

Report of ACEJMC Evaluation
Professional master's/Undergraduate programs
2022– 2023

Name of Institution: **University of Maryland**
Name and Title of Chief Executive Officer: **President Darryll J. Pines**
Name of Unit: **Philip Merrill College of Journalism**
Name and Title of Administrator: **Dean Lucy A. Dalglish, J.D.**
Date of 2022-2023 Accrediting Visit: **October 23 – 26, 2022**

Date of the previous accrediting visit: **February 7 – 10, 2016**
Recommendation of the previous site visit team: **Reaccredited**
Undergraduate program: **Reaccredited**
Professional master's program: **Reaccredited**

Previous decision of the Accrediting Council: **Reaccredited**
Undergraduate program: **Reaccredited**
Professional master's program: **Reaccredited**

Recommendation by 2022-2023 Visiting Team:

Undergraduate program recommendation:

Reaccreditation

Professional master's program recommendation:

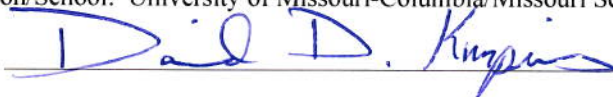
Reaccreditation

Prepared and submitted by:

Team Chair

Name and Title: Dr. David D. Kurpius, Professor and Dean
Organization/School: University of Missouri-Columbia/Missouri School of Journalism

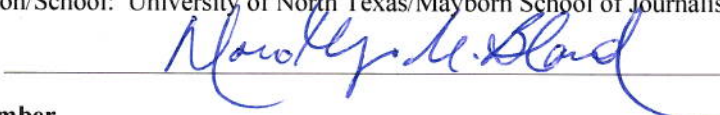
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Team Member

Name and Title: Dr. Dorothy Bland, Professor
Organization/School: University of North Texas/Mayborn School of Journalism

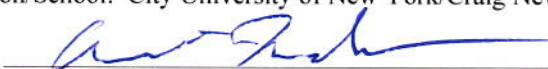
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Team Member

Name and Title: Dr. Andrew Mendelson, Professor and Associate Dean
Organization/School: City University of New York/Craig Newmark Graduate School of Journalism

Signature



PART I: General information

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

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 semester-hours

Credits hours required for a professional master's degree: 36 credit hours (students can potentially waive 6 credit hours)

Master of Arts degree: 30

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

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

11. 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	Person in Charge
Journalism	Rafael Lorente

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

13. 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.

Semester/AY **Spring 2022**

<u><i>Name of Sequence or Specialty</i></u>	<u><i>Undergraduate majors</i></u>
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Journalism	473*
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*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.

14. Give the number of graduate students enrolled on-site:

53 Master's

28 Ph.D

Number of graduate students enrolled online: 0

15. Number of students in each section of all skills courses (news writing, 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.

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

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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

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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

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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

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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

16. 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

17. 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

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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

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

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

19. 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 — Standard 1: Mission, Governance and Administration

OVERVIEW

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 enrolls 25 to 30 students a year. The doctoral program admits a cohort of five or six students a year.

Unit performance with regard to indicators:

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

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

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

The Mission Statement is prominently displayed on the College's website within the College's strategic plan. The stated mission is:

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.

The Merrill College strategic plan is closely tied to the University of Maryland's recently approved strategic plan. While not specifically noted in the College plan, there are clear ties to the University goals of reimagining learning, partnering to advance the public good and taking on humanity's grand challenges. The College's plan fits well with its focus on developing innovative, ethical journalists and helping to shape the future of journalism. The plan also points to the ongoing efforts to bring greater diversity and representation to newsrooms to better reflect the communities covered. Both the University of Maryland strategic plan and the Merrill College strategic plan are constructed in a more general form without clear measurable goals and assigned accountability for achieving the goals. The dean indicated that format was the campus expectation. However, she noted that she submitted annual documents to the provost that list progression in implementing the Merrill College strategic plan. Documents provided to the site team during the visit showed this to be the case. Faculty indicated in interviews that they regularly discussed both plans at faculty meetings and they felt they were making good progress. Provost Jennifer Rice meets three times a year with each dean to discuss progress on both the University and College strategic plans. Currently, the campus plan lacks metrics. The provost says those will be added this year and will include units across campus.

The College's website has an Enhancing Diversity and Inclusivity Policy posted near the strategic plan. Here the unit defines diversity as the presence of "difference" across broad categories that "contribute to individual uniqueness among its students, administrators, faculty,

and staff.” The unit defines inclusivity as “recognizing and respecting those differences and understanding that beneath physical differences, we are all human, with the same desires in the pursuit of intellectual advancement.” The diversity and inclusion plan encompasses the areas of teaching and learning, hiring and promotion, student recruitment and advancement, faculty/staff recruitment and retention, and training. Again, tracking of this plan is included in the memorandum to the provost.

The current strategic plan was last updated in 2020. The College updates its strategic plan and its diversity plan approximately every five years. The plan is developed and updated by an ad hoc committee appointed by the dean. The College Assembly reviews the progress annually.

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

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

The dean is serving her eleventh and final year in the position. The University of Maryland limits deans to two terms of five years each. Dean Dalglish was asked to serve an additional year. The search committee was recently named, and a search firm hired to find her successor. Dean Dalglish has strong support from campus administration and her boss, Senior Vice President for Academic Affairs and Provost Jennifer King Rice, in addition to faculty, staff, alumni and donors. Faculty interviewed discussed strong support for the dean and her leadership. One faculty member said, “If the scale is a 10, she is an 11.” Across interviews, faculty indicated they received good support from the dean, that she listens well and tends to say yes to ideas they bring to her. She is also credited with bridging divides in the College that existed when she became dean. That has continued over her second term. Examples of this support include improved equipment, updating the curriculum, creating collaborative spaces, and building a strong investigative program. It is clear that Dean Dalglish is a great leader.

Dean Dalglish gets credit for solving perennial budget issues that have stabilized the College. Deans and administrators from across campus noted that the “rebasement” work that resulted in an additional \$500,000 being added to the College’s budget made a significant difference in the ability of the College to put faculty on state funding. This also allowed the College to build reserves, which had been very limited prior to the funding adjustment.

Dean Dalglish has also been successful as a fundraiser, more than meeting her goals for the College. She was able to land two \$3 million grants from the Scripps Howard Foundation to create the Howard Center for Investigative Journalism. This foundation funding has proven transformational for the College. It has attracted faculty, students, and prestige.

Dean Dalglish's work on diversity, equity, and inclusion has moved the College forward. One person said, "it's a different school with consciousness of diversity. There has been terrific thought on diversity." She made DEI work central to her leadership. She actively recruited people of color to apply for positions in the College. She also worked with the provost to solve equity pay issues for women in the College. Diverse faculty reported they are working at Merrill College because of the environment Dean Dalglish created.

Through Dean Dalglish's leadership, the College has built partnerships across campus. This has primarily been with the College of Information Studies and is related to the extensive work the College does on data and data visualization. Deans on campus reported good working relationships with Merrill College. Deans in College of Education and The School of Public Policy specifically noted the collaborative nature of Merrill College across campus.

Faculty were effusive as they described Dean Dalglish's work. A common theme from the interviews was that faculty were very happy, felt supported, and were concerned about continuing the College's momentum with the upcoming change in leadership. Another faculty refrain is they "love it here." They reported high trust in the dean, noting her good listening skills and ability to get things done. One other common theme was Dean Dalglish's stabilizing influence on the College. As a result, faculty said they were able to grow programs, increase engagement, and work with more professional journalism organizations.

Alumni and professionals gave glowing reports of the dean's leadership. They noted her innovative work to move the College forward. Professionals highlighted the quality of the students they hired for internships and jobs. One large newspaper publisher said 23 percent of his news staff were Maryland alumni. He said, Merrill College students are "the best of the best." Professionals also noted the Capital News Service value and that many news outlets statewide take advantage of the quality coverage. Professionals and alumni both noted the rise in the reputation of the College over the last six years that has also increased their pride in the College.

Faculty, alumni, and professionals noted Dean Dalglish's work for the College during the pandemic. During the site team visit it was clear that faculty, staff, and students have moved on from the pandemic, though some residual effects remain surrounding student engagement.

Faculty governance is clear within the College. The Plan of Organization (PORG) sets up the College Assembly, which is the governing body for the College. The policies and procedures for the College are found in the PORG. It is revised every 10-12 years by the College Assembly and the University Senate. Recent additions include new diversity and strategic plans, a professional promotion track, and merit pay plans. The College Assembly is chaired by the elected chair of the Faculty Advisory Committee ("FAC") and is open to all college constituents. Voting members are all full-time faculty. One representative from staff, graduate and undergraduate students, and adjunct lecturers is elected annually to serve on the College Assembly.

Dean Dalglish has worked through the processes in the College to keep the curriculum up-to-date. The faculty reported they have control over the curriculum and work well with the dean to try new courses and update the curriculum.

Overall, Dean Dalglish is seen as a highly effective leader and the University is seeking the next leader who can continue the upward trajectory of the Merrill College of Journalism.

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

The Merrill College of Journalism has provided data on the ACEJMC searchable database website.

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

Retention and graduation data for both undergraduate and master's cohorts are found on the "About" page on the College's website. The undergraduate data goes back to 2005 and the master's data goes back to 2018. The College analyzes the data annually and has maintained high-level retention marks for both cohorts. However, undergraduate student enrollment for Fall 2022 has fallen to 451 versus 489 in Fall 2016. That is an 8.4 percent decline.

Master's student enrollment for fall 2022 was 53 vs. fall 2016 when it was 27 (or 96.2% increase).

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

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

The Merrill College has significant policies and procedures in place and a robust faculty committee structure that actively handles important matters regarding faculty, budget, and curriculum. The Faculty Advisory Committee (FAC) meets monthly.

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

The campus defines the process for evaluating the dean. The provost conducts an annual review. A committee chaired by another campus dean conducts an additional review of the dean after five years. This review includes significant faculty input. Dean Dalglish is currently volunteering to participate in a new 360-degree evaluation that also includes faculty and outside Merrill College input. Deans at Maryland are limited to two terms for a total of ten years. Dean Dalglish was asked to serve one additional year at the request of Merrill College senior faculty members.

Associate and assistant deans are evaluated annually by the dean in writing and during an annual meeting. The dean noted that she gives feedback during regularly scheduled meetings throughout the year.

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

Faculty grievances are handled through the FAC. The dean responds to the FAC and the grievor in writing. No complaints were brought to the FAC in the last seven years. Faculty and staff

members may also bring complaints directly to the dean. None have been brought to the dean in the last six years.

Student complaints are handled by the associate dean, who also serves as the director of the master's program, and the assistant dean for undergraduate studies. Students can appeal decisions to the dean. Student complaints may also be handled on campus in various offices including the Office of Student Affairs, the Office of Diversity, Equity and Inclusion and the Office of Civil Rights & Sexual Misconduct. Since the last site team visit, the College indicated there were two formal student complaints. One was handled through Office of Civil Rights & Sexual Misconduct and ultimately resolved by the College action supporting the student. The second complaint involved accommodations for a student. The Office of Diversity, Equity and Inclusion assisted in this case and the College made accommodations for the student. The week before the site team visit there was an additional student complaint made to the College administration and referred to the Office of Civil Rights & Sexual Misconduct regarding a Merrill College faculty member. The leader of that office met with a team member and confirmed that the College had followed all procedures and that the investigation was underway. She reported that the College has a good reputation with their office in handling issues and that such issues were rare for the College.

Professional master's program / Unit performance with regard to indicators:

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

Merrill College has a separate written mission statement for its master's program posted on the website. The master's program is included in the College strategic plan.

(i) The unit has designated administrative oversight of the professional graduate program as well as policies and procedures that ensure faculty oversight of educational policy and curriculum in the professional graduate program.

The graduate program administrative oversight is handled by the associate dean. Policies and procedures in the College and at the Graduate School provide for faculty oversight of both educational policy and curriculum. Most of the policies directly related to graduate programs are managed through the Graduate School.

SUMMARY:

(Undergraduate)

Merrill College is strong in many ways. Strong leadership brought the unit greater prominence, financial stability, and opportunities to grow. The professional world recognizes the quality of the graduates and seeks to hire them. The College came through the pandemic well with few mentions of lasting impact during the site team visit. The current enrollment is posted and updated on the website, along with graduation data that is impressive. Faculty are clearly actively involved in shared governance and work effectively with the dean to move the College forward. Clear structures are in place to ensure shared governance and active faculty leadership roles

within the College. The faculty and leadership in the College described a commitment to continued progress on diversity, equity and inclusion.

(Professional Master's)

The professional master's program also benefits from strong leadership. The associate dean is charged with managing the program and is effective. Current enrollment and graduation data is posted on the website. Faculty are actively involved in forming and leading the graduate program. These roles are structured within the College leadership and curriculum framework. Faculty and students noted a positive commitment to ensure diversity, equity and inclusion in the graduate program.

Overall evaluation (undergraduate program) compliance/noncompliance:

COMPLIANCE

Overall evaluation (professional master's program) compliance/ noncompliance:

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

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

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

Students in the unit are completing the academic requirement for a baccalaureate degree that meets the institution's standards as outlined above. A total of 122 credit hours are required to complete a Bachelor of Arts degree in Journalism, and that includes 74-80 credits in subject areas such as "history, economics, government, sociology and psychology," per the self-study. Students also are required to have 12 upper-level credits or four courses in a supporting field outside journalism that is not communication.

(b) The unit provides a balance between theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student values and competencies listed by the Council.

The unit offers a Bachelor of Arts degree in Journalism with fall 2022 enrollment of 451 undergraduate students, and a master's degree in Journalism with 53 master's students in the Fall 2022.

Undergraduate students must take a minimum of 42 journalism credits and a maximum of 48 within the unit. The unit's undergraduate and graduate curriculum have been revamped since the last ACEJMC site team visit and the previous undergraduate requirement to commit to a multiplatform or broadcast specialization was eliminated. This enabled students to sample more courses across specializations. Per the self-study, students can still opt to specialize in "broadcast reporting, investigative or sports journalism."

The College offers a balance of theoretical/conceptual and professional skill courses. Per the self-study, the core within the unit requires students to take 21-27 credit hours that include an introduction to storytelling with code (1 credit), journalism history (3 credit hours), two newswriting/reporting courses (6 credit hours), interactive design/development (3 credit hours), supervised internship (2 credit hours), journalism law and ethics (3 credit hours) and a capstone (3-9 credit hours).

Undergraduate students also earn 12 credit hours by selecting from four menu areas so that they can take one course in each of the following areas: visuals, exploration, journalism and society, or media research. For example, the "exploration menu" allows students to choose among News Editing, News Videography, News Writing and Reporting II: Broadcast, Photojournalism, or Feature Writing. The "media research" course list allows students to choose among courses with titles such as Follow the Money: Reporting on Business, Data Journalism, Computational

Journalism, Understanding Audiences and Analytics, and Using Investigative Tools in Reporting.

Also, a minimum of 9 and a maximum of 15 upper-level JOUR elective credits can be earned, depending on whether a student chooses to specialize in the broadcast investigative or sports journalism areas. Keep in mind the capstone and internship are required as part of undergraduate degree completion.

As for the master's degree, a minimum of 30 credit hours are required and 53 master's students were enrolled in the Fall 2022. Students may substitute introductory courses based on previous experience. The Master of Journalism degree is a professional degree and targets potential journalists with little or no previous experience, and the Master of Arts in Journalism targets returning journalists who want to complete a thesis. There were 50 students in the MJ track and three students in the MA track in the Fall 2022.

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

As COVID forced all classes to go online in the Spring 2020, students and faculty alike report most classes returned to face-to-face instruction by Fall 2021. The faculty and students used the pandemic as learning opportunities with students in the CNS Digital Bureau producing a series on how COVID affected College enrollment as well as to better educate the public about community-tracking systems. While most classes are face-to-face, the College offers a few virtual classes such as Introduction to Storytelling with Code (1 credit), and Practical Grammar for Journalists (3 credits).

Feedback from more than 40 students and visits to 10 classes in the Fall 2022 indicate instruction is rigorous and students are gaining real world experience. Students and faculty embrace the applied learning models that are tied to the Capital News Service (CNS) and two signature centers – The Howard Center for Investigative Journalism and the Shirley Povich Center for Sports Journalism.

A faculty member said about 100 students each semester are involved in the CNS, which has bureaus in Washington, DC, Annapolis and the College Park campus. Collaboration is key as each team is directed by a professional journalist and educator. They take advantage of their proximity to the nation's capital in Washington, D.C., as well as the Maryland state capital in Annapolis with teams that produce work that crosses multiple platforms. For example, the CNS Washington, D.C. bureau has covered President Joe Biden as well as nomination and confirmation hearings for Ketanji Brown Jackson's confirmation to the U.S. Supreme Court. The CNS Annapolis bureau has covered issues ranging from cannabis legislation to Maryland becoming the first state to pass a gas tax holiday. In the Fall 2022, students compiled a local news network voters guide for every county in Maryland for the election season. As part of the Capital News Service, graduate students typically spend four days a week working in a bureau and undergraduate students spend less time.

Students working in the CNS Digital Bureau often collaborate with the Howard Center for Investigative Journalism, which is funded by a \$3 million grant from the Scripps Howard

Foundation. The grant support, which was renewed in 2022 for another three years, has enabled students working with the faculty to produce nationally award-winning work such as the Printing Hate project about newspapers' role in fueling racial hate and violence. That project has earned national awards from organizations such as the Society of Professional Journalists, News Leaders Association, and the Investigative Reporters & Editors. The Howard Center typically involves 25-30 students a semester, and during the site team visit students were working on a global investigation with Associated Press that will be released in the Spring 2023. It's not uncommon for projects to involve data visualization, audience engagement, graphics/web design and motion graphics.

Another example of innovative instruction and collaboration revolves around the Shirley Povich Center for Sports Journalism, the Howard Center and CNS project titled "Unlevel Playing Fields," which marked the 50th anniversary of Title IX legislation and spotlighted inequities faced by girls in high school sports. In addition to the project being published on CNS, a segment was aired on the PBS Newshour and parts of the project were also published by the Associated Press, Just Women's Sports and Word in Black. The Title IX project would not be possible without additional collaboration from at least a dozen other units on the University campus.

As noted earlier, all undergrad students as well as professional graduate students are required to take a visual storytelling course that requires "professional software tools for editing," per the self-study. The interactive design course for undergraduates includes "basic and intermediate HTML and CSS for new website construction" and introduces students to interactive graphics as well as social media tools such as TikTok, Facebook, Twitter and Instagram.

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

The unit has a strong track record of connecting faculty and administrators to the profession and the curriculum updates have a clear focus on preparing students for the future. Among new courses added since the last site team visit are courses such as the Changing Roles, Responsibilities and Norms of Journalism; Sustainable Change Management; and The Future of News as a Business. The College has done a good job marketing course offerings that were taught during the Fall 2022 semester including courses such as Beyond Facebook: How Social Media Are Transforming Society, Culture, Business and Politics; Self-Presentation in the Age of YouTube; Understanding Audiences and Analytics; Sports Data Analysis and Visualization; Audio and Podcasting; Turning Your Degree into Multiple Career Options.

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

Skills classes do not exceed the 20-1 ratio. One of the College's strengths is the small skills class size. Students said they value small skills classes and appreciate that "Merrill has transitioned into a sense of normalcy." Students raved about their CNS experiences. One student described it as "incredible. I didn't think I'd have a chance to report on Capitol Hill, let alone in college."

(f) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. Units may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter hours).

Given the strategic location and easy access to Baltimore-Washington, D.C. areas, students have fantastic opportunities for internships and other professional experiences. Among the unit's strengths are the CNS bureaus in Washington, Annapolis and on campus. As noted earlier, undergraduate students can earn two credit hours for internship and 3-9 credits for the capstone. There is a smorgasbord of internship opportunities including news websites, newspapers, broadcast outlets as well as trade publications.

All graduate students are required to work four days a week in one of the CNS bureaus as part of their capstone. "Undergraduate students also must apply for a part-time or full-time post with CNS or take another capstone course such as investigative reporting, Baltimore urban affairs reporting, health reporting or podcasting," per the self-study.

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

The unit has a full-time internship coordinator who helps manage the process. Students are required to take a two-credit internship in which they work a minimum of 90 hours over a 10-week period during either the spring or fall semester, or at least eight weeks during the summer. Students also are required to take at least one and up to three "capstone" classes (or up to nine credits) under the supervision of full-time faculty members. The capstone classes function as an instructional media outlet. Much of this faculty-supervised coursework is published via the CNS.

Professional master's program / Unit performance with regard to indicators:

(g) At least half of the required credit hours are in either professional skills courses or integrate theory and skills appropriate to professional communication careers.

A review of the master's curriculum shows the MJ or MA degrees can typically be completed in 18 months, but some students take up to 24 months based on other commitments. Students said the leadership team responded to concerns when they revamped the curriculum. Regardless of the track chosen, students typically start in the summer with a one-credit course called the Basics of Writing and Editing that would be completed online over a three-week summer term and doesn't count toward degree completion. In Fall Year 1, students in both the multiplatform and broadcast tracks would be required to take 12 credits. It's important to note that two courses (Public Affairs Reporting as well as Journalism Law and Ethics) are required that semester for half of those credit hours.

Below is a quick summary of how students would typically navigate the multiplatform or broadcast track over an 18-month window.

Multiplatform Track

Summer - Basics of Writing and Editing (1 credit online)

Fall Year 1 = 12 credits

- Journalism Law & Ethics (3 credits)
- Public Affairs Reporting (3 credits)
- Data Journalism (3 credits)
- Journalism Elective (3 credits) Options include Interactive Design and Development, Social Media Content Creation, Audience Engagement and Analytics, Photojournalism, News Videography

Spring Year 1 = 9 credits

- Intermediate Reporting (3 credits) Options include Urban Affairs Reporting, Advanced Audio and Podcast Reporting, Advanced Public Affairs Reporting: Investigative Journalism
- Journalism Elective (3 credits) Options include Understanding Audiences and Analytics, Sports Writing and Reporting, Audio and Podcasting Reporting
- Visual Journalism Elective (3 credits) Options include Photojournalism, News Videography, Interactive Design and Development, Designing Stories with Motion Graphics

Fall Year 2 = 9 credits

- Capstone (6 credits) Capital News Services (4 days/week) with options for Annapolis, Washington, Data/Design, Audience Social Teams
- Critical thinking (3 credits) Options include Theories of Journalism and Public Communications, History of Investigative Journalism or Sports, Protest and the Media

Broadcast Track

Summer - Basics of Writing and Editing (1 credit online and students with significant journalism experience may test out of the course.)

Fall Year 1 = 12 credits

- Journalism Law and Ethics (3 credits)
- Public Affairs Reporting (3 credits)
- Broadcast News Writing (3 credits)
- News Videography (3 credits)

Spring Year 1 = 9 credits

- Television Reporting and Production (3 credits)
- Intermediate Broadcast Elective (3 credits) Options include Audio & Podcast Reporting, Broadcast News Producing, Studio Production, Designing Stories with Motion Graphics
- Journalism Elective (3 credits) Interactive Design and Development, Data Journalism, Social Media Content Creation, Audience Engagement and Analytics, Sports Writing and Reporting, Advanced Public Affairs Reporting: Investigative Journalism

Fall Year 2 = 9 credits

- Capstone (6 credits) Capital News Services (4 days/week) Broadcast News Bureau

- Critical thinking (3 credits) Options include, but are not restricted to Theories of Journalism and Public Communication, History of Investigative Journalism or Sports, Protest and the Media

SUMMARY:

(Undergraduate)

Undergraduate students get quality instruction from qualified faculty, which includes strong professional engagement and coaching. Capstone courses are greatly valued. By the time students get to capstone courses they say they're career-ready with strong placement opportunities.

(Professional Master's)

Master's students get quality instruction from qualified graduate faculty, which includes strong professional engagement and coaching. By the time students get to capstone courses they say they're career-ready with strong portfolios and placement opportunities.

Overall evaluation (undergraduate program) compliance/noncompliance:

COMPLIANCE

Overall evaluation (professional master's program) compliance/ noncompliance:

COMPLIANCE

PART II — Standard 3: Assessment of Learning Outcomes

The Accrediting Committee and Council seek site-team reports on assessment that are appropriately detailed for a judgment on compliance that is informed, fair and consistent from one team to another.

Unit performance with regard to indicators:

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

The College has had a written assessment plan since 2006, and most recently updated it in 2022. The plan includes clearly defined direct and indirect measures for all outcomes. A full-time faculty member oversees the assessment processes. The College has a solid assessment plan with multiple direct and indirect measures. The outcomes at both levels reflect appropriate knowledge students should have to be successful in journalism.

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

The assessment plan is posted on the “About” page of the College website.

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

The College is structured around defined learning outcomes that map clearly to the ACEJMC’s professional values and competencies. At the undergraduate level, the College has eight learning outcomes. At the graduate level, there are seven outcomes. A curriculum map shows how student learning grows through the College’s programs.

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

Most learning outcomes are assessed through direct measures of a single outcome situated in specific classes, such as the Journalism Law and Ethics class and required writing and reporting classes, with rubrics completed by the grading professors. For example, it is through a single assignment in the Journalism History, Roles and Structures, where student learning about diversity and journalism is assessed. Similarly, the student’s preparedness for the media job market is assessed through a single item (with five levels (0 - 4)) by professionals reviewing student portfolios. Writing, reporting and editing skills are assessed through assignments in classes at different levels to demonstrate growth.

One concern is that some learning outcomes are assessed once, early on, and never assessed again. For example, Learning Outcome 2 calls for students to “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.” The learning outcome is assessed through a paper in the required freshman level class (J200

Journalism History, Roles and Structures) by the grading professor. No further direct assessment of this outcome occurs in the program, though it is clear that courses include material on these topics. The College does report plans to add more levels of assessment here in order to assess higher level student learning.

Indirect measures include a large number of collegiate and professional awards for student work; positive self-reports on learning, and strong job placement numbers at both the undergraduate and graduate levels.

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

Professional journalists, mostly alumni, are utilized for review of student portfolios. These professionals volunteer for this task, though the task does not represent a huge lift.

Undergraduate portfolios are collected once a year from two of the required capstone classes (on a rotating basis). Students are asked to submit a resume plus four assignments for review. Since this is not part of the course grade, compliance is not always perfect.

The MJ students are required to present their portfolio as part of an entire day (MJ Day). Professionals review each student on four outcomes, providing extensive information on student learning.

Internship evaluations from supervisors have become a key assessment tool, as every undergrad is required to do an internship. The evaluation form asks supervisors to rate students on 10 closed ended items and three open-ended questions, plus provide an overall grade. The results, when aggregated, provide extensive direct quantitative and qualitative data every semester. The close-ended items could be more aligned to college LOs. The director of assessments said there are plans to better define the levels for close-ended items.

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

It is clear that assessment is a starting point for larger conversations on student learning. The College's director of assessments oversees the collection, analysis and summarizing of assessment data. These results are presented to faculty and administration each year for consideration. Based on these discussions, faculty proposed specific adjustments to improve student learning. For example, in 2020, faculty felt that students were not demonstrating effective use of spreadsheets. The curricula of introductory and intermediate level reporting courses were reworked to ensure student understanding of these tools. Assessments in the next year demonstrated that a significant increase in student performance was apparent. Additionally, the faculty worked to create more consistent outcomes in multiple section courses by assigning a single professor to oversee the various sections. At the graduate level, faculty changed the way math concepts are taught in the required reporting courses based on results of prior assessments. Moreover, faculty more explicitly inserted content around journalism and diversity into required and elective courses to better ensure learning of this material.

Professional master's program / Unit performance with regard to indicators:

The unit's professional master's program has a written assessment plan, posted to its website; collects and reports data from its assessment activities; and applies the data to improve curriculum and instruction.

See above.

SUMMARY:

The unit has a written assessment plan for both undergraduate and graduate programs, with well-defined learning outcomes. Multiple direct and indirect measures are utilized. Findings are used by faculty to improve curriculum. Follow-up assessment measures are used to monitor the impact of changes on student learning. The College is encouraged to develop additional direct measures to assess learning at the end of the program more thoroughly.

Overall evaluation (undergraduate program) compliance/noncompliance:

COMPLIANCE

Overall evaluation (professional master's program) compliance/ noncompliance:

COMPLIANCE

PART II — Standard 4: Diversity and Inclusiveness

Unit performance with regard to indicators:

(a) The unit has a written diversity plan that has been implemented and discussed annually, for achieving an inclusive curriculum, a diverse, culturally proficient faculty, staff and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity, identify under-represented groups and articulate key performance indicators upon which the unit intends to focus and improve.

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

The College's diversity plan is listed on its website. It defines diversity as "the presence of 'difference,' including race, ethnicity, age, gender, religion, disability, sexual orientation, national origin and other factors that contribute to individual uniqueness among its students, administrators, faculty and staff." The plan was last approved May 6, 2020, and is largely aspirational with regard to key areas such as teaching and learning, hiring and promotion, student recruitment and advancement, faculty/staff recruitment and retention as well as training. The plan lacks specific metrics that can be measured on an annual basis. The plan does not specifically identify under-represented groups.

The University attracts students from all over the United States, more than 150 nations, and is the flagship university for the state of Maryland. Just as the nation has become more diverse so has the state of Maryland. Census data shows those who identify as White alone and not Hispanic or Latino represent 49% of the state's population, Black/African American alone represent 31.4% of the state's population, the Hispanic/Latino population represent 11.1% of the state's population, Asian alone represent 6.9% of the state's population, people who identify with two or more races represent 3.1% of the state's population, and the remainder of the state's population falls within the categories of American Indian/Native Alaskan, Native Hawaiian/other Pacific Islander. A review of data provided by the College for the spring 2022, showed that the undergraduate student population was less diverse than the overall university with Whites representing 69.1% of the College vs. 45% of the University; Blacks/African/Americans representing 8.9% of the College vs. 11.8% of the University; Hispanics representing 7.6% of the College vs. 10.2% of the University; Asians representing 5.7% of the College vs. 20.3% of the University. The overall student population in the College appears to be more White in 2022 than it was in 2016. A look at the graduate student population (master's and Ph.D.) for the spring 2022, showed that Whites represent 51.2% in the College vs. 38% in the University. However, it's important to note that the College generally has done a better job with diversifying its graduate student population.

Faculty members consistently applauded the leadership team for positive progress on diverse full-time faculty hires. Six of the seven full professors are White females, including the dean. The associate dean is a Latino male. Of the 39 full-time faculty reported for the 2021-22 academic year, 15 (or 38.4%) were female and 24 or (61.5%) were male. During the 2021-22 academic year, 30 (or 77%) of the full-time faculty were White; 6 (or 10%) were Black/African American; 2 (or 5% were Asian) and only 1 (or 3%) identified as Hispanic. A look at the 52 part-

time faculty during that same time frame, showed there were 22 (or 42.3%) females vs. 30 (or 57.7%) male. Of the part-time faculty, Whites represent 40 (or 76.9%); Blacks/African Americans represent 10 (or 19.2%); Asians represent 2 (or 3.8%). There were no Hispanic, American Indian/Alaskan native or Native Hawaiian/other Pacific Islander people represented in the adjunct faculty.

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

Every course requires a diversity, equity and inclusion component. The capstone, news service and investigative projects often focus on disparities and include diverse voices as evidenced by the award-winning "Code Red: Baltimore's Climate Divide" and "Printing Hate" projects.

The College's curriculum fosters instruction on issues across diverse cultures around the globe. For example, courses with titles such as "Censorship and Disinformation in the 21st Century: The New Global War for Political Power" and "Foreign Reporting from College Park: The Art of Finding and Cultivating Sources Abroad" are now part of the curriculum.

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

In a video on the College's website, the dean said, "We teach how race, gender, identity and social justice matter." The College's diversity committee "monitors hiring, promotion and advancement, retention and recruitment of employees and students."

A review of full-time faculty validated that the percentage of "full-time faculty that identifies as something other than white is higher today than it was during the last site visit," per the self-study.

Most faculty praised the leadership for intentional and purposeful efforts to recruit and retain faculty and professional staff since the last site team visit. At least one faculty member includes a land acknowledgment statement in his syllabus to honor the fact that the University sits on land once owned by the Piscataway people.

The College provided evidence of DEI training over the last three years during college retreats and the topics included "Managing race-related conversations in the classroom," "Infusing Diversity in Your Course," "Recovering from Diversity Missteps," "Understanding discrimination and faculty and staff obligations/reporting requirements under Title IX" and an "Inclusive Language Lab." At the Sept. 23, 2022, College faculty and staff retreat a page of resources was distributed with links to resources ranging from the University's Diversity, Equity, Inclusion and Justice resource bank from TerrapinSTRONG to the Trans Journalists Style Guide. The hiring of the College's first diversity officer in 2021 also has made a tremendous difference, according to students and others. While the College leases space for the National Association of Black

Journalists and has a student NABJ chapter, the diversity officer has started info sessions for other affinity groups such as the Asian American Journalists Association, the Association of LGBTQ Journalists (NLGJA), and first-generation journalism students. A peer mentoring group also has been established to create a more inclusive climate.

Still, some faculty and students said more work needs to be done. Students shared painful experiences of aggressions and a professor on “a racial tirade about Chinese people” during the height of the pandemic. Another student spoke of the “constant cycle of feeling not wanted.” Another person said, “There’s no reason to be this close to D.C. and not have more diversity in faculty and the student body.” Students described the Merrill College as the “Whitest college” on campus and the numbers provided in (section 4a) above show that the College’s percentage of White undergraduate population outpaces the overall University by more than 20 percentage points. The graduate student population is more diverse. Whites represent 53% of the master’s students in the College. At the undergraduate level, the College enrolls a higher number of out-of-state students compared to the rest of the campus. The leadership team said undergraduate admissions are controlled by the central administration and out-of-state financial aid is not available. Scholarships for out-of-state students in the College are limited. This has a negative effect on recruiting diverse out-of-state students to the College. There is more success at the graduate level. College leadership worked to make the graduate student population more diverse as they can control enrollment within the College. For example, at least six of the 14 Howard Center for Investigative Journalism Center Fellows are people of color and/or from underrepresented groups.

A review of course syllabi, the 2021-22 annual report and interviews with students indicate faculty have not only added discussions about the Black Press and LGBTQ representation in media in their classes, but they’ve also increased the volume of scholarly and creative work to spotlight diversity, equity, inclusion and justice issues. In addition to the Printing Hate and Title IX projects discussed earlier, a professor of practice co-produced an award-winning documentary titled, “Imaging the Indian: The Fight Against Native American Mascoting.”

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

Based on feedback with undergraduate students, there are serious student concerns about the College’s ability to recruit and retain diverse student populations reflecting the nation and state’s growing diversity as documented above in (section 4a). However, data from the university shows there is not a disparity in graduation rates for people of color after they arrive. Student retention and graduation rate is higher than the University average.

(e) The unit demonstrates that it has an inclusive climate, free of harassment and all forms of discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

Video screens on each floor of the three-story Knight Hall showcase diverse speakers and promote student projects. It is apparent that the College’s three Boards of Visitors include diverse industry superstars from East Coast to West Coast. On the first floor, the College’s Hall

of Fame honorees added in 2022 include plaques/photos of four women of color alumni who have become top news executives and a dean as well as two White males, including a former dean. Faculty said diversity has gotten better since the last site visit, and White males often described it as “one of the most diverse colleges.” However, comments from students were mixed. While there was clearly a major gap of discord among undergraduate students, graduate students generally said they found the climate to be inclusive and encouraging. One student of color who joined The Association of LGBTQ Journalists (NLGJA), said, “I left healthcare because health care was 100% white...I am grateful to be around people who look like me and I can relate.”

SUMMARY:

(Undergraduate)

The University is situated in a diverse, affluent region of the country. This creates the appearance of an easy pool of diverse potential applicants for the College. There is strong competition from other universities and media companies for both professional faculty and students. Since the last accreditation site visit, the College made more diverse faculty and staff hires raising the visibility and profile of the College. The dean actively recruited diverse individuals to faculty searches. The addition of DEI training and major national news projects focused on DEI issues enhances the DEI profile of the College. There is still more work to be done. The addition of actionable metrics to the diversity plan and better tracking of progress would help. The College leadership's continued efforts to raise money for scholarships and work with upper administration to fill the financial gap for out-of-state students could be keys to increased diverse enrollment.

(Professional Master's)

The graduate plan is identical to the undergraduate plan.

Overall evaluation (undergraduate program) compliance/noncompliance:

COMPLIANCE

Overall evaluation (professional master's program) compliance/ noncompliance:

COMPLIANCE

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

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

Academic year: 2021-2022 Full-time faculty

Group	Female	% of total faculty	Male	% of total faculty
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

Group	Female	% of total faculty	Male	% of total faculty
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

PART II — Standard 5: Faculty

Unit performance with regard to indicators:

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

At the College, the primary responsibility for curricula, oversight of courses, research/creative activity, and service rests squarely with the full-time faculty. There are 39 full-time faculty members, of which 12 have master's degrees, 11 have Ph.Ds, 11 have bachelor's degrees, and five have juris doctor degrees. There are seven full professors, five associate professors, 2.5 assistant professors, two professors of the practice, seven senior lecturers, 14 lecturers and one managing director/faculty specialist. The managing director/faculty specialist oversees the College's Capital News Service, which is a "student-powered" non-profit public-facing journalism outlet which has newsrooms in College Park, Annapolis, Baltimore and Washington, D.C. Ph.D. faculty members have degrees in communications, history, journalism, political science, and computer science, helping to make the College strongly interdisciplinary.

A majority of core and required courses are taught by full-time faculty, ranging from 50.4% to 59.1% during the past three academic years prior to 2022-2023.

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

This is confirmed by the site team's evaluation of faculty members' vitae, along with University and College policies and other records, as provided in the College's self-study.

The full-time faculty includes three Pulitzer Prize winners. Considering the entire faculty, as well as students, the College is, or has been, home to 13 Pulitzer Prize winners, eight duPont-Columbia Silver Baton recipients, five Peabody Award winners, a Radio Television Digital News Association (RTDNA) Edward R. Murrow Award recipient, and numerous other prestigious honors.

During any given semester, part-time faculty members include reporters, editors, coders and visual journalists from professional newsrooms such as *The Washington Post*, *USA Today*, *The Baltimore Sun*, Bloomberg, NPR, WRC-TV (the NBC-owned and operated television station in Washington, D.C.), and Newsy (a national TV and digital news operation owned by E.W. Scripps Co. and to be re-named "Scripps News" on January 1, 2023).

A number of faculty members are involved in professional journalism associations such as IRE, Online News Association, News Leaders Association, National Press Foundation, National Press Club Journalism Institute, and the Freedom Forum Institute, among others.

The dean has served as a member of the Accrediting Council for Education in Journalism and Mass Communications. A professor has served as president of the Association for Education in Journalism and Mass Communication. A number of other faculty members have been recognized by national and international research organizations.

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

There is clear evidence to support the fact that the College requires, supports and rewards faculty research and/or professional activity. Tenured faculty and faculty members on a tenure track are “generally expected to spend 40% of their time in research and 20% in service [which may include professional activity],” according to the College’s self-study. The remainder of their time is spent teaching. Specifically, “service” means participation in College and university “conduct,” professional organizations related to journalism, “and other agencies in the community.”

(d) Faculty members communicate the results of research, creative and/or professional activity to other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institution.

Faculty consistently reported they felt support with their research, creative and/or professional activity. “This is the best shape the school has been in 20 years,” said one long-time faculty member. As far as awards and honors, there have been major increases in at least five key research-related areas. For example, faculty in the Unit recorded 134 awards and honors in the latest self-study vs. 54 (or 148% increase) in 2016. Internal grants in the Unit went from 13 in 2016 to 29 (or +123%) in the latest self-study, and external grants in the Unit went from 8 in 2016 to 28 (or +250%) in the latest self-study. Book chapters produced went from 25 in 2016 to 46 (or +84%) in the latest self-study. Articles in refereed journals went from 38 in 2016 to 58 (or +52.6%) in the latest self-study. The College’s 2021-22 annual report celebrated some of the faculty’s many awards, including a professor being part of the team that won the prestigious George Polk Award for The Pegasus Project about Israeli spyware being used by authoritarian governments.

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

There is ample evidence that the College and its faculty enjoy the respect of the entire university. Among that evidence: One faculty member was honored as a UMD Distinguished Scholar-Teacher in 2021, becoming the first College faculty member to be so designated. Another directs the university’s ADVANCE program, which works to recruit, retain, and advance a diverse faculty campus-wide. Others serve, or have served, in the University Senate; the Research Development Council; and the university’s Appointments, Promotion and Tenure Committee, among others.

The College is like “the mouse that roars,” said one alum. Other representatives praised the faculty for often punching above their weight and being great collaborators. The Fall 2022 marked the first semester of a new Master of Professional Studies in Data Journalism, which is a collaboration with the University of Maryland’s College of Information. The new master’s degree in Professional Studies in Data Journalism has a 36-credit hour curriculum and can be taken 100% online, in person or a hybrid model. Although it is not part of the accreditation

review, it speaks to the power of collaboration. Also, the fact that the College now houses the E-Sports studio is more evidence of collaboration and its commitment to university citizenship.

Professional master's program / Unit performance with regard to indicators:

(f) Faculty members teaching in the graduate program meet the criteria for graduate instruction at that university.

Master's students are taught by members of the Graduate Faculty with few exceptions. Those exceptions include people with strong industry credentials, including Pulitzer Prizes.

(g) Graduate faculty oversee the curricula and course quality for professional master's courses.

SUMMARY:

(Undergraduate)

Words like amazing and incredible were often used to describe the collective faculty and their expertise.

(Professional Master's)

Words like amazing and incredible were often used to describe the collective faculty and their expertise.

Overall evaluation (undergraduate program) compliance/noncompliance:

COMPLIANCE

Overall evaluation (professional master's program) compliance/ noncompliance

COMPLIANCE

Report of evaluation of professional master's and undergraduate programs for 2022-2023 Visits

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. ***Includes only work done since FY16 while faculty employed by Merrill College.

PART II — Standard 6: Student Services

Unit performance with regard to indicators:

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

Undergraduate advising is one of the strengths of the College. The Office of Student Services is staffed by 2.5 advisors plus the assistant dean for undergraduate studies, who handles the more challenging cases. Advising materials and processes are very clearly laid out for students. The office sends regular email updates to students and provides a minimum of four evaluation points to ensure progress through the program: at 30 credits, at 60 credits, and just before the final year and the final semester. Additionally, online tools allow students to track themselves.

The Office of Student Services also serves as the place for student support beyond academic advising. While student disability accommodations are handled by the central disabilities office, this office does assist students and faculty with any accommodations. Similarly, the office helps connect students to University resources for mental health issues.

This office also supports teachers who reach out with concerns about students. The College recently did a workshop to help faculty recognize student mental health issues.

Advising for MJ students is the responsibility of the assistant director of graduate studies and the associate dean, who also directs the master's program. Academic advising for master's students starts in May or June prior to the first semester, when each student is seen by both the associate dean and the assistant director for graduate studies. This allows student interests to be reflected in the course plan and for the program to be customized based on previous experience. The College has a handbook that lays out all requirements and policies. Additionally, students receive emails prior to each advising/registration period about the next semester. Students are able to track their progress in the university's online system.

The assistant director of graduate studies is located in the graduate student lounge, providing a one-stop shop for both academic advising and other needs. The assistant director is in touch with professors throughout the semester to stay ahead of potential student performance concerns.

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

See above. Both undergraduate and graduate students are advised by full-time advising staff.

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

Students are informed through emails, website documents and signage about policies, activities and requirements.

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

The campus has a wide variety of excellent student media opportunities, both traditional (such as student newspaper and radio station) and newer platforms (such as an e-sports show that is distributed through Twitch). Most of the student media are independent of the College.

Students are encouraged to create their own opportunities as well. A sports-run program started in a dorm by students has grown into a full student organization with access to College facilities. Additionally, the various centers in the College provide professional opportunities for students as volunteers.

Graduate students report greater challenges in getting involved in campus media due to the shorter length of the program.

A range of student professional organizations are available for students. Due to COVID a number of them have been less active. For example, even though the College houses the NABJ headquarters, the student chapter is just getting started up again. There are chapters of Society of Professional Journalists (SPJ), National Press Photographers Association (NPPA) and Associated Press Sports Editors (APSE), among others. In some cases, students report that there isn't a critical mass of students for some affinity organizations, such as the number of Asian American students to support an active Asian American Journalists Association (AAJA) chapter. Chapters of National Association of Hispanic Journalists (NAHJ) and NLGJA are organizing at the College. A newly appointed diversity officer has increased attention to these organizations.

Additional professional opportunities are provided through the Career Center. All undergraduate students are required to complete a two-credit (90 hours minimum) internship at a journalism outlet (either paid or unpaid). Internships are optional for MJ students (though MJ students are required to work four days in a CNS newsroom). The director of career services vets all prospective internship sites to ensure they are actually doing journalism and that the students will be supported/supervised. Students are evaluated twice by their direct supervisor and also are required to write a reflection piece halfway through about their experiences and the newsroom's culture.

The career services office also organized an in-person career fair for jobs and internships, bringing 20 regional and national employers to campus. More than 150 students attended this year's event. The career services office also hosted other news organizations in separate events (e.g., Dow Jones News Fund and NBC News).

The career services office does host resume workshops.

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

The retention and graduation rates reflect that students are able to move through the program effectively and efficiently. The College outpaces the rest of the University in retention and graduation rates. Not surprisingly, student responses to exit surveys show that Merrill students rate the College's advising more highly than students from other parts of the University.

Professional master's program / Unit performance with regard to indicators:

(f) The unit has appropriate admissions and retention policies for the professional master's program.

The MJ program has well-defined admissions and retention policies, explained on the program's website and handbooks. The MJ program has a two-year graduation rate over 80%.

SUMMARY:

The College does an excellent job keeping students informed about requirements and progress. Tools are also in place to assist students in supporting themselves. A vast array of opportunities in student media and organizations are available to serve students. The career services office further supports students in their professional development.

Overall evaluation (undergraduate program), compliance/noncompliance:

COMPLIANCE

Overall evaluation (professional master's program), compliance/noncompliance:

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

Unit performance with regard to indicators:

(a) The unit has a detailed annual budget for the allocation of its resources that is related to its long-range, strategic plan.

The details provided in the self-study describe a unit that has seen its budget improve significantly in recent history. The unit has had years of careful budget management. That combined with a recent readjustment of state funding has allowed the unit to grow reserves and move most faculty salaries to state funding. The total annual expenditures have increased over the last few years. More importantly, the unit has erased a deficit and grown the reserves to almost \$500,000.

The dean and assistant dean for business operations/chief budget officer are responsible for developing the annual budget. The budget is submitted to the provost's office for approval depending on state fund allocations. The dean discusses budget matters with the Faculty Advisory Committee. Two elected faculty committees (one for tenured/tenure-track and one for professional track) make recommendations to the dean regarding faculty merit pay, although the dean makes the final decision. Merit pay is not assured annually, though has been awarded in FY22 and FY23. Each year, the dean reports to the College Assembly on budget matters. The dean also shares budget information at College Assembly meetings.

The annual budget shared in the self-study indicates spending in the areas that match the strategic plan for the unit.

The provost and the faculty noted the improved budget allocation and the positive impact it had on the stability of the unit.

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

The unit is the smallest college on campus by both enrollment and state support. The increases since 2016 have been modest and the self-study reports state support fluctuations in recent years mainly due to COVID. The self-study notes more stable support in recent years due to Maryland's "relatively stable economy." In FY21, the provost completed a study of college base rates on campus and determined that Merrill College deserved about a \$500,000 increase in base rate state funding. This relieved fiscal stress on the unit and moved some faculty members from soft money to state funding.

In comparison to similarly sized units on campus, the Merrill College now compares favorably. This was not the case prior to the rebasing last year that added \$500,000 to the unit's base state funding. While being underfunded comparatively in the past, the unit came out "significantly ahead" in the new state funding model. The two units provided for comparison were the College of Public Policy and the College of Architecture, Planning and Preservation.

When resources were tight, careful budgeting and fundraising helped the unit succeed. Dean Dalglish raised significant funds for the unit during her tenure. For the campus fundraising

campaign that ended in 2021, the unit raised \$15.24 million, blowing past the \$10 million goal for the unit. Even a change in the leadership for alumni relations and development in 2018 did not slow this work down. The future looks bright based on the creation of the Journalism Alumni Network, which has increased donor participation by 37 percent in the last three years.

Fundraising highlights noted in the self-study include:

- Four consecutive years of \$2 million or greater fundraising totals
- Howard Center for Investigative Journalism - \$6 million through 2025
- Park Foundation - \$440,000 to support investigative journalism
- The Shirley Povich Center for Sports Journalism
 - \$2 million for the center, including \$1 million for the Povich family, \$500,000 from Merrill College and \$500,000 from individuals and corporate donors
 - \$2 million George Solomon Endowed Chair in Sports Journalism
- Scholarships and fellowships
 - Maryland Promise Scholarships - \$400,000
 - New endowed funds - \$1,020,000
 - New current use funds - \$30,000
- Additional Support
 - Dean's Fund - \$300,000
 - Gridiron Club & Foundation - \$10,000
 - The White House Correspondents' Association scholarships - \$20,000 annually
 - Google LLC - \$60,000
 - Ralph Crosby '56 and Carlotta Crosby - \$50,000 for student lounge upgrades
 - Julie Klingenstein '80 and Any Klingenstein - \$500,000 for a local news initiative
 - Kathryn Crown '66 – additional \$98,000 for the J. Theodore Crown, Sr. & Joseph T. Crown, Jr. Scholarship
- Planned Gifts – just over \$3 million

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

The Merrill College is primarily located in the John S. and James L. Knight Hall built in 2010. The 12-year-old building is in close proximity to the Richard Eaton Broadcast Center in Tawes Hall. Knight Hall is still an impressive building that the dean has kept up-to-date. Knight Hall is the hub of the college for classrooms, an events theater, academic advising suite, equipment lab, and an executive conference room. The dean's suite, business offices and graduate offices are located in the building. Knight Hall includes a suite of offices and student workspace for The Shirley Povich Center for Sports Journalism. Both ACEJMC and NABJ offices are also located in Knight Hall.

Faculty and students love Knight Hall. It is a collaborative space where faculty and students interact regularly. The Capital News Service and Howard Center spaces are central to this collaboration with multiple classes and faculty interacting across both "newsrooms" as they work to produce significant journalistic work.

Most classes and meeting spaces are located in Knight Hall with a few broadcast courses and faculty located in Tawes Hall. The close proximity allows students and faculty to move easily across spaces.

Faculty reported no issues with their laptops or ancillary equipment.

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

Merrill College has a staff member who manages equipment and ensures that it stays up-to-date and in good repair. The College provides equipment for faculty, staff, and student use. The Knight Hall classrooms and meeting spaces have quality AV and teaching presentation systems, including projectors, computers, DVD and VHS players, computers, and the ability to connect laptops to the system. Students reported access to equipment with good checkout procedures. No students or faculty reported equipment issues, though there was mention of needing to upgrade high-end broadcast field equipment in the near future.

Merrill College benefits from the Adobe campus program. Students and faculty use the Adobe software to complete their projects.

Checkout Room Equipment (Go Kits were available during COVID):

- 64 Nikon Cameras (D7100, D7200, D7500)
- 12 Nikon Cameras (D5100, D5200)
- 18 Nikon Cameras (D3000)
- 10 Nikon Cameras (D3100)
- 70 tripods
- 54 DSLR Mic Kits
- 51 Sony Broadcast Cameras
- 60 Broadcast Tripods
- 47 Wireless Mic Kits
- 16 Audio Kits
- 42 Tascam Recorders
- 15 360 Cameras
- Other available items include light kits, laptops, webcams

Tawes Hall Equipment:

- 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 E-Sports-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.

A new campus E-Sports program is now based in Knight Hall. The campus provided equipment

for an E-Sports studio allowing students to cast gaming tournaments on Twitch.

Graduate and undergraduate students have access to the equipment for their work.

SUMMARY:

Undergraduate:

Merrill College has a clear and transparent budget process with good faculty input. The increase in base funding from campus improved the financial stability of the unit. The College has up-to-date equipment for computer labs, broadcast checkout and broadcast studios. The appropriate software is available for students and faculty to complete their work. The dean has actively improved the fundraising at the College. She and her team exceeded their development goals in the last campaign.

Professional Master's summary:

The graduate program budget is included in the Merrill College budget and follows the same budgeting structures and input as the undergraduate program.

Overall evaluation (undergraduate program), compliance/noncompliance:

COMPLIANCE

Overall evaluation (professional master's program), compliance/noncompliance:

COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

(a) The unit consults and communicates regularly with its alumni, and actively engages with them, other professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.

The alumni community is stewarded by the University's alumni office and through the College's chief development officer. The College launched a monthly e-newsletter in Spring 2019 that goes to about 6,100 alumni (those for whom the College has emails). The open rate is well above industry averages. In-person events resumed in March 2022 in New York. Most recently the College launched a Journalism Alumni Network with its own board made up of 11 alumni. Alumni are also represented on the College's Board of Visitors, as well as the advisory boards of the College's centers. Alumni are regular guests to classes on campus and serve as reviewers of student portfolios as part of assessment processes.

(b) The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance, and addressing issues of public consequence and concern.

The faculty are engaged in thought leadership through their professional and scholarly work, through their involvement in professional organizations, and through speaking and writing about the profession. The College's centers provide important visibility on topics. Students are producing journalism that advances dialogue around important issues, including environmental racism, the legacy of racism in journalism, and Title IX. Faculty routinely serve in leadership positions in professional organizations, serve as judges for the most important journalism awards, and speak at a variety of journalism conferences and workshops.

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

The College is clearly doing work that advances public service through its journalism, faculty outreach, and participation in University's general education programs. The campus hosts a variety of public talks and events. For example, the College hosted a panel on free agency (through the Povich Center), and one featuring young investigative reporters (through the Howard Center). The College also participates in a freshman Living Learning Community around "Media, Self and Society." As part of this program, a multidisciplinary group of students are creating a traveling installation that will visit various area high schools next semester.

(d) The unit supports scholastic journalism.

The College does extensive outreach to high school students in the region and nationally, though much of this was disrupted due to COVID. The College attends national and regional high school journalism conferences, organizes an on-campus journalism conference for high school students, featuring faculty, staff and alumni. The College also organizes a virtual sports journalism book

club that draws in more than 500 area high school students. The College could do more to connect with area schools with large minority populations.

The College also participates in the University's high school young scholars summer program and hosts a one-week summer camp for high school students interested in sports media.

SUMMARY:

The College is highly visible, both on campus, in the profession, and in the public. Its students and faculty produce high-quality, impactful journalism. Its alumni are engaged in the College and are regular visitors to campus and are advisors to College administrators. The College is increasing its outreach to area high schools and high school journalism conferences. More could be done to connect such outreach to area minority-serving schools.

Overall evaluation (undergraduate program), compliance/noncompliance:

COMPLIANCE

Overall evaluation (professional master's program), compliance/noncompliance:

COMPLIANCE

**PART III: Summary by site visit team
of the undergraduate program**

(A separate summary is required of the professional master's program)

1) Summarize the strengths and weaknesses of the unit.

- Strengths
 - Strong leadership
 - Significant growth in fundraising
 - Knowledgeable and engaged faculty
 - Excellent facilities that are well maintained
 - Excellent centers that grow national prominence
 - College takes advantage of its location to benefit reporting efforts
 - Strong curriculum that benefits students

- Weaknesses
 - Declining undergraduate enrollment
 - Need for a more robust assessment plan with direct measures at the conclusion of the program.
 - Strategic plan and diversity plan lack annual metrics to track progress toward goals.
 - Recruitment of diverse student body
 - Need for additional financial support for students

2) List the standards with which the unit is not in compliance. NONE

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

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

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

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

None listed in previous report.

7) The self-study is the heart of the accrediting process, and often the quality of that document determines the degree of success of the accrediting visit. Summarize the team members' judgment of the self-study.

The self-study was well constructed and written. There were missing elements the site team requested during the visit. The College quickly provided the requested information. They were great hosts.

**PART III: Summary by site visit team
of the professional master's program**

1) Summarize the strengths and weaknesses of the unit.

- Strengths
 - Strong leadership
 - Significant growth in fundraising
 - Knowledgeable and engaged faculty
 - Excellent facilities that are well maintained
 - Excellent centers that grow national prominence
 - College takes advantage of its location to benefit reporting efforts
 - Strong curriculum that benefits students

- Weaknesses
 - Strategic plan and diversity plan lack annual metrics to track progress toward goals.
 - Funding structure for students in the graduate program, including improved communication
 - Need for additional financial support for students

2) List the standards with which the unit is not in compliance. NONE

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

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

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

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

NONE

7) The self-study is the heart of the accrediting process, and often the quality of that document determines the degree of success of the accrediting visit. Summarize the team members' judgment of the self-study.

The self-study was well constructed and written. There were missing elements the site team requested during the visit. The College quickly provided the requested information. They were great hosts.