’s classrooms, offices, computer labs or other building spaces, as well as technology support services. If the unit administers university media or student publications, include a description of equipment and facilities devoted to those operations.**

The college moved in January 2010 to John S. and James L. Knight Hall, adjacent to the Richard Eaton Broadcast Center in Tawes Hall. The \$30-million, light-filled Knight Hall not only brought most of the college’s operations under one roof — it also offered meeting, lab and lounging spaces, and modern connectivity unavailable in the college’s previous home. It is now 12 years old and, with a few remodeling and refurbishing tweaks, remains a state-of-the-art facility.

Knight Hall contains:

- the 70-seat Richard Eaton Broadcast Theater – used for large classes and special panels and events.
- Studio C, a 3,000-square foot, 25-student-seat newsroom/classroom/video studio, with four soundproof editing booths. The chief function of the suite of rooms during the school year is to serve as the multimedia hub for Capital News Service classes and programs. On Mondays (when CNS is not fully operating), some evenings and in summers, more traditional classes share the space.
- four additional computer classroom labs for skills classes, each with 18 student seats and computers, and instructor computers.
- two 30-seat general purpose classrooms.
- the 23-seat Herblock classroom off the main lobby.
- the approximately 50-seat Gene Roberts Executive Conference Room – used for faculty meetings, university functions and classes; and an adjacent third-floor conference room typically used for meetings and functions, named in 2018 in honor of the five Annapolis Capital Gazette employees murdered in their newsroom.
- the large, flexible newsroom/classroom that takes up 25% of the third floor of Knight Hall and serves as the newsroom for the Howard Center for Investigative Journalism, offices for the college's data journalism instructors/researchers, offices for the directors of the Howard Center and Capital News Service, a conference room and lab space for graduate students working in computational journalism.
- two 12- to 15-seat seminar rooms (1109 and 2109).
- an eight-seat seminar room (the Cleghorn Room, 2202).
- a small third-floor combination office-lab run by Dr. Ron Yaros.
- a second-floor adjunct instructors' office, with several desks, computers and phones.
- second-floor Ph.D. student workstations.
- a second-floor dean's suite and business offices, which includes offices for the dean, an associate dean, two assistant deans (for business and development), an assessment director, a communications manager, and other business and development staff.
- a second-floor office for the administrator of the Accrediting Council on Education in Journalism and Mass Communication, and an assistant.
- second- and third-floor faculty offices.
- a third-floor suite for internships, career development and graduate school coordination.
- a third-floor suite of offices and student workspace for The Shirley Povich Center for Sports Journalism.

- an undergraduate advising suite off the main first-floor entrance, which houses an assistant dean, an assistant director of undergraduate studies, advisors and a support team.
- a first-floor equipment checkout room for journalism students, near the office for the director of computer services.
- a third-floor suite of offices that serve as the national headquarters for the National Association of Black Journalists.
- the glass-walled “news bubble,” accessible from the main entrance 24/7 by journalism students. The floor-to-ceiling glass walls are meant to signal to passers-by the transparency of the profession in the digital era. The 21-seat computer lab and its soundproof booth are noninstructional. Students use the space to complete papers and multimedia projects.

Other amenities in Knight Hall include a first-floor vending area and reception/lounge area with sofas, chairs and stools; the Edith Kinney Gaylord Library and Resource Center, which houses bound dissertations from our doctoral students and serves as a meeting space for students and for the college’s librarian; a second-floor faculty lounge; and a third-floor kitchen, which connects with the Roberts Executive Conference Room.

All the instructional spaces and conference rooms in Knight Hall have up-to-date AV presentation and teaching systems built in. These include: projector, computer, DVD, VCR, and the ability to connect laptops and other resources to the system. The broadcast theater also has the ability to stream live programming to the web or to the university cable channel, UMTV, which is operated by the college. It also includes a 120-inch LED video board to enhance both college events and classes held in the theater.

The building is equipped with gigabit ethernet connections and Wi-Fi access throughout. The computer labs, news bubble and the third-floor studio/classroom (Studio C) are equipped with Intel-based Mac computers. The lab spaces are equipped with various configurations of the following software: Adobe Creative Suite, which includes Adobe Premiere for video editing, Photoshop for photo editing and Audition for audio editing; Microsoft Office; SPSS; and more.

Along with the resources located in Knight Hall, the college operates a twin-studio, professional-level broadcast facility in the adjacent Tawes Hall. The space underwent a multimillion-dollar renovation a year before Knight Hall was completed.

This facility includes:

- a seven-seat workstation with an additional seven 27-inch monitor/docking stations for students to connect their personal devices, for Capital News Service-TV and two other broadcast classes, with a control room and three HD cameras.
- Studio B, a modular production studio.
- four adjacent streaming bays for gaming- and esports-related productions.
- a second studio (Studio A) and control room with three broadcast cameras.
- a master control room.
- two classrooms (one 12-seat and one 16-seat). The 12-seat classroom is equipped with five 24-inch iMacs and seven 27-inch monitor/docking stations. The 16-seat classroom is equipped with six 24-inch iMacs and 10 27-inch monitor/docking stations.
- a 12-seat seminar room.

Merrill College has worked with other units on campus to create an esports program, which will be fully operational in a couple of years. As part of that effort, the university tentatively plans to build a production facility adjacent to the esports “arena” for Merrill College, which will provide opportunities for students to learn how to produce esports competitions. In the meantime, the university’s esports program will launch in fall 2022 in temporary quarters in Knight Hall’s Studio C broadcast studio on the third floor.

The college also supports Capital News Service bureaus in Annapolis and in Washington, D.C. The Annapolis Bureau, housed in an old opera house, is located about a block from the Maryland State House. The Annapolis Bureau was used simultaneously by the Capital Gazette for 11 months in 2018-19 following the mass shooting at the newspaper’s Annapolis newsroom. The D.C. Bureau moved in fall 2021 from the Ronald Reagan Building and International Trade Center to the United Methodist Building, the only nongovernment building on Capitol Hill. Metro runs to nearby Union Station for easy commuting and travel to Capitol Hill or other locations. Each news bureau is equipped with a minimum of three desktop workstations and field equipment — camcorders, cameras, audio recorders — for bureau reporters’ use. Additionally, student reporters are issued laptops for mobile reporting and editing. Each bureau also has a faculty director’s office.

All faculty, administrative and center/affiliate offices are equipped with their selection of Windows-based or Mac computers.

Finally, Merrill College leaders are very proud of the college's response to the pandemic. Merrill students usually check equipment out for short periods of time. Within days of learning students would be dismissed from campus in mid-March 2020, the college prepared equipment "go bags" for all students enrolled in photo and video classes. Some students also were able to check out university laptops for long periods of time. Through FY21, Merrill College students were allowed to check out equipment for an entire semester. This allowed the college to teach many photo, video and broadcast courses that would have been nearly impossible if students did not have access to cameras and laptops.

**6. Describe the unit's most urgent needs for resources, if any, and the plan to address these needs.**

Scholarships, scholarships, scholarships.

As mentioned elsewhere, Merrill College has a unique problem on the UMD campus. For the last six years, more than 70% of the undergraduates admitted to Merrill College have been from out of state. Merrill College does not admit these students — they are admitted centrally. The university has recognized that there is proportionately more out-of-state interest in Merrill College than any other unit on campus — by a lot. Those students pay about \$25,000 more in tuition per year than in-state students. As is the case in many states, the university has sought to enroll more out-of-state students in recent years to generate revenue and add prestige to the university's national profile.

This requires the college to do an intricate dance during the recruiting season. For about five years, the provost's office awarded \$5,000 scholarships to all out-of-state students, which were renewable for four years if the students met GPA requirements. This program gave out-of-state journalism students a bit of a tuition break while still bringing in out-of-state tuition dollars. An interim provost abruptly cancelled the program in February 2021, which due to the timing, meant there was no financial aid available (except campus-wide merit aid or limited Merrill College scholarships) for out-of-state students enrolling for the Fall 2021 semester. (Out-of-state students do not qualify for need-based financial aid in Maryland.)

What did that mean? At a time when campus-wide enrollment went up for the FY22 school year, Merrill's first-year enrollment dropped by 18%. The college's primary philanthropic goal for the past year has been to raise scholarship money for out-of-state students. The college had modest success in the most recent recruiting year: the admissions department admitted more in-state students and, after an intense fundraising campaign, the college awarded \$2,000 scholarships to each out-of-state



student for their first two years. The new provost also promised \$2,000 for the out-of-state students' third and fourth years if benchmark GPAs were met. We had a more "normal" yield for FY23 freshmen. But the college is not at capacity and it must raise even more scholarship dollars in the coming year.

Solicitations targeted at scholarships will continue for the next several years.

**Professional master's program:**

**7. Provide a summary paragraph that demonstrates needed resources (budget, faculty, staff, equipment and facilities) are provided for an effective professional master's program. Describe the program's most urgent needs, if any, and the plans to address these needs.**

As with the undergraduate program, the biggest "need" for the master's program relates to tuition assistance. Merrill College's chief master's degree competitors are among the best programs in the country, requiring us to constantly seek additional sources of financial support for our students.

Merrill College will continue to focus on scholarships and fellowships for master's students. While the Scripps Howard grant has provided valuable assistance for about 12 master's students each year, more is needed to maintain a vibrant cohort size.

*Standard 8:*  
*Professional and Public Service*



## Part II, Standard 8. Professional and Public Service

### Executive summary:

Faculty and staff members at the Philip Merrill College of Journalism are integral members of the journalism community in the Baltimore-Washington corridor and around the country. The college has several advisory boards made up of alumni and other distinguished professionals. College leaders and faculty seek their advice, ask them to evaluate student work, and listen carefully to their needs and ideas. College faculty members are sought to serve on boards, serve as speakers, judge contests and serve as innovative leaders across the country. Faculty research and creative activity are largely devoted to serving the public and strengthening democracy.

Please respond to each of the following instructions:

**1. Describe the unit's contact with alumni, professionals and professional organizations to keep curriculum and instruction current and to promote the exchange of ideas. Contact may include alumni and professional involvement in advisory boards, curriculum development, guest speaking, placement, internships and fundraising. Provide advisory board members' names and contact information.**

The college has a Board of Visitors made up of alumni and other distinguished professionals from news organizations, public relations firms and law firms. The board, which meets twice a year, is chaired by Catherine Merrill, the daughter of the college's namesake, Philip Merrill. The board provides invaluable assistance in evaluating curriculum, recruiting donors, providing student networking opportunities, assisting with the assessment process, contributing financially to the college and a host of other things.

Names and contacts for board members are below.

[The Shirley Povich Center for Sports Journalism](#) and the [Howard Center for Investigative Journalism](#) each have their own external advisory boards made up of alumni and other professionals. Both boards meet twice a year.

The college has long maintained connections to alumni through printed and electronic communications, formal and informal internship and job referrals, and by inviting them back as guest speakers. In 2021, the college created the Journalism Alumni Network, which hosts networking events in the metro area, as well as in New York and Los Angeles.

In spring 2022, the college established the [Merrill College Hall of Fame](#), inducting 12 alums previously honored by the UMD Alumni Association, plus an inaugural class of six alums and faculty members. The college held its first Hall of Fame ceremony in person in April 2022. The new Hall of Fame is now prominently displayed on the first floor of Knight Hall. The new Journalism Alumni Network board was instrumental in choosing Hall of Fame inductees.

One of the college's enduring strengths is its location inside the Capital Beltway. That location affords the college easy access to the country's top journalists, some of whom teach in the college as adjuncts and sometimes serve on committees looking at curriculum and equipment needs.

The college's faculty members have numerous and longstanding contacts with professionals in Washington and elsewhere, and often tap them for advice or to serve as speakers or trainers.

Several faculty members are involved in Investigative Reporters and Editors, the Online News Association, the National Institute for Computer-Assisted Reporting and other organizations. The dean serves on the board of the News Leaders Association (formerly the American Society of News Editors), the Freedom Forum Institute, the Accrediting Council on Education in Journalism and Mass Communications and the Maryland-Delaware-District of Columbia Press Foundation. She recently completed an elected three-year term as an Association of Schools of Journalism and Mass Communication representative on the Accrediting Council on Education in Journalism and Mass Communications. She also serves as a faculty member for the Practicing Law Institute's communications law continuing legal education seminars and the American Bar Association's Forum on Communications Law. The associate dean serves on the boards of the National Press Foundation and the National Press Club Journalism Institute, and on ACEJMC's Accrediting Committee.

When the college was looking to revise its curriculum after the last site team visit, alumni and other professionals from numerous organizations were tapped for recommendations. Top editors at The Washington Post invited the associate dean and the internships coordinator for meetings in the newsroom that helped us rethink our Capital News Service bureaus, and led us to focusing more on collaboration in our curriculum.

[Capital News Service](#) and the Howard Center for Investigative Journalism often partner with news organizations on stories or larger projects, a process that inevitably leads to fruitful exchanges.

## **Merrill College Advisory Boards**

### College Board of Visitors

Member name, title, business, email address

- **Catherine Merrill**, Board Chair, CEO & President, Washingtonian Media, [cmw@washingtsonian.com](mailto:cmw@washingtsonian.com)
- **Trif Alatzas**, Publisher & Editor-in-Chief, The Baltimore Sun, [talatzas@baltsun.com](mailto:talatzas@baltsun.com)
- **Thomas Baden**, '80, Editor, The Daily Record, [Tom.Baden@TheDailyRecord.com](mailto:Tom.Baden@TheDailyRecord.com)
- **Bonnie Bernstein**, '92, Founder, Walk Swiftly Productions, [Bbernstein@walkswiftlyproductions.com](mailto:Bbernstein@walkswiftlyproductions.com)
- **Guy Cecala**, '84 MA, President and CEO, Inside Mortgage Finance, [gcecala@imfpubs.com](mailto:gcecala@imfpubs.com)
- **Ralph W. Crosby**, '56, Founder and Chairman, Crosby Marketing, [ralphcrosby@crosbymarketing.com](mailto:ralphcrosby@crosbymarketing.com)
- **Rick Davis**, '84 MA, Retired, EVP News Standards & Practices, CNN, [Rdavis1342@gmail.com](mailto:Rdavis1342@gmail.com)
- **Rob Doherty**, '79, Senior Communications Officer, The World Bank, [robdoherty79@gmail.com](mailto:robdoherty79@gmail.com)
- **Chris Frates**, '02, Founder, Storyline, [frates@thestorylinecompany.com](mailto:frates@thestorylinecompany.com)
- **Etan Horowitz**, '03, Partner Operations Manager, News and Content, Google, [etanh@google.com](mailto:etanh@google.com)
- **Jerry Hroblak**, '69, President, Richard Eaton Foundation, [gjhroblak@aol.com](mailto:gjhroblak@aol.com)
- **John Jenkins**, '72, Founder & CEO, Law Street Media, [JJenkins@PINTELDC.com](mailto:JJenkins@PINTELDC.com)
- **Jay Kernis**, '74, Producer, CBS "Sunday Morning," [KernisJ@cbsnews.com](mailto:KernisJ@cbsnews.com)
- **Kevin Merida**, Executive Editor, L.A. Times, [kevin.merida@latimes.com](mailto:kevin.merida@latimes.com)
- **Adam J. Ostrow**, '04, Chief Digital Officer, TEGNA, [ostrow@gmail.com](mailto:ostrow@gmail.com)
- **Roy Schwartz**, '98, '01 MBA, Co-founder and President, Axios, [roy@Axios.com](mailto:roy@Axios.com)
- **John J. Seng**, '79, Principal, Grayscale, LLC, [johnjseng@gmail.com](mailto:johnjseng@gmail.com)
- **Sherrese Smith**, Managing Partner, Paul Hastings LLP, [sherresesmith@paulhastings.com](mailto:sherresesmith@paulhastings.com)
- **Margaret Talev**, '94, Managing Editor for Politics, Axios, and Political Analyst, CNN, [margarettalev@gmail.com](mailto:margarettalev@gmail.com)
- **Scott Van Pelt**, '90, Anchor/Reporter, ESPN, [terpsvp@comcast.net](mailto:terpsvp@comcast.net)

## Howard Center Advisory Board

Member name, title, business, email address

- **Gene Roberts**, ex-officio, [genesusanbath@gmail.com](mailto:genesusanbath@gmail.com)
- **Barbara Wall**, Former General Counsel and Interim COO, Gannett, [barbarawall@outlook.com](mailto:barbarawall@outlook.com)
- **Sara Just**, Executive Producer, PBS “NewsHour;” Senior Vice President, WETA, [sjust@newshour.org](mailto:sjust@newshour.org)
- **Manny Garcia**, Editor, Austin American-Statesman, [mrgarcia@gannett.com](mailto:mrgarcia@gannett.com)
- **David Fahrenthold**, Reporter, New York Times, [david.fahrenthold@nytimes.com](mailto:david.fahrenthold@nytimes.com)
- **Topher Sanders**, Reporter, ProPublica, [topher.sanders@propublica.org](mailto:topher.sanders@propublica.org)
- **Christopher Weaver**, '08, Reporter, Wall Street Journal, [christopher.weaver@wsj.com](mailto:christopher.weaver@wsj.com)
- **Ron Nixon**, Global Investigations Editor, Associated Press, [rnixon@ap.org](mailto:rnixon@ap.org)
- **Liz Carter**, President & CEO, Scripps Howard Foundation, [liz.carter@scripps.com](mailto:liz.carter@scripps.com)
- **Sharon Moshavi**, CEO, International Center for Journalists, [smoshavi@icfj.org](mailto:smoshavi@icfj.org)
- **Jay Kaufman**, Howard family and foundation board member, [jkaufman0224@gmail.com](mailto:jkaufman0224@gmail.com)
- **Jack Howard-Potter**, Howard family and foundation board member, [steelstatue@msn.com](mailto:steelstatue@msn.com)
- **Mike Canan**, Journalism Fund Director, Scripps Howard Foundation, [mike.canan@scripps.com](mailto:mike.canan@scripps.com)

## Povich Center Advisory Board

Member name, title, business, email address

- **Christine Brennan**, Columnist, Commentator, USA Today, CNN, [Brennan514@aol.com](mailto:Brennan514@aol.com)
- **Alan Bubes**, Washington Area Businessman, [a\\_bubes@linensoftheweek.com](mailto:a_bubes@linensoftheweek.com)
- **Bill Carter**, Founder, Student Athlete Insights, [bill@billcarter.com](mailto:bill@billcarter.com)
- **John Eisenberg**, Author, Former Columnist, BaltimoreRavens.com, [johneberg@comcast.net](mailto:johneberg@comcast.net)
- **Len Elmore**, '74, Professor of Sport Management, Lawyer, Analyst, Former Athlete, [lenelmore@gmail.com](mailto:lenelmore@gmail.com)
- **Margaret Engel**, Director, Alicia Patterson Journalism Foundation, Journalist, [engel@aliciapatterson.org](mailto:engel@aliciapatterson.org)
- **Emilio Garcia-Ruiz**, '84, Editor in Chief, San Francisco Chronicle, [Emilio.Garcia-Ruiz@sfchronicle.com](mailto:Emilio.Garcia-Ruiz@sfchronicle.com)
- **Frank Isola**, '87, Panelist, Host, ESPN, SiriusXM, [Fisola@comcast.net](mailto:Fisola@comcast.net)



- **Robert Klemko**, '10, Reporter, The Washington Post, [robertklemko@gmail.com](mailto:robertklemko@gmail.com)
- **Tim Kurkjian**, '78, Major League Baseball Analyst, ESPN, [Tim.B.Kurkjian@espn.com](mailto:Tim.B.Kurkjian@espn.com)
- **Peter Land**, Chief Communications and Sustainability Officer, Dick's Sporting Goods, [landpetera@hotmail.com](mailto:landpetera@hotmail.com)
- **Aimee Leone**, '84, Senior Vice President of Talent Relations, FOX Sports, [Aimee.Leone@foxsports.net](mailto:Aimee.Leone@foxsports.net)
- **Monica McNutt**, '13, Analyst, ESPN/MSG Network, [mcnutt.monica1@gmail.com](mailto:mcnutt.monica1@gmail.com)
- **John Ourand**, '89, Media Reporter, Sports Business Journal, [jourand@sportsbusinessjournal.com](mailto:jourand@sportsbusinessjournal.com)
- **Daniel Oyefusi**, '19, Dolphins Beat Writer, The Miami Herald, [danoyefusi@gmail.com](mailto:danoyefusi@gmail.com)
- **Evan Parker**, '05, Senior Vice President of Business and Content Operations, The Athletic, [evan@theathletic.com](mailto:evan@theathletic.com)
- **Nick Pietruszkiewicz**, '00, Senior Editor, ESPN.com, [Nick.Pietruszkiewicz@espn.com](mailto:Nick.Pietruszkiewicz@espn.com)
- **Jon Schwartz**, '97, Senior VP, Communications and Public Affairs, NFL, [jon.schwartz@nfl.com](mailto:jon.schwartz@nfl.com)
- **Alan Schwarz**, Data Journalist, Former New York Times Investigative Reporter, [alanschwarz@gmail.com](mailto:alanschwarz@gmail.com)
- **Roxanna Scott**, Managing Editor, Sports, USA Today, [rpscott@usatoday.com](mailto:rpscott@usatoday.com)
- **Aaron Solomon**, Coordinating Producer, ESPN, [aaronsolomon6@gmail.com](mailto:aaronsolomon6@gmail.com)
- **David Steele**, '85, Journalist, Author, The Sporting News, The Undeclared, [dcsteele10@gmail.com](mailto:dcsteele10@gmail.com)
- **Danielle Stein**, '19, Sports Reporter, WCAV-TV, Charlottesville, [daniellesstein9@gmail.com](mailto:daniellesstein9@gmail.com)
- **Carl Sessions Stepp**, Professor Emeritus, Merrill College, [cstepp@umd.edu](mailto:cstepp@umd.edu)
- **Scott Van Pelt**, '90, Anchor/Reporter, ESPN, [terpsvp@comcast.net](mailto:terpsvp@comcast.net)

#### Merrill College Alumni Network

Member name, board position, email, title, business

- **Catalina Mejia**, '18, President, [catamejia810@gmail.com](mailto:catamejia810@gmail.com), Content Curator, Facebook News
- **Nermin Foundas**, '95, Vice President, [nermgf@outlook.com](mailto:nermgf@outlook.com), Development Consultant, The World Bank
- **Jacob Pargament**, '16, Secretary - [j.pargament9@gmail.com](mailto:j.pargament9@gmail.com), IP/Tech Transactions Associate, Willkie, Farr & Gallagher LLP

- Steven Overly, '10, Treasurer, [steven.overly@gmail.com](mailto:steven.overly@gmail.com), Reporter, POLITICO
- Nick Ammazzolorso, '99, At-Large Member, [nickammazzolorso@gmail.com](mailto:nickammazzolorso@gmail.com), Director of Public Relations, DirectTV
- Janelle Lilley Cline, '08, At-Large Member, [janelle.lilley@gmail.com](mailto:janelle.lilley@gmail.com), Partner, Cline Law Group
- Jennifer Bogdan Jones, '08, At-Large Member, [jsbogdan@gmail.com](mailto:jsbogdan@gmail.com), Director of Presidential Communications to President Christina H. Paxon, Brown University
- Sue Kopen Katcef, '76, At-Large Member, [umnewsie@gmail.com](mailto:umnewsie@gmail.com), Retired Capital News Service Broadcast Bureau Director/Senior Lecturer, Philip Merrill College of Journalism, University of Maryland
- Dystany Muse, '16, At-Large Member, [dystany.muse@gmail.com](mailto:dystany.muse@gmail.com), Production Manager, MuteSix
- Rachel Pryzgoda, '10, At-Large Member, [rachelpryzgoda@gmail.com](mailto:rachelpryzgoda@gmail.com), Deputy Director of Development, PEN America
- Anika Reed, '16, At-Large Member, [anikajreed@gmail.com](mailto:anikajreed@gmail.com), Editor for Trending/Breaking Life and Entertainment News, USA Today

**2. List examples of professional and public service activities undertaken by members of the faculty during the review period. Limit to five examples per faculty member. The unit has the option of providing a complete list in a separate digital file. Do not include service to the unit or institution; this information should be presented in Standard 1, Question 7.**

**Senior Lecturer Sandy Banisky (Retired August 2022)**

- Guest faculty, Salzburg Media Academy, presentation "Covering Extremism," 2017
- Lecturer, Ukraainska Pravda, lecture in Kiev, 2016
- Judge, Pulitzer Prizes, 2019

**Professor of the Practice Kevin Blackistone**

- Board of directors member, Society for Features Journalism Foundation
- Task Force on Recruiting for Academic Diversity, Association for Education in Journalism and Mass Communication
- Member, Football Writers Association of America
- Lifetime member, Baseball Writers Association of America
- Member, National Association of Black Journalists

**Associate Professor DeNeen Brown**

- Commissioner, State of Maryland Lynching Truth and Reconciliation Commission, 2019-2021



**Lecturer Alison Burns**

- Instructor, “FACT about Fake News Workshop,” Eleanor Roosevelt High School, Greenbelt, Maryland, 2017
- Screening Committee judge, Peabody Awards, 2017-2021
- Member, Association for Education in Journalism and Mass Communication

**Senior Lecturer James Carroll**

- Juror, Toner Prizes for Excellence in Political Reporting, S.I. Newhouse School of Public Communications, Syracuse University, 2019-2022
- Guest speaker, “John F. Kennedy and Ireland,” The John F. Kennedy Hyannis Museum, Hyannis, Massachusetts, 2017
- Guest speaker, “John F. Kennedy and Ireland,” The Martin Institute for Law & Society, Stonehill College, Easton, Massachusetts, 2017
- Member, Gridiron Club and Foundation, Washington, D.C.
- Member, National Press Club, Washington, D.C.

**Lecturer Mel Coffee**

- Member, National Press Foundation, Washington, D.C., summer 2022
- Judge, Sol Taishoff Award for Excellence in Broadcast Journalism, National Press Foundation, Washington, D.C., 2021, 2022
- Juror, Toner Prizes for Excellence in Political Reporting, S.I. Newhouse School of Public Communications, Syracuse University, 2019-2022
- Journalism instructor for select high school scholars, Kentucky Governor’s Scholars Program, 2011-2016
- Fulbright Specialist, Lusaka, Zambia, 2018; Fulbright Scholar, Zambia, University of Zambia & ZNBC Television, 2016-2017

**Professor and Dean Lucy Dalglish**

- Board of directors member, News Leaders Association (formerly ASNE), 2012-present
- Trustee, The Freedom Forum Institute, 2017-present
- Board member, Accrediting Council on Education in Journalism and Mass Communications, 2019-2022
- Faculty member, Practicing Law Institute’s communications law continuing legal education seminars, 2003-present
- Faculty member, American Bar Association’s Forum on Communications Law, 2001-present

**Senior Lecturer Josh Davidsburg**

- Education chair, Board of Governors of the National Academy of Television Arts and Sciences, National Capital Chesapeake Bay Chapter, 2014-19
- Instructor, FaceTime with the Pros Workshop 2020, Independent Documentary Production Panel, "Producing documentaries without the support of a news organization"
- Panelist, Reel Affirmations Film Festival 2019, Post Screening Q&A, discussed the filmmaking process and took audience questions
- Instructor, "Multimedia Reporting for Newspaper Reporters: From shooting and editing to Facebook live," The Hagerstown Daily Mail, 2017
- Panelist, Immersive Journalism Panel, "Producing 360 video and virtual reality for journalism," ONA Conference, 2017

**Senior Lecturer Karen Denny**

- Served as "chief of staff" for Annapolis Capital Gazette staff while the remaining staff used Capital News Service Annapolis Bureau for 11 months after killings of five staff members in June 2018.

**Professor Mark Feldstein**

- Expert witness, U.S. v. Julian Assange, extradition case, Crown Court at Woolwich (London), 2019-2020; [14,000-word expert witness report](#)
- Expert witness, Voice of America, Guo Wengui case, 2017
- Advisory board member, Spotlight DC, Washington, D.C., 2019-present

**Senior Lecturer Adrienne Flynn (Retired 2021)**

- Board member, Maryland Matters, 2018-2022
- Secretary, Manor Lake Civic Association Board of Directors, 2016-present; serve as a voting board member and secretary of this volunteer civic association serving 391 households in the Manor Lake subdivision just outside Rockville, Maryland. Founder of a regular spring cleanup in common areas
- Volunteer, Neighborhood Watch, 2009-present; survey the neighborhood for problems monthly

**Lecturer Constance Ford**

- Board member, Lincoln Institute of Land Policy, Cambridge, Massachusetts.

**Senior Lecturer Christine Harvey**

- Member, Society of Professional Journalists (national and regional)
- Instructor, MDDC Press Association intern workshops on using the internet for research and reporting, College Park, Maryland, 2005-07, 2015-2021

- Moderator/coordinator, Journalism Interactive teach-a-thon presentations at national conference, College Park, Maryland, 2017
- Judge, Association of Alternative Newsmedia Contest, 2016-17
- Chapter advisor and national council member, Kappa Tau Alpha

#### **Professor of the Practice Mark Hyman**

- Moderator, "Sports Diplomacy – The Role of Sports in Deepening U.S.- China Relations," Confucius Institute U.S. Center, Washington, D.C., 2018
- Panelist, "The Big Business of Youth Sports, Sports and Society Initiative," The Ohio State University, Columbus, Ohio, 2018

#### **Lecturer Tim Jacobsen**

- Instructor, Immersive still photography workshops at Peters Valley School of Craft, Layton, New Jersey, 2014-present
- Photographer and videographer, Umbrella Project; nonprofit organization that offers multiday hiking experiences on the Appalachian Trail for young adults who have lost a family member or acquaintance
- Photographer and videographer, Frederick County Boys and Girls Club's Tour de Frederick Bicycle ride
- Photographer and videographer, FC Frederick youth soccer club

#### **Senior Lecturer Sue Kopen Katcef (Retired 2019)**

- National Vice President Campus Chapter Affairs, Society of Professional Journalists, 2013-2020
- Board member, National Sigma Delta Chi Foundation, 2013-2020

#### **Senior Lecturer and Associate Dean Rafael Lorente**

- Board of directors member, National Press Foundation
- Board of directors member, National Press Club Journalism Institute
- Committee member, Accrediting Council on Education in Journalism and Mass Communications
- Board of advisors member, Center for Media Integrity of the Americas
- Advisory board member, University of Maryland Latin American Studies and Caribbean Center

#### **Lecturer Adam Marton**

- Instructor, National Press Foundation, "How to Use Datawrapper to Deepen the Impact of Your Stories," 2022
- Instructor, XR Safety Week, "From topic to medium – XR for journalism," 2021

- Instructor, Maryland GeoSpatial Conference, “Mapping the news: Visual storytelling with GIS,” 2021
- Instructor, MDDC Press Association, “Visualizing Data,” 2021
- Instructor, Federal Reserve Community Development Conference, “Telling stories with data,” 2016

#### **Assistant Professor Christoph Mergerson**

- Member, Rutgers University School of Communication and Information Digital Ethnography Working Group, 2022-present
- Member, International Communication Association
- Member, Association for Education in Journalism and Mass Communication
- Member, Association of Internet Researchers

#### **Professor Susan Moeller**

- Member, Nominating Panel, Tim Hetherington Visionary Media Award 2014-present
- Consultant, Google, for work on Site Credibility and Trustworthiness, 2020
- Consultant, Facebook, Facebook Journalism Project & the News Literacy Working Group, 2017
- Consultant/project director, Civics Education project, Federal Judges Association, the Federal Magistrate Judges Association and the National Conference of Bankruptcy Judges, 2011-present

#### **Senior Lecturer Sean Mussenden**

- Instructor in data journalism, computer programming and investigative reporting, National Institute for Computer-Assisted Reporting, 2017-2021

#### **Professor Deborah Nelson**

- Advisory board member, Investigative Reporting Workshop, 2008-present
- Advisory board member, Fund for Investigative Journalists, 2010-present
- Member, MDDC Press Association FOIA/PIA Advisory Committee, 2015-present
- Freelance investigative journalist, Reuters News Agency, New York City, 2012-present
- Consulting editor, Investigative Editing Corps, Columbia, Missouri, 2020-present

#### **Professor Sarah Oates**

- Volunteer, Montgomery Blair High School Athletics, Silver Spring, Maryland, 2015-18

- Volunteer, POSSE, Washington, D.C., 2013- 2016; national nonprofit organization that provides scholarships for students to attend partner colleges and universities in the U.S.
- Wrote report on Russia, “Freedom of the Press,” New York: Freedom House, 2014-17

#### **Professor Dana Priest**

- Board of Directors member, The Fauquier Times, Fauquier County, Virginia, 2015-present
- Founder/journalism advisor, The Piedmont Journalism Fund, 2018-present
- Founder, PressUncuffed.org; a reporting project on imprisoned journalists around the world, based at the University of Maryland’s Philip Merrill College of Journalism

#### **Lecturer Alex Pyles**

- Instructor, “Audience-Focused Journalism,” National Press Foundation, 2022
- Instructor, “Social Media for Professionals,” University of Maryland Alumni Association, 2021
- Instructor, “Bring Data Stories To Life,” MDDC Into The Newsroom, 2021; for the MDDC Press Association’s summer series for member newsrooms

#### **Lecturer Tom Rosenstiel**

- Judge, Pulitzer Prizes (and many other awards)
- Vice chair of advisory board, Kaiser Health News Service, 2009-present
- Board and executive committee member, National Press Foundation, 2010-present
- Consultant, WETA, 2021-22; hired to help develop a statement of editorial standards
- Member, Bollinger Commission to reconsider the curriculum of Columbia University Graduate School of Journalism

#### **Professor Linda Steiner**

- Screening Committee judge (and team leader), George Foster Peabody Award, 2016-present
- External evaluation team leader, Open University of Israel, 2020
- Board member, Unchained, 2015-present

#### **Senior Lecturer Bethany Swain (Resigned 2021 to be chief of UMD videography)**

- Committee chair, White House News Photographers Association
- Board member, National Press Photographers Association

- Treasurer, Women Photojournalists of Washington
- Member, National Academy of Television Arts and Sciences
- Instructor, EIJ: SPJ/RTDNA national conference, Baltimore, Maryland, 2018

#### **Senior Lecturer Leslie Walker (Retired 2019)**

- Co-founder, Journalism Interactive: The Conference on Journalism Education and Digital Media; co-chaired the conference all three times Merrill College hosted it, in 2011, 2014 and 2017

#### **Lecturer Derek Willis**

- Instructor/presenter, Investigative Reporters and Editors Computer Assisted Reporting Conference, 2000-present
- Guest speaker, Multiple universities and C-SPAN
- Member, IRE, 1997-present
- Journalism advisory council member, University of Florida, 2017-present
- Advisory committee member, West Virginia University Media Innovation Center, 2016-present

#### **Lecturer Cindy Wright**

- Judge, Society of Professional Journalists Sigma Delta Chi Network Awards, 2012-present

**3. Summarize the professional and public service activities undertaken by the unit. Include short courses, continuing education, institutes, press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concern; and similar activities.**

The faculty and staff of Merrill College are active locally, regionally, nationally and internationally.

The college is known on campus and in Maryland for its 12-credit, four-course graduate certificate program designed for working professionals. The program includes practical training in video, audio, photography, social media, coding and media entrepreneurship.

The region's teens benefit from a [Terp Young Scholars](#) summer program awarding college credits for coursework, targeting high school students interested in journalism and social media, as well as the summer sports journalism camp sponsored by The Shirley Povich Center for Sports Journalism.

College faculty members are frequently asked to judge state, local and national journalism contests, including the Pulitzer Prize, White House Correspondents' Association Awards, the Scripps Howard Awards, the News Leaders Association Awards, SPJ Sigma Delta Chi Awards, SPJ Mark of Excellence Awards, the Toner Prizes for Excellence in Political Reporting, the Peabody Awards, regional and national Emmys and more.

The college draws guest speakers ranging from Ted Koppel and former NSA Director Gen. Keith Alexander to sports reporters Scott Van Pelt, Christine Brennan, David Aldridge, Tony Kornheiser, Tim Kurkjian, Bob Costas, Michael Wilbon and Sally Jenkins. Network anchors, and reporters and editors from national news organizations are frequent classroom and panel speakers, including David Muir, Nikole Hannah-Jones, Robert Klemko and Sara Murray.

Merrill College tries to produce public programming pertinent to the public's understanding of the news as well as provide information citizens need to make decisions in a democracy. Three examples in recent years have included:

- A campus screening of the National Geographic documentary "Rise Again: Tulsa and the Red Summer," presented in partnership with the UMD College of Arts and Humanities and the College of Behavioral and Social Sciences. The film followed Associate Professor and Washington Post reporter DeNeen Brown as she chronicled the discovery of a mass grave in Tulsa, Oklahoma, and investigated the reign of racial terror and legacy of violence that swept across the U.S. in the early 20th century.
- The Shirley Povich Symposium program, "Free Agency Now & Then," a discussion of the 50th anniversary of the Curt Flood case that brought free agency to baseball, was conducted virtually in 2021. Speakers included David Cone (former MLB pitcher), Curt Flood Jr. (Curt Flood's son), Tim McCarver (MLB broadcaster), Claire Smith (Hall of Fame MLB journalist) and Brad Snyder (Georgetown University professor of law and author). It was moderated by Merrill College Professor of the Practice Kevin Blackistone.
- In October 2019, Merrill College hosted its first official Howard Center for Investigative Journalism panel, which featured three young investigative reporters who already were making a mark in the industry: Topher Sanders of ProPublica, Ellen Gabler of The New York Times and Joe Palazzolo of The Wall Street Journal. The panelists talked about why they became investigative reporters and the skills that helped them succeed. Gabler and Palazzolo are both

Pulitzer Prize winners; Sanders is a Pulitzer finalist. Sanders co-founded the Ida B. Wells Society. Palazzolo is a UMD alum.

- In February 2019, Dean Lucy Dalglish interviewed New York Times Investigations Editor Rebecca Corbett at a Howard Center public program in New York. Corbett has led some of the most important stories of the past few decades, including The Times' Pulitzer Prize-winning investigation into Harvey Weinstein and sexual harassment, which unleashed the #MeToo movement.

**4. Describe the unit's methods for communicating with alumni, such as newsletters or other publications. Provide the web link(s) for communication during the previous academic year or provide print copies in the workroom.**

In spring 2019, the college launched a monthly e-newsletter that is sent to all alumni with a current email address on file, about 6,100 total. The e-newsletter includes the latest news at the college and often features faculty and student achievements, as well as information about recent and upcoming events. The open rate each month is between 40-45%, well above industry averages.

Additionally, the college's Capital News Service sends a regular e-newsletter to alumni and nonalumni subscribers who opt in – about 2,200 readers total. It goes out twice a week during the academic year and features highlights of news stories published by CNS. The average open rate is around 30%.

The college maintains a strong social media presence, with active accounts on Twitter, Facebook, Instagram and LinkedIn. Merrill College posts to Twitter and Facebook daily, and to Instagram and LinkedIn multiple times per week, sharing college and university news, shoutouts to alumni for professional achievements and new jobs, event information, faculty media appearances, job postings for students/recent grads, student and faculty spotlights and much more.

Since spring 2020, the college has invited regular donors to participate in a virtual dean's update twice a year. In these hourlong programs conducted via Zoom, donors hear from students about their experiences at the college and from the dean about new hires, curricular changes and new college programs and achievements. Attendees also have time to ask questions of both students and the dean.

The college publishes an annual report each October that is mailed to members of the Board of Visitors, regular donors and other friends of the college.



The college also communicates with alumni through regular events. Prior to March 2020, these consisted of several events on campus each year, as well as one or two in-person events in New York and an event in Los Angeles. In the months after the COVID-19 pandemic began, the college shifted gears and organized nearly two dozen virtual events for alumni. Topics included reporting on the pandemic, diversity in the newsroom and the impact of COVID-19 on the sports world. Virtual programs were attended by anywhere from 25 to 250 alumni and friends, depending on the topic, and allowed the college to reach dozens of alumni who do not typically have an opportunity to attend an in-person event.

Merrill College resumed in-person alumni events in March 2022, beginning with a Women in Journalism fireside chat in New York. That was followed by the inaugural Hall of Fame induction ceremony on campus to launch the college's alumni Hall of Fame. In May, the college hosted an alumni lunch and a small alumni reception in Los Angeles.

In 2022, the college updated and upgraded its broadcast equipment in Eaton Theater at Knight Hall to allow it to professionally live stream all in-person events to alumni and friends across the country.

August 2022 newsletter: <https://t.e2ma.net/message/dyf1ii/dqhps4d>

July 2022 newsletter: <https://t.e2ma.net/message/lkaudi/dqhps4d>

June 2022 newsletter: <https://t.e2ma.net/message/xljf9h/dqhps4d>

May 2022 newsletter: <https://t.e2ma.net/message/pjwd4h/dqhps4d>

April 2022 newsletter: <https://t.e2ma.net/message/d6txzh/dqhps4d>

March 2022 newsletter: <https://t.e2ma.net/message/da5ovh/dqhps4d>

February 2022 newsletter: <https://t.e2ma.net/message/l0a1nh/dqhps4d>

January 2022 newsletter: <https://t.e2ma.net/message/92w2hh/dqhps4d>

November 2021 newsletter: <https://t.e2ma.net/message/xx437g/dqhps4d>

October 2021 newsletter: <https://t.e2ma.net/message/tasz4g/dqhps4d>

September 2021 newsletter: <https://t.e2ma.net/message/9a3s0g/dqhps4d>

August 2021 newsletter: <https://t.e2ma.net/message/xlnevg/dqhps4d>

**5. Describe the unit's support of scholastic (high school) journalism and communications, including workshops, visiting lectures, critiques of student work, etc.**

The college has offered a course through the campus' Terp Young Scholars program for high school students nearly every summer. Each time it was taught by a Merrill faculty member. We offered JOUR150, Introduction to Mass Communication, three times between 2016 and 2019. In 2020 and 2022, we offered JOUR268/JOUR267, Introduction to Social Media and Audience Engagement. About 60 high school students enrolled in these courses. Some eventually matriculated to the university, some took journalism gateway courses, some were in the major and some graduated with their degree from Merrill.

JOUR150 was taught in person and was an appealing course offering for local high school students. Young Scholars class sessions included a talk from guest speaker Anne Farris Rosen, who has written for The New York Times and The Washington Post, and teaches a Merrill College course on news coverage of racial issues; and a session with ESPN and Washington Post contributor Kevin Blackistone, who teaches a class at Merrill College on sports, protest and the media.

JOUR268/JOUR267 has been taught virtually and that has allowed out-of-state students to enroll. For a college with about 70% of its admitted students coming from out of state, the online delivery method helps us better reach most of our student population. Class sessions included a talk from an audience editor at The Washington Post, an education reporter at The New York Times, and the director of audience and analytics at The Baltimore Sun.

**In addition, the college:**

- Annually each spring at Knight Hall (until 2020), hosted a daylong workshop called "FaceTime with the Pros" for 50 to 60 local students interested in broadcast journalism. Sessions were co-sponsored by the National Capital Chesapeake Bay Chapter of the National Academy of Arts and Sciences, the Chesapeake Associated Press Broadcasters Association, RTDNA and NPPA. Students from regional universities and high schools attended.
- Worked closely with Maryland-D.C. Scholastic Press Association. On Nov. 16, 2018, the college hosted the organization's annual J-Day conference in Knight Hall. Many faculty and staff members presented during the event, which drew a couple hundred high school journalism students and their faculty advisors from

all over the region. The day included sessions with UMD/Merrill College faculty, staff and alumni, and guided tours of the journalism facilities on campus. We also hosted a J-Day conference in Knight Hall on Oct. 27, 2017, which featured a similar turnout from journalism students and their faculty advisors, and programming. Plans are set for resuming the workshops in November 2022.

- In 2020, Merrill College started The Shirley Povich Center for Sports Journalism Book Club. This is a virtual book club with local high school students that promotes the discussion of sports, race, gender, history and the protest movement. Each student is provided a book and their teachers and classes are asked to incorporate it into the curriculum. Each spring, there is a virtual discussion on the book with students, teachers, the author and others. Participating students have been from Prince George's County, Baltimore and Washington. In 2021, ESPN's The Undeclared made a generous donation and nearly 500 students were able to be a part of the book club. A goal of this program is also for students to learn more about Merrill College and the Povich Center. In 2020 and 2021, Merrill College Professor of the Practice Kevin Blackstone moderated the discussion of the books, which were autobiographies of Tommie Smith and John Thompson.
- Since 2014, The Shirley Povich Center for Sports Journalism has hosted a one-week summer camp for high school students interested in sports media. Throughout the week, roughly 50 high schoolers from all across the country are taught by professionals in the field and gain valuable hands-on, real-world experiences. Campers have the opportunity to hear from industry experts and Merrill College faculty and staff. The university suspended in-person summer camps during the pandemic. The camp resumed in July 2022. This past year, programming consisted of panels on different roles in sports media, hands-on TV and esports activities, visits from local sports reporters from major news outlets, a tour of the university's athletic facilities and an opportunity to hear from admissions counselors. Several attendees have gone on to enroll at Merrill College and to serve as counselors at the camp.
- Participated in the JEA/NSPA (Journalism Education Association/National Scholastic Press Association) National High School Journalism Convention from 2016 to 2019. JEA is the largest gathering of student journalists in the country. As a part of that convention, we arranged a building visit and tour for about a half-dozen high school students from California. Merrill College representatives also attended: the Columbia Scholastic Press Association Spring Scholastic Convention in 2016 and 2017, the TerpBound New York and TerpBound

Philadelphia programs for admitted high school students in 2017, the National Association of Black Journalists Convention and Career Fair in 2017, the Online News Association Conference in 2018, and the Student Television Network Conventions in 2017 and 2018. These events allowed for conversations with hundreds of high school students and advisors about UMD and Merrill College, and professional development/programming opportunities for Merrill College's recruitment coordinator.