

Report of On-Site Evaluation
ACEJMC
Professional master's/Undergraduate programs
2018-2019

Name of Institution: **Columbia University**
Name and Title of Chief Executive Officer: **Lee C. Bollinger**
Name of Unit: **Graduate School of Journalism**
Name and Title of Administrator: **Steve Coll, Dean**
Date of 2018-2019 Accrediting Visit: **February 10-13, 2019**

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


Date of the previous accrediting visit: **Feb. 10-13, 2013**
Recommendation of the previous site visit team: **Re-accreditation**
Professional master's program: **Re-accreditation**
Undergraduate program: **N/A**
Previous decision of the Accrediting Council: **Re-accreditation**
Professional master's program: **Re-accreditation**
Undergraduate program: **N/A**

Professional master's program recommendation by 2018-2019 Visiting Team:

Prepared and submitted by:


Team Chair

Name and Title: **Marie Hardin, Dean**
Organization/School: **Donald P. Bellisario College of Communications, Penn State**

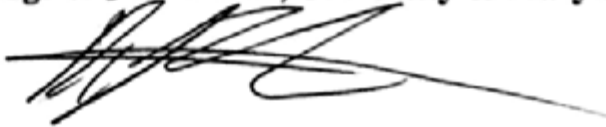
Signature 

Team Members


Name and Title: **Andrew Alexander, Visiting Professional**
Organization/School: **E.W. Scripps School of Journalism, Ohio University**

Signature 

Name and Title: **Rafael Lorente, Associate Dean for Academic Affairs**
Organization/School: **Philip Merrill College of Journalism, University of Maryland**

Signature 

Name and Title: **Toni Locy, Head**
Organization/School: **Department of Journalism and Mass Communications, Washington & Lee**

Signature 

PART I: General information

Name of Institution: Columbia University

Name of Unit: Graduate School of Journalism

Year of Visit: 2019

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

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

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

- Private
- Public
- Other (specify)

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

Columbia University was founded in 1754 as King's College by royal charter of King George II of England. It is the oldest institution of higher learning in New York State and the fifth oldest in the country. Founded with a bequest from Joseph Pulitzer, the Journalism School opened with an undergraduate program in 1912, and in 1935 became a graduate school offering an M.S. degree, so authorized by the New York State Board of Regents. The School began its Ph.D. program in 1998. The Regents authorized an M.A. degree in 2005. In April 2017, the State Education Department approved a new degree program: a Master of Science in Data Journalism, which will graduate its first cohort of 10 students in May 2019.

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:

The last accrediting visit took place over Feb. 10-13, 2013.

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

The unit was first accredited in 1948 by the American Council on Education for Journalism.

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

The Journalism School is a graduate-only institution. Our mission statement is as follows:

Columbia Journalism School's purpose is to educate and train students, from all over the world, to become accomplished professional journalists. The school prepares them to perform a vital and challenging function in free societies: finding out the truth of complicated situations, usually under time constraint, and communicating it in a clear, engaging fashion to the public. The school also educates scholars of communications and journalism, and, through a variety of activities aimed at the profession, functions as a significant guiding force in journalism and inculcates in its students the habit of thinking of themselves as leaders for change and improvement in the profession. The exemplary work in journalism of many of the school's alumni stands as a demonstration of its ability to produce leaders.

For more information, see [Missions and Goals for Student Learning](#).

7. What are the type and length of terms?

Semesters of 15 weeks (M.A. program and spring semester of M.S. program)

Quarters of 7 weeks (fall semester, M.S. program only)

Summer sessions of 15 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.

- Master of Science Degree
 - Stable Investigative Sequence
 - Documentary Sequence

- Master of Arts Degree
 - Arts & Culture Concentration
 - Business and Economics Concentration
 - Politics Concentration
 - Science Concentration

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

N/A

Credits hours required for a professional master's degree:

- M.S. Degree: Students must attempt 37 credits and pass 33.
- M.A. Degree: Students must attempt and pass 36 credits.
- M.S. Degree in Data Journalism: Students must attempt 46 credits and pass 43 (For informational purposes only; this program is not being reviewed in this cycle.)

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

Students cannot earn internship credits.

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

Undergraduate: N/A

Graduate:

- | | |
|---|----------------|
| ● Master of Science | Sheila Coronel |
| ● Master of Arts | Sheila Coronel |
| ● Ph.D. | Andie Tucher |
| ● Computer Science/Journalism Dual Degree | Sheila Coronel |
| ● Master of Science in Data Journalism | Sheila Coronel |

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

Master of Science in Journalism	191
Master of Arts in Journalism	40
Master of Science in Computer Science & Journalism	14
Master of Science in Data Journalism	10

Knight Bagehot Certificate in Economics and Business Journalism	10
Ph.D. in Communications	8

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):

N/A

15. Number of graduate students enrolled on-site: Online: N/A

Master of Science in Journalism - Full Time	191
Master of Science in Journalism - Part Time	59
Master of Arts in Journalism	40
Master of Science in Computer Science & Journalism	14
Master of Science in Data Journalism	10
Knight Bagehot Certificate in Economics and Business Journalism	10
Ph.D. in Communications (Full Time/Coursework)	8
Ph.D. in Communications (Dissertation preparation)	20
Spencer Fellows in Education Journalism	4
Lede	n/a (summer/fall only)

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

See table below for the number of students in each section of skills courses. The School does not offer online courses.

STUDENTS IN SKILLS CLASSES, FALL 2018					
Program	Section	Class_Name	Semester	Enrollment	Credits
M.S.	001	REPORTING	Fall 2018	16	6
M.S.	002	REPORTING	Fall 2018	15	6
M.S.	003	REPORTING	Fall 2018	14	6
M.S.	004	REPORTING	Fall 2018	15	6
M.S.	005	REPORTING	Fall 2018	13	6
M.S.	006	REPORTING	Fall 2018	15	6
M.S.	007	REPORTING	Fall 2018	13	6
M.S.	008	REPORTING	Fall 2018	15	6
M.S.	009	REPORTING	Fall 2018	16	6
M.S.	010	REPORTING	Fall 2018	16	6
M.S.	011	REPORTING	Fall 2018	15	6
M.S.	012	REPORTING	Fall 2018	15	6
M.S.	013	REPORTING	Fall 2018	16	6
M.S.	001	WRITING ABOUT THE ARTS	Fall 2018	9	3
M.S.	002	OPINION WRITING	Fall 2018	12	3
M.S.	003	NARRATIVE WRITING	Fall 2018	12	3
M.S.	004	WRITING AND STYLE	Fall 2018	11	3
M.S.	005	WRITING FOR THE EAR	Fall 2018	11	3
M.S.	006	800 WORDS	Fall 2018	12	3
M.S.	007	WRITING FOR THE EAR	Fall 2018	9	3
M.S.	008	WRITING ABOUT INTL ISSUES	Fall 2018	12	3
M.S.	009	SECRET STRUCT/NARRATIVE	Fall 2018	12	3
M.S.	010	NARRATIVE WRITING	Fall 2018	12	3
M.S.	011	WRITING ABOUT DEATH & DYING	Fall 2018	12	3
M.S.	012	WRITING ABOUT THE ARTS	Fall 2018	10	3
M.S.	013	TELLING TRUE STORIES	Fall 2018	12	3
M.S.	014	SOCIAL FAULT LINES	Fall 2018	12	3
M.S.	015	NARRATIVE NEWS FEATURES	Fall 2018	12	3
M.S.	016	WRITING WITH DATA	Fall 2018	10	3
M.S.	017	NARRATIVE WRITING	Fall 2018	12	3
M.S.	018	DEADLINE WRITING	Fall 2018	9	3
M.S.	019	ART OF THE PROFILE	Fall 2018	11	3

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M.S.	020	FEATURE WRITING	Fall 2018	12	3
M.S.	021	MEMOIR WRITING	Fall 2018	12	3
M.S.	022	WRITING TALK OF THE TOWN	Fall 2018	9	3
M.S.	001	IMAGE & SOUND: VIDEO I, DOCUMENTARY CONCENTRATION	Fall 2018	17	3
M.S.	002	IMAGE & SOUND: AUDIO	Fall 2018	13	3
M.S.	003	AUDIO	Fall 2018	14	3
M.S.	004	AUDIO	Fall 2018	12	3
M.S.	005	IMAGE & SOUND: DATA I	Fall 2018	13	3
M.S.	006	IMAGE & SOUND: DATA II	Fall 2018	13	3
M.S.	007	IMAGE & SOUND: DATA I	Fall 2018	12	3
M.S.	008	IMAGE & SOUND: PHOTO I	Fall 2018	12	3
M.S.	009	IMAGE & SOUND: PHOTO 1	Fall 2018	11	3
M.S.	010	IMAGE & SOUND: PHOTO II	Fall 2018	6	3
M.S.	011	IMAGE & SOUND: VIDEO 1 BROADCAST	Fall 2018	12	3
M.S.	012	IMAGE & SOUND: VIDEO 1 BROADCAST	Fall 2018	9	3
M.S.	013	IMAGE & SOUND: VIDEO 1 BROADCAST	Fall 2018	8	3
M.S.	014	IMAGE & SOUND: VIDEO 1 DOC/WEB	Fall 2018	12	3
M.S.	015	IMAGE & SOUND: VIDEO 1 DOC/WEB	Fall 2018	12	3
M.S.	016	IMAGE & SOUND: VIDEO I DOC/WEB	Fall 2018	13	3
M.S.	017	IMAGE & SOUND: VIDEO I DOC/WEB	Fall 2018	12	3
M.S.	018	IMAGE & SOUND: VIDEO I DOC/WEB	Fall 2018	11	3
M.S.	001	STABILE INVESTIGATIVE TECHNIQUES	Fall 2018	19	3
M.S.	002	INVESTIGATIVE TECHNIQUES	Fall 2018	15	3
M.S.	003	INVESTIGATIVE TECHNIQUES	Fall 2018	16	3
M.S.	004	INVESTIGATIVE TECHNIQUES	Fall 2018	16	3
M.S.	005	INVESTIGATIVE TECHNIQUES	Fall 2018	16	3
M.S.	006	INVESTIGATIVE TECHNIQUES	Fall 2018	15	3
M.S.	007	INVESTIGATIVE TECHNIQUES	Fall 2018	14	3
M.S.	008	INVESTIGATIVE TECHNIQUES	Fall 2018	16	3
M.S.	009	INVESTIGATIVE TECHNIQUES	Fall 2018	16	3
M.S.	010	INVESTIGATIVE TECHNIQUES	Fall 2018	16	3
M.S.	011	INVESTIGATIVE TECHNIQUES	Fall 2018	15	3
M.S.	012	INVESTIGATIVE TECHNIQUES	Fall 2018	16	3
M.S.	013	INVESTIGATIVE TECHNIQUES	Fall 2018	15	3
M.S.	014	INVESTIGATIVE TECHNIQUES	Fall 2018	16	3
M.A.	001	SEMINAR: ARTS & CULTURE JOURNALISM	Fall 2018	9	6
M.A.	002	SEMINAR: BUSINESS & ECON	Fall 2018	8	6

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		JOURNALISM			
M.A.	003	SEMINAR: POLITICS & GOVT JOURNALISM	Fall 2018	16	6
M.A.	004	SEMINAR: SCIENCE JOURNALISM	Fall 2018	7	6
M.A.	001	ESSENTIALS	Fall 2018	16	6
M.A.	002	ESSENTIALS	Fall 2018	14	6
M.A.	003	ESSENTIALS	Fall 2018	16	6
M.A.	001	EVIDENCE & INFERENCE SEMINAR	Fall 2018	40	3

STUDENTS IN SKILLS CLASSES, SPRING 2019					
Program	Section	Class Name	Semester	Enrollment	Credits
M.S.	1	Telling Stories in Sound	Spring 2019	12	6
M.S.	2	Literary Journalism	Spring 2019	11	6
M.S.	3	Magazine Writing	Spring 2019	16	6
M.S.	4	Visual Storytelling	Spring 2019	11	6
M.S.	5	Investigative Projects	Spring 2019	18	6
M.S.	6	Covering Race	Spring 2019	14	6
M.S.	7	Armies & Spies	Spring 2019	17	6
M.S.	8	Narrative Writing	Spring 2019	16	6
M.S.	9	Art of the Interview	Spring 2019	4	6
M.S.	10	Video Newsroom	Spring 2019	16	6
M.S.	11	Book Writing	Spring 2019	16	6
M.S.	12	China Seminar	Spring 2019	7	6
M.S.	13	Multimedia Design	Spring 2019	14	6
M.S.	14	Magazine Workshop: Trumplandia	Spring 2019	14	6
M.S.	15	Covering Religion	Spring 2019	15	6
M.S.	16	Journalist as Historian	Spring 2019	14	6
M.S.	17	Managing 21st Century Newsroom	Spring 2019	16	6
M.S.	18	Multimedia Storytelling: Covering Education	Spring 2019	11	6
M.S.	19	Computational Journalism	Spring 2019	19	6
M.S.	20	Covering Climate	Spring 2019	19	6

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M.S.	21	Human Rights Reporting	Spring 2019	12	6
M.S.	22	Covering Conflict	Spring 2019	12	6
M.S.	23	Investigating Mental Health	Spring 2019	16	6
M.S.	24	Narrative Social Issues	Spring 2019	15	6
M.S.	25	Covering Criminal Justice	Spring 2019	12	6
M.S.	26	Investigating Healthcare	Spring 2019	14	6
M.S.	27	Cross-Borders Investigation	Spring 2019	16	6
M.S.	28	Digital Longform	Spring 2019	15	6
M.S.	29	Covering Issues of Gender	Spring 2019	7	6
M.S.	30	Art of the Profile	Spring 2019	13	6
M.S.	31	Food Reporting	Spring 2019	13	6
M.S.	32	Business Reporting	Spring 2019	14	6
M.S.	33	Radio Workshop	Spring 2019	16	6
M.S.	34	Gendering Migration	Spring 2019	17	6
M.S.	35	City Newsroom	Spring 2019	18	6
M.S.	36	Covering Sports	Spring 2019	13	6
M.S.	37	True Crime	Spring 2019	16	6
M.S.	38	Doc Seminar	Spring 2019	16	6
M.S.	1	Journalism Essentials: History	Spring 2019	47	1
M.S.	2	Journalism Essentials: History	Spring 2019	49	1
M.S.	3	Journalism Essentials: History	Spring 2019	50	1
M.S.	4	Journalism Essentials: History	Spring 2019	52	1
M.A.	1	Arts & Culture	Spring 2019	9	6
M.A.	2	Business	Spring 2019	8	6
M.A.	3	Politics	Spring 2019	16	6
M.A.	4	Science	Spring 2019	7	6

17. Total expenditures from all sources planned by the unit for the 2018–2019 academic year:

\$42.668 million. (Note: This amount will change over the course of the year and does not match the Budget in [Table 11](#) which excludes specific activities and units.)

Give percentage increase or decrease in three years:

For the academic year ended June 30, 2016, the total expenditures from all sources was \$39.859 million. The planned expenditures from all sources for the academic year ending June 30, 2019, is \$42.668 million. The planned expenditures represent a 7% increase over the three-year period.

Amount expected to be spent this year on full-time faculty salaries: \$5,089,318

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

Full-Time Faculty, 2018-19			
	Name	Position/Title	Status
1	Alarcón, Daniel G.	Assistant Professor	Active
2	Alvarez, Maria V.	Assistant Professor	Active
3	Bell, Emily J.	Professor of Professional Practice	Active
4	Benedict, Helen	Professor	Active
5	Berman, Nina J.	Associate Professor	Active
6	Cobb, William	Named Professor	Active
7	Coronel, Mary Sheila S.	Named Professor of Professional Practice	Active
8	Cross, June V.	Professor	Active
9	Faryon, Joanne	Senior Lecturer in Discipline	Active
10	Freedman, Samuel G.	Professor	Active
11	French, Howard W.	Professor	Active
12	Gessen, Keith A.	Named Assistant Professor	Active
13	Gitlin, Todd	Professor	Active
14	Goldman, Ari L.	Professor	Active
15	Grueskin, William S.	Professor of Professional Practice	Active
16	Hajdu, David A.	Professor	Active
17	Hancock, Lynnell	Named Professor	Active
18	Hansen, Mark	Named Professor	Active
19	Holloway, Marguerite Y.	Associate Professor of Professional Practice	Active
20	Isabel, Lonnie	Senior Lecturer in Discipline	Active

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21	John, Richard R.	Professor	Active
22	Maharidge, Dale	Professor	Active
23	McGregor, Susan E.	Assistant Professor	Active
24	Narisetti, Raju	Professor of Professional Practice	Active
25	O'Kelley, Winnie F.	Professor of Professional Practice	Active
26	Schudson, Michael S.	Professor	Active
27	Segnini Picado, Giannina	Named Professor of Professional Practice	Active
28	Shapiro, Michael	Professor	Active
29	Solomon, Alisa	Professor	Active
30	Stewart, James B.	Named Professor	Active
31	Stille, Alexander	Named Professor	Sabbatical leave, Spring 2019
32	Tu, Duy Linh	Associate Professor Professional Practice	Active
33	Tucher, Andrea Jean	Professor	Active
34	Weiner, Jonathan	Named Professor	Active
35	West, Elizabeth B.	Named Professor of Professional Practice	Active
36	Williams, Paige A.	Named Visiting Associate Professor	Active
37	Khan, Azmat	Named Visiting Associate Professor	Active
* Does not include Nicholas Lemann and Dean Coll - both FT Named Professors on confidential payroll			

19. List names of part-time/adjunct faculty teaching at least one course in fall 2018. Also list names of part-time faculty teaching spring 2018. (If your school has its accreditation visit in spring 2019, please provide the spring 2019 adjunct list in the updated information.)

PART-TIME INSTRUCTORS, SPRING 2019		
	Last Name	Title
1	Anthes, Emily	Adjunct Assistant Prof.

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2	Arthur, Golda	Adjunct Assistant Prof.
3	Barclay, Dolores	Adjunct Associate Prof.
4	Becker, Jamie	Adjunct Assistant Prof.
5	Bennet, John	Adjunct Prof.
6	Berenstein, Erica	Adjunct Assistant Prof.
7	Blair, Gwenda	Adjunct Associate Prof.
8	Blum, David	Adjunct Prof.
9	Bogdanich, Walt	Adjunct Prof.
10	Boynton, Margaret	Adjunct Prof.
11	Bradley, Theresa	Adjunct Assistant Prof.
12	Bruder, Jessica	Adjunct Associate Prof.
13	Burrell, Janelle	Adjunct Assistant Prof.
14	Campbell, Collin	Adjunct Assistant Prof.
15	Chin, Alan	Adjunct Assistant Prof.
16	Clark, Alexis	Adjunct Assistant Prof.
17	Coyne, Kevin	Adjunct Prof.
18	DiCarli, Gilda	Associate
19	Eder, Steve	Adjunct Assistant Prof.
20	Elliott, Justin	Adjunct Assistant Prof.
21	Elorbany, Heba	Adjunct Assistant Prof.
22	Epstein, Randi	Adjunct Assistant Prof.
23	Faturechi, Robert	Adjunct Assistant Prof.
24	Fessenden, Ford	Adjunct Assistant Prof.
25	Foo, Stephanie	Adjunct Assistant Prof.
26	Garcia, Mario	Adjunct Prof.
27	Gebeloff, Robert	Adjunct Assistant Prof.
28	Gelb, Lisa	Adjunct Assistant Prof.
29	Gezari, Vanessa	Adjunct Professor
30	Golden, Timothy	Adjunct Assistant Prof.
31	Goldensohn, Marty	Adjunct Associate Prof.

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32	Gonzales, Jocelyn	Adjunct Assistant Prof.
33	Gorenberg, Gershom	Adjunct Prof.
34	Grabell, Michael	Adjunct Assistant Prof.
35	Gregory, Sean	Adjunct Assistant Prof.
36	Hassanzade Ajiri, Denise	Associate
37	Hershops, Sally	Adjunct Assistant Prof.
38	Hirt, Ben	Adjunct Assistant Prof.
39	Horne, Ellen	Adjunct Assistant Prof.
40	Hoyt, Michael	Adjunct Associate Prof.
41	Janisch, Jennifer	Adjunct Assistant Prof.
42	Kann, Peter	Adjunct Prof.
43	Khalil, Gregory	Adjunct Assistant Prof.
44	Kleman, Kim	Adjunct Associate Prof.
45	Kravitz, Derek	Associate
46	LaForgia, Michael	Adjunct Assistant Prof.
47	Lewin, Tamar	Adjunct Assistant Prof.
48	Lim, Julian	Adjunct Assistant Prof.
49	Lombardi, Kristen	Adjunct Assistant Prof.
50	Lowy, Patricia	Adjunct Assistant Prof.
51	Luhby, Tami	Adjunct Associate Prof.
52	Martin, Alyson	Adjunct Assistant Prof.
53	Matloff, Judith	Adjunct Prof.
54	McKenna, Christine	Adjunct Assistant Prof.
55	Meagher, Tom	Adjunct Assistant Prof.
56	Mintz, James	Adjunct Assistant Prof.
57	Morgado, Javier	Adjunct Assistant Prof.
58	Nelson, Daniel	Associate
59	Neureiter, Thor	Adjunct Assistant Prof.
60	O'Connor, Acacia	Associate
61	Ornstein, Charles	Adjunct Associate Prof.

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62	Ostfeld, Jennifer	Adjunct Assistant Prof.
63	Patel, Samir	Adjunct Assistant Prof.
64	Pearson, Jacob	Adjunct Assistant Prof.
65	Pergam, Andy	Adjunct Assistant Prof.
66	Perlman, Merrill	Adjunct Assistant Prof.
67	Piltzecker, Thea	Associate
68	Price, Jake	Adjunct Assistant Prof.
69	Protess, Benjamin	Adjunct Assistant Prof.
70	Resnick, Sarah	Adjunct Assistant Prof.
71	Robbins, Edward	Adjunct Assistant Prof.
72	Roberts, Fletcher	Adjunct Assistant Prof.
73	Robinson, James	Adjunct Assistant Prof.
74	Samaha, Albert	Adjunct Assistant Prof.
75	Samuelson, Tracey	Adjunct Assistant Prof.
76	Schoonmaker, Mary Ellen	Adjunct Assistant Prof.
77	Seave, Ava	Adjunct Prof.
78	Serwer, Andy	Adjunct Assistant Prof.
79	Shapiro, Ben	Adjunct Assistant Prof.
80	Sheingold, David	Adjunct Assistant Prof.
81	Singer, Amy	Adjunct Associate Prof.
82	Span, Paula	Adjunct Prof.
83	Stabiner, Karen	Adjunct Associate Prof.
84	Surowicz, Simon	Adjunct Associate Prof.
85	Tamman, Maurice	Adjunct Associate Prof.
86	Templon, John	Adjunct Assistant Prof.
87	Thompson, Gilda	Adjunct Associate Prof.
88	Tsiantar, Doris	Adjunct Associate Prof.
89	Wayne, Leslie	Adjunct Associate Prof.
90	Weber, Tom	Adjunct Assistant Prof.
91	Whiteside, Kelly	Adjunct Assistant Prof.

92	Wilson, Stanley	Adjunct Prof.
93	Young, Michael	Adjunct Assistant Prof.

Part-Time/Adjunct Faculty Appointments, Fall 2018		
	Name	Position/Title
1.	Abelson, Reed V.	Adjunct Assistant Professor
2.	Barclay, Dolores A.	Adjunct Associate Professor
3.	Barker, Kimberly	Adjunct Assistant Professor
4.	Becker, Jamie S.	Adjunct Assistant Professor
5.	Bedat, Alexia Claire	Associate
6.	Bellingham, Sarah B.	Adjunct Assistant Professor
7.	Bennet, John M.	Adjunct Professor
8.	Bockelman, Matthew	Adjunct Assistant Professor
9.	Bourin, Lennart	Adjunct Associate Professor
10.	Brown, Kenneth A.	Adjunct Assistant Professor
11.	Bruder, Jessica L.	Adjunct Associate Professor
12.	Chin, Alan S.	Adjunct Associate Professor

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13.	Clark, Alex L.	Adjunct Assistant Professor
14.	Clark, Alexis B.	Adjunct Assistant Professor
15.	Coyne, Kevin	Adjunct Professor
16.	Deutsch, Abigail M.	Adjunct Assistant Professor
17.	Eder, Steven D.	Adjunct Assistant Professor
18.	Elliott, Justin D.	Adjunct Assistant Professor
19.	Eshelman, Robert	Adjunct Assistant Professor
20.	Faturechi, Robert Farzad	Adjunct Assistant Professor
21.	Flatts, Rhon G.	Adjunct Assistant Professor
22.	Fuller, Andrea N.	Adjunct Assistant Professor
23.	Garcia, Mario R.	Adjunct Professor
24.	Gebeloff, Robert M.	Adjunct Assistant Professor
25.	Gelb, Lisa B.	Adjunct Assistant Professor
26.	Goldensohn, Martin R.	Adjunct Associate Professor
27.	Grabell, Michael J.	Adjunct Assistant Professor
28.	Gregory, Kia T.	Adjunct Assistant Professor

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29.	Hamelin, Eleonore	Adjunct Assistant Professor
30.	Hoyt, Michael J.	Adjunct Associate Professor
31.	Huseman, Jessica Lauren	Adjunct Assistant Professor
32.	Kantrowitz, Barbara	Adjunct Assistant Professor
33.	Karle, Stuart D.	Adjunct Professor
34.	Khan, Sofian	Adjunct Assistant Professor
35.	Klein, Adam	Adjunct Professor
36.	Kleman, Kimberly D.	Adjunct Associate Professor
37.	Kravitz, Derek R.	Associate
38.	Lim, Julian D.	Adjunct Assistant Professor
39.	Lombardi, Kristen M.	Adjunct Assistant Professor
40.	Lowy, Patricia	Adjunct Assistant Professor
41.	Luhby, Tami	Adjunct Associate Professor
42.	Maciulis, Anthony K.	Adjunct Assistant Professor
43.	Marconi, Francesco P.	Associate
44.	Marriott, Michel R.	Adjunct Assistant Professor

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45.	Milne-Tyte, Ashley	Adjunct Assistant Professor
46.	Mintz, James B.	Adjunct Assistant Professor
47.	Morrison, Blake R.	Adjunct Assistant Professor
48.	Neureiter, Thor K.	Adjunct Assistant Professor
49.	Ornstein, Charles A.	Adjunct Associate Professor
50.	Patel, Samir S.	Adjunct Assistant Professor
52.	Patino, Marie P.	Associate
53.	Perlman, Merrill D.	Adjunct Assistant Professor
54.	Piltzecker, Thea J.	Associate
55.	Podkul, Cezary P.	Adjunct Assistant Professor
56.	Regatao, Gisele C.	Adjunct Assistant Professor
57.	Robbins, Edward R.	Adjunct Assistant Professor
58.	Sanders, Christopher B.	Adjunct Assistant Professor
59.	Schapiro, Richard S.	Adjunct Assistant Professor
60.	Schoonmaker, Mary E	Adjunct Assistant Professor
61.	Schwab, Kristin K.	Adjunct Assistant Professor

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62.	Sheingold, David	Adjunct Assistant Professor
63.	Sholklapper, Sonja G.	Adjunct Assistant Professor
64.	Singer, Amy R.	Adjunct Associate Professor
65.	Span, Paula M.	Adjunct Professor
66.	Stabiner, Karen S.	Adjunct Associate Professor
67.	Surowicz, Simon	Adjunct Assistant Professor
68.	Syed, Nabiha	Adjunct Assistant Professor
69.	Taggart, Kendall	Adjunct Assistant Professor
70.	Usui, David K.	Adjunct Assistant Professor
71.	Vanasco, Jennifer L.	Adjunct Assistant Professor
72.	Wayne, Leslie D.	Adjunct Associate Professor
73.	White, Jeremy J.D.	Adjunct Assistant Professor
74.	Woodward, Taliesin	Adjunct Associate Professor
75.	Wu, Benjamin K.	Adjunct Assistant Professor
76.	Xenakis, Thomas D.	Adjunct Assistant Professor
77.	Zucker, John W.	Named Visiting Professor

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.

N/A --we offer only graduate degrees of 33 to 46 credits.

21. Schools on the quarter system:

For each of the last two academic years, please give the number and percentage of graduates who earned 104 or more quarter hours outside of journalism and mass communications.

N/A - we offer only graduate degrees of 33 to 46 credits. (The latter number of credits applies to our Master of Science in Data Journalism Degree, which admitted its first cohort this year. We mention this for informational purposes only, since this new degree is not part of this accreditation cycle.)

PART II — Standard 1: Mission, Governance and Administration

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

Unit performance with regard to indicators:

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

The School has a mission statement (updated in 2010) and participates in a robust strategic planning process that ties the budget to strategic goals. The dean meets at least once a year with the provost to discuss the School's strategic plan and provides narrative updates annually. A review of the School by the provost's office during the 2017-18 year was positive, noting that the School was successful in implementing elements of its strategic plan.

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

The School's Faculty Bylaws were updated in 2005 and call for monthly meetings and standing committees related to instruction, admissions and financial aid, appointments, student matters and discipline, and long-range planning and budget. Some faculty noted, with various degrees of concern, that they are not always privy to decisions being made by the dean and administrative team about priorities for the School. However, most faculty said the School has a healthy environment for shared governance.

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

The dean, Steve Coll, is a Pulitzer Prize-winning journalist who has been leading the College since 2013. He is highly regarded across the School for his strategic vision, responsiveness to faculty concerns, and engagement in the life of the School (he teaches and participates in the assessment process). His leadership team, especially the academic dean, is also well regarded. "There is exceptionally strong leadership here. They're thinking about what can make the School better all the time," said a faculty member. The provost also praised the dean, calling him an "extraordinarily strong administrator."

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

The university has a process for selecting unit administrators. Deans, who act as "chief executive officer" of an academic unit, are appointed by the Trustees upon nomination of the university president and serve for "unspecified terms of office." The dean and School went through an institutional review,

during the 2017-18 academic year. That was, by all accounts, a successful review of the dean's leadership and the governance and direction of the School.

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

The School uses the university's established guidelines and protocols to address concerns from students, faculty and staff.

SUMMARY: The School's mission focuses on training students to become accomplished professional journalists, educating scholars of communication and journalism, and being a "guiding force in journalism." Its leadership is highly regarded internally and externally, and faculty are engaged in the life of the School. The School is executing a strategic plan with elements focusing on enrollment, curricula and programming.

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

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

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

Unit performance with regard to indicators:

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

N/A. Columbia is a master's only program.

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 self-study demonstrates that the curriculum of the master of science and the master of arts degrees both require a balance of theoretical/conceptual and skills courses.

The courses in the M.S. explicitly cover ACEJMC's 12 values and competencies. The M.A. degree attracts students with journalism experience and takes for granted that they "know the rules of the road" when it comes to law and ethics, so there are no stand-alone courses that address these values and competencies. Students said they get some journalism history instruction, but it is not formalized in a single course.

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.

To its credit, the School instituted a revised curriculum after the last visit that eliminated print and other silos and provides students with a number of options in audio, computational journalism, data, photo and video. The School has been creative about teaming faculty members with subject area expertise with faculty members who have technical skills, allowing for richer classes. Courses such as "The Journalism of Ideas" feature two faculty members, one who directs much of the conceptual teaching and another who teaches students how to produce a podcast.

Students repeatedly said they are impressed by the choices available and the rigor of the program. "I've never worked so hard in school," one said.

Quality teaching is one of the main criteria for merit raises. Both students and faculty said the School's culture places a high value on teaching.

The School's classes are Pass/Fail. Outstanding students are rewarded with honors designations. At the end of the year, students who receive multiple honors are eligible for prizes, including substantial financial awards.

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.)

Student-faculty ratios do not exceed 20-1 in any of the skills courses.

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

The program can be completed in less than one year, and therefore does not require or provide credit for internships. The career services office provides extensive assistance for students seeking internships and jobs after graduation.

For units requesting evaluation of a professional master's program:

Indicators:

e) 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.

At least half of the required credit hours in the M.S. and M.A. programs are in professional skills or integrate theory/concepts and skills.

The M.S. takes 10 months to complete. Students must attempt 37 credits and pass at least 33. The program accepts students with little experience and aims to prepare them for careers as journalists and journalism entrepreneurs immediately upon graduation. All students begin with a reporting module that provides students with the basics, including how to find a story, how to gather and evaluate information, and how to write and use basic digital technologies such as photo and video. Several students commented that the number of written assignments in the course depended on the professor, making the experience in this core course varied. In Fall 2018, the School implemented a set of "minimums" for drills and stories for each section.

A seven-week module in writing, a seven-week module in audio, data, photo or video, and a seven-week module in investigative techniques are all required. Students also take one-credit each in journalism business models, ethics, law and history. The Thought Leaders series, required of M.S. students, features lectures on press freedom, racial issues and more.

Students take two, 15-week seminar and production courses on topics such as Gender and Migration, and skills such as Book Writing. The Master's Project, where students work on projects with advisers, completes the degree.

Students in the M.S. program may also apply for two specializations—The Stable Investigative Program and The Documentary Program. Stable students take skills courses and seminars in investigative reporting. The documentary program requires an extra semester for students to complete their films.

A graduate of the M.S. program said: “I came to Columbia because I felt there were more things I needed to know before I jumped into a full-time job. Columbia was like a good safety belt. I could learn to drive without paying too badly for my mistakes. . . . There are real and actual things I can point to in my career that I do not think would have occurred, or not have occurred as quickly, had I not gone to Columbia.”

The M.A. degree is intended for journalists with three to 15 years of experience in the field who are looking to gain the kind of in-depth knowledge needed for specialized reporting in one of four topic areas—Arts and Culture, Business and Economics, Politics, and Science. Students must complete 36 credits. Students take intensive seminars related to their concentration, as well as courses that help develop statistics and academic research skills. They take up to three graduate courses outside the School of Journalism and must complete a thesis—“a significant reporting project that results in a piece of longform journalism.”

Graduates of the M.A. program praised its rigor, the faculty and advisers, and its impact on their careers. “Exactly what I needed professionally,” one of them said.

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.

The program is graduate only.

SUMMARY: The School offers only graduate degrees, two of which—the M.S. and M.A. in Journalism—are under review. Each degree program requires students to complete a mix of skills and conceptual courses, with the M.A. program designed to give experienced journalists the chance to specialize in topic areas through graduate courses in other areas of the university. The M.A. program does not require students to earn credit in courses that focus on issues of law and/or ethics. The School has also taken steps to address unevenness in the requirements in its basic reporting class for the M.S.

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

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 unit's mission statement says the School is committed to producing journalists with "an ability to appreciate the ethnic and cultural diversity that comprises humankind." Its website also links to Columbia University's non-discrimination policy, which makes a strong commitment to an academic environment that is inclusive. The School has been attentive to ensuring that diversity is addressed in its teaching. This is done by trying to make certain that syllabi include reading assignments that reflect diversity, as well as paying attention to diversity among guest speakers.

Over the period of this most recent re-accreditation cycle, the School has detailed its successes—and acknowledged its challenges—in several diversity reports. The reports focus on students, curricula and faculty.

In August of 2015, it adopted a three-year diversity plan building on a similar one from several years earlier. The 2015 plan reported "significant strides toward incorporating diversity goals into our curriculum and hiring practices." The School produced a midpoint self-evaluation document in 2017 and then adopted a five-year plan in 2018.

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.

A broad review of course syllabi suggests faculty members address the importance of diversity and inclusiveness, both in the classroom and in course materials. Many syllabi include reading assignments that specifically address the importance of journalism that accurately reflects the broad spectrum of race and culture.

In group meetings with the site team, numerous students referred to class assignments that required them to embrace diversity. One told of students being assigned to visit ethnic neighborhoods in New York City and find stories that reflected cultural diversity. Another told of being assigned to interview people "who don't look like me."

Several students noted that the School needs greater attention to ideological diversity through reading assignments and guest speakers who reflect conservative viewpoints. This was raised with the dean in a

“town hall” meeting where students could ask questions and raise concerns. Students said the dean readily agreed with the need for more ideological diversity. At least one professor has, through Skype or on-campus visits, featured an editor from an Appalachian Ohio newspaper who has talked about the need for better understanding of rural audiences. Several students told the site team that they would welcome more speakers reflecting this socio-economic diversity.

In their annual activity reports, faculty members were required to describe how they incorporated diversity in their teaching. Also, in course evaluations the School asks students about diversity in guest speakers and reading assignments. An examination of student feedback for the 2018 spring and fall academic terms shows broad—but not universal—attention to diversity in the classroom. On a course evaluation form, one student wrote: “Some of the most remarkable investigative journalists of the New York Times visited our class. However, I wish the professors would have invited investigative journalists from other media outlets, other cities, and even other countries. All of our guest speakers were of the same race, American and had the privilege to report for the most important newspaper in the country. I hope that next year professors will invite people from different races, nationalities, and backgrounds to the class.”

On the question of whether guest speakers were diverse, close to 70 percent of student responses listed “Agree” or “Strongly Agree.” On the same question, close to 7 percent said they “Disagree” or “Strongly Disagree.” On assigned readings, 75 percent said they “Agree” or “Strongly Agree” they addressed diversity. About 12 percent said they “Disagree” or “Strongly Disagree.”

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

The School’s self-study states that diversity in hiring is a “mandate” given to its Committee on Appointments, which takes “proactive steps to seek diverse candidates.” The self-study says, “In the past six years, we hired eight full-time professors: Four of them are women, two are Hispanic, one is African-American, and one is Asian-American.”

“Given that we do not hire many new professors, we use our two visiting professorships as a way to enhance faculty diversity,” it continues. “Our visiting professors have included many accomplished women and journalists of color.”

For 2017-18, there were 40 full-time faculty members, equally divided between female and male. Of the 20 full-time female faculty members, eight (40 percent) were of underrepresented groups (five domestic and three international). Of the 20 full-time male faculty members, eight (40 percent) were from underrepresented groups, predominantly domestic.

For 2017-18, the gender breakdown of part-time faculty was 47 percent female and roughly 53 percent male. About 72 percent were white, with the others self-identifying from underrepresented groups or international. (The latest female/male percentages for 2019 are about the same. But the percentage of white part-time faculty has climbed to 79 percent.)

These percentages indicate a faculty that, statistically and broadly defined, may be seen as diverse.

That said, the School acknowledges that it continues to struggle with the persistent need to increase the proportion of tenured women and tenured faculty from underrepresented groups. The percentage of female tenured faculty was out of balance during the last accreditation visit (28.6 percent in 2013) and declined to 25 percent in 2018 and remains at that level for 2019. Further, a racial imbalance exists, with 2019 data showing that 85 percent of tenured full-time faculty are white, and only 15 percent are underrepresented minorities.

In a meeting with the site team, the university's provost acknowledged the insufficient numbers of female tenured full-time faculty and those from underrepresented groups, noting that it has been difficult to narrow the disparity because there have been limited vacancies. "If you don't have a lot of positions to fill, you have to work with what you have," he said.

The most recent accreditation site team report, in 2013, noted the School's performance on the "Diversity and Inclusiveness" standard as it related to faculty from underrepresented groups. While awarding compliance, it said that the previous re-accreditation team in 2007 had recommended that the unit "continue pursuit of greater faculty diversity." But in 2013, six years later, "the percent of minority faculty has barely moved."

The School's 2015 three-year plan, however, reported "significant strides" in hiring practices. It noted that during the most immediate three-year period, "all of our new hires to faculty positions, including tenure-track and visiting professorships, have been women or under-represented minorities." The university also had granted the School special "diversity funding" to recruit a full-time tenure-track faculty member from an underrepresented group and had hired a full-time Senior Lecturer in Discipline from an underrepresented group.

The 2015 plan committed to diversifying faculty. But it noted that this "will be challenging," for several reasons. There would be few hiring opportunities in the coming years, it said, because "limited turnover" was anticipated in full-time faculty. And class sizes were being reduced; thus, "no urgent need to increase faculty size." The 2015 report also noted that during the previous three-year period two of the School's tenure-track female faculty members—one from an underrepresented group—had not received tenure.

Notably, the 2015 plan included a goal to increase the proportion of females and underrepresented groups among tenured faculty. This was to be done, in part, by enhancing the pipeline of tenure-track "junior hires" through seeking waivers and funding for "target-of-opportunity hires," as well as "broader and more extensive searches" for diverse candidates. The plan also called for increasing female and underrepresented groups among the adjunct faculty.

A "Mid-Point Progress Report" issued in March of 2017 acknowledged: "Unfortunately, we have not been able to increase the proportion of female and underrepresented minority faculty in the tenured ranks at this point of the three-year plan period." Progress was noted in increasing gender diversity among adjunct faculty, with the number of women growing. But it acknowledged, "we have not been as successful with increasing the proportion of under-represented minority faculty in our part-time ranks," with only 14 percent identifying as members of underrepresented groups.

In August of 2018 the School adopted a "Five Year Diversity Plan." Its top goal remains: "Increase the proportion of female and underrepresented minority faculty in tenured ranks." Again, the School hopes to achieve this by targeting more "junior rank" hires who, once tenured, would move the needle on increasing

female and underrepresented minorities. As in the two previous documents, this plan calls for increased “professional development” (such as mentoring) for tenure-track faculty, including providing them with a “mid-point review” in hopes of ensuring they are on the path to receiving tenure. Additionally, the plan restates previous goals of improving diversity among adjunct faculty.

This latest Five Year Diversity Plan states that its goals are “ambitious yet achievable.” It notes that as of the August 2018 adoption of the Five Year Diversity Plan, the School had “five tenure-track faculty members, one of whom was hired this past year with the support of diversity funds from the University.” Over the five-year plan period, it expects to “put forward at least two tenure cases of female faculty.” The School also expects at least two, and “possibly more” retirements during the five-year period, which will create opportunities for diversity hires. And it “hopes to raise incremental faculty chairs through campaign fundraising.”

Data show that for the three academic years from 2015-2018, the School had 14 openings for full-time faculty. For those three years, 36 percent of applicants in the hiring pool were women. Offers were made to eight of them and all were accepted.

For the same period, candidates from underrepresented groups accounted for 25 percent of the hiring pool. Offers were made to seven and all were accepted.

Data for 2019 offer optimism for improvement in the percentage of women and underrepresented tenured faculty. The pool of tenure-track, full-time women faculty now stands at 60 percent. And 40 percent of the tenure-track full-time faculty members are from underrepresented groups.

Will progress be made by the time of the next reaccreditation visit? The site team notes that each of the School's three diversity reports, dating to 2015, have pledged to do a better job of providing mentoring to tenure-track faculty. But in interviews, a number of faculty members said little to no progress has been made. In one case, a tenure-track faculty member said she was assigned a non-tenured mentor. She also asserted that her requests for a formal review were not honored until her sixth year on the tenure track. Several tenured faculty members said the School has done a poor job of providing mentoring for those pursuing tenure. “It's been very weak,” said one, adding: “It's not just assigning a mentor. The mentor has to be committed. There has to be a process of deep engagement, and that's been missing.”

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.

Because of its reputation, the School draws students from around the nation and the globe. Its self-study accurately identifies its service area as “worldwide.” Its student population is diverse.

In the current academic year, 39 percent of the student body comprises international students, and they come from 31 countries. Of the roughly 90 international students, 14 are from India, 12 from China, 11 from Canada and nine are from the United Kingdom.

The 143 American students enrolled in the current academic year account for the remaining 61 percent of

the student body. They come from 26 states, with roughly half (71) from the state of New York. Of this domestic cohort, 34 percent self-identified as students of color. Among them, 29 are Hispanic/Latino, 23 are African American and 21 are Asian.

In its self-study, the School says it “actively recruits a diverse student body” through job fairs and conferences for journalists of color, as well as at historically black colleges, those with high concentrations of Hispanic students and other universities known to have diverse student populations. In addition, it says alumni “identify top candidates for us.”

The student body is heavily female. The dominant concentration of female students is out of sync with the gender mix of the full-time faculty, which currently is 75 percent male. As one professor said, “There is a disparity between who we are as a faculty, and who we teach.”

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.

In its discussions with faculty, students and administrators, the site team found no concerns in this area.

Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. institutions are located.

SUMMARY: Broadly defined, the School is diverse in faculty and students. It has a plan and monitors its progress. It clearly pays attention to diversity in the classroom, whether through its syllabi or guest speakers. Although the School has made several hires in the past two years that have diversified its faculty ranks, it has not made progress in diversifying its female and underrepresented tenured faculty. And it found that its mentoring of tenure-track faculty during the reaccreditation period was deficient.

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

COMPLIANCE

Table 7. Faculty Population, Full-time and Part-time

Academic year: 2017–2018 Full-time faculty

<u>Group</u>	<u>Female</u>	<u>% of Total Faculty</u>	<u>Male</u>	<u>% of Total Faculty</u>
<u>Black/African American</u>	<u>1</u>	<u>3%</u>	<u>3</u>	<u>8%</u>
<u>White</u>	<u>12</u>	<u>32%</u>	<u>12</u>	<u>32%</u>
<u>American Indian/Alaskan native</u>	<u>1</u>	<u>3%</u>	<u>0</u>	<u>0%</u>
<u>Asian</u>	<u>1</u>	<u>3%</u>	<u>2</u>	<u>5%</u>
<u>Hispanic/Latino (any race)</u>	<u>2</u>	<u>5%</u>	<u>1</u>	<u>3%</u>
<u>Native Hawaiian/other Pacific Islander</u>	<u>0</u>	<u>0%</u>	<u>0</u>	<u>0%</u>
<u>Two or more races</u>	<u>0</u>	<u>0%</u>	<u>0</u>	<u>0%</u>
<u>Other race</u>	<u>0</u>	<u>0%</u>	<u>0</u>	<u>0%</u>
<u>International (any race)</u>	<u>3</u>	<u>8%</u>	<u>0</u>	<u>0%</u>
<u>Non-Disclosed</u>	<u>0</u>	<u>0%</u>	<u>2</u>	<u>5%</u>

2017–2018 Part-time/adjunct

Group	Female	% of Total Faculty	Male	% of Total Faculty
Black/African American	4	3%	4	3%
White	45	36%	53	42%
American Indian/Alaskan native	0	0%	0	0%
Asian	2	2%	5	4%
Hispanic/Latino (any race)	2	2%	2	2%
Native Hawaiian/other Pacific Islander	0	0%	0	0%
Two or more races	2	2%	0	0%
Other race/Non-disclosed	4	3%	3	2%
International (any race)	5	4%	5	4%

PART II — Standard 4: Full-Time and Part-Time Faculty

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

Unit performance with regard to indicators:

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

The School has a Committee on Faculty Appointments that manages the recruitment process for new faculty. The committee recommends candidates to the dean, who chooses from among finalists and may recommend one to the faculty for a vote. The Office of Academic Affairs hires part-time faculty.

The School's written criteria for hiring and promotion of tenured and tenure-track faculty were last revised in 2010. The School also has written criteria for evaluating professional, or non-tenured faculty.

The School has struggled to properly mentor and prepare junior female tenure-track faculty for promotion. Since the last review, the School has instituted a mid-term review, assigned two mentors to new tenure-track faculty and worked to support junior faculty in applying for university grants.

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

The graduate faculty have primary responsibility for teaching.

The graduate faculty serve on university-wide and School committees. Their research and creative activity include books and book chapters, documentaries, photo essays and other award-winning work.

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

The faculty are a combination of scholars and practitioners of high achievement. Full-time faculty number 40. Part-time faculty number 106 and include award-winning professionals from some of the best news organizations in New York.

The School uses its annual faculty retreat to provide enrichment opportunities. For example, in 2015 the School brought in Keith Woods, NPR's vice president for diversity and newsroom training. The School's resources and location also allow it to hold more than 100 discussions and lectures each year.

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

The program is taught entirely on site. Students submit confidential evaluations at the end of each course. The detailed evaluations touch on the quality of the instruction, the diversity of guest speakers and the usefulness of the courses in preparing students for jobs in journalism. The academic affairs dean observes the teaching of new professors and professors who have had unusually negative student evaluations, or other issues.

Students praised the instructors for their accessibility, their knowledge and experience, and their industry connections. One student said she has weekly meetings with her professor and that they have exchanged texts at 11 p.m.: It's "like an editor relationship."

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

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

The School's policy on faculty ranks was last revised in September 2012. The School has a combination of tenured and tenure-track faculty and various levels of professors of professional practice. The School also has more than 100 part-time instructors.

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

The self-study reports that over the last three years of this accreditation cycle the graduate faculty taught 56 percent, 51 percent and 47 percent of professional master's courses. The one year under 50 percent, the 2015-16 school year, is described as an aberration due to an unusual number of faculty members on leave, several vacancies, and a larger than expected student cohort. The School assures that it does not expect this issue to arise again. In Fall 2018, full-time faculty taught more than 50 percent of the courses.

SUMMARY: The School has an impressive faculty dedicated to teaching and service and highly accomplished in their fields. The School's administration has implemented systematic mentoring and reviews to rectify problems with the promotion of faculty, especially women.

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

COMPLIANCE

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

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

Unit performance with regard to indicators:

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

The School's guidelines for tenure-track and non-tenure-track faculty members outline requirements for research and public scholarship. The School also provides support for such activity by providing time (via sabbaticals and other types of releases from teaching and service) and allowances for research and travel. During the self-study period, for example, more than 50 leaves were granted to faculty members (with some faculty members securing multiple leaves) for reasons most often related to their scholarly activity. Faculty members can also apply for grants and awards from the Tow Center for Digital Journalism and the Brown Institute for Media Innovation.

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

The expectation for significant scholarly activity is embedded in the School's documents in regard to hiring, promotion and tenure. Two documents stipulate the expectations and process: Faculty Hiring and Promotion (which addresses mostly tenure-track faculty) and Review Standards for Non-Tenure-Track Faculty. Tenure-track faculty are expected to produce work for which the answer is in the affirmative for a number of questions, such as: *Does the work break ground, in the sense of being based on new information, or new thought, or both? And: Has the work received national or international recognition, in the form, for example, of review attention in the leading venues, awards, quotation or citation by others, or invitations to the candidate to speak publicly about it, especially to professional audiences?*

Non-tenure-track faculty are required to "maintain a productive and important presence in journalism and to demonstrate a trajectory toward ever-more ambitious and demanding projects."

Examples of acceptable professional activity range from published journalism in a variety of forms to writing textbooks and advising or leading news and professional organizations.

The School's guidelines note that its system for hiring and promotion "generates, obviously, a faculty mostly made up of people who continue to be working journalists while teaching at the Journalism School. That is a conscious goal, and an appropriate one."

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

The School's documents for tenure-track and non-tenure-track faculty both acknowledge a variety of

venues for the dissemination of their scholarly and professional work. The tenure-track guidelines acknowledge that faculty members who have terminal degrees and do academic research may have their work “judged by the university’s usual standards.” However, it also states that “the university has made the judgment that published journalism of the highest quality can qualify a professor for tenure.” The guidelines recognize that book publication is one form of scholarship that might lead to tenure, but other forms—documentaries or “serious journalism or criticism published in a periodical or in digital form” might also support a strong tenure case. The dean has acknowledged that the “translation” of the value of highly impactful journalistic work to a University tenure committee can be challenging. However, the provost indicated that there is an understanding at the university level of the merits of more applied research and scholarship produced by faculty in the School. Columbia University has more professional schools than any other university in the Ivy League.

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.

As the grid at the end of this section indicates, the work of faculty members is prolific and is shared via documentary films, books, articles and other venues. Much of it does, in accordance with the School’s tenure guidelines, break ground and receive national and international recognition. The most recent noteworthy example of that may be “RBG,” a documentary directed and produced by a faculty member in the School that premiered at Sundance Film Festival and has received significant national attention. However, there are many other examples of influential work by faculty members in recent years, and the total body of work by the School is wide-ranging—covering such topics as the political economy of journalism; education; national and international politics; technology, privacy, and surveillance; science and health; and music and pop culture. Faculty members are published in periodicals such as *The New Yorker*, *The New York Times*, *The Nation*, *The Chronicle of Higher Education*, *The Guardian*, and the *Columbia Journalism Review*, a widely respected publication of the School.

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

Most faculty indicated that the School fosters an environment for healthy discussion and debate around best practices for journalism education and the future of journalism, indicating that such conversations are a regular part of life in the program.

SUMMARY: The School requires and supports scholarly and professional activity at the highest levels from its faculty. From the high-profile work of its Tow Center and Brown Institute to the output of individual faculty members through books, documentaries, articles, commentaries and multimedia presentations, the School distinguishes itself as having few equals for scholarly and creative work with impact on society and the media professions.

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

COMPLIANCE

Report of on-site evaluation of professional master's and undergraduate programs for 2018-2019 Visits

Scholarship, Research, Creative & Professional Activities	Total from Unit*	Individuals				Totals
		Full Professors	Associate Professors	Assistant Professors	Lecturers	
Awards and Honors	74	49	20	5	0	74
Grants Received Internal	27	13	5	9	0	27
Grants Received External	46	30	3	13	0	46
Scholarly Books, Sole- or Co-authored	32	30	2	0	0	32
Textbooks, Sole- or Co-authored	3	1	1	0	1	3
Books Edited	20	20	0	0	0	20
Book Chapters	33	29	3	1	0	33
Documentaries	21	5	16	0	0	21
Monographs	4	3	1	0	0	4
Articles in Refereed Journals	147	131	2	14	0	147
Conference Participation	165	131	6	28	0	165
Invited Speaker/ Keynote Addresses	364	263	52	48	1	364
Encyclopedia/Anthology Entries	6	6	0	0	0	6
Reviews	86	81	0	5	0	86
Articles in Non-Refereed Pubs	1	1	0	0	0	1
Juried Creative Works	159	13	132	14	0	159
Non-Juried Creative Works	10	10	0	0	0	10
Columns/articles in national journals/newspapers (includes digital pubs, podcasts, blogs)	1499	1358	78	60	3	1499
Professional & Public Service Activities	912	687	154	57	14	912
Media Appearances; Expert Citations	1157	912	173	69	3	1157

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.

Professors for each student's core fall class (reporting for general M.S. students and the particular seminar in a student's discipline in the M.A. program) serve as informal academic advisers. Deans also hold regular office hours for students seeking academic counseling. The directors of the documentary and investigative programs provide academic advising for students enrolled in those programs.

Faculty members also serve as thesis advisers. Students are provided with explanations of each faculty member's areas of interest or expertise. Based on that information, students "bid" for an adviser by ranking their top choices. Students are then matched with advisers. M.A. advisers typically serve as adviser to four or five students, while M.S. advisers oversee seven or eight. Faculty advising audio projects typically handle about five students.

The School has an Office of Career Development, staffed by two full-time employees and one part-time employee, who are responsible for advising more than 230 students. The office holds one-on-one sessions with students, conducts seminars with professionals and offers workshops on all aspects of searching for jobs. It also organizes an annual Journalism Career Expo, which the School markets as the largest journalism job fair in the nation.

Graduates must complete an exit survey, or they don't get their graduation tickets. In 2018, 217 of 272 students said they had an initial consultation with Career Development. Eighty students said they visited or consulted with the staff once or twice, while 165 students said they took advantage of the services three to five-plus times. Thirty-four reported that they had never talked with the office's staff members.

Some students said the Career Development staff seemed better at providing advice about seeking traditional reporting jobs than at giving students ideas about alternative career paths that are emerging in the industry. But students recalled a recent instance where one of them asked Career Development to invite a speaker who explained his career path in becoming a product developer at Conde Nast.

b) Faculty are available and accessible to students.

Students know faculty oversee multiple theses, and it can increase their anxieties about whether they are receiving timely feedback.

But students say professors (full-time and adjuncts) are generally accessible, in person, via email or on the phone. It is not unusual for some professors to respond to texts or emails from students at 11 p.m. Others are more formal, with email exchanges at the beginning of the academic year and more face-to-face interactions by the end.

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

Students appreciate the numerous speakers who are invited to the School—either to give special lectures, screen their documentaries, or to talk about their work while visiting individual classes. The students are impressed by the faculty's connections in journalism, especially in New York, and their ability to bring colleagues from *The New York Times*, for example, to class. Students raved about how open professional journalists are to being contacted for advice after visiting campus.

Shortly before the site visit, the dean held a town hall with students that was moderated by an officer of the Society of Professional Journalists. Students voiced concerns and shared ideas for making improvements. Students said they feel free to make suggestions or to call attention to something that isn't working because the School's leadership is open to modifying the curriculum. For example, the School offered *Investigative Techniques* in the fall term this year. The course is normally offered in the spring. Students said the change caused a great deal of stress, and administrators suggested they would change it back to the way it was to alleviate the pressure. The *Reporting and Writing* courses also used to be contained in one course. By splitting them into two, the School provided students with the opportunity to choose their writing professor, which students said they appreciated.

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

The School's website provides information about opportunities for students. Students are offered the chance to attend lectures, workshops, conferences and receptions.

Student government is led by the chapter of the Society of Professional Journalists. There are also several organizations that provide students with opportunities to affiliate with groups that include the National Association of Black Journalists, the National Association of Hispanic Journalists and the National Lesbian & Gay Journalists Association.

The dean hosts roundtable luncheons with professionals for small groups of about 20 students. The School also uses an endowed lecture series to host documentary filmmakers, magazine and publishing leaders.

An electronic bulletin board in the building's main lobby scrolls through numerous upcoming events, providing students with dates, times and places for a variety of speakers. Posters also appear on bulletin boards throughout the building.

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.

See below.

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 School publishes its retention and graduation rates on its website. Both rates are strong, falling in the 97-99 percent range for the full-time students in the M.S. program and 97 to 100 percent for full-time students in the M.A. program.

SUMMARY: Many of the students, especially in the M.S. program, have little, if any, prior journalism experience because they are coming to Columbia immediately after earning their undergraduate degrees. The School recognizes the change in experience among students, and it is dedicating itself to re-evaluating how it educates, nurtures and advises people who are expected to become leaders in journalism. Students who arrive at the School find a faculty and an Office of Career Development ready to help them succeed, along with multiple opportunities for growth that are sufficiently promoted to them.

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

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

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

Unit performance with regard to indicators:

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

The School has a detailed annual budget that includes faculty salaries, costs of equipment and other spending. Its strategic plan provides broad outlines of its goals. The dean of the school provides the provost's office with annual narratives about long- and short-range goals, along with updates on implementation.

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 School's resources are adequate. It has robust endowments and is successful at fundraising. Support for student scholarships and faculty are two key areas of need because it is located in one of the most expensive cities in the world. The provost said the School offers the highest discount in tuition of any unit at Columbia. In the 2017-18 academic year, the School's median financial aid award was \$19,500. The university's median financial aid award to the School's students also was \$19,500. Tuition and fees for the M.S. in journalism are nearly \$75,000 and the M.A. are \$70,000. The School provided financial support to 220 students in the 2017-18 academic year.

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

Nearly all of the classes taught by the School's faculty are held in Pulitzer Hall, which was built in 1912 but still has "good bones," as the dean put it. The School's classrooms, seminar spaces and labs are adequate.

At the beginning of the 2018-19 academic year, the School opened a \$1 million video studio and editing room. After much discussion, the School opted for a design that eliminated the traditional anchor desk that is a key component of local news. Instead, the space relies on a large green screen to provide faculty and students with a more versatile backdrop to engage in and experiment with storytelling.

The School is working to respond to students who prefer to use their laptops instead of iMacs in labs, and who want quiet workspaces where they can write and conduct phone interviews.

Students in all programs have discovered the Brown Institute for Media Innovation, an inviting space with large wooden tables and plenty of electrical outlets. At times, though, the space's popularity creates tensions as the institute's fellows and students also need space to work.

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.

Students can check out video and audio equipment when they are enrolled in particular courses that require multimedia project work. The equipment room is staffed Monday through Friday from 9 a.m. to 7:30 p.m. and on Saturday from 10 a.m. to 5 p.m.

The Adobe Creative Suite is the School's software of choice in video and audio editing as well as design. Students in the documentary filmmaking track can download the software on their laptops, but others must use iMacs in Pulitzer Hall for their editing or buy it themselves.

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

The School is home to the Brown Institute for Media Innovation and the Tow Center for Digital Journalism, both of which conduct cutting-edge research. Faculty assigned to Brown and Tow are increasingly being integrated into the School's graduate programs and called on to co-teach courses or provide advice on integrating data in particular into courses. Some faculty would like to see the integration move more quickly, while others wonder whether it's piling on too much for students to absorb in M.S. and M.A. programs that last only one academic year.

Columbia is also home to several world-class libraries that are located within steps of the School.

SUMMARY: The School's equipment is modern and provides students with video, audio and editing experiences that will prepare them for work in the profession. Its resources to support faculty are adequate. The challenge for the School is to continue to help students afford to take advantage of everything that Columbia has to offer—as well as the research entities housed within Pulitzer Hall.

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

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.

A strength of the School is its large and supportive alumni base. As evidence, an “Alumni Weekend” last year drew 623 alumni. The gathering culminated with a “challenge appeal” that raised close to \$250,000 designated for scholarships. Many alumni routinely visit the School as guest speakers. A number are full-time or adjunct faculty.

The School relies heavily on an Alumni Board and a separate Board of Visitors that also includes non-alumni professionals. The self-study notes that “all members” of these volunteer boards “contribute to the School philanthropically, and many of them encourage fellow alumni to be engaged with the School, including philanthropically. Both boards have committees that support the School’s fund-raising efforts.”

Responses to random queries of board members indicate that the School actively engages with them. Said one Alumni Board member: “We meet twice a year and get a very good sense for different programs at the School, new and old. We hear from the dean, professors, students, and others about what’s happening on campus as well as the programs under review or consideration. Between these meetings, each of the board members serves on committees.” Said an alumni member of the Board of Visitors: “I would describe us as actively involved” with the School.

The School’s Alumni Relations office puts out a monthly newsletter that is emailed to its roughly 12,000 graduates. A review of recent newsletters show they are newsy, and the self-study notes they have a “high open rate.”

Another example of engagement is through the School’s annual Career Expo, which last year attracted close to 160 news organizations that came to campus to recruit. The Expo, which the self-study says is the “biggest journalism career expo in the world,” draws a large number of alumni among the recruiters.

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

The School sponsors numerous non-degree educational programs covering topics like investigative reporting, audio storytelling and management. Some are well established, like the Columbia Publishing Course, a 70-year-old, six-week program that prepares recent college graduates for entry-level positions

in book, magazine and digital publishing. Another is the three-week Columbia Journalism Video Workshop, which teaches how to conceive, research and report stories using video. All told, the School offers 10 such courses.

In addition, the School houses numerous national journalism prize competitions including the Pulitzer Prizes and the Alfred I. DuPont-Columbia University Awards for excellence in broadcasting.

The School also produces the Columbia Journalism Review, an iconic leader in press criticism. In recent years it has shifted from a predominantly print publication to one that has a robust and growing digital audience.

Many of the School's faculty members – full-time and adjunct – publish articles about journalism industry issues and trends.

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.

Broadly defined, faculty members are engaged in the improvement of journalism and mass communication through research, publications, and public appearances in the form of lectures and panel presentations. The School sponsors numerous speakers and discussions related to journalism. Faculty members told the site team they are supported in non-teaching activities related to journalism.

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.

As noted above, the School sponsors many speakers and panels that are open to the public.

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

The School is active in this area, especially in sponsoring visiting lecturers.

SUMMARY: The School has an impressive alumni affairs operation that is actively engaged with its sizable network of about 12,000 graduates. It seeks to serve the professions and society by providing thought leadership about issues in journalism through various venues, continuing education for journalists, and its involvement in prestigious awards for outstanding work in journalism.

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

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)?* The Associate Dean for Faculty and Academic Affairs.
- *How has the unit verified that core and required courses cover all 12 of ACEJMC’s professional values and competencies?* The School’s plan states that the academic dean collects and evaluates syllabi each semester to ensure they align with the mission and meet the goals for the School, which involve student learning outcomes for each program under review. The plan stipulates that the academic dean and staff also informally monitor the instruction of adjunct faculty to ensure their courses meet the School’s curricular needs.
- *How has the unit ensured that the syllabuses for these courses state learning outcomes that address the values and competencies appropriate for each course?* See above. In a review of all syllabi from Fall 2018, the team did not find any mention of the ACEJMC values and competencies, verbatim, for any course in the School during that semester. This is not to say that the values and competencies were not integrated into the learning objectives on syllabi. An example is on the syllabus for Investigative Techniques, where the objective of “Work with, and incorporate, data and numbers in your reporting,” clearly aligns with the ACEJMC competencies of “apply basic numerical and statistical concepts” and “conduct research and evaluate information by methods appropriate to the communications professions in which they work.” Another course, “Image and Sound: Video,” states that a learning objective is, “You will be able to identify the elements of good video storytelling, grounded in solid reporting,” which applies the ACEJMC competency: “understand concepts and apply theories in the use and presentation of images and information.” There are many such examples in course syllabi.

The lack of ACEJMC language as it relates to the values and competencies makes it more challenging to assess whether the required courses address the required learning outcomes. It is the judgment of the site team that the range of courses in the curriculum for both programs, and their associated learning outcomes, encompass ACEJMC values and competencies, albeit unevenly. (See Standard 2.)

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?* The School’s plan, “Year-End Assessment of Student Learning Outcomes, and Other Measures of Achievement,” outlines the use of portfolios that are assessed for students in the M.A. and M.S. programs after the students have graduated. According to the plan, students submit work that includes a capstone project. Identifiers are removed and the work is assessed by a panel of faculty with strong

professional experience and working professionals, convened during the summer. A report outlining their assessment is produced for the School to consider.

A review of annual reports indicates that the School is true to its plan. For instance, for the 2017-18 academic year, 12 faculty members (including the dean, academic dean, and associate dean) reviewed 40 portfolios from the M.A. and M.S. programs during a daylong exercise in June 2018. A review of the annual summer reports (2013-2018) indicates that assessors note progress in some areas (one example is the “single-source story;” assessors noted diminishing numbers of such stories as an improvement in learning outcomes) and note other areas for improvement. In most years, the portfolio review team has included assessors from outside the School.

- *What indirect measures does it use, where and when?* According to the plan, indirect measures include review of syllabi; review of student course evaluations; tracking of job placement and honors garnered by students and recent alumni; and informal and formal surveys of professionals and alumni. Depending on the individual measure, they are implemented throughout the academic year. The site team confirmed that these indirect measures are used annually, sometimes concentrated on certain areas of focus to address issues in the curriculum for degree programs.
- *Are these measures effective for assessing ACEJMC's professional values and competencies?* As outlined in the School's plan, these measures are effective and appropriate for assessing the 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?* Per its plan, the School gathers individual portfolios that demonstrate student work in various courses. Student identifiers are removed. The work is then reviewed by a team of assessors during a daylong exercise. What is not clear is how the ACEJMC values and competencies are systematically and routinely addressed by the assessment teams in their annual reviews. The reports focus on a variety of issues related to writing, reporting, and the use of video/visuals; however, there was scant discussion of learning outcomes related to law and ethical judgment, for instance. Materials from the law and ethics classes have been included in portfolios in some years during the self-study period.
- *What specific values and competencies had graduating classes not mastered satisfactorily?* The annual reports do not focus specifically on ACEJMC values and competencies, although clearly the issues reviewed in the reports map to competencies, mostly those related to writing, critical thinking, use of technologies, the application of concepts for images and information, research, and the use of numerical/statistical concepts. One example is in the discussion, in several portfolio reviews during the self-study period, of the less-than-satisfactory performance by students in constructing strong leads/story focus, which maps to the ACEJMC competency, “Write correctly and clearly...”. Another observation made from the direct and indirect measures, combined, was that reporting classes were uneven in their requirements of students; and that students needed additional help (beyond grammar instruction, offered by tutors) on writing.

• *How does the unit decide how to address these areas of concern and what actions did it take to do so?* Administrators in the School, along with faculty, triangulated the syllabi review, student course evaluations and faculty observations. Two examples of areas of concern relate to reporting and writing:

- In response to consistent portfolio reviews and faculty discussions about the general quality of writing, the School decided to supplement its tutoring program with the launch of a Writing Center in Fall 2018. The Center is run by a former managing editor of CJR and allows students to get confidential, focused coaching on writing beyond the grammar basics.
- In response to syllabi evaluation, evaluation of student course evaluations and informal student feedback, and a survey of reporting instructors, a 2018 faculty retreat focused on creating minimum requirements for all sections of the basic reporting course in the M.S. program.

• *How does the unit evaluate whether its actions overcame the weaknesses in student learning and what were the results?* Year-to-year portfolio reviews demonstrate whether progress has been made as it relates to learning outcomes; other indirect measures are also employed, most notably syllabi review and course evaluations.

• *Was the program of data analysis and action effective for identifying and overcoming unsatisfactory student learning?* A reading of the portfolio reviews indicates that for at least one ACEJMC competency, “Writing correctly and clearly,” the School took action that indicated, by the quality of student work noted in the 2016-17 assessment report, that progress had been made. The action included the downsizing of the incoming student cohort (increasing the quality of student), the introduction of a new course, and improvement in the portfolio review process, which allowed the assessment team better context with which to judge student work.

Other initiatives as a result of assessment – the launch of a Writing Center and the setting of minimums for drills and story exercises in reporting classes – are too recent to assess their effectiveness.

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

In its self-study, the School noted the challenges in staying in touch with its alumni – challenges that all such programs face. However, it provided evidence that it does maintain ties with alumni in key ways, all to the benefit of the program and its students. The School’s Board of Visitors informally advises the administrative team and faculty about ways to continually modernize instruction and course offerings.

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

Journalists, either on the School faculty (full-time or adjunct) or outside the School, are routinely involved in the School’s annual portfolio review, its sole direct measure for assessment.

SUMMARY: The School has an assessment plan that employs direct and indirect measures to improve student learning. The direct measure lacks a systematic, thorough review of all ACEJMC values and competencies. The assessment process has produced changes in the curriculum designed to improve learning outcomes, and professionals are involved in the process.

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

COMPLIANCE

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

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- The School is led by a strong dean and administrative team that combines strategic vision with a roll-up-your-sleeves approach to moving the School forward on multiple fronts.
- The School's highly experienced faculty are dedicated to excellence in teaching even as they produce their own impactful scholarly, creative and professional work.
- The School's M.S. curriculum, implemented after the last review, broke down silos and is strong and current, launching well-prepared journalists into the field.
- The School's focus on data and computational journalism is timely and forward-looking.
- Students are motivated, hard-working and engaged in the life of the School.
- The well-resourced Brown Institute and Tow Center, part of an array of special enterprises in the School, are innovative and have the potential to provide increasing thought leadership to the professions and journalism education.
- The School is well-resourced, enabling it to support faculty innovation and the development of new programs.

Weaknesses:

- The School's assessment plan has no systematic and direct focus on ensuring that every ACEJMC value and competency is sufficiently addressed in the curriculum.
- The School's curriculum for the M.A. seems to have no required element to ensure strong learning outcomes related to media law and ethics.
- The School's basic reporting classes in the M.S. need continued calibration to ensure consistent and strong learning outcomes for basic reporting of news stories.
- According to faculty interviewed by the site team, the School's mentoring process has not adequately served its female tenure-track faculty. The School must build on efforts begun under the current leadership to better help women and underrepresented faculty move successfully through the tenure process.

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

N/A

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

N/A. (It is expected that the weaknesses listed above will be addressed by the School before the next review.)

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

N/A.

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

N/A.

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.

Weaknesses noted in the previous site-team report:

An assessment plan that was implemented in only the final year of the six-year accreditation cycle. This has been addressed. The plan has been consistently implemented during the self-study period.

A lack of ethnic diversity on the full-time and part-time faculty. The School has addressed this deficiency with recent hires to the faculty. However, as the site team notes, the unit must focus on diversifying its tenured ranks.

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 delivered in a timely manner and was, on the whole, adequate and well-organized, with supporting documents that were easy to access. Some parts of the self-study failed to answer the question presented or to provide information in the format requested; site team members had to clarify answers through other documents or by asking questions during the visit that could have been directly addressed in the self-study. The site team also suggests that School administrators work closely with the ACEJMC Central Office to understand requirements for all elements of the site visit during the next reaccreditation review.