Report of On-Site Evaluation
ACEJMC
Undergraduate program
2014– 2015

Name of Institution: **Stony Brook University**

Name and Title of Chief Executive Officer: **Samuel Stanley, Jr., Ph.D., President**

Name of Unit: **School of Journalism**

Name and Title of Administrator: **Howard Schneider, Dean**

Date of 2014 - 2015 Accrediting Visit: **February 15-18, 2015**

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

Date of the previous accrediting visit:

Recommendation of the previous site visit team:

Previous decision of the Accrediting Council:

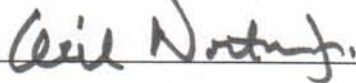Recommendation by 2014 - 2015 Visiting Team: **Accreditation**

Prepared and submitted by:

Team Chair
Name and Title: **Will Norton, Jr., Professor and Dean**
Organization/School: **Meek School of Journalism and New Media, University of Mississippi**
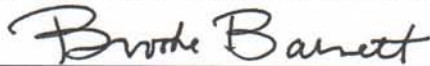
Signature _Will Norton Jr._

Team Members
Name and Title: **Brooke Barnett, Interim Associate Provost Inclusive Community and Professor**
Organization/School: **School of Communications, Elon University**
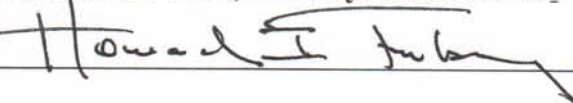
Signature _Brooke Barnett_

Name and Title: **Howard Finberg**
Organization/School: **Affiliate, The Poynter Institute**

Signature _Howard I Finberg_

PART I: General information

Name of Institution: Stony Brook University

Name of Unit: School of Journalism

Year of Visit: 2015

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

_X_ Middle States Association of Colleges and Schools
___ New England Association of Schools and Colleges
___ North Central Association of Colleges and Schools
___ Northwest Association of Schools and Colleges
___ Southern Association of Colleges and Schools
___ Western Association of Schools and Colleges

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

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

___ Private
_X_ 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.

Please see the Middle States Commission on Higher Education's Statement of Accreditation Status in the appendix.

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

___ Yes
_X_ No

If yes, give the date of the last accrediting visit: _____N/A_____

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

6. Attach a copy of the unit's mission statement. Give date of adoption and/or last revision.

To advance the public interest in a dramatically changing world by educating journalists, public communicators and news consumers to value and transmit information that adheres to the highest standards of clarity, accuracy and reliability (last revised October 2014).

7. What are the type and length of terms?

Semesters of __14__ weeks
Quarters of _____ weeks
Summer sessions of __6 or 8__ weeks
Intersessions of __3__ weeks

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

_X_ Four-year program leading to Bachelor's degree
___ Graduate work leading to Master's degree
___ Graduate work leading to Ph.D. degree

9. List the specific degrees being reviewed by ACEJMC. *Indicate online degrees.

Bachelor of Arts in Journalism

10. Give the number of credit hours required by the university for graduation. Specify semester-hour or quarter-hour credit.

The University requires at least 120 semester-hours of passing work. The School of Journalism requires majors in the revised curriculum to have completed 124 credits. Students completing the earlier curriculum are required to have a total of 127 credits.

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

Students may earn up to 6 semester credit hours.

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

We do not have separate tracks outside of core journalism programs. Within the journalism program, we have tracks in video/web and text/web. There are no department chairs under the Dean.

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

15,992 undergraduates
8,151 graduate students

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

Spring 2015 Journalism majors: 213

15. Number of students in *each section* of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, 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 courses.

School of Journalism- Skills courses
Spring 2014

CRS	Course Title	Sctn	Enrl Tot
115	News Reporting & Writing I	01	19
115	News Reporting & Writing I	02	25
115	News Reporting & Writing I	03	25
310	Multimedia Newsroom I / Visual	01	6
310	Multimedia Newsroom I / Visual	L01	6
310	Multimedia Newsroom I / Visual	02	12
310	Multimedia Newsroom I / Visual	L02	12
320	Multimedia Newsroom II / Web	01	14
320	Multimedia Newsroom II / Web	L01	14
320	Multimedia Newsroom II / Web	02	14
320	Multimedia Newsroom II / Web	L02	14
361	News Editing/Print	01	16
370	Advanced Vis Report/Storytell	01	15
371	Weekly Broadcast	01	12
371	Weekly Broadcast	L01	12
380	Multimedia Photojournalism	01	8
381	Web Presentation	01	7
490	Senior Project	01	14
490	Senior Project	03	16

Fall 2014

CRS	Course Title	Sctn	Enrl Tot
115	News Reporting & Writing I	01	17

115	News Reporting & Writing I	02	14
115	News Reporting & Writing I	03	15
205	News Reporting & Writing II	01	15
205	News Reporting & Writing II	02	8
205	News Reporting & Writing II	03	12
205	News Reporting & Writing II	04	9
215	Intro Multimedia Skills Lab	L01	11
215	Intro Multimedia Skills Lab	L02	14
215	Intro Multimedia Skills Lab	L03	10
215	Intro Multimedia Skills Lab	L04	9
310	Multimedia Newsroom I / Visual	01	7
310	Multimedia Newsroom I / Visual	L01	7
320	Multimedia Newsroom II / Web	02	15
320	Multimedia Newsroom II / Web	L02	15
364	Advanced Reporting	01	11
370	Advanced Vis Report/Storytelling	01	9
371	Weekly Broadcast	01	12
371	Weekly Broadcast	L01	12
380	Multimedia Photojournalism	01	9
381	Web Presentation	01	3
490	Senior Project	01	7
490	Senior Project	02	10

Spring 2015- Skills courses

CRS	Course Title	Sctn	Enrl Tot
115	News Reporting & Writing I	01	17
115	News Reporting & Writing I	02	13
115	News Reporting & Writing I	03	12
205	News Reporting & Writing II	01	13
205	News Reporting & Writing II	02	15
205	News Reporting & Writing II	03	10
215	Intro Multimedia Skills Lab	L01	15
215	Intro Multimedia Skills Lab	L02	8
215	Intro Multimedia Skills Lab	L03	15
310	Multimedia Newsroom I / Visual	01	17
310	Multimedia Newsroom I / Visual	L01	17
310	Multimedia Newsroom I / Visual	02	18
310	Multimedia Newsroom I / Visual	L02	18
320	Multimedia Newsroom II / Web	01	10
320	Multimedia Newsroom II / Web	L01	10
320	Multimedia Newsroom II / Web	02	17

320	Multimedia Newsroom II / Web	L02	17
340	Beat Reporting	02	12
361	News Editing/Print	01	8
370	Advanced Vis Report/Storytell	01	7
371	Weekly Broadcast	01	8
371	Weekly Broadcast	L01	8
381	Web Presentation	01	11
490	Senior Project	01	10
490	Senior Project	02	12
490	Senior Project	04	13

16. Total expenditures planned by the unit for the 2014 – 2015 academic year:

Percentage increase or decrease in three years: Decrease in base state budget is 3.24 percent. Amount expected to be spent this year on full-time faculty salaries: $1,379,199

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.

- Howard Schneider, Founding Dean and Professor
- Paul Schreiber, Undergraduate Director and Lecturer
- Steven Reiner, Associate Professor and Director of the Broadcast and Digital Journalism Program
- Charles Haddad, Associate Professor
- Jonathan Sanders, Associate Professor
- Barbara Selvin, Assistant Professor
- Rick Ricioppo, Assistant Professor and Interim Director of the Graduate Program
- Dean Miller, Visiting Professor and Director of the Center for News Literacy
- Elizabeth Bass, Visiting Professor and Director of the Alan Alda Center for Communicating Science
- James Klurfeld, Visiting Professor
- Richard Hornik, Lecturer, Director of News Literacy Overseas Partnership Programs, and Interim Director of the Marie Colvin Center for International Reporting

18. List names of part-time/adjunct faculty teaching at least one course in fall 2014. Also list names of part-time faculty teaching spring 2014. (If your school has its accreditation visit in spring 2015, please provide the updated list of faculty at time of visit.)

Spring 2014
- Harvey Aaronson
- Phil Altiere
- Fred Bruning

- Constance Conway
- Zachary Dowdy
- Mary Ann Duffy
- Richard Firstman
- Jonathan Friedman
- George Giokas
- Robert Herzog
- Timothy Hughes
- Elizabeth Kotseas
- Carolyn Levin
- Timothy McCarthy
- Michael McLaughlin
- Susan Murphy
- Jessica Rotkiewicz
- Lawrence Striegel
- Irene Virag

Fall 2014
- Phil Altiere
- Harvey Aronson
- Sarah Azzara
- Fred Bruning
- Constance Conway
- Zachary Dowdy
- Richard Firstman
- Jonathan Friedman
- Eric Glandbard
- Mark Harrington
- Timothy Hughes
- Carolyn Levin
- Timothy McCarthy
- Michael McLaughlin
- Matthew Miranda
- Jessica Rotkiewicz
- Irene Virag

Spring 2015

- Zachary Dowdy
- Sarah Azzara
- Fred Bruning
- Oswaldo Jimenez
- Phil Altiere
- Eric Glanbard

- Carolyn Levin
- Jon Friedman
- Connie Conway
- Anne Machalinski
- Carl Corry
- Bob Herzog
- Tim Hughes
- Harvey Aronson
- Irene Virag
- Larry Streigel
- Michael McLaughlin
- TC McCarthy
- Rick Firstman

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.

72 or more semester hours
outside of journalism and mass communications

Year	Total Graduates	Number	Percent
2013-2014 academic year	__45___	___43__	_95.6 ____
2012-2013 academic year	_34___	__32__	_94.1____

History

Stony Brook is a comprehensive university in the State University of New York system. Only 50 years ago it was a small, teacher preparatory college in Oyster Bay. The Board of Trustees of the State University of New York issued its recommendation for the establishment of a new state-supported and operated college on Long Island on April 15, 1955.

After two years of deliberations and intensive planning, SUNY announced the opening of the State University College on Long Island. The Board of Regents authorized William Robertson Coe's exquisite 350-acre former arboretum-estate as a temporary campus, while a new campus was prepared in historic Stony Brook on 480 acres donated by Ward Melville. The first day of classes was on September 17, 1957.

Today Stony Brook University is ranked in the top one percent of institutions of higher learning by the *Times Higher Education World University Rankings.* It is one one of the top 100 universities in the nation and one of the 35 best values in public colleges and universities by *Kiplinger;* 30 percent of Stony Brook University's undergraduates are from families earning $40,000 a year or less, and 34 percent of its students report that neither parent has earned a college degree.

From 1965, until the school was launched eight years ago, seven proposals failed to establish a Journalism major. In fact, until 2006 no journalism school existed in the 64-campus State University of New York system.

However, the president of the university and the departing editor of *Newsday,* met in the winter of 2005 and agreed that it was important to train a new generation of journalists in a forward-thinking and innovative degree program. After interviews with deans, chairs and working journalists throughout the nation, the former editor proposed a program with a mission to educate journalists and news consumers of the future. The president approved the plan, and it became the first school of journalism in the SUNY system. In the summer of 2006, the former editor was named founding dean.

In September 2006, 47 majors enrolled in the new journalism program. In 2008 that group of students formed the nucleus of the school's first graduating class. The school initially operated with no full-time faculty appointments and no facilities, but the former president had committed to a three-year plan to accelerate the school's development, and the school would receive further support from a succession of provosts and presidents.

By Fall 2008, the school had grown to 236 majors. In 2009, the school launched its Master's program–the only one in SUNY–in Health, Science, Environment and Technology Journalism. By January 2013, the school had appointed 12 full-time faculty.

Creation of three centers has complemented growth in the core journalism program. More than $8 million in external funding has enabled faculty in the Center for News Literacy (launched in 2007) to teach more than 10,000 undergraduates; the Alda Center for Communicating Science, was launched in 2010; and the Colvin Center was established in 2012. It is named for Marie Colvin, an international correspondent from Long Island native who was killed in Syria during 2012 while reporting for *The Sunday Times* of London.

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:

(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 has a clear mission: "to educate the next generation of journalists, news consumers and a key segment of public communicators amidst a transformative media landscape."

It also has a strategic plan. In December 2009, an executive committee in the school compiled a list of priorities and laid out a process for strategic planning for the consideration of the faculty-at-large, and a plan was implemented in the Fall semester of 2010.

After the university's successful reaccreditation review, the dean was asked to prepare a revised strategic plan in the spring of 2014. It focuses on four objectives:

- Increase the quality and competiveness of the core undergraduate and graduate journalism programs;
- Increase the potential of the three centers;
- Support the ambition of the school by significantly increasing external funding;
- Support Stony Brook University's strategic plan to become a premier research university.

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

The unit has policies and procedures for substantive faculty governance that ensure faculty oversight of educational policy and curriculum. While the school has not formally adopted bylaws, it embraces a democratic system of governance.

All new full-time and part-time faculty meet with the undergraduate director to review school policies and procedures, ranging from the use of the university's course management systems to the school's grading policies. The policies are compiled in the school's Faculty Handbook.

Any full-time faculty member may join any committee, and all are required to join at least one. Part-time faculty members are encouraged to join committees, as well. Committee chairs, with the guidance of the dean and associate dean, fill out their committee rosters. Committees meet at least twice a semester and make a formal presentation at least once a semester during staff meetings.

All faculty and staff are welcome to propose items for the agenda of staff meetings. All attendees may propose changes to existing policies or suggest new policies. All policy changes and new policies are reviewed by the committee of the whole. Adjunct faculty members are invited to attend and actively participate in all staff meetings as part of the committee of the whole. They also have full voting privileges.

(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 is widely regarded as an exceptional leader and gifted administrator. His smooth transition from the newsroom to leadership in a research university is truly remarkable. The advances of the school are directly related to his energy in achieving the dream for the school. His remarkable vision has led the school into ventures that are truly pioneering efforts in journalism education. Many times the team heard someone say, "I don't know anyone who could have built a school this good in such a short time."

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

In spring 2013, the unit implemented a process for evaluating the dean. All full-time faculty and full-time staff received an electronic evaluation form. Responses were anonymous.

For the school's other administrators, the dean conducts an annual performance review that he submits to the provost. The dean then follows up with a one-on-one meeting to discuss the evaluation.

Full-time staff, including the assistant dean, go through a permanent appointment process. Once a staff member completes seven consecutive years of full-time service as a professional employee at the university, the applicant is required to have achieved permanent employment status.

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

Most complaints are handled internally and quickly, and informally if possible. The dean, undergraduate director and the directors of the centers address concerns of faculty, staff and students. The school is committed to a transparent process through which students can seek redress of grievances. For example, a procedure is in place for students who want to appeal their grades. Students are required first to contact the instructor who assigned the grade. If the complaint remains unresolved, students have the option of appealing to the undergraduate director. If neither the instructor nor the undergraduate director is able to resolve the issue, students may appeal to the dean. Students ultimately have the option of pursuing the appeal with the university president's office.

In winter 2013, the school implemented a revised retake policy that addresses student and faculty concerns. In some cases, students also may contact the dean of students. When an issue involves student grievances concerning faculty or staff, the undergraduate director attempts to resolve the matter. If a satisfactory solution cannot be found, the matter can be referred to the dean of the school or to the Academic Judiciary Committee for the College of Arts and Sciences. A variety of options exist when disputes among faculty and staff cannot be resolved within the school and an independent arbiter is needed. Labor disputes may be taken up with the office of Human Resources Services or the office of Employee and Labor Relations. Complaints of discrimination and sexual harassment are addressed by the Office of Diversity and Affirmative Action. The university also

has an Ombudsman's Office for alternative dispute resolution. Faculty, staff and students may seek guidance from the Ombud's office, which offers informal mediation between parties.

In summary, the school has a mission: "to educate the next generation of journalists, news consumers and a key segment of public communicators amidst a transformative media landscape." In eight years the school has created a comprehensive undergraduate program and become a national leader in several areas.

The governance structure has evolved. Each of the school's standing faculty committees is active in the governance of the school. Issues now reach a committee of the whole at monthly staff meetings. The faculty has completed two strategic plans in a collaborative fashion. Center directors have more administrative independence. The Student Advisory Board and the Professional Advisory Board participate in such issues as assessment and curriculum revision.

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 these requirements.

The school is hitting this target with just under 95 percent for 2012-2013 and just over it for 2013-2014. The proposed change in the curriculum to give students the choice of either the required Multi-Disciplinary Concentration or a minor will also encourage students to achieve the unit's stated goals of a broad education. The unit also felt that students were unprepared in specific areas outside of journalism that are important to the profession and therefore have proposed requiring students to take additional courses in economics, math, political science and a second language. (The Curriculum Committee's decision on both proposals is pending.) The projection for this year's graduating seniors is that 96 percent will have met this requirement. It will be helpful to include the 72- semester-credit rule on the advising sheets so that students are clear about the hours needed outside the school.

(b) The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council. (If the unit has more than one sequence, evaluate each sequence.)

The school is poised to adjust and adapt for the changing profession and has made adjustments to the curriculum already. The challenge is to ensure that due attention is given to the intellectual climate while remaining focused on skill building. One of the jewels of the curriculum is the News Literacy course. This conceptual course introduces students to an important critical lens when assessing information. Students note that this course provides a foundation for future skill building courses. The most recent review of the curriculum shored up the skills and experiential aspects of the curriculum, but did not as heavily emphasize the conceptual and or theoretical aspects of the study of journalism. The innovative new course "The Mind of the Reporter" is a further opportunity to bring in seminal work from communications theorists as well as new thinkers in the field. This course is useful because students are focused on the orientations necessary for good reporting, before building the specific skills of reporting. The school could consider more emphasis on communications theory and journalistic thinkers and scholars in the curriculum, instruction and outside guests brought to the school.

(c) Instruction, whether onsite 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. (If the unit has more than one sequence, address the quality of instruction by sequence.)

Faculty members in the school clearly care about teaching and work to be better teachers and help others to be, too. Faculty members are working in the area of scholarship of teaching and learning and presenting and publishing their findings. Faculty members in the unit are active contributors and participators in the on campus teaching and learning center, too. Some worry that the unit is not focused enough on the quality of the teaching in the unit and would like to see more active conversations about teaching quality among the fulltime and adjunct faculty, some of whom are hired quickly and have only a few year's professional experience and lack advanced degrees. Teaching is rewarded in the promotion and tenure process, although the school has some justified concerns about the ways in which teaching and contributions to curricular endeavors are rewarded in the promotion and tenure process relative to scholarship or professional activity. Faculty members have taught many different courses and spend considerable time developing the curriculum and teaching broadly in it. Some note that faculty members spend so much time in mentoring, teaching and advising students that it is difficult to maintain scholarly records and important ties to the industry.

Students as well as colleagues outside the unit note the stellar faculty as the greatest asset in the school. The students attest that their courses provided them with the skills they needed to be successful in internships. Alumni state that the combination of conceptual and skills courses helped them to think, write, speak and relate in ways that translate into multiple professions as well as multiple jobs within journalism. Students and alumni both feel prepared but would like more specialized advanced courses as a way to go deeper into topics.

(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.*

Two sections of News Writing & Reporting 1 in Spring 2014 had 25 students enrolled. That was corrected for fall. Spring numbers seem to be in line. The plan is to keep those course enrollments below 20. Students and alumni both cite the accessibility of faculty in skills and lab courses in particular.

(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. Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours). Students may take up to two semester courses (or their quarter equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals. Students also may take up to three semester courses (or their quarter equivalent) at a professional media outlet owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

The elective Off-Campus Internship, JRN 488, pairs individual students with faculty advisers who work with students to prepare for the experience and on any issues that arise. The syllabi for this course is not that specific about what happens in it, but conversations with students demonstrate students feel supported in their work environments and are in contact regularly with their faculty adviser. The Internship Coordinator solicits and collects end-of-internship evaluations from supervisors and shares the findings with faculty advisers and the interns themselves. Issues are based on the feedback during the internship and also from the end-of-experience evaluations. The off campus internship is heavily encouraged but not required because of the large number of high financial needs students and the significant travel costs for students to do internships in the City, for example, in addition to the time away from other paid work. JRN 288: Campus Media Workshop is required and can be taken twice and includes a once a week workshop to enhance the student media experience.

In summary, the school has worked to provide a relevant and nuanced curriculum with a combination of skills and conceptual foci. The major areas required by the accrediting body are covered in the student outcomes in courses and are clearly marked on syllabi in courses.

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 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 adopted a diversity plan in 2014 and it is a solid and comprehensive effort. The plan will require updating each year as the second paragraph includes specific statistics about the student body. Perhaps a more evergreen option might serve well as a statement of values and definition of terms accompanied by a three-year strategic plan for diversity and inclusion with particular goals, actions and accountability. Faculty and staff seem genuinely committed to these goals, but specifics for a plan that will yield different hiring results seem thin. For example, a common refrain exists on campus specific to the struggles that the university has had in attracting faculty of color, namely the geography as well as the inability to compete for top salaries. Therefore, the bold goals for hiring stated in the plan might be difficult to achieve. The Associate Dean position is an opportunity to achieve stated diversity goals, mentor junior faculty through successful promotion and tenure, provide some needed academic infrastructure and understanding to create a bridge between the unit and the rest of campus and also contribute to the intellectual and scholarly heft of the faculty. The unit should take advantage of target of opportunity hires, the proposed policy of dual career hiring policies, of allowing hires of persons with tenure, and of attracting the most excellent and diverse colleagues to the program.

(b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of 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 has worked diligently to infuse student learning outcomes related to diversity throughout the curriculum with a solid emphasis on race and ethnicity as well as other areas of diversity and identifying bias in the news. Two of the four emphasis areas in the SOJ's Multi-Disciplinary Concentrations (Diversity and American Society and Global Issues and Perspectives) offer significant opportunities to increase knowledge about diverse others.

By the time students take the capstone course, they almost will have completed the university core and the capstone could integrate learning from courses outside the journalism curriculum in their projects. For example, the four emphasis areas offer interesting opportunities. The school noted a dramatic change in the exit survey for students specific to one question about diversity: "Our 2013 exit survey of new graduates found that 81 percent of respondents either agreed or strongly agreed with this statement: 'different perspectives on culture, race, ethnicity and gender were included in class discussions and assignments.' In our 2014 exit survey, however, only 49 percent of

respondents." They are working to understand the reasons for the drop and to shore up activities and assignments in courses that contribute to this learning outcome.

(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.

This is the weakest area as duly noted in the self-study. Specific hiring protocols and aggressive recruitment should be employed. The school says it is committed to filling three of its next four faculty hires with women and or persons of color, but this might be difficult to meet unless target of opportunity hires are used.

Senior faculty members are neither women nor minorities, and it is not clear what would ensure that the next three hires would not follow the same pattern. Some tactics to consider include placing women and minorities from other units on search committees in order to not create an undue burden on a small population, making intercultural skills a requirement in all new searches, employing aggressive tactics to solicit people of color and women for open positions, using sophisticated best practice in strategic recruitment and considering the diversity of adjuncts when hiring as a potential way to create pipelines for future hires.

(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 school has a diverse student body, although it is less diverse than the university-wide average. The unit should continue to develop relationships and ties with central admissions in order to achieve its student diversity goals, as well as use their external connections to draw students to Stony Brook specifically to study journalism. Several students noted that the high school summer program was what attracted them to the school. The unit should highlight the tuition relatives to their top competitors as well as the ability to have close relationships with high caliber faculty and small class sizes. The proposed increased diversity of the advisory board also will help as the unit leverages that board to help bring more awareness to the program.

(e) The unit has a climate that is free of harassment and 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.

Alumni, students, faculty and staff all note the collegial and caring student focused environment. Students and alumni said that the faculty and staff work hard to create an inclusive environment. Conversations with students, faculty and staff indicate some confusion about the university discrimination and harassment policies and or ways to seek help. The unit could actively seek ways to hear from community members anonymously to ensure aspects of the environment are in fact inclusive of multiple people and perspectives. Confidential reporting options elsewhere in the university could be prominently shared in the unit and workshops could help ensure all faculty and staff, including adjuncts, are clear about their roles and responsibilities. Workshops for faculty and staff, such as the recent one about mental health issues, will continue to allow faculty to learn and grow on these important dimensions.

In summary, the unit meets three of the four major goals here including the diversity of the student body, the inclusive atmosphere and addressing diversity issues in the curriculum. The major weakness is the need to look to the next generation of faculty in the school with an eye toward women and people of color. This must be addressed with planned open lines and future hires.

Compliance

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.

The school has written criteria for selecting and evaluating full-time and part-time faculty and instructional staff. Its three prerequisites: outstanding professional experience and standards, a strong aptitude for teaching, and a willingness to embrace the future.

Heavy service responsibilities exist for the few faculty in the small school. Indeed, all faculty members are expected to be members of standing school committees. Many mentor and advise students, build new courses, arrange for special programs and guests, assist in recruiting efforts and help arrange internships and job opportunities. Several are committed to substantial outreach programs. Others are on significant university committees. For example, the undergraduate director is a member of the provost's Task Force on Academic Assessment and co-wrote the Task Force's Introduction and Guide to Outcomes-Based Assessment. Before that, he was a member of the provost's Committee on General Education and co-edited its final report on a proposed new approach to general education.

With service and teaching responsibilities and only a few faculty, the pursuit of scholarship has been limited despite the fact that the school is situated in a major AAU research university. Nonetheless, the school asserts a vision for a faculty of accomplished practitioners and scholars.

The hiring process for the School of Journalism conforms to University guidelines for both faculty and professional staff. For full-time faculty, the school conducts a national search. Advertisements are posted in a range of academic and professional publications and websites.

Adjuncts are hired on an as-needed basis, so no national search is conducted. The dean consults with administrators and faculty in the department and compiles a list of journalists and teachers whose expertise matches the school's needs.

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

Eleven full-time faculty are in the unit, with two searches for full-time faculty under way. The number includes six tenured or tenure-track faculty, three visiting professors and two lecturers. However, three of these faculty members are center directors who oversee the teaching of hundreds of undergraduate and graduate students, as well as lead external workshops. As a result, they have reduced teaching loads. In addition, the dean and the undergraduate director have reduced teaching. The new associate dean also would carry significant administrative responsibilities. Thus, teaching by full-time faculty falls predominantly on seven full-time faculty members.

(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.

Two-thirds of the full-time faculty hold a master's degree, and one faculty member holds a PhD. Although small, the faculty boasts a remarkable record of professional accomplishment: 310 years of collective experience in almost all facets of news media. Faculty have reported and produced for such outlets as CBS News, *Newsday*, *Business Week*, NPR, *Time Magazine*, *The Atlanta Journal-Constitution* and C-SPAN, among others. Newer faculty bring experience in digital media, as well.

The breadth and quality of this professional experience has been vital in critical in providing hands-on, experiential learning for students.

In addition, the Alda Center for Communicating Science employs two full-time lecturers who teach exclusively in the Center to non-journalism students. While we don't calculate them as members of our core journalism faculty for the purposes of this self-study, they are full voting members of the faculty, serve on faculty committees and are embraced as colleagues.

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

All full-time faculty members must update their online Faculty Profiles every year, creating a complete list of scholarship. Each faculty member meets once a year with the dean to discuss student evaluations. A colleague of equal rank or higher performs an in-class observation of all tenure-track faculty when their contracts are scheduled for renewal in the second year, fifth year and seventh year.

However, one faculty member reported he had not had a review of his student evaluation.
The undergraduate director and/or dean review student evaluations of adjunct faculty. The Undergraduate Director observes all adjuncts during the first semester of teaching. After three years of teaching, adjuncts become term appointments and will be observed once every three years.
The school has not yet developed a formal mentoring program for faculty. However, the 2014 strategic plan calls for such a program.

The normal teaching workload for full-time faculty is five to six 3-credit courses each academic year. This varies based on course enrollment, the availability of qualified adjuncts, scheduling conflicts, administrative responsibilities, or more recently the need for tenure-track faculty to devote more time to professional activity or scholarship.

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

The faculty is respected for its teaching and service, but faculty in the school and outside the school told the team the school needs to develop opportunities for faculty to do scholarship concerning their teaching prowess and innovations. For example, one noted the News Literacy course as "an opportunity to test that course intellectually by writing about the course and its goals."

In summary, most of the school's energy has been devoted to building the school: Designing and then redesigning the curriculum; creating syllabi for 48 new courses; teaching heavy loads; drafting and implementing two strategic plans; creating a support system for student and career services; fundraising; designing and constructing new facilities; developing the Center for News Literacy, Center for Communicating Science and the Center for International Reporting. As the school matures, developing a robust research profile will be a priority. All full-time faculty members have submitted individual research/creative activity plans for the next 18 months, including identifying what support they will need.

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.

The school is in a major research university. Therefore, it must meet the standards of that university. The school requires, supports and rewards faculty scholarship.

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

The school specifies its expectations for scholarship. The school recognizes its responsibility to perform original research and generate new knowledge and values professional, creative work and scholarship, or a combination of the two.

Professional journalistic work may take many forms: newspaper and magazine articles; book manuscripts; online publications; emergent media; videos for traditional and online platforms; photography; and audio production. A premium is placed on work that has been peer reviewed by external editors and work that demonstrates impact and reaches a significant or influential audience.

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

Many faculty members do not have academic credentials to do academic research. However, those with professional experience have been teaching heavy loads and doing a great deal of service which leaves little time for professional activity. Therefore the publishing record of the school is not strong.

(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.

The scholarly effort of the school has been limited for a variety of reasons. However, the research that has been done has been communicated to colleagues in a variety of presentations. Indeed the faculty has been awarded more than $8 million in grants, has received many awards and honors, but has not regularly produced juried publications.

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

The school does foster a climate of intellectual curiosity, critical analysis and the expression of differing views. Although one faculty member noted a "lack of excitement about ideas." Also, until relatively recently, an emphasis on scholarship had less priority than teaching and service. As a result, many of the issues debated in the classroom were not elaborated on in scholarly publications.

In summary, the faculty members of the school have been busy developing a multiple platform curriculum, rigorous instruction and service to the campus, the state and the profession. Only within the last year or so has attention shifted to scholarship. This needs to become more of an emphasis with faculty scholarship and professional activity informing their teaching.

Non-compliance

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.

Students seem to be very aware of the requirements for graduation. Each major and minor in the program is encouraged to meet with the undergraduate director at least once a year. While the team did not observe these sessions, conversations with students indicate they have a grasp of institutional requirements and career opportunities. The team reviewed the files the undergraduate director maintains of each student's planning worksheets, course history and other relevant material. While these advising sessions are not required, the undergraduate director believes more than 80 percent of the students (majors and minors) participate. It might be helpful if the school had more formal tracking of participation.

In addition, having an associate dean well versed in the rigors of academic procedure would be helpful in overseeing these operations for the school.

We also note that the unit's staff members seem to have a good grasp of the needs of the students and serve as additional support for student advising and counseling. While the school is still small enough to respond to the needs of students, additional support might be considered if there is growth in the enrollment or program. Care should be taken when assigning adjunct instructors to handle academic counseling so that students receive consistent advice and support. The school noted that when adjunct instructors advised students, they only advised freshmen; these freshmen then went on to meet with the Undergraduate Director.

The dean hosts sessions called Tea with the Dean. A number of students said access to the dean was helpful for getting academic advice and for making curriculum decisions.

(b) Faculty are available and accessible to students.

The relationship between students and faculty is one of the school's accomplishments. In both a group session and during individual meetings, students discussed their close relationships with faculty members. While all faculty have at least three office hours a week as required by university policy, interaction with students seems to go beyond posted office hours or classroom time.

The newsroom/classroom seems to provide an effective venue for such interaction and faculty members seem to have frequent contact with students as they work on assignments or projects. Several alumni reported that faculty members continue to advise them professionally after they have entered the professional workforce.

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

The school uses a professional web developer to maintain the unit's website. He does a good job providing resources for current students (https://journalism.cc.stonybrook.edu/?page_id=5707). The page is organized by category: Academic Services, Policies and Forms, Undergraduate Program, Graduate Program, Programs and Resources, SOJ Careers and Jobs, University Careers and Jobs and a partial listing of University Student Services. This resource seems to be helpful in making sure students have access to resources needed for a successful academic career.

A staff assistant prepares a weekly announcement email that is sent to all students enrolled in Journalism courses via the university's Blackboard system. The announcement is then sent to the student's account. The school might want to make sure that this communication is working by finding a way to track responses or via some other means.

The Weekly Announcement for Feb. 16, 2015, had a variety of items including deadlines for career events and special guest lectures. The announcement closes with a reminder for students to like the school's Face-book pages. This is another opportunity for the school to connect with students and potential alumni.

The internship coordinator maintains an email list of all students eligible to take an off-campus internship for credit. In addition to sending announcements of internship opportunities several times a week, Professor Barbara Selvin sends advance notice of the school's resume workshops, alumni panels and Internship and Career Fairs and reminders of the school's internship policies. She also sends advice on resumes, on finding internships, on networking and on interviewing for an internship or job. She maintains a separate email list for seniors and alumni to whom she sends announcements of job and fellowship opportunities. These lists are handled outside of the Blackboard system and require a bit more management, raising a minor question about more effective systems that are database drive.

(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 has an impressive list of resources for students to develop their professional and intellectual abilities. These resources include:

- Professional Fridays
- Internship and Career Fairs and Internship Memoirs
- Majors Meetings
- "My Life As…"

One program that takes special advantage of the school's proximity to New York City is Professional Fridays. This program started in 2013 when Dean Miller, director of the Center for News Literacy visited the Associated Press and Bloomberg News. Once a month during the fall and spring semesters, faculty members take students to Manhattan to visit some of the nation's major news organizations. Students contribute $10 a piece toward the cost of the trip, and the school pays the rest--train fare, subway fare and lunch. The visit includes two or more newsrooms, conversations with professional journalists, and, usually, lunch with an alumnus of the school who is

working in journalism. Each student participant receives an assignment as part of preparing a web page on the trip for the school website.

Although student media at Stony Brook University is independent of the school, many faculty members maintain informal advising relationships with members of the student press. Many journalism students assume leadership positions in the media outlets. The university's Office of Student Affairs formally oversees the student press. The primary connection between the School of Journalism and the student-run media is the school's Campus Media Workshop, the one-credit JRN 288 course. All journalism majors must take JRN 288. It is optional for journalism minors. It is a prerequisite for JRN 488, the Off-Campus Internship.

Students are expected to take JRN 288 the semester after they complete JRN 115: News Reporting and Writing I. Sections of JRN 288 are assigned to specific campus news organizations. At weekly meetings with the respective groups, faculty advisers work with students on developing story ideas, reporting strategies, writing or production issues. The advisers do not edit or review the students' work before publication. The advisers also guide a student critique of the latest issue or production. These sessions allow students to deal with questions about working with editors and other managers. Advisers also work with students on résumés and discuss off-campus internship opportunities. A student expressed a desire that the school have its own publication and/or broadcast as a way to increase opportunities for students to gain experience.

(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 regularly publishes retention and graduation information on its website.

The School of Journalism's most recent retention and graduation data are at this link: https://journalism.cc.stonybrook.edu/?page_id=6447

The University Office of Institutional Research, Planning and Effectiveness provided the school with seven years of retention and graduation data on U3 journalism majors. U3 students, generally considered juniors, have earned between 57 and 84 credits. The faculty uses responses of U3 students to measure program effectiveness because they are committed to their majors by this point in their college years.

Some 60 percent of all Stony Brook undergraduates who complete a degree switch their majors at least once. The examination of success rates of U3 students better reflects the performance of the program rather than students' exploratory activity in their early career and provides data more comparable to journalism programs that admit students to the major as juniors.
An analysis of the school's retention and graduation data for all U3 majors who remained and completed a degree in that major for the past seven years shows the following:

- The school retains its majors at a rate of 70.8 percent, as compared with 63.5 percent for all other majors on campus.
- The school's 4-year graduation rate for its majors is 33 percent, as compared with 38 percent for other majors.
- The school's 6-year graduation rate is 56.8 percent; the University's is 52.8 percent.

In summary, the unit's meeting the needs of its students but could create a more effective means for tracking student success.

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 budget for the allocation of its resources. The budget is supplemented through grants and philanthropy. In addition, there is a one-time course fee of $100 to be used for equipment related to classes in the newsroom and studio.

Because of the challenges facing a state-funded institution, it is unclear whether the school will have all of the resources it needs to accomplish the vision outlined in the strategic plan under the current system.

The school's strategic plan calls for undergraduate enrollment growth to 300 students, and to increase the competitiveness and quality of the unit's program. In order to achieve these strategic goals, the school anticipates the need for additional space and facilities, including a wireless annex to the Newsroom and a Flash studio. In addition there is a challenge face to upgrade 38 Apple workstations with new hardware and software.

The school's current classroom and office space do not seem to allow for much growth. If the school wanted to undertake a daily broadcast to the campus and beyond, the university will need to explore ways to provide the physical space and additional hardware.

The university is considering changing its budget procedures with the introduction of the Responsibility Centered Management (RCM) process. The RCM system would correlate the school's funding with the number of majors. In addition, the university would provide additional funding as a reward to units that teach service courses for non-majors. Examples of Journalism courses that might qualify are News Literacy, The History and Future of the American Press, The Press and the Presidency and Talking Science.

As noted by the self-study report, "any commitment of additional resources is dependent on discussions between the dean and the provost on the school's strategic priorities and the university's strategic priorities. For example, future faculty lines will be tied to specific unit goals, such as adding to faculty diversity and increasing scholarship and competitiveness. The most recent faculty hire was directly tied to the school's goal of increasing its competitiveness in the area of science and health journalism, a goal supported by the provost."

While the university, through the provost, is committed to the school's growth, external funding, which has been a key factor in the school's growth, will grow even more important. The school plans a major $10 million fundraising campaign to mark its 10th birthday in 2016. To aid in this campaign, the school is looking for a new advancement person. A recent conducted search failed and that will mean increased pressure on an already busy administration.

(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.

While the University has been an supporter of the school as indicated by the university's distribution of funds, there will be increasing challenges to achieve the unity's mission. The school's faculty salaries, because of professional journalism experience, tend to be higher than those in humanities and social sciences.

The school also differs from humanities and social sciences given the need to train students with up-to-date equipment in the newsroom and in the field. According to the University's 2013-14 operating budget, for example, the Department of English received $500 for equipment, compared with the school's $12,049.

And although the school's centers have accumulated a substantial amount of external funding through grants and philanthropy, the Centers for News Literacy and Communicating Science also receive significant financial support from the University.

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

The School of Journalism has undergone swift and substantial growth since its founding eight years ago. The planned addition of two key faculty positions – an Associate Dean and a science and health reporting professor—will require securing more space in Melville Library. In addition to office space, effective classroom space seems limited. The school's two-level newsroom is devoted to instruction for a minimum of 10 hours a day on each level, and operates as a working newsroom 24/7. This means students trying to find lab space during the instruction of other students. One observer found the noise from the top level to be somewhat disruptive on the second level.

The school reports current classrooms are at capacity and projected growth in enrollment and scheduled course offerings will likely bring them to the tipping point. For example, the Melville Library W-4545, a classroom in which the school has priority, is occupied as many as nine hours a day several days a week.

While the school can take great pride in its fiber network for the unit's students, some students expressed frustration in the ability to work on projects outside of the school's newsroom classroom. Given the large number of students who work and/or commute while attending school, alternatives might be considered so undue stress on those students can be eliminated or reduced.

(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.

The storage and checkout facility recently has been overhauled. The contiguous space is temporary. Studio B, the school's broadcast facility, is state of the art, but lacks a professional-level control room. There is little opportunity for instruction in the control room or for any room to expand. If the school grows, there will be issues around digital equipment for students to use for class assignments and capstone projects.

The current equipment is mid-level and seems adequate for effective teaching. It includes:

- 45 – Nikon D7100
- 10 – Nikon D610 (for advanced students)
- Assorted lenses and flashes for the cameras
- 15 – JVC Everio Cameras (for beginning broadcast classes)
- 12 – JVC 150 Pro Cameras (for upper-level broadcast classes)
- Wireless lavaliere and stick microphones
- 8 high-end audio recorders
- 15 Zoom Audio Recorders
- Assorted tripods for all cameras

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

While the unit has access to library and information resources, they are shared or in individual offices. There is not a school library or area for research and/or professional development. While not a major concern, such a central location for professional development might provide support for future scholarship.

In summary, the institution has supported the school financially and the needs of students are generally met. In the future, with changes in technology and student enrollment growth, space and equipment will need upgrades.

Compliance

PART II — Standard 8: Professional and Public Service

The unit and its faculty advance journalism and mass communication professions and fulfills 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 its alumni, professionals and professional associations to keep curriculum and teaching, whether on site or online, current and to promote the exchange of ideas.

According to the self-study, 35 percent of the alumni who graduated between 2008 and 2011 have visited the SOJ Alumni page since graduation. This area includes a list of workplaces where alumni have been employed and ways for alumni to keep in touch with the school and with one another. Seventy-four percent have indicated a willingness to mentor students. The school should explore opportunities for "virtual mentorship."

In August 2014, school began publishing a quarterly alumni e-letter called The Scoop. The newsletter is compiled and edited by Rohma Abbas (SOJ class of 2009). Many alumni opt to continue to receive the weekly email updates distributed during the regular academic year to current students. In addition, alumni follow the school on Facebook. However, alumni have created their own Facebook page, on which they post job openings and organize get-togethers.

The school, because it is so young, has a unique opportunity to develop strong ties with its alumni. In addition, given the close-knit atmosphere of the school, these efforts should be supported and expanded using social media tools, such as the school's website, Twitter feed and Facebook page. The school also should find ways to connect recent graduates with those who were in earlier cohorts.

(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.

Several faculty members, especially those involved with the News Literacy Center, provide significant leadership in the development of professional standards and addressing issues of public consequence and concern.

However, some faculty urged that more rigor be applied to helping the unit's instructors evaluate professional performance. This is especially important for the school's adjuncts.

(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 offers up to $1,000 an academic year for each full-time faculty member to remain active in academic and professional associations and related activities. That $1,000 may be used to cover membership dues, conference attendance and other professional activities. In addition, the United

University Professions (UUP), the union that represents faculty and staff, offers $1,000 to faculty for such activities. Part-time faculty request professional development funds from the dean.

Based on the evidence in the self-study report, most full-time faculty members have used those funds to support their professional development.

(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.

In addition to developing teaching resources, the Center for News Literacy has welcomed to Stony Brook's campus a number of guest speakers with its "My Life As…" talks. Since 2006, the Center has welcomed more than 50 prominent journalists from a variety of news outlets, including Bob Woodward, Carl Bernstein, broadcast journalist Soledad O'Brien, CBS News war correspondent Kimberly Dozier, The New York Times media journalist David Carr, ABC News White House correspondent Rachel Martin, former Time magazine world editor and current managing editor of Quartz Bobby Ghosh, and Michael Rezendes, the Boston Globe reporter who broke the Catholic Church child abuse scandal.

Many of these talks also are available to the public on the News Literacy YouTube channel, which is an effective multiplier for these service projects.

The Alan Alda Center for Communicating Science has brought workshops to the National Science Foundation in Washington, D.C., the Breast Cancer and Environment Research Program Conference in San Francisco, CA, the Second Science Festival in San Juan, Puerto Rico, Cornell University, Stanford University, University of Chicago, the California NanoSystems Institute, NASA and the United States Army, among many other institutions.

These projects have great value to the unit's communities and are commended.

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

Two major efforts support scholastic journalism:

- The Robert W. Greene Summer Institute for High School Journalists. The institute brings 18 to 20 of top high school journalists from Long Island to campus each summer for a weeklong, residential program.
- The Center for News Literacy holds a Summer Institute for Teachers. This program introduces teachers – from the United States and abroad – to the full 14-week News Literacy curriculum and gives them the tools to build materials matched to the new Common Core standards for any discipline from reading through statistics.

In summary, the unit centers and summer programs serve its communities well. Alumni are well connected to each other and the faculty.

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 this Council.

The school learning outcomes cover the AEJMC Professional Values and Competencies and they are infused throughout the required curriculum in the school.

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

The school employs direct and indirect measures including exams, reviews of projects and writing samples, course evaluations and surveys. The proposed skills tests in JRN 205 would be a helpful addition.

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

Numerous examples were cited of the school learning from assessment measures and how this has improved their process. The unit seems to assess and tinker based on the patterns that emerge. One example is the ARC revision of course outcomes and activities derived from student assessments based on the original curriculum. Another example is the proposed addition of four outside course requirements in government, math, economics and foreign language based on deficiencies in direct assessment of student work. Finally, the unit even revises the assessment procedures based on the experience of using them and just revised the rubric used to assess student work to ensure that unrelated concepts were not evaluated together and to further clarify the differentiation among numerical scores. In the student session, students shared that they were part of focus group where a pattern emerged about the need for a particular specialized course and the course was on the books the next year. One faculty member has served on a university wide provost-led assessment effort and the unit volunteered to be part of an early university student outcomes planning process.

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

Alumni surveys with high response rates will be an important part of keeping in touch with alumni as the alumni base grows with more graduated classes. Right now that regular contact comes from an alumni coordinator, close ties with faculty, an annual social and social media connections. This will become harder as the numbers of alumni continue to grow. As for now, alumni seem to be well connected with each other and the school and refer to it as a family. One alumnae said," Even though we are in competition with each other for jobs, we still share job notices among each other and celebrate each other's successes." The alumni share with their faculty the ways in which they were

and were not prepared for jobs and have seen changes in courses and approaches based on that feedback.

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

Professional Advisory Board members provide an outside assessment of capstone projects and based on those early returns the school added tutorials on web development and video production to the capstone course. The feedback on these projects was useful for fine tuning the curriculum and pedagogical approaches in the school.

In summary, the unit has a variety of methods for assessing student learning and is fine tuning those methods to ensure high quality results. The results they have gleaned so far have been used to further enhance the curriculum.

Compliance

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths**:**

- A dynamic founding dean who has hired a professional faculty with significant media experience who are good teachers and who work closely with students outside the classroom;
- An emphasis on students mastering basic skills before advancing to more sophisticated techniques; and
- Three centers that have provided a niche for the school beyond the preparation of students for media professions.

Weaknesses**:**

- A heavy faculty work load;
- Minimal faculty scholarship; and
- A lack of faculty diversity.

Challenges:

- The potential for the centers to be distracting to the core.

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

Standard 5: Scholarship: Research, Creative and Professional Activity

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

The faculty need to be more productive in scholarship—research and scholarship

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

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

6) If the unit was previously accredited, summarize 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.

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

The self-study was well written and accurately described the program. All events were closely supervised.