

# Report of On-Site Evaluation

ACEJMC  
2017- 2018

**Name of Institution:** New York University

**Name and Title of Chief Executive Officer:** Katherine E. Fleming, Provost

**Name of Unit:** The Arthur L. Carter Journalism Institute

**Name and Title of Administrator:** Ted Conover, Director

**Date of 2017-2018 Accrediting Visit:** November 12-15, 2017

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

**Date of the previous accrediting visit:** November 6-9, 2011

**Recommendation of the previous site visit team:**

Undergraduate program: Reaccreditation

Professional master's program: Reaccreditation

Previous decision of the Accrediting Council:

Undergraduate program: Reaccreditation

Professional master's program: Reaccreditation

**Undergraduate program recommendation by 2017-2018 Visiting Team:** Provisional Reaccreditation

**Professional master's program recommendation by 2017-2018 Visiting Team:** Reaccreditation

*Prepared and submitted by:*

## Team Chair

Name and Title: Paul Parsons, Dean

Organization/School: School of Communications, Elon University

Signature \_\_\_\_\_

## Team Members

Name and Title: Dorothy Bland, Dean

Organization/School: Frank W. and Sue Mayborn School of Journalism, University of North Texas

Signature \_\_\_\_\_

Name and Title: Denise Dowling, Associate Professor

Organization/School: School of Journalism, University of Montana

Signature \_\_\_\_\_

Name and Title: Joel Kaplan, Associate Dean, Professional Graduate Studies

Organization/School: S.I. Newhouse School of Public Communications, Syracuse University

Signature \_\_\_\_\_

Name and Title: Tom Loeys, Department Head

Organization/School: Journalism and Mass Communications, Washington & Lee University

Signature \_\_\_\_\_

## PART I: General Information

**Name of Institution:** New York University

**Name of Unit:** Arthur L. Carter Journalism Institute

**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 Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

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

- Private
- Public
- Other (specify)

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

New York University has authorization to provide education beyond the secondary level in New York State, per the [New York University Charter](#).

**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:** November 6-9, 2011

**5. When was the unit or sequences within the unit first accredited by ACEJMC?** 1968

**6. Provide the unit's undergraduate mission statement and the separate mission statement for the graduate program. Statements should give date of adoption and/or last revision.**

Arthur L. Carter Journalism Institute Mission Statement

At New York University we believe that journalists have a public mission to do compelling work that informs, engages and matters to the societies in which we live. This mission informs our faculty, motivates our students and shapes our basic approach to education.

New York is a news center and media capital without rival, headquarters for the national television networks, newspapers, magazines and publishing houses. It is also a huge metropolis, an international city—of rich and poor, Blue Bloods and immigrants, savants and street cleaners. In short, no city on the globe offers more compelling stories. We drop our students into the diversity, richness and vitality that is New York. And we draw from the city too, attracting to our campus many of the leaders and thinkers in the world of journalism. New York, thus, is our great classroom and our abiding inspiration.

As writers, reporters, producers and critics, we want our full-time and part-time faculty to continue to practice the journalism they teach, holding ourselves as well as the profession to the highest standards of public service and intellectual honesty.

Course work begins with the basic skills of reporting, writing and research, but we also teach our students that journalism is not static. It can and must improve if it is to serve a free and democratic society. We encourage them to publish and offer their efforts to the profession. Their written assignments, broadcasts, internships and on-line projects are more than academic exercises. They are experiments in improving the profession, part of our tradition of excellence.

That tradition commands the journalist to act ethically and to pursue the truth. It also advocates the protection of the press under the umbrella of First Amendment law. We also teach the history of journalism, its achievements and struggles. We read the literature of journalism, the fine corpus of non-fiction that began with Benjamin Franklin. Ethics, law, history, literature—these lend depth and direction to the practical training the program offers. Finally, we train our students to analyze as well as report on events, in essence to reflect on their own practice.

Housed within the Arts and Science core of New York University, the Institute treats journalism as an essential aspect of the liberal arts tradition, a critical part of the public culture, our civil society.

Serious journalism begins with the ideal of public service, a commitment to accuracy and fairness, and a belief that democracy can work only if its citizens are informed. We try to couple this sense of purpose to a sense of joy and the great satisfaction that comes from doing the job well.

We see journalism education as deeply embedded in the disciplines of a great university. There is continuity between journalism and the disciplines—history, politics, culture, science, literature, economics, modern society and moral philosophy. At the graduate level, we try to make these connections palpable, to encourage our students to think broadly, to go beyond the news and to pursue ideas and remedies with the skills of master scholars.

As the one department/institute within the Faculty of Arts and Science dedicated to public knowledge, public information and public debate, we believe we have a key role on campus.

Along with our students, we try to work and think in that often-difficult nexus between the professional and academic worlds. We try to get ahead of the news so that we might understand it, explain it and deliver it to our readers, viewers and listeners in ways that keep up with the changing technologies of the profession and the fast pace of events.

*Adopted: 2005 Minor updates: 2008, 2017*

The Institute mission statement is inclusive of both the undergraduate and graduate programs.

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

Semesters of 14 weeks  
Summer sessions of 6 weeks  
Intersessions of 3 weeks

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

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

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

Undergraduate: B.A.; Journalism, Media Criticism concentrations.

Graduate: M.A.; Programs and concentrations are:

- Business and Economic Reporting (BER)
- Cultural Reporting and Criticism (CRC)
- Global and Joint Program Studies (GLOJO)
- Literary Reportage (LITREP)
- Magazine Writing (MAG)
- News and Documentary (NEWSDOC)
- Reporting the Nation and New York (RNNY)
- Science, Health and Environmental Reporting Program (SHERP)
- Studio 20: Digital First (STU)

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

A total of 128 credits are required for an undergraduate degree at NYU.

All Journalism majors must also complete a second major within CAS; the Journalism major requires 8-9 courses, for a total of 32-36 credits. Journalism Honors students are permitted to take up to 10 courses for a total of 40 credits. NYU operates on a semester-hour system.

Credit hours required for a professional master's degree: MA programs run from a minimum of 36 to a maximum of 46 credits required for graduation.

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

1, 2, 3, or 4 semester credit hours.

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

<u>Name of Sequence or Specialty</u>	<u>Person in Charge</u>
Undergraduate:	
Journalism (Director of Undergraduate Studies):	Adam Penenberg (Mary Quigley, acting)
Media Criticism:	Mitchell Stephens
Graduate:	
Journalism (Director of Graduate Studies):	Jason Samuels
Business and Economic Reporting (BER):	Stephen Solomon
Cultural Reporting and Criticism (CRC):	Katie Roiphe
Global and Joint Program Studies (GLOJO):	Brooke Kroeger
Literary Reportage (LITREP):	Robert Boynton
Magazine (MAG):	Meryl Gordon
News and Documentary (NEWSDOC):	Marcia Rock
Reporting the Nation and New York (RNNY):	Yvonne Latty
Science, Health and Environmental Reporting Program (SHERP):	Dan Fagin
Studio 20: Digital First (STU):	Jay Rosen

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

In 2017 there were a total of 51,123 full-time students enrolled; this included undergraduate, graduate and professional programs. Undergraduates, 26,417; graduates, 21,282; professional, 3,244

**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):**

Fall 2017

<u>Name of Sequence or Specialty</u>	<u>Undergraduate majors</u>
Journalism	233
Media Criticism	6
Total	239

**15. Number of graduate students enrolled onsite:**

Fall 2017

<u>Name of Sequence or Specialty</u>	<u>Currently Enrolled</u>
Business and Economic Reporting (BER)	22
Cultural Reporting and Criticism (CRC)	23
Global and Joint Program Studies (GloJo)	31
Literary Reportage (LitRep)	24
Magazine Writing (MAG)	39
News and Documentary (NewsDoc)	24
Reporting the Nation and New York: In Multimedia (RNNY)	26
Science, Health, and Environmental Reporting Program (SHERP)	24
Studio 20: Digital First (STU)	20
Total	233

Online: N/A

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

Undergrad Skills Courses:

Fall 2017

JOUR-UA 101.001 Journalistic Inquiry: The Written Word	14
JOUR-UA 101.003 Journalistic Inquiry: The Written Word	16
JOUR-UA 101.004 Journalistic Inquiry: The Written Word	14
JOUR-UA 101.005 Journalistic Inquiry: The Written Word	15
JOUR-UA 101.006 Journalistic Inquiry: The Written Word	16
JOUR-UA 101.007 Journalistic Inquiry: The Written Word	15
JOUR-UA 101.008 Journalistic Inquiry: The Written Word	13
JOUR-UA 102.001 Journalistic Inquiry: Multimedia	16
JOUR-UA 102.002 Journalistic Inquiry: Multimedia	14
JOUR-UA 102.003 Journalistic Inquiry: Multimedia	16
JOUR-UA 102.004 Journalistic Inquiry: Multimedia	14
JOUR-UA 201.001 The Beat: Reporting Downtown	14
JOUR-UA 201.002 The Beat: Food Writing	12
JOUR-UA 201.003 The Beat: Entrepreneurial NY	7
JOUR-UA 201.004 The Beat: Media Criticism	5
JOUR-UA 201.005 The Beat: TV NY Neighborhoods	16

JOUR-UA 301.002 Advanced Reporting: Data Journalism	14
JOUR-UA 301.003 Advanced Reporting: Advanced TV	15
JOUR-UA 301.004 Advanced Reporting: Profiling New York at Work	7
JOUR-UA 202.001 Methods and Practice: Point of View	12
JOUR-UA 202.002 Methods and Practice: Radio Reporting	8
JOUR-UA 203.001 Methods and Practice: Visual Reporting	11
JOUR-UA 204.001 Elective Reporting Topics: Data Journalism and Investigative Reporting	12
JOUR-UA 302.001 Production and Publication: TV Newscast	18
JOUR-UA 351.001 Honors: Advanced Reporting (Print)	3
JOUR-UA 351.002 Honors: Advanced Reporting (Broadcast)	10
JOUR-UA 501.001 Investigating Journalism: Ethics and Practice	119
JOUR-UA 502.001 Journalism Ethics and First Amendment Law	53
JOUR-UA 503.001 Journalism and Society: Women and the Media	24
JOUR-UA 503.002 Journalism and Society: Minorities in the Media	18
JOUR-UA 504.001 Journalism as Literature: Writing the City	14
JOUR-UA 504.002 Journalism as Literature: Journalism and the American Road	4
JOUR-UA 505.001 Issues and Ideas: Covering Sub-Saharan Africa	12

**17. Total expenditures from all sources planned by the unit for the 2017–2018 academic year:**

\$2,736,689 (includes adjunct, staff and student salaries and operating expenses); this is the only amount within control of the department.

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

3.0 percent decrease (due to adjunct salaries)

**Amount expected to be spent this year on full-time faculty salaries (excluding Distinguished Writers in Residence):**

\$3,618,411 (full-time faculty salaries only; does not include benefits).

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

Bazzi, Mohamad: Associate Professor  
Boynton, Robert: Professor  
Broussard, Meredith: Assistant Professor  
Conover, Ted: Professor

Dent, David: Associate Professor (50% appt. in Journalism)  
Edozien, Frankie: Clinical Associate Professor  
Fagin, Dan: Professor (on sabbatical fall 2017)  
Gordon, Meryl: Associate Professor  
Klass, Perri: Professor (on sabbatical fall 2017)  
Kroeger, Brooke: Professor  
Latty, Yvonne: Clinical Professor  
Linfield, Susie: Associate Professor  
Maloney, Jason: Clinical Associate Professor  
Mehta, Suketu: Associate Professor  
Newkirk, Pamela: Professor  
Penenberg, Adam: Associate Professor (on sabbatical fall 2017)  
Quigley, Mary: Clinical Professor  
Rock, Marcia: Associate Professor  
Roiphe, Katie: Professor  
Rosen, Jay: Associate Professor  
Samuels, Jason: Associate Professor  
Schellmann, Hilke: Assistant Professor  
Seife, Charles: Professor  
Shirky, Clay: Associate Professor (50% appt. In Journalism)  
Solomon, Stephen: Associate Professor  
Stephens, Mitchell: Professor  
Sternhell, Carol: Associate Professor  
Stone, Jane: Professor

Visiting Professor/Distinguished Writers-in-Residence (VP/DWR)  
Coates, Ta-Nehisi: DWR (teaches in spring semester only)  
Griswold, Eliza: DWR  
Hamill, Pete: VP/DWR (does not teach)  
Hotz, Lee: VP/DWR (does not teach)  
McBride, James: VP/DWR  
Oransky, Ivan: VP/DWR  
Rushdie, Salman: VP/DWR (teaches in spring semester only)



**19. 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	Spring 2017
Beirne, Rosemary	Bolick, Kathleen
Blankfeld, Keren	Borel, Brooke
Borel, Brooke	Butters, Andrew
Borst, Barbara	Calderone, Michael
Calderone, Joseph	Cassidy, Carol
Cassidy, Carol	Davis, Josh
Cogan, Brian	Dotan, Shimon
Daniels-Evans, Cora	Ebersol, Rene
Dwyer, John	Featherstone, Elizabeth
Ebersole, Rene	Flaherty, Francis
Eid, Kholood	Fraade-Blonar, Zoe
Featherstone, Elizabeth	Freeman, George
Fraade-Blonar, Zoe	Grinker, Lori
Franklin, Ruth	Hall, Stephen
Glasser, Charles	Handschuh, David E.
Grinker, Lori	Hochwald, Lambeth
Gluck, Jon	Jelly-Schapiro, Joshua
Hall, Stephen	Johnson, Kirsten
Hochberger, Ruth	Kapelman, Alex
Hochwald, Lambeth	Kaplan, David
Hughes, Virginia	Kloor, Keith
Jennings, Tom	McIntire, Michael
Kapelman, Alex	Mihai, Adrian
Kaplan, David	Miller, Caroline
Kloor, Keith	Moses, Harry
Liu, Betty Ming	Orbach-Smith, Vivien
Lloyd, Robin	Paulsen, Kenneth
Marcus, Chelsia	Peyronnin, Joseph
Marino, Nicholas	Quinn, Audrey
McIntire, Michael	Romig, Rollo
Mihai, Adrian	Rosenbaum, Philip
Miller, Caroline	Solloway, Sylvan
Mullany, Anjali	Stern, Fran
Parker, Ian	Tigas, Mike
Peretz, Eugenia	Varadarajan, Patanjali (Tunku)
Peyronnin, Joseph	Wayne, Leslie
Quinn, Audrey	Weber, Bruce
Rennie, John	
Rosenbaum, Philip	
Schifrin, Nick	
Seigel, Jessica	
Solloway, Sylvan	
Spungen, David	
Starr, Alexandra	
Stern, Fran	
Wayne, Leslie	
Westphal, David	
Willens, Kathy A	
Zak, Elana	
Zoepf, Katherine	

**20. 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 the major	
Year	Total Graduates	Number	Percent
2016-17 AY	120	120	100%
2015-16 AY	96	96	100%

Data as of 10/2/17.

## 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 Arthur L. Carter Journalism Institute (also known as the NYU Department of Journalism) became ACEJMC-accredited in 1968, and its graduate program began in 1975. A decade ago, the unit was designated as one of five targeted departments in the Arts and Science “Partners” program, which poured \$50 million into a hiring and facilities initiative, allowing the unit to expand its full-time faculty and move into a state-of-the-art space near Washington Square in Greenwich Village. In 2008, the department became a named institute (Arthur L. Carter once owned *The Nation* and the weekly *New York Observer*), joining institutes for mathematics and fine arts in the College of Arts and Science.

The institute has an extraordinarily strong professional orientation, with 28 full-time faculty, seven Distinguished Writers in Residence including Salman Rushdie and Pete Hamill, and liberal use of New York City journalists as adjunct faculty. Full-time faculty are expected to continue practicing the journalism they teach – often in book form – and this professional practice consistently leads to tenure and promotion.

All journalism undergraduates are required to complete a double major in Arts and Science, and the graduate level consists of nine distinct specialty programs. Enrollment has declined since the previous accrediting visit. In 2011, the institute reported 374 undergraduates and 277 graduate students. In 2017, the unit reports 239 undergraduates and 233 graduate students.

The institute’s mission statement reflects its location in the world’s media capital, calling the city “our great classroom.” From the philosophical mission statement: “At New York University we believe that journalists have a public mission to do compelling work that informs, engages and matters to the societies in which we live.... The Institute treats journalism as an essential aspect of the liberal arts tradition, a critical part of the public culture, our civil society. Serious journalism begins with the ideal of public service, a commitment to accuracy and fairness, and a belief that democracy can work only if its citizens are informed. We try to couple this sense of purpose to a sense of joy and the great satisfaction that comes from doing the job well.”

The unit holds strategic planning sessions for the full faculty every three years, guided by what the faculty determines to be the most important strategic issues and also by suggestions from the deans. The last one took place in 2014, resulting in a strategic plan for 2014-17 with themes focusing on undergraduate curriculum, participation in NYU Global Network campuses in Shanghai and Abu Dhabi, building faculty expertise in data journalism, supporting the summer Urban Journalism Workshop and efforts to recruit and support a diverse student body, and seeking more funding for graduate students. The next three-year strategic planning session is planned for spring 2018.

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

The faculty clearly oversees curriculum and educational policy in the institute through the periodic strategic planning sessions, monthly faculty meetings, and a variety of committees such as Curriculum, Diversity, Technology/Multimedia Planning, Ethics and Awards.

**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 institute has benefited enormously from steady leadership with orderly transitions. The current director is two months into the job. He is respected by both faculty and deans. His two predecessors each served six years apiece, and both remain on the faculty. The irony is that the accreditation review cycle matches the starting point for a new director. As a result, the former director played a significant role in the final preparation of the self-study and in acclimating the site team to the institute.

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

The director is appointed to a three-term term following a faculty process that involves internal nominations, presentations and then a vote. The chair is appointed by the dean of Arts and Science (at NYU, it's Science without an ending s) in consultation with the dean of Social Science and other deans, following an invitation for confidential feedback from each faculty member. In practice, directors can have one three-year renewal for a total of six years.

The institute has other leadership roles such as associate director, director of undergraduate studies, director of graduate studies and directors of each of the nine graduate concentrations. The unit also has 16 staff members. Eleven are administrators who supervise others, and five are clerical support. The unit's director of administration supervises all staff members and conducts formal reviews twice a year.

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

Concerns typically land on the doorstep of the director, although issues involving teaching or curriculum may go to the respective undergraduate or graduate program director. A clinical faculty member serves as a point person for contract faculty, and adjunct faculty are in a union. The director of administration typically handles staff issues. Student concerns commonly go first to the respective undergraduate or graduate program director.

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

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

The unit neither has a separate mission statement for its graduate programs nor does its strategic plan separate the professional graduate programs from its undergraduate program. The latest strategic plan does make the need for more funding for graduate students one of seven priorities of the unit.

In terms of strategic planning, the unit has extensive meetings every three years to discuss long-range planning. The last two meetings were in 2011 and 2014. Both primarily involved a rigorous discussion about the undergraduate curriculum. The 2014 meeting also looked at the existing graduate programs and the possibility of new offerings. The next meeting is scheduled for spring 2018.

As a department within Arts and Science, the unit points out that it is subject to the strategic plans and decisions of the entire A&S faculty, with limited control over aspects of its own growth and function.

The only major administrative change from the last accreditation visit is that two graduate programs (Reporting New York and Reporting the Nation) were combined into one: Reporting the Nation and New York.

**g) The unit has designated administrative oversight of the professional master's program as well as policies and procedures that ensure faculty oversight of educational policy and curriculum in the professional master's program.**

The director of graduate studies is a tenured associate professor who reports to the institute director. He oversees the nine professional graduate programs, each of which has its own director. The director of graduate programs meets several times a year with the specific program directors to track graduate applications and enrollment and discuss curricular issues.

The director of graduate studies is not directly involved in curricula review, which is primarily left to the discretion of each program director. The graduate studies director is responsible for making sure the standards for the overall master's program apply to each of the nine concentrations.

The other primary role for the director of graduate studies is to enforce the policies of the Arts and Science Graduate School and participate in meetings of all arts and science graduate directors. The unit acknowledges that having every program director be solely responsible for the outcomes of the nine different programs adds variability and complexity to the graduate programs, but the unit is comfortable in making each graduate program an individualized endeavor. The director of graduate studies is tasked with making sure each program is properly aligned with the overall goals of the unit.

Of the nine program directors, eight are tenured faculty members (six are associate professors and two are professors). A clinical professor leads the ninth program. Each of the program directors has direct oversight of the curriculum and chooses adjuncts. They also review applications and make admissions decisions for their programs.

## **Summary**

The unit has stability, shared governance and university respect. The institute director tends to serve six years, then hand off administrative responsibilities to a colleague upon returning to the faculty. The strategic planning process is orderly.

Undergraduate program: **COMPLIANCE**

Professional master's program: **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 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.**

Undergraduate journalism majors are required to double major in another discipline in earning the 128 credits required to graduate from NYU. The double-major requirement ensures that students meet ACEJMC's minimum of 72 semester credits outside of journalism. Double majoring forces students to fulfill another department's requirements and develop expertise in an area that they can explore in their reporting courses. But students said the requirement leaves them little margin for error as they attempt to graduate in four years from one of the most expensive universities in America. They said the demands of two majors also can make it difficult, if not impossible, to take advantage of study abroad opportunities.

**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 Arthur L. Carter Journalism Institute offers two undergraduate programs, both of which provide a balance between theoretical and conceptual courses: Journalism and Media Criticism. Both have five common core courses, but with foci that depend on their respective areas: Investigating Journalism: Ethics and Practice; Journalistic Inquiry: The Written Word; Journalistic Inquiry: Multimedia; The Beat; and Advanced Reporting.

The Journalism major requires at least eight 4-credit courses, for a minimum of 32 credits. Journalism Honors students can take up to 10 courses for a total of 40 credits.

### Journalism Program:

Students in the print and broadcast program must take five core courses for a total of 20 hours, plus three electives totaling 12 credits. The five core courses are Investigating Journalism: Ethics and Practice; Journalistic Inquiry: The Written Word; Journalistic Inquiry: Multimedia; The Beat (e.g., Neighborhoods, Millennials, Food, Hyphenated New York); Advanced Reporting (e.g., Data Journalism, New York at Work, On the Road); or the honors sequence of Advanced Reporting and the Senior Seminar.

### Media Criticism Program:

Students focusing on Media Criticism are required to take six core courses: Investigating Journalism: Ethics and Practice; History of the Media; Journalistic Inquiry: The Written Word; Journalistic Inquiry: Multimedia; The Beat (Media Criticism); and Advanced Reporting (Media Criticism). They also must take two electives.

The unit does not require undergraduate students to take stand-alone courses on media law or ethics. Earlier this year, it received approval from the University Undergraduate Curriculum Committee to eliminate its combined Ethics and First Amendment Law class from its required courses and to begin this fall to spread ethics and law instruction over several courses through interactive online modules. The ethics and law class is now an elective. Students also receive a handbook on Ethics, Law and Good Practice.

Undergraduate students reported being blindsided by the elimination of Ethics and First Amendment Law as a required course. This change was approved in April 2017 after registration for fall classes had concluded, and undergraduate majors were informed of the change during a subsequent drop/add period. By then, 60 or so students had enrolled in the course, and some dropped it when informed of the curricular change. Overall, students were unhappy with the communication process and complained that the late change impacted their ability to enroll in other courses in a timely manner.

Faculty decided, after much deliberation, to incorporate media law and ethics beginning with the gateway course, Investigating Journalism: Ethics and Practice. The unit also determined that the course would be offered in fall and spring semesters and that it would be taught by a senior faculty member. Three professors take turns teaching the course, which typically enrolls more than 100 students per semester.

A professor has developed six interactive online modules that students are required to complete in core courses. The six modules deal with the First Amendment; ethical violations in journalism (plagiarism, fabrication, conflicts of interest); privacy versus the public's right to know; libel, defamation and other potential civil entanglements; shield laws, protection of sources and prior restraint; sourcing of information and the ethical implications of anonymous sources; and copyright and fair use. This fall, the first four modules were assigned to students in the gateway course, Investigating Journalism: Ethics and Practice.

**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 institute has an outstanding group of faculty who are accomplished in the field, and it depends heavily on a corps of talented adjuncts, mostly still working in the industry. As such, they provide the unit with currency, instructing students on what's happening now in the news business.

But the sheer number of adjuncts – who outnumber and teach more courses than full-time faculty – has led to inconsistency in instruction, particularly in both Journalistic Inquiry skills courses addressing the written word and multimedia. Over the past several months, the unit has been trying to standardize syllabi in those courses, of which multiple sections are offered in both fall and spring semesters. The



undergraduate director is working with adjuncts to ensure that they are providing students with the basics of newswriting, while giving instructors the freedom to teach to their individual strengths. The move was prompted after faculty teaching Advanced Reporting courses – one of the last classes undergraduates take – noticed that students had uneven skill sets.

All undergraduate journalism majors are required to take Inquiry: Multimedia. After they complete the course, they choose a path, either print/online or broadcast. To ensure that students have access to the tools they need, the unit has invested in the purchases of drones, DSLR cameras, video cameras, LED portable lights, and 360 cameras. Students complained that they are limited to 24-hour checkouts, which they say is often not enough time to work on their stories. Students can obtain extensions of checkout time if an assignment requires travel or multiple days of work.

The unit also offers weekend workshops for undergraduates to refine and expand their digital skills. Popular sessions include instruction about HTML, data visualization, Adobe After Effects and social media. It also has trained staff who work with professors who lack multimedia skills. Some students expressed frustration that the workshops are offered only on weekends, when they are working at part-time jobs or at internships.

Multimedia specialists on staff visit classes and hold workshops to ensure students learn about digital tools. Some students said the program needs to integrate more digital skills into individual classes to teach students how to use Content Management Systems, HTML and CSS, and the various components of Adobe Premiere. They also said the program needs to embed more hands-on instruction with social media, audience engagement, pitching and entrepreneurship into courses.

**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.)**

The unit's student-faculty ratio in skills and laboratory sections are below the ACEJMC's requirement of no more than 20-1. Students said faculty typically are responsive and accessible. They also appreciate that many of the unit's adjuncts are working journalists who give them insight and tips on the news business as it is evolving.

**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 equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals. Students may take up to three semester courses (or their 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 unit does not require internships, but the majority of students take advantage of New York as a media center to land an extraordinary number of high-quality experiences. The unit's students are

impressive; they are passionate and intense. They are hardworking and determined to position themselves to succeed. It is the norm in the unit for students to have had as few as two or three internships and as many as a half-dozen or more.

Career Services vets the internships to ensure the opportunities meet the unit's standards before posting them. Key standards are whether students will actually be doing journalism during their internships, and whether employers can and want to teach them. Students must fill out a variety of forms, and must work with their intern supervisor to craft learning objectives. Students must receive approval before enrolling in the internship course.

NYU journalism interns have worked at ABC, The Associated Press, CBS, CNN, Huffington Post, ProPublica, The New York Times and VICE, among other news outlets. They also find and make their own opportunities.

To earn course credit, students must submit two "logs" about their experience. They must write a 500- to 600-word first-person essay and a 200-word review of the internship that is anonymous and shared with fellow students. During the internship, students are required to attend discussion groups. They receive a copy of the unit's Ethics Handbook. The sessions help Career Services determine how students are doing and to offer advice.

Generally, undergraduates reported that they had positive interactions with Career Services – the antithesis of how several students described their experiences with the previous academic adviser.

### **Summary**

The key strengths of the unit's curriculum are its place and its people. New York City provides a real-life reporting laboratory for coursework and internships. Its full-time faculty and adjuncts are distinguished and experienced, and its students are high-energy, high-achieving young men and women who know what they want. But they are stressed out by the demands of completing a required double major that precludes them from dabbling in other liberal arts and from taking additional journalism courses.

Undergraduate program: **COMPLIANCE**

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

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

The graduate programs at the Arthur L. Carter Journalism Institute are unique in that there are nine separate programs to which potential students apply. Each program has its own director who is

responsible for admitting students and developing the program curriculum and assigning faculty to teach in each program. While each of the nine programs are stand-alone, another way to describe them would be to call them subject-area concentrations or what the unit describes as “small specialized graduate tracks.” As a result, many of these concentrations share elective courses while others take graduate-level courses from other units on campus.

The nine programs/concentrations are small, boutique programs that have cohorts generally ranging from 10 to 15 students each year. The nine are:

1. Business and Economics Reporting; students also take required MBA courses at the Stern School of Business
2. Cultural Reporting and Criticism
3. Global and Joint Program Studies; students also take courses with their global studies partner department
4. Literary Reportage
5. Magazine Writing
6. News and Documentary
7. Reporting the Nation and New York
8. Science, Health and Economic Reporting Program
9. Studio 20: Digital First

All of the programs have courses unique to its specific program. For example, each concentration has an introductory writing and reporting course geared toward each program that only students from that program cohort can take. Some of the elective courses attract students from two or more programs.

In all cases, these programs easily meet the expectation that at least half are either professional skills courses or integrate skills and theory to the specific program of study.

**g) Instruction and curricular requirements for professional master's students are more advanced and rigorous than for undergraduate students, including courses open to both undergraduate and graduate students.**

Students in the graduate programs take courses separate and distinct from undergraduates. Those courses have more rigorous writing and reporting requirements and have deeper and more independent assignments. Many of the programs also require or suggest that courses be taken in other units. The graduate level also has an even stronger emphasis on professional internships. Unlike other universities where undergraduate and graduate students take the same courses but graduates are required to do more work, the institute offers graduate-only courses. In those rare instances where undergraduates are allowed into graduate courses, the undergraduates must receive special permission to take graduate-level courses.

Both students and faculty generally applaud the distinctiveness and different emphases of the nine graduate programs and say the curricula for the various programs prepare them well for their professional lives.

The one area for improvement, some of the students say, is more emphasis on digital and social media skills, since the profession is changing rapidly and there is concern that not all of the programs are keeping up with those changes.

In addition, each program deals with the teaching of journalism ethics and law differently. Only one program requires a First Amendment law course. Only three programs require an ethics course. Two programs require law or ethics. No program requires both law and ethics. Directors who don't require either or only one of the courses say law and ethics are interspersed within the curriculum depending on the class. Others said they have specific modules dedicated to teach law and/or ethics. Some of the graduate students said they did not consider the modules to be enough.

### **Summary**

The institute's nine graduate programs are well-run and attract high-achieving students who begin successful careers in journalism. All of the programs are well-regarded, and some are considered either the top or near the top programs in the country.

Professional master's program: **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 “NYU Journalism Diversity Plan 2017” states that “diversity is a well-known priority for the university” and the unit’s plan is to “not only follow but exceed the standards put in place by the University.” The unit’s diversity plan identifies the following priority areas:

- Increasing faculty diversity and scholarship
- Urban Journalism Workshop
- Curriculum
- Recruiting
- Special events

Although the four-page diversity plan failed to specifically define diversity, visits with faculty and students clearly revealed they value racial, gender, religious, physical and geographic diversity. Student group meetings included the voices of students from China and Australia. Like many journalism schools, this unit is dominated by female students, and there appears to be an increase in the number of diverse students from six years ago. The unit has 308 total undergraduate students, including 253 females representing 82 percent of the undergraduate student population. Based on data provided in the 2017 self-study, here is the breakdown by racial/ethnic mix for undergraduate students in the unit:

- 118 Whites, represent 38 percent of the undergraduate student population
- 19 Blacks represent 6 percent of the undergraduate student population
- 36 Asian/Pacific Islanders represent 12 percent of the undergraduate student population
- 51 Hispanics represent 17 percent of the undergraduate student population
- 52 Internationals (of any race) represent 17 percent of the undergraduate student population
- The remainder is a mix of two or more races or unknown

The unit has 242 total graduate students, including 173 females representing 72 percent of the graduate student population. Based on data provided in the 2017 self-study, here is the breakdown by racial/ethnic mix for graduate students in the unit:

- 92 Whites represent 38 percent of the graduate student population
- 15 Blacks represent 6 percent of the graduate student population
- 12 Asian/Pacific Islanders represent 5 percent of the graduate student population
- 19 Hispanics represents 8 percent of the graduate student population

- 88 Internationals (of any race) represent 36 percent of the graduate student population
- The remainder is a mix of two or more races or American Indian/Alaskan Native

Given the fact that NYU is a private university with a strong liberal arts tradition, some students expressed concern about a lack of socio-economic diversity. “There is no place on the application to say poor,” said one student. Another voiced a concern about the lack of diversity for politically conservative perspectives, although other students said those interest groups are emerging.

“There is much cultural, racial and ethnic diversity in New York, but I don’t see that reflected in the faculty,” said one student. Some students, particularly female and students of color, expressed concern that they had not had a class with a faculty member of color. Some students said far too many faculty members are white males in the program and may not be able to relate to their lived experience.

Of the 34 full-time faculty members listed in the self-study, 12 are women, meaning 35 percent are female, and 10 are people of color, representing 29 percent of the full-time faculty.

As for full-time staff diversity within the unit, six staff members are female and 10 are male, which means the staff is 38 female and 62 percent are male. As for racial/ethnic diversity in staff, 11 are white, two are Latin American, 1 West Indian, 1 Asian American and 1 African American.

**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.**

Overall, students said the curriculum was inclusive with opportunities to explore topics ranging from “Campaign 2016: Obama’s America” to “Reporting Africa” as part of the study abroad initiative in Ghana. The unit regularly offers more than a dozen classes to explore a variety of issues such as Women and the Media, Minorities and the Media, Reporting on Race: Covering the Middle East, Covering Sub-Saharan Africa, New York Neighborhoods and Writing Social Justice. Projects from an Honors class are impressive as they cover issues ranging from Cuban immigrants to the HIV crisis in Europe.

**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.**

Based on data in the self-study, the unit is making progress in diversifying its faculty. During the 2014-15 academic year, one African-American female was hired as an assistant professor in the tenure track. For the 2016-17 academic year, two diversity hires were made – one tenure track and one Distinguished Writer in Residence (an African-American male to start in spring 2018). A third diversity hire is pending, according to the unit’s director. Twelve women are full-time faculty members among the 34 full-time faculty identified in the self-study. See the summary below for the racial/ethnic mix:

- 24 of the full-time faculty are White (71%)
- 6 are Black/African-American (18%)
- 2 are Asian (6%)
- 1 is Hispanic/Latino (3%)

- 1 is of Middle Eastern descent (3%)

“We’ve come a long way, and we have a long way to go,” said one faculty member. The numbers below also reflect the fact that the unit has not diversified its Hispanic/Latino faculty despite the growing Hispanic/Latino population in the nation and target audience.

Roughly half of the part-time or adjunct faculty are female. There are a total of 65 part-time faculty listed in the self-study. Here is a summary of the part-time faculty by race/ethnic mix:

- 58 of the part-time faculty are White (89%)
- 4 are Black/African-American (6%)
- 3 are Asian (5%)

**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.**

According to the self-study, NYU admitted in 2017 its largest percentage of African-American and Latino/a students in more than 16 years. The Urban Journalism Workshop targeting high school students appears to be a recruitment tool that has promise to grow minority student enrollment. The unit has provided extensive support for student and faculty participation in a variety of minority journalism organizations such as the National Association of Black Journalists, the National Association of Hispanic Journalists and the Asian American Journalists Association.

Based on data in the self-study, the unit had 308 undergraduate students in the 2016-17 academic year. The percentage of undergraduate population for blacks (6 percent) and Hispanic students (17 percent) in the unit are higher than in the institution overall for the 2016-17 academic year. The percentage of undergraduate international students of any race was reported at 17 percent for the unit versus 24 percent for the institution at large during the 2016-17 academic year. It appears the unit and university are lagging in the recruitment of Hispanic/Latino students, who represent 29 percent of the population from the three states (New York, New Jersey and California) with the largest number of undergraduate students at NYU.

**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.**

“It’s a good place to work,” said one faculty member. The unit indicated no faculty or staff grievances are pending. Most of the staff has participated Diversity Zone Training, and professors routinely help students with special issues via the NYU Moses Center for Students with Disabilities.

Students also can tap into a variety of NYU resources such as the Center for Multicultural Education and Programs to the NYU Lesbian, Gay, Bisexual, Transgender and Queer Student Center.

**Summary**

The unit is clearly making a conscientious effort to adapt to diverse populations and incorporate inclusiveness and diversity in its culture via curriculum, hiring practices, faculty research and student recruitment efforts. It is important to note and applaud the fact that women and people of color are growing in proportion on the full-time faculty and moving up the ranks. For example, two full-time female professors have been promoted to full clinical professors. At least three people of color have been tenured since 2011, and at least one white female has been promoted to full professor. As the nation continues to diversify, it will be extremely important to diversify the faculty, including adjuncts, and staff to reflect the growing diversity in the student population.

Undergraduate program: **COMPLIANCE**

Professional master's program: **COMPLIANCE**

Table 7: Faculty Populations

Academic Year: 2016–2017 Full-time Faculty (34 total\*)

Group	Female	% of Total Faculty	Male	% of Total Faculty
Black/African American	2	5.9%	4	11.8%
White	9	26.5%	15	44.1%
American Indian/Alaskan Native	0	0.0%	0	0.0%
Asian	0	0.0%	2	5.8%
Hispanic/Latino (any race)	1	2.9%	0	0.0%
Native Hawaiian/Other Pacific Islander	0	0.0%	0	0.0%
Two or more races	0	0.0%	0	0.0%
Other race	0	0.0%	0	0.0%
International (any race)	0	0.0%	1	2.9%

\*Includes 6 Distinguished Writers in Residence



## **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 full-time NYU journalism faculty during the self-study year was composed of 23 tenured faculty members, one tenure-track faculty member, four clinical faculty, and six distinguished writers in residence. This does not include three new tenure-track faculty and two distinguished writers in residence that joined the faculty this year. Each semester the unit also has about 65 adjuncts, which NYU calls teaching professionals. In hiring full-time faculty members, the department follows the search procedure prescribed by the larger NYU Faculty of Arts and Science as well as overall NYU procedures. Under these procedures, the chair appoints a search committee, which narrows the field to three or four candidates. Current tenured and tenure-track faculty members then vote on the candidates, and a ranked list of the candidates is sent to the dean for approval.

In terms of part-time faculty, a faculty member serves as the adjunct coordinator with input from other faculty. On the graduate level, program directors do their own adjunct hiring through their own networks. No written criteria are in place for selecting adjuncts.

Student course evaluations provide feedback on courses taught both by full-time and part-time faculty. New adjuncts are evaluated both at the middle and end of the semester. Full-time faculty are observed during their first year by senior faculty, as are clinical faculty. Evaluation also occurs during the annual merit review process.

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

The institute's full-time faculty do not teach the majority of core and required courses. During the self-study year, the full-time faculty taught 45 percent of the undergraduate courses, up from 40 percent and 31 percent the two previous years. Three primary reasons account for why a majority of courses are not taught by full-time faculty: a teaching load of 2-2; emphasis on small class sizes; and a plethora of well-qualified adjuncts in the media capital of the world. The faculty reaffirmed in 2015 that all full-time faculty should try to teach at least one undergraduate class per year, and the unit's gateway course (Investigating Journalism: Ethics and Practice) is taught only by full-time faculty.

The full-time faculty are expected to produce high-caliber scholarship, which they do. While clinical faculty are not expected or required to publish, they do so regularly.

- 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.**

Faculty regularly publish books (including a Pulitzer Prize winner in 2014) as well as magazine and newspaper articles that keep them connected to the profession. In addition, the unit hires adjuncts who are working professionals in a variety of journalism outlets. The adjuncts that teach in the program are strong teachers in addition to being accomplished professionals.

Many faculty use their travel money to attend workshops and conferences.

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

Student evaluations are the primary way teaching is evaluated in the unit. In the case of new adjuncts, student evaluations are given at both the middle and end of the course. New full-time faculty members are observed in the classroom by senior faculty during their first year. Tenure-track faculty are observed during their third year and final-year tenure review. Clinical faculty are observed when they are up for reappointment. The College of Arts and Science also administers separate course evaluations, though they are similar to the institute's.

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

The faculty and students from the unit are highly regarded across campus, particularly since the undergraduates are required to have a dual major with another program in arts and science. The dean who oversees the journalism unit says he believes it is one of the top programs under his control and that he tries to provide it with whatever discretionary funds he has left each year.

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

- f) Faculty members teaching in the professional master's program meet the criteria for graduate instruction at that university.**

Each of the nine program directors teach at least one course a year in their graduate program. Eight of the nine are tenured faculty members. The ninth is a clinical professor. The adjuncts that teach in the various programs are hand-selected by the program director to ensure that students are receiving top-level instruction. It is the role of the graduate director to make sure that faculty teaching in the various programs meet the criteria for graduate instruction at NYU.

**g) Graduate faculty teach the majority of professional master's courses.**

During the self-study year, full-time faculty taught 48.8 percent of the graduate courses. In the preceding two years they taught 50 percent and 46.9 percent respectively. Many of the adjuncts who teach are award-winning journalists at the top of the profession. Each program director monitors the teaching performance of adjuncts.

**Summary**

The full-time faculty at the institute are high-achieving, well-regarded journalists/academics who balance teaching, research and service. All are committed to teaching at least one undergraduate class per year. They are supplemented by a cadre of outstanding adjuncts who would be the envy of most journalism programs.

Undergraduate Program: **COMPLIANCE**

**Summary**

The nine graduate program directors are deeply invested in their programs, and each program director teaches at least one course to their graduate cohort. When hiring adjuncts to teach other required or elective courses in the program, each program director personally selects and monitors an impressive array of adjuncts.

Professional master's program: **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.**

Faculty members consistently describe the climate as “supportive” for research, creative and/or professional activity. “It’s a really good life,” said one faculty member. During the 2016-17 academic year, faculty received \$137,250 in Faculty Arts and Science research funds, according to the self-study.

During the six-year review period, faculty documented 116 awards and honors ranging from the 2016 Pulitzer Prize for Nonfiction to Emmys. The unit has the most prolific publishing and creative record among faculty that this site team has seen in more than a decade of ACEJMC visits across the nation.

The unit documented more than 1,100 scholarship, research, creative and professional activities including 55 books, 687 articles in referred articles, 155 juried creative works and 109 articles in non-referred publications. That does not include 741 in the “other” category, including video and multimedia projects. For example, Emmy-award winning Jason Samuels was the producer for the Obama Revealed documentary on CNN. Faculty have found support for a variety of web-related projects such as Jay Rosen’s PressThink, an ongoing blog established in 2013, as well as Stephen Solomon’s First Amendment Watch, which was built and launched in 2017. Given the fact that NYU is in the media capital of the world, it is interesting to note there were 17 internal grants and 20 external grants documented over a six-year window. There could be more opportunity in the grant space.

During the six-year review period, more than 20 members of the faculty have taken sabbaticals, and the work produced is evidence of the faculty’s strong research productivity. For example, Charles Siefe’s book titled *Virtual Unreality* was published in 2014 and Pamela Newkirk’s *Spectacle: The Astonishing Life of Ota Benga* was published in 2015.

The faculty has many global thought leaders in journalism scholarship and professionals at the top of their fields who are actively engaged in the business of journalism. Dan Fagin won the 2014 Pulitzer Prize in General Nonfiction for *Toms River: A Story of Science and Salvation*. James McBride is a National Book Award Winner and earned the National Humanities Medal from President Obama. Mitch Stephens published three books in the last three years, including *Beyond News: The Future of Journalism* and *Journalism Unbound: New Approaches to Reporting and Writing*. As expected, faculty and student work has been published and produced in a variety of traditional legacy news and niche media ranging from *The New York Times* and *Washington Post* to BET and ProPublica.

While the faculty tends to be book-heavy in productivity, scholars also are working with students on impressive global storytelling projects as far away as Ghana to local projects such as the

Bedford+Bowery collaboration with *New York* magazine. Also, students benefit from graduate program directors in their specific areas of expertise. For example, Dan Fagin's Cooper Square Review website is devoted to "book reviews, essays and musings about science."

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

Faculty members said they are clear on research, creative activity and/or professional activity expectations for promotion and tenure. The unit has a clinical track as well as a tenure track. The unit also has an impressive stable of six Distinguished Writers in Residence. Literary giant Salman Rushdie, author of *The Golden House*, was on campus for the site visit. Ta-Nehisi Coates' book, *We Were Eight Years in Power*, already is on display and his name on an office he will inhabit in spring 2018.

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

Per the self-study, "Faculty are expected to produce intellectually grounded works of such high quality and in publications of such stature that they contribute to public knowledge and current debate on matters of general import and cultural significance."

A sixth-floor display showcases some of the most current awards and works produced by faculty and students. For example, the case displays Stephen Solomon's *Revolutionary Dissent* as well as the 2016 Online Journalism Finalist Award in the Pro-Am Student category for *Return to Chernobyl*, which was a collaboration with PBS.

**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.**

On the seventh floor of the unit's building at 20 Cooper Square, students and anyone who visits will see an impressive exhibit of more than 60 book jackets or posters celebrating faculty produced work ranging from Brooke Kroeger's book *The Suffragents: How Women Used Men to Get the Vote* to Adam Penenberg's *Viral Loop: From Facebook to Twitter -- How Today's Smartest Businesses Grow Themselves*.

Faculty often make presentations, host symposiums, conferences, video screenings and other events on campus and elsewhere to showcase their work and engage students as well as industry leaders. During the site visit, Mitch Stephens gave a guest lecture about his latest book, *The Voice of America: Lowell Thomas and the Invention of 20th Century Journalism*. Katherine Zoepf, author of *Excellent Daughters*, an international reporter and NYU adjunct journalism faculty member, screened and hosted a conversation for *Mosul: A Frontline PBS documentary* during the site team's visit on Nov. 13.

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

Faculty members consistently described the unit's climate as extremely supportive of intellectual curiosity, critical analysis and free expression.

The unit's self-study reads: "As writers, reporters, producers, and critics, we want our full-time and part-time faculty to continue to practice the journalism they teach, holding ourselves as well as the profession to the highest standards of public service and intellectual honesty." Faculty members said the unit is living up to the mission overall.

As a unit, faculty members consistently voiced support for their recent decision to end their relationship with NYU's Abu Dhabi campus, where the United Arab Emirates has denied a journalism faculty member a visa to teach. Several said they were disappointed that the NYU president did not take a stronger stance and support the faculty member. Administrators said few students are impacted by the UAE government's decision.

**Summary**

Students at NYU benefit from working with phenomenal faculty, who are extremely productive in their various fields. There is clearly lots to brag about as faculty have documented a truly amazing and stellar track record of scholarship, research, creative and professional activities over the last six years. Their work ranges from biographies to documentaries on contemporary issues such as the Black Lives Matter movement and war. In addition to producing 55 books, the faculty's work has been featured in publications and global media ranging from *The New York Times* and *Vanity Fair* to the History Channel and CNN.

Undergraduate program: **COMPLIANCE**

Professional master's program: **COMPLIANCE**

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				
		Full Professors (6)	Associate Professors (18)	Assistant Professors (1)	Other Faculty* * (10)	Totals (35)
Awards and Honors	116	38	52	4	22	116
Grants Received Internal	17	10	7	0	0	17
Grants Received External	20	12	4	2	2	20
Books, Trade and Otherwise, Sole- or Co-authored	55	18	26	0	11	55
Books Edited	14	3	7	0	0	14
Book Chapters	16	3	10	2	1	16
Monographs	1	1	0	0	0	1
Articles in Refereed Journals	687	127	505	12	43	687
Refereed Conference Papers	2	2	0	0	0	2
Invited Academic Papers	16	5	9	1	1	16
Encyclopedia Entries						
Book Reviews	18	2	16	0	0	18
Articles in Non-refereed Publications	109	6	2	0	101	109
Juried Creative Works†	155	25	32	0	98	155
Non-juried Creative Works	29	0	25	0	4	29
Other (please specify)	741	295	321	30	95	741

## 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.**

Faculty members play no formal role in academic advising. Instead, the unit has one staff position in a Student Advisement Center, and that staff member is new as of this fall.

Undergraduate students expressed frustration with the quality of advising in the unit and in the greater College of Arts and Science. Undergraduate journalism students are required to take a second major in the college, and course scheduling to fulfill requirements in both disciplines can be difficult. More than a few students shared stories of needing to add an additional semester or additional coursework after receiving incorrect information from the journalism adviser.

Undergraduate students also reported that some academic advisers in second majors attempted to steer them away from journalism and focus solely on the second major. Some students believed advisers in both locations were unaware of the requirements of the other and did a poor job in helping them navigate a path to graduation in the most efficient way possible. Students also expressed dismay at the inability to make exceptions, such as taking two courses concurrently if a long-term schedule dictated it. Students said the rigidity was particularly frustrating when facing high tuition rates and a desire to study abroad or undertake other initiatives.

The unit's long-time academic adviser was terminated in 2017, and a new student adviser was hired at the start of the fall semester. When the site team visited, she had been in her role for two months. The adviser was reviewing more than 200 files of current students. She is completing this work methodically and meeting with students along the way to share what she's found.

Undergraduate students must have the journalism adviser sign off on their registration plan each semester. The adviser submits a registration release after reviewing and approving a student's plan. This one academic adviser serves more than 200 students.

Directors of the graduate concentrations serve as academic advisers to their students. Graduate students say their directors know them well and were able to guide them into elective courses that fit their areas of interest. Some graduate directors invite colleagues into their courses to inform students of other course offerings.

The unit has a Career Services Center with three full-time staff members to assist undergraduate and graduate students. The center puts on networking events such as the "media mingle" and a career fair each academic year. The center administers student internships and oversees the creation of a learning agreement, mid-term evaluation and final assessment. Students say the center is well connected to alumni working in media in the New York area and does a great job in connecting students to



meaningful internships. The center also is known to be especially helpful in polishing resumes and cover letters.

**b) Faculty are available and accessible to students.**

Students say faculty are generally available to them outside of class via email. Faculty, both permanent and adjuncts, may teach only one or two days per week and have office hours on those same days. Undergraduates said some of the adjunct faculty – almost all of them working journalists – do not have time after class to answer student questions, but make themselves available by email.

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

Undergraduate students did not feel well informed about recent changes in requirements of the unit. In the last year, the requirement for a law/ethics class was removed from the curriculum to make room for an additional elective. Students said they were caught off-guard by the immediate change, and students who had taken the law/ethics course were told the course had become their additional elective. Both graduate and undergraduate students said they were well informed of the activities of the unit.

**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 NYU Journalism website offers a robust calendar of opportunities for students outside the curriculum, consisting of lectures, workshops and networking events. Bulletin boards in the facility are papered with information about contests, lectures and other events of interest. The unit reports its public space hosts events 2-3 times per week, bringing in top journalists from around the world and relying heavily, and rightly, on the world-class talent in the New York area. The unit has an annual career fair, a “media mingle” and a mentorship program available at student request. It sends a weekly newsletter to students informing them of journalistic programs offered across campus and in the greater New York area. The unit also sponsors students interested in attending national journalism conferences by accepting applications and choosing students for financial aid. Surprisingly, students were unaware of any student chapters of journalism organizations active at the institute.

Two faculty members serve as advisers to NYU’s independent student newspaper, *Washington Square News*. Undergraduate and graduate students produce “NYU Tonight” that airs on NYU’s closed-circuit TV channel as well as on the web. On the graduate level, the website Bedford + Bowery is the institute’s news site, produced in association with *New York* magazine. B + B covers five neighborhoods in Brooklyn and downtown Manhattan, and the website attracts 150,000 or more views a month. ScienceLine is an award-winning webzine run entirely by graduate students, and its mix of news, features, audio and video, and data visualizations attracts some 6,000 visitors a day.

**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 unit publishes undergraduate retention and graduation rates on its website. Both retention and graduation rates are strong in the undergraduate and graduate programs, with most falling in the 80-95 percent range.

Enrollment numbers are gathered, but there is no evidence those numbers have been analyzed. The unit's self-study in 2011 claimed 374 enrolled undergraduates; the 2017 enrollment is listed as 239 students. There was no mention in the self-study of that 36 percent drop in undergraduate enrollment.

The unit did institute a contraction of one graduate sequence. The magazine concentration director limited the number of enrolled students to 15 after finding a higher number too much to manage. That puts the concentration in line with other graduate specializations in the unit. Overall, the graduate program is down 44 students from its 2011 self-study (when there were 10 concentrations), a reduction of 16 percent.

The self-study and the students outlined a major barrier to student success – financial aid. For graduate students, no teaching assistant positions were budgeted for 2016-17, and the unit does not have journalism-specific scholarships.

The unit does not offer any scholarships directly to its undergraduate students. However, the college awarded \$96 million in undergraduate scholarships in 2015-16. Recipients are not identified by major.

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

**f) The unit has appropriate admissions and retention policies for the professional master's program. The retention and graduation data are published on the unit's website.**

The graduate concentration directors are allotted \$10,000 a year to spend on recruitment, student aid, equipment, materials or anything deemed necessary for the success of their students. Directors make the decisions on which students to admit to their specialty areas and take great care in welcoming a diverse group with a high likelihood of success in the profession. The master's program has outstanding retention and graduation rates, which are posted on the website.

### **Summary for the Undergraduate Program**

Academic advising has been a problem for years (this is the third time in four ACEJMC review cycles that Standard 6 has been found in noncompliance). The site team heard complaints from many students about the way poor advising had impacted them, and students felt ill-informed about curricular changes.

Seldom, if ever, had team members heard such vociferous criticism of advising, with specifics about its impact. The long-time academic adviser left in 2017, and a new student adviser began in the fall. The signs are encouraging, but the team believed it needed to analyze the situation at the time of the visit, and at that time a number of students expressed significant frustrations at their situations. Conversely, the unit's Career Services Office does an excellent job of connecting students to alumni for potential internships and jobs, and it communicates events and opportunities in a meaningful way.

Undergraduate program: **NONCOMPLIANCE**

### **Summary for the Graduate Program**

Directors of the nine graduate program concentrations advise their students, with great success. Twenty graduate students attending a session with the site team said their programs communicate effectively with graduate students about curriculum, jobs, internships and events.

Professional master's program: **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 unit has a detailed annual budget that addresses many of the items in its strategic plan. Full-time faculty salaries are part of the dean's account and not under the control of the unit.

However, several points in the strategic plan are not reflected in the budget. For example, the faculty stressed the importance of involvement in NYU's Global Network in the strategic plan, but it's unclear what, if any, financial resources were invested in evaluation, teaching, student aid and technology to improve journalism's participation.

The self-study pointed to the dearth of funding for student aid, especially at the graduate level. The budget allows no money for TA positions. The desire to make the master's program more affordable is stated in the strategic plan, and the solution outlined in that plan hinges on development of an online degree program. The online degree, aimed solely at international students, is seen as a money maker with profits being funneled back into graduate aid.

**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.**

The unit believes it is treated fairly by the college that controls the budgeting for full-time faculty. The unit launched a search for a tenure-track faculty member in 2016, with an emphasis on a diversity hire. The search committee found three outstanding candidates, and the college allowed the unit to make offers to all three. Two of the three have accepted the offers. One joined the faculty as of fall 2017, and the second will begin in fall 2018. The third is still considering whether to accept the position.

The unit does not engage in fundraising on an institute-wide basis, and has no full-time development officer. A previous unit director said she was actively discouraged from approaching donors. The current, newly appointed director does not consider development part of his official charge, but indicated his willingness to pursue it. Graduate directors have raised money from foundations for their programs – in the past year, for example, more than \$750,000 from the John S. and James L. Knight Foundation, Democracy Fund, and the Marjorie Deane Financial Journalism Foundation.

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

The facilities encourage group learning by making computers and open meeting spaces available throughout the two floors of the institute. Television news students work in an open area on the seventh floor with a television playing CNN and students talking across and over each other to replicate, as much as possible, a working newsroom. Most classrooms and the public meeting spaces are equipped with computers with the full suite of Adobe products on the desktops.

The television studio has challenges with the cooling system and the age of its set. The studio is configured to work as a traditional news set and is used only one day per week. One faculty member suggested the studio might be redesigned so students working on still photography, virtual reality, black box and 360 projects might also work in that space.

Graduate students have labeled nooks sprinkled among the faculty offices. Students were busy working, talking and otherwise interacting in these spaces during the time of the visit. Only graduate students are allowed to use the four video edit bays. Undergraduate students must use the public computers, which can present a noise problem for careful audio editing. Students also may edit on their own laptops at home with the very affordable Adobe Suite of software.

Faculty offices are adequate and private, and faculty have access to the equipment, software and materials they need to teach and complete scholarly work. Faculty are regularly allowed sabbatical leave for scholarship.

**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.**

Faculty reserve equipment for students in their courses, so when a student needs to check out a piece of equipment for an assignment, it is always available. Checkout is open from 9 a.m. to 8 p.m. Monday through Friday. One full-time staff member works the checkout desk with student workers rounding out the schedule. Students are allowed to take gear for 24 hours, which was described as a hardship for some students as they are not always on campus each day of the week. However, students can arrange for extensions of checkout time if the assignment requires travel or multiple days of work.

Students in video courses or concentrations expressed the desire for better cameras, both for field and studio work. The television studio is in standard definition, which was seen as a major drawback to students in the television news courses. The field cameras for the multimedia class are consumer-grade video cameras. The gear is regularly maintained and/or replaced.

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

Journalism has a dedicated librarian at the main NYU library who says students and faculty in the unit take full advantage of her position. She visits classes at the request of faculty and shows students how to effectively use the library and its resources.

The budget allocates \$47,000 a year for database access. Students and faculty expressed satisfaction with the library and information resources available to them.

**Summary**

Students have access to a fine facility with a wealth of software, equipment and accessories tailored to their courses and assignments. The unit should consider how it will acquire more equipment and cover

maintenance costs if more students and faculty embrace multimedia reporting across the curriculum. The program does not have a high-definition television studio, and a more-flexible use of the studio space may be worth considering.

Undergraduate program: **COMPLIANCE**

Professional master's program: **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 unit communicates with alumni mainly via an email listserv that alerts graduates to jobs or other updates about the program after they leave the university. Alumni often alert Career Services to job openings and internship opportunities. Graduates also are frequent guests in classes, and they attend professional networking events hosted by the unit, including the NYU Journalism Career Fair and Media Mingle. The unit also nurtures an alumni mentor network for current students. Alumni mentors return to campus to meet with and advise students.

To help it stay current in the field, the unit also taps its adjuncts, who mostly are working professionals. An adjunct listserv often facilitates exchanges of ideas about the curriculum. Some of the unit's alumni in New York have joined its adjunct corps.

Interaction with alumni has been uneven at times. Career Services is assigned to keep track of both undergraduate and graduate alumni, while providing career advice by reviewing cover letters and resumes and helping current students find internships.

Generally, the directors of the nine graduate programs do a good job of keeping in touch with their alumni, largely because their cohorts are smaller and they can develop closer, more long-standing personal relationships with those students.

**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 unit is located in one of the major media centers of the world. New York also provides students and faculty with a laboratory in which to learn about and contribute to telling the stories about the rich and poor, the powerful and the weak. It has sponsored short courses and workshops for students and the general public on everything from using multimedia tools to writing about science and medicine. It also partners with professional organizations to host conferences.

Because of its location, the unit can attract prominent journalists as Distinguished Writers in Residence who give back to the community by following their passions: James McBride runs a music program for children in the Red Hook Housing projects where he was born; Pete Hamill lends his writing skills to the Brooklyn Public Library where he spent time as a boy; and Farai Chideya has organized and participated

in panels about coverage of the New African Diaspora and women in technology.

The unit hosts a Joint Journalism and Communications Historian Conference every March, bringing together historians from across the country for a day-long seminar. Professor Brooke Kroeger was among a group of journalism historians who launched the American Journalism Historians Association's [suffrageandthedia.org](http://suffrageandthedia.org) database. The project received funding from NYU and Humanities New York, along with financial support from journalism schools at Temple University and the University of Maryland. Professor Stephen Solomon has created a First Amendment Watch website to generate public discussion of contemporary free speech and free press issues.

In addition, the institute is sponsoring a spring 2018 regional meeting of the National Association of Black Journalists.

**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 institute has provided financial support for faculty and students to attend professional journalism conferences, including UNITY, AAJA, NAHJ, ONA and NABJ. The unit also has funded students and faculty in reporting projects in New York and abroad and offers administrative support for a variety of awards that recognize student work.

The unit provides support for faculty projects with funding when it can, but this assistance mostly occurs with offers of office space and help with managing websites and completing administrative tasks. Such support ranges from providing administrative support for faculty reporting trips for their professional and academic work to hosting panels and talks organized or participated in by faculty. The unit also provides administrative support for fellowships overseen by faculty. Helping professors with websites is one of the unit's most significant contributions to its faculty. Their websites are hosted on the unit's server and managed by its full-time developer.

**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.**

The unit takes advantage of its location in New York to sponsor multiple events on a weekly basis on contemporary topics in journalism. It hosts conferences on journalism history, as well as workshops on science communications and multimedia skills.

Professor Jay Rosen has organized and participated in panel discussions on President Trump, the political divide and the press. The institute also hosts a speakers' series on issues intersecting science and journalism.

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

The unit has two signature programs for high school students: The Urban Journalism Workshop and Summer Journalism @ NYU. The Urban Journalism Workshop, in its third decade, hosts a diverse



group of 20 high school students from the five boroughs and nearby suburbs. They receive tuition-free training during a 10-day, boot-camp-style program. Summer Journalism @ NYU, began in 2011 under another name, provides students with experience in hyperlocal reporting during summer session classes. High school students account for two-thirds of the students in those classes.

Individual professors also regularly engage with high school students. For example, Professor Brooke Kroeger taps her expertise about Nellie Bly to work with middle- and high-school students who have chosen the famous pioneering journalist as the subject of their National History Day projects. Professor Mohamad Bazzi served until recently on the Board of Directors of Youth Communication Inc., a non-profit organization that provides training for New York City high school students interested in journalism. Other professors have taught high school students at Journalism @NYU and visited high schools to speak to students.

### **Summary**

The unit's faculty, both full-time and adjunct, are among the best in the news business. They are not only thinking big thoughts about journalism's future, but they are also contributing to the profession in its current form. The unit's adjuncts provide currency that both undergraduates and graduate students crave. Its three-person Career Services Center manages to mentor and guide many students in searches for internships and jobs, even after they graduate.

Undergraduate program: **COMPLIANCE**

Professional master's program: **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 unit embraces the 12 ACEJMC values and competencies and describes how each value and competency is addressed in undergraduate courses. For example, the gateway course is a vehicle for introducing students to freedom of speech and press, ethics, journalism history, diversity in domestic society, and the application of theory.

Many syllabi, though, do not specify learning outcomes, and syllabi certainly do not reflect common learning outcomes across multiple sections. The institute, then, is unable to verify that core and required courses address all of the professional values and competencies. In late September 2017, the institute’s new director appointed the associate director to oversee assessment efforts.

**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?**

In the self-study, Standard 9 reiterates the 12 values and competencies as the student learning goals, but the written assessment plan unfortunately loses sight of what these are. Instead, the document focuses on a plan to implement a greater degree of standardization across sections in the reporting sequence, implement an exam in the first reporting course to identify students needing additional help, and implement a series of online modules covering ethics, history, grammar/punctuation and First Amendment law.

All of this is admirable, but it’s not an *assessment process* that has been implemented to determine if students are graduating with the 12 values and competencies that the unit has embraced.

For example, the institute recruits two external evaluators to review dozens of capstone projects in terms of student reporting and writing skills. The capstone works are evaluated in four categories: news judgment, reporting/research, grammar and usage/visual sense, and structure/style. This is an excellent direct measure of assessment, but how does the unit similarly evaluate other values and competencies listed as student learning outcomes?

The assessment plan also lists aggregate internship evaluations by supervisors as a direct measure, yet the evaluation instrument doesn't include a broad range of student learning outcomes. Supervisors are asked to evaluate student interns in five categories: editorial judgment, initiative, organizational skills, ability to meet deadlines, and interpersonal skills. The unit could convert this into a full-throated direct measure of assessment by asking internship supervisors to evaluate students for all of the values and competencies – for instance, quality of research and writing, grasp of technology, application of ethical principles, understanding of legal issues, proper use of numbers and data, and the ability to think critically and creatively.

Neither direct measure, as implemented, attempts to discern if students are achieving the majority of the student learning goals.

As an indirect measure, the unit cites retention and graduation data, which indeed are impressive and on the unit's website. (Course evaluations, also listed by the unit as an indirect measure, do not qualify as a measure of student learning.)

As another useful indirect measure, the unit might consider periodically conducting an alumni survey where graduates are asked to assess the program's ability to prepare them well in terms of the 12 values and competencies.

**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 unit does this well, in its limited way that focuses only on student reporting and writing skills. As an example, when the external evaluators reported disappointing results from their assessment of capstone projects in 2016, the faculty decided to implement an assessment of student work earlier in the curriculum in hopes of identifying and intervening when student problems became known. It should be noted that, before the 2016 assessment, external review of student projects had last occurred at least five years previously.

On the graduate level, with nine distinct professional master's degree programs, the director of each program assumes responsibility for assessment. Similar to the undergraduate program, outside evaluators conduct capstone assessments in terms of research and writing, and internship supervisors provide feedback on student performance. Each graduate program director wrote a section in the self-study on assessment efforts, with most of those efforts stemming from internal evaluation of how best to prepare students for success.

The unit intends to invite new external evaluators on the next round, and some faculty suggest the need for a larger pool of evaluators, since the types of capstone projects can differ substantially, particularly with nine separate graduate programs.

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

This occurs sporadically, not systematically. The site team did not discern any regular communication with undergraduate alumni. One graduate program director stays in touch with some 400+ alumni, posts updates on an alumni page, and periodically conducts an anonymous poll of recent graduates to ask about their experiences in the program and what changes they would suggest. Another graduate program director stays in touch with alumni through a Facebook page. A college development officer estimates the unit has about 4,000 alumni.

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

The two external reviewers are professionals, and a number of adjunct faculty are working professionals who are involved in assessment conversations.

**Summary**

The unit tends to view assessment of student learning primarily through internal eyes rather than through external evaluation. This is true at both the undergraduate and graduate levels. The self-study includes an extensive review of courses and how faculty may revise them. But there is a scarcity of external evaluation that spans the 12 values and competencies endorsed by the unit. The unit is commended for its use of external review of writing projects, and next needs to think through how best to determine if students are achieving the other values and competencies. While professors engage in *course assessment* when they award grades, *program assessment* requires both direct and indirect measures that seek to evaluate student learning across the spectrum of the program and across the spectrum of the values and competencies.

Undergraduate program: **NONCOMPLIANCE**

Professional master's program: **NONCOMPLIANCE**

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

#### Summary

The Arthur L. Carter Journalism Institute has been consistent through accreditation cycles in this way: Its strengths remain strengths, and its weaknesses remain weaknesses. The unit offers students an intellectual home for the development of both critical thinking and skill sets, and the faculty is renowned as practicing journalists, often through books and other long-form works. NYU remains a leader in these regards. But weaknesses remain as well, particularly in student services and assessment of learning. (This is the third time in four cycles that Standard 6: Student Services has been out of compliance.) With the decline in undergraduate enrollment, the institute would be wise to focus deeply on what undergraduates need to grasp and be able to do in a fast-evolving media world, with the resources to accomplish student services with greater efficiency and support.

#### **1) Summarize the strengths and weaknesses of the unit.**

##### Strengths

- ❖ A prestigious and highly experienced permanent faculty, with accomplished adjuncts, who continue to be practicing journalists
- ❖ A prolific publishing and creative record among faculty
- ❖ Passionate, driven and high-achieving students
- ❖ Low student-faculty ratios that enhance personal instruction and learning
- ❖ A wealth of professional connections for students in the media capital of the world
- ❖ Good student access to faculty and adjuncts
- ❖ A reservoir of outstanding journalists as Distinguished Writers in Residence

##### Weaknesses

- ❖ A history of student advising deficiencies that impact student flexibility and completion
- ❖ Need to establish an assessment program that covers all designated values and competencies
- ❖ Ability to engage in fund-raising to benefit the institute and its students
- ❖ Lack of digital and social media integration in many courses
- ❖ A television studio that operates in standard-definition in an age of high-definition

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

Standard 6: Student Services

Standard 9: Assessment of Learning Outcomes

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

Regarding Standard 6, the unit needs to show that it has addressed deficiencies related to the advising process. Students were frustrated by confusion about what to take, and when, that they said impacted their ability to take electives or to study abroad as desired. (The institute has a new academic adviser this year who is working to address these deficiencies.)

Regarding Standard 9, the unit tends to rely on professorial evaluation of student work in classes as an assessment regimen. That's not the same as *program assessment*, which seeks to ensure that students understand and can apply by the end of their program the 12 professional values and competencies embraced by the unit. The unit needs to rethink and implement a comprehensive assessment program.

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

The unit needs to improve the advising of students so there is not curricular confusion on their part and needs to implement a comprehensive assessment program that addresses all values and competencies.

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

NA

**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.**

The undergraduate program was found in compliance on all standards in 2011-12. However, the site team listed two weaknesses: a limitation on the institute's ability to raise its own funds and an assessment plan not fully embraced by faculty. The first weakness remains, with the unit still desiring to be more entrepreneurial in fund-raising efforts. The second weakness has fallen into noncompliance as ACEJMC expectations related to the assessment of student learning become more rigorous.

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

The self-study was well-written, reflecting sophistication and style in discussing the institute's philosophy and programs, although some of the links did not work.

PART III: Summary by site visit team  
(Professional master's program)

**1) Summarize the strengths and weaknesses of the unit.**

Strengths

- ❖ Small, tight-knit cohorts in nine specialized programs of national stature
- ❖ Dedicated program directors who care deeply for the success of their students
- ❖ Students who will be leaders in journalism as the years unfold
- ❖ High-profile internships for graduate students
- ❖ A strong and successful alumni base

Weaknesses

- ❖ A need to establish an assessment program that covers all designated values and competencies
- ❖ Lack of digital and social media integration in many courses
- ❖ A need for more financial aid to support graduate students

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

Standard 9: Assessment of Learning Outcomes

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

The unit tends to rely on professorial evaluation of student work in classes as an assessment regimen. That's not the same as *program assessment*, which seeks to ensure that students understand and can apply by the end of their program the 12 professional values and competencies embraced by the unit and spanning nine graduate concentrations.

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

NA

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

NA

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

Standard 9 Assessment of Learning Outcomes was found in noncompliance by the 2011-12 site team, which cited "an assessment plan that has not been fully implemented." The plan has since been implemented, but fails to adequately cover all values and competencies.

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

Same as for the undergraduate program.