

Report of On-Site Evaluation

ACEJMC
Undergraduate program
2017-2018

Name of Institution: University of Montana

Name and Title of Chief Executive Officer: Sheila Stearns, interim president

Name of Unit: School of Journalism

Name and Title of Administrator: Larry Abramson

Date of 2017-2018 Accrediting Visit: Oct. 22-25, 2017

If the unit is currently accredited, please provide the following information:

Date of the previous accrediting visit: 2011

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Recommendation by 2017-2018 Visiting Team: Reaccreditation


Prepared and submitted by:

Team Chair

Name and Title: Kristin Gilger

Organization/School: Walter Cronkite School of Journalism and Mass Communication, Arizona State University

Signature

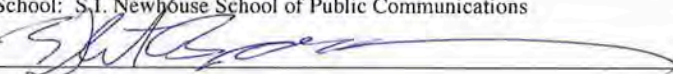


Team Members

Name and Title: Hubert Brown, Associate Professor and Associate Dean for Research, Creativity, International Initiatives and Diversity

Organization/School: S.I. Newhouse School of Public Communications

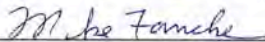
Signature



Name and Title: Mike Fancher

Organization/School: Former editor-at-large, The Seattle Times

Signature



Name and Title:

Organization/School:

PART I: General information

Name of Institution: University of Montana

Name of Unit: School of Journalism

Year of Visit: 2017

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

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Commission on Colleges and Universities (NWCCU)
- 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.*

An act of Congress in 1881 dedicated 72 sections in Montana Territory for creation of a university. The Third Montana Legislative Assembly in 1893 issued a charter for the university, originally named Montana State University, which taught its first classes in 1895. In 1965, its name changed to the University of Montana, and since 1994 it has included four institutions separate from those overseen by Montana State University in Bozeman, the state's land grant institution. The University of Montana's flagship campus is in Missoula; other UM campuses are in Butte, Dillon and Helena. UM's Missoula programs include Missoula College, which offers two-year degrees. The University of Montana is part of the Montana University System, which is governed by a seven-member Board of Regents and overseen by the Commissioner of Higher Education. The University of Montana is accredited by the Northwest Commission on Colleges and Universities, which last renewed the accreditation in 2017.

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: 2011

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

1948

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

The mission of the University of Montana School of Journalism is to provide students with a professional education in journalism; to teach them to think critically, act ethically and communicate effectively; to help them understand the challenges and changes in the news media; and to inspire them to use their talents to improve journalism and enhance a diverse and democratic society. (Adopted by the faculty March 2008, readopted in 2012, 2013 and 2016).

7. What are the type and length of terms?

Semesters of 15 weeks
Quarters of N/A weeks
Summer sessions of 5 weeks or 10 weeks
(Two five-week sessions, one concurrent of 10 weeks.)
Intersessions of 3 weeks (winter session)

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

Bachelor's degree
 Master's degree
 Ph.D. degree

9. List the specific undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC. *Indicate online degrees.

- Bachelor of Arts degree in Journalism
- Bachelor of Arts degree in Radio-TV Production (Discontinued in AY 2016-17)

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

120 semester hours

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

All journalism majors are required to take a one-credit internship. Students seeking an additional experience are allowed an additional one-credit internship. Students may earn no more than two credits of internships.

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

The School offers a Bachelor of Arts in Journalism and has no formal options or sequences. Beginning in the junior year, students may choose to specialize in an informal sequence or combine electives to match new opportunities in the marketplace. Faculty advisers guide students through the electives to find courses that will help them work in their chosen specialty.

<u>Name of Sequence or Specialty</u>	<u>Person in Charge</u>
N/A	N/A

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

11,865

14. Number of undergraduate majors in the accredited unit, by sequence and total (if the unit has pre-major students, list them as a single total):

Fall 2016: 214 majors, 19 minors (FTE)
 Spring 2017: 215 majors, 29 minors (FTE)
 Fall 2017: 204 majors, 26 minors (FTE)

As of AY 2016-17, the School of Journalism has no formal sequences or options. The following represent headcounts for fall and spring terms that year. They include R-TV majors completing the degree that has been discontinued going forward.

UNDERGRADUATE PROGRAMS OF STUDY	Number of Students				Total Students
	Freshman	Sophomore	Junior	Senior	
Pre-majors, if any* (fall 2016)	49	52	24	7	132
Pre-majors (spring 2017)	31	38	22	6	97
Pre-majors (fall 2017)	43	39	18	8	108
1. Journalism majors (fall 2016)	0	7	36	49	92
Journalism majors (spring 2017)	0	13	45	66	124
Journalism majors (fall 2017)		6	42	59	107
2. Radio-TV (fall 2016)	0	0	5	1	6
Radio-TV (spring 2017)	0	0	2	5	7
Radio-TV (fall 2017)				4	4

TOTAL STUDENTS	
Fall 2016	230
Spring 2017	228
Fall 2017	219

There were 50 degrees conferred for B.A. Journalism in 2016-2017

15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary. 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.)

ENROLLMENT IN UNDERGRADUATE SKILLS COURSES

(Fall 2017 – updated 10/20/17)

Course	Enrollment
JRNL 140 Intro Radio/Audio Storytelling	14
JRNL 170 (1) Elements of News Writing	19
JRNL 170 (2) Elements of News Writing	14
JRNL 170 (50) Elements of News Writing	14
JRNL 191 (1) Special Topics: TV Lab	04
JRNL 191 (3) Special Topics: Smartphone Storytelling	05

JRNL 257 (1) Beginning Visual Journalism	12
JRNL 257 (2) Beginning Visual Journalism	19
JRNL 257 (3) Beginning Visual Journalism	14
JRNL 270 (1) Reporting	20
JRNL 270 (3) Reporting	17
JRNL 328 Intermediate Photojournalism	18
JRNL 330 News Editing	19
JRNL 340 Intermediate Audio	15
JRNL 350 Intermediate Video Photography	14
JRNL 362 (50) Feature Writing	17
JRNL 370 Public Affairs Reporting	18
JRNL 391 (1) Special Topics: Social Media and Audience	20
JRNL 392 Independent Study in Broadcasting (News Brief)	03
JRNL 414 Investigations	20
JRNL 428 Freelance Photography	20
JRNL 472 Opinion Writing	16
JRNL 480 Advanced Video Reporting (UM News*)	08
JRNL 481 Advanced Video Reporting and Directing (UM News*)	04
JRNL 494 Pollner Seminar	11

* Capstone

ENROLLMENT IN UNDERGRADUATE SKILLS COURSES (SPRING 2017)

Course	Enrollment
JRNL 140 Intro Radio/Audio Storytelling	18
JRNL 170 (1) Elements of News Writing	17
JRNL 170 (2) Elements of News Writing	19
JRNL 170 (3) Elements of News Writing	18
JRNL 257 (1) Beginning Visual Journalism	18
JRNL 257 (2) Beginning Visual Journalism	18
JRNL 257 (3) Beginning Visual Journalism	18
JRNL 270 (1) Reporting	11
JRNL 270 (2) Reporting	19
JRNL 328 Intermediate Photojournalism	16
JRNL 330 News Editing	20
JRNL 350 Intermediate Video Photography	15
JRNL 351 Intermediate Video Directing	08
JRNL 352 Intermediate Video Reporting and Producing	09
JRNL 362 Feature Writing	19
JRNL 370 Public Affairs Reporting	11
JRNL 410/411 Native News Honors Project	15
JRNL 430 Print/Web Editing and Design	14
JRNL 431 Online Journalism	14
JRNL 433 Marketing Your Work	14
JRNL 440 Advanced Audio	08
JRNL 471 Covering the Legislature	03
JRNL 473 International Reporting	15
JRNL 488 Student Documentary Unit	07
JRNL 494 Pollner Seminar	17
JRNL 498 Supervised Internship	24

16. Total expenditures planned by the unit for the 2017–2018 academic year:

\$1,163,234.000 (The figure represents our general fund budget for FY18. We expect the number to be adjusted slightly higher when additional funds for sabbatical backfill and teaching assistants are added later in the year. The figure does not include funds from other sources.)

Give percentage increase or decrease in three years:

The FY18 general fund budget is down 4.6 percent from FY15. (That figure may be slightly lower when all of FY 18 funds are allocated.)

Amount expected to be spent this year on full-time faculty salaries:

\$782,278.00

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.

1. Larry Abramson, dean and professor
2. Jule Banville, associate professor
3. Lee Banville, associate professor
4. Jason Begay, associate professor
5. Denise Dowling, associate professor
6. Joe Eaton, assistant professor
7. Ray Fanning, associate professor
8. G. Keith Graham, associate professor
9. Jeremy Lurgio, associate professor (on sabbatical, 2017–18 academic year)
10. Dennis Swibold, professor
11. Kevin Tompkins, visiting assistant professor
12. Nadia White, associate professor
13. Vacant position

18. List names of part-time/adjunct faculty teaching at least one course in fall 2017. Also list names of part-time faculty teaching spring 2017. (If your school has its accreditation visit in spring 2018, please provide the spring 2018 adjunct list in the updated information.)

FALL 2017 ADJUNCTS:

1. John Ryan Corwin (JRNL 140A)
2. Courtney Cowgill (JRNL 170, 362)
3. Breanna Roy (JRNL 170)
4. Patrick Record (JRNL 257, two sections)
5. Jeff Gailus (JRNL 505)
6. Cheryl Carpenter (JRNL 494, Distinguished Pollner Professor)

SPRING 2017 ADJUNCTS:

1. Anne Bailey (JRNL 494, Distinguished Pollner Professor)
2. Sarah Gravlee Buszmann (JRNL 170)
3. Courtney Cowgill (JRNL 471)
4. John Ryan Corwin (JRNL 140A)
5. Breanna Roy (JRNL 170)
6. Katie Spence (JRNL 257)
7. Kevin Tompkins (JRNL 350, 351, 392)
8. John Twiggs (JRNL 488)

19. Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.

YEAR	Total Graduates	Number	Percent
2016-2017 academic year	50	50	100
2015-2016 academic year	54	54	100

PART II — Standard 1: Mission, Governance and Administration

The policies and practices of the unit ensure that it has an effectively and fairly administered working and learning environment.

Unit performance with regard to indicators:

Background: The School of Journalism is part of the University of Montana, established in what was then the Montana Territory in 1893. The School is located on the university's flagship campus in Missoula along with other professional programs that include the law and pharmacy schools. It is the only accredited journalism program in the state and the smallest academic unit on campus.

The School is one of the oldest schools of journalism in the country, celebrating its 103rd year in 2017. It is highly focused on preparing students for the news profession. In 2016-17, the School discontinued a Bachelor of Arts degree in Radio-TV Production, folding those studies into a single degree, the Bachelor of Arts in Journalism. A master's degree in Environmental Science and Natural Resource Journalism also is offered; that program is not under review. A journalism minor was created in 2014, and the School had 27 minors as of fall 2017.

In fall 2017, the School reported undergraduate enrollment of 219 students, which represents a drop of 41.3 percent from fall of 2011 when enrollment stood at 373. Enrollment has dropped each year of the six-year review period, with annual declines ranging from six percent to almost 16 percent. Over the same period, undergraduate enrollment for the University of Montana declined 28.6 percent -- from 10,567 to 7,550.

After six years of enrollment declines, the president of the university was asked to step down in December 2016, at which time an interim president was appointed. A new president has been named and is scheduled to begin Jan. 1, 2018. An interim provost has been in place for a year and a half; a search for a permanent appointment will take place after the new president is installed.

The School of Journalism also has experienced turnover during the accreditation review period. The School has had three deans in the past six years, including one who served for two years on an interim basis. Three faculty members, including a former dean and a longtime department chair, retired. The School also lost three staff members in the past year. The staff positions and one faculty position have not been filled due to budget constraints.

In the last accrediting cycle, the School was found out of compliance on Standard 3, Diversity and Inclusiveness. Deficiencies cited in the site team report included a decline in the number of minority students, even among the highest priority group, Native Americans, and a drop in the number of minority faculty from two to one.

The School was found in compliance on all other standards and was subsequently reaccredited, although concerns were expressed that a new curriculum maintained outdated compartmentalization of specializations, that the School could not maintain critical technology with current staffing levels, and the School needed to play a larger role in nurturing scholastic journalism in the state.

Since that report, the School has taken steps to address all of these concerns; however, significant problems remain, particularly with regard to a rapidly declining enrollment and associated resource issues.

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

The School of Journalism's mission statement and strategic plan were adopted in 2012 and revised in 2013, 2016 and 2017. The five-year plan states that the goal of the School is to "provide students with a professional education in journalism; to teach them to think critically, act ethically and communicate effectively; to help them understand the challenges and changes in the news media; and to inspire them to use their talents to improve journalism and enhance a diverse and democratic society."

The School's strategic plan aligns with that of the University of Montana and contains clear objectives with regard to recruiting, retention, advising, curriculum, diversity, interdisciplinary programs, international experiences for students, faculty research and creative activity, technology, student engagement and assessment. In the last year of the five-year plan, the School reports that it has met most but not all of its goals. In particular, the School has not met its goals of increasing enrollment and improving graduation and retention rates.

A draft of a new university comprehensive plan was released to campus in June 2017. The School of Journalism and other academic units are now writing operational plans to align with the new strategic goals.

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

The School's faculty meets every other Friday throughout the semester. The faculty met seven times in fall 2016 and nine times in spring 2017. In addition, the faculty holds an annual retreat, typically at the start of the spring semester.

There is a strong tradition of collegial faculty governance. Because the faculty is small, it acts as a committee of the whole for faculty evaluations, curriculum development and undergraduate scholarship selections. All curricular and programmatic changes are reviewed by the faculty as a whole. Faculty search committees are formed for each faculty opening and include faculty members, at least one journalism student and often a faculty member from another academic unit. Standing committees include a Strategic Plan Committee, Diversity Committee, Graduate Admissions Committee, Technology Committee, Professional Program Admissions Committee, and Assessment Committee.

Faculty governance is controlled by a Collective Bargaining Agreement between the University Faculty Association and the Montana University system. The current CBA expired in June 2017 but remains in effect while a new contract is negotiated.

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

The dean reports to the provost of the university and serves as the chief academic and fiscal officer for the School and liaison to other deans, to the central administration, the University of Montana Foundation and to external journalism constituencies. The current dean began his duties in July 2014.

The dean and the faculty appear to be held in high regard by colleagues and administrators throughout the university and by practicing professionals in the state. In a meeting with site team members, administrators, faculty members from other units and professionals praised the dean and the School's faculty for being open, collaborative and entrepreneurial. They described the School as one of the university's flagship programs and said they welcome its students into their classes and into their newsrooms. They characterize the School as "punching above its weight."

Professional journalists in Montana, including leaders of the local newspaper, MontanaPBS and Montana Public Radio, and the state broadcast and newspaper associations, all said the dean has developed strong relationships within the journalism community and praised his leadership of the program.

Under the current dean, private giving to the School has grown, in part because of bequests and in part because of his efforts to secure support for programs such as international reporting trips and special projects.

Faculty say the dean has had a steep learning curve moving from the profession to the academy but that he has grown into the position. They are generally supportive of his leadership; however, many members of the faculty are concerned about what they say is a consistent lack of communication regarding actions and policies that affect them and the School.

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

When an opening in the deanship occurs, the provost names a search committee and a chair who is the dean of another school or college. Other members include three or four faculty members from the School, two faculty members from outside the School, two students, a staff member and a representative of the media who is not a faculty member.

The committee, with the approval of the provost, writes the position description and the advertisement. The procedure is identical to that followed in a search for a faculty member. However, once candidates are brought to campus, they meet with broader constituencies. Dean candidates are interviewed by the search committee, the full faculty, the Academic Officers Council, the Executive Council of the Faculty Senate, the provost, the president of The University of Montana Foundation and representatives of the news media. Candidates also make a presentation that is open to the public.

The faculty makes a recommendation to the search committee, which then forwards the names of at least three candidates to the provost. The provost, in consultation with the university president, makes the appointment, which must be approved by the Board of Regents.

The dean is evaluated annually by the provost based on annual goals agreed upon by the two of them at the beginning of the year. Prior to the review, the dean provides a written statement indicating progress toward goals, help that is required from the provost's office, goals for the next year and any special concerns or circumstances to be taken into account during the evaluation cycle. In evaluating the dean, the provost also seeks input from other academic officers, including those who report directly to the dean, as well as external constituents such as community members and advisory board members.

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

The Collective Bargaining Agreement (CBA) provides a process for resolving student complaints. Students may press complaints directly with a faculty member and, if not satisfied, may appeal to the dean's office. Students who wish to file a formal complaint may do so through a student resolution officer, appointed by the president of the Associated Students of the University of Montana. The officer must schedule a mediation session with a university-appointed mediation officer within 50 days of the incident. If no resolution is reached, an appeal is filed with the provost, who schedules a formal hearing before a Student Complaint Committee. The committee's report is reviewed by the president of the university, who may accept or reject it, or issue a separate decision. According to the self-study, no School of Journalism student filed a formal complaint during the accreditation review period.

The complaint process for faculty also is covered by the CBA. Faculty members may discuss complaints informally with the dean. If no resolution is reached, the faculty member may file a formal grievance with the University Faculty Association grievance officer. The officer may conduct an investigation, and findings are presented at a hearing scheduled no later than 10 days after the filing of the grievance. The university president or designee then conducts a hearing and submits a decision within 10 days of the close of the hearing. The faculty member may then request arbitration. Within 20 days of an arbitrator's decision, either the grievance officer or the university has the right to initiate an action in Montana district court. According to the self-study, no School of Journalism faculty member filed a formal complaint during the accreditation review period.

Summary

The School of Journalism has a written mission statement and a written strategic plan that provides vision and direction for the future. A strong system of collegial faculty governance is in place, with faculty driving educational policy and curriculum. While the leadership of the School has changed three times during the review period, the current dean has been in place since 2014 and is widely viewed by faculty and external constituencies as an effective leader. The institution has a process in place for selecting and evaluating its administrators. Faculty, staff and students have avenues to express concerns and have them addressed.

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

The unit provides curriculum and instruction, whether on site or online, that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.

Unit performance with regard to indicators:

a) The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.

The School of Journalism requires that students take at least 72 semester hours outside of journalism, and the university requires that all students complete a set of general education courses covering 11 different areas of study. Before fall 2017, the School required students to complete 16 hours of specific general education courses before they could enter the School's professional program. Starting fall 2017, students were required to complete WRIT 101 (College Writing) and 15 credits of general education choices. Students are advised to choose general education courses that fit their interests and are given the flexibility to do so.

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

The curriculum is focused strongly on professional skills, but there is a solid foundation of theory and supporting concepts each step of the way. Courses in Media History and Literacy, Media Law, and Ethics and Trends support the skills education as do elective offerings in Diversity in Media and Global Current Trends.

Students spend their first two years in a pre-professional program, where they must take a core of four courses: Media History and Literacy, Elements of News Writing, Beginning Visual Journalism, and Reporting. They also take a writing course and 15 hours of general education courses before admission to the professional program. In the professional program, students can largely plot their own course of study, with the only requirements being that they take five upper-division courses, including one writing course and one capstone course, and a required internship.

The vast majority of electives are skills-based. These classes, in addition to teaching skills, typically include ethical and diversity implications of specific media practice, and students begin some skills classes with lessons in historical background. The faculty uses assessment tools to ensure that the skill building is supported throughout the curriculum with information that provides perspective.

Because of the open nature of the curriculum, students can specialize intensely in one specific area or take courses across several areas. Such a system must be supported with proactive advising to make sure students take programs that fit their needs and aspirations, and the program seeks to do that.

Students come to advanced courses generally prepared, though some faculty report that a few who have "shopped around" by taking courses in a variety of areas are less prepared for advanced work and require more attention.

c) Instruction, whether on-site or online, is demanding and current, and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued.

The School relies on input from professionals to tie activities in courses to professional expectations. Internship supervisors provide valuable information, as do the School's alumni in the professions. Assessment tools include alumni surveys and feedback from industry professionals on student work.

In response to information from these groups and to stay up-to-date with changing professional expectations, the School has continued to evolve its curriculum. A new course on social media was added as well as a course that teaches students how to tell stories using smartphones. Another new course in audience engagement and analytics was introduced in fall 2017, and a more advanced projects-based version of that course is due to be offered in spring 2018. Capstone classes, in which students partner with media outlets to produce professional-level journalism, all are digital in focus, with students employing a range of tools and technologies to tell sophisticated stories.

The School has been unable to offer much instruction in areas such as web development and design or data visualization. A single course in Print and Web Editing design is offered each spring semester, and students interested in this area of study are encouraged to take a course in the university's Media Arts department in the College of Visual and Performing Arts. The journalism faculty would like to offer more course work in social media, data journalism and other subjects, but it is limited by both its size and the size of the student cohort.

The site team noted that while students seemed to have access to sufficient technology in most instances, one writing course (JRNL 170) was held in a room with no computers, where students wrote leads longhand. It would be preferable that a writing-intensive skills course be held in a room with computers or that students use their own laptops, especially when the syllabus states that students will receive hands-on instruction in writing.

d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1. (Campaigns classes are exempt from the 20-1 ratio.)

No section of any skills course in the School exceeded 20 students in the previous two semesters. Since the merger of the radio/TV and journalism majors in 2016, the number of students taking television courses has dropped. (Interest in audio-related courses remains strong). Television courses (TV Lab, Intermediate Video Directing, Intermediate Video Reporting and Producing, and Advanced Video Reporting) all had enrollments of four to nine students in spring and fall of 2017, suggesting the need to consolidate, re-imagine or better market broadcast courses.

e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit.

A professional internship is required in the School, and students must complete at least 160 hours of work for one credit. Many students report taking more than one internship.

Students are encouraged to be entrepreneurial and find internships that match their interests, and faculty also recommend opportunities. The School maintains a Facebook page to inform students of internship and job opportunities. Students report that they have no trouble finding internships.

Learning agreements between site supervisors, students and faculty assure specificity in the tasks the student will perform and in what is expected from all parties. Students complete evaluations of the experience at the midpoint, and both students and supervisors complete final evaluations.

Media organizations throughout Montana host interns from the School and report that they are prepared and ready to contribute on the first day. They also report that the internships often lead to jobs for the students.

Summary

A minimum of 37 and maximum of 48 hours in the major are required for the singular journalism degree that the program offers. The program is strongly professional in orientation, with multiple opportunities for hands-on learning and professional publication. The open curriculum encourages students to get a broad grounding in multimedia skills.

The School prepares students with a dynamic professional education in line with the values and competencies the Council values and that students need to thrive in a dynamic and diverse society.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

The unit has an inclusive program that values domestic and global diversity, and serves and reflects society.

Unit performance with regard to indicators:

a) The unit has a written diversity plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.

The School of Journalism has a written Diversity Action Plan adopted in 2011 and updated in 2016. The School defines diversity as “the variety of cultural backgrounds of faculty, staff and students based on ethnicity, race, language, religion, socioeconomic status, gender, physical ability or geographical background.”

The plan recognizes Montana’s unique relationship with its Native American tribes that provide the School of Journalism “with a special opportunity — and obligation — to recruit and educate Native Americans.” The plan includes employment, recruitment, retention, curricular, publishing and outreach strategies as well as a specific adjunct recruitment plan.

b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of domestic concerns about gender, race, ethnicity and sexual orientation. The unit's curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

The School’s stated goal is to include in every course a component focusing on domestic or global diversity. A review of syllabi reveals that the goal is met in most, but not all, courses.

Two of the four required courses in the pre-professional program specifically address diversity (Media History & Literacy and Reporting). Students in the pre-professional program may elect to take a course in Global Current Events and one on Diversity in the Media. In 2015, students in the latter class created “The Montana Race Project,” which solicited six-word essays from more than 300 citizens across the state. Earlier classes undertook media audits to analyze coverage of issues in local media, particularly with regard to coverage of minorities.

Students admitted to the professional program are required to take Ethics and Trends in the News Media, in which they analyze such issues as coverage of suicide on American Indian reservations, the controversy over NPR’s reporting on adoptions of Native American children from South Dakota reservations, and Grantland’s outing of a transgender individual who committed suicide just before publication.

Several elective options for students in the professional program have diversity at their core. These include Global Current Events, International Reporting and the Native News Honors Project. Students in the latter course have produced multimedia projects on a range of Native American topics, including transgender issues, for the past 26 years. The International Reporting class culminates in a faculty-led

trip abroad. Recent trips have been to India, Germany and Japan, resulting in multimedia projects on development and conservation issues and on the Syrian refugee crisis, respectively.

A number of courses, including Intro to Radio/Audio Storytelling, TV Lab, Reporting, Intermediate Photojournalism, Intermediate Audio, and Video Across Platforms, contain specific reporting assignments related to diversity. Others include readings and discussion related to diversity.

Language on disability accommodations for students is included in most, but not all syllabi.

Two faculty members have pursued sabbatical projects related to diversity that enrich their teaching. One professor's research focuses on transgender students and another spent a semester working on a reporting project focused on race in Montana. In fall 2016, students in the Montana Journalism Review class covered the Dakota Access Pipeline protests at Standing Rock.

All of the more than a dozen students interviewed by the site team said diversity comes up frequently in class discussions.

c) The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.

The full-time faculty in fall 2017 is made up of three women and nine men, including the dean. The women are all Caucasian, while the men include one African-American and one Native American.

Gender diversity of the faculty has declined with the departure of three female faculty members over the course of the accreditation review period. In 2011, according to the previous accreditation site team report, the faculty was made up of eight men and five women, meaning it was 38 percent female, as compared to the current ratio of 25 percent female to 75 percent male.

Over the review period, the School filled three faculty positions, hiring one white man, one African-American man and one woman. Another position remains unfilled due to budget constraints.

The School showed flexibility and creativity in hiring its first African-American faculty member. The faculty member, who has considerable professional experience but lacks an advanced degree, taught as an adjunct instructor before being named visiting assistant professor for the fall 2017 semester, with the understanding that he will pursue his master's degree. He is one of three African-American faculty members at the university.

Two of the current 12 faculty members are racial minorities, meaning that just under 17 percent of the faculty is diverse. This is an improvement since 2011, when the School had one minority faculty member (8 percent of the faculty). It also exceeds the faculty diversity of the university as a whole, which is reported as 11 percent. During this review period, the School took steps to retain a Native American faculty member, one of 30 Native American faculty members at the university, providing a course release so he could complete his MBA and arranging a market adjustment in his salary to match an offer from another organization.

The 2011 site team report noted the School had no diversity among its adjunct faculty. Over the past six years, three adjunct faculty members of color, including two Native American, were hired.

The three women who remain on the faculty all hold the rank of associate professor. The male faculty is made up of two professors (including the dean), five associate professors, one assistant professor and one visiting assistant professor. Of the male minority faculty, one is an associate professor and the other, as noted above, holds a new assistant visiting professorship.

The School had one female international faculty member who left for another position in 2016.

The School works to achieve a diverse hiring pool by advertising with minority journalism associations, attending job fairs and conferences and reaching out to potential candidates. The most recent faculty search, for example, produced a pool of 25 applicants, of which six were female and four were minorities. Two minority candidates were considered, and an offer was made to one of them and accepted.

In addition, the school has used the T. Anthony Pollner Distinguished Professorship to add diversity to its teaching ranks. The visiting professorship brings a working professional to the school each fall and spring semester to teach a seminar on a current issue in journalism and to work with students. Of the nine Pollner professors since fall of 2012, five have been women and three openly identified as gay, according to the self-study. One Pollner seminar was devoted to covering sensitive topics such as mental health, race and rape, and another focused on international reporting.

d) The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

The diversity of the School's student population is slightly lower than the diversity of the state and the diversity of the university as a whole, but it has improved substantially since the last accreditation review.

The minority population in Montana is 13.8 percent, according to 2016 Census figures, with almost half (6.6 percent) consisting of Native Americans. In comparison, the School reported a minority enrollment, not counting international students and "no responses," of 12 percent in fall 2016 and just a fraction more than that in spring 2017. This was a significant improvement from 2011, when the site team report put the School's minority enrollment at 6.1 percent.

The School's largest minority group consisted of Hispanic/Latino students at 4.72 percent – higher than their percentage in the population (3.6 percent). Native Americans, in contrast, comprised 1.71 percent of the School's enrollment, despite their larger presence in the state population (6.6 percent as of July 2016) and at the university (2.84 percent). The percentage of Native Americans enrolled at both the School and the university has declined sharply since 2006 when 8 percent of students identified as Native American, but it has been stable since about 2010.

The School lags somewhat behind the university in terms of student diversity. The university's minority population, again discounting international students of any race and "no responses," was 13.3 percent and 14.3 percent in fall 2016 and spring 2017, respectively. That represents an improvement since 2010 when the university's minority population was 11.4 percent.

The School feels a particular responsibility to the Native American community, which holds a place of special significance in Montana. An associate professor is given a one-course release to recruit Native American students and work with the Native American Journalists Association, an organization which he has served as president. He regularly speaks to student groups on campus and at High School Journalism Day, which brings high school students from across the state to campus each year. A recent presentation for the university's Montana in the Classroom recruiting project was simulcast to high school classrooms on three reservations. The associate professor, who is Native American, also teaches Native News, a spring capstone class that assigns students to report on reservations around the state and produce multimedia projects. Over the past 25 years, many Native students have participated in these projects, which have won Hearst Awards as well as a Robert F. Kennedy Journalism Award for reporting on social justice issues.

Tuition waivers are available for many of the state's Native American residents; however, efforts to recruit Native American students have met with limited success.

To reach other minority groups, the School has extended its recruitment to nearby Oregon, Washington and California. While the university has cut funds for recruiting trips, the School has continued to fund such trips through private sources. The School also uses scholarship funds to support its recruitment efforts. Six scholarships currently focus on minority students. However, the School feels it is at a disadvantage in recruiting out of state due to limited merit-based financial aid available through the university and because Montana tuition has increased relative to other states.

The School reported a first year retention rate of 71.4 percent, compared to the university's 73 percent, from fall 2015 to fall 2016. The retention rate of minority students in the School was lower, at 61.1 percent. The five-year graduation rate for minority students was 42.6 percent, compared to 46.7 percent for non-minority students.

The School reports significant efforts to retain Native American students. The associate professor who teaches the Native News class has advising duties for all Native American students and gets to know them well, intervening when necessary to help keep them in school. The School also relies on the university's American Indian Student Services office and the Payne Family Native American Center, which advises Native students.

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

Outside of the classroom, the School works to create an environment that is welcoming of diversity and cultural differences.

The school's signature annual event, the Dean Stone Lecture, has featured two high-profile African-American journalists in the past three years. Other speakers have been journalists who covered the protests in Ferguson, Mo., including an African-American reporter for NPR; Dean Baquet, the first African-American executive editor of The New York Times; Native American journalist and Professor Mark Trahant; Mary Hudetz, Associated Press editor and former president of the Native American Journalists Association; and Ricardo Sanchez, social engagement editor for sports at washingtonpost.com,

The School also has taken a leadership role in the university's annual diversity symposium, DiverseU.

The dean has been co-chair of the event for two years, and in fall 2017, for the third year in a row, a student from the School of Journalism is serving as student organizer of the event.

The School sponsored study-abroad experiences for students in 2014, 2016 and 2017. In 2014, it also hosted nine Chinese students from Shanghai International Studies University for a month-long study of local press coverage.

The university requires all new students to take an online tutorial called “Personal Empowerment through Self Awareness,” which teaches them about sexual violence, and the School’s administrative assistant has completed a university training program on gender issues. The university offers a Women’s Leadership Initiative with events and programs to promote the success of women.

Faculty members receive training from the university’s office of Disability Services for Students on how to format syllabi and other class materials to make them accessible, and most class syllabi include a statement on accommodations for students with disabilities.

Minority students said they notice the lack of diversity among both the faculty and the student body, which sometimes puts them in the uncomfortable position of feeling like they are a spokesperson for all members of their racial or ethnic group. But they said they feel valued and supported by the School’s faculty and leadership.

Summary

While the diversity of the student body and faculty is slightly lower than that of the state and the university as a whole, the School has made significant improvements since its last review, doubling the number of students and faculty of color. The School makes a particular effort to attract and support Native American students, with mixed success. The School has produced significant projects and reports on Native Americans and other diverse communities. The curriculum and climate of the School foster understanding of diverse issues and perspectives.

COMPLIANCE

Table 6. Faculty Populations, Full-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.)

Fall 2017 Full-time faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	0	0	0	1 8
White	3	25	7	58
American Indian/Alaskan native	0	0	0	18
Asian	0	0	0	0 0
Hispanic/Latino (any race)	0	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 4: Full-Time and Part-Time Faculty

The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission.

Unit performance with regard to indicators:

a) The unit has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.

Rules for the selection and evaluation of faculty are established in the Collective Bargaining Agreement between the Montana University System and the University Faculty Association, and the School's Unit Standards. Faculty performance is reviewed at regular intervals—every year (except the first) for tenure-track faculty, every two years for tenured associate professors, and every three years for tenured professors.

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

In the 2016-17 academic year, full-time faculty taught 82 percent of the courses in the School. In 2015-16 and in 2014-15, they taught 85 percent of the School's courses. Full-time faculty teach all of the School's capstone courses. Full-time faculty members oversee courses taught by adjuncts, ensuring consistency of quality across sections of courses.

c) Credentials of the unit's faculty represent a balance of professional and scholarly experience and expertise kept current through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.

The School and the university provide a number of opportunities for faculty development, and faculty members are deeply involved in the profession and in a variety of professional associations. One faculty member received a grant to return to a major-market television newsroom to learn how the station was engaging viewers through social media. Another uses data analytics, working with experts from Google and Gannett, to get a better sense of how they use data to effectively reach audiences.

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

Evaluations of teaching effectiveness are important components of the review of all faculty members in the School. The School's Unit Standards specifically outline what it considers evidence of effectiveness in teaching. That evidence includes course evaluations from students, input from faculty colleagues, teaching awards, support for course development, student awards and evidence of superior performance.

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

The School is very highly regarded on the University of Montana campus. Faculty members in other programs say they find the School's faculty to be good partners in service to the university. They give the School high marks for its efforts to work with other units to offer interdisciplinary experiences to students. They had praise for the quality of the School's students, calling them very good writers and critical thinkers who bring curiosity and an ability to understand the role of evidence to class discussions. University colleagues describe the School's faculty as very professional and innovative, yet approachable.

Summary

The School's faculty collectively has very strong professional credentials, and as a whole it has a strong sense of identity as a group of professional practitioners. Members are producing work that wins awards and are providing their perspectives to professional organizations as members. Their experience and contributions are appreciated by their university colleagues. Strong teaching by full-time faculty members is valued, and the full-time faculty teaches the vast majority of the School's courses. The faculty are given opportunities to keep their skills fresh, and they bring what they learn back into the classroom.

COMPLIANCE

PART II — Standard 5: Scholarship: Research, Creative and Professional Activity

With unit support, faculty members contribute to the advancement of scholarly and professional knowledge and engage in scholarship (research, creative and professional activity) that contributes to their development.

Unit performance with regard to indicators:

a) The unit requires, supports and rewards faculty research, creative activity and/or professional activity.

Through sabbaticals, support for travel and special projects, the School supports faculty creative and professional activity. The School and university have awards for faculty creative/professional activity and research and also support faculty members in their pursuit of outside sponsorship. Since the last accreditation review, the faculty have earned a total of 12 university merit awards.

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

Expectations for faculty in the areas of research, creative and professional activity are outlined in the School's Unit Standards and in the Collective Bargaining Agreement between the University of Montana Faculty Association and the Montana University System. Faculty members are hired with the expectation that they will have and maintain a scholarly or creative/professional agenda. Promotion to Associate Professor requires that the candidate show the "increasing value of the faculty member's...scholarship or creative activity." The Unit Standards also state that for promotion to full professor "no faculty member may be promoted to the rank of full professor on the basis of teaching and service alone."

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

The School seeks faculty scholarship and creative activity in accordance with the talents, qualifications and experience of each faculty member. For the purposes of tenure and promotion, scholarship and creative/professional activity are valued equally. Faculty members have published books, produced podcasts, published pieces of investigative journalism and other articles, produced television programs and much more.

The Faculty Evaluation Committee uses specific criteria to assess the work produced, including its intent and relation to the profession, evidence of innovation or originality, size of audience, extent of the faculty member's participation and the favorable awards and reviews it has received. The evaluations give more weight to work that is featured in national or international outlets or is independently judged to be of high quality. Adjuncts and visiting faculty above 0.5 FTE are evaluated in the same way as tenured and tenure-track faculty; those below 0.5 FTE are evaluated internally each year.

Since the last accreditation review, three faculty have been awarded tenure and four have been promoted.

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 members share their work through a variety of outlets, including journals, articles, podcasts and multimedia. They participate in workshops to discuss current professional issues and in gallery shows to exhibit their creative work. They participate in panel discussions and present work in venues such as the Association for Education in Journalism and Mass Communications, the National Press Photographers Association and Investigative Reporters and Editors.

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

The School has a record of strong support of faculty research and creative activity, and that is seen through the use of sabbaticals and courses releases. The Dean also regularly uses private funds to support special projects and travel, compensating for the university's discontinuation of all such support.

Course releases are granted for new projects and activities. Six faculty members have received course releases over the past six years, some with multiple releases over the period. Five faculty members received grants and travel funds for their activities. The numbers are significant considering the small size of the faculty. Faculty also are encouraged to seek outside funding and given help to do so. They report that these activities are signals that their work is valued.

Summary

The School's faculty is focused primarily on creative and professional activity and has a record of producing significant work. Members are engaged in activities that contribute to their development and advance knowledge in the profession, and the leadership of the School and the university aid them in this regard.

COMPLIANCE

	By Individuals				Totals (13 currently, including the dean)***
	By Unit *	Full Professors (2 currently)	Associate Professors (3 currently)	Assistant Professors (5 currently)	
Scholarship, Research, Creative and Professional Activities					
Awards and Honors (includes citations, invitations, reviews and testimonials or other indications of achievement or recognition)				18	
Grants Received Internal			11	2	
Grants Received External		2	3		
Articles in Non-refereed Publications (journals, magazines, newspapers, websites or monographs)		4	62	10	
Major production roles (such as executive producer, producer, director, writer) for a broadcast or non-broadcast audio, video or online documentary, program or newscast			16		
Photojournalism, published in reputable books, magazines, newspapers and journals, or their online multimedia equivalents			19		
Public exhibition of photographs, displayed by reputable galleries or organizations			7		
Developing design and or content for website, other new media or any non-traditional broadcast or nontraditional publishing content provider			65		
Participation on panels at scholarly meetings on subjects related to the faculty member's research or creative activity			7		
Participation on panels at professional meetings on subjects related to the faculty member's research or creative activity			14		
Papers presented at professional meetings			1		
Papers presented at scholarly meetings					
Invited speeches/presentations on subjects related to the faculty member's research or creative activity			34	2	
Articles in refereed journals			1		
Scholarly Books, Sole- or Co-authored			1		
Other books			2		
Book reviews			3		
Book chapters			2		

* 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.

PART II — Standard 6: Student Services

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

Unit performance with regard to indicators:

a) Faculty and/or professional advising staff ensure that students are aware of unit and institutional requirements for graduation and receive career and academic advising.

In 2015, the School created two director positions: director of faculty affairs and director of student success. The student success director position was created to develop and oversee recruiting and retention. The position became vacant in 2016 and remains unfilled due to a university hiring freeze. Duties are being assumed by faculty and the dean for the time being.

All advising is done by faculty, with support from staff. On average, each faculty member advises 25 to 35 students. Students must meet with their adviser before they can enroll each semester. The School provides four core resources for advising: online advising materials on the School's website, hard-copy advising sheets, in-person advising appointments twice a year, and digital communications from advisers and administrators. All forms for graduation are available online and assistance for academic planning is available in text and video.

All pre-journalism majors are assigned faculty advisers from the School as soon as they are admitted to the university and declare a major in the School. Incoming freshmen can be pre-registered online for a set of core courses recommended by the university. This is intended to immediately set a path for completing the general education and degree requirements. Pre-journalism major students are automatically enrolled in Media History and Literacy; a writing course based on placement, and math, also based on placement. These requirements were changed in fall of 2017 so that students, especially transfers, can enter the professional program sooner, contributing to student retention.

Incoming students have an orientation session with an adviser before classes begin and are provided information about effective ways to meet graduation requirements. Students also can get advising help from the university's Undergraduate Advising Center.

Journalism faculty advisers track students' progress toward meeting School and university requirements by updating progress sheets kept in student folders. Students also share their online academic planner with their advisers through the CyberBear system, a secure web application that provides individual access to student administrative services, academic records and tools for faculty and advisers to manage class rosters, grading and communication. A new system called DegreeWorks helps advisers and students by creating a clear visual picture of progress toward graduation.

Advisers also help students secure internships and jobs. The School hosts workshops on portfolio development and internship preparation.

b) Faculty are available and accessible to students.

Faculty members maintain posted office hours and are typically available throughout the day. Students who met with the site team spoke highly of faculty availability, responsiveness and support. "The faculty are the bedrock of this school," one student said. In addition to providing direct instruction and

academic advice, faculty frequently assist students who are struggling with personal or financial issues. Students said faculty are concerned about their overall well-being and can be counted on to help.

The School does occasional anonymous surveys of students to assess their satisfaction with advising. The most recent survey was conducted in February 2017. Forty-one students in their junior or senior year completed the survey, which included four questions about the advising process and advisers' availability and interest in student success. Between 50 percent and 60 percent of students chose the highest of five rating categories (from strongly disagree to strongly agree). About 80 percent chose either the highest or next highest response.

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

The School uses social media, including Facebook, Twitter and Instagram, to post timely information. In addition, the School's website contains information about internships, jobs and volunteer opportunities. A School blog offers text and video stories reporting on events and people. Students who met with the site team said the best sources of activities are informational flyers throughout the school's building and classroom announcements from faculty members. Keeping students informed does not seem to be an issue.

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

The School is deeply invested in experiential learning. Outlets for students to practice journalism skills include the Montana Kaimin student newspaper and online news website. The Kaimin is independent of the School, but has a journalism faculty adviser and office space in the School's building. KBGA is the university's non-commercial student radio station, which is housed in the University Center. The station eliminated its news department in 2016, but journalism faculty and students created a newscast unit to produce news programming for the station. Student work is broadcast on KUFM, the flagship station of Montana Public Radio, and students are regularly hired to anchor newscasts. Students in the Student Documentary class produce a long-form documentary for MontanaPBS each spring. MontanaPBS also broadcasts student work from other courses during the year.

The Greater Montana Foundation has sponsored summer internship stipends and student productions. It also has sponsored the Legislative Reporting program every other year while the Montana Legislature is in session. This grant, of \$21,500 annually, was renewed in July 2017.

The Native News Honors Project, which began in 1991, is reported, photographed, edited and designed by students. Each year, student teams travel to Montana's seven Indian reservations to report in-depth stories on a single topic. The stories appear in a print publication that is distributed throughout the state and the nation as well as online with an overarching video.

Other projects include Montana Journalism Review, which scrutinizes Western news organizations and informs the journalism community about industry trends; UM News, a weekly television and online news production by senior broadcast journalism students, and Montana Journalism Abroad, an annual international reporting program that has taken students to the Tadoba-Andhari Tiger Reserve in India; Berlin, Germany, to report on the refugee crisis, and Fukushima, Japan, to study the effects of the nuclear energy crisis.

e) The accredited unit must gather, maintain and analyze enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. The unit annually publishes retention and graduation information on its website.

The School posts enrollment and retention data online at <http://jour.umt.edu/about/jschoolfacts2016.php>

Based on 2015-16 data, the School's four-year graduation rate was 27.2 percent, compared to the university's 28.8 percent. The five-year graduation rate for the School was 45.3 percent, compared to the university's 41.8 percent. The university has directed all academic units to develop plans to improve graduation rates, and the School is participating in that process.

Summary

The School and its faculty take advising and matriculation seriously. The School is deeply invested in providing students opportunities for professional preparation. Students learn by creating work that serves university and public audiences. The faculty is dedicated to student welfare and development.

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

The unit plans for, seeks and receives adequate resources to fulfill and sustain its mission.

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 School has a detailed annual budget that is related to its strategic plan. The dean is the chief financial officer of the School. An assistant to the dean reports directly to the dean and oversees budget and curricular matters, manages grants, supervises staff positions and works with the dean and the UM Foundation on various fundraising activities. As of fall 2016, the School has a new director of development. While she reports to the UM Foundation, she works closely with the dean on projects aimed at securing the School's future.

At the academic unit level, the provost asks each of the deans and other academic officers to present their proposed budgets for the coming fiscal year at a January retreat. In spring, the provost allocates to the School a lump sum that includes faculty, staff and administrative salaries as well as operating budgets. The dean and the assistant to the dean allocate that money based primarily on history and identified new needs. In recent years, the School has been able to use savings from open lines to cover the costs of needed adjuncts and a reduced operating budget. Nearly all travel, retention, recruitment, publications, advertising and marketing costs are covered by the School's funds at the UM Foundation. The dean allocates these funds at his discretion.

b) The resources that the institution provides are adequate to achieve the unit's mission. The resources are fair in relation to those provided other units.

Over the past six years, the university and the School have experienced enrollment declines of 28.6 percent and 41.3 percent, respectively, resulting in a significant loss of tuition. The self-study says these enrollment declines "have led to budget constraints that raise serious challenges to our mission, both for the School and for the university."

To cope with the reduced revenue, the university has instituted a series of across-the-board budget cuts affecting all academic units and administrative offices. To date, the cuts to the School's budget have been fair in relation to other units. A new university-wide prioritization process is underway, with involvement of the School, in the hope of ending across-the-board cuts and aligning the budget with projected enrollment and university priorities.

State appropriations for the university and the School have declined in real terms during the past three years. The School maintained programs through savings from vacant positions and increased fundraising. Since the last re-accreditation and until spring 2017, the School had not lost any faculty lines and was permitted to fill all faculty vacancies. A university-wide hiring freeze for faculty and staff in May 2017 has caused one faculty position in the School to remain open.

For most of the past six years, the School has used savings from vacant positions to supplement its operating budget, allowing it to hire adjuncts and move the part-time information technology director to the state budget line. A change in university policy in spring 2017 reduced that flexibility to shift funds. Vacancy savings now can be used only to employ adjunct faculty to fill open faculty lines, and academic units must surrender 30 percent of vacancy savings to university administration.

Total budget expenditures for the School have been relatively flat in recent years, but the composition of the budget has changed in important ways. As the university has reduced its support for units, the School has relied more and more heavily on private funds it holds in UM Foundation accounts. Due to successful fund-raising efforts, these accounts are still growing, but the School is concerned that the demand on its foundation accounts will accelerate at an unsustainable rate.

While the university and the School are developing strategies to respond to these challenges, continued support from alumni and foundation grants will be needed to sustain the quality of the School and to enable it to innovate for the future.

The School hopes to increase endowment funds to offer more teaching assistantships and scholarships to an increasing number of graduate students. The School lost half a TA position in the 2017-18 budget cuts. Increased private funding also would enable the School to support student projects, including an innovative new media lab, more faculty research and high school and international outreach.

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

The School's building, Don Anderson Hall, opened in 2007. The four-story, 57,000-square-foot building easily meets the School's needs. It contains 11 classrooms, six of which have desktop computers. All faculty and administrative offices are in the building. Wireless internet access is available throughout the building, which contains photography, radio and television studios, about 200 computers and 28 servers.

The School is building a Center for Media Engagement to better understand the relationship between audiences and information—how they consume it, where they look for it, and how producers can better understand those trends. The CME will offer contemporary media skills workshops for students and other information producers—scientists, businesspeople, nonprofit entrepreneurs—to tell their stories, and help them work with their communities of interest. The CME will rely on private funds and foundation grants. The School is advertising to hire a director and has set aside \$250,000 over two years to fund the position and launch the center.

d) The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.

Overall, the equipment available to faculty and students is adequate to support the mission of the school. Students are able to learn on equipment that is comparable to what they would use in today's workplace. While adequate for now, some of the equipment is showing signs of age. The previous site visit team noted that the School's efforts to maintain and replace critical technology were unsustainable with current staff. It noted an urgent need for additional IT staff and a broadcast engineer. The current self-study says the School has hired a half-time broadcast engineer to maintain broadcast equipment. The university's Broadcast Media Center, which oversees UM's public broadcasting affiliates, covers the other half of the engineer's time.

In addition, the School's Technology and Equipment Committee has replaced a series of small course-based student technology fees with a per-semester fee for all majors. Using the revenue from these fees, the School has improved the quality of cameras and audio recorders available for students in entry-level and intermediate visual journalism courses and reporting courses. With more students now owning their own laptops, the Technology and Equipment Committee has reduced the number of classroom computers and used the savings to cover maintenance costs and to bolster other student equipment needs. On the software side, site licenses for both students and faculty requiring cloud-based Adobe Creative Suite software have helped as well.

Overall, technology needs are more manageable today than they were six years ago, though challenges still exist. The School's strategic plan identifies technology needs and unifying technology budgeting in several places. The School has unified technology planning and budgeting through its Technology and Equipment Committee. The committee has worked with the university to streamline plans and the fee structure. The School has started a process of having the university oversee the School's IT needs on an experimental basis. The strategic plan also envisions hiring an equipment manager to oversee school-owned equipment, conduct minor repairs and work with students in checkout. Budget constraints have prevented hiring a dedicated equipment manager. Faculty are filling the role, with stipend support. The School also has identified the need to upgrade TV control room equipment.

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

The Mansfield Library, the university's central library provides services and instruction for students, faculty, staff and the community. The library has an extensive program of research workshops and provides consultation services as well. In addition to an equipment checkout room, it has a video recording studio for student use and a virtual reality room to allow students to explore new ways of learning. The School has a library and other reading rooms in its main building.

Summary

The School is well equipped to achieve its mission and strategic plans, but enrollment declines and resulting state budget reductions, in addition to changes in university leadership, raise questions for the future. The School has achieved impressive success in raising funds from private sources, but that success must continue if the School is to maintain its current staffing and programs and accomplish its vision for the future.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

The unit and its faculty advance journalism and mass communication professions and fulfill obligations to its community, alumni and the greater public.

Unit performance with regard to indicators:

a) The unit consults and communicates regularly with its alumni and is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching, whether on-site or online, current and to promote the exchange of ideas.

The School is fully engaged with its alumni, professionals and professional associations. The School had an advisory board until 2014. In 2015, that board was subsumed into the School of Journalism Campaign Committee as part of the university's fundraising campaign. The committee is made up of alumni and professionals, who both raise funds and give feedback on the School. The committee is currently involved with developing the vision and funding for a Media Engagement Center, a new media lab to better understand the relationship between audiences and information. The concept of the center is an example of alumni and professionals contributing to the strategy and work of the School.

The School publishes "Communique," the annual alumni magazine that is sent to nearly 3,000 alums around the world. The current issue and back issues are available online, and a form to submit news items is available on the School's website. The dean routinely communicates by email with alumni and friends of the school. The School hosts an annual Alumni Showcase during the university's Homecoming. Graduates of the School speak to current and former students about their professional experiences as part of the showcase. Nearly 500 alumni came to campus when the School celebrated its centennial in 2014. Events included an alumni roundtable and a reunion of current and former staff members of the student newspaper, the Montana Kaimin.

The School conducts a survey of alumni every six years, with the most recent one taking place in May 2016. Respondents to the 2016 survey were asked to rate the School on how well it prepared them to perform on 12 unique standards (the Montana Dozen). The current assessment plan calls for such surveys to take place every six years, targeting alumni from the previous 10 years. The goals are: to get feedback from recent alumni about curriculum and its relevance to today's media landscape; to get an overall snapshot of where alumni are working and in what fields; to help determine how well students are learning professional values and competencies; and to develop information to share with prospective students and their parents.

One example of professional engagement with the School is the Pollner Professorship, named for a 1999 graduate who died in a 2001 accident. Working journalists share their experiences with the school's best students in a seminar devoted to a topic of the Pollner professor's choosing. Professors selected for the fall semester focus on writing and reporting. Those chosen for the spring semester focus on visual or online journalism or the business of journalism. The Pollner professors work directly with the Kaimin news staff. The Pollner professor also delivers a public lecture or a professional workshop on a journalism issue in a presentation open to the campus, the community and the region.

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

The School serves as the central hub for professional and emerging journalists in the state, facilitating continuing education workshops and other training opportunities. Faculty participate as judges and speakers for professional and educational organizations in the region. The School sponsors lectures and forums on pressing public issues, and collaborates with Montana news organizations to help provide quality journalism to audiences across the state.

The School publishes the Montana Journalism Review (MJR), founded in 1958, an annual magazine with an accompanying website and social media platforms. The magazine is distributed to 750 alumni, supporters and public figures across the state and the country. Produced by students as part of a capstone class, MJR often serves as a watchdog, scrutinizing Western news organizations and informing the journalism community about local, national and global industry trends. It is funded by advertisements and sponsorships. When a sponsor left in 2016, the School began covering the cost of the magazine through unrestricted donations. Publication was suspended for 2017, but the School hopes to resume publication in 2018.

The School has increased its efforts to host workshops for professional journalists in the region, often in conjunction with foundations and associations such as the McCormick Foundation, the Greater Montana Foundation, the Online News Association, Society for News Design and Google News Lab.

In August 2011, the School hosted eight independent journalists from Myanmar for a three-week reporting clinic funded by the U.S. State Department. In April 2012, 60 professional journalists participated in ONA Camp Missoula, a one-day digital news-training seminar hosted by the School in conjunction with the Online News Association. In October 2012, the School hosted a one-day workshop on computer-assisted reporting for business journalists, presented by the Donald W. Reynolds National Center for Business Journalism. In July 2014, faculty taught a month-long course on American press coverage of local civic institutions to journalism students from Shanghai International Studies University. In August 2014, the School put on a specialized three-day reporting seminar on the role of money in politics, funded by the National Institute on Money in State Politics and the McCormick Foundation. In September 2015, the School hosted Camp SND, an all-day web design workshop for professionals and students organized by the Society for News Design. And in September 2016, the School offered a two-day business reporting boot camp to Montana journalists, which received funding from the Greater Montana Foundation.

In October 2016 and September 2017, a Google News Lab trainer visited the School for a one-day workshop on digital tools. In addition to students and faculty, working journalists from across Montana attended.

During the reaccreditation period, faculty members helped judge contests for the Association of Alternative Newsmedia, the Big Sky Documentary Film Festival, the Montana Journalism Education Association, the National Federation of Press Women, and the North American Snowsports Journalists Association. The School and faculty also have supported the Montana Freedom of Information Hotline.

c) The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty's involvement in academic associations and related activities.

The School works closely with the Montana Broadcasters Association (MBA) and the Montana Newspaper Association (MNA). Faculty have served on the MBA board and given presentations and workshops to members at the annual statewide convention. The MNA Foundation funds two scholarships each year for journalism majors. Both groups, along with the Greater Montana Foundation, support the School's student-produced biennial legislative coverage that is provided to all member news organizations. In cooperation with the MNA and MBA, the School is home to the Montana Newspaper Hall of Fame and the Montana Broadcasters Hall of Fame. The hallway on the third floor of Don Anderson Hall is dedicated to honoring these outstanding journalists and features portraits and short biographies of each member.

Faculty members said the dean has strongly supported their involvement in academic associations and related activities.

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

Every year, the School serves the university campus and the Missoula community with public lectures on journalism by speakers with national reputations. The annual lecture cycle begins in the fall, with a public talk by the T. Anthony Pollner Distinguished Professor, the School's visiting professional in residence. In the spring, the Jeff Cole Distinguished Lecture brings to campus a renowned journalist with expertise in the business world. Also in the spring, the School celebrates its founder with the Dean Stone Lecture. In addition to these annual events, the School hosts ad-hoc forums and lectures addressing current affairs of interest to both the campus community and the citizens of Missoula.

The School has undertaken a variety of public service journalism projects, including the Montana Innocence Project, the Veterans History Project, the Business: Made in Montana project, and community and legislative news services. The School has a long tradition of supporting underserved Native American and rural populations through projects that are an essential part of the curriculum. UM News is a weekly television and online news program produced by senior broadcast students who cover the university campus, bringing their stories to a larger audience on KPAX-TV and ABC Montana.

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

The 2011 site team report identified support for scholastic journalism as an area for needed improvement. Since then, the School has stepped up in several significant ways.

Each spring since 2015, the School has organized a Montana High School Journalism Day, which brings several hundred high school students to the university for workshops. Faculty are active in supporting the Montana Journalism Education Association by facilitating and judging contests, including the Montana High School Journalist of the Year. The School also facilitates the MJEA annual meeting for high school advisers and provides training to them.

The School has supported high school journalism beyond Montana in recent years by sending representatives to regional and national conventions and workshops. Faculty members have participated in the Washington state Journalism Education Association (JEA) Journalism Days each year since 2013. They also presented workshops at the national JEA conferences in San Diego (2014), Denver (2015) and Seattle (2017). In 2017, faculty served on a several panels critiquing high school newspapers at JEA.

Summary

The School is dedicated to professional and public service and is actively engaged with alumni, professionals and the community at large. It has a committed, connected and active alumni base that promotes the School while helping to ensure that it remains relevant and current. The School is widely regarded as a vital part of the information health of the state through service projects and events, service learning of its students and civic engagement of its faculty. The School strongly encourages and supports faculty involvement in academic associations and related activities. It has demonstrated a new dedication to nurturing scholastic journalism in the state.

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

The unit regularly assesses student learning and applies results to improve curriculum and instruction.

Unit performance with regard to indicators:

a)The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of the Council.

- *Who is in charge of the assessment program (e.g., administrator, sequence coordinator or faculty committee)?*
- *How has the unit verified that core and required courses cover all 12 of ACEJMC’s professional values and competencies?*
- *How has the unit ensured that the syllabuses for these courses state learning outcomes that address the values and competencies appropriate for each course?*

The School of Journalism employs the “Montana Dozen, a list of competencies based on ACEJMC’s professional values and competencies. By the time they graduate, all students are expected to:

1. Demonstrate an understanding of truth, accuracy and fairness
2. Understand and apply principles of freedom of speech
3. Demonstrate an understanding of the history and role of media
4. Demonstrate an understanding of diversity
5. Possess visual literacy skills and understanding
6. Understand ethics and act ethically
7. Think critically and creatively
8. Research and evaluate information
9. Critically evaluate work and the appropriate audience for it
10. Write correctly and clearly
11. Apply basic numerical concepts
12. Use appropriate tools and technology

The School has a detailed assessment plan, which is overseen by an assistant professor. Results of all assessments are shared with the faculty, who discuss what steps should be taken in response.

The self-study includes a matrix that charts the 12 ACEJMC professional values and competencies across all courses. It shows that all values and competencies are covered – with the exception of basic numerical and statistical concepts. However, the School has encouraged the teaching of numeracy across the curriculum, as noted in section C, below.

Most syllabi reviewed by the site team include learning outcomes related to ACEJMC values and competencies. The School’s alumni survey, conducted once every six years, is closely aligned with ACEJMC values and competencies, as are assessment instruments.

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

- *What direct measures of assessment does the unit use, where in the curriculum and when?*
- *What indirect measures does it use, where and when?*
- *Are these measures effective for assessing ACEJMC's professional values and competencies?*

The School has a written assessment plan that includes the following measures:

Direct Measures:

- Knowledge exam: This multiple-choice exam is intended as a tool to measure what students know before they enter the School's professional program and what they know by the end of the required capstone class for seniors. The exam has been administered in various forms since fall 2008. It is first administered early in the required Media History and Literacy course, taken primarily by freshman and sophomore pre-majors, through the university's Moodle online learning system. Faculty teaching the senior-level Ethics and Trends in News Media course administer the same exam sometime during the last two weeks of that course. The Moodle system generates reports, which are compiled by the faculty member charged with overseeing the School's assessment plan, and presented at a faculty meeting.
- Senior portfolios: Professionals evaluate student work and rate it using a formal assessment rubric. The assessment takes place in the 400-level Ethics and Trends in News Media course, required of all seniors, during which students present their work in mock interviews with professionals. School staff compiles the results and delivers them to the faculty member in charge of assessment.
- Capstone course critiques: Samples of student work in two senior-level capstone classes are evaluated each year, with the classes chosen on a rotating basis. The competencies evaluated depend on the course. Faculty members conducted the critiques until 2014 when they were replaced by outside media professionals. A new tool was introduced in spring 2017 when professional media partners who distribute capstone projects were asked to complete a nine-question survey evaluating the student work. A report of the results is presented to the faculty.
- Journalism 170 assessment test: In fall 2016, the School began assessing basic writing skills at the beginning and end of the required Elements of Newswriting course to measure student learning in the course. The test covers basic grammar, punctuation and newswriting style. Results are compiled and presented to the faculty.
- Journalism 270 assessment test: Student writing and reporting skills are evaluated at the end of the students' first reporting course (JRNL 270 Reporting). This assessment is intended to measure students' abilities at the end of their second reporting class before they enter the professional program. The exam consists of writing assignments for print and broadcast, which are evaluated for news judgement, accuracy, spelling, grammar and style, organization and clarity, story form and use of quotes and sound bites. Students receive a rating of excellent, good, average or poor in each category. The results are entered into an Excel spreadsheet for review by the faculty.

Indirect Measures:

- Internship supervisor evaluations: Internship supervisors are asked to evaluate students midway through the internship and at its conclusion. The form was revised in 2010 to better reflect desired values and competencies and to include questions about multimedia skills. The School turned to the university's eGriz Recruiting office to handle the internship evaluations in 2013, but the office failed to submit the School's questionnaire to employers for two semesters. The problem was rectified in fall 2014.
- Alumni survey: Alumni are surveyed every six years. The most recent survey took place in spring 2016, and results were shared with faculty at the annual faculty retreat. The university also collects annual data from alumni.
- Student performance in competitions and national recognition: The School maintains records of student performance in regional and national competitions.

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

- *How does the unit collect and analyze the findings and identify unsatisfactory learning of specific values and competencies?*
- *What specific values and competencies had graduating classes not mastered satisfactorily?*
- *How does the unit decide how to address these areas of concern and what actions did it take to do so?*
- *How does the unit evaluate whether its actions overcame the weaknesses in student learning and what were the results?*
- *Was the program of data analysis and action effective for identifying and overcoming unsatisfactory student learning?*

The School has made a number of changes in its curriculum and in individual courses as a result of assessment. These include:

- Based on assessment results over three years that showed students struggling with grammar, punctuation and style, the School in 2015 created a new required course, JRNL 170 Newswriting, which precedes the JRNL 270 Reporting course. The latter course also was revised, and the School created a new assessment tool to measure student learning in the new course.
- After completing a review of capstone courses in 2012, the School began requiring all majors to complete at least one capstone course. All capstones now must include a group project that is published or broadcast by a professional news outlet. The new requirement applied to all entering freshmen beginning in fall 2013.
- Assessments throughout the review period indicated students were struggling with numeracy. Mid-way through the review period, the School began encouraging faculty to emphasize numeracy across the curriculum, with the result that math scores among seniors improved dramatically in 2015, although average scores are still well below performance in other areas.
- After reviewing internship evaluations and the results of a recent alumni survey that indicated a desire for more digital skills and social media technology, the School created two new courses – Smartphone Storytelling and Social Media and Audience. In addition, more social media content

was added to capstone courses and a new course that explores audience research, engagement and analytics was introduced in fall 2017. An intermediate course in analytics is being developed for spring 2018 in which students will utilize data from professional media partners to develop and test various approaches to interacting with audiences.

- The First Amendment Law course was revised to add more instruction on copyright law after the Knowledge Exam showed weakness in this area.
- The JRNL 270 Reporting assessment revealed a weakness in the ability of students to write for broadcast, resulting in more emphasis on broadcast basics in that course.

Significantly, results of changes are tracked over time. For example, in 2016, a year after deciding to pay more attention to broadcast writing in the Reporting course, faculty analyzed whether the effort was successful. They found that discrepancies in student performance on print/digital vs. broadcast writing had evened out. When early efforts to focus more on grammar, punctuation and style in the required Reporting course failed to produce results, the School created an additional course to focus on those issues and then tracked the results over time to ensure the course was meeting expectations.

d) The unit maintains contact with the alumni to assess these experiences in the professions and to provide suggestions for improving curriculum and instruction.

The School surveys its alumni once every six years. The most recent survey, conducted in spring 2016 via email, achieved a response rate of 20 percent. Respondents ranked the School highest in demonstrating understanding of truth, accuracy and fairness; understanding ethics and acting ethically; and thinking critically and creatively. The School scored lowest on use of appropriate tools and technology, applying numerical standards and understanding of ethnic and racial diversity. Fewer than 40 percent of alumni reported a great deal of satisfaction with their preparation in technology, and only about 30 percent indicated a great deal of satisfaction in the teaching of numeracy. As noted, the School responded by boosting related offerings in its curriculum and in individual courses and is continuing to address the issue of numerical competency.

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

The School turns to professionals to evaluate student work in capstone courses. Representatives from Montana media outlets also conduct mock job interviews with seniors, who present a resume and samples of their work for critique. All students must complete a professional internship, during which they are evaluated by their supervisors.

Summary

Six years ago, the site team reported that the School of Journalism had made great progress on assessment since 2006 when it was found out of compliance on Standard 9. The report stated, “It now has a robust assessment plan that exists not just on paper, but is actually used by faculty and administrators to evaluate and improve the School 's instruction at the programmatic level.”

This remains the case in 2017. The School has a clear assessment plan that consistently leads to changes in courses and the curriculum. Furthermore, it’s evident that assessment was neither episodic nor an

afterthought; it was a serious undertaking throughout the review period. While assessment is led by one faculty member, the full faculty is engaged in the process.

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS

- A strong professional program that prepares students in journalism basics and most digital skills
- Consistent assessment that leads to changes in offerings and course content
- Significant service to the state's journalism profession, especially with regard to the creation of original content that fills gaps in news coverage, ranging from the state Legislature to tribal lands
- A hard-working and highly collegial faculty that is clearly dedicated to student learning, responsive to student needs and open to new initiatives
- A beautiful building that reflects the history of journalism in the state and its special relationship to Native American tribes and culture
- Significant improvements in diversity and a climate that promotes inclusiveness

WEAKNESSES

- Steadily declining enrollment in a unit that already is the smallest on campus
- A precarious university budget situation that threatens to get worse, leading to uncertainty about the future of the program
- A size that is so small as to affect the School's ability to keep up and innovate in a rapidly changing industry
- A lack of consistent and clear communication from the dean to the faculty on a range of issues of concern to them
- The lack of a clear plan or means to replace and improve technology in the building

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

3) Summarize the problems or deficiencies that should be addressed before the next evaluation (i.e., related to non-compliance with standards).

None

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

N/A

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

N/A

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

Six years ago, the School was found out of compliance on Standard 3, Diversity and Inclusiveness. Deficiencies cited in the site team report included a decline in the number of minority students, even among the highest priority group, Native Americans, and a drop in the number of minority faculty from two to one. During this review cycle, the School made significant improvements, doubling the number of students and faculty of color. Diversity is a clear component of many classes and is a central consideration in almost everything the school does, from bringing in speakers to choosing topics for journalism projects. While more needs to be done to recruit and retain students of color, particularly Native American students, and to continue to diversify the faculty, significant progress has been made.

The 2011 site team report also expressed concerns that a new curriculum still seemed compartmentalized and that the School could not maintain critical technology with current staffing levels. The site team also thought the School needed to play a larger role in nurturing scholastic journalism in the state.

Since that report, the School has taken steps to address all of these concerns. The new curriculum, which did away with specializations, gives students many options to pursue their interests while ensuring they get exposure to multimedia and gain a strong grounding in fundamentals. Technology is adequate, although concerns remain about future replacement and improvement, and the School has done much more to support scholastic journalism.

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

Overall, the self-study was well done. In several cases, however, data was either missing or inaccurate.